



King Athelstan Primary School

English Curriculum


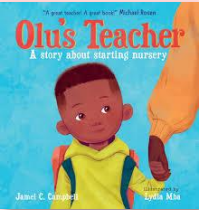
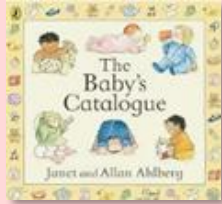
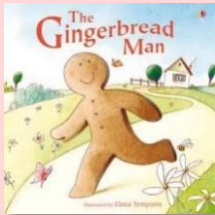
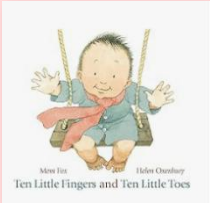
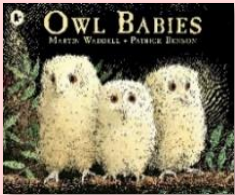





English Unit Overview



<u>Nursery.....</u>	<u>3-5</u>
<u>Reception.....</u>	<u>6-8</u>
<u>Year 1.....</u>	<u>9-11</u>
<u>Year 2.....</u>	<u>12-14</u>
<u>Year 3.....</u>	<u>15-17</u>
<u>Year 4.....</u>	<u>18-20</u>
<u>Year 5.....</u>	<u>21-23</u>
<u>Year 6.....</u>	<u>24-26</u>

Nursery Autumn Term

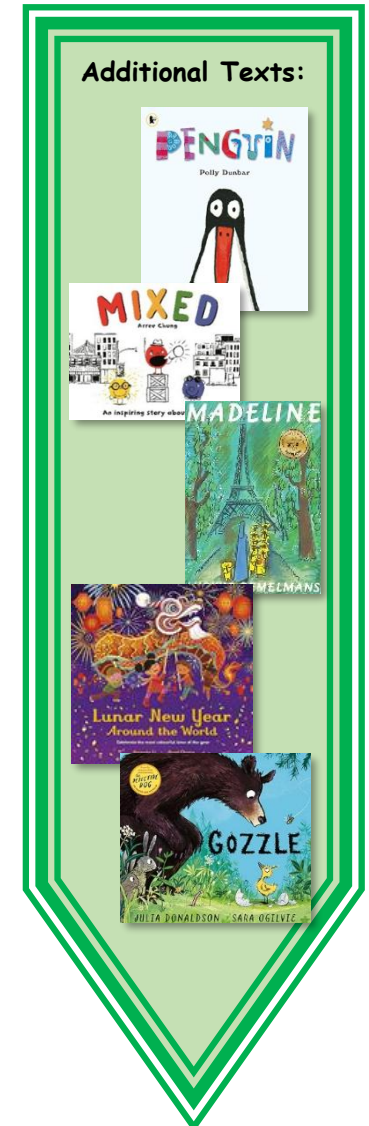
	I wonder... what makes me special?		I wonder... how people celebrate special days?	
	Little Klee	Klee Class	Little Klee	Klee
Core Texts				
			 	
<p>"Nursery uses an 'In the Moment' approach to planning. Our key skills for writing are: Getting Started</p> <p>Focus: Communication, language, physical development, social skills</p>	<p>In the first term of Nursery, we focus on the prime areas of learning (communication and language, physical development, and personal, social, and emotional development) by encouraging activities such as story sharing and singing, using playdough and threading, and playing group games that teach turn-taking and sharing. Strengthening these skills lays the foundation for hand control, muscle development, concentration, and confidence, which are essential for learning to write.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> • Sharing stories and singing songs to build listening and attention • Exploring books and pictures, turning pages, and looking at print • Playing with playdough and threading beads to strengthen hands • Playing group games to encourage turn-taking and sharing • Exploring mark-making with chunky crayons, finger paint, chalk, sand, and water • Engaging in sensory play to develop coordination 			

Additional Texts:

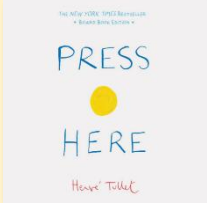




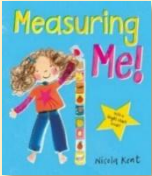
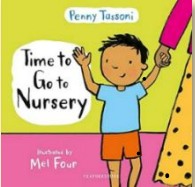
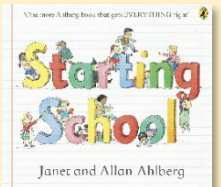


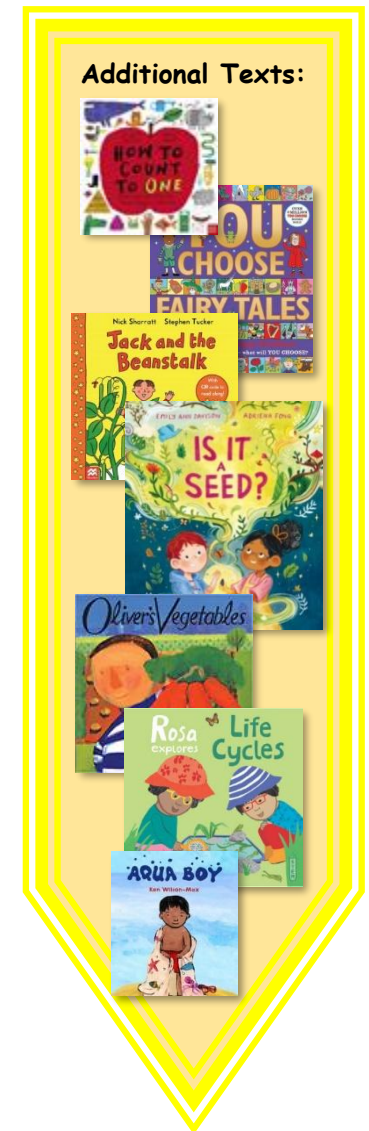
Nursery Spring Term

	I wonder... what it means to be brave?		I wonder... how it grows?	
	Little Klee	Klee	Little Klee	Klee
Core Texts				
				
<p>"Nursery uses an 'In the Moment' approach to planning. Our key skills for writing are: Early Mark Making & Reading</p> <p>Focus: Hand control, coordination, confidence, early literacy</p>	<p>In the spring term of Nursery, we continue to strengthen the prime areas of learning; communication and language, physical development, and personal, social, and emotional development, while introducing more opportunities for early mark making. Children are encouraged to develop hand strength, coordination, and confidence through activities such as drawing with chunky crayons, painting with brushes and water outdoors, making marks in sand or shaving foam, and using tools like chalks, stampers, and rollers. We also continue to support language and social skills through story sharing, singing, and group games that encourage turn-taking and cooperation. These experiences help children build the muscle control, creativity, concentration, and confidence needed as they begin to explore making marks and expressing their ideas on paper.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> • Drawing with crayons, pencils, and paintbrushes • Painting and making patterns with rollers, brushes, and fingers • Making marks in sand, shaving foam, or water • Using stampers and textured tools • Tracing simple shapes and lines • Looking at and discussing stories, predicting what happens next • Singing songs, rhymes, and group games to develop language and listening 			

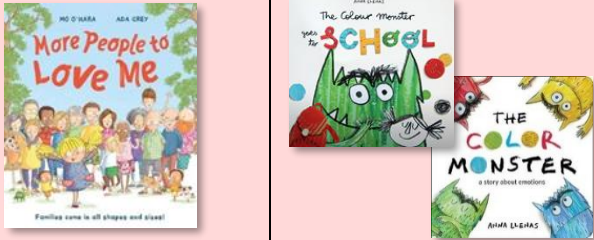



Nursery Summer Term

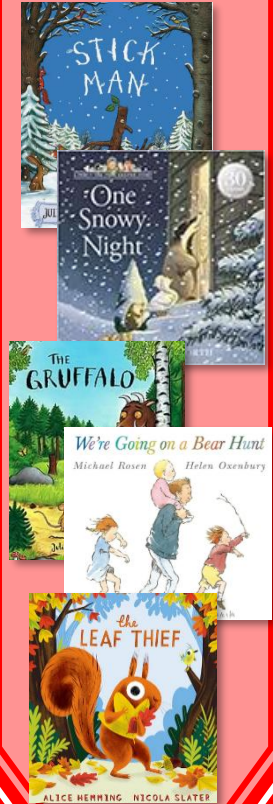
	I wonder...how can we help?		I wonder what adventures are ahead?	
	Little Klee	Klee	Little Klee	Klee
Core Texts				
				
