



Curriculum Threads

1. **Core values lead**
2. **Sense of community**
3. **Strengths and interests**
4. **Appreciation of difference**
5. **Environmental Activism**
6. **Creativity and Appreciation of beauty**
7. **Mental wellbeing**

Year Nursery 24/25	Autumn 1 Hello, Friend	Autumn 2 The Gigantic Turnip	Spring 1 Lulu Gets a Cat	Spring 2 10 Things I Can Do to Help My World	Summer 1 Blow a Kiss, Catch a Kiss	Summer 2 Anna Hibiscus' Song
Human Theme	Relationships – making friends	Playing and working co-operatively	Understanding the needs of others	Sustainability and care	Making sense of feelings & experiences	What makes us happy?
Literary Form	Picture book	Traditional tale	Picture book	Non-fiction	Poetry collection	Picture book
EYFS 2023 Cross-Curricular Links	<b>PSED:</b> Become more outgoing with unfamiliar people in a safe context; show more confidence in new social situations; play with one or more other children, extending and elaborating play ideas; develop appropriate ways of being assertive; talk about feelings using words; begin to understand how others might be feeling. <b>EAD:</b> Portraiture - show different emotions in drawings and paintings; explore colour and colour-mixing. <b>PD:</b> Take part in some group activities, made up themselves or in teams. <b>UW:</b> Continue to develop positive attitudes about differences between people.	<b>PSED:</b> Develop sense of community and membership of a community; help find solutions and suggest other ideas. <b>UW:</b> plant seeds and care for growing plants; understand key features of the life cycle; explore and talk about different forces they feel; talk about observations. <b>Maths:</b> 1:1 correspondence in order; apply the cardinal principle; link numerals to amounts; symbols, marks and numerals; compare quantities, size, length & weight. <b>EAD:</b> Take part in pretend play using representative objects; explore colour & mixing in drawing and painting plants, fruits and vegetables.	<b>PSED:</b> Select and use resources with help to achieve a goal; develop sense of responsibility; increasingly follow rules without reminder & understand why important; talk with others to solve conflict; talk about feelings using words. <b>UW:</b> Pets – understand need to respect and care for natural environment and all living things; show interest in different occupations; talk about observations. <b>Maths:</b> Experiment with own symbols and marks as well as numerals; solve real world problems with numerals up to 5; begin to describe a sequence of events using words like 'first', 'then...'	<b>PSED:</b> Select and use activities and resources, with help when needed, to achieve a goal; develop a sense of community & membership; understand and follow rules without reminder; develop appropriate ways of being assertive. <b>UW:</b> Use all senses in hands-on exploration of natural materials; talk about observations; show interest in different occupations; understand the need to respect and care for the natural environment and all living things; talk about the differences between materials and the changes they notice	<b>PSED:</b> Develop a sense of membership to a community; show more confidence in new social situations; talk about feelings; begin to understand how others might be feeling. <b>UW:</b> Begin to make sense of own life story and family's history; continue to develop positive attitudes about differences between people. <b>EAD:</b> Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; play instruments with increasing control to express their feelings and ideas.	<b>PSED:</b> Talk about feelings; begin to understand how others might be feeling. <b>UW:</b> Begin to make sense of own life-story and family's history; continue to develop positive attitudes about differences between people; know there are different countries in the worlds and talk about differences experiences or seen in photos. <b>EAD:</b> Make imaginative and complex 'small worlds'; show different emotions in their drawings and paintings; listen with increasing attention to sounds; respond to what is heard, expressing thoughts and feelings; remember and sing entire songs; pitch match and sing in melodic shape
Reading and Phonics: Experience, Knowledge, Skills and Strategies	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion	Listen to longer stories with enjoyment and recall key events; Develop simple inference and offer opinion	Listen to longer stories with enjoyment and recall key events. Develop simple inference and offer opinion.	Listen to books with enjoyment and increasing attention. Express and debate viewpoint. Understand key	Listen to poetry with enjoyment. Develop simple inference, offer opinion Understand key print concepts	Develop simple inference and offer opinion. Understand key print concepts – print has meaning; print can have



