



# WRITING

## CURRICULUM MAP 2025 - 2026

|           | AUTUMN 1  | AUTUMN 2   | SPRING 1   | SPRING 2   | SUMMER 1   | SUMMER 2   |
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|           | 7 weeks   | 7 weeks  | 6 weeks  | 6 weeks  | 6 weeks  | 7 weeks  |
| RECEPTION | <p><b>Change Sings by Amanda Gorman and Loren Long– whole school book.</b><br/><b>Outcome:</b> Instructions, poetry, poetry reviews, biographies, captions, celebrating, mark making, uniqueness, slogans and posters.</p> <p><b>The Journey by Aaron Becker</b><br/><b>Outcomes:</b> Write recognisable letters, most of which are correctly formed.<br/><b>Communication and Language:</b> Participate in small group, class and one-to-one</p> | <p><b>Look up by Nathan Bryon and Dapo Adeola</b><br/><b>Outcomes:</b> Narrative own version, signs &amp; Labels, flyers, letters of advice</p> <p><b>So Much by Trish Cooke and Helen Oxenbury</b><br/><i>Own 'So Much' narrative Poem</i></p> <p><b>Outcomes:</b> Past tense sentences, writing in role, performance/ narrative poetry</p> | <p><b>Where the Wild Things Are by Maurice Sendak</b><br/>Own version 'wild thing' narrative<br/><b>Outcomes:</b> Labels, captions, oral retelling, developing a new character</p> <p><b>Bringing the Rain to Kapiti Plain by Verma Aardema</b><br/><b>Outcomes:</b> Labels and captions, retellings, simple explanations<br/><i>Tourist information Leaflet</i></p> | <p><b>The Tiny Seed by Eric Carle</b><br/><i>Advice leaflet</i></p> <p><b>Outcomes:</b><br/><b>I Will Not Ever Never Eat a Tomato by Lauren Child</b><br/><i>Own story about a fussy eater</i></p> <p><b>Outcomes:</b> Statements, writing in role, shopping lists</p> <p><b>Sowing a Seed</b></p> <p><i>Cross curricular links to include for</i></p> | <p><b>The Magic Paintbrush by Julia Donaldson and Joel Stewart</b><br/><i>Guidebook - How to Think</i></p> <p><b>Outcomes:</b> Timetables, thought bubbles, lists, commands, letters of advice</p> <p><b>Hairy Maclary from Donaldson's Dairy by Lynley Dodd</b><br/><i>Alternative version Narrative</i></p> <p><b>Outcomes:</b> Character description, writing in role, letters, leaflets</p> <p><b>Strength of mind</b></p> | <p><b>Oi! Frog by Kes Gray and Jim Field</b><br/><i>Own version rhyming narrative</i></p> <p><b>Outcomes:</b> Rhyming flip-books, questions, captions and labels</p> <p><b>Family &amp; Friends</b></p> <p><b>Anansi the spider by Gerald McDermott</b><br/><b>Outcome:</b> Booklet about spiders.</p> |

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|               | discussions, offering their own ideas, using recently introduced vocabulary;  |  |  | <i>example, planting and Healthy eating in Science</i>   |  |   |
| <b>YEAR 1</b> | <p><b>Change Sings by Amanda Gorman whole school book.</b><br/> <b>Outcomes:</b> Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.</p> <p><b>Beegu by Alexis Deacon</b><br/> <b>Outcomes:</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report &amp; Own version 'alien' narrative<br/> <i>Making friends</i></p> <p><b>Lost and Found</b><br/> <b>Outcomes:</b> Character descriptions, retellings, advice letters, instructions, fact-file<br/> <b>Main outcome:</b> Own version</p> | <p><b>Sidney, Stella and the Moon</b><br/> <b>Outcomes:</b> 'Lost' poster, labels, glossaries<br/> <b>Main outcome:</b> Fact file about the moon<br/> <i>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong]</i></p> <p><b>Astro Girl</b><br/> <b>Outcomes:</b> Writing in role, commands, 'how to' guides<br/> <b>Main outcome:</b> Fact file about being an astronaut<br/> <i>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some</i></p> | <p>Yeti and the Bird" by Nadia Shireen<br/> <b>Outcomes:</b> List of rules, letters, postcards, character descriptions<br/> <b>Main Outcome:</b> Own version narrative about an unlikely friendship<br/> <i>Geography (Y1 Locational knowledge): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><b>Friendship &amp; kindness</b><br/> "Stanley's Stick" by John Hegley and Neal Layton<br/> <b>Outcomes:</b> Retelling, descriptions<br/> <b>Main outcome:</b> Own</p> | <p><b>The Odd Egg</b><br/> <i>Being unique</i><br/> <b>Outcomes:</b> Thought and speech bubbles, diary entry, letter, certificate<br/> <b>Main outcome:</b> Egg-spotter's guide (non-fiction report)<br/> <i>Science link( Animals, including humans): Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</i></p> | <p><b>Change Sings by Amanda Gorman whole school book.