

## English Curriculum Map

Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Tanka Tanka Stunk By Steve Webb		Agggghhhh spider By Lydia Monks		Bedtime for monsters By Ed Vere	
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>- To encourage children to enjoy listening to, responding to and using spoken and written language</li> <li>- To encourage children to join in with repeated phrases, rhymes and refrains</li> <li>- To support children in recognising that print carries meaning</li> <li>- To support children in exploring and developing strategies and orchestrating cues to learn to read print independently</li> <li>- To encourage children to think and talk confidently about their response to a book, using prediction, asking questions, making connections with their own experience</li> <li>- To deepen children's understanding of the world through a fictional text</li> </ul>		<ul style="list-style-type: none"> <li>- To listen with enjoyment and respond to the book, through retelling and re-enacting the story;</li> <li>- To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print;</li> <li>- To get to know the story really well and be able to revisit it in a variety of ways;</li> <li>- To think and talk confidently about their response to the book, the story and illustrations, and the meanings;</li> <li>- To explore the structure through storytelling;</li> <li>- To write for meaning and purpose in narrative and non-narrative forms;</li> <li>- To create a book of the story through shared writing and illustration.</li> </ul>		<ul style="list-style-type: none"> <li>- To listen with enjoyment and respond to the book, through retelling and re-enacting the story;</li> <li>- To read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print;</li> <li>- To get to know the story really well and be able to revisit it in a variety of ways;</li> <li>- To think and talk confidently about their response to the book, the story and illustrations, and the meanings;</li> <li>- To explore the structure through storytelling;</li> <li>- To write for meaning and purpose in narrative and non-narrative forms;</li> <li>- To create a book of the story through shared writing and illustration.</li> </ul>	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Chiming in with known stories</li> <li>- Using words and phrases to describe animals and their characteristics</li> <li>- Statements and questions about animals</li> <li>- Syllabifying words</li> <li>- An oral performance of a text</li> <li>- Orally blending and segmenting words</li> <li>- A made book about a favourite animal</li> </ul>		<ul style="list-style-type: none"> <li>- Shared Journal</li> <li>- Thought Bubbles</li> <li>- Caption Writing</li> <li>- Information Writing</li> <li>- Bookmaking</li> <li>- Shared Poem</li> </ul>		<ul style="list-style-type: none"> <li>- Shared Journal</li> <li>- Speech/Thought Bubbles</li> <li>- Song writing</li> <li>- Caption Writing</li> <li>- Own and Class Books</li> </ul>	
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>- Reading Aloud</li> <li>- Looking at Language</li> <li>- Syllabification Response to illustration</li> <li>- Performance reading</li> <li>- Oral blending and segmenting of words</li> </ul>		<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Role Play and Drama Illustration and Artwork</li> <li>- Poetry Performance storytelling</li> </ul>		<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Responding to illustration</li> <li>- Book talk</li> <li>- Role Play and Drama</li> <li>- Visualising</li> </ul>	

## English Curriculum Map

<p><b>Possible Cross Curricular links</b></p>	<p><b>PSED:</b> Talk about what it's like to feel tired, happy, excited. What do you like to do when you feel like this? We know Tanka and Skunk like to play the drums. Allow children time and space to talk about things they like to do. Encourage them to bring in photographs or draw pictures of them doing their favourite things to create a class display.</p> <p><b>Physical Development:</b> Watch videos of the animals. Practise moving like different animals; do they walk, crawl, slide?</p> <p><b>Mathematics:</b> Talk about animal characteristics, count numbers of legs, sort animals by size or weight.</p> <p><b>Understanding the World:</b> Find out more about the different animals, what they look like, their habitats, where in the world they can be found, what they eat.</p> <p><b>Expressive Arts and Design:</b> Use photographs and models to give the children the chance to draw, paint or make models of animals.</p> <p><b>Water, Sand and Mud Play:</b> Create habitats for different groups of animal models and play with them in their 'natural environments'.</p> <p><b>Rhyme and Song:</b> Create a bank of song and rhyme cards for different animal songs and rhymes such as: One Elephant Went Out to Play, Five Little Ducks, Down in the Jungle, Itsy Bitsy Spider, Cows in the Kitchen etc.</p> <p><b>Small World Play:</b></p>	<p><b>Understanding the World:</b> Investigating and comparing pets with wild animals. Explore why some animals are good pets and some are not.</p> <p>Talk about families and pets, explore what makes them unique and similarities and differences in relation to friends or families.</p> <p><b>Expressive Arts and Design:</b> Make and paint spiders from salt dough or clay. Junk model spiders using egg box sections and pipe cleaners with googly eyes. Make webs with PVA glue sprinkled with glitter or with wool stuck to it. Make a storybox of the setting.</p> <p><b>Physical Development:</b> Create a stage in the indoor or outdoor area and dance to different types of music like the spider does. Use string and wool to weave webs around trees or fences in the outdoor area.</p> <p><b>Mathematics:</b> Use positional language to describe where the spider is. Counting flies in the spiders web or spider friends; one more, one less. Addition problems using spider friends, e.g. Spider invited 3 friends to stay and then 4 more came, how many altogether? Subtraction problems using spiders and flies, e.g. Spider caught 8 flies in her web. She ate 3 of them. How many were left?</p> <p><b>Small world play:</b> Use a dolls house with family and a plastic spider to re-enact the story.</p>	<p><b>Understanding the World:</b> This book is perfect for exploring journeys and travelling. You may want to: Look at homes and habitats – why do different animals and creatures live where they do? Investigate more maps, tube, bus, local area. Look at signs and symbols that give instructions or directions for a journey. Make own signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). Use roamers, bee-bots or remote controlled toys to follow routes and map journeys.</p> <p><b>Expressive Arts and Design:</b> Use a variety of media and techniques to represent and make own monsters. Make monster masks to re-enact the story Create a monster den / cave in the role play area. Make monster foot prints from potatoes / use vehicles / animals in paint to make tracks and compare them.</p> <p><b>Physical Development:</b> Use large and small equipment to explore journeys and travelling. Look at prepositions like, over, under, across, above, below, around and work out ways of travelling on equipment or around a space. Use bikes to go on a journey, like the monster, describing where you have been and what you saw.</p> <p><b>Small world play:</b> Encourage children to explore transport and journeys in small world play. Have access to train tracks, vehicles, boats in the water areas,</p>
---	--	--	---

## English Curriculum Map

	Provide large and small scale animal models, allow children to create habitats in tuff spot trays and using the natural environment outdoors.		with passengers to travel and places for monsters to visit.
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>– Animal Music by Julia Donaldson and Nick Sharratt</li> <li>– Walking Through the Jungle by Julie Lacombe</li> <li>– Farmyard Hullabaloo, Commotion in the Ocean and Rumble in the Jungle by Giles Andreae and David Wojtowycz</li> <li>– Hickory, Dickory Dog by Alison Murray</li> <li>– Animal Boogie by Debbie Harter</li> <li>– Brown Bear, Brown Bear, What Do You See? By Bill Martin Jnr, illustrated by Eric Carle</li> <li>– Dear Zoo by Rod Campbell</li> <li>– Where Bear? by Sophy Henn</li> </ul>	– The Very Busy Spider By Eric Carle	– Banana! By Ed Vere

## English Curriculum Map

Class 1 (Reception)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	We're Going on a Bear Hunt By Michael Rosen	The Gruffalo By Julia Donaldson	No Dinner! By Jessica Souhami	The Bog Baby By Jeanne Willis	Handa's Surprise By Eileen Browne	Billy's Bucket By Kes Gray
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>– To think and talk confidently about their response to the book, using prediction, asking questions, making connections with their own experience</li> <li>– To think about the story meanings conveyed in the illustrations</li> <li>– To enjoy listening to, responding to and using spoken and written language in play and learning To bring a story to life by reading aloud together, responding to rhythm, rhyme and pattern</li> <li>– To explore the story through collaborative play, role-play and storytelling</li> <li>– To use language to imagine and recreate roles and experiences</li> </ul>	<ul style="list-style-type: none"> <li>– To excite children about their learning</li> <li>– To expose children to rhythm and rhyme</li> <li>– To provide children with an opportunity to use language to imagine and recreate roles and experiences in play</li> <li>– To allow children to explore the themes of courage and bravery whilst exposing them to humour</li> <li>– To use talk to connect ideas, explain what is happening and anticipate what might happen next; To interpret the story creatively, through drama, painting and imaginative role play activities</li> </ul>	<ul style="list-style-type: none"> <li>– To interpret stories through creative activity including play, art, drama and drawing;</li> <li>– To write for meaning and purpose in a variety of narrative and non-narrative forms;</li> <li>– To develop experience of storytelling and retell stories orally;</li> <li>– To listen with enjoyment to stories, songs and other music;</li> <li>– To use talk, actions and objects to recall the story;</li> <li>– To use language to imagine and recreate roles and experiences;</li> <li>– To enjoy an increasing range of books.</li> </ul>	<ul style="list-style-type: none"> <li>– To engage children with a story with which they will empathise</li> <li>– To explore, develop and sustain ideas through talk</li> <li>– To explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>– To write for meaning and purpose in a variety of narrative and non-narrative forms</li> </ul>	<ul style="list-style-type: none"> <li>– To talk confidently about picture books using prediction, asking questions, expressing opinions</li> <li>– To respond to illustration</li> <li>– To get to know a story really well through reading aloud, play and re-enactment</li> <li>– To explore character and plot through role-play and storytelling</li> <li>– To explore aspects of another country and culture and consider them in respect of their own experience</li> <li>– To help children begin to see themselves as authors through shared writing and bookmaking</li> </ul>	<ul style="list-style-type: none"> <li>– To listen with enjoyment and respond to the book, through retelling and re-enacting the story</li> <li>– To get to know the story really well and be able to revisit it in a variety of ways</li> <li>– To think and talk confidently about their response to the book, the story and illustrations, and the meanings</li> <li>– To explore the structure through storytelling</li> <li>– To write for meaning and purpose in narrative, poetic and non-narrative forms</li> <li>– To create a non-fiction text, inspired by the story, through shared writing and illustration.</li> </ul>

## English Curriculum Map

	<ul style="list-style-type: none"> <li>- To develop sustained story making and storytelling</li> <li>- To write for meaning and purpose in a variety of narrative and non-narrative forms</li> </ul>	<ul style="list-style-type: none"> <li>- To write for meaning and purpose.</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Shared writing</li> <li>- Writing in role</li> <li>- Story mapping</li> <li>- Bookmaking and publishing</li> </ul>	<ul style="list-style-type: none"> <li>- Class journal</li> <li>- Thought bubbles</li> <li>- Animal and woodland poems</li> <li>- Letters and notes to the animals</li> <li>- Shopping list</li> <li>- Character description</li> <li>- Gruffalo crumble recipe</li> </ul>	<ul style="list-style-type: none"> <li>- Shared Journal</li> <li>- Thought Bubbles</li> <li>- Captions</li> <li>- Story map</li> <li>- Notes of advice</li> <li>- Recipes</li> <li>- Escape plans</li> <li>- Stories for puppet show</li> </ul>	<ul style="list-style-type: none"> <li>- Shared Journal</li> <li>- Speech/Thought Bubbles</li> <li>- Caption Writing</li> <li>- Own and Class Books</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and Annotating</li> <li>- Shared writing</li> <li>- Language Play</li> <li>- Writing in role</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Labels</li> <li>- Lists</li> <li>- Captions</li> <li>- Poetry</li> <li>- Shared story mapping</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>- Respond to illustration</li> <li>- Reading aloud and re-reading</li> <li>- Revisiting, role play and re-enactment</li> <li>- Freeze-frame</li> <li>- Language play</li> <li>- Visualising and artwork</li> <li>- Debate and discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Book Talk 'Tell Me'</li> <li>- Responding to illustration</li> <li>- Role on the Wall</li> <li>- Shared reading</li> <li>- Reading aloud</li> <li>- Freeze Frame and Hot seating</li> <li>- Shared writing</li> <li>- Role-play and drama.</li> <li>- Story mapping</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Shared reading</li> <li>- Role Play and Drama</li> <li>- Freeze Frame and Thought Tracking</li> <li>- Shared writing</li> <li>- Music</li> <li>- Debate and argument</li> <li>- Story mapping</li> <li>- Performance storytelling</li> <li>- Performance reading</li> <li>- Oral storytelling and performance with puppets</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Responding to illustration</li> <li>- Book talk</li> <li>- Role Play and Drama</li> <li>- Visualising</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to illustration</li> <li>- Book Talk</li> <li>- Drama and role play</li> <li>- Storytelling</li> <li>- Story boxes</li> <li>- Bookmaking</li> <li>- Reading Aloud</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Aloud and re-reading</li> <li>- Visualising</li> <li>- Role Play</li> <li>- Story mapping</li> </ul>