## Minchinhampton Primary Academy Curriculum Map English

	<p>Understand key print concepts – print has meaning in names as tags, notes and stories; directionality. Develop phonological awareness - syllabification in names; recognising names with same initial sound. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand key print concepts – page sequencing; directionality. Develop phonological awareness – syllabification in animal names and refrains; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Understand key print concepts – print has meaning; the names of different parts of a book; directionality. Develop phonological awareness – recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary.</p>	<p>print concepts – print has meaning; the names of different parts of a book; print can have different purposes; directionality. Develop phonological awareness – count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about books, learning new vocabulary</p>	<p>– print has meaning; print can have different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about poems, learning new vocabulary.</p>	<p>different purposes; directionality. Develop phonological awareness – spot and suggest rhymes; count/clap syllables in words; recognise words with same initial sound. Engage in extended conversations about stories, learning new vocabulary</p>
<p><b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b></p>	<p>Use wider vocabulary from a familiar story. Learn and use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: built, put, children, went Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Use talk to organise themselves and play.</p>	<p>Use wider vocabulary from traditional tale. Learn/use new vocabulary through the day. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: mice, fell, grew. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves and play. Retell the story, some as exact repetition and some in own words.</p>	<p>Use wider vocabulary from a story and non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts</p>	<p>Use wider vocabulary from non-fiction texts – explanations, instructions. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: rubbish Enunciate sounds: r,j, th, ch, sh Use longer sentences of four-six words. Express point of view and debate. Use talk to organise themselves. Engage in non-fiction texts.</p>	<p>Use wider vocabulary from poetry. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four-six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p>	<p>Use wider vocabulary from a story. Use new vocabulary in different contexts. Ask questions to find out more and connect ideas with support. Increase accuracy of irregular past tenses and plurals: sang, told, children. Enunciate sounds: r,j, th, ch, sh Use longer sentences of four to six words. Express point of view and debate. Start a conversation with adult or friend and continue for many turns. Develop social phrases. Learn rhymes, poems and songs.</p>
<p><b>Physical Development</b></p>	<p>Playing with balls, hoops, riding bikes, building dexterity and motor skills by building bricks into towers, blowing bubbles, making movements with pom-poms.</p>	<p>Pushing and pulling in the setting. Push tyres, pull carts etc. Move like the animals in the story, including with appropriate apparatus</p>	<p>Stretching to reach a book or fill in a chart, bending and lifting toys, stroking, playing with other cat toys, pushing trolley or cart. Using tweezers, applying plasters, tying bandages, creating charts, drawing pictures</p>	<p>Large scale, loose part junk modelling. Sorting large and small recycling items. Pop-up book handling, lifting the flap and paper engineering.</p>	<p>Engage in dance and large gross motor movements, practising moving their bodies in expressive ways.</p>	<p>Dancing, pounding and climbing Demonstrating favourite games Action and finger rhymes Printmaking</p>
<p><b>Extended Writing Outcome(s)</b></p>	<p>Personal narratives about special friends Own story scenes in words and pictures</p>	<p>Plant growth log Picturebook retelling of familiar tale</p>	<p>Persuasive letter in role Instruction text for caring for a pet</p>	<p>Information texts to raise awareness/encourage good choices</p>	<p>Personal narrative Poetry in a range of forms</p>	<p>Labels and caption writing for Shrine Boxes A 'Happiness Song'</p>



## Minchinhampton Primary Academy Curriculum Map English

Year Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
24/25	We're Going to Find a Monster!	Ruby's Worry	Blue Penguin	Stanley's Stick	Caterpillar Cake	On Sudden Hill
Human Theme	Perseverance and determination	Managing emotions	Kindness and acceptance	Imaginative play	Growth and change	Managing changes
Literary Form	Picture Book	Picture Book	Picture Book	Picture Book with poetic language	Poetry	Picture book to develop stamina
EYFS 2023 cross-curricular	<p><b>PSED:</b> Hunts - select and use resources with help to achieve a goal; help find solutions and suggest other ideas; develop sense of community and membership of the school community. <b>UW:</b> Explore the natural world around them; name and describe people known to them; recognise and create environments as different to their own; draw information on simple maps. <b>EAD:</b> Create routes and traps collaboratively, sharing resources, ideas and skills; create storylines in pretend play; make soundscapes together. <b>Maths:</b> Count and subitise; continue, copy and create repeating patterns in maps; understand the '1 more/1 less' relationship betw. consecutive numbers.</p>	<p><b>PSED:</b> Show more confidence in new social situations; talk about feelings; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally. <b>UW:</b> Talk about members of their immediate family and community; compare and contrast story characters; describe what they see hear and feel whilst in the local environment; recognise similarities and differences. <b>EAD:</b> Show different emotions in drawings and paintings; respond to what is heard, expressing thoughts and feelings; explore, use and refine variety of artistic effects to express ideas and feelings <b>Maths:</b> Count and subitise; understand the relationship between consecutive numbers.</p>	<p><b>PSED:</b> See themselves as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; show resilience and perseverance in face of challenge; think about perspective of others. <b>UW:</b> Talk about people of immediate family or community; compare and contrast story characters; explore natural world around them; recognise the Antarctic as different to their own. <b>EAD:</b> create collaboratively, sharing resources, ideas and skills; sing in a group or on their own, increasingly matching pitch and following the melody; develop storylines in pretend play. <b>Maths:</b> count and subitise; link number symbol with cardinal number of penguins.</p>	<p><b>PSED:</b> Express feelings and consider feelings of others in play; show resilience and perseverance in face of change. <b>UW:</b> Explore differences in natural materials like trees and sticks and changes they notice - charcoal; describe what is seen, heard and felt whilst outside, making collections and dens. <b>EAD:</b> Create stick toys/artwork and represent ideas collaboratively; develop storylines in pretend play; explore, use and refine variety of artistic effects to express ideas in sketch books. <b>Maths:</b> Use sticks to compare length; compare length and capacity of sticks and dens; rotate and manipulate shapes in order to develop spatial reasoning skills – stick art and dens;</p>	<p><b>PSED:</b> Identify as a valuable individual; build constructive and respectful relationships; express feelings and consider feelings of others; think about perspective of others; manage their own needs. <b>UW:</b> Talk about people of immediate family or community; name and describe familiar people; understand that some places are special to members of their community; explore the natural world around them. <b>EAD:</b> Watch and talk about dance and performance art, expressing feelings and responses; explore and engage in music making and dance, performing solo or in groups. <b>Maths:</b> Continue, copy and create repeating patterns.</p>	<p><b>PSED:</b> Identify as a valuable individual; build constructive and respectful relationships; show resilience and perseverance in face of challenge; identify and moderate own feelings socially and emotionally; consider perspective of others; manage own needs. <b>UW:</b> Explore how things work; talk about different forces they feel in box play; explore differences in materials and changes they notice; describe what is seen, heard and felt whilst outside. <b>EAD:</b> Create loose-part constructions and represent ideas collaboratively, sharing resources, ideas and skills; develop pretend box play storylines. <b>Maths:</b> compose and decompose shapes to recognise a shape can have other shapes within it; length, weight &amp; capacity.</p>
Reading & phonics;  Experience, Knowledge, Skills and Strategies	Listen to and talk about fantasy stories Read illustration Ask questions to check understanding Develop inference and deduction Visualise and predict Explore and discriminate between sounds	Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm	Listen to and talk about familiar stories Read illustration Ask questions to check understanding Develop inference and deduction Visualisation and prediction Retell a familiar story & describe	Listen to and talk about familiar stories Read illustration Ask questions to check understanding Develop inference and deduction Visualise and predict Retell a familiar story & describe events	Listen to and talk about poetry Rhythm and rhyme Syllabification and body percussion Instrumental and voice sound discrimination Word and language play Basic Code and Consonant clusters Read	Experience stories that build stamina Close reading of illustration Relate fictional and personal experiences Develop inference and deduction Visualisation and prediction Describe events in detail Rhythm



