

**Little Green Junior School – English Curriculum 2017-18**

**Year 3 Modules**

		Term 1		Term 2		Term 3				
<b>Narrative</b> (suggested number of weeks)	<b>Traditional Tales</b> <b>Fables</b>		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Traditional Tales – fairy tales (alternative versions)</b> <b>The Three Little Pigs</b>		<b>'Take One Book'</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Adventure stories</b> <b>The Tunnel</b> <b>by Anthony Browne</b>			
Suggested final written outcome	Write a new fable to convey a moral.			Write a traditional tale from a key characters perspective.				Write an adventure story, focusing on plot.		
<b>Non-fiction</b> (suggested number of weeks)		<b>Instructions - giving directions</b>		<b>Explanations</b>	<b>Non-Chronological Report</b>		<b>Stone Age Mammals</b>	<b>Persuasion - persuasive letter writing</b>  <b>Buddy Books</b>		
Suggested final written outcome	Write a narrative based on a traditional tale using a range of grammatical devices and an imaginative vocabulary.	Write and evaluate a range of instructions, including directions e.g. a treasure hunt		Create and use a flowchart to write an explanation of a process, ensuring relevant details are included and accounts ended effectively	Stone Teacher demonstrates research and note-taking techniques using information and ICT texts on a subject, using a spider-gram to organise the information				Present a point of view in the form of a letter linking points persuasively and selecting style and vocabulary appropriate to the reader.	
<b>Poetry</b>	<b>Vocabulary building</b>	<b>Structure – limericks</b>		<b>Vocabulary building</b>	<b>Structure – haiku, tanka and kennings</b>				<b>Vocabulary building</b>	<b>Take one poet – Poetry appreciation</b>
Suggested outcome	Read, write and perform free verse	Recite familiar limericks by heart		Read, write and perform free verse	Read and write haiku, tanka and kennings			Read, write and perform free verse	Research a particular poet. Personal responses to poetry. Recite familiar poems by heart	
<b>Cross curricular writing?</b>	<b>Science:</b> Animals, including humans – research different food groups and how they keep us healthy and design meals based on what they find out			<b>Science:</b> Rocks – research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explain how fossils are formed		<b>Science:</b> Animals, including humans – persuasive texts linked to why it is important to eat healthily				

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Year 4 Modules										
Term 1			Term 2				Term 3			
<b>Narrative</b> (suggested number of weeks)	<b>Traditional Tales – Myths (quests)</b> Greek Myths: Theseus and the Minotaur		<b>‘Take One Book’</b> (1 or 2 weeks)	<b>Writing and performing a play</b>	<b>Story Settings</b>	<b>‘Take One Book’</b> (1 or 2 weeks)  The Lion, the Witch and the Wardrobe  CS Lewis	<b>A story/stories with a theme</b> The Angel of Nitshell Road		<b>‘Take One Book’</b> (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term  <i>This could include non-fiction text types not taught as a unit in this year group e.g. recounts, instructions</i>	
Suggested final written outcome	Write a Greek myth focusing on effective characterisation e.g. character descriptions (in the style of: a ‘Wanted’ poster; ‘lonely hearts’ advert; job application). Link dialogue to effective characterisation, interweaving speech and action.			Write and perform a play, based on a familiar story	Write a section of a narrative (or several narratives) focussing on setting		Relate the theme of the story to personal experience and write an autobiographical story/account reflecting that theme.			
<b>Non-fiction</b> (suggested number of weeks)	<b>Non-Chronological Report</b> Greek God of Education			<b>Persuasion</b> Mo Farah/Derek Redmond			<b>Discussion</b> Bullying	<b>Explanation</b> How to Train Your Dragon		
Suggested final written outcome	Write own report independently based on notes gathered from several sources.			Assemble and sequence points in order to plan the presentation of a point of view, using graphs, images, visual aids to make the view more convincing.			Consider different sides of an argument and decide on a course of action summarising your reasons in a letter.	Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style (e.g. technical manual)		
<b>Poetry</b> (suggested number of weeks)	<b>Vocabulary building</b>	<b>Structure–riddles</b>		<b>Vocabulary building</b>	<b>Structure–narrative poetry</b>		<b>Vocabulary building</b>	<b>Take one poet – Poetry appreciation</b>		
Suggested outcome	Read, write and perform free verse  Selection of genres	Read and write riddles  Selection of genres		Read, write and perform free verse	Recite some narrative poetry by heart. Read and respond		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart		

