

Maple Class English Map 2023-2024



Writing to entertain Writing to Inform Linked to history/geography/science



Diversity and Inclusion

1130											
			Writing Opportunities M	aple Class							
Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	(6 weeks –includes PIXEL data and assessments/PM/)	(6 weeks—includes nativity performances/subject leader release time)	(6 weeks includes trip to Holly Lodge, triad focus work and RE day)	(6 weeks and includes SATS preparation and a visit to the library)	(6 weeks—includes 2 weeks of SATs and 1 week PGL residential trip)	(6 weeks including: sports day, end of year production, leavers assembly and celebrations).					
	Narrative										
Stories from familiar settings			Writing own stories.	THE EGYPTIAN CINDERELLA		Hello Lighthouse by Sophie Blackall					
Fantasy Stories	Writing own stories.	Beanstalk Rogues Briggs	A NO LOW ARRANGE	by Shirley Climo • Illustrated by Ruth Heller		LIGHTHOUSE					
Contemporary fic- tion					First Person Narrative writing .	Signific Political II					
Traditional Stories		Write own story based on this classic tale with twist.		Write own versions of Cinderella.	Varjak Pav						
			Non-Fiction								
Recount	The Shirt Machine	Write a diary in role as one of the characters. ANNE FINE The Diary of a Killer Cat	Write a diary in role as a Tom or Clare.	SpyFox- Dr. Hammer and his sardines decide to test their weapons of mass destruction. The children will recount the events of the mission	Diary entry.						
	Shirt Machine. Children will either choose one of the shirts from the film or invent their own, then use the subheadings provided in the main input to write descriptive paragraphs detailing the features.		michael morpurgo Tom's Sausage Lion	SPYTUX	Newspaper report.						
Explanation				Write instructions on mummification		Instructions/Explanation linked to a science experiment.					
Instructions						SCIENCE					
Letters		INNER	Write a letter.			Hello Lighthouse by Sophie Blackall					
Tom's Sausage Lion Lion Tom's Sausage Lion											
		'Inner Child' McDonald's Christmas Advert 2020 To write a Christmas list poem from the boy to his mum.		Themed around Ancient Egypt, the children will construct their own acrostic poem using alliteration.		Sophe Dischel					



English Map- Autumn 1

Geography Science Current topic History Inclusion & Reading for pleasure

VIPERS COMPRE-HENSION +

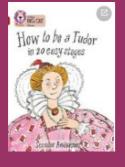
Current writing unit

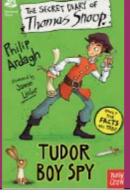
Assessm

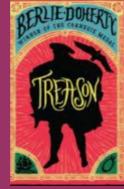
ent	
·	*

ARYSC							
Week	Week 1 Mac	Shirt hine Week 2	Week 3	LEON Week 4	Week 5	Week 6	
English Unit— text/stimulus	Shirt Machine.		Writing own stories.	BELLINES	Poetry Writing	BO MANA	
Reading	1:1 reading assessments	1:1 reading assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	PIXEL ASSESSMENTS	VIPERS—LITERACY SHED	
V	Vocabulary Decoding Apply suffixes taught in KS1 and Ye of new words. Read some further spondences between spelling Word meanings Explicitly teacheck meaning of words. Unuse meaning breakdown and in a text. To explain the meaning text or paragraph.	ear 3, when reading aloud an urther exception words, noting and sounds and where the aching and providing assistanderstanding To be explicitly d background knowledge to	ind explaining the meaning ing the unusual corresese occur in the word. Ince in using dictionaries to taught and beginning to explain meaning of words	taught in KS1 to LKS2, when reading aloud and explaining the meaning of new words Independently read further exception words, explaining the unusual correspondence between the spelling and sound and where these occur in the word. Word meanings Explicitly teach ing and providing some assistance in using dictionaries to check meaning of words. Understanding To be explicitly taught and independently using meaning break down and back-			
I	Inference To draw inference and characters.	from across a page of text refe	rring to settings and character				
Р	Prediction To use backgroun events that has happened in passage						
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning explain how language, structure and presentation contribute to meaning.						
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction.						
S	Summarise To identify the n summarising using a short p		than one paragraph and	Summarise To identify the maing using a chapter of text.	ain ideas drawn from more than	n one paragraph and summari	
READ ALOUD TEXTS	How to be a Tudor- in 20 cosy steges	THE SECRET DIARY OF THOMAS Shoop	BERLIE DOVERTY	Malala Yousafzai	MAXEMMULIONS	andia Earhart	