<p>"Nursery uses an 'In the Moment' approach to planning. Our key skills for writing are: Name recognition, Handwriting Motions & Early Reading Focus: Purposeful mark making, name recognition, handwriting motions, reading readiness</p>	<p>In the summer term, children continue to grow their communication, physical, and social skills while exploring mark making and early writing. We use pencils, crayons, chinks, paintbrushes, and sand or playdough to make lines, shapes, and simple pictures. We focus on name recognition and introduce the motions of handwriting, practising movements like lines, circles, and curves through fun activities such as air writing, chalk drawings, painting, and tracing patterns. Children also enjoy threading, stamping, and rolling dough to build hand strength and coordination. These activities help children develop confidence, concentration, and creativity while beginning to connect marks with early writing. All of this prepares them well for Reception.</p> <p>Activities could include:</p> <ul style="list-style-type: none"> • Recognising and attempting to write their own name • Practising handwriting motions: lines, circles, zig-zags, curves • Air writing and large-scale outdoor chalk or paint drawings • Tracing patterns in sand, foam, or on paper • Using playdough, clay, stamps, threading, and tweezers to strengthen fingers • Sharing books independently and with adults, discussing stories and characters • Storytelling, singing, and group games to build confidence, social skills, and language 			



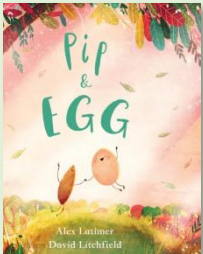
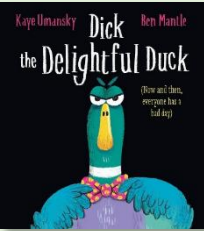
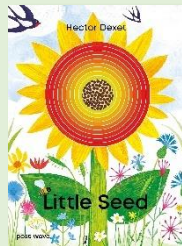
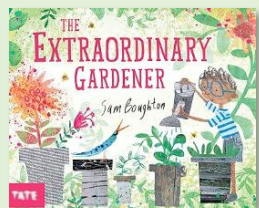
Reception Autumn Term

	I Wonder What Makes Me, Me?	I Wonder Why We Celebrate?
Core Texts		
Planned writing and mark making opportunities: writing area, role play, outdoor learning environment and creative table.	<ul style="list-style-type: none"> ➤ Role play area ideas: Home corner: room in a house ➤ Using a map and globes to look at where children come from ➤ Children to draw their own face and talk about features using a mirror ➤ Listen to different types of music from around the world ➤ Learn to say hello in different languages ➤ Make and try traditional food from different countries ➤ Flag making ➤ Children to draw a map of how they get to school ➤ Talk about who you live with and to draw them in your home ➤ Children to choose countries they would like to learn about ➤ For example Greece - children can make Greek clay pots, learn traditional Greek dancing, make a Greek plate, eat traditional Greek food, learn about Greek gods 	<ul style="list-style-type: none"> ➤ Role play area ideas: Sari Shop, Chinese restaurant, Santa's Grotto, Spooky Cave ➤ Learn about different celebrations such as Diwali, birthday, Chinese New Year, Christmas and Bonfire night ➤ Write a poster about how to stay safe during bonfire night ➤ Write an invitation and birthday card ➤ Draw Rangoli patterns with chalk and powder paint outside ➤ Draw around their hand and design henna, then use paint to paint it on their own hand ➤ Try traditional food ➤ Write a letter to Santa and a Christmas card ➤ Paint a picture of a worry they have and put it in the worry monster ➤ Talk about Zones of regulation -children to use the display to put their picture on a colour depending on their emotion ➤ Circle time to talk about strategies to support children feeling different types of emotion

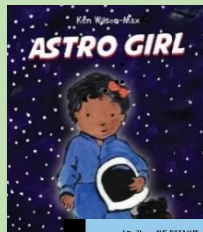
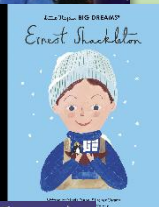
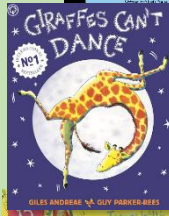
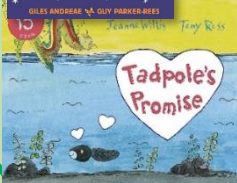
Additional Texts:



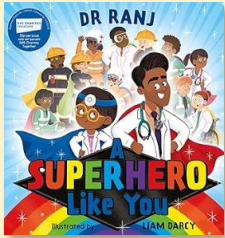
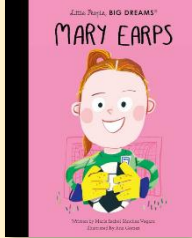

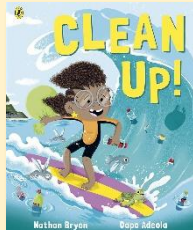
Reception Spring Term

I Wonder How It Changes?	
Core Texts	<div style="display: flex; justify-content: space-around;">     </div>
<p>Planned writing and mark making opportunities: writing area, role play, outdoor learning environment and creative table.</p>	<div style="display: flex;"> <div style="flex: 1;"> <ul style="list-style-type: none"> ➤ Role play area ideas: woodland area, frog pond, butterfly garden ➤ Draw the life cycle of a frog or butterfly ➤ Create a story map to retell <i>Pip and Egg</i> or <i>Tadpole's Promise</i> ➤ Write simple speech bubbles or messages for the characters ➤ Make "before and after" drawings to show how animals change ➤ Nature walk - children to draw and label signs of seasonal change ➤ Label parts of a frog, butterfly, or tree ➤ Plant seeds and observe how they grow - record changes through pictures and mark making ➤ Use natural materials to make collages of characters or life cycles ➤ Create a class book: "<i>How I Grow and Change!</i>" with each child contributing a page </div> <div style="flex: 1;"> <ul style="list-style-type: none"> ➤ Role play area ideas: garden centre, baby clinic, mini-beast investigation lab ➤ Draw the life cycle of a caterpillar ➤ Write names of the class caterpillars ➤ Welcome to our classroom posters for the caterpillars ➤ Make a height of all the children in the class-who is growing? ➤ Grow their own bean in a bag and write a bean diary about the changes that happen ➤ Experiment with planting seeds in different locations, which area grows the seed the best? ➤ Draw and label different parts of a flower, plant or tree ➤ Write a list of instructions on how to plant a seed ➤ Learning and singing songs linked to growing ➤ Visit the Wetlands centre to look at different mini-beasts and animals that grow ➤ Read and listen to the Easter story ➤ Children to draw what they know and what they have learnt about Easter </div> </div>

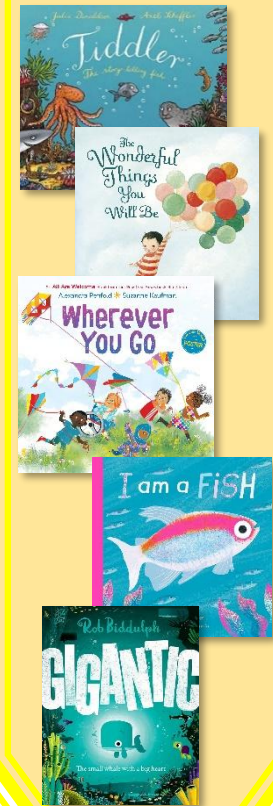
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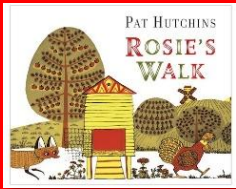
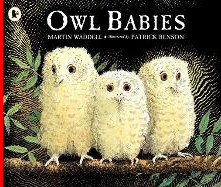
Reception Summer Term

	I Wonder Who Can Help Us?	I Wonder What's Out There?
Core Texts	 	 
Planned writing and mark making opportunities: writing area, role play, outdoor learning environment and creative table.	<ul style="list-style-type: none"> ➤ Role play area ideas: Police station, vets, doctor's surgery, post office ➤ Draw what they want to be when they grow up ➤ Label parts of animals you would find at the vets ➤ As police officers, write a wanted poster and investigate the classroom to find out what happened to Humpty Dumpty ➤ Draw and label a healthy and unhealthy lunchbox ➤ Using toothbrushes to clean pretend teeth ➤ Children to make an obstacle course outside linked to exercise, use stopwatches to record the time it takes to complete ➤ Use the wooden blocks and loose parts to build a fire engine ➤ As a builder, draw a plan of what you would build and write the tools you would need to build it. ➤ Children to build their plan using different materials 	<ul style="list-style-type: none"> ➤ Role play area ideas, ice cream shop, seaside shop ➤ Children to write their own deep-sea diver log book, drawing and write facts about different sea creatures ➤ Designing a shell, labelling what materials they would use ➤ Make your own pirate boat - will it float? Write a prediction then test it out. ➤ Draw your own pirate, what features will it have? ➤ Make a pirate ship outside using loose materials and wooden blocks ➤ Children to create their own rainbow fish, using CDs ➤ Write a list of qualities - what makes a good friend- Rainbow Fish ➤ If you were put on a desert island -what three things would you take with you? Draw and write your reason for bringing them ➤ What would you take to the beach? Write a list of things that you would bring. ➤ Make your own under the sea world using a shoe box and other materials

