

English Curriculum Overview 2019-2020

| Year group focus | Autumn | Spring | Summer |
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| Year 1 | <p><u>Non-fiction texts about dinosaurs</u> Dinosaurs fact files.</p> <p>Recount of trip to the museum.</p> <p>Fact file about Mary Anning.</p> <p>Diary entry about discovery of 'dinosaur egg' in the nature garden.</p> <p><u>Beegu</u> Letters from Beegu to our class.</p> <p>Descriptive writing: what is life like in Middlesbrough?</p> <p>Poetry: Bonfire night theme.</p> <p>Sequencing of story.</p> | <p><u>Supertato</u> Character Descriptions of Evil Pea and Supertato.</p> <p>Information text: what is a real life hero?</p> <p>Poetry Week: weather theme</p> <p>Narrative: retell story in own words</p> <p><u>The Kiss that Missed</u> Information Texts: Castles and Knights</p> <p>Diary entry: A day in the life of a knight</p> <p>Narratives: Reading fairy tales set in castles, writing alternative endings.</p> <p>Instructions: How to make a pancake.</p> | <p><u>Where The Wild things Are</u> Character and setting descriptions</p> <p>Narrative: retell the story.</p> <p>Non-chronological report: animals and plants linked to science work.</p> <p><u>Percy the Park Keeper series</u> Writing own Percy stories.</p> <p>Letter writing to Percy.</p> <p>Poetry: summer theme</p> |

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| <p>Year 2</p> | <p><u>Captain Cook</u> Captain Cook Fact File: a recount of our trip to the Captain Cook Museum.</p> <p>Diary Entry from the perspective of a crew member on The Endeavour.</p> <p><u>The Day the Crayons Quit</u> Letter from Duncan to the crayons</p> <p>Narrative: own version of the same story with a different theme.</p> <p>Poetry: Autumn senses</p> | <p><u>George's Marvellous Medicine</u> Character descriptions of Grandma and George.</p> <p>Instructions: How to make a marvellous medicine.</p> <p>Newspaper report of the day Grandma got stuck in the roof.</p> <p>Narrative: an alternative ending.</p> <p><u>Where the Wild Things Are</u> Information Text</p> <p>Diary entry</p> <p>Narrative</p> | <p><u>Traditional Tales: Little Red Riding Hood</u> Character and setting descriptions.</p> <p>Narrative: retell the story.</p> <p>Diary entry from Little Red Riding Hood's perspective.</p> <p>Instructions: how to make cakes.</p> |
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| <p>Year 3</p> | <p><u>Stone Age Boy</u> Diary Entry from the main character.</p> <p>Setting and character descriptions</p> <p>Narrative: a retelling</p> <p>Non chronological report on a woolly mammoth</p> <p><u>Greek Myths</u> Diary Entry from Epimetheus reflecting on the day Pandora arrived.</p> <p>Prediction: What happens next after Pandora opens the box?</p> <p>Newspaper report: the contest between Athena and Arachne.</p> | <p><u>Escape from Pompeii</u> Setting description of Pompeii before and after the eruption.</p> <p>Newspaper article regarding the eruption of Vesuvius.</p> <p><u>Shakespeare unit: Macbeth</u> Diary entry from Macbeth: agonising over his state of mind.</p> <p>Character descriptions.</p> <p>Play script: write own ending to the play.</p> | <p><u>Hour of the Olympics</u> Diary entry from the point of view of Jack or Annie</p> <p>Character descriptions</p> <p>Newspaper report: Free Annie</p> <p><u>How the Olympics came to be.</u> Setting descriptions</p> <p>Narrative: a retelling</p> <p>Non-chronological reports on the development of the different sports.</p> |
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| <p>Year 4</p> | <p><u>Across the Roman Wall</u> Diary entry: from the point of view of one of the character - Marinetta or Lucius.</p> <p>Newspaper report: to inform the reader of the terrible attacks on Hadrian's Wall in AD 367.</p> <p>Narrative: write the next chapter of the novel based on predictive skills.</p> <p><u>Anglo-Saxon Boy</u> Narrative: the journey Magnus finds himself on in order to get back to his family.</p> <p>Informal Letter from the point of view of Magnus to his mother after he is forced to leave his family due to a vicious feud.</p> <p>Information report on the Battle of Hastings.</p> | <p><u>The Abominables</u> Newspaper report: A Yeti has been spotted!</p> <p>Balanced argument: Are Yetis a danger to society?</p> <p>Narrative: The Yeti's habitat (the Himalayas) has been invaded by tourists</p> <p>Diary entry from the point of view of Lady Agatha, a year after was she taken by the Yetis.</p> <p>Persuasive letter to Queen Victoria pleading for her to save the Yetis from execution.</p> <p>Narrative: The Yetis have been saved from execution but what will happen next?</p> | <p><u>The Butterfly Lion</u> Newspaper report on Bertie's family keeping the white lion cub.</p> <p>Narrative from the lion's point of view on what life is like for him after he has been sold to the circus.</p> <p>Balanced argument: should animals be used as entertainment?</p> <p>Formal letter from Bertie to the circus asking the whereabouts of the white lion.</p> <p><u>Shakespeare:</u> A Midsummer Night's Dream (2 weeks): rewrite with a modern twist.</p> |
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| Year 5 | <p><u>Terry Deary books</u></p> <p>Narrative: write the next chapter of a book using predictive skills.</p> <p>Diary entry from Ellie: a day in the life of a slave for the king, focusing on the poor people in Tudor England.</p> <p>Balanced argument: for and against Tudor punishment</p> <p><u>Secrets of a Sun King</u></p> <p>Adventure story with historical setting.</p> <p>Explanation text: the process of mummification.</p> | <p><u>Journey to the River Sea.</u></p> <p>Narrative: finishing a chapter using predictive skills.</p> <p>Persuasive letter writing: to persuade the government to protect wildlife.</p> <p>Poetry using personification to describe a river.</p> | <p><u>Boy Overboard and Girl Underground</u></p> <p>Letter writing: a letter from Jamal to his parents when they get separated on the boat.</p> <p>Diary entry from the point of view of Jamal explaining his feelings and emotions of his journey.</p> <p>Setting description of Australia.</p> |
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| <p>Year 6</p> | <p><u>Kensuke's Kingdom</u> An introduction to Y6 fiction and reading for pleasure</p> <p><u>Street Child</u> Fiction writing: a new chapter including historical description</p> <p>Persuasive letter to Queen Victoria about the plight of the Victorian poor</p> <p>Newspaper report about a fire in a Victorian factory</p> <p>Poetry based on human rights</p> <p><u>Robin's Journey Home</u> Poetry based on Robin's Journey Home</p> | <p><u>The Explorer</u></p> <p>Fiction writing: a chapter of the book from a different perspective</p> <p>Informal letter between Fred and his Father</p> <p>Free verse poetry based around the ambitions and failures of an explorer.</p> <p>Health report (incorporating scientific details and formal language)</p> <p>Persuasive letter to the Brazilian President on behalf of rainforest bees.</p> <p>Read Write Perform speaking and listening opportunities</p> | <p><u>Letters From the Lighthouse</u></p> <p>Information writing about WW2 including propaganda.</p> <p>Balanced argument about evacuation.</p> <p><u>Skelling</u></p> <p>Descriptive writing about the setting of the book.</p> <p>Own research topic presented about mythological creatures.</p> <p><u>Transition work for secondary school</u></p> |
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