

## English curriculum 7-11 year olds

Academic Year 2021-22



### Autumn Term ( Key elements)

Theme	Texts used	Text types explored through this theme	Specific Comprehension opportunities	SPAG	Outcomes
Malala / International Literacy Day / Afghanistan	Malala Yousafzai (Little people Big Dreams book) He Named me Malala young reader version. Malala speech to the UN on her 16 <sup>th</sup> birthday Newsround Special : Malala He named me Malala documentary film	Non-fiction / Biography Speeches	3 chapters of the young reader book used as comprehension focus to build a picture of life in the Swat Valley under the Taliban Retrieve factual information Identify possible quotes	Fronted adverbials.	Younger children: write an acrostic poem to mark international literacy day. Create sentences using models from the perspective of a girl in Afghanistan eg. I should be able to go to school.  Write a biography about Malala, using the various texts and information gathered. Identify and include quotes.
Superheros	Various comic strips including spiderman comics  The Incredibles (easy Reader book and the end of the movie)  Models of live reports from events including Spiderman v the Green Goblin  DK readers: superheros	Comics and graphic novels	Sequence events Summarise Predict	Onomatopoeia  Present and past. Use of present progressive in reporting what is happening.  Direct and Indirect Speech  Adjectives	What makes us Incredible? Create their own incredible display to share their strengths and what makes them incredible.  Use ideas from top villains in stories to create a fact file and description of a villain or evil twin.  Retell an action scene in sequence using pictures. Create a live report as a class of the action scenes when Syndrome's robot attacks Metroville.

				Fronted adverbials, especially linked to manner.	Plan an action scene of their own using superheros / villains they have created. Design a comic strip. Write a report about the event, either a written newspaper report of a live spoken report.
Core text : Dangergang. Tom Fletcher.	The Danger Gang – core text Song – said is dead	Fantasy Fiction  Diary	Vocabulary development : alternatives to using said.  Prediction Inference Deduction	Onomatopoeia  Direct speech and alternative words to said	Write a newspaper report describing the night of the storm  Create another invention for Franky’s mum.  Write a description of a sleepover when you discover your pet is a mutant pet  Predict the end of the story  Animal awesomeness chart ( modelled on the 10 bugs one in The Danger Gang)  Book review
Climate zones, Weather and climate (extreme weather)	Newspaper reports Weather reports Interviews	Formal newspaper reports including a BBC report about a mini Tornado in England (September 2021)	Retrieve facts from a text Sequence events in chronological order	Direct and reported speech  Passive voice ( year 6 children)	Write a news report about a tornado hitting.  Write a postcard from a chosen place in the world, including information about the weather conditions.

The Powers of the Monkey King	Monkey King Mischievous in Heaven And Usborne Early Reader	Traditional cultural story from China	Vocabulary development  Summarising  Comparing 2 version of the same story		Descriptive writing. Use the description of the scene behind the waterfall to create a piece of artwork in pastels. Present their scene.
1700s in England Historical fiction	The Scavengers – time travel short story linked to The Mills in Cromford ( and school visit)  End of term playscript scene  Freedom 1787 – short story based partly on true events linked to slavery in England in the late 1700s	Historical fiction texts	Group reading comprehension years 3 and 4  Group reading comprehension y5 and 6	Subject and object of a sentence Pronouns	Write an account of how a group of children travelled back to Dame Catherine’s in the 1820s Write a playscript about when a group of our class went back to our school in the 1820s  Produce an account of the school visit to Cromford
Climate Change / Power of our plate	Various information texts linked to food wastage, carbon and water footprint, the rise of veganism.  Reports about COP 26 (Nov 2021)  BBC Interview with Prince Charles (Oct 2021) Interviews Ambassador views from the Earth project.	Information texts News reports Interviews	Retrieve factual information  Express opinion		Create recipes for Research and create a powerpoint about one of the areas in the Earth Project Plan a menu / meal which is made up of seasonal foods. Plan a meal which has a low carbon and water footprint.  Write a formal letter or a speech about an element of climate change  Create a leaflet about ‘the Power of our Plate.’  Take part in a balanced argument / debate for eg. about the pros and cons of veganism

Applications for roles in school	Documents created for the post of pre-school assistant	Application forms CVs Person specifications			Apply to help Fay with the younger children in pre-school. Complete a form with personal details, education and experience. Write a paragraph about themselves linked to a person specification. Write about why they would like the role.
Christmas	A Christmas Carol	Rhyming text			Older children read / perform to younger children. Story used as a basis for some scenes in end of term performance.
	Christmasaurus	Short Playscript Book and song texts			Read and perform playscript including songs

### Spring Term (until end May) ( Key elements)

Theme	Texts used	Text types explored through this theme	Specific Comprehension opportunities	SPAG	Outcomes
King Arthur	Arthur and Me (whole class)  King Arthur	Letter writing / school reports (Text used for short writing tasks)  Poems  Graphic novel (text used for comparisons and for acting and drama)	Focus text for comprehension (verbal in group reading and some written whole class)  Focus on prediction	Speech / dialogue	Write a school report for Tomas Write a dialogue between Tomas and King Arthur about modern day items  Use the poems in Arthur and Me to help them create their own version  Summarise the story. Compare versions and how characters differ in different versions eg. Lady Nimue and Mordred. Consider how and why stories are adapted over time.