Additional Texts:



Year 1 Autumn Term

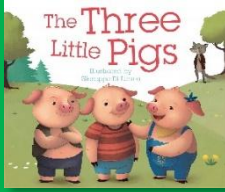
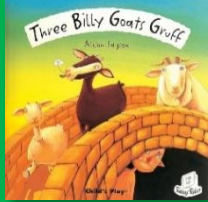
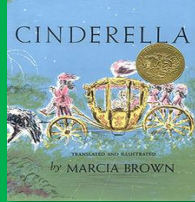
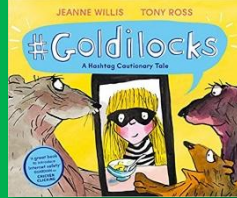
Marvellous Me				
	Unit 1	Unit 2	Unit 3	Unit 4
Text/ Genre	Rosie's Walk by Pat Hutchins	Beegu by Alexis Deacon	Owl Babies by Martin Waddell	Little Red Riding Hood by Mike Gordon
Structural overview	<ol style="list-style-type: none"> Rosie goes for a walk Fox follows her Fox fails to catch her wherever she goes. Rosie gets back home safely. 	<ol style="list-style-type: none"> Beegu lands on Earth. Beegu feels lonely and wants to find a friend. Rejections before Beegu feels welcomed. Beegu learns new skills and adapts. Beegu has to go back to his planet. Letter to friends on Earth to say thank you. 	<ol style="list-style-type: none"> Introducing the Owl family Owl mother leaves The owls are scared They comfort each other Mother owl comes back 	<ol style="list-style-type: none"> Red leaves home Meets Wolf in woods Wolf goes to cottage Wolf tricks Red Woodcutter Saves Red
Phase 1	Text Immersion for Rosie's Walk: Drama, retelling, letters, missing posters	Text Immersion for Beegu: Conscience corridor, retelling, wanted poster, lists	Text Immersion for Owl Babies: Drama, retelling, letters, missing posters	Text Immersion for Red Riding Hood: Conscience corridor, retelling, wanted poster, lists
Phase 2	Write own version of Rosie's Walk.	Planning the new story and text immersion: New Alien	Planning the new story and text immersion: Monster Babies	Planning the new story and text immersion: Little Green Turban
Phase 3		Write the New Story with new character.	Write the New Story: Monster Babies in a cave	Write the New Story: LGT in jungle with tiger

Additional Texts:

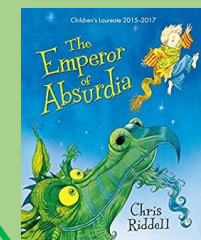
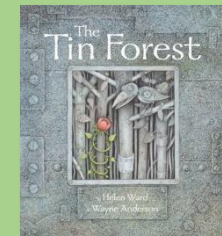




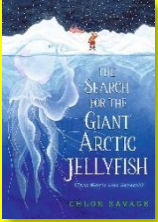
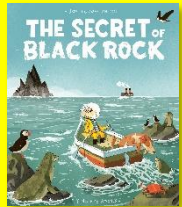
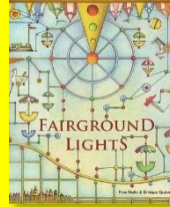
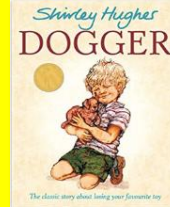

Year 1 Spring Term

Time Travellers				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	The Three Little Pigs	Billy Goats	Cinderella	Goldilocks
Structural overview	<ol style="list-style-type: none"> 1. Introducing the family 2. Mother tells them to leave 3. They build their houses 4. The wolf comes 5. The 3rd pig saves the day 	<ol style="list-style-type: none"> 1. Introducing the setting and goats 2. Introducing the troll 3. 1st Billy goat 4. 2nd Billy goat 5. 3rd billy goat 	<ol style="list-style-type: none"> 1. Introducing Cinderella 2. Invitation to the ball 3. Fairy Godmother helps 4. She goes to ball 5. Prince finds her 	<ol style="list-style-type: none"> 1. Bears go for a walk 2. Goldilocks creeps inside 3. Eats porridge 4. Breaks chair/bed 5. Bears come back
Phase 1	Text Immersion for 3 Pigs Drama, retelling, letters, missing posters	Text Immersion for Billy Goats Conscience corridor, retelling, wanted poster, lists	Text Immersion for Cinderella Drama, retelling, invitation, missing posters	Text Immersion for Goldilocks Conscience corridor, retelling, wanted poster, lists
Phase 2	Planning the new story and text immersion: The 3 Crabs	Planning the new story and text immersion: 3 dinosaurs and T-rex	Planning the new story and text immersion: Football Academy version	Planning the new story and text immersion: Ebony Fringe from China
Phase 3	Write the New Story: 3 Crabs and seagull	Write the New Story: 3 dinosaurs and T-rex across the ravine	Write the New Story: Football version	Write the New Story: Dragons, cave, noodles

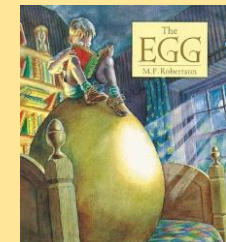
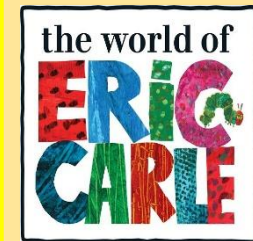
Additional Texts:



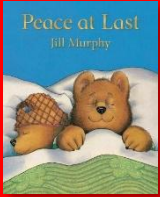
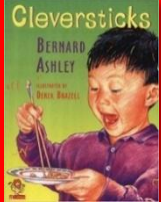
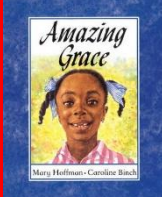
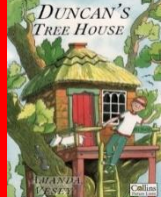
Year 1 Summer Term

All Creatures Great and Small				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	The Search for the Giant Arctic Jellyfish by Chloe Savage	The Secret of Black Rock by Joe Tod Stanton	Fairground lights by Fran Nuño	Dogger by Shirley Hughes
Structural overview	<ol style="list-style-type: none"> Getting ready to set sail. Taking samples Spotting animals Diving Turning back 	<ol style="list-style-type: none"> Introducing Black Rock and stories about it. Erin sneaks onto the boat and falls into the ocean. Erin discovers that Black Rock is friendly and it takes her home. Village wants to destroy Black Rock. Moonlight saves Erin and Black Rock. 	<ol style="list-style-type: none"> Introducing the characters and introducing the fairground. They go on rides. They eat magical food. They summarise the day and leave the fairground. 	<ol style="list-style-type: none"> Introduce Dogger, Dave's family and why Dogger is so special to Dave. Dave loses Dogger and he is distraught. Everyone searches for him everywhere. Dave spots Dogger at the Fair but someone else buys him. Bella exchanges her prize with Dogger. Dave thanks Bella.
Phase 1	Text Immersion for The Giant Jellyfish, hot seat, diary entries	Text Immersion for The Secret of Black rock Conscience corridor, retelling, wanted poster, lists	Text Immersion for Fairground Lights. Design and describe a new fairground ride, speech, menu for a magic food stall, letters	Text Immersion for Dogger Drama, retelling, instructions, missing poster, investigation
Phase 2	Planning the new story and text immersion: Search for the Giant...	Planning the new story and text immersion: The secret of.....	(Phase 2 & 3) Write the New Story: Their own magical fairground	Planning the new story and text immersion: My Favourite Back Pack
Phase 3	Write the New Story: Search for the Giant....	Write the New Story with new secret chosen by the children.		Write the New Story: Back pack and new friend

Additional Texts:



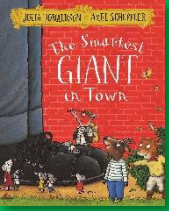
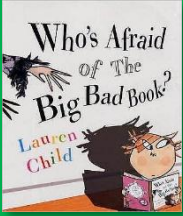
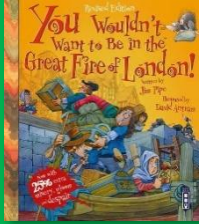
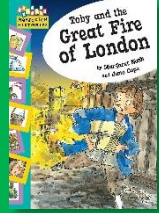
Year 2 Autumn Term

Where Do We Belong?	 Unit 1	 Unit 2	 Unit 3	 Unit 4
Genre/text	Peace at Last by Jill Murphy	Cleversticks by Bernard Ashley	Amazing Grace by Mary Hoffman	Duncan's Tree House by Amanda Vesey
Structural overview	<ol style="list-style-type: none"> 1. Bears go to bed 2. Daddy Bear can't sleep 3. Goes downstairs 4. Goes outside 5. Back into house 	<ol style="list-style-type: none"> 1. Ling doesn't like school 2. Children can do things that he can't 3. Found something he can do 4. Taught others 5. Tells the person who picks him up 	<ol style="list-style-type: none"> 1. Grace loves stories 2. Grace at school 3. Grace at home (sad) 4. Grace at ballet 5. Auditions (Grace gets the part) 	<ol style="list-style-type: none"> 1. Duncan gets a tree house 2. What he does in the tree house 3. Getting ready for a night in the tree house 4. A night in the tree house 5. The next morning
Phase 1	Text Immersion for Peace at last includes: Drama, instructions on how to get ready for bed, missing poster for Daddy Bear, hotel advert for Daddy Bear, speech, letter from Baby Bear apologising	Text Immersion for Clever Sticks includes: Drama, setting description, diary about feelings, speech	Text Immersion for Amazing Grace includes: Conscience corridor, drama, speech, letter about feelings, ballet advert, diary entry	Text Immersion for Duncan's Tree House includes: Drama, tree house advert, list of things to do, instructions on how to get ready for a night in the tree house, comic strip, wanted poster for the monster
Phase 2	Planning the new story and text immersion: Bear changes to a butterfly and the settings change to a flower, pond and log. Missing poster for the butterfly, setting description, letter from a caterpillar apologising	Planning the new story and text immersion: Ling changes to a character called Jimmy who can't do anything at the party. Invitation to a birthday party, missing poster for Jimmy, speech, instructions on how to plate spin, diary about feelings	Planning the new story and text immersion: Grace changes to a character called Tom who enjoys painting. Friendship poem, art gallery advert, picture description	Planning the new story and text immersion: New character receives a treehouse for Christmas/ birthday. Design and describe tree house, list of things to do, list to friend of what they need, letter to parent
Phase 3	Write the New Story: <ol style="list-style-type: none"> 1. Butterfly goes to bed on his flower 2. Butterfly can't sleep 3. Butterfly goes to a pond 4. Butterfly goes to a log 5. Goes back to the flower 	Write the New Story: <ol style="list-style-type: none"> 1. Jimmy arrives at a party feeling nervous 2. Jimmy can't do anything 3. Can do plate spinning 4. Jimmy teaches the others 5. Tells his dad 	Write the New Story: <ol style="list-style-type: none"> 1. Tom likes painting 2. Tom at school 3. Tom at home (sad) 4. Tom goes to the art gallery 5. Wins competition 	Write the New Story: <ol style="list-style-type: none"> 1. Character gets a tree house 2. What they do in the tree house 3. Getting ready for a night in the tree house 4. A night in the tree house 5. The next morning

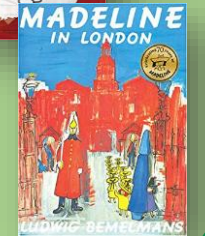
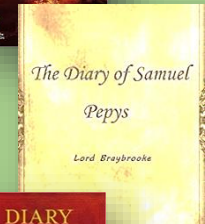
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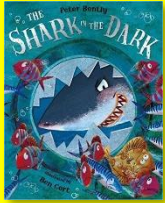

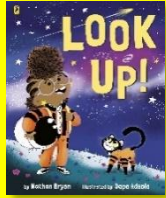

Year 2 Spring Term

Diary of a London Kid				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	The Smartest Giant in Town by Julia Donaldson	Who's Afraid of the Big Bad Book? by Lauren Child	Non-Chronological report about the Great Fire of London.	Toby and the Great Fire of London by Margret Nash and Jane Cope
Structural overview	<ol style="list-style-type: none"> 1. Introduce scruffy giant 2. Buys new, smart clothes 3. Animals need help - George gives away his clothes 4. He finds his old stuff 5. Animals thank George 	<ol style="list-style-type: none"> 1. Herb loves story books 2. Herb in the book 3. The book is cross with Herb 4. Herb escapes 5. Herb fixes the book 	<p>'You Wouldn't Want to be in the Great Fire of London!'</p> <ol style="list-style-type: none"> 1. Look at key features of a report including examples 	<p>Diary entry over the period of a week:</p> <ol style="list-style-type: none"> 1. Before the fire 2. During the fire 3. After the fire
Phase 1	Text Immersion for the Smartest Giant in Town includes: Drama, letter, advert, speech, postcard, poem	Text Immersion for Who's Afraid of the Big Bad Book includes: Conscience corridor, drama, book review, diary, invitation, wanted poster, letter	<ol style="list-style-type: none"> 2. Plan the report 3. Write the introduction 	Text Immersion for Toby and the Great Fire of London: letter to Toby, missing poster for Toby,
Phase 2	Planning the new story and text immersion: The giant changes to a witch who doesn't have witch accessories. Letter, advert, diary, poem	Planning the new story and text immersion: New character falls into a book. They come across the Big Bad Wolf and an angry giant Missing poster, letter, wanted poster	<ol style="list-style-type: none"> 4. Write the individual sections for each sub-heading including 'fun facts' and illustrations/ pictures 	Learn about features of a diary using Samuel Pepys' diary of the Fire of London and Dairy of a Wimpy Kid extracts.
Phase 3	Write the new story	Write the new story	5. Make corrections and up level before writing out in a booklet for class book corner/ display	Plan and write Toby's Diary.

Additional Texts:



Year 2 Summer Term

Brave Explorers				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Shark in the Dark by Peter Bently	The Lonely Sea Dragon by Helen Dunmore	Look Up! by Nathan Byron	Taking Flight by Limbert Fabian
Structural overview	<ol style="list-style-type: none"> 1. Shipwreck - Shark in the dark 2. The other sea creatures are scared 3. Shark wants to eat fish 4. Ask octopus for help 5. Scare the shark away 	<ol style="list-style-type: none"> 1. Introduce setting and Dragon 2. He is sad 3. Callum and Amy try to cheer him up 4. Set him free 5. He is reunited with friends and relations 	<ol style="list-style-type: none"> 1. Introduce Rocket and that she loves space 2. Shae makes a flyer 3. Trip to supermarket 4. Visit the park to see meteor shower 5. See the shower 	<ol style="list-style-type: none"> 1. Tony taken to Grandad's house 2. Tony is bored 3&4. Goes down a waterfall, runs out of fuel, aliens 5. Dad arrives and is reminded of his childhood
Phase 1	Text Immersion for Shark in the Dark includes: Drama, predictions, letter, menu, speech, instructions	Text Immersion for The Lonely Sea Dragon includes: Drama, missing poster, diary, advert, instructions, letter	Text Immersion for Look Up! includes: Flyer about the meteor shower, leaflet, letter, instructions about star gazing	Text Immersion for Taking Flight includes: Drama, character description, letter, recount, inferences, instructions
Phase 2	Planning the new story and text immersion: Shark changed to a diver who wants fish for his fish tank. The fish ask Nemo to help escape net. Poem, advert, letter, instructions	Planning the new story and text immersion: Sea Dragon is changed to a different sea creature. They are trapped in plastic and need help getting out. Character description, letter, instructions	Planning the new story and text immersion: Rocket changed to Boy who likes the moon. He is excited about the eclipse (immersion needed). Leaflet about eclipse, flyer, letter to Mae Jemison, diary.	Planning the new story and text immersion: Tony changes to a character of choice. They go to somebody's house and end up on an adventure. Character description, inferences, diary, letter
Phase 3	Write the new story.	Write the new story.	Write the new story.	Write the new story.