## Minchinhampton Primary Academy Curriculum Map English

	Rhythm and rhyme related to space songs Basic Code - Starter Sounds Onomatopoeic consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading Read own writing	and rhyme of refrains Look at language impact Basic Code and Consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading	events Explore and discriminate between sounds Basic Code and Consonant clusters Blend and segment decodable words Read simple phrases and sentences with decodable words/known exception words Build fluency through performance reading Read own writing	Explore and discriminate between sounds Identify alliteration and assonance Basic Code - Starter Sounds Consonant clusters - st Blend and segment decodable words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading	simple phrases with decodable words/known exception words Match aural patterns like rhyming pairs to visual patterns by onset and rime Read pseudo words in context Build fluency - performance reading	and rhyme of refrains Look at language impact Basic Code and Consonant clusters Blend and segment polysyllabic words Read simple phrases and sentences with decodable words/known exception words Build fluency - performance reading
<b>Vocabulary, Grammar, Punctuation (and spelling) and Extended Language Competency</b>	Narrative voice Repetitive refrains in narrative structure Past tense consistency in personal story Subordinate and coordinating clauses (including fronted adverbials) Dialogue in first person Debate and discussion Instructional voice - commands Expanded noun phrases Figurative language Comparatives and superlatives	Narrative voice Past tense consistency and conjunctions Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Figurative language Word collections: colloquial/family language Irregular past tense and plurals – grew Apostrophe for possession	Narrative voice New vocabulary in different contexts Articulate ideas/thoughts into sentences Patterned, prosodic language Expanded noun phrases Dialogue in first person, present tense Debate and discussion Tentative voice - modal verbs Accurate irregular past tense and plurals Comparative language Punctuation for effect	Patterned, prosodic voice and language Use new vocabulary in different contexts Articulate ideas/thoughts into sentences Expanded noun phrases – sticks Comparative language Tentative voice - modal verbs Present tense, including progressive Investigate spelling patterns Accurate irregular past tense and plurals – threw, children Apostrophe for possession	Expressive and figurative language Neo-language Language and word play Patterned, prosodic language Expanded noun phrases Phonemic knowledge Syllabification Assonance and alliteration Investigating spelling patterns, drawing on onset and rime Punctuation for effect	Narrative voice Past tense consistency Subordinate and coordinating clauses (including fronted adverbials) Dialogue Debate and discussion Persuasive voice - modal verbs Patterned, prosodic language Figurative language Comparatives and superlatives Punctuation for effect
<b>Physical Development</b>	Re-enact story through movement and role-play, indoors and out Large-scale story mapping Create props from loose parts	Engage in active play, moving bodies in different ways Make pom-pom worries and a set of worry dolls	Emulate penguin movements; sliding, waddling, and using flippers not hands Provide opportunities for the children to create snowflakes using paper and scissors.	Outdoor play and den building Climbing logs and trees Create stick toys and sculptures, using a range of joins.	Incorporate simple sequences of dance movements into performance readings	Large-scale box play, obstacle courses; kite flying; hill climbing Fastenings, sorting and picking materials from a group; collage and decorative techniques.
<b>Extended Writing Outcome(s)</b>	Informational map depicting environment Create a new version of the story	Personal narrative Letter of advice	Notes of friendship and advice Narrative picturebook	Stick poem Instructions for a stick game	Poetry in a range of forms	Creative Writing through Box Play Writing in Role