	<p>Gwain and the Green Knight (Usborne)</p> <p>Arthur High King of Britain (Michael Murpurgo)</p>	<p>Myth</p> <p>Fiction (10 years +) Text used for group reading and short writing tasks</p>	<p>Group reading (twice weekly) for older group. Focus on author choice, vocabulary and inference</p>		<p>Act out key scenes eg. sword in the stone and scene on the lake</p> <p>Choose characters eg. Kay from initial chapters. Look at actions and speech and use this to describe how they were feeling and what they were thinking at given points.</p> <p>Use as a springboard for discussions on relationships, forced marriage, role of women (part of relationships, PSHE and safeguarding )</p>
<p>Other myths and legends from the UK</p>	<p>Quick write tasks</p> <p>The Giant Causeway (2 versions) including Finn and the Giant Causeway</p> <p>Knights Code (link with history )</p>	<p>Myth and non-fiction</p> <p>Instructional text Pledges and promises</p>	<p>Focus on inference (March / April)</p> <p>Collecting vocab, questions, opening lines. Name it, quote it, opinions</p>	<p>Adjectives (related to qualities in pledges)</p>	<p>Create causeway using matchsticks – maths activity</p>

	Knights and Bikes (whole class text)	Recent story based on a fictitious island, involving solving the mystery of a legend. Instructional text Sign writing  Reports (newspaper)  Letter writing	Whole class and group reading – all reading skills	Passive voice (older group)	Come up with your own explanation and describe why the digger might be acting erratically, using clues in the text.  Create instructions for what must be done with the amulet and staff in order to reveal the castle.  Write a news report about the happenings linked to the Penfurzy curse.  Create a map from the description of the route to the scrapyard and create warning signs for the scrapyard  Write a letter from Demelza confessing the truth about who she is.
Robin Hood	Robin Hood: graphical novel Robin Hood (Usborne)  Texts about characters in history from King John's time	Graphic novel Early Reader book  Nonfiction texts		Fronted adverbials (younger group)	Act out scenes adapting Usborne version  Write a report about Nottingham castle following the visit.  Summarise information about yourself as a person from the Robin Hood period.  The Truth behind Robin Hood's King John (explain qualities and the reasons for thinking this)

Africa	<p>Non-fiction texts about Africa (link with geography)</p> <p>Texts about countries in West Africa</p> <p>Letters to Africa</p> <p>Yours sincerely Giraffe (Younger group)</p> <p>Massai (various)</p> <p>French and English texts about Mali</p> <p>Various myths and legends eg. The Prince who wanted the Moon (Congo) (younger group)</p> <p>Why the leopard has spots (Ghana) (younger group)</p> <p>Sirankomi the Hunter (Mali) (whole class)</p> <p>Myths atlas: Yoruba mythology (Nigeria) including myth about how the world was created</p>	<p>Letter writing (to friends in other countries)</p> <p>Questions (creating questions to support research)</p> <p>Various non-fiction / information texts</p> <p>myths</p>	<p>Comprehension activity: retrieval of information about life in Kenya</p> <p>Comparing and contrasting</p> <p>Retrieval and summarising</p> <p>Summarising</p> <p>Compare and contrast</p>	<p>Cognates</p> <p>Reading comprehension written task</p>	<p>Write a letter home from Kenya describing life there.</p> <p>Summarise and present key information about chosen country using the text.</p> <p>Create a fact sheet about Zambia using information provided as answers to their questions</p> <p>Various tasks involving writing short letters eg. 'Guess who I am from my description' task</p> <p>Write a description about life in the Massai tribes</p> <p>Compare 2 different versions of the story 'Why the leopard has spots' and write their own version (younger group)</p>
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<p>Myths from other areas of the world</p>	<p>Maui: various stories and versions  Song: You're Welcome  Myths atlas</p> <p>Norse mythology: Apples of Iduna BBC</p> <p>Atlantis. National geographic text and others</p>	<p>Myths  Song  Information text about Polynesian Mythology and wayfinders</p> <p>Non-fiction</p>		<p>Retrieve information from a song text</p> <p>Various tasks eg. substitution, vocabulary, fronted adverbials</p>	<p>Write a conclusion for 2 theories (what might have happened? Might the island have existed? )</p>
<p>Greeks</p>	<p>The Tragedy of Icarus  Extract (older group)  Usborne version (younger group)  Playscript version</p> <p>Greek Gods information text</p> <p>Hippocratic oath text. Text of various other oaths including Queen's oath and British citizenship oath.</p>	<p>Diary entry</p> <p>Playscript</p> <p>Non-fiction</p> <p>Oaths</p>	<p>Older group reading tasks with written responses</p>	<p>Prefixes (eg. tech, photo, anti) and suffixes (eg. phobia, graph, gram)</p> <p>Roots of words / words which originated from Greek</p>	<p>Perform a short play about the story of Icarus</p>