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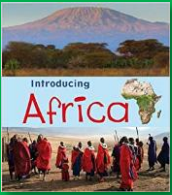

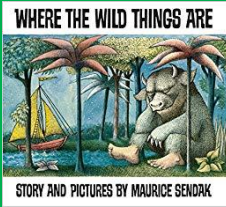
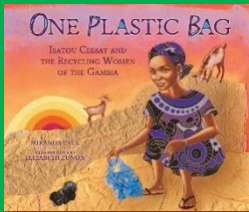
Year 3 Autumn Term

The Dawn of Mankind	 Unit 1	 Unit 2	 Unit 3	 Unit 5
Genre/text	Stone Age Boy by Satoshi Kitamura Narrative	Minnow and the Bear by Benedict Blathwayt Narrative	How to Wash a Woolly Mammoth by Michelle Robinson Instructions	The Grinch Who Stole Christmas by Dr Seuss Poetry
Structural overview	<ol style="list-style-type: none"> 1. Fall into Stone Age 2. Meet Stone Age child 3. Meet their family 4. Meet sabre tooth tiger 5. Escape home 	<ol style="list-style-type: none"> 1. Setting 2. Character 3. Journey down river 4. Journey up river 5. Return home 	<ol style="list-style-type: none"> 1. Introduction: rhetorical questions 2. You will need 3. Instructions 4. Warning/ top tips 	Text Immersion for Grinch: CCTV footage of sneaking into classroom, film of The Grinch
Phase 1/ Hook and Immersion	Text Immersion for Stone Age Boy Drama, retelling, letters, missing posters, wanted poster, diary	Text Immersion for Minnow and the Bear: Conscience corridor, retelling, wanted poster, lists	Text Immersion for above: Classroom role play - set up as if mammoth been bathed, Letter from Om	
Phase 2/ Shared Writing	Planning the new story and text immersion: Missing poster, newspaper report, leaflet, warning poster	Planning the new story and text immersion: shared writing each section of Herring story	Planning the new story and text immersion: how to wash your dog text - features of instructions	Planning the new story and text immersion: Describing the Grinch, writing a letter to the Grinch, invitation, wanted poster
Phase 3/ Extended Writing	Write the New Story: writing story of Stone Age girl and Bam	Write the New Story: writing story using plan with their own character	Write instructions for How to wash their own animal:	Writing poem: Using ideas from reading poem and investigating character to write poem

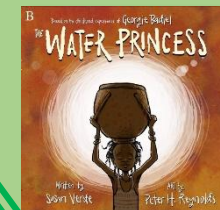
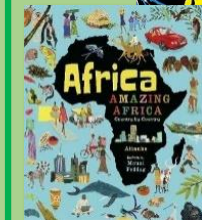
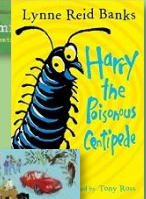
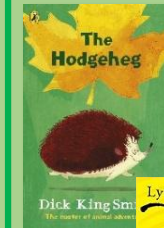
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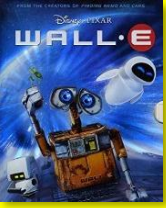
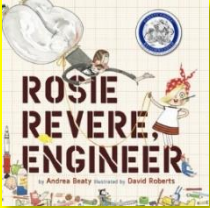
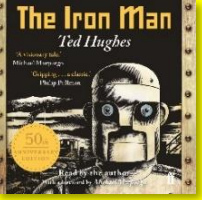
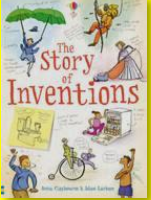

Year 3 Spring Term

Wild at Heart				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Introducing Africa by Chris Oxlade Leaflet	Zahra - Literacy Shed Narrative	Where the Wild Things Are by Maurice Sendak Narrative	One Plastic Bag Persuasive Letter
Structural overview	1. Intro to Africa 2. Animal Features 3. Habitat 4. Food 5. Fun Facts	1. Setting: Zahra waters a lonely tree. 2. Problems: It's hot, the jar is heavy, the water is running low. 3. problem 2: Zahra faints 4. solution: The tree grows	1. Child sent to his room. A forest grows 2. A boat appears, takes him to the island 3. Wild things and rumpus 4. Misses home 5. Journey back	1. Introduction to persuasive genre (letter) 2. Structure of persuasive letter. 3. Writing arguments 4. Writing introduction and conclusion
Hook and Immersion	Text Immersion for elephant information	Watch Zahra (literacy Shed) Leaflet, diary entry, missing poster, newspaper report	Text Immersion for Where the Wild Things are Character description, diary entry, letter	Text Immersion for One Plastic Bag Letter to author, diary entry, poster, instructions
Shared Writing	Planning the new facts and text immersion: Shared writing about elephants	Write the story (whole class) Opening, problem, solution end	Planning the new story and text immersion: Minnie's bedroom turns into a desert full of monsters.	Planning a persuasive letter Introduction to persuasive letter Letter to classmates (present own project) Plan letter to Ms Newton
Extended Writing	Write the New Facts: Extended writing about own animal including immersion	Write own Story using Zahra's structure: Plan - write	Write the New Story: Plan - write	Plan letter (arguments and endings.) Write letter

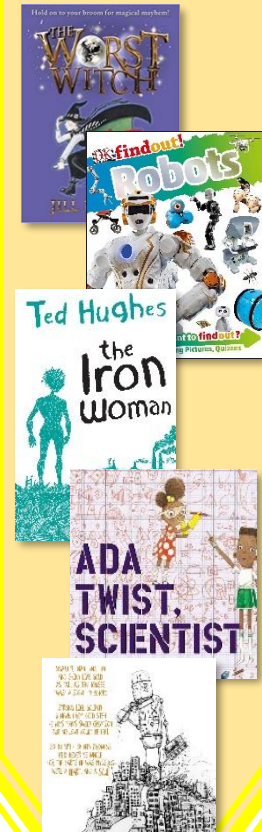
Additional Texts:



Year 3 Summer Term

Do Machine's Dream of Electric Sheep?	 Unit 1	 Unit 2	 Unit 3	 Unit 4	 Unit 5
Genre/text	Wall-E - Video Narrative	Rosie Revere Engineer by Andrea Beaty Narrative	The Iron Man by Ted Hughes Narrative	The Story of Inventions Science Museum Leaflet	The Barnabus Project by The Fan Brothers Narrative
Structural overview	<ol style="list-style-type: none"> 1. Wall-E alone on planet 2. Eve arrives 3. Find plant 4. Plant missing 5. Save the day 	<ol style="list-style-type: none"> 1. Introduction 2. Disastrous invention 3. Challenge 4. Doesn't work 5. Still proud 	Chapter: The Iron Man's Challenge.	<ol style="list-style-type: none"> 1. Introduction 2. New invention 3. How it works 4. Who it will help 5. Conclusion 	<p>New unit: We are so excited about this new text that has been added to the summer curriculum! It has so many links to our topic and is full of amazing illustrations.</p>
Hook and Immersion	Text Immersion for Wall-E Videos, diary, letter, wanted poster	Text Immersion for Rosie Revere Engineer Hook, diary entry, letter, leaflet	Text Immersion for Iron Man Reading start of book in WCR. Wanted poster, drama, advert	Read text in WCR. Create own invention. The Inventors Shed (Literacy Shed)	
Shared Writing	Planning the new story and text immersion: Shared writing of Norb-E and Isla story using description, diary, creating plan	Planning the new story and text immersion: Iggy makes a firefighting ladder for his auntie, she laughs.	Planning the new story and text immersion: Shared writing of Iron Man story - Dragon section.	Planning a review/advert and text immersion:	<p><i>"In a world built for Perfect Pets, Barnabus is a 'Failed Project', half mouse, half elephant, kept out of sight until his dreams of freedom lead him and his misfit friends on a perilous adventure."</i></p>
Extended Writing		Write the new story: Story of Iggy making ladder then water walker Plan, write	Write the new story: Iron Woman.	Write a review/advert for a different invention.	

