

CURRICULUM MAP (Long term plan)

SUBJECT : English

YEAR GROUP: 5

| | Cycle 1 Autumn | Cycle 2 Spring | Cycle 3 Summer |
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| <p>Substantive knowledge – Essential knowledge & conceptual understanding of the National Curriculum</p> | <p>Writing <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"> • Informal letter • Diary entry from character’s perspective <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>Reading <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>Writing <i>Kensuke’s Kingdom by Michael Morpurgo</i></p> <p>Plan, draft, write, evaluate, edit, publish:</p> <ul style="list-style-type: none"> • Balanced argument • Life story narrative <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>Reading <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>Writing <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"> • Recount • Persuasive letter <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>Reading <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> |

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| | Identifying how language, structure and presentation contribute to meaning. | | |
| Disciplinary knowledge - what skills are practised? | <p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieve • Summarise <p>Informal Letter (Transition)</p> <ul style="list-style-type: none"> • chronological order • letter structure • linking ideas across paragraphs • sentence openers • informal language <p>Diary Entry (Curse of the Maya)</p> <ul style="list-style-type: none"> • features of a diary • diary opening • use of correct person • empathy for a character • emotive language | <p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieve • Summarise <p>Balanced Argument (Kensuke's Kingdom)</p> <ul style="list-style-type: none"> • features of an argument text • for and against • conjunctions • present tense / third person • sentence openers • colons <p>Life Story Narrative (Kensuke's Kingdom)</p> <ul style="list-style-type: none"> • first person • chronological order • expanded noun phrases • author's choice of language and punctuation for effect | <p>Spelling Patterns</p> <p>Editing Skills for best writes</p> <p>Inference and Deduction</p> <ul style="list-style-type: none"> • Vocabulary • Inference • Prediction • Explain • Retrieve • Summarise <p>Recount (The Piano)</p> <ul style="list-style-type: none"> • storyboard / identify key events • time conjunctions • past tense • emotive language • using quotations • sentence openers <p>Persuasive Letter (Treason)</p> <ul style="list-style-type: none"> • formal language • letter structure • organisation of paragraphs • conclusion • consideration of audience |
| Key questions (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> |

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| | | 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>PPCs - Grammar skills</p> <p>EOT - PIXL test taken in October - used as a baseline.</p> | <p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>PPCs - Grammar skills</p> <p>EOT - PIXL test taken in February</p> | <p>Live marking during the lesson with misconceptions addressed during the lesson.</p> <p>PPCs - Grammar skills</p> <p>EOT - 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, Treason / Letters from the Lighthouse: History - Tudors Art - Tudor portraits</p> |
| Super Curriculum | <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> |
| Careers | <p>HT 1 - Becoming an Archaeologist KS1 / KS2 PSHE: Proud to be an archaeologist - BBC Teach</p> <p>HT 2 - Working as a Curator in a Museum Working as a Curator: Mel's story - BBC Bitesize</p> | <p>HT1 - Blogging for Children https://www.youtube.com/watch?v=WEJiptiaoCY</p> <p>Becoming a Doctor KS1 / KS2 PSHE: Proud to be a doctor - BBC Teach</p> <p>HT2 - Five Top Tips for Editing and Proofreading https://www.youtube.com/watch?v=IROAmHurRrw</p> | <p>HT1 - Starting off in acting (Dani Harmer) https://www.youtube.com/watch?v=YOKg_mrnFnk</p> <p>HT2 - Junior Copywriter How to become a junior copywriter: Gail's story - BBC Bitesize</p> <p>HT2 - Becoming an illustrator https://www.bbc.co.uk/bitesize/articles/z769hbk</p> |

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| Equality and Diversity Gender Disability Religion Race Sexuality | Journalist: Sophie Morgan - Sophie Morgan Being a Park Ranger - https://www.youtube.com/watch?v=9nSXStL2eJo | Author - Malorie Blackman https://www.bbc.co.uk/teach/class-clips-video/articles/zkbb46f | Actor/theatre - Layton Williams https://www.bbc.co.uk/bitesize/articles/zcdsxbk |
| Local Community Links | | | |
| British Values Democracy The rule of Law Individual Liberty Mutual Respect and Tolerance of others SMSC Character Education | <p>The resilience of the twins builds throughout the Curse of the Maya. They become immersed in a different culture and attempt to learn a new language on their travels; whereby enhancing their mutual respect for others. They have a strong sense of justice and try to do the right thing, guided by their knowledge.</p> <p>JTRS - Children develop an awareness of the 'class' system and participate in discussions around wealth and character.</p> <p>Across all lessons, children are encouraged to use creativity, think critically and reflect on events and viewpoints within the text using PEE.</p> | <p>Children use informal tone in their blog writing. Michael is required to follow rules on Kensuke's Island, however he and his family use their individual liberty to make decisions based on events in the book to travel the world. Michael builds a greater understanding of others backgrounds and cultures through living with Kensuke and hearing about his life.</p> <p>Within 'Once' children learn about the background and events that led to the Holocaust. Democratic voting was part of the elections at that time and continues to be in the present day. The Jewish people did not have freedom of movement or speech during WWII, which took away their individual liberty. Children learn that Felix builds a greater empathy and understanding for the needs of others throughout the book.</p> | <p>Through the Piano unit, children develop their understanding of symbolism in media and make inferences based on emotive scenes. They write from a different point of view, which encourages them to think carefully about how the gentleman is feeling and what he has been through.</p> <p>Drawing on cultural capital from KS1, children develop an understanding of William Shakespeare and relationships interwoven within MSND. They discuss events and think about how the different characters are feeling/resolving conflicts independently.</p> <p>They recognise the difference between right and wrong and begin to readily apply this understanding in their own lives.</p> <p>In Letters from a Lighthouse, children recognise that Suki uses her individual liberty to embark on her own journey, whilst Olive and Cliff are evaluated from London. They begin to consider how the reader may be feeling and draw their own opinions about the text.</p> |