# The Literary Curriculum Year 5/6 Curriculum Map Cycle A



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| **Theme/Term** | **Crime & punishment Autumn 1** | | | | | | | | | | | | **Sprites & spirits Autumn 2** | | | | | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** | *The Three*  *Little Pigs*  *Project*  The Guardian | | |  | | | The  Promise  Nicola  Davies | | | |  | **Science:**  **Space** | Rain Player  David  Wisniewski | | ***History: The***  ***Mayans*** | *The Tempest*  William Shakespeare | |  | | **History: Ancient**  **Greece** |
| **Length** | 12 sessions, 2+ weeks | | |  | | | 10 sessions, 2 weeks | | | |  |  | 15 sessions, 3 weeks | | | 14+ sessions, 3 + weeks | |  | | |
| **Outcomes** |  | **Discussion texts** News reports, persuasive speeches, interview scripts, diaries, debates, narratives |  |  | | | **Sequels to continue the cyclical story** Experimentation with figurative language, reports | | | |  |  | **Analytical essays about The Maya** Instructions, posters, missing scenes, diaries, newspapers, debates | | | **Playscripts**  Setting descriptions, character descriptions, diaries, dialogue | |  | | |
|  |
| **Theme/Term** | **Affirmation & e** | | | | | | **quality Sp** | **ring 1** | | |  |  | **Legends, folklore & fairytales Spring 2** | | | | | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** | *The Lost Thing* Shaun Tan | | | | *The*  *Have*  Ellis | | *Templeton T an Idea*  Weiner | *wins:* |  | |  |  |  |  | | OR *Beowulf*  Michael  Morpurgo | *Grimm Tales for*  *Young and Old*  Phillip Pullman | |  | |
| **Length** | 16 sessions, 3+ weeks | | | | 15 sessions, 3 wee | | ks |  |  | |  |  |  | 15 sessi | | ons, 3 weeks | 15 sessions, 3 weeks | |  | |
| **Outcomes** | **Own version fantasy narratives**  Diaries, formal letters, adverts, character and setting descriptions, nonchronological reports | | | | **Own version adve** Character analysis, entries, informal lett | | **nture narrati** opposing diar ers, own cha | **ves** y pters |  | |  |  |  | **Own ver**  Letters of dialogue, scenes, | | **sion legends**  advice, diaries,  descriptions, action obituaries | **Own version traditional tales**  Retellings, character studies, monologues, character comparisons | |  | |
| **Theme/Term** | **Lessons from h** | | | | | | **istory Su** | **mmer 1** | | |  |  |  | **Solving mysteries Summer 2** | | | | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** |  | | | OR  Children of the  Benin  Kingdom  Dina Orji | | **History:**  **Benin** |  | *Anne*  *Frank*  Josephine  Poole | | **History:**    **WW2** |  | **History:**    **WW2** | *High Rise*  *Mystery*  Sharna Jackson |  | | |  | | OR *The*  *Unforgotten*  *Coat*  Frank Cottrell  Boyce | |
| **Length** |  | | | 15 sessions, 3 weeks | | | 10 session | s, 2+ weeks | | |  |  | 15 sessions, 3 weeks |  | | |  | | 15 sessions, 3 weeks | |
| **Outcomes** | **Ne** | | | **Non-chronological reports**  Informal letters, diaries, survival guides, eyewitness reports, story summaries | | | **Newspape**  Letters, sho extended di obituaries, | **r articles**  rt descriptions,  ary entries, opinion pieces | | |  |  | **Extended stories** Character  & setting descriptions, police  & newspaper report, dialogue, persuasive letters |  | | |  | | **Own version narratives** Diaries, explanations (sci experiment), dialogue, nonchronological reports | |

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# The Literary Curriculum Year 5/6 Curriculum Map Cycle B

2022/2023



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| **Theme/Term** | **Journeys & migration Autumn 1** | | | | | | | | | **Conservation & preservation Autumn 2** | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** | *The Odyssey* Gillian Cross | | **History: Ancient**  **Greece** | *The Arrival* Shaun Tan | | |  | | **History:**  **Britain** | Can We Save the Tiger?  Martin Jenkins | | *The Last Bear* Hannah Gold |  |
| **Length** | 20 sessions, 4 weeks | | | 17 sessions, 3+ weeks | | |  | | | 15 sessions, 3 weeks | | 15 sessions, 3 weeks |  |
| **Outcomes** | **Epic stories** Speeches (proclamation, persuasive, soliloquy), dialogue,missing scenes, postcards, adverts | | | **Extended own version narratives**  Letters, lists of rules, character descriptions, diaries, short playscripts, short reports, guides | | |  | | | **Discussion texts**  Letters, explanations, persuasive posters, & speeches, simple poems | | **Newspaper article**  Character profile, dialogue, monologue, logbook entry, scientific report |  |
| **Theme/Term** |  | | | **Inspiration & a** | **ctivism Spring 1** | | | | | **Dystopian worlds Spring 2** | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** |  | | | *Suffr*  *Battl* Davi | *agette: The*  *e for Equality* d Roberts | **History:**  **Suffragettes** | OR *The Invention of Hugo*  *Cabret*  Brian Selznick | | | *Robot Girl*  Malorie Blackman | **Science:**  **Robots** |  | OR *The Last Wild* Piers Torday |
| **Length** |  | | | 10 sessions, 2 weeks |  | | 17 sessions, 3+ weeks | | | 15 sessions, 3 weeks | |  | 16 sessions, 3+ weeks |
| **Outcomes** |  | | | **Persuasive campa**  Formal letters, diari arguments, speech  reports | **igns**  es, balanced es, short news | | **Biographies**  Diaries, journalistic writing, flashback narratives, speeches, discussions, letters, film critiques | | | **Science-fiction narratives** Discussions, debates, dialogue, character comparisons, reviews | |  | **Own version dystopian narratives** Posters, retellings, formal reports, character descriptions, diaries, formal letters |
| **Theme/Term** | **Fate & fortune Summer 1** | | | | | | | | | **A Sense of Place Summer 2** | | | |
| **Planning**  **Sequence/**  **Spelling**  **Seed Text** | *The Lost*  *Happy*  *Endings* Carol Ann  Duffy |  | | | *Romeo and Juliet*  William  Shakespeare | | |  | | *Kaspar, Prince of Cats* Michael Morpurgo | | *Some Places More Than*  *Others*  Renee Watson |  |
| **Length** | 15 sessions, 3 weeks |  | | | 15 sessions, 3+ weeks | | |  | | 15 sessions, 3 weeks | | 10 session, 2 weeks |  |
| **Outcomes** | **Alternative perspective prequels -**  Newspaper reports, extended responses to a text |  | | | **Playscripts**  Diaries, letters, narratives, character descriptions, balanced arguments | | |  | | **Newspaper articles**  Character descriptions, reports, letters, advertising leaflets, balanced reports | | **Poems with similar structure**  Summaries, analysis and performances |  |

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