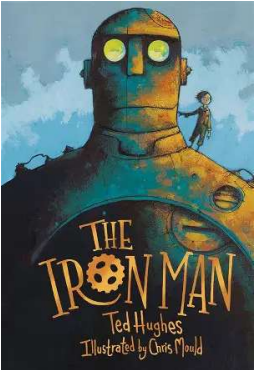
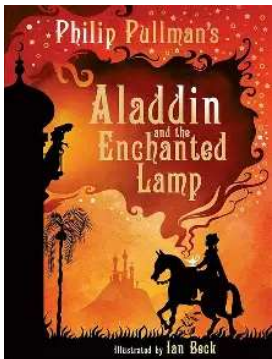
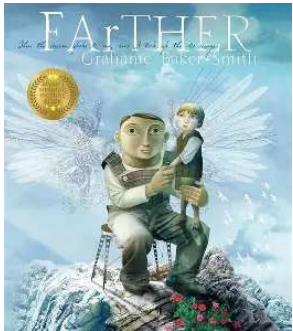
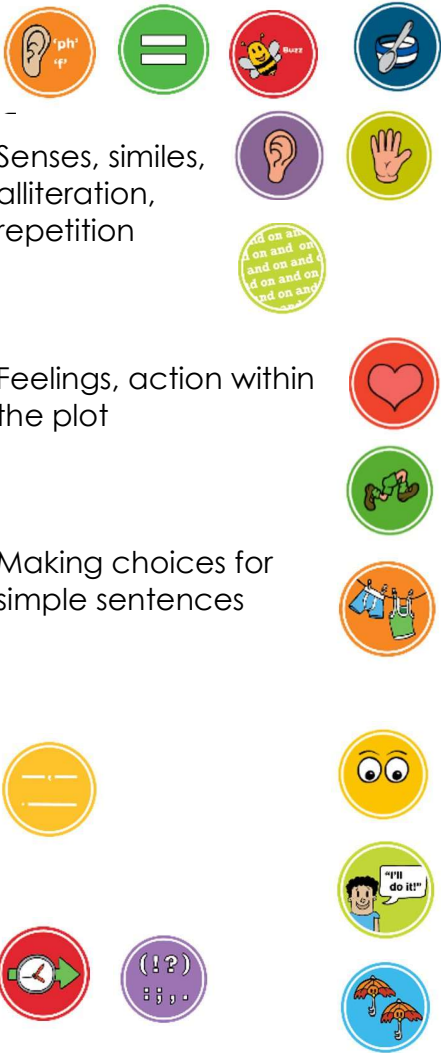


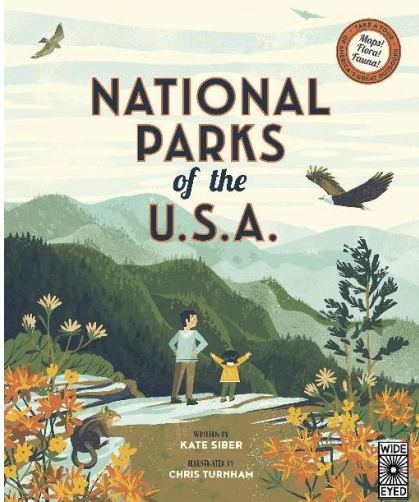
Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The Iron Man by Ted Hughes (fiction) Write a narrative. 	Writing: Draft and write by: composing and rehearsing sentences orally progressively building a rich and varied vocabulary and an increasing range of sentence structures. Draft and write by: in narratives, creating settings, characters and plot. Draft and write by: organising paragraphs around a theme. Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Indicate grammatical and other features by: using commas after fronted adverbials.	Rich and varied vocabulary- metaphor and simile, onomatopoeia, alliteration and repetition    - Noun phrases-to express action and proper nouns with pronouns- Hogarth, he, him, they.   Adverbs and fronted adverbials Precise verbs-feelings  	Fiction Narrative Story structure Plot, setting, characters Feelings, empathy Imagery Descriptive language Figurative language-simile and metaphor Organising plot points into paragraphs and sentences; long and short, complex, and using repetition for effect. Listen to and discuss each other's ideas. Edit and correct or improve ideas.