## English Curriculum Map

<p><b>Possible Cross Curricular links</b></p>	<p><b>Role-play:</b> Work with the children to create the Bear's Den either in the outside area or within the classroom.</p> <p><b>Small world and re-enactment:</b> Provide puppets and story props for the children to retell and re-enact the story Create small worlds of the environments in the story using natural materials and figures. Create a storybox of one narrative episode in the story. the children can make their own scenes for their chosen character when creating their own version of the story.</p> <p><b>Understanding the World:</b> Look at homes and habitats – why do different animals and creatures live where they do? Investigate maps, tube, bus, local area. Look at signs and symbols that give instructions or directions for a journey. Make own</p>	<p><b>PSED:</b> Provide the children with a space in which they can record the times they have felt scared but been brave or courageous.</p> <p>Read the story with emotion cards, ask children to hold up the face that represents the character's feelings at various parts in the story.</p> <p>Ask children to bring in a photo/draw a picture of their favourite place to go for a walk; just like the mouse did in the story.</p> <p><b>Physical Development:</b> Encourage them to make representations of animals from the story by selecting their materials and sticking them, using their fingers or tools like tweezers.</p> <p>Provide large blocks, logs and small word figures in the construction area to allow the children to</p>	<p><b>Understanding the World:</b> Object Box - Collect a box of Indian objects and artefacts. Either as a carpet session or small group session, ask children to take an object out of the box and talk with a partner about what it could be.</p> <p>Use the artefacts to add to the display. Ask children to bring in items from home if they think that they have anything more to add.</p> <p>Work with families to encourage the children to explore and talk about some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Make a collection of stories from around the world that relate to the children's heritage.</p> <p><b>Expressive Arts and Design:</b> Challenge the children to design a hiding place either within the</p>	<p><b>Role Play:</b> Create a vets where children can investigate how to look after common animals. Create a wildlife centre where children can find out about animals in their environment and make leaflets, information sheets, minibeast hunt ticklists</p> <p><b>Small world play:</b> Encourage children to use logs, sticks, stones, mud and leaves to make an outside habitat for wild animals.</p> <p><b>Understanding the World:</b> Use logs and sticks to make a habitat pile in the outside environment to attract mini beasts.</p> <p>Make a bird cake or bird feeder to care for local wildlife. Plant insect-friendly plants in the outdoor area.</p> <p><b>Expressive Arts and Design:</b> Look at art inspired by natural landscapes such</p>	<p><b>Small World:</b> Set up a small world version of the story to encourage children to retell it.</p> <p><b>Music:</b> Children could use noisemakers and instruments to add sound effects to the story.</p> <p>Provide some African music for children to move and dance to.</p> <p><b>Reading:</b> In the reading area, put a few different copies of the story and non-fiction books about fruit, Africa or African animals.</p> <p>Hide a selection of Alphabet on Fruit pictures around an outside area.</p> <p>Encourage children to find and identify the different letters and sounds</p> <p><b>ICT:</b> In the listening area, have an audio copy of the book, along with a hard copy and related props. The children can explore operating</p>	<p><b>PSED:</b> Explore significant birthdays with the children. Talk about what happens on a birthday, memorable presents they have received, things that have happened on their birthday.</p> <p><b>Understanding the World:</b> Explore different undersea animals and their features. Use and explore new language from the illustrations such as fins, flippers, scales, coral, tusks etc. as well as that in the text such as sardine, barracuda, shoal, herring, stingray.</p> <p><b>Expressive Arts and Design:</b> Create movement sequences for what can be seen in the bucket; provide swathes of blue fabric to create water effects.</p> <p><b>Physical Development:</b> Investigate bikes, what they are like and what you can do on them to try to help mum persuade</p>
---	--	---	---	---	---	---

## English Curriculum Map

	<p>signs and draw own maps on a small and large scale (chalk on the playground, large rolls of paper, smaller individual maps). Use roamers, bee-bots or remote controlled toys to follow routes and map journeys.</p> <p><b>Mathematics:</b> Organise and count the wellies they need in pairs. Count the beats needed to keep rhythm. Measure lengths of grass or depth of water. Find out about how tall full grown brown bears become and measure out a cave large enough to house one.</p> <p><b>Physical Development:</b> Use large and small equipment to explore journeys and travelling. Look at prepositions like over, under, across, above, below, around and work out ways of travelling on equipment or around a space. There is much opportunity to develop</p>	<p>create scenes from the story. Allow the children to weave with sticks to make an owls nest. Warm up for a physical development lesson using the movement of owls, snakes, foxes and mice. Use large and small equipment to explore the ways in which they move and where they hide. Look at prepositions like, over, under, across, above, below, around and work out ways of travelling through, under or on equipment or around a space.</p> <p><b>Maths:</b> Have story figures available for the children to count and compare e.g. small world mice, snakes etc. Create playdough mats where the children have to count and make (out of playdough) purple prickles, teeth and tusks for the</p>	<p>environment, as a simple den or a game of hide and seek, or disguising a large cardboard box in which they can hide. Listen to a range of music from the Indian Subcontinent; both classic and modern. Watch and learn some classic Indian dance moves, using feet, hands and eyes expressively, that help to tell the stories, including that of ‘No Dinner’. Explore the range of striking artwork in Jessica Souhami’s illustrated books as well as her puppet theatre work. Emulate her artwork using a range of simple water colour, block print and collage techniques. Look at and emulate art work from the Indian Subcontinent and the work of Jessica Souhami, particularly that of shadow puppetry; exploring the effects of using different materials</p>	<p>as art by Claude Monet. Children can make close observational drawings or paintings of natural objects such as flowers and leaves. Children can use leaves to make prints and rubbings.</p> <p><b>Physical Development:</b> Encourage the children to move like a bog baby-jumping up and down, floating on their backs, slapping their wings...Can they make their bodies ‘soft as jelly’, like he ‘had no bones’?</p> <p><b>Mathematics:</b> Counting bog babies – adding one more or one less. How many makes a pondful? Use the bog baby as a weight, find things that weigh heavier, lighter or the same. Make up a counting song about a bog baby to the tune of a well known song.</p>	<p>the CD player independently. Use a paint/drawing program on the IWB for children to draw pictures of the characters from the story. Provide some large sheets of paper and encourage children to draw a map for a Bee-Bot to follow. Children could decorate the Bee-Bot with a basket of fruit. Encourage children to program the Bee-Bot from Handa’s village to Akeyo’s village.</p> <p><b>Maths:</b> Print out and laminate numbers 0-10/20 of Fruit-Themed resource. Play ordering games, missing number games, matching and counting games, etc. Provide some weighing or balancing scales and encourage the children to weigh a selection of fruit and order them from lightest to heaviest. Provide a range of fruit (pictures, small world or real) and encourage the children to sort them in different ways, such as size or colour.</p>	<p>Billy to have a bike for his birthday.</p> <p><b>Mathematics:</b> Explore larger numbers on a 100 square, looking at the numbers Billy uses to describe the position of the bucket on the shelves. Use buckets, nets and counting fish in the water area to work on 1:1 correspondence and mathematical language such as more than, less than, fewer, more, full, empty. Children can also work on estimating how many are in their net and working out strategies for counting. In the outdoor water area investigate capacity using measuring equipment labelled in measurements that suit the children’s number recognition. Permanent markers can be used to draw on units measured in equal steps with a ruler and scaled to suit development, e.g. in 1’s, 2’s, 5’s, 10’s or 100’s. Look at different types and sizes of buckets, investigate how</p>
--	--	--	--	--	--	--

## English Curriculum Map

	<p>gross motor strength through the actions employed in the storytelling as well as developing fine motor skills in the children's collage work.</p>	<p>Gruffalo. Estimate and count the number of nuts in a jar Make patterns Create and follow recipes for Gruffalo Crumble, Owl Ice Cream, etc., measuring ingredients using spoons, cups, jugs and scales. Model cutting crumble into halves and quarters etc. <b>Understanding the World:</b> Why do different animals and creatures live where they do? Allow the children to create animal habitats in the outdoor area with sticks, leaves and twigs. Compare the different animals in the story and note their similarities/differences. Learn animal facts and create an animal factfile. Create an e-book, uploading digital photos, creating images on paint programmes</p>	<p>to create shadows and colour imagery. Create puppet shows, using shadow puppets created, incorporating oral storytelling and musical accompaniment. The children could explore other books set in forests rife e.g. traditional tales <b>Physical Development:</b> Encourage the children to move like the animals in the story. Using appropriate apparatus encourage the children to explore actions the animals might do; climb, slide, jump etc. <b>Mathematics:</b> Explore colour and shapes in pattern from the Indian Subcontinent, including those found on clothing or Mendala. Use 2-D modelling shapes to make and photograph own patterns. Explore ordinal language using animals from the story. Which one is third, first?</p>		<p><b>Investigation:</b> Provide a large plastic tray containing a selection of fruits and magnifying glasses. Encourage the children to look closely at the different fruits. <b>Workshop:</b> Provide several colours of tissue paper for children to use to decorate fruit pictures to create different effects and textures, e.g. by tearing and scrunching. <b>Writing:</b> In the writing area, have Page Borders and Word Mats available. Encourage children to explore mark making and writing about the story. You could also have basket, animal or fruit-shaped paper/booklets available for the children to use. Have Fruit Salad Writing Frames could be provided to encourage descriptive writing. Hide a selection of small world animal toys around the</p>	<p>to categorise and sort these using hoops or sorting rings and decide on names for the groupings. Investigate language around size, materials, colour and pattern. Explore the size and scale of different objects, such as the whale (see activities); use comparative language such as larger/smaller than, longer/shorter than, higher/lower than, wider/narrower than.</p>
--	--	--	--	--	---	--



## English Curriculum Map

		<p><b>Expressive Art and Design:</b> Teach the children the Gruffalo song Sing songs and rhymes linked to the setting or the animals in the story, such as ‘Three Blind Mice’, ‘I’m being swallowed by a Boa Constrictor’. Make their own Gruffalo-like monsters. Make character masks to re-enact the story. Create a Gruffalo den in the role play area.</p>	<p>Counting. How many pieces of fruit did the old woman eat? how many steps did she take between meeting each animal? Measure the dimensions of a cardboard box that one could fit inside. <b>Small world play:</b> Provide opportunities for children to revisit and talk together to explore this story for themselves in as many ways as possible: - A jungle scene in a tuff-spot In the outdoor area, place animals from the Indian Subcontinent in amongst the shrubbery. Create a jungle storybox with the children, including the two houses and a winding path to link the two. Fill it with the three animals as well as two figures to represent the old woman and her granddaughter. <b>Outside role-play:</b> By responding to experiential visits to local woodland as well as visual images the</p>		<p>outside area and ask children to write a list of what they found. <b>Malleable:</b> Provide playdough in different colours for children to use to make models of the different fruits Handa puts into her basket. Encourage children to mould the dough to create the different fruit shapes. You could also make some fruit-scented playdough using fruit juice or fruit extracts. Have Fruit Salad Playdough Mats could also be provided or a basket just like Handa’s, for children to place their models in. Provide some playdough, salt dough or clay for children to use to make models of fruits. These could be used during small world and role-play activities.</p>	
--	--	--	--	--	---	--

## English Curriculum Map

			<p>children could imagine what it's like in an Indian jungle and role play being there amongst the fierce creatures.</p> <p><b>Music:</b> Create a display of Asian Instruments. Display the children's words around the display. Encourage children to tap out rhythms on the Tabla and create tunes on the Sitar, if one can be borrowed. Display the children's home made instruments in the area.</p>			
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>- We're Going on a Lion Hunt</li> <li>- By David Axtell</li> <li>- A Brave Bear</li> <li>- By Sean Taylor</li> <li>- The Bear in the Cave</li> <li>- By Michael Rosen</li> </ul>	<ul style="list-style-type: none"> <li>- Little Mouse's Big Book of Fears by Emily Gravett.</li> <li>- The Dark by Lemony Snickett and Jon Klassen</li> <li>- Orion and the Dark by Emma Yarlett</li> <li>- George and the Dragon by Wormell</li> </ul>	<ul style="list-style-type: none"> <li>- Little Red Riding Hood by Charles Perrault</li> <li>- Jungle Book by Rudyard Kipling</li> </ul>	<ul style="list-style-type: none"> <li>- The King of Tiny Things By Jeanne Willis</li> <li>- The Nanny Goat's Kid By Jeanne Willis</li> </ul>	<ul style="list-style-type: none"> <li>- Handa's Surprising Day by Eileen Browne</li> <li>- Through My Window by Tony Bradman and Eileen Browne</li> <li>- Suddenly! by Colin McNaughton</li> <li>- Rosie's Walk by Pat Hutchins</li> <li>- What the Ladybird Heard By Julia Donaldson and Lydia Monks</li> </ul>	<ul style="list-style-type: none"> <li>- Frog on a Log? By Kes Gray</li> <li>- Dog on a Frog? By Kes Gray,</li> <li>- Eat Your Peas: A Daisy Book by Kes Gray</li> <li>- Daisy and the Trouble with Life By Kes Gray</li> <li>- Oi Cat! Oi Cat! By Kes Gray</li> </ul>

## English Curriculum Map

Class 2 (Reception/Year 1)	Autumn 1		Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Owl Babies By Martin Waddell		Blue Penguin By Petr Horáček		I Want My Hat Back By Jon Klassen	
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>- To engage children with a story with which they will empathise</li> <li>- To explore, develop and sustain ideas through talk</li> <li>- To broaden experiences of the world and relate to personal experiences To explore and express thoughts and feelings associated with separation, fear and belonging</li> <li>- To explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>- To explore and develop strategies to support early reading of whole words and printed texts</li> <li>- To mark make and write for meaning and purpose in a variety of narrative and non-narrative forms</li> </ul>		<ul style="list-style-type: none"> <li>- To listen with enjoyment and respond to the book, through retelling and re-enacting the story</li> <li>- To think and talk confidently about their response to the book, the story and illustrations, and their meanings</li> <li>- To explore and interpret stories through creative activity including play, art, drama and drawing</li> <li>- To engage children with a story with which they will empathise</li> <li>- To develop empathy and understanding of character viewpoint through drama</li> <li>- To get to know the story really well and be able to revisit it in a variety of ways</li> <li>- To sequence and explore story structure through storytelling and storymapping</li> <li>- To share songs and rhymes from home</li> </ul>		<ul style="list-style-type: none"> <li>- To broaden understanding of a writers' use of language and illustration to create a narrative.</li> <li>- To develop understanding and appreciation of character motivations and narrative structures through the use of drama.</li> <li>- To write in role in order to explore and develop understanding of character.</li> <li>- To write a range of texts in role based on fictional experiences.</li> </ul>	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Descriptive annotations on artwork</li> <li>- Free verse poetry</li> <li>- Wanted Poster Letter to Mummy Owl</li> <li>- Notes of reassurance or advice to the baby owls</li> <li>- Questions for hot-seating</li> <li>- Speech and thought bubbles</li> <li>- Labels and captions Family Tree</li> <li>- Shrine Box Information Text</li> <li>-</li> </ul>		<ul style="list-style-type: none"> <li>- Shared Journal</li> <li>- Caption Writing</li> <li>- Information writing</li> <li>- Letters of advice</li> <li>- Songs</li> <li>- Speech and thought bubbles</li> <li>- Retelling</li> </ul>		<ul style="list-style-type: none"> <li>- Thought bubbles</li> <li>- Book making</li> <li>- Note taking</li> <li>- News report</li> <li>- Character Grid</li> <li>- Information text</li> <li>- Leaflet</li> <li>- Poster</li> <li>- Power point</li> <li>- Letter</li> <li>- Police report</li> </ul>	