</b><br/> <b>Outcome:</b> Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.<br/> <b>Beegu by Alexis Deacon</b><br/> <b>Outcomes:</b> Descriptions, commands, letters, nonsense-word dictionary, poems, non-fiction report &amp; Own version 'alien' narrative<br/> <i>Making friends</i></p> <p><b>Lost and Found</b><br/> <b>Outcomes:</b> Character descriptions, retellings, advice letters, instructions, fact-file<br/> <b>Main outcome:</b> Own version 'losing/finding' narrative<br/> <i>Geography (Y1 Locational knowledge): Name and locate the world's seven continents and five oceans; Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i><br/> <b>Geography (Y1</b></p> | <p><b>Sidney, Stella and the Moon</b><br/> <b>Outcomes:</b> 'Lost' poster, labels, glossaries<br/> <b>Main outcome:</b> Fact file about the moon<br/> <i>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong]</i></p> <p><b>Astro Girl</b><br/> <b>Outcomes:</b> Writing in role, commands, 'how to' guides<br/> <b>Main outcome:</b> Fact file about being an astronaut<br/> <i>History (Y1): The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Neil Armstrong]</i></p> |

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|               | <p>'losing/finding' narrative</p> <p><i>Geography (Y1 Locational knowledge): Name and locate the world's seven continents and five oceans; Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> <p><i>Geography (Y1 Human and physical geography): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> | <p><i>should be used to compare aspects of life in different periods [for example, Neil Armstrong]</i></p>           | <p>version narrative</p> <p><i>Nature &amp; environment</i></p>   | <p>'Leo and the Octopus' by Martin Jenkins</p> <p><i>Free to be me</i></p> <p><b>Outcomes:</b> This is Me! posters, letters of advice, factual descriptions, logbooks, scripts</p> <p><b>Main outcome:</b> Fact file</p> <p><i>Science (Animals, including humans): identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p> | <p><i>Human and physical geography): Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p> |   |
| <b>YEAR 2</b> | <p><b>Change Sings by Amanda Gorman and Change Sings by Amanda Gorman and Loren</b></p>   | <p><b>A Walk in London</b> by Salvatore Rubbino</p> <p><b>Outcomes:</b> Instructions, persuasive poster, setting</p> | <p><b>The Journey Home</b> by Frann Preston-Gannon</p> <p><b>Outcomes:</b> Posters, lists, postcards, wanted posters,</p> | <p><b>The Minpins</b> by Roald Dahl</p> <p><b>Outcomes:</b> Danger posters, setting descriptions,</p>   | <p><b>SATS</b></p> <p><b>Great Fire of London</b> by Emma Adams &amp; James Weston Lewis</p> <p><b>Outcomes:</b> Persuasive posters, warning posters</p>   | <p><b>The Dragon Machine</b></p> <p>Self-acceptance, belonging, family</p> <p><b>Main Outcome:</b> Dragon story</p> |

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|  | <p><b>Long– whole school book.</b><br/> <b>Outcome:</b><br/> Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.</p> <p><b>If All the World Were...</b> by Joseph Coelho and Alison Colpoys<br/> <b>Outcomes:</b> Writing in role, optional diary, letter of advice, short explanation<br/> <b>Main Outcome:</b><br/> Non-narrative read-aloud poem.<br/> Change &amp; Relationships</p> | <p>descriptions, captions, postcards, diary entry<br/> <b>Main Outcome:</b> ‘A Walk in...’ guidebook.<br/> London, local area, tourism, history, travel, geography, non-fiction and language of recount.</p> <p><b>The Bear Under the Stairs</b><br/> Facing up to our fears and finding trusted adults to talk to.