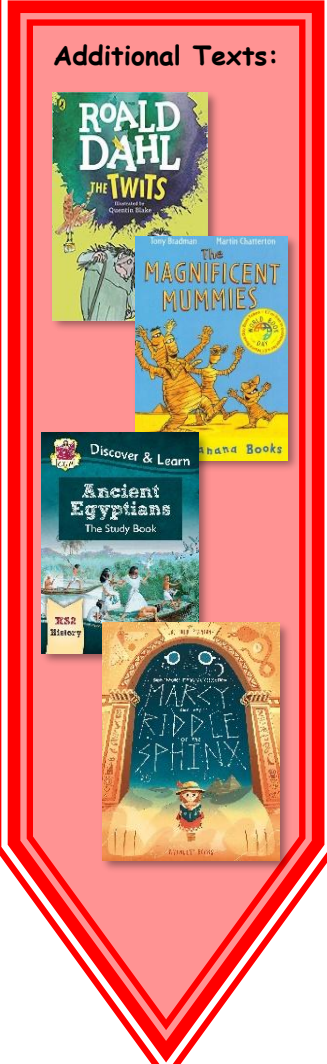
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Year 4 Autumn Term

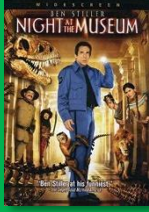
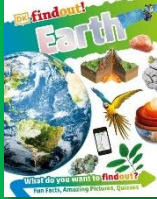
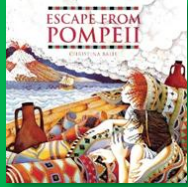
The Revolting People of Planet Earth!	 Unit 1	 Unit 2	 Unit 3	 Unit 4	 Unit 5
Genre/text	Oliver Twist Non-Fiction Instructions	The Hunchback of Notre Dame Police Report - Formal recount	The Little Hippo by Geraldine Elschner Fictional Narrative	Tadeo Jones by Enrique Gato Mystery Narrative	The Egyptian Cinderella By Shirley Climo Diary Writing
Structural overview	1. Intro 2. Equipment 3. Method 4. Final note	1. Wants to leave 2. Seen Esmerelda 3. Caught	1. Ancient Life/Sleeping 2. Waking up/Realising 3. Travelling through a new place	1. Introduce character 2. Entering Tomb/ anxious 3. Through trap door 4. Find treasure - hear a noise (the mummy!)	1. Mean servants/ receiving the slippers 2. Bird steals her shoe 3. Pharaoh is searching 4. Meeting the Pharaoh
Hook and Immersion	Make Bread: Follow Instructions to make bread	Investigation into Story; Act like Quasimodo; Convince him to leave/stay; Hot Seating	Creating your Animal; Figurative Language Game; Reading story; setting description; writing letter to museum	Hook: Find sand in class along with scroll/ empty treasure chest. The scroll is from Tadeo Jones asking for their help to find the lost treasure of Pharaoh.	Find a pumpkin and a heeled shoe (sparkly if possible?) and a Ball invitation in the classroom...why is this here?! Real Cinderella story.
Shared Writing	Bread Instructions: Plan using recipe and then write each section on subsequent days.	Police report based on Quasimodo Create police report following structure of summary, evidence, witness statements and conclusion	The Little ____? Use first lesson to create model plan but children to choose their own animals. Then model writing about ancient life and falling asleep in tomb. Follow this with waking up and realisation before finishing on the final day with observations about the future place.	Immersion: creating hieroglyphics, missing poster, instructions and diary. Tadeo Jones Story: After week of immersion, plan and shared write the story.	Letters, invitations and newspaper report and diary. Links to the Nile and Egypt. Read model text: Rhodopis' Diary. Shared write own diary as Rhodopis.
Extended Writing	Victorian Scones Sponge Instructions: Independently plan and write instructions for Victoria scones.	Police report based on Little Red Riding Hood Independently plan and write police report about the Big Bad Wolf in Little Red Riding Hood, who has been caught.		Pyramid Adventure: Write your own adventure story	Egyptian Cinderella: write the story in your own words.

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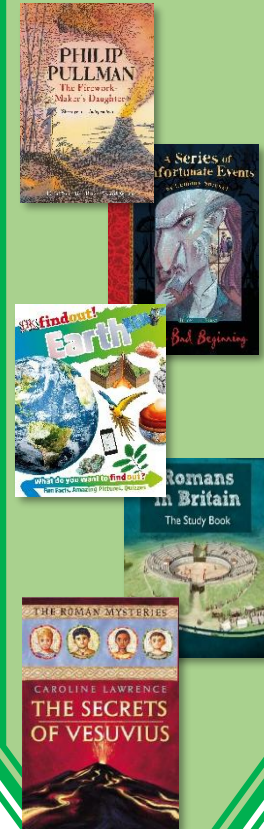


The Twits by Roald Dahl
The Magnificent Mummies by Marie Chatterton
Ancient Egyptians: The Study Book
The Egyptian Cinderella by Shirley Climo

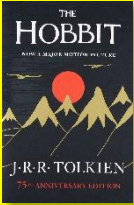
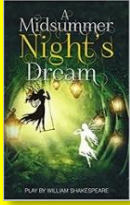
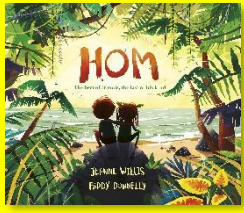
Year 4 Spring Term

The Age of Empire	 Unit 1	 Unit 2	 Unit 3
Genre/text	Night at the Museum Suspense Narrative	Model Text/DK Find Out: Earth Vesuvius Non-Chronological Report	Escape from Pompeii By Christina Balit Historical Fiction
Structural overview	1. Setting Description 2. Build up Suspense 3. Chase 4. Reunite	1. The Volcano 2. Location 3. Eruptions 4. Benefits	1. Setting Description 2. Character Description 3. Build up Suspense 4. Disaster
Hook and Immersion	Night at the Museum Trailer Hot Seating British Museum Visit Drama	Pompeii investigation Drama Postcard News Report Filming	Setting Description Fact Finding Advert Missing Poster
Shared Writing	Night at the Museum (Dinosaur) Plan in the first lesson using a model plan and input of high level vocabulary. Describe the setting in the first paragraph, followed by building up suspense and subsequently writing about the dinosaur chasing the character and finally reuniting with Grandad and leaving narrative on a cliff-hanger.	Mt. Vesuvius Non-Chronological Report Use the first lesson as to plan and research. Use the information found to input into plan format. Next lesson should be generally about the volcano, followed by information about its location; writing about some famous eruptions and finally the benefits of the volcano and why people live there.	Pompeii Story Use first lesson to plan the story and input relative information. Model plan high level vocabulary and ideas. Describe the setting in the next lesson, followed by character the next day and then building up suspense before finally writing about the eruption and escape.
Extended Writing	Night at the Museum (Roman) Independently plan and write the same story but with a Roman Soldier as the antagonist	Volcano Non-Chronological Report Independently research a volcano, collecting and recording information to create own non-chronological report	Great Fire of Rome Story Independently plan and write using the same format but change of setting to Rome and the great fire.

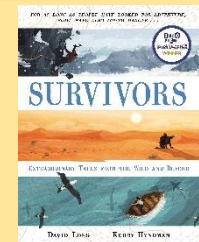
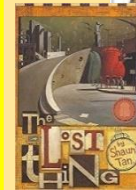
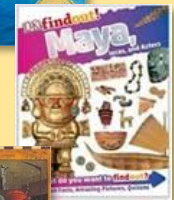
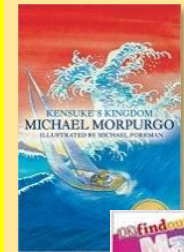
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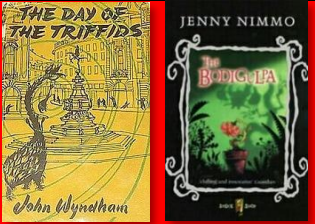

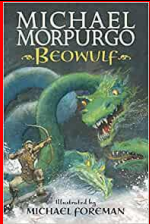
Year 4 Summer Term

Tales of the Barely Believable				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Don't Disappear By Chelsea Clinton Explanatory text	The Hobbit by J.R.R Tolkien Character descriptions	Midsummer Night's Dream William Shakespeare Play Scripts	Hom By Jeanne Willis Newspaper Report
Structural overview	1. Description 2. Diet 3. Habitat 4. Endangered 5. Fun Facts	1. Eyes 2. Hair 3. Body 4. Movements	1. Setting 2. Dialogue 3. Stage Directions 4. Characters	<p>New unit:</p> <p>We are so excited about this new text that has been added to the summer curriculum! It has so many links to our topic and is full of amazing illustrations.</p> <p><i>"When a boy washes up on a desert island, he is sure he's on his own in the world. But there's someone else living there: Hom, a peace-loving creature who has lost his family, too. Alone on the island together, they learn from each other and become the best of friends. So when a rescue ship appears on the horizon, the boy has a big decision to make..."</i></p>
Hook and Immersion	Animals of South America BBC Planet Earth Storyboards Drama	The Hobbit Clips Riddles Poetry Drama Conscience corridor	Midsummer Night's Dream Clips Dramatic Reading Drama Hot Seating	
Shared Writing	Animal report First lesson to research and model plan animal. Then go through sequence of lessons writing a section per day except the final 2 which can be combined.	Gandalf Description Model planning and follow sequence	Scene Play script Model planning of scene rewrite with modern element. Then Write scene in entirety (all features)	
Extended Writing	Chosen animal report Independently research, plan and write report on chosen animal.	Dumbledore Description Independently plan and write a description.		