## English Curriculum Map

<p><b>Teaching approaches</b></p>	<ul style="list-style-type: none"> <li>- Responding to illustration</li> <li>- Book Talk ‘Tell Me’</li> <li>- Visualising</li> <li>- Drawing and Annotating</li> <li>- Poetry and language Play</li> <li>- Reading Aloud</li> <li>- Drama and role-play – Hot-seating and Freeze-Frame</li> <li>- Shared writing</li> <li>- Writing in role</li> <li>- Storytelling Revisiting and retelling</li> <li>- Book-based game Bookmaking and Publishing</li> </ul>	<ul style="list-style-type: none"> <li>- Respond to illustration</li> <li>- Role on the Wall</li> <li>- Reading aloud and rereading</li> <li>- Role-play and Drama Freeze-Frame, Role-play and Hotseating Tell Me: Book Talk Shared writing Visualisation</li> <li>- Gallery Walk</li> <li>- Conscience alley</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Book talk</li> <li>- Drama and role-play</li> <li>- Thought tracking</li> <li>- Writing in role</li> <li>- Discussion and debate</li> <li>- Shared writing</li> <li>- Role on the Wall</li> </ul>
<p><b>Possible Cross Curricular links</b></p>	<p><b>Maths:</b> Count the number of owls that are in different parts of the story. Compare the numbers, their size and their worth, encourage children to practise writing these numbers. Estimate and count the number of sticks it would take to make an owls’ nest. Challenge the children to see how many worms they can find outside. Encourage them to record this in their own way. Provide the children with photos of birds and encourage them to make a pattern using the photos e.g. mother owl, baby owl, mother owl, baby owl. Order the owls in the story in terms of their size, from biggest to smallest. Order nests/worms discovered in the outdoor area in terms of their size. <b>Understanding the World:</b> Create ‘night pictures’ using the class tablet/computer</p>	<p><b>PSED:</b> Collect photographs of friendly behaviour in the classroom Invite the children to draw pictures of themselves Around the portraits, stick photographs of their favourite things Talk about the advantages of not all being good at or liking the same things Explore with the children how the penguins could help themselves feel better. Take turns at caring for a lonely penguin Share and name more challenging emotions such as loneliness create emotion cards using pictures from favourite books alongside photographs of the children <b>Understanding the World:</b> Share significant events in their own experience by creating shrine boxes. Explore what makes the children unique and talk about similarities and differences</p>	<p><b>Expressive Arts and Design:</b> Make puppets for each of the characters and use these to act out the story. Think about how hats are made. What materials are they made from? How are those materials joined? Look at different types of hats? When and why do people wear different types of hats? Make a model of a hat for a particular purpose (e.g. a safety hat, a party hat). Design a new hat for Bear Design a new hat for Rabbit, so he doesn't have to steal Bear's hat. The author uses the colour red when Bear realises that he has seen his hat. What different colours are used to show different emotions? <b>Understand the World:</b> Look at different types of hats that people have worn throughout history. Use a painting program to design a new hat for Bear / Rabbit.</p>

## English Curriculum Map

	<p>Teach the children facts about owls and other nocturnal animals          Create an 'investigation station'          Create a bird bath in the water tray. Place bird feeders and water trays outside.          Monitor and record what they observe.          Invite local police/fireman into the setting  <b>Expressive Art and Design:</b>          Sing animal action songs</p>	<p>Identify where Antarctica is on the globe and in relation to where they live          Discuss the similarities and differences between where penguins live and their own habitat.          Carry out investigations using snow and ice.  <b>Expressive Arts and Design:</b>          Explore Vincent Van Gogh's 'Starry Night' or the illustrations of Eric Carle alongside other works by Petr Horáček. Provide paint and collage materials for the children to explore creating images in the same style.          Make penguins using modelling materials and paint or embellish with fabric.          snowflakes using paper and scissors. <b>Mathematics:</b>          Opportunities for estimation.          Sequence of images with Count in multiples moving a penguin across a number of icebergs.          Consider the size and scale of the animals in the book.          Investigate making snowflakes using craft sticks to make star shapes</p>	
<p><b>Linked texts</b></p>	<ul style="list-style-type: none"> <li>- Hoot Owl, Master of Disguise By Sean Taylor</li> <li>- White Owl, Barn Owl By Nicola Davies</li> </ul>	<ul style="list-style-type: none"> <li>- Penguin By Polly Dunbar</li> <li>- The Emperor's Egg By Martin Jenkins</li> <li>- Lost and Found By Oliver Jeffers</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Brief Thief by Michaël Escoffier</li> <li>- E-mergency! by Tom Lichtenheld</li> </ul>

## English Curriculum Map

Class 3 (Year 1/Year 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Wild By Emily Hughes	The Dark By Lemony Snicket	10 Things I Can Do to Help My World By Melanie Walsh	Anna Hibiscus By Atinuke	The Adventures of Egg Box Dragon By Richard Adams	How to Find Gold
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>– To engage children with a story with which they will empathise.</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion, enabling children</li> <li>– To make connections with their own lives.</li> <li>– To develop creative responses to the text through play, drama, music and movement, storytelling and artwork.</li> <li>– To compose a free verse poem.</li> <li>– To write in role in order to explore and develop empathy for a character.</li> <li>– To write with confidence for real</li> </ul>	<ul style="list-style-type: none"> <li>– To talk confidently about picture books and responses individual to them</li> <li>– To explore the story through a variety of teaching approaches including drama and role-play</li> <li>– To write a recount in role as a fictional character</li> <li>– To reflect on reading through keeping a reading journal</li> <li>– To write a story based on a known narrative</li> <li>– To compose poetry in response to visual imagery,</li> </ul>	<ul style="list-style-type: none"> <li>– To write for meaning and purpose in a variety of non-narrative forms</li> <li>– To know where information can be found in non-fiction texts</li> <li>– To know that information can be retrieved from a variety of sources</li> <li>– To use talk to give explanations and opinions</li> <li>– To identify some of the features of non-fiction texts</li> <li>– To sustain relevant listening, responding to what they have heard with relevant comments and questions</li> <li>– To use vocabulary influenced by books</li> <li>– To enjoy an increasing range of books</li> <li>– To compose and perform own poetry</li> </ul>	<ul style="list-style-type: none"> <li>– To make choices in selecting poems for anthologies</li> <li>– To explore, interpret and respond to poetry</li> <li>– To explore rhythm, rhyme and pattern in a range of poems</li> <li>– To respond to and play with language in poetry</li> <li>– To use poetry as a stimulus for art</li> <li>– To perform in response to poetry</li> <li>– To compose and perform own poetry</li> </ul>	<ul style="list-style-type: none"> <li>– To engage children with a story with which they will empathise.</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion, enabling children</li> <li>– To make connections with their own lives.</li> <li>– To develop creative responses to the text through responding to reading, drama and artwork.</li> <li>– To write in role in order to explore and develop empathy for a character.</li> </ul>	<ul style="list-style-type: none"> <li>– To talk confidently about a picture book and respond to it in a range of ways</li> <li>– To explore important themes of courage, friendship, perseverance and determination</li> <li>– To explore the story through a variety of teaching approaches including artwork, drama and roleplay</li> <li>– To engage in oral storytelling and bookmaking</li> <li>– To write in role from more than one perspective</li> <li>– To reflect on reading through</li> </ul>

## English Curriculum Map

	purposes and audiences.	story and known poems			– To write with confidence for real purposes and audiences.	keeping a reading journal
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>– Shared writing</li> <li>– Role on the Wall</li> <li>– Poetry</li> <li>– Storytelling</li> <li>– Writing in role</li> <li>– Non-Fiction writing</li> </ul>	<ul style="list-style-type: none"> <li>– ‘Tell Me’ responses</li> <li>– Role on the Wall</li> <li>– Description of the dark</li> <li>– Writing a narrative sequence retelling the story</li> <li>– A free-verse poem about the dark (or light)</li> <li>– Writing on thought or speech bubbles</li> <li>– Piece of advice for Lazlo</li> <li>– Argument in defence of the dark or urging caution</li> <li>– Call and response poetry to reassure fears</li> <li>– Story based on known narrative – Lazlo’s viewpoint</li> <li>– Instructions to make a glow jar</li> </ul>	<ul style="list-style-type: none"> <li>– Shared Reading Journal</li> <li>– ‘Tell Me’ responses</li> <li>– Labels and captions for recycling displays and areas</li> <li>– Conservation posters</li> <li>– Letter to the headteacher</li> <li>– Caption writing</li> <li>– Call and response poem</li> <li>– Information Writing</li> <li>– Bookmaking</li> </ul>	<ul style="list-style-type: none"> <li>– Writing about real experiences</li> <li>– Organising ideas in writing</li> <li>– Writing poetic words and phrases</li> <li>– Free verse poetry</li> <li>– Poetry performances</li> </ul>	<ul style="list-style-type: none"> <li>– Personal Narrative</li> <li>– Diagrams and Plans</li> <li>– Instructions</li> <li>– Narrative</li> <li>– Kennings</li> <li>– Speech / Thought Bubbles</li> <li>– Persuasive Letter</li> <li>– News Script</li> <li>– Lists and Invitations</li> <li>– Persuasive Letter (formal)</li> <li>– Poetry</li> <li>– Information Writing</li> <li>– Personal Narrative</li> <li>– Extended Narrative</li> <li>– Book Making</li> </ul>	<ul style="list-style-type: none"> <li>– ‘Tell Me’ responses</li> <li>– Character description</li> <li>– A plan to find gold</li> <li>– Detailed description and directions in map work</li> <li>– Writing in role (thought bubbles and diary entries)</li> <li>– Play script</li> <li>– Setting description</li> <li>– Free verse poetry</li> <li>– Persuasive note</li> <li>– Advisory pamphlet</li> <li>– Note in role</li> <li>– Letter to the author illustrator</li> <li>– Writing a narrative sequence, retelling the story</li> </ul>

## English Curriculum Map

		<ul style="list-style-type: none"> <li>- Non-chronological report about nocturnal animals</li> <li>- Book review</li> </ul>				
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>- Responding to illustration</li> <li>- Book Talk</li> <li>- Word collection</li> <li>- Visualising</li> <li>- Drama and role play</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to illustration</li> <li>- Reading aloud</li> <li>- Book Talk</li> <li>- Role on the Wall</li> <li>- Reader's Theatre</li> <li>- Storytelling</li> <li>- Visualising</li> <li>- Drama and role-play</li> <li>- Drawing and annotating</li> <li>- Debate and argument</li> <li>- Writing in role</li> <li>- Book-making</li> <li>- Performing Poetry</li> </ul>	<ul style="list-style-type: none"> <li>- Book talk</li> <li>- Responding to illustration</li> <li>- Visualising</li> <li>- Drama and role-play</li> <li>- Drawing and annotating</li> <li>- Conscience alley</li> <li>- Mapping</li> <li>- Debate and argument</li> <li>- Writing in role Book-making</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Aloud</li> <li>- Response to illustration</li> <li>- Looking at language</li> <li>- Visualisation</li> <li>- Performance reading</li> <li>- Engaging with texts musically and physically</li> <li>- Book talk</li> </ul>	<ul style="list-style-type: none"> <li>- Visualisation</li> <li>- Reading Aloud</li> <li>- Double Bubble</li> <li>- Role on the Wall</li> <li>- Freeze Frame</li> <li>- Thought Tracking</li> <li>- Role-Play</li> <li>- Response to Illustration</li> <li>- Book Talk</li> <li>- Storymapping</li> <li>- Book Making</li> </ul>	<ul style="list-style-type: none"> <li>- Book Talk</li> <li>- Responding to illustration</li> <li>- Oral Storytelling</li> <li>- Visualising</li> <li>- Drawing and annotating</li> <li>- Drama and role-play</li> <li>- Mapping</li> <li>- Debate and Argument – Conscience Alley</li> <li>- Writing in role</li> <li>- Book-making and publishing</li> </ul>
<b>Possible Cross Curricular links</b>	<p><b>Science:</b> Animals and the habitat Food chains Growing plants, lifecycles of plants. Classify plants and animals Observe changes in local woodland or trees across</p>	<p><b>Maths:</b> Conduct weather and seasonal investigations. Investigate daylight hours different countries experience at certain points in the year then collect</p>	<p><b>Maths:</b> Children can practice place value and solve problems in real terms Children can use and apply mathematics in their 'Charity Toy Shop' fundraising activities by: Counting (resources, toys)</p>	<p><b>Maths:</b> Number / Calculation: counting systems, Geometry and measures: shape and pattern in fabrics from Nigeria <b>Science:</b> Identify and name the different kinds of</p>	<p><b>Art:</b> Watch videos of Alex T. Smith Demonstrate how to draw one of his other book characters Try drawing a range of different characters inspired</p>	<p><b>Maths:</b> Count and share out treasure, as fractions of a whole as well as a number of coins. Count paces when seeking treasure and solve simple word</p>