Books to be read to the children







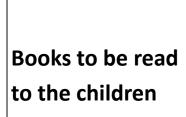




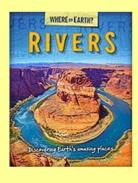


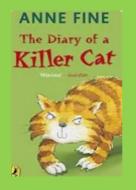


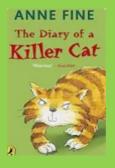
English	Map- Autumn 2	DT & ART Geograp	Science Current topic	History Inclusion & Reading pleasure		rrent Assessment Piting unit
Week	Week 1	Week 2		INNE FINE The Diary of a Week 4 Tiller Cat	Week 5	Week 6
English Unit—		Raymod Brige		inter car		
text/stimulus						
Reading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
V	Vocabulary Decoding Apply suffixes taught in KS1 and Ye of new words. Read some fur spondences between spelling Word meanings Explicitly teacheck meaning of words. Unuse meaning breakdown and in a text. To explain the meaning text or paragraph.	ar 3, when reading aloud ar rther exception words, noting and sounds and where the aching and providing assistanding To be explicitly a background knowledge to	nd explaining the meaning ng the unusual correses occur in the word. Ince in using dictionaries to taught and beginning to explain meaning of words	taught in KS1 to LKS2, when rependently read further except the spelling and sound and wling and providing some assists standing To be explicitly taugh	neir growing knowledge of root eading aloud and explaining the ion words, explaining the unusu here these occur in the word. W ance in using dictionaries to che at and independently using mean meaning of words in a text. To e paragraph.	meaning of new words Inde- ial correspondence between ord meanings Explicitly teach- ck meaning of words. Under- ning break down and back-
ı	Inference To draw inference and characters.	from across a paragraph ref	ferring to simple settings	Inference To draw inferences tusing evidence from the text.	from across a page of text referr	ing to settings and characters
P	Prediction To use backgroun events that has happened in passage			Prediction To explain reading	strategies (use background know opened in the text and backgrou as been read.	
E	Explain To explore the mean that capture the reader's int and identify how language, s	erest and imagination from	a short passage. To discuss	phrases that capture the read	g of words in context. To discusser's interest and imagination from the and presentation contribute	om a page of text. Identify and
R	Retrieve To retrieve and reco passage. To explain the differ trieve, record and present in	rence between statements	of fact and opinion. Re-		d information from fiction and r between statements of fact and -fiction.	
S	Summarise To identify the management of summarising using a short page.		than one paragraph and	Summarise To identify the maing using a chapter of text.	in ideas drawn from more than	one paragraph and summaris-
READ ALOUD TEXTS	CHISTANG DORON	RIVERS	ANNE FINE The Diary of a Killer Cat	ANNE FINE The Diary of a Killer Cat	A WALK PARIS Substitute Rathering	Jacqueline Wilson The Suite ase



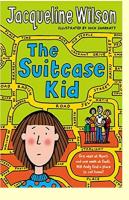














Books to be read

to the children

English Map-Spring 1

Geography Science Current topic History

Inclusion & Reading for pleasure

VIPERS COMPRE-HENSION +

Current writing unit



				HITBREAD AWARD-WINNING AUTHOR				*
Week	Week 1 michae morpu	rgo Week 2	Week 3	nichael norpurgo	Week 4	Week 5		Week 6
inglish Unit— ext/stimulus	Voices IN THE PARK	sage		toling				
eading	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPE	ERS—LITERACY SHED	VIPERS—LITERACY SHI	ED	
	Voices in the park	Countries	Habitats		Habitats	PIXL therapie	S	
V	Vocabulary Decoding Apply to suffixes taught in KS1 and Year of new words. Read some furth spondences between spelling Word meanings Explicitly teach check meaning of words. Unduse meaning breakdown and in a text. To explain the meaning text or paragraph.	r 3, when reading aloud ar ther exception words, noti- and sounds and where the thing and providing assista erstanding To be explicitly background knowledge to	nd explaining the meaning ng the unusual corre- ese occur in the word. nce in using dictionaries to taught and beginning to explain meaning of words	taught in pendent the spell ing and p standing ground k	n KS1 to LKS2, when read further excepting and sound and who roviding some assistant to be explicitly taugh	neir growing knowledge eading aloud and explain ion words, explaining the nere these occur in the wance in using dictionaries and independently using meaning of words in a temparagraph.	ing the meaning e unusual corres vord. Word mea s to check mean ng meaning brea	g of new words Indespondence between nings Explicitly tead ing of words. Unde ak down and back-
l	Inference To draw inference frand characters.	om across a paragraph ref	erring to simple settings		e To draw inferences fidence from the text.	rom across a page of tex	t referring to se	ettings and characte
Р	Prediction To use background knowledge and prediction reading strategies. To use events that has happened in the text to make an accurate prediction from a short passage							
E	Explain To explore the meaning of words in context. To identify words and phrases that capture the reader's interest and imagination from a short passage. To discuss and identify how language, structure and presentation contribute to meaning							
R	Retrieve To retrieve and record information from fiction and non – fiction from a passage. To explain the difference between statements of fact and opinion. Retrieve, record and present information from non-fiction				Retrieve To retrieve and record information from fiction and non – fiction from a page of text. To explain the difference between statements of fact and opinion. Retrieve, record a present information from non-fiction.			
S					Summarise To identify the main ideas drawn from more than one paragraph and summaring using a chapter of text.			
READ ALOUD TEXTS Books to be read	AMA POPULA BIG OREAMS? MARCUS RASHFORD	ROSIE REVERE, ENGINEER	UNDER YOUR FEET		Guinea Pigs Go Stargazing	MAX COM MILLIONS		COCO Chanel



Books to be read

to the children

THE EGYPTIAN
CINDERELLA
by State Cline - Barrach Publisher
Week 2
Week 3

Geography Science Current topic History Inclusion & Reading for pleasure

VIPERS COMPRE-HENSION + Current writing unit

Assessment

MARY SCHO	Т	HE EGYPTIAN CINDERELLA	w .			
Week	Week 1	to Cince - Bassied by Published Week 2	Week 3	EGYPTIAN DERELLA Week 4	Week 5	Week 6
English Unit— text/stimulus					Ted Hughes Iron Woman	Ted Hughes The Iron Woman
Reading	PIXL assessments	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED	VIPERS—LITERACY SHED
V	suffixes taught in KS1 and Ye of new words. Read some for spondences between spelling	urther exception words, noting and sounds and where the aching and providing assistanderstanding To be explicitly disackground knowledge to	nd explaining the meaning ng the unusual corre- ese occur in the word. Ince in using dictionaries to taught and beginning to explain meaning of words	taught in KS1 to LKS2, when rependently read further except the spelling and sound and whing and providing some assistanting To be explicitly taught	heir growing knowledge of root eading aloud and explaining the tion words, explaining the unusu here these occur in the word. W ance in using dictionaries to che at and independently using mean meaning of words in a text. To e paragraph.	meaning of new words Inde- al correspondence between ord meanings Explicitly teach ck meaning of words. Under- ning break down and back-
I	Inference To draw inference and characters.	from across a paragraph re	ferring to simple settings	Inference To draw inferences fusing evidence from the text.	rom across a page of text referr	ing to settings and character
Р	Prediction To use backgrour events that has happened in passage				strategies (use background know opened in the text and backgrou as been read.	
E	Explain To explore the mean that capture the reader's in and identify how language,	terest and imagination from	a short passage. To discuss	phrases that capture the read	g of words in context. To discuss er's interest and imagination fro re and presentation contribute	m a page of text. Identify ar
R	Retrieve To retrieve and rec passage. To explain the diffe trieve, record and present in		of fact and opinion. Re-		d information from fiction and not between statements of fact and fiction.	, 0
S	Summarise To identify the no		than one paragraph and	Summarise To identify the maing using a chapter of text.	in ideas drawn from more than	one paragraph and summari
READ ALOUD TEXTS	King Charles	The		****	STRONG.	David Attenborough



English Map-Summer 1

& ART Geography Science Cur

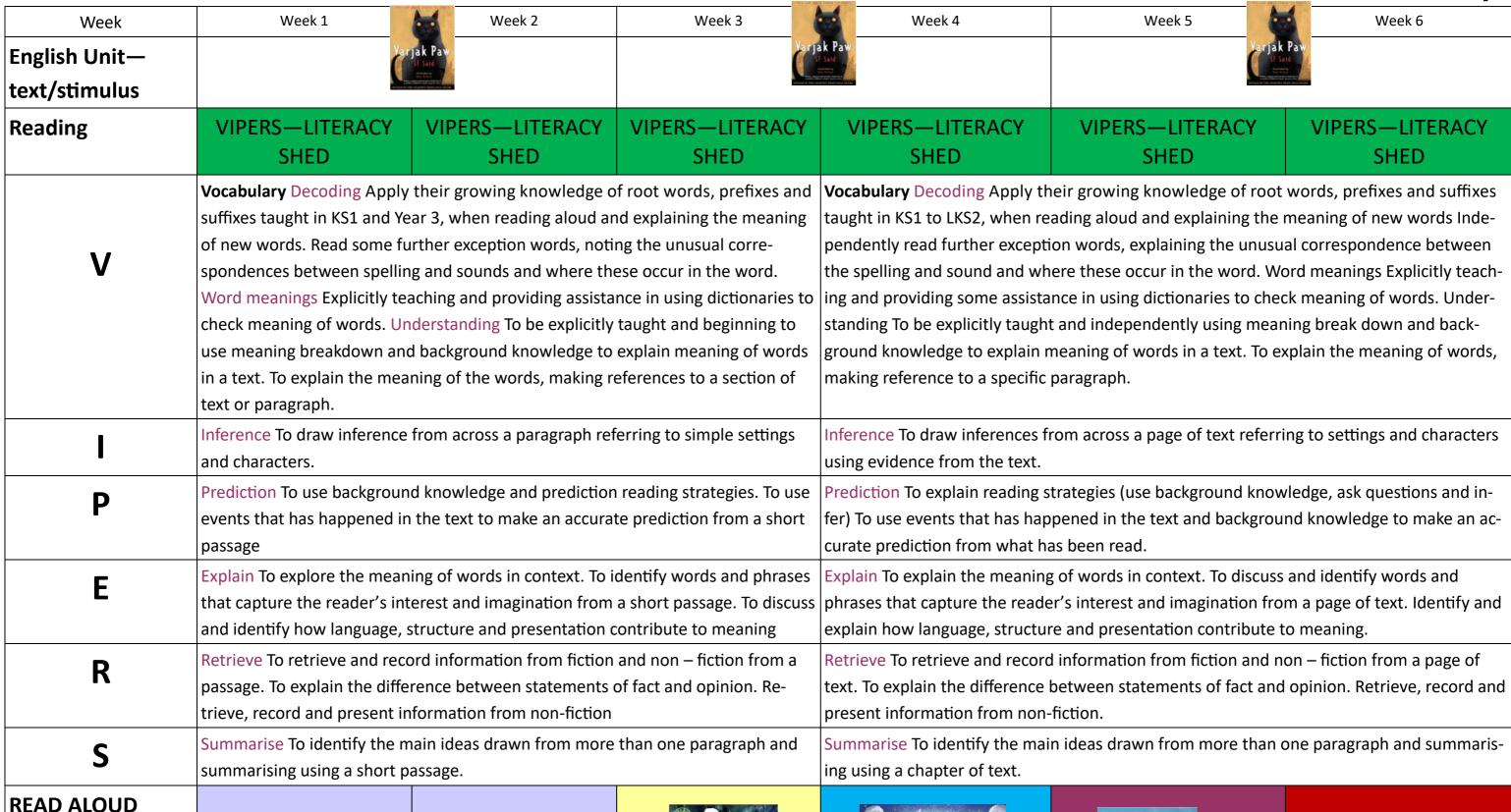
Current topic History

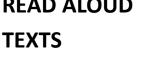
Inclusion & PSHE

Reading for pleasure

VIPERS COMPRE-HENSION + Current writing unit

Assessment

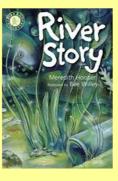


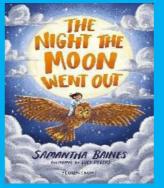


Books to be read to the children















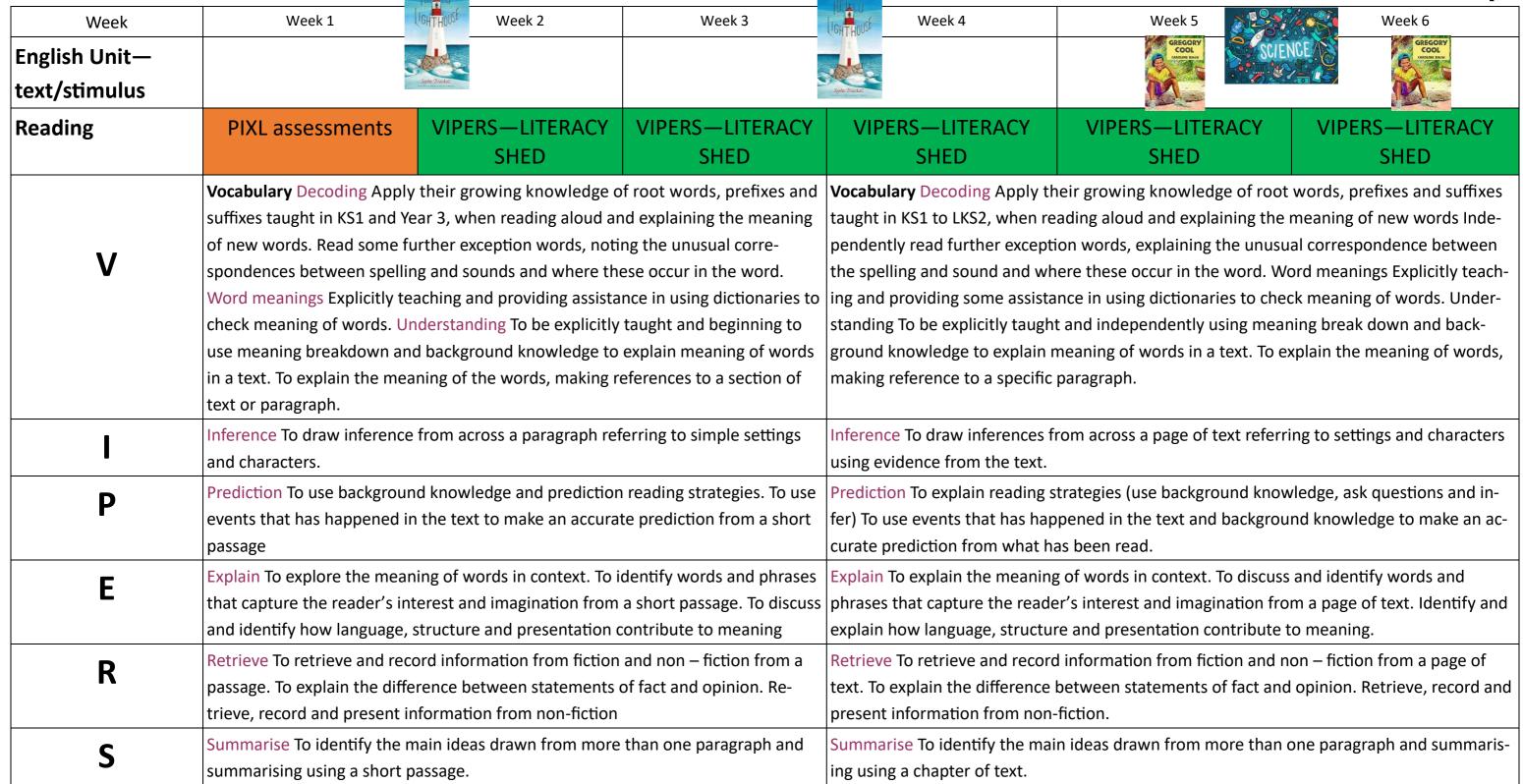
& ART Geography Science Current topic History

story Inclusion & PSHE

Reading for pleasure

VIPERS COMPRE-HENSION + Current writing unit

Assessment



READ ALOUD TEXTS

Books to be read to the children