<br/> <b>Outcomes:</b> Letters, retellings, own version narratives<br/> <b>Main Outcome:</b><br/> Information text<br/> Science link ( Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants,</p> | <p>information report, short stories<br/> <b>Main Outcome:</b><br/> Persuasive letter<br/> Powerful message of conservation/ Taking care of our environment/ recycling<br/> Science ( Living things and their habitats): Identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p> | <p>character descriptions, information reports, postcards<br/> <b>Main Outcome:</b><br/> Own version adventure narrative<br/> I can be a hero<br/> Science (Y2 Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other<br/> <b>Jim and the Beanstalk</b><br/> Raymond Briggs<br/> <b>Outcomes:</b><br/> Narrative re-telling</p> | <p>(instructional writing), speech bubbles, letters of advice, certificates<br/> <b>Main Outcome:</b><br/> Information booklet<br/> History ( Events beyond living memory that are significant nationally or globally<br/> Science: Uses of everyday materials<br/> History: History (Y2 Events beyond living memory that are significant nationally or globally)<br/> <b>Rosie Revere, Engineer</b> by Andrea Beatty and David Roberts<br/> <b>Outcomes:</b><br/> Short explanation, advertisement, letter of advice, school report card (character description), invention description<br/> <b>Main Outcome:</b> Explanation text<br/> Science (Y2 Identify and compare the suitability of a variety of everyday materials,</p> | <p>Geography (Y2 Geographical skills and fieldwork): Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p><b>The Goldilocks Project</b><br/> Respect</p> |
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|  | <p><b>Wolves by Emily Gravett</b></p> <p><b>Outcomes:</b> Captions, information on writing, character descriptions and comparisons</p> <p><b>Main Outcome:</b> Non-chronological leaflet</p> <p><i>Science (Y2 Living things and their habitats): Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</i></p> | <p><i>and how they depend on each other</i></p> | <p><b>House Held up by Trees by Ted Kooser</b></p> <p><b>Outcomes:</b> Factual descriptions, advertisements, explanations, poetry</p> <p><b>Main Outcome:</b> Factual report</p> <p><i>Science (Plants): Identify and name a variety of plants and animals in their habitats, including microhabitats; (Recap from Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees and identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p><i>Geography ( Human and physical Geography): Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,</i></p> | <p>(including dialogue), thought bubbles, informal letters</p> <p><b>Main Outcome:</b> Sequel story</p> <p><i>Science (Y2 Plants): observe and describe how seeds and bulbs grow into mature plants</i></p> | <p><i>including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses)</i></p> |  |
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|        |   |   | <i>ocean, river, soil, valley, vegetation, season and weather</i>   |   |   |   |
| YEAR 3 | <b>Change Sings by Amanda Gorman and Loren Long–whole school book.</b><br><b>Outcome:</b> Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.  | <b>Tear thief by Carol Ann Duffy</b><br><b>Outcomes:</b> Shared poem, diary entry, persuasive poster, letter of explanation, discussion<br><b>Main Outcome:</b> Newspaper Article   | <b>The First Drawings</b><br><b>By Mordicai Gerstein</b><br><b>Outcomes:</b> Character description, diary entry, recount<br><b>Main Outcome:</b> Own historical narrative<br><i>History :Changes in Britain from the Stone Age to the Iron Age</i><br><i>Unlikely friendships</i> | <b>Black Dog</b><br><b>By Levi Penfold</b><br><b>Outcomes:</b> <i>Postcard, dialogue, retelling, description</i><br><b>Main Outcome:</b> Own version ‘suspense’ narrative<br><i>Fear, bravery, hope, emotions, family</i> | <b>Escape from Pompei</b><br><b>Outcomes:</b> Setting descriptions, diaries, letters, thought