## English Curriculum Map

	<p>the four seasons.</p> <p><b>Geography:</b> Investigate the difference between the forest and the town.</p> <p><b>Art and Design:</b> Work of artists – both past and contemporary – who explore nature in their work. Describe the similarities and differences between different practices and disciplines Natural work of William Morris.</p> <p><b>P.E.:</b> Explore climbing, swinging and travelling</p> <p><b>Computing:</b> Create the non-fiction text using Moviemaker that combines words with images (and sounds). <b>Personal, Social and Emotional:</b> Explore viewpoints; what the adults think the girl should be like, how she dresses and plays and what she thinks is right and natural for her. Learn to empathise: managing emotions.</p>	<p>and interrogate the data.</p> <p><b>Art and Design:</b> Use a range of materials to design and make glow jars, light boxes, shadow installations Children can use drawing, painting and sculpture to develop and share their ideas, experiences and imagination about the dark, our fears, shadows and light.</p> <p><b>Design and Technology:</b> Children can use a range of tools and materials, collaborate to design and make: a shadow puppet theatre with puppets</p> <p><b>Science:</b> Investigate the effect of light and dark on plant growth Find out about nocturnal animals and the ways in which they adapt to suit the night time. How have these adaptations been</p>	<p>Measuring Reading and using weighting scales Exploring fractions (sharing between guests)</p> <p><b>Science:</b> Explore and evaluate materials used in making toys. Grow and investigate the needs of plants (water, light, warmth) in their own garden,</p> <p><b>Computing:</b> record children’s ideas and findings Children use the internet to conduct research Children can film role play, and take and use digital photographs to make books or present ideas.</p> <p><b>Personal, Social and Emotional:</b> Human rights versus animal rights.</p> <p><b>Geography:</b> Investigate physical features of the world, describe areas Compare their local area to contrasting localities around the world. Name and locate the world’s continents and oceans.</p> <p><b>Art and Design</b> Explore illustrations in the book, the page layout and paper design, imitating the bold style in their poster design and shop signage.</p>	<p>animals of Nigeria, their habitat and simple food chains. Explore differences in climate between Nigeria, Canada and the UK</p> <p><b>Computing:</b> Encourage to use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas. Create short simple e-text of book using PowerPoint that combines words with images and sounds. Use the internet to research countries and regions in Africa and North America.</p> <p><b>Personal, Social and Emotional:</b> Explore the notion of family and how each can be different and mean something different to each of us. Explore personal experiences of being alone and discover what it means to others.</p>	<p>by different animals, toys or models.</p> <p><b>Design and Technology:</b> Design, make and evaluate their own dragon models</p>	<p>problems as clues in a treasure hunt. Investigate time passing (days, weeks, years), distance travelled, scale on maps, and height of mountains. Weigh the mass of ‘gold’ nuggets and coins as well as investigating the size and weight of an average Crocodile.</p> <p><b>Science:</b> Explore properties of materials they think most appropriate for a sea monster Explore the properties of materials like neoprene in diving suits or lycra in swimsuits. Explore floating and sinking, especially comparing metals and (precious) stones for sunken treasure. Children could design a bag that is</p>
--	---	---	---	---	---	---

## English Curriculum Map

		<p>replicated in design by humans, e.g. reflective cat's eyes? Learn how our eyes work and how darkness affects vision. Children can learn about the sun as a light source and make charts and tables based on observations of the seasons and length of day.</p> <p><b>Geography:</b> Children can investigate countries that experience differing seasons and periods of darkness.</p> <p><b>P.E.</b> Children can explore, imitate and invent Lazlo's body language and how he moves throughout the house as the story unfolds. Children can choreograph, practice and perform a dance to music; depicting night and day, bedtime, nightmares or waking in the</p>	<p><b>Design and Technology:</b> Use a range of tools and recycled materials, and collaborate to design and make a toy for the class 'Charity Shop'.</p> <p><b>P.E.:</b> Children can explore, imitate and innovate a range of endangered animal movements</p>	<p>They can consider differences between being alone and feeling lonely.</p> <p><b>Geography:</b> Investigate the climate, the physical features as well as the human features of Nigeria. They will be able to compare it to Canada and to the school's location in the UK and/or their own family's country of origin.</p> <p><b>Art and Design:</b> Study of the colours, patterns and motifs of traditional fabrics from Nigeria, and other African countries, to design and print their own fabric Make a collection of fabrics from Nigeria and other African countries. Discuss together the colours, patterns and motifs used and themes that may run through the different designs. Create their own simple design for a repeated pattern, designing the</p>		<p>both waterproof and strong in which to carry sunken treasure back Learn about the plants native to tropical islands often found in treasure maps and pirate stories as well as those living in the oceans.</p> <p><b>Computing:</b> Use ICT to enhance learning: recording storytelling, filming role play, using digital photographs to make books or present ideas; create short simple e-text of book using PowerPoint that combines words with images and sounds. Programme Beebots and use software that enables them to manipulate the toy or character to move according to instructions, such as: forward, backward, quarter/half turn, etc.</p>
--	--	---	--	---	--	---

## English Curriculum Map

		<p>night, or simply depict the movements of Lazlo or the dark in the book.</p> <p><b>Computing:</b> Children can film dance and drama, and take and use digital photographs to make books</p> <p><b>Personal, Social and Emotional:</b> Children can explore viewpoints; Lazlo’s fears and what comforts him, the dark’s standpoint.</p>		<p>motifs for printing and the colourway Create a simple mono-print block using layered card that enables the motifs to be printed on fabric.</p> <p><b>Design and Technology:</b> Cookery session to show the children how to pound yam, cassava and millet and create curry of all kinds.</p> <p><b>Music:</b> Opportunity to study music from Nigeria and explore African instruments. Jazz is particularly popular in Canada so you could explore this genre with the children.</p>		<p><b>Personal, Social and Emotional:</b> Explore themes such as determination and perseverance, trust and true friendship.</p> <p><b>Geography:</b> Investigate and describe the climate and the physical features of treasure islands. Name continents and oceans of the world in which they might seek and find treasure. Experience using a compass to follow directions, North, East, South, West.</p>
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>– The Little Gardener By Emily Hughes</li> </ul>	<ul style="list-style-type: none"> <li>– Orion and the Dark By Emma Yarlett</li> </ul>	<ul style="list-style-type: none"> <li>– George Saves the World by Lunchtime by Jo Readman and Ley Honor Roberts</li> <li>– The World Came to my Place Today by Jo Readman and Ley Honor Roberts</li> <li>– Oi! Get off our Train by John Burningham</li> <li>– The Journey Home by Fran Preston Gannon</li> </ul>	<ul style="list-style-type: none"> <li>– A is for Africa by Ifeoma Onyefulu</li> <li>– African Tales by Gcina Mhlophe</li> <li>– The Magic Bojabi Tree by Dianne Hofmeyr</li> </ul>	<ul style="list-style-type: none"> <li>– Pigeon P.I. Meg McLaren</li> <li>– Inspector Brunswick: The Case of the Missing Eyebrow, Angela Keoghan and Chris Lam Sam</li> <li>–</li> </ul>	<ul style="list-style-type: none"> <li>– Is there a dog in this book?</li> <li>– Welcome to Your Awesome Robot</li> <li>– The Sleepwalkers</li> <li>– I am Henry Finch by Alexis Deacon</li> <li>–</li> </ul>

## English Curriculum Map

Class 4 (Year 2)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	The Snail and the Whale By Julia Donaldson	Beegu By Alexis Deacon	If all the world were ... By Joseph Coelho	The Diary of a Killer Cat By Anne Fine	The Jolly Postman By Janet & Allan Ahlberg	Claude in the City By Alex T Smith
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>– To explore, interpret and respond to a picture book</li> <li>– To explore narrative setting, plot and characters</li> <li>– To broaden understanding and use of appropriate vocabulary</li> <li>– To write short recounts from fictional personal experiences</li> <li>– To sequence events to write a short narrative based on a known model</li> </ul>	<ul style="list-style-type: none"> <li>– To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas</li> <li>– To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make</li> </ul>	<ul style="list-style-type: none"> <li>– To talk confidently about a picture book and respond to it in a range of ways</li> <li>– To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li> <li>– To identify with and develop connections with key characters in order to deepen reader response</li> <li>– To write in role in order to explore and develop empathy for characters</li> <li>– To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection</li> </ul>	<ul style="list-style-type: none"> <li>– To explore, interpret and understand a narrative text.</li> <li>– To develop understanding of character through their actions and thoughts.</li> <li>– To be able to write from the perspective of different characters in a story</li> </ul>	<ul style="list-style-type: none"> <li>– To explore familiar and unfamiliar rhymes and stories</li> <li>– To provide an opportunity to perform rhymes and poems</li> <li>– To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives.</li> <li>– To develop creative responses to the text</li> <li>– To write in role</li> <li>– To write and publish their own book</li> </ul>	<ul style="list-style-type: none"> <li>– To discuss themes and issues that arise, making connections with their own lives</li> <li>– To explore and develop ideas through talk and to listen to each other's responses</li> <li>– To develop creative responses to the text through drama, play and artwork</li> <li>– To write in role in order to explore characters and events</li> <li>– To compose and perform own poetry</li> </ul>

## English Curriculum Map

		<p>connections with their own lives</p> <ul style="list-style-type: none"> <li>- To develop creative responses to the text through drama, poetry, storytelling and artwork</li> <li>- To write in role in order to explore and develop empathy for characters</li> </ul>				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Forming questions</li> <li>- Captions (simple descriptions)</li> <li>- Writing in role (speech bubbles)</li> <li>- Labelled map</li> <li>- Recounts (diary entries)</li> <li>- Simple narrative based on known text (The... and the Whale)</li> <li>- Recount (eye-witness account)</li> </ul>	<ul style="list-style-type: none"> <li>- Writing in role</li> <li>- Free verse poetry</li> <li>- Instructional writing</li> <li>- Letter Writing</li> <li>- Playscript</li> </ul>	<ul style="list-style-type: none"> <li>- Personal notes</li> <li>- List poems</li> <li>- Story predictions</li> <li>- Writing in role</li> <li>- Thought bubbles</li> <li>- Personal narratives</li> <li>- Free verse poems</li> <li>- Ideas expressed through art</li> <li>- Labels</li> <li>- Thank you cards</li> <li>- Oral stories</li> <li>- Story maps</li> <li>- Own fictional narratives based on traditional story structures</li> </ul>	<ul style="list-style-type: none"> <li>- Thought bubbles</li> <li>- Diary entry</li> <li>- Retelling events from character's perspectives</li> <li>- Responses to the text: role on the wall,</li> <li>- 'Tell Me' responses, predictions, review</li> </ul>	<ul style="list-style-type: none"> <li>- Writing in role</li> <li>- Character fact files</li> <li>- Narrative writing</li> <li>- Letter writing</li> <li>- Storymapping</li> </ul>	<ul style="list-style-type: none"> <li>- Character descriptions for sock friends and Claude</li> <li>- City Poems</li> <li>- Storymapping</li> <li>- Postcard in role</li> <li>- Guide Book for the Museum</li> <li>- Newspaper Reports</li> <li>- Doctor's report</li> <li>- Own Claude story in an alternative setting</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- 'Tell me'</li> <li>- Book talk</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Illustration</li> <li>- Reading Aloud</li> <li>- Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>- Response to film</li> <li>- Response to illustration</li> <li>- Looking at language</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Book talk</li> <li>- 'Tell Me'</li> </ul>	<ul style="list-style-type: none"> <li>- Responding to illustration</li> <li>- Drama and role-play</li> <li>- Storymapping</li> </ul>	<ul style="list-style-type: none"> <li>- Role on the Wall</li> <li>- Drama and Role Play</li> <li>- Storymapping</li> </ul>

## English Curriculum Map

	<ul style="list-style-type: none"> <li>– Visualising</li> <li>– Drawing and annotating</li> <li>– Story mapping</li> <li>– Re-enacting</li> <li>– Role-play</li> <li>– Writing in role</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Role-Play</li> <li>– Visualisation</li> <li>– Role on the Wall</li> <li>– Shared Writing</li> <li>– Hot-Seating</li> <li>– Story Mapping</li> </ul>	<ul style="list-style-type: none"> <li>– Role on the Wall</li> <li>– Reading aloud</li> <li>– Re-reading Shared writing</li> <li>– Visualisation</li> <li>– Storytelling</li> <li>– Storymapping</li> <li>– Book talk</li> </ul>	<ul style="list-style-type: none"> <li>– Responding to illustration</li> <li>– Drama and role-play</li> <li>– Debate</li> <li>– Mapping</li> <li>– Text marking</li> <li>– Writing in role</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Story Boxes</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Visualising</li> <li>– Shared writing</li> </ul>
<b>Possible Cross Curricular links</b>	<p><b>Science:</b> Animals, including humans; All living things and their habitats.</p> <p><b>Computing:</b> Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Geography:</b> Use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, etc. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p><b>Science:</b> Wider theme of Earth and space. Recreate the role-play area as Beegu's spaceship. Make sketches of what Beegu can see on her planet coloured card and simple instructions for Beegu to help her understand Earth star maps a captain's logbook an alien newspaper</p>	<p><b>PSHE:</b> Create time for talk and activities that allow children to develop self-confidence in talking about themselves, their likes, families, things of immediate interest to them</p> <p><b>Science:</b> Observe and understand seasonal change. The weather is a particular focus of the illustration, Trees, plants and flowers feature heavily in the illustrations, which could provide a stimulus into naming plants and trees in the local environment Focus on life cycles of trees, plants and animals</p>	<p><b>Science:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Living things and their habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals,</p>	<p><b>Science:</b> Investigate packaging materials. Challenge the children to identify materials that will keep something safe in the post. Look at weather observations for the postman's rounds – what will he need to wear today?</p> <p><b>Geography:</b> Prepare maps of the postman's route Route of a local postman who delivers to school</p> <p><b>Maths:</b> Measuring letters and parcels sizes sorting these for delivery. Weigh items and add up postage payment. Scale up a postcard for a Giant – assuming that</p>	<p><b>Maths:</b> Telling the time Measuring head circumference to fit berets Counting in two's using pairs of socks Data Handling – shoe sizes for socks, favourite types of exercise Measuring – standard and non-standard units of measure for things that are 'enormous' and 'titchy'</p> <p><b>Art and Design:</b> Investigate a variety of Art and Artists that Claude may have seen at the Museum. Michelangelo, Donatello and Modern, such as: Giacometti, Barbara Hepworth, Henry Moore Portraiture</p>

