

English Curriculum - Long Term Plan 2018-19

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
A U T U M N	<p>Labels, Lists and Captions</p> <p>Everyday objects in the classroom. Lists of items to take on holiday.</p> <p>Stories with Familiar Settings</p> <p>Based on Billy's Bucket.</p> <p>Poetry: Using The Senses</p> <p>What we see, hear, touch. Taste and smell in Autumn.</p> <p>Instructions</p> <p>Information Texts</p> <p>Based on our history topic The Great Fire of London.</p>	<p>Different stories by the same author</p> <p>Explore a range of stories written by Oliver Jeffers.</p> <p>Poetry(similes)</p> <p>Write poetry from their own observations of the world.</p> <p>Traditional Tales</p> <p>Explore a variety of new, familiar and traditional tales with a focus on character.</p> <p>Instructions</p> <p>Sequence, respond to and write instructions, for example, to accompany a variety of food recipes. Link to DT topic-Making puppets</p>	<p>Stories with familiar settings</p> <p>Focus on the main features of characters, plot and settings.</p> <p>Poetry</p> <p>Children will be reading a wide range of poetry; they will then write their own poetry which they will perform, developing their performance skills.</p> <p>Instructions</p> <p>Investigate the language of instruction sentences, recognising how verbs and adverbs are used to instruct and sequence each step in chronological order.</p> <p>Non-chronological reports</p> <p>Compare the way information is presented in different types of text and write reports from known information.</p> <p>Shape poetry and calligrams</p>	<p>Poetry-Creating Images</p> <p>Children will be exploring performance poetry and use a variety of writing techniques to create imagery poetry.</p> <p>Stories from Other Cultures</p> <p>Explore stories from a variety of different cultures, write their own story from another culture.</p> <p>Stories with Historical Settings</p> <p>Children will find evidence about the period in which the story is set. They will be able to recognise the stages in a story and the way that events are linked and write their own story.</p> <p>Magazines</p> <p>Within this topic the children will be locating information, using contents, index, headings, sub-headings and page numbers.</p>	<p>Instructions</p> <p>Read and write instructional texts using appropriate form, features and awareness of intended audience.</p> <p>Poetry: Poetic Style</p> <p>Read and write personification poetry.</p> <p>Greek Myths</p> <p>Read a variety of Greek myths from a selection of texts. Write own myths based on the texts</p> <p>Reading</p> <p>The Nine Lives of Montezuma by Michael Morpurgo</p> <p>Winter stories</p>	<p>Non-chronological Reports</p> <p>Features of reports Variety of reports Winmarleigh trip Tongo Lizard Theme Park</p> <p>Horror Stories</p> <p>Based on Frankenstein by Mary Shelley Descriptive settings Character descriptions Dialogue</p> <p>Christmas Poetry</p> <p>Using similes, metaphors and personification</p> <p>Writing based on the novel- A Christmas Carol</p>

Traditional and Fairy Tales

Retell traditional tales using 'Pie Corbetts' storytelling techniques. Investigate plots, characters and settings leading up to the planning and writing of children's own version of a traditional tale.

Instructions

Dictionary Skills

Alphabetical order. Reading and writing definitions.

Recounts

Based on trip to Museum of Liverpool Life

Poetry: Pattern and Rhyme

Spring poems.

Stories with familiar settings

Narrative based on the theme of 'Superheroes'.

Traditional tales

(book study)
Explore a variety of new, familiar and traditional tales with a focus on character particularly the point of view of a supporting character and how they would have told the story differently.

Information Texts (dinosaurs)

Investigate how non-fiction books are different to storybooks and how they can be used to retrieve information about different topics.

Poetry(silly stuff)

Write poetry from their own observations of the world.

Plays and Dialogues

Explore characters, issues and dilemmas and improvise dialogue between key characters. Write short play scripts.

Legends

Children will explore a variety of legends, Create their own legends based on what they have learned.

Information texts

Children will have the opportunity to research a topic using the school library and ICT.

Poetry:language play

Information: Advertisements

Children will be exploring the impact of advertisements and their features of how they use persuasive writing.

Formal Persuasive Texts

Children will be exploring the impact of formal persuasive writing and they will be able to identify key language features in persuasive texts.

Stories in Imaginary Worlds

Children will explore their imagination and develop their creative story writing.

Newspapers

Write a newspaper article that contains both factual and opinion based content. Identify advertisers' choice of language,

Significant children's authors -Michael Morpurgo

Children will focus on War Horse and The Nine Lives of Montezuma. They will have the opportunity to independently read other novels by Michael Morpurgo.

Playscripts

Read, write and perform a variety of play-scripts based on film narrative.

Poetry

Poems.

Range of Genres

Taught through the novel Wonder by RJ Palacio

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S U M M E R	<p>Stories with a Fantasy Setting</p> <p>Describe fantasy settings and characters whilst writing their own fantasy story.</p>	<p>Significant Authors</p> <p>Explore extended books by well-known authors including Roald Dahl. Focus on character description and development, and story-writing.</p>	<p>Adventure Stories</p> <p>This topic will be focusing on pirate adventure stories.</p>	<p>Explanations</p> <p>Focus on structuring information into a logical order using specific vocabulary to ensure that the information is clear to understand.</p>	<p>Stories from other cultures</p> <p>Read a variety of stories and identify the features of stories from other cultures. Work will mainly be based on “Journey to Jo’Burg” by Beverley Naidoo</p> <p>Use role-play to explore stories from their point of view and write in role, for example a letter from one character to another.</p> <p>Plan and retell a whole story from an alternative point of view.</p>	<p>Goodnight Mr Tom by Michelle Magorian</p> <p>Letters: Formal and Informal</p> <p>Diary entries</p> <p>Character descriptions</p> <p>Settings</p>	
	<p>Poetry- Poems on a Theme</p> <p>Patterned poems</p>	<p>Consolidation of the skills taught this year</p> <p>Diary entries, letters, Short stories and poetry.</p>	<p>Authors</p> <p>This topic will focus on the work of Roald Dahl.</p>	<p>Issues and Dilemmas</p> <p>Through drama, role play and discussion, the children will be able to write an alternative ending to a known story</p>	<p>Exploring form and Plays</p> <p>Explore characters, issues and dilemmas and improvise dialogue between key characters.</p>	<p>Recounts</p> <p>Persuasive writing</p> <p>Emphasis on the contrary argument</p>	<p>The Giant’s Necklace by Michael Morpurgo</p> <p>Write an alternate ending to the story</p> <p>Newspaper report</p>
	<p>Stories from a Range of Cultures</p> <p>Describe and compare settings. The Kenyan based story ‘Handa’s Surprise’ will be a focus text within this topic. Children will create their own book based on Handa’s Surprise.</p>						<p>Film narrative</p> <p>The Piano (story with flashbacks), Alma</p> <p>The Greatest Showman</p>
	<p>Recounts</p> <p>Fact and fiction</p>						