

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 *The Last Wild*. 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>Critical Understanding:</p> <ul style="list-style-type: none"> - Pupils engage with ideas and texts, understand and respond to the main issues - Pupils explore others' ideas and develop their own - Pupils analyse and evaluate spoken and written language to appreciate how meaning is shaped.
Topic Focus	<p>To engage and inspire children to engage with literature To explore global, political, socio-economic and environmental issues through a narrative text To develop creative responses to the text through drama, storytelling and artwork To write with confidence for real purposes and audiences</p>
Intent: What should pupils know?	<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>
What are the opportunities for repetition and overlearning?	<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>
Assessment	<p>Fortnightly writing tasks linked to the text Comprehension questions throughout the unit of work</p>
Opportunities for challenge	<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>Key questions: Who is Wangari? Where is the story set? What is the importance of nature in the story?</p>	<p>Key vocabulary: highlands plains droughts</p>

<p>Why do the people of the village respect and value Wangari's advice? Why did Wangari love and respect trees? What is the impact of colour and patterns used in the illustrations? Why are some trees seen as sacred? Why is water necessary for all living things? What impact did Wangari have on the world? Why does the author choose to show only women in the story? Why did Wangari win the nobel prize?</p>	<p>sacred slake elders staff tradition salt lick adjectives alliteration *other ambitious vocabulary will be explored through the study of the text</p>
<p>Opportunities for links to careers:</p> <ul style="list-style-type: none"> - Explore job roles of the women in different cultures, self sufficiency in agricultural settings 	<p>Opportunities for links to SMSC, PSHCE, ethos and values:</p> <ul style="list-style-type: none"> - The awe and wonder of the natural world - The power of stories - Working to support a community - Humility, kindness, respect and community - Tolerance of others, no matter the differences
<p>Cross-curricular links</p> <ul style="list-style-type: none"> - Geography – geography of Kenya- physical and human geography - Art- use of pattern and print in art work (William Morris) - Science- water cycle 	<p>Enrichment- clubs, trips, visits and other extracurricular activities</p> <ul style="list-style-type: none"> - Campfire- story sharing - Exploring local trees, their uses and origins