## English Curriculum Map

			<p>explored in the illustrations.</p> <p><b>Art and Design:</b> Explore paint, colours and shapes that relate to different emotions. Famous artists, looking at suitable works from Picasso's Blue Period and exploring how these paintings make the children feel when they look at them.</p> <p><b>Geography:</b> Weather and physical features of the native environment Name and map physical features of their locality and should be encouraged to explore seashores, hills, woods, forests, parks and open spaces near to the school environment that match the settings that the girl and her grandfather explore throughout the story.</p> <p><b>History:</b> Create their own family albums that profile key people in their lives. Investigate toys from the past, including toys</p>	<p>including humans, for survival (water, food and air).</p>	<p>the giant is 10x bigger than Jack – how big would his postcard be</p>	<p><b>Design and Technology:</b> Design and make: A sock friend for Claude An alarm using circuits with buzzers to protect a sculpture at the museum A trap for the robber 11 o'clock biscuits</p> <p><b>Music:</b> Create city Soundscapes using voice sounds, instruments and body percussion to encapsulate the busy city scene.</p> <p><b>Science:</b> Investigate the best materials for making socks and berets Name and label parts of the body on a doctor's diagram Investigate basic needs of humans to stay healthy – healthy food, exercise etc.</p> <p><b>Geography:</b> Discuss and name physical features of the city, how does it contrast to the</p>
--	--	--	--	--	--	---

## English Curriculum Map

			<p>from different cultures and how these compare and contrast with today's toys.</p> <p><b>Music:</b> Listen to different musical compositions inspired by the seasons and the themes of change and the passing of time. Children could be given the opportunity to compose their own soundtrack to the seasons or</p>			<p>countryside or seaside? Make a map of Claude's city.</p> <p><b>P.E.:</b> Explore ways of keeping healthy and exercising to look after our bodies. Investigate change in heart rate after exercising; use stethoscopes to listen to heart beats, take pulses.</p> <p><b>Computing:</b> Take a virtual tour of an art gallery</p> <p><b>Personal, Social and Emotional:</b> Talk to the children about Claude's 'little white lie' – Was he right to pretend to be the doctor? Discuss whether it is ever acceptable not to tell the truth.</p>
--	--	--	--	--	--	--



## English Curriculum Map

<p><b>Linked texts</b></p>	<ul style="list-style-type: none"> <li>- Meerkat Mail by Emily Gravett</li> </ul>	<ul style="list-style-type: none"> <li>- Baboon on the Moon directed by Christopher Duriez</li> <li>- The Way Back Home by Oliver Jeffers Wonderful Life by Helen Ward</li> <li>- Dr Xargle's Book of Earthlets by Jeanne Willis and Tony Ross Toys in Space by Mini Grey</li> </ul>	<ul style="list-style-type: none"> <li>- Luna Loves Library Day, illustrated by Fiona Lumbers</li> </ul>	<p>Other books by Anne Fine:</p> <ul style="list-style-type: none"> <li>- The Return of the Killer Cat</li> <li>- Killer Cat Strikes Back</li> <li>- The Killer Cat's Birthday Bash</li> <li>- The Killer Cat's Christmas</li> <li>- The Killer Cat Runs Away</li> </ul>	<ul style="list-style-type: none"> <li>- Meerkat Mail By Emily Gravett</li> <li>- Each Peach Pear Plum By Janet &amp; Allan Ahlberg</li> </ul>	<p>Other books by Alex T Smith:</p> <ul style="list-style-type: none"> <li>- Claude at the Circus</li> <li>- Claude in the Country</li> <li>- Claude on Holiday</li> <li>- Claude in the Spotlight</li> <li>- Claude on the Slopes</li> <li>- Hector and the Big Bad Knight</li> <li>- Home</li> </ul>
----------------------------	---	--	--	--	--	--

## English Curriculum Map

Class 7 (Year 3)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Ug: Boy Genius of the Stone Age By Raymond Briggs	Arthur and the Golden Rope By Joe Todd-Stanton		Mouse Bird Snake Wolf By David Almond	Werewolf Club Rules By Joseph Coelho	The Great Kapok Tree: A Tale of the Amazon Rainforest By Lynne Cherry
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>- To engage children with a story told through a mixture of speech and visual imagery</li> <li>- To explore themes and issues, and develop and sustain ideas through discussion</li> <li>- To develop creative responses to the text through drama, storytelling and artwork</li> <li>- To compose writing for a wide variety of purposes</li> <li>- To write in role in order to explore and develop empathy for characters</li> </ul>	<ul style="list-style-type: none"> <li>- To engage children with a story told through a mixture of narration, speech and visual imagery</li> <li>- To explore themes and issues, and develop and sustain ideas through discussion</li> <li>- To develop creative responses to the text through drama, storytelling and artwork</li> <li>- To compose writing for a wide variety of purposes To write in role in order to explore and develop empathy for characters</li> </ul>		<ul style="list-style-type: none"> <li>- To explore, interpret and respond to illustrations in a picture book</li> <li>- To empathise with characters and explore their dilemmas</li> <li>- To enjoy a story and discuss its meanings</li> <li>- To build an imaginative picture of a fantasy world, based on real life experiences</li> <li>- To explore these through role play and through writing in role</li> <li>- To write own stories based on the story read</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and understand the importance of poetry as a genre.</li> <li>- To know how to listen and respond to a wide range of poems from a single poet collection.</li> <li>- To understand that poems are written for different reasons.</li> <li>- To interpret poems for performance.</li> <li>- To gain and maintain the interest of the listener through effective performance of poems.</li> <li>- To be able to use art as a means of responding to a poem, visualising and inferring and extending and enriching language.</li> <li>- To recognise figurative language in poetry and interpret its effect on the reader. To draft,</li> </ul>	<ul style="list-style-type: none"> <li>- To explore global issues through a narrative text</li> <li>- To investigate how illustrations influence a reader's experience of a text</li> <li>- To explore how an author uses language to create empathy for an issue</li> <li>- To explore themes and debate issues in relation to a text, enabling children to make connections with their own lives</li> <li>- To use sound, images and video to expand the use of ambitious vocabulary</li> <li>- To develop creative responses to a text through drama and role-play</li> </ul>

## English Curriculum Map

			in a different format	compose and write poems based on real and personal experiences using language with intent for effect on the reader.	<ul style="list-style-type: none"> <li>– To innovate from a familiar text to plan and write own narratives</li> <li>– To respond to and evaluate own writing and that of others.</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>– Script</li> <li>– Instructions</li> <li>– Postcard</li> <li>– Information Writing</li> <li>– Recount</li> <li>– Comic Strip</li> <li>– Persuasive Speech</li> <li>– Advertisement Note</li> <li>– Poetry</li> <li>– Persuasive</li> <li>– Presentation</li> <li>– Non-Chronological Report</li> </ul>	<ul style="list-style-type: none"> <li>– Free Verse Poetry</li> <li>– Script for Advertisement</li> <li>– Narrative Voice: Storytelling</li> <li>– Newspaper Article</li> <li>– Writing in Role: journal</li> <li>– Letter Writing</li> <li>– Kenning</li> <li>– Non-Chronological Report</li> <li>– Book Trailer Narration</li> <li>– Comic Book Writing</li> </ul>	<ul style="list-style-type: none"> <li>– Line Poetry and Kennings</li> <li>– Creating a descriptive piece about characters and events</li> <li>– Persuasive poster</li> <li>– Writing in role as a character</li> <li>– Playscript of a new scene</li> </ul>	<ul style="list-style-type: none"> <li>– Poetry performance</li> <li>– Text marking</li> <li>– Drafting, redrafting and writing poetry</li> </ul>	<ul style="list-style-type: none"> <li>– Poetry</li> <li>– Performance of a poem</li> <li>– Explanation text</li> <li>– Debate</li> <li>– Report writing</li> <li>– Writing in role</li> <li>– Argument writing</li> <li>– Making a visual text</li> <li>– Note of advice</li> <li>– Playscript</li> <li>– Extension of a narrative</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>– Responding to Illustration</li> <li>– Reading Aloud</li> <li>– Role on the Wall</li> <li>– Collaborative Writing</li> <li>– Book Making</li> <li>– Double Bubble</li> <li>– Developing Enquiry</li> <li>– Role Plan</li> <li>– Writing in Role</li> <li>– Conscience Alley</li> <li>– Book Talk</li> </ul>	<ul style="list-style-type: none"> <li>– Responding to Illustration</li> <li>– Book Talk</li> <li>– Reading Aloud</li> <li>– Role on the Wall</li> <li>– Story Mapping</li> <li>– Story Telling</li> <li>– Visualisation</li> <li>– Freeze Frame</li> <li>– Thought Tracking</li> <li>– Conscience Alley</li> <li>– Writing in Role</li> <li>– Book Making</li> </ul>	<ul style="list-style-type: none"> <li>– Reading aloud and rereading</li> <li>– Role Play and Drama Writing in role</li> <li>– Visualising</li> <li>– Storymapping</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Reading Aloud</li> <li>– Listening to the poet and responding</li> <li>– Visualising and drawing</li> <li>– Bookmaking – Journals</li> </ul>	<ul style="list-style-type: none"> <li>– Visualisation</li> <li>– Booktalk</li> <li>– Text Marking</li> <li>– Word Collections</li> <li>– Responding to poetry</li> <li>– Freeze-Frame and Thought Tracking</li> <li>– Debate and argument</li> <li>– Shared Writing</li> <li>– Conscience Alley</li> </ul>

## English Curriculum Map

					<ul style="list-style-type: none"> <li>– Role Play and Drama</li> <li>– Bookmaking</li> </ul>
<b>Possible Cross Curricula links</b>	<p><b>Computing:</b> Recording storytelling, filming roleplay, using digital photographs to make books or present ideas; internet research; combining images, narration and music to create a book trailer.</p> <p><b>Personal, Social and Emotional:</b> Explore themes such as determination and perseverance. <b>Geography:</b> Develop their knowledge and understanding of physical geography by considering what features a Stone Age community might look for in choosing a place to settle.</p> <p><b>History:</b> Study of the Stone Age</p> <p><b>Art and Design:</b> Experiment with creating their own cave paintings, perhaps to represent more modern concerns. Sculptural fascination with the natural world, such as the work of Michael Grab and Manu Topic who are expert stone stackers. <b>Design and Technology:</b></p>	<p><b>Computing:</b> Recording storytelling, filming role play, using digital photographs to make books or present ideas; internet research; combine images, narration and music to create a book trailer Use technology to enhance their geographical understanding and sense of place in the world, such as Google Earth / Maps, the app Grid Finder, etc.</p> <p><b>Personal, Social and Emotional:</b> Explore themes such as determination and perseverance.</p> <p><b>Geography:</b> Wider study of Iceland Describe the weather and climate, as well as the human and physical features. Combine their geographical knowledge with art and design skills to create their own three-dimensional Icelandic landscape, complete with mountains, geysers and volcanoes.</p> <p><b>History:</b> Wider consideration of how we use artefacts, amongst other sources, to learn about the past. Norse myths, gods and monsters in the story, could lead naturally to a study of the Viking era and cultures.</p> <p><b>Art and Design:</b> Traditional Icelandic crafts or by the arctic environment. They might create watercolour landscapes of the Icelandic terrain or the Northern Lights. Explore traditional Viking patterns and designs, including the use of runes and rune stones. Illustrate</p>	<p><b>Personal, Social and Emotional:</b> Lots of the poems in the collection are based on the poet’s real experiences or experiences the children can easily relate to.</p> <p><b>Art and Design:</b> Visualising and representing real and imagined experiences.</p> <p><b>Science:</b> Life cycles of plants and animals.</p> <p><b>Geography:</b> Exploration and location of the world’s countries, Work locating these in atlases</p>	<p><b>Personal, Social and Emotional:</b> Lots of the poems in the collection are based on the poet’s real experiences or experiences the children can easily relate to.</p> <p><b>Art and Design:</b> Parts 2 and 3 of the sequence, art is used as a means of visualising and representing real and imagined experiences.</p> <p><b>Science:</b> Nature focus links to scientific knowledge around the life cycles of plants and animals.</p> <p><b>Geography:</b> The focus on the well-travelled ‘Dada’ allows exploration and location of the world’s countries.</p>	<p><b>Science:</b> Use the rainforest habitat and eco-system to explore the core elements of the Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment – use the animals in the endpapers Recognise that environments can change and that this can sometimes pose dangers to living things – explore the destruction of the rainforest in wider detail and the impact it has on the eco-system. Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p>

## English Curriculum Map

	<p>Design and construct their own inventions. Design an appropriate pair of trousers for Ug that meet his requirements and even consider the limited materials that were available to him.</p> <p><b>Science:</b> Year 3 programme of study relating to rocks.</p> <p><b>Music:</b> Learn the Stone Age song written for the Horrible Histories television show - The Ages of Stone</p>	<p>their own comics, using a range of materials and techniques.</p> <p><b>Design and Technology:</b> Investigate different methods for making rope, using a variety of materials. If undertaking a wider study of Viking culture, children could design and build their own longship, longhouse or hall.</p>			<p><b>Geography:</b> Introducing the map in the end papers and broadening children’s knowledge beyond this in relation to a wider study of the Amazon. locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time identify the position</p>
--	---	--	--	--	---