## Minchinhampton Primary Academy Curriculum Map English

Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
24/25	Astro Girl	Winter Sleep	Out and About	The Lost Homework	The Secret Sky Garden	Hummingbird
Human Theme	Dreams	Awe, wonder and joy in the natural world	Enjoyment and activity outdoors	Family Life, Identify and Friendship	Making Relationships/friendships	Recognising our own needs and those of others
Literary Form	Picture Book	Narrative Non-Fiction	Poetry collection	Picture Book	Picture Book	Non-fiction
National Curriculum Cross-Curricular Links	Science: Space  History: Women in space  Design and Technology: designing and making own rockets	Art and Design: observational drawings; seasons in nature.  Music: explore music composed with the seasons as the focus.  Geography: local area study.	Science: Investigate seasonal change. Name plants and trees in the local environment.  Geography: Name and map physical features of their locality. Weather patterns.	Geography: use maps to locate parts of the UK and other countries which contain prominent Traveller communities  Music: hear a range of traditional gypsy and Traveller music.  PSHE: explore family life, identity & friendships in own lives.	Geography: Explore locality, identify issues that are problems to the local environment.  Science: Explore the different kinds of seeds; their shapes, sizes, colours and patterns; the soil and conditions they need to grow.	Geography: investigate the migration route  Design and Technology: Design and make bird feeders and nectar bottles  PSHE: Showing care for the environment, locally and nationally
Reading and Phonics: Experience, Knowledge, Skills and Strategies	*Visualise *Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions Form intertextual links *Develop personal response	*Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions *Develop visual literacy *Develop personal, critical and evaluative response	*Support fluency with rhythm and rhyme *Review complex code and consonant clusters *Match aural patterns like rhyming pairs to visual patterns by inset and rime *Ask, answer and evaluate questions *Clarify and define vocabulary *Link reading and spelling *Develop fluency through performance *Make personal connections and form intertextual links	*Re-reading *Close reading *Review basic code, complex code and consonant clusters *Develop inference and deduction *Make personal connections *Make predictions *Develop personal, critical & evaluative response *Reading and responding to illustration	*Link reading and spelling *Looking at language *Close reading *Develop fluency through performance *Make personal connections *Develop inference and deduction *Make predictions *Form intertextual links *Visualise	*Visualise *Develop breadth of reading *Ask, answer and evaluate questions *Reading for information – scanning, summarising *Make personal connections *Develop inference and deduction *Make predictions Form intertextual links *Develop personal response



## Minchinhampton Primary Academy Curriculum Map English

<p><b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b></p> <p><u>Y1 Terminology</u> letter, capital letter, noun, adjective, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark</p> <p><u>Y2 Terminology</u> noun phrase, statement, question, exclamation, command, compound, suffix, adverb, verb, conjunction, tense (past, present), apostrophe, comma</p>	<p>*Expanded noun phrases *Range of sentence structures (statements, questions) *Referential Voice and Formality *Range of punctuation for clarity and effect *Formation of nouns using suffixes and by compounding *Technical and scientific descriptive vocabulary</p>	<p>*Explanatory and narrative voices *Expanded noun phrases *Range of sentence structures (statements, questions) *Referential Voice and Formality *Range of punctuation for clarity and effect *Formation of nouns using suffixes and by compounding *Technical and scientific descriptive vocabulary</p>	<p>*Poetic language *Expressive and figurative language *Range of sentence structures (Statements, questions and exclamations) *Range of suffixes and compound words *Prepositional and noun phrases *Language for effect – prosody and choice creating meaning *Language and word play *Expanded noun phrases *Past, present perfect, progressive tense *First and Third Person comparison *Investigating spelling patterns</p>	<p>*Narrative voice *Range of sentence structures (statements, questions and exclamations) *Past tense consistency *Subordination and coordination (including fronted adverbials) *Dialogue: direct speech *Range of punctuation for effect *Adverbs and adverbial phrases *Use of suffixes (comparatives -er)</p>	<p>Narrative Voice Expanded Noun Phrases Prepositional phrases Range of suffixes ('ed' 'ing' 'ly' incl. superlatives -est, -er) Range of punctuation for effect Superlatives Apostrophe's for contractions and possession Regular plural noun suffixes Joining words &amp; joining clauses with and Expressing time, place and cause using conjunctions and adverbs.</p>	<p>*Figurative language *Regular plural noun suffixes *Range of sentence structures (statements, questions) *Referential Voice and *Formality *Noun phrases, adjectives and adverbial phrases *First and Third Person comparison *Present tense including progressive form *Range of punctuation for clarity and effect (ellipsis, colon, comma) *Range of suffixes ( -er, -est, -ly) *Technical and scientific vocabulary</p>
<p><b>Writing opportunities</b></p>	<p>Responses to illustrations shared</p> <p>Lists</p> <p>Letters</p> <p>Informational text</p>	<p>Free verse poetry about winter</p> <p>Expressive writing in role</p> <p>Scripts for a documentary video</p> <p>Explanation writing</p> <p>Instructions</p>	<p>Writing about real experiences</p> <p>Writing poetic words and phrases</p> <p>Free verse poetry</p>	<p>Personal and family stories</p> <p>Role on the Wall</p> <p>Diary entry</p> <p>Writing in Role</p> <p>Letter writing</p> <p>Leaflet, poster making</p>	<p>List poems</p> <p>Character description</p> <p>Writing in role</p> <p>Improvised scenes</p> <p>Personal narratives</p> <p>Own written stories on the theme of friendship</p>	<p>Ode Poetry writing</p> <p>Writing in role – diary writing</p> <p>Explanation text</p> <p>Captions and sentences</p> <p>Mind map notes</p> <p>Dictogloss notes</p>
<p><b>Extended Writing Outcome(s)</b></p>	<p>Personal Narratives</p>	<p>Picture book narrative</p>	<p>Poetry in range of forms</p>	<p>Extended narrative</p>	<p>Persuasive writing</p>	<p>Informational Writing: Hummingbirds</p>



