

**CURRICULUM MAP (Long term plan)**

**SUBJECT : English**

**YEAR GROUP: 5**

	<b>Cycle 1 Autumn</b>	<b>Cycle 2 Spring</b>	<b>Cycle 3 Summer</b>
<p><b>Substantive knowledge –</b> Essential knowledge &amp; conceptual understanding of the National Curriculum</p>	<p><b>Writing</b> <i>The Curse of the Maya by Andy Lonergan and Johnny Pearce.</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Informal letter</li> <li>● Diary entry from character’s perspective</li> </ul> <p>Identifying the audience for and purpose of the writing. Selecting appropriate grammar and vocabulary. Build cohesion within and across paragraphs. Use dictionaries to check the spelling and meaning of words.</p> <p><b>Reading</b> <i>Journey to the River Sea by Eva Ibbottson</i></p> <p>VIPERS skills Discussing understanding and exploring the meaning of words in context. Explain and discuss their understanding of what they have read.</p>	<p><b>Writing</b> <i>Kensuke’s Kingdom by Michael Morpurgo</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Balanced argument</li> <li>● Life story narrative</li> </ul> <p>Identifying the audience for and purpose of the writing. Selecting appropriate grammar and vocabulary. Describing settings, characters and atmosphere. Ensuring the consistent and correct use of tense throughout. Use organisational and presentational devices to structure text and to guide the reader.</p> <p><b>Reading</b> <i>Once by Morris Gleitzman</i></p> <p>VIPERS skills Making comparisons within and across books. Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>	<p><b>Writing</b> <i>The Piano by Aidan Gibbons (animation)</i> <i>A Midsummer Night's Dream by William Shakespeare.</i> <i>Treason by Berlie Doherty</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> <li>● Recount</li> <li>● Persuasive letter</li> </ul> <p>Identifying the audience for and purpose of a piece of writing. Selecting appropriate grammar and vocabulary. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance the action. Use dictionaries to check the spelling and meaning of words.</p> <p><b>Reading</b> <i>Letters from the Lighthouse by Emma Carroll</i></p> <p>VIPERS skills Discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Recommending books that they have read to their peers, giving reasons for their choices.</p>

	Identifying how language, structure and presentation contribute to meaning.		
<b>Disciplinary knowledge</b> - what skills are practiced?	<p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Informal Letter (Transition)</p> <ul style="list-style-type: none"> <li>● chronological order</li> <li>● letter structure</li> <li>● linking ideas across paragraphs</li> <li>● sentence openers</li> <li>● informal language</li> </ul> <p>Diary Entry (Curse of the Maya)</p> <ul style="list-style-type: none"> <li>● features of a diary</li> <li>● diary opening</li> <li>● use of correct person</li> <li>● empathy for a character</li> <li>● emotive language</li> </ul>	<p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Balanced Argument (Kensuke's Kingdom)</p> <ul style="list-style-type: none"> <li>● features of an argument text</li> <li>● for and against</li> <li>● conjunctions</li> <li>● present tense / third person</li> <li>● sentence openers</li> <li>● colons</li> </ul> <p>Life Story Narrative (Kensuke's Kingdom)</p> <ul style="list-style-type: none"> <li>● first person</li> <li>● chronological order</li> <li>● expanded noun phrases</li> <li>● author's choice of language and punctuation for effect</li> </ul>	<p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> <li>● Vocabulary</li> <li>● Inference</li> <li>● Prediction</li> <li>● Explain</li> <li>● Retrieve</li> <li>● Summarise</li> </ul> <p>Recount (The Piano)</p> <ul style="list-style-type: none"> <li>● storyboard / identify key events</li> <li>● time conjunctions</li> <li>● past tense</li> <li>● emotive language</li> <li>● using quotations</li> <li>● sentence openers</li> </ul> <p>Persuasive Letter (Treason)</p> <ul style="list-style-type: none"> <li>● formal language</li> <li>● letter structure</li> <li>● organisation of paragraphs</li> <li>● conclusion</li> <li>● consideration of audience</li> </ul>
<b>Key questions</b> (What is the learning about?)	<p>Can students write for different purposes?</p> <p>Can students draft, edit and publish a piece of writing?</p> <p>Do students understand the format of an informal letter and diary entry and are able to use this to write their own?</p> <p>Can the students use their own knowledge to show empathy for a character's situation?</p>	<p>Can students write for different purposes?</p> <p>Can students draft, edit and publish a piece of writing?</p> <p>Can students understand the features of a balanced argument and apply it to their own piece of writing?</p> <p>Can students identify reasons for and against a situation?</p>	<p>Can students write for different purposes?</p> <p>Can students draft, edit and publish a piece of writing?</p> <p>Do students understand the format of a formal letter and are able to use this on their own?</p> <p>Can students use a range of grammatical features to recount a person's story shown through animation?</p> <p>Can a student use persuasive devices to convince the reader of their opinion?</p>