## English Curriculum Map

					and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America human geography, including: types of settlement and land use, economic activity
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>– Stone Age Boy by Satoshi Kitamura</li> <li>Littlenose Collection:</li> <li>The Explorer by John Grant</li> </ul>	<ul style="list-style-type: none"> <li>– Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland</li> <li>Odd and the Frost Giants by Neil Gaiman</li> <li>– The Sleeping Army by Francesca Simon</li> <li>– The Saga of Erik the Viking by Terry Jones,</li> <li>– How to Train Your Dragon by Cressida Cowell</li> <li>Viking Boy by Tony Bradman</li> </ul>	<ul style="list-style-type: none"> <li>– Varjak Paw By S. F. Said</li> <li>– The Savage By David Almond</li> </ul>	<p>Joseph's Poems are also feature in:</p> <ul style="list-style-type: none"> <li>– Green Glass Beads edited by Jacqueline Wilson</li> <li>– The Works 6 edited by Pie Corbett</li> </ul>	<ul style="list-style-type: none"> <li>– The Vanishing Rainforest by Richard Platt and Rupert van Wyk</li> <li>– In the Forest by Anouck Boisrobert and Louis Rigaud</li> </ul>

## English Curriculum Map

	<ul style="list-style-type: none"><li>- Stone Age Tales: The Great Cave by Terry Deary</li><li>- Cave Baby by Julia Donaldson and Emily Gravett</li><li>- Dave's Cave by Frann Preston-Gannon</li><li>- Glog by Pippa Goodhart,</li></ul>	<ul style="list-style-type: none"><li>- Hilda and the Troll by Luke Pearson</li><li>- Treasury of Norse Mythology by Donna Jo Napoli</li></ul>	<ul style="list-style-type: none"><li>- The Wolves in the Walls By Neil Gaiman</li><li>-</li></ul>		<ul style="list-style-type: none"><li>- Where's the Elephant? by Barroux</li><li>- The Promise by Nicola Davies and Laura Carlin</li><li>- Varmints by Helen Ward and Mark Craste</li><li>- The Wonder Garden by Kristjana S. Williams and Jenny Broom</li></ul>
--	---	--	--	--	--

## English Curriculum Map

Class 8 (Year 3/Year 4)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Krindlekrax By Philip Ridley	One Plastic Bag By Miranda Paul	Gorilla By Anthony Browne	The Tin Forest By Helen Ward	The Lost Happy Endings By Carol Ann Duffy	Lob By Linda Newbery
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>– To develop skills of inference and make inferences of characters' feelings, thoughts and motives from their actions.</li> <li>– To write in role in order to explore and develop understanding of character.</li> <li>– To write a range of texts in role based on fictional experiences.</li> <li>– To write non-chronological reports</li> </ul>	<ul style="list-style-type: none"> <li>– To explore themes and issues, and develop and sustain ideas through discussion</li> <li>– To develop creative responses to the text</li> <li>– To write with confidence for real purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>– To understand the themes of a text.</li> <li>– To draw inferences from the written and visual text to support understanding of character.</li> <li>– To understand how illustration and text contribute to meaning.</li> <li>– To write in role in order to explore and develop understanding of character.</li> </ul>	<ul style="list-style-type: none"> <li>– To engage children with a story with which they will empathise.</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.</li> <li>– To develop creative responses to the text through drama, storytelling and artwork.</li> <li>– To compose poetry.</li> <li>– To write in role in order to explore and develop empathy for characters.</li> </ul>	<ul style="list-style-type: none"> <li>– To explore, interpret and respond to a picture book</li> <li>– To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience</li> <li>– To study the language and writing style of an author in order to broaden knowledge of vocabulary and grammar and inform understanding of how effective application can determine the quality of a text</li> <li>– To develop creative responses to the text through drama, storytelling and artwork</li> <li>– To write in role in order to explore and</li> </ul>	<ul style="list-style-type: none"> <li>– To engage children with a story told through a mixture of voices and visual imagery</li> <li>– To explore, interpret and respond to illustrations in a book</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion</li> <li>– To develop creative responses to the text through drama, poetry and artwork</li> <li>– To compose writing for a wide variety of purposes</li> </ul>



## English Curriculum Map

					<ul style="list-style-type: none"> <li>develop empathy for characters</li> <li>– To develop reader response by exploring interpretations of themes, plots and characters’ actions and motivations through discussion and debate</li> </ul>	<ul style="list-style-type: none"> <li>– To write in role in order to explore and develop empathy for characters</li> <li>– To write own stories based on the story read from another character’s point of view</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>– Writing in role</li> <li>– letter writing</li> <li>– thought bubbles</li> <li>– diary entry</li> <li>– Letter to an agony aunt</li> <li>– Magazine interview</li> <li>– Non-chronological report</li> <li>– Narrative recount</li> </ul>	<ul style="list-style-type: none"> <li>– Notes</li> <li>– Presentation</li> <li>– Leaflet</li> <li>– Booklet</li> <li>– Poster</li> <li>– TED talk script</li> <li>– Poem</li> <li>– Clothes label</li> <li>– Instruction Manual</li> <li>– Advertising Campaign</li> </ul>	<ul style="list-style-type: none"> <li>– Letter writing</li> <li>– Narrative recount</li> <li>– Conversation between characters</li> <li>– Illustrated sequel</li> </ul>	<ul style="list-style-type: none"> <li>– Writing in role</li> <li>– Diary entry</li> <li>– Poetry</li> <li>– Descriptive Writing</li> <li>– Letter writing</li> <li>– Book Reviews</li> <li>– Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>– Writing in role</li> <li>– Advisory notes</li> <li>– Non-chronological reports</li> <li>– Narrative</li> <li>– Poetry</li> </ul>	<ul style="list-style-type: none"> <li>– Free Verse</li> <li>– Poetry</li> <li>– Instructions</li> <li>– Poetry</li> <li>– Writing in Role</li> <li>– Letter Writing</li> <li>– News Report Script</li> <li>– Poetry</li> <li>– Character Description</li> <li>– Persuasive speech</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>– Tell Me’</li> <li>– Reading aloud and rereading</li> <li>– Reading journals</li> <li>– Story mapping</li> <li>– Drama and role-play</li> <li>– Visualisation</li> <li>– Visual approaches - drawing and annotating</li> </ul>	<ul style="list-style-type: none"> <li>– Reading Aloud</li> <li>– Responding to Illustration</li> <li>– Book Talk</li> <li>– Role on the Wall</li> <li>– Visualisation</li> <li>– Debate and Argument</li> <li>– Looking at Language</li> <li>– Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>– Responding to illustrations</li> <li>– Reading aloud and rereading</li> <li>– Role on the wall</li> <li>– Shared writing</li> <li>– Tell Me and book talk</li> <li>– Drama and role-play</li> </ul>	<ul style="list-style-type: none"> <li>– Reading aloud and re-reading</li> <li>– Role-Play and Drama</li> <li>– Role on the Wall</li> <li>– Visualising</li> <li>– Hot Seating</li> <li>– Book Talk</li> <li>– Graph of Emotion</li> <li>– Soundscapes</li> </ul>	<ul style="list-style-type: none"> <li>– Book Talk</li> <li>– Visualisation</li> <li>– Response to illustration</li> <li>– Role on the Wall</li> <li>– Hot-seating</li> <li>– Soundscapes</li> <li>– Debate and Discussion</li> <li>– Readers’ Theatre</li> </ul>	<ul style="list-style-type: none"> <li>– Response to Illustration</li> <li>– Visualisation</li> <li>– Book Talk</li> <li>– Discussion and Debate</li> <li>– Role on the Wall</li> <li>– Conscience Alley</li> <li>– Role-Play</li> </ul>

## English Curriculum Map

	<ul style="list-style-type: none"> <li>- Writing in role</li> <li>- Shared writing</li> </ul>		<ul style="list-style-type: none"> <li>- Writing in role</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Illustration</li> <li>- Drawing and Annotating</li> <li>- Story boxes</li> <li>- Shared writing</li> <li>- Freeze frame</li> <li>- Reader's Theatre</li> </ul>		<ul style="list-style-type: none"> <li>- Readers Theatre</li> <li>- Double Bubble Freeze Frame and Thought tracking</li> </ul>
<p><b>Possible Cross Curricular links</b></p>	<p><b>Art and design:</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p> <p><b>Science:</b> KS2 programmes of study links: Year 4 Living things and their habitats.</p>	<p><b>Computing:</b> Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</p> <p>At key points in the sequence children will be encouraged to utilise the internet for research purposes to help inform and shape presentations, design portfolios, information texts, TED talk style presentations, documentary scripts, and an advertising campaign.</p> <p><b>Art and Design:</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>		<p><b>Science</b> Study plants including the parts, life cycle and requirements for life Study sources of light, shadows and reflections linked to their shadow puppet theatres Study ecological movements and environmentalism Information on recycling and environmental movements: <b>Geography:</b> Conduct a local area study, including the impact of our environment on an individual or group and vice versa <b>DT:</b> Design and make shadow puppets and theatres Design and make their own 'tin forests'</p>	<p><b>Art:</b> Learn the techniques that Jane Ray has used with watercolour and ink to create illustrations in the same style as the ones in the book. <b>Geography:</b> Explore and investigate forest habitats and wildlife. <b>PSHE:</b> You may want to explore the feelings Jub had when her bag was stolen and consider how children can stay safe when travelling anywhere without adults.</p>	<p><b>Science:</b> Grow fruits and vegetables Opportunities to study a variety of plants: drawing and identifying their anatomy, observing their life cycle <b>Computing:</b> Use online sources to research some of the cross-curricular projects, e.g. gardening websites, or stories and images related to the Green Man mythos. Could they design, make and program an automatic watering device? Can they log and analyse data relating to soil quality,</p>

## English Curriculum Map

		<p>[for example, pencil, charcoal, paint, clay]. • Pupils should be taught about great artists, architects and designers in history.</p> <p>Experiment with and explore the manner in which Elizabeth Zunon uses collage to produce such a variety of textures, tones, patterns and depth to her illustrations.</p> <p>Compare the ways in which other illustrators have used collage to represent other parts of the African continent</p> <p><b>Geography:</b> Human and physical geography Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Children could broaden their knowledge of Gambia by learning about</p>		<p><b>Art:</b> Learn about artists, such as Henri Rousseau or Paul Gauguin.</p> <p><b>PSHE:</b> Explore key themes raised by the book such as loneliness, empathy and caring for our environment and others</p>		<p>weather, moisture or plant growth?</p> <p><b>Personal, Social and Emotional:</b> Lob is mistreated at various points during the story which could lead to rich opportunities to discuss how we treat others, including talk and activities around human rights and the rights of the child. Opportunity for a wider conversation about bereavement and grief.</p> <p><b>Geography:</b> Lob's journey from Shropshire to London will not only provide contextualised opportunities for pupils to develop map reading skills Consider some of the similarities and differences between these two contrasting localities.</p>
--	--	---	--	---	--	---

## English Curriculum Map

		<p>Gambia's trade and export economy.</p> <p><b>History:</b> British history that extends pupils' chronological knowledge beyond 1066. Learn about the history of Britain's colonisation of Gambia through to Gambian independence in 1965.</p>				<p><b>Art and Design:</b> Pam Smy's illustrations and sketches could be used as a stimulus to develop children's own use of observational drawing and sketchbooks. Look at Claude Monet whose gardens in Giverny were very important part of his life and where he painted often</p>
<p><b>Linked texts</b></p>	<ul style="list-style-type: none"> <li>- Theseus and the Minotaur by Hugh Lupton and Daniel Morden</li> <li>- St George and the Dragon by Geraldine McCaughrean and Nicki Palin</li> <li>- Greek Myths by Marcia Williams</li> </ul>	<ul style="list-style-type: none"> <li>- If the World Were a Village by David J. Smith and Shelagh Armstrong</li> <li>- Our Planet: Infographic How It Works by Jon Richards and Ed Simkins</li> <li>- How The World Works by Christiane Dorion and Beverley Young</li> </ul>	-	<ul style="list-style-type: none"> <li>- The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry</li> <li>- The Promise by Nicola Davies and Laura Carlin</li> <li>- Window by Jeannie Baker</li> <li>- Where the Forest Meets the Sea by Jeannie Baker</li> <li>- The Tiny Seed by Eric Carle</li> </ul>	<ul style="list-style-type: none"> <li>- Classic Fairy Tales by Berlie Doherty and illustrated by Jane Ray</li> <li>- Grimm Tales: For Young and Old by Philip Pullman</li> <li>- The Singing Bones, Art Inspired by Grimms' Fairy Tales by Shaun Tan</li> <li>- Faery Tales by Carol Ann Duffy</li> <li>- The Story Collector, The Emperor's Nightingale and Other Feathery</li> </ul>	<ul style="list-style-type: none"> <li>- Grandad's Island, Benji Davies</li> <li>- Grandpa Green, Lane Smith</li> <li>- The Extraordinary Gardener, Sam Boughton</li> <li>- The Little Gardener, Emily Hughes</li> <li>- The Night Gardener, Terry Fan and Eric Fan</li> <li>- The Tiny Seed, Eric Carle</li> </ul>