## Minchinhampton Primary Academy Curriculum Map English

Year 1/2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25/26 - TBC	<b>The Last Wolf</b>	TBC	TBC	TBC	<b>Lila and the Secret of Rain</b>	<b>One Day On Our Blue Planet – The Savannah</b>
<b>Human Theme</b>	Sustainability and Care				Family relationships, determination and perseverance	Animal conservation
<b>Literary Form</b>	Picture Book				Traditional Tale	Non-fiction
<b>National Curriculum Cross-Curricular Links</b>	<p>Science: identify and name common plants and animals; habitats; carnivore and herbivore animals and the food chain;</p> <p>Art and Design: woodland and forest arttrubbings, pressed leaves, tree silhouettes, stick creatures</p>				<p>Art and design: Use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>PSHE: explore own family dynamics, including extended family. Discuss perseverance.</p>	<p>Science: Investigate different kinds of animals and habitats. Geography: Investigate the physical features of the African Savannah. Explore maps and early map work.</p> <p>PSHE: Think about what can be done for animal conservation; why is this important?</p>
<b>Reading and Phonics: Experience, Knowledge, Skills and Strategies</b>	<p>*Environmental sound discrimination *Review complex code *Link reading and spelling *Looking at language *Close reading *Develop fluency through performance *Make personal connections *Develop inference and deduction *Reading for information – summarising *Develop critical &amp; evaluative response</p>				<p>*Review complex code &amp; consonant clusters *Blend and segment polysyllabic words *Develop fluency through performance *Reading and responding to illustration *Develop inference and deduction *Form intertextual links *Reading for information - summarising *Story mapping and narrative structure</p>	<p>*Environmental and instrumental sound discrimination *Ask, answer and evaluate questions *Clarify and define vocabulary *Review complex Code *Link reading and spelling *Developing fluency *Reading for information – scanning *Close reading *Develop breadth of reading</p>
<b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>  <b>Y1 Terminology</b> letter, capital letter, noun, adjective, singular, plural, sentence, punctuation, full stop,	<p>*Storytelling voice in past tense *Repetitive and memorable refrain *Subordination and coordination *Adverbial and expanded noun phrases *Range of punctuation for effect *Dialogue *Range of sentence structures</p>				<p>*Narrative voice with elements of traditional tale story language *Expanded Noun Phrases *Regular plural noun suffixes *Range of punctuation to demarcate for clarity *Verbs and adverbs for clarity and precision *Conjunctions for detail</p>	<p>*Joining words and joining clauses with and *Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) *Explanation voice *Present tense including progressive form *Prepositional and noun phrases *Proper nouns</p>



## Minchinhampton Primary Academy Curriculum Map English

<p>question mark, exclamation mark</p> <p><b>Y2 Terminology</b> noun phrase, statement, question, exclamation, command, compound, suffix, adverb, verb, conjunction, tense (past, present), apostrophe, comma</p>	<p>(explanatory voice – statements, instructional voice – commands, persuasive voice - modal verbs) *Regular plural noun suffixes *Range of suffixes ('ed' 'ing' 'ly' incl. comparatives and superlatives -est, -er)</p>				<p>*Formation of nouns using suffixes and by compounding (-ed, -ing, -ly, -er, -est)</p> <p>*Joining words and joining clauses with and</p>	<p>*Subordination and co-ordination (including fronted adverbials) *Range of sentence structures (Question and statement) *Investigating spelling patterns *Range of suffixes (-ed, -ly, -ing) and compound words.</p>
<p><b>Writing opportunities</b></p>	<p>Information texts/leaflets</p> <p>Personal free writing</p>				<p>Short narrative descriptions</p> <p>Story mapping</p>	<p>Narrative script writing</p> <p>Free verse poetry</p>
<p><b>Extended Writing Outcome(s)</b></p>	<p>Retelling a familiar traditional tale</p>				<p>Non-chronological report writing</p>	<p>Information text</p>





## Minchinhampton Primary Academy Curriculum Map English

Year 3/4 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
24/25	Arthur and the Golden Rope	Pugs of the Frozen North	Planet Omar: Accidental Trouble Magnet	Werewolf Club Rules by Joseph Coelho	The Pebble in my Pocket	One Plastic Bag by Miranda Paul
Human Theme	Dreams and change	Exploring values: right & wrong	Compassion	Belonging and Identity	Looking after our world	Creative problem solving
Literary Form	Graphic Novel	Illustrated novel	Fiction	Poetry Collection	Non-Fiction	Non-Fiction
National Curriculum Cross-Curricular Links	History – Norse mythology Geography - Scandinavia	Maths - coordinates Geography - maps	RE- Islam PSHE - appreciation of differences	Geography - The world PSHE - identities	Science - Rock cycle History - The world	D&T - designing and making Geography - comparison of countries
Reading: Experience, Knowledge, Skills and Strategies	*Respond to illustration *Visualise *Make predictions *Character comparison *Develop fluency through performance *Make personal connections *Empathise *Develop inference and deduction *Develop personal and evaluative response *Form intertextual links *Looking at language and structure	*Visualise *Respond to illustration *Skim, scan and summarise *Develop inference and deduction *Clarify and define vocabulary *Character comparison *Close reading *Looking at language – close reading *Make predictions *Develop fluency through performance *Make personal connections *Build stamina	*Looking at language *Visualise *Empathise *Character comparison *Close Reading *Skim, scan and summarise *Develop inference and deduction *Develop personal, critical and evaluative response *Develop breadth of reading *Form intertextual links *Clarify and define authorial intent	*Review Complex Code – link spelling and reading Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Form intertextual links *Make personal connections *Looking at language *Consider authorial intent	*Respond to illustration *Close reading *Skim, scan and summarise *Make predictions *Develop breadth of reading *Visualise *Explore levels of formality *Ask, answer and evaluate questions *Develop personal, critical and evaluative response *Develop fluency through performance *Clarify and define vocabulary	*Visualise *Respond to illustration *Close reading *Looking at language *Make predictions *Develop inference and deduction *Make personal connections *Broaden reading material *Clarify and define vocabulary *Skim, scan, note-take and summarise *Develop personal, critical and evaluative response
Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency  Y3 Terminology: preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas  Y4 Terminology: determiner, pronoun, possessive pronoun, adverbial	*Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials (demarcated with comma) *Subjunctive Form Adverbs or modal verbs for degrees of possibility  *Direct Speech punctuation *Imperative verbs	*Past tense, including progressive  *Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Exclamations and questions *Direct Speech punctuation *Fronted adverbials (demarcated with comma) *Brackets, dashes or commas to indicate parenthesis	*Past and present tense, including progressive  *Direct speech punctuation *Adverbs or modal verbs for degrees of possibility  *Active and passive voice *Explore levels of formality *Conjunctions, adverbs and prepositions to expressing time, place and cause  *Fronted adverbials (demarcated with comma) *Expanding noun phrases (by	*Language and word play: homophones Onomatopoeia, alliteration, assonance *Figurative language  *Using language for intent and effect  *Visual patterns in rhyming words – onset and rime  *Rhyme – sound and visual patterns  *Syllabification for spelling *Revise consonant clusters	*Non-fiction explanatory voice *Explore levels of formality *Passive and active voice *Consistent present tense *Paragraphs to organise ideas *Conjunctions, adverbs and prepositions to expressing time, place and cause  *Fronted adverbials (demarcated with comma) *Questions  *Pronoun to aid cohesion and avoid repetition	*Present tense, including progressive  *Conjunctions, adverbs and prepositions to expressing time, place and cause *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Determiners  *Paragraphs to organise ideas around a theme