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Year 5 Modules								
Term 1			Term 2			Term 3		
<b>Narrative</b>	<b>Traditional Tales - legends</b> Robin Hood – M Morpurgo, Outlaw BBC TV series 'Robin Hood'		<b>'Take One Book'</b> (1 or 2 weeks)  The Day the Crayons Quit  Writing from another person's perspective (Letter writing)	<b>Suspense and mystery</b> The Beast – Ann Evans		<b>'Take One Book'</b> (1 or 2 weeks)  The Cloud Tea Monkeys	<b>Fiction from our literary heritage</b> (The Highwayman)	
Suggested final written outcome	Reflect on the main character of the legend from different viewpoints. Re-tell the story from several different perspectives.			Develop skills of building up atmosphere in writing e.g. passages building up tension			Explore a text in detail. Write in the style of the author to complete sections of the stories. Take the plot and theme from the text to plan and write their own contemporary version.	
<b>Non-fiction</b>	<b>Recount</b>  The Day the Crayon Quit	<b>Explanation</b>  How Santa Works		<b>Persuasion</b>  Wilf Wolf	<b>Instructions</b>  Bread Making		<b>Reports</b>	<b>Narrative</b>  The Piano
Suggested final written outcome	Compose a biographical account	Texts: How Santa Works  Links to Science – Explaining how materials in 'Alien Soup' might be best separated.		Show through a range of writing an understanding of how persuasive writing can be adapted for different audiences and purposes <i>3 Little Pigs (Newspaper article, news/video/radio report, police report, eye witness account)</i>	Detailed instructions with clear introduction and conclusion		Write a report in the form of an information leaflet, in which two or more subjects are compared	
<b>Poetry</b>	<b>Vocabulary building</b>	<b>Structure – cinquain</b>		<b>Vocabulary building</b>	<b>Structure – spoken word poetry/rap</b>		<b>Vocabulary building</b>	<b>Take one poet - Poetry appreciation</b>
Suggested outcome	Read, write and perform free verse	Read and respond to variety of genres of poetry. Experiment with writing their own.		Read, write and perform free verse	Listen to, read, and respond to raps. Experiment with writing their own.		Read, write and perform free verse	Research a particular poet. Personal responses to poetry Recite familiar poems by heart
Cross curricular reference	Science: Properties and changes of materials – explain how chemists create new materials, (Spencer Silver, who invented glue for sticky notes, Ruth Benerito, who invented wrinkle-free cotton)			Science: All living things – research the work of naturalists and animal behaviourists such as David Attenborough and Jane Goodhall Earth and space – discuss why some people think that structures such as Stonehenge might have been used as astronomical clocks				

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Year 6 Modules															
	Term 1					Term 2					Term 3				
<b>Narrative</b> (suggested number of weeks)	<b>Fiction Genres</b> Descriptive Writing				‘Take One Book’ (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Narrative workshop:</b> review key narrative technique e.g. creating settings, characterisation, atmosphere (5 weeks)				‘Take One Book’ (1 or 2 weeks)  One (or more) written outcomes, linked with fiction/non-fiction modules already covered during the term	<b>Focus on Study Skills</b> (3 weeks)	<b>Assessment Week</b> (1 week)	<b>‘Take One Book’ Short Stories</b>		‘Take One Book’ (extended book study over 5 weeks)  A range of written outcomes, linked with fiction/non-fiction modules covered across the year  or <b>Environment Magazine</b>
Suggested final written outcome	A Christmas Market Description					A single extended narrative, or several narratives on a theme e.g. autobiographical stories, each developing a key narrative technique							<b>Debating skills</b> (2 weeks)		
<b>Non-fiction</b>	<b>Explanation</b> Science Digestion	<b>Persuasion</b> Balloon Debate	<b>Non-Chronological Report</b> Trainer Try Out  <b>Discursive</b> Screen Time			<b>Narrative</b> Alma	<b>Recount Newspaper Report</b> White Horse of Zennor						<b>A series of live debates</b> on various subjects. Children work in groups/pairs/individually to prepare and present points of views		
Suggested final written outcome	Links to Science PoS ‘reporting and presenting findings from enquiries’ including conclusions causal relationship[s] and explanations of and degree of trust in results.	Construct an argument to persuade others of a point of view and present the case to the class or a group; use standard English appropriately	Write reports as part of a presentation on a non-fiction subject.		A study of the narrative genre, which includes the use of suspense.	A debate followed by a write-up which presents and evaluates the opinions of multiple differing viewpoints			<b>Take one poet - Poetry appreciation</b>						
<b>Poetry</b> (suggested no. of wks)	<b>Vocabulary building</b>				<b>Vocabulary building</b>	<b>Structure – monologues</b>									
Suggested outcome	Read, write and perform free verse Pie Corbett- Memory Senses				Read, write and perform free verse (Personification poems, Meeting Midnight?)	Read and respond			Research a particular poet. Personal responses to poetry Recite familiar poems by heart						

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