

## SPRS – Academic Year 2021- 2022

### Curriculum Map – Subject: Key Stage 2 English Long Term Plan

**Aim –** Pupils in Key Stage 2 have access to a quality literacy curriculum that develops their love of reading, writing and communication. We ensure that we provide all pupils with depth, breadth and ambition in their learning – ensuring that our curriculum is well sequenced and building on knowledge and skills gained as children progress through school. It fully equips them for Key Stage 3.

Term 1		Term 2		Term 3	
Learning Cycle 1 7 <sup>th</sup> Sept 2021 – 22 <sup>nd</sup> Oct 2021 7 Weeks	Learning Cycle 2 1 <sup>st</sup> Nov 2021 – 17 <sup>th</sup> Dec 2021 7 Weeks	Learning Cycle 3 5 <sup>th</sup> Jan 2022 – 18 <sup>th</sup> Feb 2022 7 Weeks	Learning Cycle 4 28 <sup>th</sup> Feb 2022 – 8 <sup>th</sup> Apr 2022 6 Weeks	Learning Cycle 5 25 <sup>th</sup> Apr 2022 – 27 <sup>th</sup> May 2022 5 Weeks	Learning Cycle 6 6 <sup>th</sup> June 2022-25 <sup>th</sup> July 2022 7 Weeks
Baseline Assessment Reading Age	Formal Assessment focussing on	Formal Assessment	Formal assessment	Formal assessment	Formal Assessment
<p><b><u>Intent - Traction Man</u></b></p> <p>Pupils to read the story of Traction Man. They will focus on understanding setting and become familiar with making predictions. They will develop their reading and comprehension skills.</p> <p><b><u>Implementation</u></b></p> <p>Pupils will identify techniques used by authors to create characters and settings. They will plan, write, edit and improve their writing.</p> <p><b><u>Impact</u></b></p>	<p><b><u>Intent – Traction Man at the beach.</u></b></p> <p>Pupils to identify the main events in a story and recognise the main elements that shape a story.</p> <p><b><u>Implementation</u></b></p> <p>Compare and contrast the stories of Traction Man written by Mini Grey. Pupils to plan and write their own Traction Man story.</p> <p><b><u>Impact</u></b></p> <p>Pupils will be able to identify the main elements of a story and</p>	<p><b><u>Intent – Escape from Pompeii.</u></b></p> <p>Pupils to use techniques explored and write letters of advice.</p> <p><b><u>Implementation</u></b></p> <p>Pupils to re-enact a scene before using previous knowledge to write a setting description. Pupils will explore main characters, including how their feelings change through the story and will write letters of advice to the characters.</p> <p><b><u>Impact</u></b></p> <p>Pupils will be able to make inferences about</p>	<p><b><u>Intent – Escape from Pompeii.</u></b></p> <p>Pupils to become journalists and write a newspaper article on the eruption.</p> <p><b><u>Implementation</u></b></p> <p>Increasing their bank of powerful vocabulary, pupils will write a vivid description of the eruption of Mount Vesuvius.</p> <p><b><u>Impact</u></b></p> <p>Pupils will develop their research skill and be able to choose the correct form of writing</p>	<p><b><u>Intent – The Explorer</u></b></p> <p>Pupils to identify the main features of an information text to inform their planning.</p> <p><b><u>Implementation</u></b></p> <p>Pupils will have access to a wide range of information texts and retrieve information from the text. They will write and information leaflet about Brazil and the Amazon.</p> <p><b><u>Impact</u></b></p> <p>Pupils will recognise the main features f an information text and use this to write their own.</p>	<p><b><u>Intent – The Explorer</u></b></p> <p>Pupils to write a diary entry from the view point of one of the children in the story.</p> <p><b><u>Implementation</u></b></p> <p>Pupils to sequence the events in the story so far. What has happened? How have they felt? What have we learnt about the children? Pupils will have access to different diary entries. What are the features?</p> <p><b><u>Impact</u></b></p> <p>Pupils will be able to identify the features of</p>

<p>Pupils will develop their vocabulary knowledge and sentence structure skills.</p>	<p>use this to write their own.</p>	<p>how a characters feels and how that might have changes.</p>	<p>and organisational devices.</p>		<p>a diary entry and use this to write their own.</p>
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