## English Curriculum Map

Class 9 (Year 4/Year 5)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	The Iron Man By Ted Hughes	The Miraculous Journey of Edward Tulane By Kate DiCamillo	Charlotte's Web By E. B. White	Belonging By Jeannie Baker	Mama Miti. Wangari Maathai and the Trees of Kenya By Donna Jo Napoli	Moon Man By Tomi Ungere
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>– To enjoy a story and discuss its meanings</li> <li>– To explore narrative plot, settings, characters and draw inferences to aid understanding</li> <li>– To broaden understanding of writers' use of language and build a varied vocabulary</li> <li>– To write non-fiction texts based on fictional experiences</li> <li>– To write newspaper reports based on the narrative</li> </ul>	<ul style="list-style-type: none"> <li>– To read and discuss a book that is set in another country, exploring the themes of friendship and loyalty;</li> <li>– Appreciating how a character changes through the course of a story;</li> <li>– Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>– Progressively building a varied and rich vocabulary and an increasing range of sentence structures;</li> <li>– Assessing the effectiveness of their own and others' writing</li> </ul>	<ul style="list-style-type: none"> <li>– to develop children's responses to a book through discussion and record them in reading journals</li> <li>– Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar;</li> <li>– Progressively building a varied and rich vocabulary and an increasing range of sentence structures;</li> <li>– Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> </ul>	<ul style="list-style-type: none"> <li>– To provide opportunities for children to write in role</li> <li>– To explore the ecological/environmental impact of urbanisation and the impact that humans have on their environment</li> <li>– To consider their own role in making an environment they want to live in</li> <li>– To use drama and role play to deepen understanding of the book</li> <li>– To respond to illustration and explore how it communicates meaning</li> </ul>	<ul style="list-style-type: none"> <li>– To engage and inspire children to engage with literature</li> <li>– To explore global, political, socio-economic and environmental issues through a narrative text</li> <li>– To develop creative responses to the text through drama, storytelling and artwork</li> <li>– To write with confidence for real purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>– To engage children with a story with which they will empathise</li> <li>– To explore themes and issues, and develop and sustain ideas through discussion</li> <li>– To develop creative responses to the text through drama, storytelling and artwork</li> <li>– To write in role in order to explore and develop empathy for characters</li> <li>– To write with confidence for real purposes and audiences</li> </ul>

## English Curriculum Map

<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>- Annotated drawings</li> <li>- Recounts (diary entries)</li> <li>- Persuasive letter</li> <li>- List poetry</li> <li>- Questions</li> <li>- Newspaper report</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Story maps</li> <li>- Instructions</li> <li>- Writing in role</li> <li>- Character descriptions</li> <li>- Narrative descriptions</li> <li>- Diary entry</li> <li>- Autobiography</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Diary entry</li> <li>- Story maps</li> <li>- Note taking</li> <li>- Fact files</li> <li>- Writing in role</li> <li>- Character descriptions</li> <li>- Narrative descriptions</li> </ul>	<ul style="list-style-type: none"> <li>- Descriptive writing</li> <li>- Writing in role</li> <li>- Responding to illustration</li> <li>- Poetry writing</li> </ul>	<ul style="list-style-type: none"> <li>- Note taking</li> <li>- Booklet</li> <li>- Exploring Language</li> <li>- Freeze-Frame</li> <li>- Writing in Role</li> <li>- Investigative Enquiry</li> <li>- Problem Solving</li> <li>- Shared Writing</li> <li>- Drafting and Editing</li> <li>- Book Talk</li> <li>- Text Marking</li> <li>- PowerPoint Presentation</li> <li>- Poster</li> <li>- Dictionary of Idioms</li> <li>- Letter of Advice</li> <li>- Cookery Book</li> <li>- Science Investigation</li> <li>- Summative Report</li> <li>- Construction Instruction Manual</li> <li>- Free Verse Poem</li> <li>- Book of Proverbs</li> <li>- Aspirations</li> <li>- Speeches</li> <li>- Biography</li> </ul>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- Diary entry</li> <li>- News Reports</li> <li>- Explanation writing</li> <li>- Myth writing</li> <li>- Persuasive writing</li> <li>- Letter writing</li> </ul>
<p><b>Teaching approaches</b></p>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and re-reading</li> </ul>	<ul style="list-style-type: none"> <li>- Drawing and annotating</li> </ul>	<ul style="list-style-type: none"> <li>- Response to Illustration</li> </ul>	<ul style="list-style-type: none"> <li>- Response to illustration</li> </ul>

## English Curriculum Map

	<ul style="list-style-type: none"> <li>- Visualisation</li> <li>- Drawing and annotating</li> <li>- Readers' theatre</li> <li>- Drawing comparisons</li> <li>- Drama and role-play</li> <li>- Debate</li> <li>- Writing in role</li> <li>- Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison charts</li> <li>- Storyboards</li> <li>- 'Tell me'</li> <li>- Drama and Role play</li> <li>- Role on the wall</li> <li>- Reading journals</li> <li>- Writing in role</li> <li>- Visualising</li> </ul>	<ul style="list-style-type: none"> <li>- Comparison charts</li> <li>- Storyboards</li> <li>- 'Tell me'</li> <li>- Role play</li> <li>- Reading journals</li> <li>- Writing in role</li> <li>- Visualising</li> <li>- Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>- Response to illustration</li> <li>- 'Tell me' grid</li> <li>- Shared Writing</li> <li>- Visualisation</li> </ul>	<ul style="list-style-type: none"> <li>- Publishing and Book Making</li> <li>- Note taking</li> <li>- Exploring Language</li> <li>- Freeze-Frame</li> <li>- Writing in Role</li> <li>- Investigative Enquiry</li> <li>- Problem Solving</li> <li>- Shared Writing</li> <li>- Drafting and Editing</li> <li>- Book Talk</li> <li>- Text Marking</li> </ul>	<ul style="list-style-type: none"> <li>- Visualisation</li> <li>- Hot seating</li> <li>- Role play</li> <li>- Role on the Wall</li> <li>- Conscience Alley</li> </ul>
<p><b>Possible Cross Curricular links</b></p>	<p><b>Science:</b> Year 3: Forces and magnets; Light and Year 4: States of matter, Electricity</p> <p><b>Geography:</b> locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p><b>Art and Design:</b> Produce creative work, exploring their ideas and recording experiences. Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</p> <p><b>Music:</b> Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions.</p>	<p><b>Geography:</b> Explore the term Arable and look at land usage in rural settings, comparing and contrasting this with the children's experiences of urban settings, adding to the children's locational knowledge.</p> <p><b>PSHE:</b> friendship and what it means to be a 'loyal and true' friend. Consider feelings around bereavement and moving on.</p> <p><b>Art and Design:</b> Explore the shapes and architecture of spider</p>	<p><b>Geography:</b> Links to our area of Kirkby area through a local study</p> <p><b>PSHCE:</b> Links to the topic 'Belonging and Friendship'</p> <p><b>Art and Design:</b> Sketching and drawing images</p>		<p><b>History:</b> Study the first lunar landings and other key events in space exploration.</p> <p><b>Science:</b> Study the planets and the Solar System, the phases of the moon; why the moon appears to change shape, the constellations and the life cycle of stars.</p> <p><b>DT:</b> Design and make a rocket which they can 'launch' to the moon, or an identified distance!</p> <p><b>Art:</b></p>

## English Curriculum Map

	<p><b>Music:</b> improvise and compose music for a range of purposes using the inter- related dimensions of music.</p>		<p>webs, or take a wider view of the shapes and patterns in nature, using photography to explore the local environment. Make 3D sculptures of spider webs, using woven techniques, perhaps extending this to include messages of encouragement or motivation within the webs themselves.</p> <p><b>Computing:</b> Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>			<p>Study art inspired by the moon, the solar system and space. Look at the work of Alan Bean, one of the astronauts who has walked on the moon and since his return has become an artist.</p> <p><b>Music:</b> The children could study Holst's The Planets, considering how the music reflects the different planets.</p>
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>- The Iron Giant, Warner Bros 1999</li> </ul>	-	-	<ul style="list-style-type: none"> <li>- Window By Jeannie Baker</li> <li>- Where the Forest Meets the Sea By Jeannie Baker</li> <li>- Footpath Flowers By JonArno Lawson</li> </ul>	<ul style="list-style-type: none"> <li>- Twenty-Two Cents: The Story of Muhammad Yunus by Paula Yoo and Jamel Akib</li> <li>- One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia by Miranda Paul</li> </ul>	



## English Curriculum Map

Class 10 (Year 5/Year 6)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	Varjak Paw By S. F. Said	The Highwayman By Alfred Noyes	If You Find This By Matthew Baker	Varmints By Helen Ward	Cosmic By Frank Cottrell Boyce	Cosmic Disco By Grace Nichols
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>- To enjoy a story and discuss its meanings</li> <li>- To explore narrative plot, settings, characters and draw inferences to aid understanding</li> <li>- To empathise with characters and explore their dilemmas</li> <li>- To write recounts in role, based on fictional experiences</li> <li>- To write newspaper reports based on the narrative</li> <li>- To compose a narrative written from another character's point of view</li> </ul>	<ul style="list-style-type: none"> <li>- The historical context of the poem and the characters and setting.</li> <li>- Develop an understanding of the story told in the poem and plot the main events.</li> <li>- Look closely at unfamiliar language and investigate word meanings.</li> <li>- To explore the characters through drama and storytelling, thinking about their viewpoints and motivations.</li> <li>- Language and rhythm of the poem.</li> <li>- Perform the poem, look closely at the</li> </ul>	<ul style="list-style-type: none"> <li>- To engage children with a story with which they will empathise</li> <li>- To explore themes and issues, and develop and sustain ideas through discussion</li> <li>- To develop creative responses to the text through drama, storytelling and artwork</li> <li>- To write in role in order to explore and develop empathy for characters</li> <li>- To write with confidence for real purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>- To explore, interpret and respond to illustrations in a picture book</li> <li>- To empathise with characters and explore their dilemmas</li> <li>- To enjoy a story and discuss its meanings</li> <li>- To build an imaginative picture of a fantasy world, based on real life experiences</li> <li>- To explore these through role play and writing in role</li> <li>- To write own stories inspired by the book in a different format</li> <li>- To be able to write from the perspective of a character in a story</li> </ul>	<ul style="list-style-type: none"> <li>- To enjoy exciting stories with memorable characters</li> <li>- To consider how particular situations make individuals behave as they do</li> <li>- To explore dilemmas, empathising with characters</li> <li>- To build an imaginative picture of a fantasy world, based on real life experiences</li> </ul>	<ul style="list-style-type: none"> <li>- To use art as a stimulus for writing</li> <li>- To use poetry as a stimulus for art</li> <li>- To explore how language and structural devices are used in poetry to create powerful responses.</li> <li>- To explore ways in which we can use our voices, facial expressions and body language to perform poetry.</li> </ul>

## English Curriculum Map

		language and experiment with writing in a similar style.				
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>- Recount (diary entries)</li> <li>- Poem</li> <li>- Newspaper report</li> <li>- Narrative (written from another point of view)</li> </ul>	<ul style="list-style-type: none"> <li>- Story telling</li> <li>- story mapping or storyboarding</li> <li>- Shared writing, collaborative writing</li> <li>- Poetry performance</li> </ul>	<ul style="list-style-type: none"> <li>- Writing in Role</li> <li>- Letter Writing</li> <li>- Poetry</li> <li>- Descriptive Writing</li> <li>- Newspaper Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Creating a descriptive piece about characters and events</li> <li>- Persuasive poster</li> <li>- Writing in role as a character</li> <li>- Note taking</li> <li>- Written argument</li> <li>- Newspaper article</li> <li>- Poetry</li> <li>- Write a commentary</li> <li>- Letter</li> <li>- Script writing</li> <li>- Story writing</li> </ul>	<ul style="list-style-type: none"> <li>- Note writing in role as a character</li> <li>- Composing an email from one character to another</li> <li>- Written argument</li> <li>- Visitor leaflet for a theme park</li> <li>- Writing a message to a character in the story</li> <li>- List Poetry</li> <li>- Newspaper Report</li> </ul>	<ul style="list-style-type: none"> <li>- Poems inspired by the collection</li> <li>- Note taking</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Drama and role-play</li> <li>- Visualisation</li> <li>- Drawing and annotating</li> <li>- 'Tell me'</li> <li>- Reading journals</li> <li>- Story mapping</li> <li>- Writing in role</li> <li>- Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud, rereading</li> <li>- Book talk and discussion</li> <li>- Responding to illustration</li> <li>- Visualisation</li> <li>- Drawing and annotation</li> <li>- Hotseating</li> <li>- freeze-frame</li> <li>- thought tracking</li> </ul>	<ul style="list-style-type: none"> <li>- Reading Aloud</li> <li>- Book Talk</li> <li>- Role on the Wall</li> <li>- Visualising</li> <li>- Looking at Language</li> <li>- Readers' Theatre</li> <li>- Story Mapping</li> <li>- Conscience Alley</li> <li>- Hot Seating</li> <li>- Double Bubble</li> <li>- Shared Writing</li> </ul>	<ul style="list-style-type: none"> <li>- Book talk</li> <li>- Drama and role play</li> <li>- Debate and Argument</li> <li>- Drawing, Annotating and Story mapping</li> <li>- Storytelling</li> <li>- Reading aloud and rereading</li> <li>- Writing in role</li> <li>- Visualising</li> <li>- Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Writing in role</li> <li>- Visualising</li> <li>- Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>- Reading aloud and rereading</li> <li>- Writing in role</li> <li>- Visualising</li> <li>- Shared writing</li> </ul>

## English Curriculum Map

<p><b>Cross Curricular links</b></p>	<p><b>Art and design:</b> Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay). <b>PE:</b> Perform dances using a range of movement patterns.</p>		<p><b>Geography:</b> Study the location in which the book is set (Lake Michigan) and compare and contrast this to their own locality. <b>History:</b> Study the Great Depression and the consequences of this economic crisis on the American people, including bootlegging and the rise of organised crime Study graveyards, mausoleums and monuments, considering how different cultures honour those who have died. <b>PSHE:</b> Bravery and risk taking, bereavement, friendship, bullying, self-esteem and empathy. <b>Music:</b> Study musical notation, musical elements and different musical styles through the course of the sequence.</p>	<p><b>Art and Design:</b> Illustrator study by comparing and contrasting the techniques and style that are distinctive to the work of Marc Craste in Varmints with some of his other work as featured in his short films. Opportunity to grow food and devise recipes that would be nutritious. <b>History:</b> Local history study considering the ways in which their community has evolved in line with environmental, socio-political and economic changes. Investigate changes in the local area and how this correlates with population growth. The BBC Learning Zone has a wealth of footage that would support an investigation of this nature as featured here <b>Music:</b> As part of the comparative short film study suggested above</p>	<p><b>Design and Technology:</b> Investigate the development of mobile phone technology to design their own smartphones such as the Draxphone Liam uses in space. Write their own user guides and might also think of apps that could be useful to their user and write descriptions for these. <b>Geography:</b> Explore map locations, latitude, longitude, climate of the different settings in the book, exploring their human and physical geography. <b>Science:</b> Earth and Space. Write reports on aspects of space using a range of technology, draw diagrams and write explanations about processes in Space. <b>History:</b> Explore a historical aspect or theme in history to extend knowledge beyond 1066, pupils can explore</p>	<p><b>Art and Design:</b> Through the inspiration of the poetry children will be encouraged to respond through art and producing, 'creative work that explores their ideas and records their experiences</p>
--------------------------------------	---	--	--	---	---	--