## Minchinhampton Primary Academy Curriculum Map English

	*Paragraphs to organise ideas around a theme and group related material	*Spelling plurals, onomatopoeia and compound words	modifying adjectives, nouns and prepositional phrases)	*Expanding noun phrases	*Determiners  *Commas and brackets to indicate parenthesis	*Subjunctive Form Adverbs or modal verbs for degrees of possibility  *Explore word families
<b>Writing opportunities</b>	Script for advertisement  Newspaper article  Journal – writing in role  Kennings  Non-Chron report  Book trailer narration  Free verse poetry	Writing in Role  Animal Fact File  Letter Writing Referential Writing: Race Programme  Note of Advice (Persuasive)  Recipes and Procedural	Guide Book  Comic Book Posters Poetry  Persuasive Presentation Explanatory Writing Autobiographic Writing Newspaper Article	Poetic language  Narrative poetry  Figurative poetry	First person narrative  Free verse poetry  Explanatory text  Persuasive  Leaflet	Note taking  Leaflet  Poster  TED talk script  Poetry  Instruction manual  Presentation
<b>Extended Writing Outcome(s)</b>	Comic book	News Reporting	Narrative: Short Story	Poetry in range of forms	1st person narrative	Advertising campaign piece



## Minchinhampton Primary Academy Curriculum Map English

Year 3/4 B	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
25/26	<b>Marcy and the Riddle of the Sphinx</b>	<b>The King Who Banned the Dark</b>	<b>The Bluest of Blues</b>	<b>Cloud Soup</b>	<b>Rhythm and Rap</b>	<b>Libba: The Magnificent Musical Life of Elizabeth Cotten</b>
<b>Human Theme</b>	Trust	Fear, conflict and forgiveness	Sustainability and care	Appreciating the natural world	Belonging & Identity	Hopes and dreams
<b>Literary Form</b>	Contemporary picture book	Picture book	Non-Fiction	Poetry	Poetry Collection	Biography
<b>National Curriculum Cross-Curricular Links</b>	History – Egyptians  Geography - Egypt	Science - light and shadows  Art - silhouettes	Science -plants  History - women in science	Science - living things and habitats  Geography - our world	PSHE - appreciation of difference	Music -guitars  Art
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	*Responding to Illustration *Visualise *Empathise *Ask, answer and evaluate questions * Make predictions *Looking at language *Develop inference and deduction *Character comparison *Develop personal, critical and evaluative response *Storymapping and narrative structure	*Responding to illustration *Looking at language and structure *Visualising *Character comparison *Skimming, scanning and close reading *Form intertextual links *Develop inference and deduction *Develop personal, critical and evaluative response *Develop breadth of reading *Explore bias *Consider authorial intent	*Respond to illustration *Ask, answer and evaluate questions *Clarify and define vocabulary *Skimming, scanning and close reading *Exploring the register of formality *Make predictions *Develop personal, critical and evaluative response *Develop inference and deduction *Develop breadth of reading	*Revise Complex Code – link reading and spelling *Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Making intertextual connections *Looking at language *Clarify and define vocabulary *Text marking	*Review Complex Code – link spelling and reading Support fluency with rhythm and rhyme *Respond to illustration *Visualise *Develop fluency through performance *Make predictions *Develop inference and deduction *Form intertextual links *Make personal connections *Looking at language *Consider authorial intent	*Respond to illustration *Ask, answer and evaluate questions *Clarify and define vocabulary *Skimming, scanning and close reading *Exploring the register of formality *Make predictions *Develop personal, critical and evaluative response *Develop inference and deduction *Develop breadth of reading
<b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>  Y3 Terminology: preposition, conjunction, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas  Y4 Terminology: determiner, pronoun, possessive pronoun, adverbial	*Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Conjunctions, adverbs and prepositions to express time, place and cause  *Fronted adverbial  *Use of determiners and definite article  *Active and passive voice *Adverbs or modal verbs for degree of possibility	*Figurative language  *Direct speech punctuation *Adverbs or modal verbs for degrees of possibility  *Passive and active voices *Paragraphs to organise ideas *Headings and subheadings *Prefixes and suffixes *Determiners  *Pronouns to aid cohesion and avoid repetition  *Exploring word families *Conjunctions, adverbs and	*Explore levels of formality *Passive and active voice *Paragraphs to group related ideas  *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials *Conjunctions, adverbs and prepositions to expressing time, place and cause  *Adverbs or modal verbs for degrees of possibility *Determiners  *Comparatives and	*Syllabification for spelling *Onset and Rime *Assonance and alliteration *Figurative language , including personification *Homophones *Wider range of punctuation: colon, parenthesis, comma *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Conjunctions, adverbs and prepositions to expressing time, place and cause	*Language and word play: homophones Onomatopoeia, alliteration, assonance *Figurative language  *Using language for intent and effect  *Visual patterns in rhyming words – onset and rime  *Rhyme – sound and visual patterns  *Syllabification for spelling *Revise consonant clusters	*Explore levels of formality *Passive and active voice *Paragraphs to group related ideas  *Expanding noun phrases (by modifying adjectives, nouns and prepositional phrases) *Fronted adverbials *Conjunctions, adverbs and prepositions to expressing time, place and cause  *Adverbs or modal verbs for degrees of possibility *Determiners  *Comparatives and