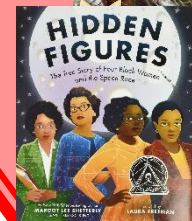
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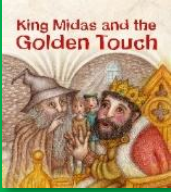


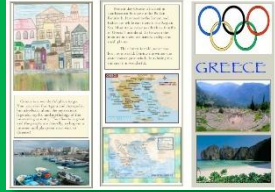
Year 5 Autumn Term

Great Invaders	 Unit 1	 Unit 2	 Unit 3	 Unit 4
Genre/text	How to Train your Dragon - WCR <i>Instructional writing</i>	'Day of the Triffids' by John Wyndham <i>First person suspense narrative</i>	<i>Escaped Animal News Report</i> (KA model text)	Beowulf by Michael Murpurgo <i>Third person action narrative</i> - KA model text
Structural overview	<ol style="list-style-type: none"> Rhetorical questions and persuasive language What you will need/equipment Instructions Final note - please remember and warning section 	<ol style="list-style-type: none"> Travelling back to school to pick up something Hearing a noise and going inside Investigate and reveal Chase scene Cliff hanger ending 	<ol style="list-style-type: none"> 5Ws Escaped Lion from zoo Background information about the zoo Eye witness accounts and quotes What will happen next Warning and contact us 	<ol style="list-style-type: none"> Dialogue before battle Fight then breaking apart Final dialogue Killing blow
Hook and Immersion	Dragon egg (painted rock) to be delivered to class with note from hiccup. Videos of the movie to inspire. Drama: Hot seating, act out flying a dragon. Dragon descriptions. Dragon eye art. Read and find instructional features of model text.	Flipped tables with leaves, petals and soil all over the classroom. Ms Newton wants us to do a character description to keep everyone safe. HAVE YOU SEEN... Use videos to show carnivorous plants. Model text - read and find suspense features.	Make it look like an animal has come into school. Use fur, 'do not cross' tape and eye witness. (SLT to use mega phone and gather in playground.) Use videos of animals that have escaped the zoo to inspire.	Use movie trailer and clips. Use story board book to tell the story. Missing poster for Beowulf. Conscience corridor: attack Grendel's mum or not? Acting out fighting in the hall. Model text - read and find action features.
Shared Writing	<i>How to Train a Dragon</i> : One day for planning/four days of shared writing; one day for each section - imitate and up level model.	<i>School invasion</i> : One day for planning and five days for shared writing; one day for each section - imitate and up level the model.	<i>Escaped big cat</i> : change lion from model text. Research fact file on exotic, big cats. Model text - read and find NP features	<i>Grendel's mother battle scene</i> : shared writing; one day planning/four days writing.
Extended Writing	<i>'How To Ride your Dragon'</i> Immersion and word bank building and planning. Independently write new instructions.	<i>Home invasion</i> : Immersion and word bank building and planning. Independently plan and write new version.	<i>Escaped animal newspaper report</i> . Independently plan and write a NP report using a different big cat. Greater depth: a different wild animal.	<i>Beowulf and the dragon battle scene</i> : Independently plan and write an action narrative.

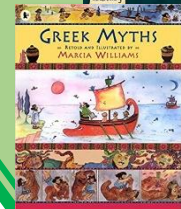
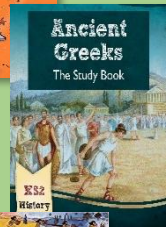
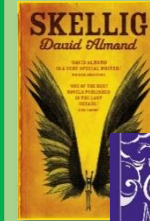
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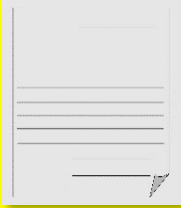
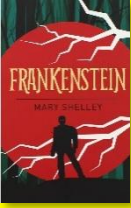
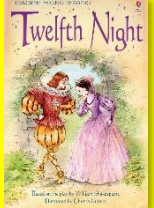
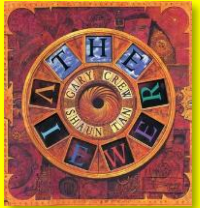
Year 5 Spring Term

Clash of the Titans				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	King Midas and the Golden Touch Diary writing - first person	Perseus and Medusa the Gorgon Third person action narrative	Letter of complaint - restaurant (KA model text)	Greek Holiday Brochure KA model text
Structural overview	Model, shared and independent write create the story in diary form. Model text: all the good aspects of having gold Shared: everything seems positive but there are some minor inconveniences Independent: everything is now awful, Midas regrets his decision and asks for it to be reversed	1. Perseus is in the city and is visited by Hermes and Athena 2. He travels to the CAVE to find Medusa 3. In the forest and seeing the statues and getting to the cave 4. Moving through the cave and battle 5. Leaving and going back home	1. Dear and slight overview of poor experience - time, day and why you are writing 2. Server being rude 3. Long wait for drink/menu 4. Food tasting bad 5. Requesting for money back	1. General Persuasion about the country 2. History 3. Food 4. Attractions 5. Shopping - final persuasive lines
Hook and Immersion	Bring in "golden objects" to observe. Discuss the pros and cons of everything being golden. Conscience corridor about making the choice Description of golden objects. Model text - read and pick apart features of a diary.	Bring in statues of animals or people, 1:1 scale if possible, and place round the room - they've been turned to stone! Make links to Narnia & Hobbit. Character and setting descriptions. Acting out the battle between Perseus and Medusa. Model text - read and pick apart features of a Greek Myth (cave)	Have dirty plates and cutlery in class and have the class look, smell and feel them; describing lesson. Looking at real food reviews. Script writing and then acting out a poor experience at a restaurant. Model text: read and find key features of a complaint letter	Holiday video of Greece - who has been to Greece/Europe? Fact file about Greece/Athens to use in shared writing. Setting description. Postcard to a loved one telling them about your travels. Model text - read and pick apart features of a brochure
Shared Writing	<i>Midas' dairy:</i> Two paragraphs about all the good things. Third paragraph about some minor discomforts and the final paragraph about him really considering his choice.	<i>Perseus and Medusa:</i> One day for planning and 5 days for the five sections - difference from model - Medusa is in a SWAMP	<i>Restaurant complaint letter:</i> Plan and shared write a restaurant complaint letter.	<i>Athens holiday brochure:</i> shared writing is the same as model text. Give one day for planning and then five days for the five different sections.
Extended Writing	<i>Midas' diary continued:</i> Independently plan and write the next part of the diary entry.	<i>Perseus and Medusa:</i> Independently plan and write the story of Medusa, with a volcano setting.	<i>Takeaway complaint letter:</i> Independently plan and write a letter.	<i>Rome holiday brochure:</i> research Rome; Independently plan and write a holiday brochure.

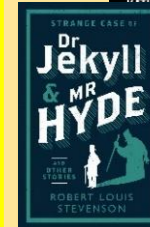
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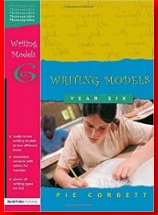
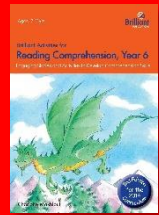