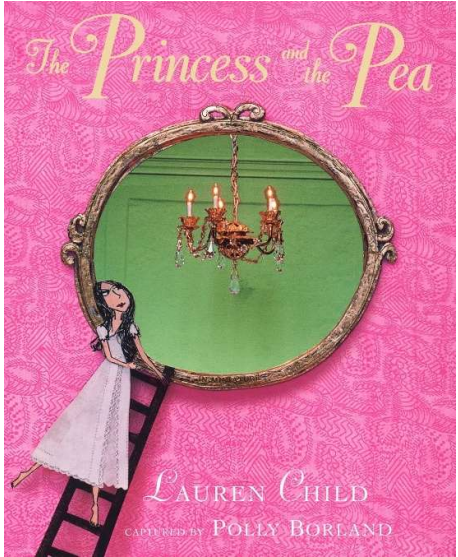
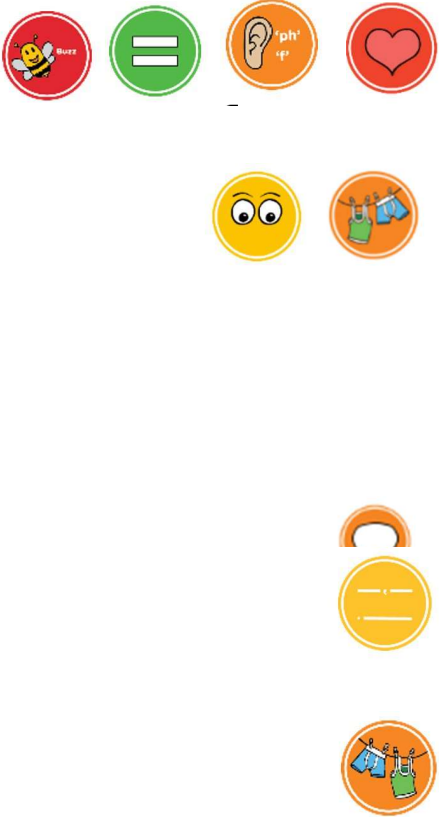
Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Aladdin and the enchanted lamp by Philip Pullman (fiction)  Children will write descriptively - a setting, character and a section of story.	Writing: Draft and write by: in narratives, creating settings, characters and plot. 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. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and space. Indicate grammatical and other features by: indicating possession by using the possessive apostrophe with plural nouns. Indicate grammatical and other features by: using and punctuating direct speech Increase the legibility, consistency and quality of their handwriting	Description using senses, sight   Complex sentences using conjunctions.  Similes, metaphors and feelings    Fronted adverbials Adverbs Verbs  Apostrophes using personification   Direct speech 	Recognise fiction, fantasy genre writing Using stimulus-pictures, to generate varied vocabulary Use senses for description. Describing appearance, character and personality, settings with precise, specific expanded noun phrases. Develop atmosphere through storytelling, by making certain language choices. Precise noun and verbs choices. Commas after fronted adverbials. Identifying the singular and plural. Understanding how to punctuate these when used in a noun phrase.

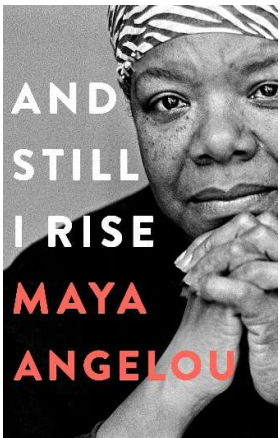
Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
FARThER by Grahame Baker-Smith (fiction)  Children will write a narrative about hopes and wishes based on flying invention.	Writing Draft and write by: in narratives, creating settings, characters and plot. Extend the range of sentences with more than one clause by using a wider range of conjunctions, including if, when, because, although. Use conjunctions, adverbs and prepositions to express time and space. Draft and write by: organising paragraphs around a theme Indicate grammatical and other features by: using and punctuating direct speech. Use fronted adverbials. Indicate grammatical and other features by: using commas after fronted adverbials. Draft and write by composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures. Use the present perfect form of verbs in contrast to the past tense.	Description using senses, sight, basics-noun phrases  Complex sentences using conjunctions.  Direct speech  Fronted adverbials Adverbs Verbs  Similes, metaphors and feelings    	Life and death, sacrifice War and duty-linked to Armistice Day (unit taught during November) Dreams and wishes Family connections and relationships Recognition of WW1 as a real event, but the story as fiction within real history. Past tense, present tense, grammar focus. Jeopardy Story structure, beginning, middle and end. Planning a piece of writing Character development Editing a final piece of writing to improve.