		Can students identify the key events in a person's life story shown through text?	
Assessment	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - PIXL test taken in October - used as a baseline.</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - PIXL test taken in February</p>	<p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p><b>PPCs</b> - Grammar skills</p> <p><b>EOT</b> - PIXL test taken in May</p>
Literacy (L), Numeracy (N), Oracy (O) opportunities	Writing, Oracy and discussion in all lessons.	Writing, Oracy and discussion in all lessons.	Writing, Oracy and discussion in all lessons.
Cross Curricular Opportunities	<p>The Curse of the Maya/ Journey to the River Sea: History - Ancient Maya Geography/Art - Rainforests Science - Living things and their habitats</p>	<p>Kensuke's Kingdom/ Once: History - WW2 Art - Hokusai Geography - Coasts and Weather</p>	<p>The Piano, Midsummer Night's Dream, Treasure / Letters from the Lighthouse: History - Tudors Art - Tudor portraits</p>
SMSC / Character/Careers/Cultural Capital (personal development)	<p><b>Spiritual</b> We teach a range of literature that develop spiritual development through discussion and debate. For example, 'Kensuke's Kingdom, amongst others, encourages the discussion of making life changing decisions and sacrifices which would come from this. The study of texts like this gives students the opportunity to think about the consequences of right and wrong behaviour, applying this to their own lives. Creative writing and the study of poetry gives students the opportunity to reflect on their own beliefs and helps them to establish their own relationship with language. Writing is expressive and allows for a reflective process and the freedom to be creative and experiment.</p> <p><b>Moral</b> During the study of fiction, students are given the opportunity to consider different perspectives and empathise with other characters. For instance, the study of 'The Cures of the Maya and Kensuke's Kingdom' offers the opportunity to debate empathy for the different characters and consider their points of view. Class readers studied in Y5 deal with moral questions, such as race, equality, crime and punishment, immigration, bereavement and poverty, giving students the opportunity to produce their own writing. Writing non-fiction texts such as newspaper articles, reports and reviews help to develop students' ability to apply fiction to real life scenarios.</p> <p><b>Social</b> English lessons promote cooperation and teamwork through being able to work in groups, listening to others opinions and asking questions. We build self-confidence with the use of whiteboards to show answers and speaking is developed through debate and questioning, giving logical arguments with respect, rationality and thoughtfulness.</p>		



	<p><b>Cultural</b>          The study of our chosen literature and beyond gives opportunities for students to appreciate different cultures (Curse of the Maya, Journey to the River Sea, Letters to the Lighthouse and Kensuke’s Kingdom). Our Summer unit focuses on three different texts to increase the range of fiction, poetry texts and animation which the children are exposed to.</p>		
Equality and Diversity	<p>Breadth of texts used          Author of the month in Library display          Class named after inspirational people          Names and characters used in presentations represent people with disabilities and different ethnicities.</p>		
Super Curriculum (personal development)	<p>School Library          EdShed          Reading Records to monitor reading at home          Book Fair          Class reader          Visit to Cadbury World including workshop on Ancient Maya</p>	<p>School Library          EdShed          Reading Records to monitor reading at home          World Book Day          Readathon Sponsored Read          Class reader</p>	<p>School Library          EdShed          Reading Records to monitor reading at home          Book Fair          Class reader</p>