

# Year 5/6 Curriculum Map

| Theme/Term   | Journeys & Migration  |  | Conservation & Preservation Autumn 2  |   |
|--|---|--|---|---|
| Planning Sequence/ Spelling Seed Text Other Planning |  <i>Leila and the Blue Fox</i><br>Kiran Millwood Hargrave  |  <i>Windrush Child</i><br>Benjamin Zephaniah           |  <i>Can We Save the Tiger?</i><br>Martin Jenkins       |  <i>The Hidden Forest</i><br>Jeannie Baker |
| Length   | 20 sessions, 4 weeks  | 15 sessions, 3 weeks   | 15 sessions, 3 weeks  | 16 sessions, 3+ weeks   |
| Outcomes   | <b>Extended blog entry</b><br>Poetry, informal messages, formal letters, short information texts, diary entries, narrative / action scenes, tweets  | <b>Persuasive pitch to the local council</b><br>Thought bubble, informal letter, poem, diary entry, advice, informal letter              | <b>Discussion texts</b><br>Letters, explanations, persuasive posters, & speeches, simple poems  | <b>Balanced discussions</b><br>Research notes, non-chronological reports in the form of a letter to a character               |
| Literary Leaf Text                                   |  <i>Fly Me Home</i><br>Polly Ho Yen  |  |  <i>The Tiger Rising</i><br>Kate DiCamillo             | <b>CC: Science:</b><br>Evolution  |
| Length   | 15 sessions, 3 weeks  |  | 18 sessions, 3+ weeks   |   |
| Theme/Term   | Inspiration & activism Spring 1   |  | Dystopia Worlds Spring 2  |   |
| Planning Sequence/ Spelling Seed Text                |  <i>Hidden Figures</i><br>Margot Lee Shetterly<br><i>Suffragette: The Battle for Equality</i><br>David Roberts |  <i>The Invention of Hugo Cabret</i><br>Brian Selznick |  <i>Robot Girl</i><br>Malorie Blackman                 |  <i>Boy in the Tower</i><br>Polly Ho-Yen   |
| Length   | 17 sessions, 3+ weeks   | 17 sessions, 3+ weeks  | 15 sessions, 3 weeks  | 15 sessions, 3 weeks  |
| Outcomes   | <b>Memoirs</b><br>Reports, formal and informal letters, diaries, character descriptions, journalistic writing   | <b>Biographies</b><br>Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques                | <b>Science-fiction narratives</b><br>Discussions, debates, dialogue, character comparisons, reviews                                       | <b>Own version narratives (past and present tense)</b><br>Journalistic writing, formal letters, non-chronological reports     |
| Literary Leaf Text                                   |  <i>The Invention of Hugo Cabret</i><br>Brian Selznick   |  |  <i>The Wolves of Willoughby Chase</i><br>Joan Aiken |   |
| Length   | 17 sessions, 3+ weeks   |  | 15 sessions, 3 weeks  |   |
| Theme/Term   | Fate vs. Fortune Summer 1   |  | A Sense of Place Summer 2   |   |
| Planning Sequence/ Spelling Seed Text                |  <i>The Wind in the Wall</i><br>Sally Gardner  |  <i>Romeo and Juliet</i><br>William Shakespeare      |  <i>Night Mail</i><br>W H Auden                      |   |
| Length   | 15 sessions, 3 weeks  | 15 sessions, 3+ weeks  | 15 sessions, 3 weeks  |   |
| Outcomes   | <b>Extended Gothic narrative</b><br>Posters, figurative writing, descriptions, old English letter, dialogue   | <b>Playscripts</b><br>Diaries, letters, narratives, character descriptions, balanced arguments   | <b>Poetry</b><br>Letters, diaries, information leaflets, instructions   |   |
| Literary Leaf Text                                   |  <i>Cogheart</i><br>Peter Bunzl  |  |  <i>Incredible Journeys</i><br>Levison Wood          | <b>History:</b><br>WW2  |
| Length   | 16 sessions, 3+ weeks   |  | 15 sessions, 3 weeks  |   |

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