

**Overall Curriculum Intent**

The intention of our English curriculum is to provide all pupils with a broad, balanced and knowledge rich curriculum, one in which each child acquires and masters the skills necessary to access all curricula across the board and make good academic progress throughout. We aim to develop our pupils into the very best readers, writers, communicators and thinkers and do so by equipping them with a strong command of the English language. We have the very highest of expectations of our pupils and promote high standards throughout.

- **Live:** Ensure pupils are able to read, write, spell and speak **competently** in order to communicate ideas effectively to others so that they are ready for the next stage of their educational journey and for life beyond.
- **Love:** To help broaden pupils' access to a range of literature genres and authors, expanding their **cultural** capital, and foster a love of reading and inquisitive, **critical** and evaluative thinking.
- **Learn:** Develop independent, confident and successful readers and writers who are developed culturally, socially and emotionally, able to express themselves **creatively** in a variety of forms.

**Key prior knowledge and skills**

Last term pupils explored the book Mama Miti. Pupils have developed an understanding of how to follow a plot, to summarise and recall significant events.

Pupils have begun to explore how author's use language and structure to create different effects including creating characters. They have also explored the role of illustrations in developing the plot and supporting pupil's understanding of the text.

Pupils have written for a range of different purposes and audiences. They have planned, evaluated and redrafted their written work, applying knowledge of different grammatical features.

**Key Concept****Competence:**

- Pupils read and understand a range of texts and respond appropriately
- Pupils demonstrate a secure understanding of the conventions of written language

**Creativity:**

- Pupils make fresh connections between ideas, experiences, texts and words, drawing on a rich experience of language and literature
- Pupils use inventive approaches to making meaning, take risks, play with language and use it to create new effects
- Pupils use imagination to convey themes, ideas and arguments, solve problems, and create settings, moods and characters

**Culture:**

- Pupils gain a sense of the English heritage and engage with important texts in it
- Pupils explore how ideas, experiences and values are portrayed differently in texts from a range of cultures and traditions

	<p><b>Critical Understanding:</b></p> <ul style="list-style-type: none"> <li>- Pupils engage with ideas and texts, understand and respond to the main issues</li> <li>- Pupils explore others' ideas and develop their own</li> <li>- Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.</li> </ul>	
<b>Topic Focus</b>	<p>To engage children with a story with which they will empathise          To explore themes and issues, and develop and sustain ideas through discussion          To develop creative responses to the text through drama, storytelling and artwork          To write in role in order to explore and develop empathy for characters          To write with confidence for real purposes and audiences</p>	
<b>Intent: What should pupils know?</b>	<p>Key characters, their actions in the novel and their characteristics          Key events, themes and ideas of the novel          How to use a range of strategies to decode and learn new vocabulary          How language, vocabulary choice, grammar and text structure presents meaning          How historical settings can influence and shape writing          How illustrations add to our understanding of the story, developing the plot and characters          The impact of the author's language and structure on their understanding          How to apply what they have learnt from their reading to their own writing          How to use vocabulary, grammar and text structure for effect          How to write for different purposes and audiences</p>	
<b>What are the opportunities for repetition and overlearning?</b>	<p>Retrieval questions          Explicit links to previous texts          Repetition of key terminology.          Links to learning in history, drawing in their understanding of the conflict of World War 2.          Links to other texts not studied in class which share similar settings and themes.</p>	
<b>Assessment</b>	<p>Fortnightly writing tasks linked to the text          Comprehension questions throughout the unit of work</p>	
<b>Opportunities for challenge</b>	<p>Developing alternative interpretations.          Developing skill of selecting quotations from the text to justify their responses.          In depth consideration of ideas and contextual factors.          Links to other texts not studied in class which share similar settings and themes.</p>	
<p><b>Key questions:</b>          What do we learn about Tom?          How does reading aloud affect your understanding?</p>		<p><b>Key vocabulary:</b>          dismissive          subduely</p>

<p>How do you talk to different people?  How do you think Tom feels?  What is time?  Is lying ever justified?  How is the story written?  Are girls and boys different?  What do we learn about Hatty?  What did you do to improve the sound of your writing?  What techniques does Pearce use, such as vocabulary and sentences structures?  How does Philippa Pearce show that Tom cares for Hatty?  How formal does your writing need to be?  How are you going to create that formality?  How do you want your reader to feel?  Can time stand still?  What is a friend?  How did it feel to write as Philippa Pearce?  What did you learn about her writing?</p>	<p>indignation  humus  interception  elder  gander  gaggle  contradict  hoaxing  certitude  severity  vivid  shaming  querously  *other ambitious vocabulary will be explored through the study of the text</p>
<p><b>Opportunities for links to careers:</b></p> <ul style="list-style-type: none"> <li>- Explore job roles of the different characters within the text</li> </ul>	<p><b>Opportunities for links to SMSC, PSHCE, ethos and values:</b></p> <ul style="list-style-type: none"> <li>- To explore the wider concepts of time, friendship, gender, ghosts and angels</li> <li>- To explore the emotional aspects of growing up, gender and grief  To understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears.</li> <li>- To explore questions of right and wrong, values and conflict between values in their reading of fiction and non-fiction, in their discussions and in drama and history.</li> <li>- To read, review and discuss texts that present issues and relationships between groups and between the individual and society in different historical periods and cultures.</li> </ul>
<p><b>Cross-curricular links</b></p> <ul style="list-style-type: none"> <li>- History – late Victorian era, 1950s Britain, frost fairs • Philosophy – the nature of time</li> <li>- Art – drawing pictures based on descriptive writing</li> <li>- Geography – skating route along the river from Castelford to Ely, meteorological causes of the great frost of 1894–95, Little Ice Ages</li> </ul>	<p><b>Enrichment- clubs, trips, visits and other extracurricular activities</b></p> <ul style="list-style-type: none"> <li>- Visit to Shuttleworth gardens</li> <li>- Use of homework to explore wider ideas of hobbies, friendship and gardening.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>- RE – the story of Cain and Abel, the Book of Revelation, angels •</li><li>- Drama – acting out scenes, hot seat activities, role play</li></ul> |  |
|---|--|