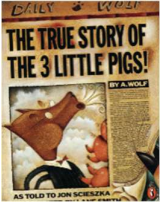
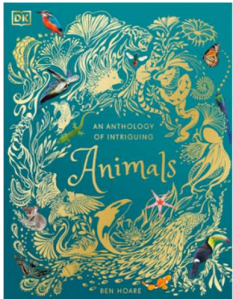
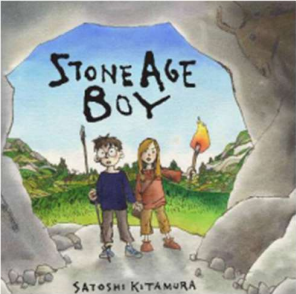


Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The true story of the three little pigs  Write a narrative.	Writing: Plan their writing discussing and recording ideas Draft and write by: organising paragraphs around a theme Draft and write narratives, creating settings, characters and plot Draft and write composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures Proof-read for spelling and punctuation errors Use conjunctions, adverbs and prepositions to express time and cause Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Adverbials  Conjunctions  Adjectives/Feelings  Inner thoughts  Simile 	Narrative Story structure Plot, setting, characters Feelings Descriptive language Figurative language-simile Organising plot points into paragraphs and sentences; long and short, Listen to and discuss each other's ideas. Edit and correct or improve ideas.

Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
An Anthology of Intriguing Animals by Ben Hoare  Non-chronological report	Writing: Plan their writing discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write composing and rehearsing sentences orally progressively building a varied and rich vocabulary Draft and write by: organising paragraphs around a theme Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings] Proof-read for spelling and punctuation errors Use fronted adverbials	Simile  Snappy title  Bullet points  Fronted adverbials  Precise verbs/Onomatopoeia 	Organising information Precise verbs choices. Commas after fronted adverbials into paragraphs Clear headings and subheadings Introductory and concluding overviews Third-person perspective Technical vocabulary

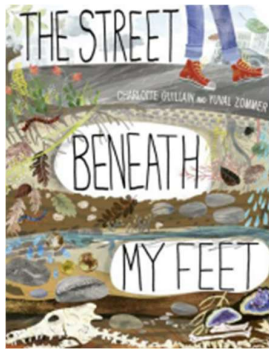
Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Stone age boy By Satoshi Kitamura  Narrative	Writing Plan their writing discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing discussing and recording ideas Draft and write by: organising paragraphs around a theme	Precise verbs  Complex sentences – touching and noticing    Direct speech  	Stone age Hunting Palaeolithic / Mesolithic / Neolithic Prehistoric Archaeologist History Flint Stumbled Animal skins survival skills Foraging and Cooking Narrative Story structure

	Draft and write narratives, creating settings, characters and plot Evaluate and edit proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion	Action/Onomatopoeia Synonyms Repetition for effect	
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Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills

The Street Beneath
My Feet
by Charlotte
Guillain and Yuval
Zommer



Explanation text

Writing

Plan their writing discussing
and recording ideas
Draft and write by: organising
paragraphs around a theme
Proof-read for spelling and
punctuation errors
Extend the range of
sentences with more than
one clause by using a wider
range of conjunctions,
including when, if, because,
although
Indicate grammatical and
other features by indicating
possession by using the
possessive apostrophe with
plural nouns

Simile



Inverted commas



Repetition for effect



Caption

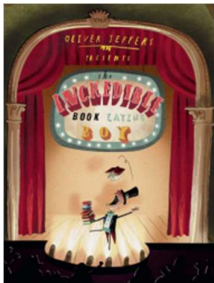


Onomatopoeia

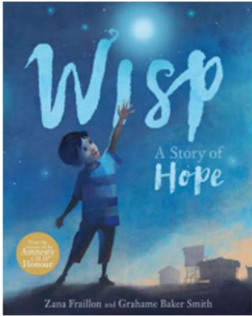


Bedrock
Pipes
Adventure
Pavement
Soil
Magma
Fossils
Pathway
Recycle
Urban
Rural

Clear title and introduction.
Organised into paragraphs
shaped around a key topic
sentence. Use formal and
technical vocabulary.