## Summer Term (June / July)

Theme	Texts used	Text types explored through this theme	Specific Comprehension opportunities	SPAG	Outcomes
Queen Elizabeth	<p>Queen Elizabeth II (a life story) Extracts including 'What it means to be a Queen'</p> <p>DK Life Stories Queen Elizabeth II (class reading text)</p> <p>Diary extract about jubilees</p>	<p>Non fiction</p> <p>Diary extracts</p>	<p>Retrieval of information, summarising</p>		<p>Predict key information about the Queen's life from the chapter titles eg. Destiny calls and Modern Majesty</p> <p>Write a diary extract about the platinum jubilee from the perspective of the Queen</p>
Through the decades during the 70 years reign	<p>Great smog (various)</p> <p>History of computers</p>	<p>News reports, photographs, historical fiction account, descriptive writing</p> <p>Fact files – chronological non-fiction</p>	<p>Pick out details of what happened on each day</p> <p>Pick out powerful vocabulary to use in a description</p>		<p>Choose one of the days of the Great Smog and write a diary entry. Use descriptive language</p> <p>How did we get to today? Make a record of interesting and surprising facts</p>

	<p>Women in 1950s. BBC teach clip and interview, adverts, top tips for a 50s housewife.</p> <p>Various texts from the internet about school dinners</p> <p>Texts about key events in the 1970s and 1980s</p>	<p>Adverts, interviews, non-fiction information texts</p> <p>Questionnaires</p>	<p>Retrieve key information</p>	<p>Question types and how these are best used in questionnaires</p>	<p>Report information about the role of women in the home, on film and in the workplace</p> <p>Compare and contrast 1970s and current day foods according to which were more and less healthy. Compare and contrast school dinners over the decades.</p> <p>Collate the positives and negatives about the 1970s, providing their own opinions.</p> <p>Create their own questions for key areas of life to contribute to creating a class questionnaire. Aim is to research what it was like growing up in each decade.</p> <p>In groups summarise the findings from questionnaires which are returned.</p> <p>Create a presentation in groups about growing up in specific decades and present to the class (no powerpoint)</p> <p>Summarise how the monarchy has changed over the past 70 years and the key events which contributed to this.</p>
<p>Songs for leavers performance</p>	<p>Those were the Days Que sera sera</p>	<p>songs</p>		<p>rhyme</p>	<p>After exploring the structure and meaning of the songs write their own verses to these songs to contribute ideas for a class song</p>

<p>Peter Pan (classic starts)</p>	<p>Shorter version of Peter Pan book for KS2 children. Core text for reading and writing tasks)</p> <p>Top Peter Pan facts</p> <p>Trailers of various Peter Pan films</p>	<p>Classic fiction</p> <p>Monologue</p> <p>Character description</p> <p>Setting description</p> <p>Short play scripts</p>	<p>Author choice, vocabulary, retrieval, inference, prediction, summary, compare and contrast</p>	<p>Speech / dialogue</p> <p>Adjectives</p>	<p>Compare and contrast different versions according to which era the film or book was written. Eg consider how the Indians were represented</p> <p>Consider play versions and how certain characters such as Hook and Mr Darling were played by the same person</p> <p>Which animal might they choose as a nanny and why?</p> <p>Create a description of their own Neverland</p> <p>Use the idea in the book about how Peter tells the children they will get to Neverland. Re-write this for their own Neverland and how they would get there.</p> <p>Write a monologue to show what Tinkerbell would be thinking as she got Wendy to fly after her.</p> <p>Character descriptions. Read the parts where the lost boys and the pirates were introduced. Use this information to create short playscripts and act out, creating their own dialogue which matches the character descriptions.</p> <p>Create more modern day characters to add in to Peter Pan – the Lost girls.</p>
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The Lion, The Witch and the Wardrobe	Musical play	playscript			<p>Create / adapt a monologue of what Lucy might say as she first goes through the wardrobe</p> <p>Act out the scene where Lucy meets Mr Tumnus, taking one of these 2 roles.</p>