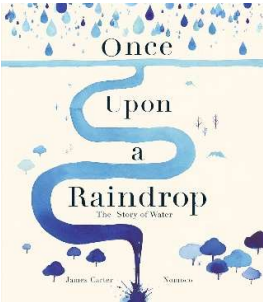
Autumn English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Christmas Dessert Advert (non fiction)  Children will write a persuasive dessert advert.	Writing Plan writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Draft and write by: in non-narrative material, using simple organisational devices (for example headings and sub-headings) Draft and write by: organising paragraphs around a theme. Additional skills for persuasion see key skills column.	Persuasive devices- purpose  Use of questioning to engage   Appealing to the senses:   	Recognise non-fiction features when writing to persuade Use key elements within a persuasive piece of writing: Rhetorical question. USP Photos and captions Statistics Price and offers Alliteration Punctuation (exclamation sentences, for the wow factor) Detailed description to entice a reader/consumer

Stimulus	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Short film stimulus, Feast, by Disney Fiction  Children will write a story based on a pet being lost, or running away, inspired by Feast.	Writing: 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. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials. Indicate grammatical and other features by: using commas after fronted adverbials.	Senses, similes, alliteration, repetition Feelings, action within the plot Making choices for simple sentences 	Writing a narrative. Complex sentences for varying length and having impact. Using repetition to make a point. jeopardy-understanding that in a story something must go wrong, and there needs to be resolution.

Spring English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
National Parks of America (nonfiction)  Writing a balanced argument, based on animal welfare in National Parks.	Writing: Plan writing by 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: in non-narrative material, using simple organisational devices (for example headings and sub-headings) Organising paragraphs around a theme. Use conjunctions, adverbs and prepositions to express time and cause. Use fronted adverbials and indicate grammatical features by using commas after fronted adverbials. Indicate grammatical and other features by: using and punctuating direct speech.	Exploring non fiction writing in the same style, to understand the genre  Exploring synonyms to develop vocabulary  Recognise and write using the layout of a balanced argument  Writing opposing arguments  Subordinating conjunctions/ varying conjunctions as fronted adverbials  Commas for lists, relative clauses, and question marks for rhetorical questions.  Writing quotations from experts. 	Balanced argument Features of nonfiction writing Features of a balanced argument For Against Opinion facts Expert opinions-ecologists, scientists, park rangers, environmentalist Evidence Subordinating conjunctions- however, although, on the other hand Opposing ideas, presented equally and fairly, with conclusions. Cross curricular links with science units on animals, habitats and conservation National Parks, what are they and why do they exist (animals and plant preservation)
Spring English Map			

Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
The Princess and the Pea by Lauren Child (Fiction)  Children write an action adventure in the style of a fairytale.	Writing: 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. Draft and write by: organising paragraphs around a theme Indicate grammatical and other features by: using and punctuating direct speech. Use conjunctions, adverbs and prepositions to express time and cause. Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.		Fairytale features Writing for different genres Jeopardy Magic, or fantasy features Subversion of classic ideas Consolidation of narrative writing- • story structure-sequenced plot • planning effectively • character and setting description Varied appropriate punctuation: • commas for lists • relative clauses • question/exclamation marks Editing and developing own and peer writing, using dictionaries to improve language choices

Summer English Map			
Book	Insight Objectives	Lenses (with specifics)	Key vocabulary and skills
Still I Rise: Maya Angelou (poetry) 	Writing: Plan writing by discussing similar styles of writing to understand and learn from its structure, vocabulary and grammar. Use nouns and pronouns appropriately for clarity and cohesion to avoid repetition. Draft and write by organising paragraphs around a theme. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and space. 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 using appropriate intonation and controlling the tone and volume so that the meaning is clear. Reading and oracy: Discuss poetry showing understanding of whose voice the poem is written in, explaining how this can be shown when you read aloud and how the poem makes you feel.	Rhyming-using metaphor and simile  Adverbs and fronted adverbials Precise verbs-feelings  Similes, metaphors feelings   	Poem Verse Stanza Rhyme Rhyming words Feelings, empathy Imagery Figurative language-simile and metaphor Reading poetry aloud with expression, as if for performance. Organising poems into lines and stanzas. Listen to and discuss poems.

Once upon a raindrop (non-fiction) Writing an explanation text, describing a tour of the school to a new class member. 	Writing: Draft and write by using simple organisational devices, for example headings and subheadings in nonfiction material. Draft and write by organising paragraphs around a theme. 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. Use fronted adverbials. Use conjunctions, adverbs and prepositions to express time and space.	Organising writing, by understanding the purpose  Paragraphs  Complex sentences using conjunctions.  Similes, metaphors and feelings    Fronted adverbials Adverbs Verbs 	Introductory paragraph outlines the purpose. Subheadings and paragraphs organise information into categories or sections, which build from a general idea to specifics. Use technical vocabulary to show writer's expertise (facts regarding water and it's properties). Noun phrases are expanded using adjectives, and prepositions. Commas after fronted adverbials.
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