## English Curriculum Map

				the children could be given the opportunity to consider the use of music and sound tracks to support the telling of the stories	technological advances including the charting of the space race and subsequent space missions, including British astronauts.	
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>– The Outlaw Varjak Paw by SF Said and Dave McKean</li> <li>– One Dog and his Boy by Eva Ibbotson</li> <li>– Krindlekrax by Philip Ridley</li> </ul>	–	<ul style="list-style-type: none"> <li>– There’s a Boy in the Girl’s Bathroom by Louis Sachar</li> <li>– Holes by Louis Sachar</li> <li>– The Savage by David Almond and Dave McKean</li> <li>– My Name is Mina by David Almond</li> <li>– Secret Friends by Elizabeth Laird</li> <li>– Cloud Busting by Malorie Blackman</li> </ul>	– The Last Wild By Piers Torday	<ul style="list-style-type: none"> <li>– The Unforgotten Coat By Frank Cottrell Boyce</li> <li>– Phoenix By S. F. Said</li> </ul>	

## English Curriculum Map

Class 11 (Year 6)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Core Text</b>	There's a Boy in the Girls' Bathroom By Louis Sachar	Stay Where You Are and Then Leave By John Boyne	Shackleton's Journey By William Grill	Dark Sky Park By Philip Gross	Tom's Midnight Garden (Graphic novel) By Philippa Pearce	
<b>Learning Aims</b>	<ul style="list-style-type: none"> <li>- To enjoy exciting stories with memorable characters</li> <li>- Draw inferences about characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>- To explore dilemmas, emphasising with characters</li> <li>- Explain and discuss understanding of what has been read</li> <li>- To write a range of texts in role based on fictional experiences</li> <li>- To write own stories based on the story read: describing settings, characters and atmosphere, and integrating dialogue to convey character and advance action</li> </ul>	<ul style="list-style-type: none"> <li>- To explore, interpret and respond using poetry</li> <li>- To enjoy a story and discuss its meanings</li> <li>- To build an imaginative picture of a fantasy world, based on real life experiences</li> <li>- To explore these through role play and through writing in role</li> <li>- To write own stories based on the story read from another character's point of view</li> </ul>	<ul style="list-style-type: none"> <li>- To appreciate why stories are memorable and characters exciting</li> <li>- To consider how particular situations make individuals behave as they do</li> <li>- To explore dilemmas, empathising with characters</li> <li>- To learn about the differences between information and fiction texts.</li> <li>- To produce a range of writing to respond to text through role play and dramatisation.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and understand the importance of poetry as a genre</li> <li>- To know how to listen and respond to a wide range of poems from a single poet collection</li> <li>- To understand that poems are written for different reasons</li> <li>- To interpret poems for performance</li> <li>- To gain and maintain the interest of the listener through effective performance of poems</li> <li>- To be able to use art as a means of responding to a poem, visualising and inferring and</li> <li>- extending and enriching language</li> <li>- To recognise figurative language in poetry and interpret its effect on the reader</li> <li>- To draft, compose and write poems based on</li> </ul>	<ul style="list-style-type: none"> <li>- To engage children with a story with which they will empathise</li> <li>- To explore themes and issues, and develop and sustain ideas through discussion</li> <li>- To develop creative responses to the text through drama, storytelling and artwork</li> <li>- To write in role in order to explore and develop empathy for characters</li> <li>- To write with confidence for real purposes and audiences</li> </ul>	

## English Curriculum Map

				real and personal experiences using language – with intent for effect on the reader	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>– Recount (letters)</li> <li>– Recount (diary entries)</li> <li>– Play script</li> <li>– Contemporary narrative</li> </ul>	<ul style="list-style-type: none"> <li>– Writing in role</li> <li>– Letter writing</li> <li>– Poetry</li> <li>– Propaganda posters</li> <li>– Writing rules</li> <li>– Narrative writing</li> <li>– Note writing</li> <li>– Argument</li> <li>– Agony aunt letter</li> <li>– Instruction writing</li> <li>– Recipe writing</li> <li>– Diary writing</li> <li>– Telegram</li> <li>– Recount</li> </ul>	<ul style="list-style-type: none"> <li>– Drawing and annotating</li> <li>– Note writing in role as character</li> <li>– Reading journals</li> <li>– Text marking</li> <li>– Story mapping</li> <li>– Character description</li> <li>– List poetry</li> <li>– Letter writing</li> <li>– Instructions</li> <li>– Log writing</li> <li>– Newspaper reports</li> <li>– Speeches</li> <li>– Recount</li> <li>– Quote</li> </ul>	<ul style="list-style-type: none"> <li>– Poetry performances</li> <li>– Artistic responses to poems read</li> <li>– Notes and annotations exploring language and personal responses to poems read.</li> <li>– Persuasive adverts</li> <li>– Own poems inspired by poems read</li> <li>– Own poems based on personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>– Letter writing</li> <li>– Documentary script writing</li> <li>– Poetry</li> <li>– Diary writing</li> <li>– Descriptive writing</li> <li>– Persuasive writing</li> </ul>
<b>Teaching approaches</b>	<ul style="list-style-type: none"> <li>– Reading</li> <li>– ‘Tell me’</li> <li>– Reading journals</li> <li>– Drama and role-play</li> <li>– Readers' theatre</li> <li>– Drawing and annotating</li> <li>– Writing in role</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Reading aloud</li> <li>– Performance poetry</li> <li>– Tell me - booktalk</li> <li>– Writing in role</li> <li>– Visualising</li> <li>– Debate and argument</li> <li>– Storytelling</li> <li>– Drawing, mapping and annotating</li> <li>– Drama and role play</li> <li>– Storymapping</li> </ul>	<ul style="list-style-type: none"> <li>– Reading aloud and rereading</li> <li>– Reader’s theatre</li> <li>– ‘Tell me’</li> <li>– Writing in role</li> <li>– Visualising</li> <li>– Shared writing</li> <li>– Conscience alley</li> <li>– Role play</li> <li>– Responding to illustrations</li> <li>– Role on the wall</li> </ul>	<ul style="list-style-type: none"> <li>– Reading aloud</li> <li>– Visualisation</li> <li>– Re-reading</li> <li>– Performing poetry</li> <li>– Looking at language</li> <li>– Shared writing</li> </ul>	<ul style="list-style-type: none"> <li>– Read aloud</li> <li>– Book Talk</li> <li>– Response to Illustration</li> <li>– Role on the Wall</li> <li>– Visualisation</li> <li>– Hot Seating</li> <li>– Soundscapes</li> <li>– Double Bubble</li> <li>– Conscience Alley</li> </ul>

## English Curriculum Map

<p><b>Possible Cross Curricular links</b></p>	<p><b>PSHE:</b> Team Building or Belonging. Bullying being new low self esteem how children view themselves.</p>	<p><b>History:</b> Battle of Britain First World War study through local history topic. <b>Geography:</b> Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied Map the First World War – where did the fighting take place? Find specific locations within France and Belgium where the majority of the fighting took place – areas such as the Somme, Verdun and Ypres. <b>Art:</b> Study of a WWI artist such as: John Singer Sargent Wyndham Lewis Alfred Munnings John Nash</p>	<p><b>Art and Design:</b> Use front cover as inspiration for art activity – printing, ICT using a paint program or other methods of creating repetitive patterns. Paintings of sea and ice –create ice sculptures using balloons and containers of different shapes and sizes. Create charcoal, coloured pencil, sketches, monochrome images (drawn or created using digital cameras) and other images of the expedition. Create an exhibition of the expedition using work that has been produced throughout the sequence. Study a famous artist from the time e.g. Claude Monet <b>History:</b> A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066’ Research what else was happening at this time in history – historical context of WWI, main events of 1914 around the world. Research other famous explorers in history e.g. Christopher Columbus, Scott and Amundsen, Neil Armstrong.</p>	<p><b>Science:</b> Explore life in a variety of different habitats, such as the deep ocean and hydrothermal vents. Work on classification, allowing children opportunities to focus on how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals exploring their specific characteristics. Plenty of the poems link to the topic of evolution, particularly ‘Black Smokers’ and ‘First Plant on Dry Land’. <b>Art and Design:</b> Drawing on the illustrations by Jesse Hodgson, the children could explore how to work with a limited colour palette when representing natural phenomena as she has done throughout the collection. Explore and experiment with working with brushes and black ink when creating</p>	<p><b>Art:</b> Study different artistic interpretations of gardens and horticulture. For example, the works of Monet, Renoir, Cezanne, Pissarro, Manet, Sargent, Kandinsky, Van Gogh, Matisse, Klimt, Klee and Georgia O’Keefe. Interpretations could be compared and contrasted to the more scientific representation of plants and horticulture found in botanical drawings. Explore artists such as Chihuly, who have used sculpture to enhance or transform gardens, drawing on nature as inspiration. Explore interior design styles of the period in conjunction with the consideration of the house in which the story is set. For example, investigate the designer William Morris whose wallpapers are very similar to the ones depicted in the novel. Examine the changes to interior design that also reflected the changes to people’s lives and the ways in which they lived. <b>History:</b> Study the changes in housing during the period in</p>
---	--	---	--	---	--

## English Curriculum Map

			<p><b>Geography:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Study area of Antarctica and identify physical features and environmental concerns around this area. Map Shackleton’s journey on a globe and map marking significant locations within the story. Understand that the world has different time and climate zones through map work using different kinds of maps e.g. climate maps, physical maps, Compass work</p> <p><b>Science:</b> Compare different environments and the way animals and humans adapt to extreme conditions. Investigate insulators – clothing to keep us warm and look at what explorers would wear now compared to 1900s . Investigate friction – how do various materials move on ice? Children could undertake an investigation using a variety of materials to transport across ice. Antarctic animal food webs</p>	<p>illustrations of their own for poems</p> <p><b>PSHE:</b> The juxtaposition of ideas around evolution and religion in ‘Black Smokers’ could allow for discussion and debate around different creation and evolutionary ideas.</p> <p><b>Geography:</b> Use poems such as ‘from the Extreme Sports Olympics: LavaBoarding’, ‘Glacier Worm’, ‘from The Extreme Music Festival 1.The Storm Harp’ to link to the study of physical geography, such as exploring volcanoes, glaciers, the oceans and seas and weather. Explore aspects of human geography such as animal extinction, war, climate change and the impact these have on the natural world through poems such as ‘Aleppo Cat’, ‘Creatures, Great and Small’</p> <p><b>Music:</b></p>	<p>which the book is set, for example contrasting Victorian homes with the later period of slum clearances Complete a cross-curricular project on the Victorians, Edwardian Britain and the post war years.</p> <p><b>Science:</b> Study plants including the parts, life cycle and requirements for life. Exploration of the concept of time and ideas of time travel. Explore the difference between ‘clock’ time and ‘solar’ time, why different time zones exist across the world, why different calendars exist, why we move time ‘forward’ or ‘back’ depending on the seasons.</p> <p><b>PSHE:</b> The novel would allow for the exploration of gender roles in the Victorian era and how these have changed in the intervening years.</p>
--	--	--	--	--	--



## English Curriculum Map

			<p>Earth’s rotation and tilt to explain day and night in the Antarctic and climate in this area of the world.</p> <p><b>PSHE:</b> Participate in discussions around what makes a good leader. Being part of a team / collaboration with others. Reconciling conflict within a group. Human needs and wants</p>	<p>Use instruments or music software such as Garage Band to create soundscapes to accompany performances of ‘from The Extreme Music Festival 1.The Storm Harp’ and ‘2.Moon Music’.</p>	
<b>Linked texts</b>	<ul style="list-style-type: none"> <li>– Holes by Louis Sachar</li> <li>– Secret Friends by Elizabeth Laird</li> <li>– Cloud Busting by Malorie Blackman</li> <li>– Indigo's Star by Hilary McKay</li> <li>– Little Beauty by Anthony Browne</li> <li>– Charlotte's Web by E.B. White</li> <li>– The Weight of Water by Sarah Crossman</li> </ul>	<ul style="list-style-type: none"> <li>– The Boy in the Striped Pyjamas by John Boyne</li> <li>– The Silver Donkey by Sonya Hartnett</li> <li>– Stories of WWI by Tony Bradman</li> <li>– War Horse by Michael Morpurgo</li> </ul>	<ul style="list-style-type: none"> <li>– ICE TRAP! Shackleton’s Incredible Expedition by Meredith Hooper</li> <li>– Shackleton's Stowaway by Victoria McKernan</li> <li>– Ice Story: Shackleton's Lost Expedition by Elizabeth Cody Kimmel</li> <li>– Trapped By the Ice: Shackleton's Amazing Antarctic Adventure. By Michael McCurdy</li> </ul>	<p><b>Other collections for young people by Philip Gross:</b></p> <ul style="list-style-type: none"> <li>– Off Road to Everywhere</li> <li>– Scratch City</li> <li>– The All-Nite Cafe</li> <li>– Manifold Manor</li> </ul>	<ul style="list-style-type: none"> <li>– The Secret Garden by Frances Hodgson Burnett</li> </ul>