## Minchinhampton Primary Academy Curriculum Map English

	*Direct speech punctuation *Exploring word families	prepositions to expressing time, place and cause	superlatives		*Expanding noun phrases	superlatives
<b>Writing opportunities</b>	Letter writing - persuasive  Diary recount  Riddles  Advertisements  Predictions  Comic book style	Letter writing  Concept maps  Journalistic  Free verse poetry  Formal speech  Book review	Diary recount  Information text  Non-chron reports  Found poetry  Free verse poetry  Letter of application	Poetic language  Narrative poetry  Figurative poetry  Responding to poet and poetry	Poetic language  Narrative poetry  Figurative poetry	Personal writing  Information writing  Writing in role  Advertisement  Speech  Lyrical/Poetry  Journalistic
<b>Extended Writing Outcome(s)</b>	Explanatory writing	Extended narrative	Biographical writing	Poetry in range of forms	Poetry in range of forms	1st person narrative

<b>Year 5/6 A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
24/25	Shakleton's Journey	Macbeth	Goodnight Mister Tom	Curiosity: The Story of a Mars Rover	Song From Somewhere Else	The Wild Way Home
<b>Human Theme</b>	Endurance and leadership	Power and corruption	Relationships	Resilience and teamwork	Fear/Conflict/Forgiveness	Bravery



## Minchinhampton Primary Academy Curriculum Map English

Literary Form	Non-fiction	Fiction	Novel	Non-fiction	Illustrated Novel	Novel
<b>National Curriculum Cross-Curricular Links</b>	History – polar exploration  Art – repetitive patterns	<b>Drama</b>  History – impact of Shakespeare	History WW2 and impact  PSHE	History: the space race; formation of the universe.  Science: materials involved in rover & rocket construction; forces incl. gravity; distance & speed.  PSHE: teamwork, resilience	Art & Design: art inspired by music  PSHE: Self-esteem, bullying, friendship.	History – Stone Age  Art – Cave paintings
<b>Reading: Experience, Knowledge, Skills and Strategies</b>	*Link text and illustrations *Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Visualise *Character comparison *Looking at language	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Develop fluency through performance	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration & multimedia *Looking at language *Develop fluency through performance	*Link text and illustrations *Visualise *Make predictions *Evaluate and summarise *Develop inference & deduction *Make personal connections *Looking at language *Consider distinctive style & tone of nonfiction	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual links Identifying bias *Make personal connections
<b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>  <i>Y5 Terminology: modal verb, relative pronoun, relative clause, parenthesis Revisit: subject, object, ellipses</i>  <i>Y6 Terminology: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points</i>	*Explore levels of formality *Compare standard English forms and spoken forms *Adverbs or modal verbs for degrees of possibility *Subjunctive forms *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion within a paragraph *Commas to clarify or avoid ambiguity *Bullet points to list information	*Devices to build cohesion *Conjunctive adverbials *Commas to clarify or avoid ambiguity *Adverbs or modal verbs for degrees of possibility *Brackets, dashes or commas to indicate parenthesis *Explore levels of formality *Compare standard English forms and spoken forms	*Adverbials of time, place & number *Adverbs or modal verbs for degrees of possibility *Explore levels of formality *3 <sup>rd</sup> person narrative *Semi-colon, colon and dash to mark clauses/in lists *Formation of verbs using suffixes (-ate, ise, -ify)	*First person narrative *Non-fiction explanatory voice *Verb prefixes (e.g., dis-, de-, mis-, re-) *Relative clauses *Pronoun to aid cohesion *Commas & parenthesis to clarify *Adverbials of time, place & number *Adverbs or modal verbs for degrees of possibility *Paragraphs to organise ideas *Subheadings to aid presentation *Brackets, dashes or commas to indicate parenthesis *Explore levels of formality	*Adverbials of time, place & number *Exploring word families *Formation of verbs using suffixes (-ate, ise, -ify) *Brackets, dashes or commas to indicate parenthesis *Passive and active voice *Semi-colon, colon and dash to mark clauses/in lists *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion *Explore levels of formality	*3 <sup>rd</sup> person narrative *Semi-colon, colon and dash to mark clauses/in lists *Formation of verbs using suffixes (-ate, ise, -ify) *Semi-colon, colon and dash to mark clauses/in lists *Adverbs or modal verbs for degrees of possibility *Devices to build cohesion *Explore levels of formality
<b>Writing opportunities</b>	Speeches  Writing in role (log book)  Drawing and annotating  Reading journals	Letter  Monologues  Character description  Diary writing	Diary writing  Writing in role  Newspaper  Poetry	Setting description  Suspense short burst  Flashback sequences  Persuasion	Poetry  Diary  Letter  Character description	Setting descriptions  Suspense  Atmospheric short burst  Explanation