bubbles<br><b>Main outcome:</b> Newspaper report<br><i>History (Y3): the Roman Empire and its impact on Britain;</i><br><i>Geography (Y3 Human and physical geography): Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i><br><i>Disaster, hope &amp; healing</i> | <b>Cloud Tea Monkeys</b><br><b>Outcomes:</b> Descriptive passages, writing in role, ‘how to’ guides (instructions), letters, discussions<br><b>Main outcome:</b> Non-chronological report<br><i>Overcoming adversity</i><br><i>Geography (Y3 Human and physical geography): Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</i><br>Flotsam by David Wiesner<br><b>Outcomes:</b> Postcards, setting descriptions, non-chronological reports, message in a bottle letters<br><b>Main outcome:</b> Sequel (mystery narrative)<br><i>Geography (Y4 Place knowledge): Understand geographical similarities and differences through the study of human and physical</i> |
|        | <b>Leon and the Place Between By Angela McAllister</b><br><i>Awe and wonder</i><br><b>Outcomes:</b> Persuasive poster, setting description, thought bubbles / diary entry, dialogue<br><b>Main Outcome:</b> Own version fantasy narrative | <b>The Barnabus Project by The Fan Brothers</b><br><b>Outcomes:</b> <i>Instructional writing (escape plan, experiment), descriptions, advertisements, letters of advice, dialogue</i><br><b>Main Outcome:</b> <i>Brochure</i> | <b>Pied Piper</b><br><b>By Brothers Grimm and Lisbeth Zwerger</b><br><b>Outcomes:</b> Writing in role, information reports,   | <b>The Last Garden by Jenny Offill</b><br><b>Outcomes:</b> Descriptive passage, ‘how to’ guide, letter, discussion, non-  | <b>How to live forever by Colin Thompson</b><br><b>Outcomes:</b> Lost posters, dialogue, setting and character descriptions, ledger entries, instructions, letters of warning   |   |

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|               | <b>Heart and The Bottle</b> by Angela McAllister<br><br><b>Outcomes:</b><br><br>Dialogue, postcard, character description, diary entry, poetry, letter of advice<br><br><b>Main Outcome:</b><br><br>Own version 'dilemma' narrative<br><br><i>Bereavement</i> | <b>PSHE: Cooperation, courage, acceptance, following your dreams, freedom, friendship</b><br><br><b>The Snowman</b><br><br><b>Main Outcome(s):</b><br>Writing in role; generating dialogue; writing a poem; writing a card and creating a narrative sequel<br><br><b>Links: Snow, winter, Christmas.</b> | adverts, formal letters<br><br><b>Main Outcome:</b><br>Own version myth/legend<br><br><i>Covering social and environmental themes, the story creates links with the PSHE and geography curriculums and will provide a platform for discussions around fairness, equality and the consequences of our actions.</i> | chronological report<br><br><b>Main Outcome:</b><br>Own version narrative about an unusual friendship<br><br><b>Links: Sloths, pets, friendship, caring</b>                              | <b>Main Outcome:</b> Prequel<br><br>Leaders & followers   | <i>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</i><br><br><b>Outcomes:</b> Thought bubbles, missing scenes, diary entries<br><b>Main outcome:</b> Own version narratives                                       |
| <b>YEAR 4</b> | <b>Change Sings</b> by Amanda Gorman and Loren Long – whole school book.<br><br><b>Outcome:</b><br>Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.   | <b>Until I Met Dudley</b><br><br><b>Outcomes:</b> Explanatory poster, letter, short explanatory paragraph<br><br><b>Main Outcome:</b><br><br>Two explanation texts - formal and informal   | <b>The Story of Tutankhamun</b><br>By Patricia Cleveland-Peck<br><br><b>Main Outcome:</b><br>Biography, non-chronological reports, instructions, diary entry, newspaper reports and posters   | <b>Granny Came Here on the Empire Windrush</b> by Patrice Lawrence<br><br><b>Outcomes:</b><br>Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, | <b>Westlandia</b><br><br><b>Outcomes:</b> Retelling, character description, book review<br><b>Main Outcome:</b> Non-chronological report and Narrative<br><i>Science (Y4 Animals, including humans): Construct and interpret a variety of food chains, identifying producers, predators and prey.</i><br>Individuality & independence | <b>The Lion, the Witch and the Wardrobe</b> by C. S. Lewis<br><br><b>Outcomes:</b> Poem, eyewitness report, an imaginary conversation, writing in role<br><b>Main outcome:</b> Own version narrative (set in another world)<br><i>History (Y4 A study of an aspect or theme in British</i> |

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|  | <p><b>Tar Beach</b> by Faith Ringgold</p> <p><b>Outcomes:</b> Poetry, setting descriptions, formal letters, dialogue (as a script)</p> <p><b>Main Outcome:</b> Narrative retelling as a play script</p> <p><i>Black History – Freedom</i></p> <p><b>The Selfish Giant</b></p> <p><b>Outcomes:</b> Letters, first person recount, diaries, letters, posters, reports</p> <p><b>Main Outcome:</b> Own version narrative about kindness</p> <p><b>Links and themes:</b> Christianity, giants, friendship, compassion, love, forgiveness, redemption</p> | <p><i>Science (Y4 Electricity): Identify common appliances that run on electricity</i></p> <p>FARThER by Grahame Baker-Smith</p> <p><b>Outcomes:</b> Retellings, recounts (postcards), setting descriptions, diary entries, instructions</p> <p><b>Main Outcome:</b> Sequel story</p> <p><i>History (Y4 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066): WW1 and History (Y4 Ancient Greece): A study of Greek life and achievements and their</i></p> | <p><i>History : the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> <p><b>The Iron Man</b> by Ted Hughes</p> <p><b>Outcomes:</b> Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry</p> <p><b>Main Outcome:</b> Mystery narrative</p> <p><i>Science (Y4 States of matter): Compare and group materials together, according to whether they are</i></p> | <p>quotations Main</p> <p><b>Outcome:</b> Factual report on the Windrush Generation</p> <p><i>History (Y4 A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066)</i></p> <p><b>Outcomes:</b> Job applications, advertisements, setting descriptions, letter in role</p> <p><b>Main Outcome:</b> Tourist brochure</p> | <p><b>Varmints</b> by</p> <p><b>Outcomes:</b> Diary entry, instructions, letter, description, speech</p> <p><b>Main outcome:</b> Explanation of a life cycle.</p> <p><i>Science (Y4 Living things and their habitats): Recognise that living things can be grouped in a variety of ways</i></p> <p><i>Recognise that environments can change and that this can sometimes pose dangers to living things.</i></p> <p><i>Finding freedom</i></p> | <p><i>history that extends pupils' chronological knowledge beyond 1066): WW2 Relationships &amp; memories</i></p> <p><b>The Baker by The Sea</b> by Paula White</p> <p><b>Outcomes:</b> Job applications, advertisements, setting descriptions, letters in role</p> <p><b>Main outcome:</b> Tourist brochures</p> <p><i>History: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Geography: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land_use patterns; and understand how some of these aspects have changed over time. Geography: human geography, including: types</i></p> |
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|               |   | <i>influence on the western world.</i><br><i>Remembrance</i><br><b>The Snowman</b><br>Main Outcome(s):<br>Writing in role;<br>generating dialogue;<br>writing a poem;<br>writing a card and<br>creating a narrative sequel<br><i>Christmas.</i>  | <i>solids, liquids or gases.</i><br><i>Humanity &amp; machinery</i>   | <i>Seaside, aspirations, relationships, community, roles, working together</i> |  | <i>of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</i><br><i>Taking courage</i>                                       |
| <b>YEAR 5</b> | <b>Change Sings by Amanda Gorman and Loren Long– whole school book.</b><br><i>Outcome:</i><br>Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.<br><b>Robot Girl by Malorie Blackman</b> | <i>The Odyssey by Gillian Cross</i><br><i>( Ancient Greece): A study of Greek life and achievements and their influence on the western world</i><br>The Tempest by William Shakespeare<br><i>Outcomes:</i> Setting description, character descriptions /comparisons, diary entry, dialogue | Otto the Autobiography of a Teddy Bear by Tommi Ungerer<br><i>Science (Y5 Animals, including humans): Describe the changes as humans develop to old age</i><br>Anne Frank instead by Josephine Poole<br><i>Geography (Locational Knowledge): locate the world's countries, using maps to focus on Europe (including the location of Russia) and</i> | <i>Beowulf by Michael Morpurgo</i><br>Lost of Happy Endings by Carol Ann Duffy | <i>Children of the Benin Kingdom by Dinah Orji</i> | High Rise Mystery by Sharna Jackson<br>Curiosity: The Story of Mars Rover by Markus Motum<br><i>Science (Y5 Earth and Space): describe the movement of the Earth, and other planets, relative to the Sun in the solar system</i> |

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|  | <p><b>Outcomes:</b><br/> Discussion / debate, character comparisons, dialogue, email in role, setting description, advice letter, action scene, book review</p> <p><b>Main outcome:</b><br/> Science-fiction narrative</p> <p><b>Humanity &amp; machinery</b></p> <p><b>Hidden Figures by Margot Shetterley</b></p> <p><i>Linked with Freedom, Justice &amp; Black History Month</i></p> <p><i>History: the lives of significant individuals in the past who have contributed to national and international achievements; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></p> | <p><b>Main outcome:</b><br/> Playscript</p> <p><b>Power vs. Principles</b></p> <p><i>Geography (Y5 Human and physical geography): Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i></p> | <p><i>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></p> |  |  |  |
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| YEAR 6 | <p><b>Change Sings by</b><br/>Amanda Gorman</p> <p><b>Main Outcomes:</b> Instructions, poetry, poetry reviews, biographies celebrating uniqueness, slogans and posters.</p> <p><b>The Invention of Hugo Cabret</b></p> <p><b>Outcomes:</b> Diary entry, journalistic writing, flashback narrative, speech, discussion, letter, film critique</p> <p><b>Main outcome:</b> Biography</p> <p><b>Geography (Y6 Place knowledge):</b> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> | <p>Three Little pigs</p> <p>War Games</p> <p><i>History WWII</i></p> | <p><b>The last Bear</b></p> <p><b>Outcomes:</b> Character profile, figurative descriptions, dialogue, monologue, logbook entry, scientific report</p> <p><b>Main outcome:</b> Newspaper article</p> <p><i>Science: use the Earth's rotation to explain day and night and the apparent movement of the sun across the sky (Earth and Space); identify how animals and plants are adapted to suit their environment (Evolution and Inheritance); Geography: locate the world's countries; physical geography including climate zones</i></p> <p><b>The Promise</b></p> <p><b>Outcomes:</b> Experimentation with figurative language, report</p> <p><b>Main outcome:</b> Sequel to continue the cyclical story</p> | <p><b>The Promise</b></p> <p><i>Science (Y6 Evolution and inheritance): Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</i></p> <p><b>The Arrival</b></p> <p><b>Geography (Y6 Human and physical geography):</b> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> | <p>Romeo and Juliet</p> <p><b>Outcomes:</b> Police report, diaries, letters, narratives, dialogue, setting descriptions, advice notes, character descriptions, oral debate</p> <p><b>Main outcome:</b> Balanced argument</p> <p>Fate vs. free will</p> | <p>Rain maker</p> <p><i>History (Y6): the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</i></p> |
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Notes: \*Cross curricular link to Topic & Science are in blue and links to Emotional Wellbeing& Resilience are in orange.