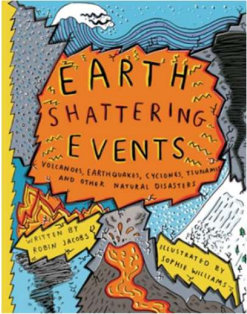
Spring English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The Incredible book eating boy  Narrative	Draft and write by: composing and rehearsing sentences orally progressively building a rich and varied vocabulary and an increasing range of sentence structures. Draft and write by: in narratives, creating settings, characters and plot. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Indicate grammatical and other features by: using commas after fronted adverbials.	Conjunction  Simile  Onomatopoeia  Time adverbials  Synonyms/Precise verbs   Question, feelings and dialogue   	Writing a narrative Mistake Eat/Digest Eating habits Intelligence Incredible Jumbled Dictionary Knowledge Verbs used are specific for action, e.g. rushed, shoved, pushed. Introduce possessive apostrophes for plural nouns. Introduce inverted commas. Inference – working out what Henry is thinking and feeling from the text and illustrations. Prediction – predicting what will happen as Henry continues eating books. Sequencing – retelling the events in the correct order. Cause and effect – understanding how Henry's

			actions lead to consequences. Character development – discussing how Henry changes throughout the story.
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Spring English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Wisp – A story of hope  Narrative	Writing Plan their writing discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Plan their writing discussing and recording ideas Draft and write composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures	Adjectives  Repetition  Feelings  Fronted adverbials adverbs  Dialogue  Question  Personification 	Refugee Shelter Homeless Wisp Family Friends Writing a narrative Story structure Displacement Memory emotional resilience Camp Promise Etched Empathy – understanding how Idris and other refugees might feel and

	Draft and write by: organising paragraphs around a theme Draft and write narratives, creating settings, characters and plot Proof-read for spelling and punctuation errors Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although	Feelings 	seeing situations from another person's perspective. Inference – working out characters' thoughts, feelings and motives from what they do, say and from the illustrations. Prediction – predicting what might happen next and using clues from the story. Speaking and listening – discussing ideas such as hope, freedom, belonging and displacement. Emotional literacy – identifying and discussing feelings such as loneliness, fear, sadness and hope
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Spring English Map			
Book (Wordless)	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Flood by Alvaro F Villa	Plan their writing discussing writing similar to that which they are planning to write in order to understand and	Adverbial phrase  	Wordless book Flood Weather Storm Gloomy

Summer English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Earth shattering events  Non chorological report	Writing: Plan their writing discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Draft and write by: organising paragraphs around a theme Draft and write non-narrative material, using simple organisational devices [for example, headings and sub-headings] Proof-read for spelling and punctuation errors Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Use conjunctions, adverbs and prepositions to express time and cause	Powerful adjectives Action   Alliteration  Time adverbials  Personification  Technical vocabulary  Feelings 	event disaster catastrophe natural disaster impact destruction damage emergency aftermath Clear introduction. Organised into paragraphs shaped around a key topic sentence. Use of subheadings Retrieval – finding key facts and information about significant events. Chronology – ordering events by when they happened. Cause and effect – explaining why an event happened and what happened as a result. Inference – using information to work out what people may have thought or felt. Natural disasters

	Indicate grammatical and other features by using commas after fronted adverbials		Earthquakes and volcanoes Floods and tsunamis Major events that changed the world Causes and consequences Historical change Impact on people and communities
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Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The sound collector: Roger McGough (poetry) 	Writing: Plan writing by discussing similar styles of writing to understand and learn from its structure, vocabulary and grammar. Draft and write by organising paragraphs around a theme. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Read aloud their own writing to a group and controlling the tone and volume so that the meaning is clear. Reading and oracy: Discuss words that capture the reader's imagination with justification, identifying words	Rhyming    Adjectives, verbs and action   Alliteration and verbs Onomatopoeia  Personification Feelings  	Poem Verse Stanza Rhyme Rhyming words Figurative language – Alliteration Reading poetry aloud with expression, as if for performance. Organising poems into lines and stanzas. Listen to and discuss poems.

	in the texts that helps create mood and effect. Read with an awareness of the audience by selecting a range of appropriate techniques when reading aloud. Discuss poetry showing understanding of whose voice the poem is written in and how the poem makes you feel.		
How a Robot dog works (Explanation text)	Writing: Plan their writing discussing and recording ideas Extend the range of sentences with more than one clause by using a wider range of conjunctions, including if, when, because, although. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Onomatopoeia  Adjectives and technical language   Dialogue and exclamation    Alliteration	Retrieving information – finding specific facts about how a robot dog works. Skimming and scanning – quickly locating important information in headings, diagrams and paragraphs. Technical vocabulary – understanding words such as sensor, motor, battery, processor, programming and artificial intelligence. robot robotic machine technology artificial intelligence (AI)

	Proof-read for spelling and punctuation errors	Technical language 	programming computer software control command Organised into paragraphs shaped around a key topic sentence.
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