## Minchinhampton Primary Academy Curriculum Map English

	Letter writing Instructions	Modern version Script writing Discussion Reviews			Newspaper Short narrative	
<b>Extended Writing Outcome(s)</b>	Newspaper report	Extended warning tale	Explanation	Extended narrative	Extended narrative	Extended narrative

Year 5/6 B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
23/24	Tom's Midnight Garden	Suffragette: The Battle for Equality	Journey to the River Sea	Hidden Figures	Varmints	My Big Mouth
Human Theme	Family & Friendship	Dreams & Change	Freedom and confinement	Perseverance	Sustainability & care	Family, friendship, identity, honesty
Literary Form	Graphic Novel adaptation of a classic	Non-fiction	Novel	Biography	Picture Book	Illustrated novel
National Curriculum Cross-Curricular Links	Science – seasons PSHE – gender	History: women's suffrage PSHE: democracy; resilience Citizenship: Voting rights	Geography - Rainforests	History Science	Geography: environments History: impact of population growth on a local area;	PSHE - friendship, bullying, self-esteem & empathy; implications of lying.
Reading: Experience, Knowledge, Skills and Strategies	*Responding to illustration and multimedia *Visualise *Make predictions *Character comparison *Make personal connections *Develop inference & deduction *Form	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration &	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual	*Ask, answer and evaluate questions *Close reading *Make predictions *Evaluate & summarise *Develop inference & deduction *Responding to illustration &	*Link text and illustrations *Visualise Looking at language *Close reading *Develop fluency through performance *Make predictions *Evaluate and summarise *Make	*Close reading * Make predictions * Evaluate and summarise *Develop inference & deduction *Character comparison Form intertextual



## Minchinhampton Primary Academy Curriculum Map English

	intertextual links *Looking at language *Introduction of aspects of KS3 curriculum by reading 1958 text	multimedia *Looking at language *Make personal connections Identifying bias *Develop fluency through performance	links Identifying bias *Make personal connections	multimedia *Looking at language *Make personal connections Identifying bias *Develop fluency through performance	personal connections *Develop inference & deduction Identifying bias	links Identifying bias *Make personal connections
<b>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</b>  <u>Y5 Terminology: modal verb, relative pronoun, relative clause, parenthesis Revisit: subject, object, ellipses</u>  <u>Y6 Terminology: subject, object, active, passive, synonym, antonym, ellipses, hyphen, colon, semi-colon, bullet points</u>	*Fronted adverbials & conjunctions in coordinating clauses *Subjunctive forms *Adverbs or modal verbs for degrees of possibility *Expanded verb, adverbial & noun phrases *Explore levels of formality *Compare standard English forms and spoken forms *Devices to build cohesion within a paragraph *Passive and active voice	*Explore levels of formality *Formation of verbs using suffixes (-ate, ise, -ify) *Explore levels of formality *Adverbials of time, place & number *Brackets, dashes or commas to indicate parenthesis *Passive and active voice *Apostrophe for plural possession *Slogans & rhetorical language *Adverbs or modal verbs for degrees of possibility	*Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Expanded verb, adverbial & noun phrases *3 <sup>rd</sup> person narrative *Adverbs or modal verbs for degrees of possibility	*Explore levels of formality *Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Adverbs or modal verbs for degrees of possibility *Fronted adverbials & conjunctions in coordinating clause	*Progressive form of verbs to mark actions in progress *Formation of verbs using suffixes (-ate, ise, -ify) *Figurative language, including metaphor, simile, personification *Synonyms & antonyms *Passive and active voice *Independent clauses (semicolon/colon/dash) *Adverbs or modal verbs for degrees of possibility *Wider range of cohesive devices (repetition, adverbials, ellipsis)	*Adverbs or modal verbs for degrees of possibility *Explore levels of formality *Compare standard English forms and spoken forms *Passive and active voice *Commas & parenthesis to clarify meaning *Wider range of cohesive devices (repetition, adverbials, ellipsis) Independent clauses (semicolon/colon/dash) *Explore levels of formality
<b>Writing opportunities</b>	Letter writing  Documentary script writing  Poetry  Diary writing  Descriptive writing  Persuasive writing	Research reports & biography  Writing in role: recount  Speeches  Prison letters and accounts  Petition  Eyewitness accounts  Newspaper report – with bias  Song lyrics for an anthem	Poetry  Note writing  Diary entries  Notes for research  Timetables  Annotated maps  Notes of advice  Narrative fiction  Letters	Persuasive writing  Formal and informal voice  Poster  Notes for research  Fact files  Letter	Persuasive poster  Writing in role  Note taking  Written argument  Newspaper article  Poetry  Letter  Story writing	Descriptive Writing  Information Writing  Personal Writing  Writing in Role  Playscripts  Persuasive  Diary entries  Notes of advice/empathy
<b>Extended Writing Outcome(s)</b>	Comic book narrative	Persuasive text	Extended narrative	Biography	Script writing	Biography – family history project