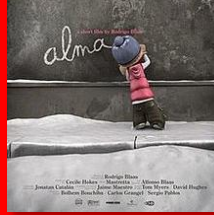
Year 5 Summer Term

Adventures of My Other self					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Genre/text	Alice in Wonderland By Lewis Carroll	Letter of Admiration (KA model text)	Frankenstein By Mary Shelley 1 st Person Narrative	The Twelfth Night Script Writing	The Viewer by Gary Crew
Structural overview	<ol style="list-style-type: none"> 1. Running through the woods 2. Discovering the hole 3. Falling (x2 parts) 4. Landing 	<ol style="list-style-type: none"> 1. Introduction - Purpose of the letter 2. How you came to admire them. 3. Specific reasons for ongoing admiration X2 4. How the person makes a difference to your life today. 5. What would you like to happen now? 	<ol style="list-style-type: none"> 1. Hiding somewhere 2. Remembering the monster 3. Monster approaching 4. Running and hiding 5. Monster finding you 	<ol style="list-style-type: none"> 1. Title/ Characters/ Setting the scene 2. Main script X 2 3. Stage directions <p>Each pair writes one scene from the play.</p>	<p>New Unit: We are very excited about adding The Viewer to our summer curriculum which links to our topic: Adventures of My Other self.</p>
Hook and Immersion	Alice in Wonderland videos. Model text - read and pick apart features of an adventure story	Research the class' chosen person online and find out extra information about them. Model text - read and find features of an admiration letter.	Acting out experimenting on each other in groups. Watching clips from the movie. Model text - read and find features of a horror	Watching videos/ lots of drama/ dice game about twelfth night. Act out finished scenes in order.	"Young Tristan, a curious boy who rescues all sorts of objects from the rubbish dump, finds an old Viewmaster in its elaborate box, complete with a set of disks. He finds that these represent the ages of humankind, seen as a cyclical structure in which patterns of growth and decay are repeated."
Shared Writing	<i>Falling down the rabbit hole:</i> Plan and shared writing 1 section at a time.	<i>Letter of admiration- class chosen celebrity/ author/sports person:</i> Plan and shared writing 1 section at a time.	<i>Frankenstein:</i> Plan and shared writing 1 section at a time.	<i>Twelfth Night:</i> Shared writing in stages. First: Title, Characters, Script (layout) Then: Adding in stage directions.	
Extended Writing	<i>School child crawls through tunnel and ends up in a strange world - own version.</i>	<i>Letter of admiration to a chosen celebrity/ author/sports person:</i> Research, plan and independently write a letter of admiration.	Same events (paragraphs) but now happening within the school. Greater depth: different monster		

Additional Texts:



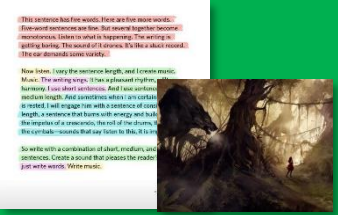


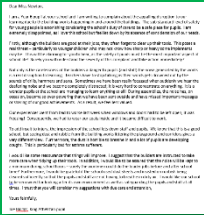
Year 6 Autumn Term

The Unexplained				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	How to Trap an Ogre by Pie Corbett - Instructions	Dragon Lore by Charlotte Makhoulouf Recount	UFO Lands In Kingston! Newspaper Article	Alma by Rodrigo Blaas Narrative
Structural overview	<ol style="list-style-type: none"> 1. Introduction: rhetorical questions 2. You will need 3. Instructions 4. Warning/ top tips 	<ol style="list-style-type: none"> 1. Introduce the setting 2. Notice a path 3. The past is blocked 4. The way through 5. Thales 	Introduction - 5 Ws Detailed 5 Ws Quotes Government advice	<ol style="list-style-type: none"> 1. Setting the scene 2. Chalk wall/ shop 3. See doll/going inside 4. Seeing dolls 5. Changing
Hook and Immersion	Hook - The Hobbit Ogre scene Immersion - How to Trap an Ogre: drama, vocabulary, grammar and format	Hook - watch a video at steep ravine Immersion - model text	Hook - SLT call children outside with mega phone and police tape Immersion- model text about UFO. Collate word banks from First News.	Hook - Set up scary dolls in classroom Immersion - Drama and Model text
Shared Writing	How to Trap and Ogre: Write an unlevelled class version of the text; plan, shared writing and focus on grammar and paragraphs	Dragon Lore: Write an up levelled version as a class; shared writing/ word banks.	Dragon Spotted in Kingston: Shared write newspaper article as a class.	Alma: Shared write a class version. Publish their versions for display/ book corner.
Extended Writing	How to Trap a Mermaid Independently plan and write own instructions.	Loch Ness: Independently plan and write a recount set in Scotland.	Newspaper report about Loch Ness Monster Independently plan and write own article.	


Additional Texts:



Year 6 Spring Term

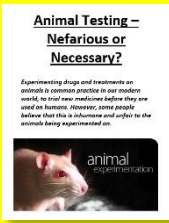
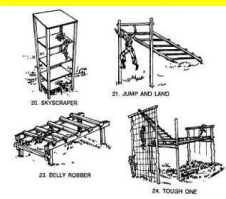



				
	Unit 1	Unit 2	Unit 3	Unit 4
Genre/text	Writing Music by Gary Provost	The Eternal Monkey by Bertrand Carriers	Brazil Holiday Brochure	_____ Complaint Letter (Changes year on year for relevance)
Structural overview	<ol style="list-style-type: none"> 1. Look at a range of forests and create word banks to describe them 2. Extend ideas to personify the forest to 'bring it alive' 3. Relate the description to feelings and create mood and atmosphere 	<ol style="list-style-type: none"> 1. Introduce the Jungle and characters 2. Dialogue to move story on 3. Hunting the monkey 4. Killing monkey 5. Hunter becomes the hunted 	<ol style="list-style-type: none"> 1. Introduction to the Town/Country 2. Entertainment 3. Restaurants 4. Nightlife 5. Conclusion 	<ol style="list-style-type: none"> 6. Dear and slight overview of poor experience - time, day and why you are writing 7. Reason 1 8. Reason 2 9. Reason 3 10. Requesting for money back
Hook and Immersion	Watch extracts from 'Alice in Wonderland' (links to Y5) and the video to go along with the poem 'Hidden Worlds' by Hollie McNish. Read model text.	Watch the video - Literacy shed Drama - act out each section. Read model text.	Read Brazil model text. Watch video about Avoriaz.	Read model text - complaint letter
Shared Writing	Forest descriptions: Shared write own version	The Eternal Monkey: Shared write own version. Forest word banks.	Avoriaz Skiing Holiday: Shared write -	_____ complaint letter: Plan and shared write a complaint letter.
Extended Writing	The Magical Forest: Independently plan and write a new version based on a magical forest - option for it to be a 'dark' description.	The Eternal Snake: Independently plan and write a new version set in the desert.	Holiday Brochure: Choose and research your own place to write a holiday brochure about.	_____ complaint letter: Independently plan and write a letter.

Additional Texts:



Computer reading: Independent
 THE LONDON EYE MYSTERY
 LOUIS SACHAR
 There's a Boy in the Girls' Bathroom
 HEART OF DARKNESS
 JOSEPH CONRAD
 Hidden Woods
 By Hollie McNish
 KIRBY EYEWITNESS
 AMAZON

Year 6 Summer Term

Battles That Shaped our World					
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
Genre/text	Animal testing - Nefarious or Necessary? Balanced Argument	How to Tackle an Army Assault Course Instructions	Goodnight Mr Tom by Michelle Magorian Narrative	Medieval Battlefield Descriptive Poetry	Year 6 Production Play Scripts and Performance
Structural overview	<ol style="list-style-type: none"> 1. Introduction -why it's controversial 2. Reason for 3. Quotes 4. Reason against 5. Conclusion 	<ol style="list-style-type: none"> 1. Introduction: rhetorical questions 2. You will need 3. Instructions 4. Warning/ top tips 	Goodnight Mr Tom Narrative <ol style="list-style-type: none"> 1. Extract to explore dialogue 2. Acting it out 3. Using dialect to individualise characters 	Extract to explore emotive description. Drawings in art; links to battles in history and geography lessons. Watch videos taken from the series "World Without End"	Year 6 learn and perform a play in the summer term to celebrate their time at primary school. Key skills taught: movement, body language, posture, gesture, gait, co-ordination, stillness, timing, control; facial expression; eye contact, listening, expression of mood; spatial awareness; interaction with other performers; dance and choral movement.
Hook and Immersion	Watch videos of debates Have a class debate and script it.	Hook - 'Tough Mudder' video Immersion - go outside and partake in an assault course.	Extract from book and film extract to support. Discussion about feelings around evacuation and how we present characters in writing.	Medieval Battlefield: Shared write emotive description, 1 st person	Past Productions include: <ul style="list-style-type: none"> o Treasure Island o Porridge o Robin Hood and the men in tights o Olivia o Darwin Rocks o Shakespeare Rocks
Shared Writing	Animal Testing: shared write balanced argument about animal testing.	Tough Mudder: shared write Tough Mudder instructions as a class (3 main obstacles)	Extract from Goodnight Mr Tom	The Blitz: Independently write poems about the London Blitz	
Extended Writing	Zoo Debate: Independently plan and write a balanced argument.	Treasure Island: Independently plan and write instructions.	A Letter Home: Independently write from the point of view of an evacuee, describing people they met in their first few days away.	Keep an eye out for news about this year's production!	

Additional Texts:

