

post Year One	Where we live: Geography	Bonfire Night: History	Weather around the world: Geography	Family History: History	A trip down under Geography	Battles and Castles: History
	Pupils will learn about the geography of their school and the surrounding area through fieldwork and using aerial photographs. They will construct simple maps of their local area with key human and physical features. They will learn to place Birmingham on a map of the UK.	Pupils will learn about the key events that led to Guy Fawkes' attempted assassination of King James I. Pupils will learn about how life was different in	Pupils will locate the 7 continents and 5 oceans on world maps and atlases, as well as the equator and the poles. They will learn about a country with a hot climate and a contrasting country with a cold climate and will be able to describe some of the physical and human features of these places.	Pupils will learn about the changes between the lives of their parents and Grandparents and their own. They will find out about toys from the time when their Grandparents were alive and how different they are to today. Pupils will learn about key changes to Sparkbrook during this time.	Pupils will recap their knowledge of the local area and its physical and human features. They will then learn about a small area in the Australian outback and find out the similarities and differences between these two places. Pupils will have opportunities to recap their place knowledge of the UK and the world's continents.	Pupils will find out about what happened in 1066 – the battle of Hastings. They will study William the Conqueror and learn about the castles he built around the country. Pupils will visit a significant castle in the locality.
White rose science	The Human Body/ Seasonal changes (1 week)/ Materials/ Seasonal changes (1 week)		Planting (1week) /Animals/ Caring for the World/Seasonal changes (1week)		Plants/ Growing and Cooking/ Seasonal changes (1week)	
Writing	E: Poetry about looking in an mirror WTS: Uses full stops to demarcate some sentences Checks writing makes sense through discussion with an adult or peer and makes changes with adult support Most common exception words from the Year 1 curriculum are spelt correctly Demonstrates some correct use of capital letters for names or at the start of a sentence ARE:	E: Firework setting description WTS: Spells words containing most of the 40+ phonemes already taught Forms lower-case letters in the correct direction, starting and finishing in the right place ARE: Some use of adjectives to add detail may be evident	I: Weather report leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, exclamation mark using a capital letter for names of people, places, the	I: Factfile about past and present toys TAFS: Working towards: Some attempts to write a sequence of events Can construct a basic sentence – not always accurately Spaces between words are mostly used	E :What am I? (Australian animal) TAFS: Working towards: Most common exception words from the Year 1 curriculum are spelt correctly Forms most lower-case letters in the correct direction, starting and finishing in the right place	E :Linked to Zog – narrative TAFS: Working towards: Spells words containing most of the 40+ phonemes already taught Working at:

Conway Curriculum Map 2024-2025

<p>Uses capital letters at the start of a sentence Rhyming words</p> <p>Most common exception words from the Year 1 curriculum are spelt correctly Names the letters of the alphabet in order</p>		<p>days of the week, and the personal pronoun 'I'</p> <p>Uses regular plural noun suffixes -s or -es</p> <p>GD:</p> <p>Some understanding of different text types is evident dependent on their experiences</p>	<p>Working at:</p> <p>Compound sentences are used to join ideas with the conjunction 'and'</p> <p>Sentence structure is mostly accurate</p> <p>Greater Depth:</p> <p>Words used in writing are carefully chosen</p>	<p>Working at:</p> <p>Spells words containing each of the 40+ phonemes already taught</p> <p>Sequences sentences to form short narratives</p> <p>Spells some common exception words correctly</p> <p>Greater Depth:</p> <p>Writing demonstrates a growing awareness of the reader</p> <p>Joins some letters using the diagonal and horizontal strokes needed to join letters</p>	<p>Re-reads what has been written to check that it makes sense and makes changes following discussion and feedback</p> <p>Knows how the prefix un- changes the meaning of verbs and adjectives</p> <p>Greater Depth:</p> <p>Some use of complex sentences may be evident</p>
<p>I :Where I live biography WTS:</p> <p>Spaces between words are mostly used Can construct a basic sentence – not always accurately Names most of the letters of the alphabet in the correct order</p> <p>ARE:</p> <p>Forms most lower-case letters in the correct direction, starting and finishing in the right place</p>	<p>E: Narrative man on the moon WTS:</p> <p>Demonstrates some correct use of regular plural noun suffixes -s or -es</p> <p>ARE:</p> <p>Spells some common exception words correctly Some use of other end marks – exclamations and question marks may be evident</p> <p>Forms lower-case letters of the correct size relative to</p>	<p>E:Weather poem</p> <p>leaving spaces between words</p> <p>joining words and joining clauses using 'and'</p> <p>beginning to punctuate sentences using a capital letter and a full stop,</p> <p>using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p>	<p>E: Toys in space: character description</p> <p>WTS: Can construct a basic sentence – not always accurately Spaces between words are mostly used Checks writing makes sense through discussion with an adult or peer and makes changes with adult support</p> <p>ARE: Some use of adjectives to add detail may be evident</p>	<p>E: Australian Myth</p> <p>WTS: Spells words containing most of the 40+ phonemes already taught Most common exception words from the Year 1 curriculum are spelt correctly</p> <p>ARE: Uses regular plural noun suffixes -s or -es Knows how the prefix un- changes the meaning of verbs and adjectives Knows that suffixes can be added to verbs where no</p>	<p>I: Recount of trip to Warwick castle</p> <p>WTS: Demonstrates some correct use of capital letters for names or at the start of a sentence Uses full stops to demarcate some sentences Some attempts to write a sequence of events</p> <p>ARE: Spells words containing each of the</p>

Conway Curriculum Map 2024-2025

	<p>Capital letters and full stops are used correctly to demarcate sentences Uses capital letters for names and the personal pronoun 'I' Uses spaces between words</p>	<p>one another in some of their writing</p>	<p>GD: Checks writing makes sense independently and makes changes following re-reading and reflection</p>	<p>Compound sentences are used to join ideas with the conjunction 'and' Sentence structure is mostly accurate Adjectives GD: Words used in writing are carefully chosen Sentences are demarcated consistently with capital letters, full stops, exclamation marks and question marks as appropriate</p>	<p>change in the spelling of a root word is required e.g. helping, helper, helped GD: Writing demonstrates a growing awareness of the reader Joins some letters using the diagonal and horizontal strokes needed to join letters</p>	<p>40+ phonemes already taught Writes, from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Spells some common exception words correctly GD: Some use of complex sentences may be evident In non-narrative recounts, events are related with some detail and may also include a personal comment</p>
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		<p>I :Non chron – the history of bonfire night</p> <p>WTS: Spells words containing most of the 40+ phonemes already taught</p> <p>ARE: Knows that suffixes can be added to verbs where no change in the spelling of a root word is required eg helping, helper, helped</p> <p>Sentence structure is mostly accurate</p>		<p>E: Diary entry (toys point of view)</p>	<p>I: Planting- instruction writing</p>	<p>I: character description – make a new character for Zog</p> <p>WTS: Demonstrates some correct use of capital letters for names or at the start of a sentence Uses full stops to demarcate some sentences</p> <p>ARE: Spells words containing each of the 40+ phonemes already taught Writes, from memory, simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far Spells some common exception words correctly</p> <p>GD: Some use of complex sentences may be evident</p> <p>Checks writing makes sense independently and makes changes following re-reading and reflection</p>
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Conway Curriculum Map 2024-2025

Books	<p>F: In Every House, on Every Street (Jess Hitchman)</p> <p>F: Odd dog out (Rob Bidduph)</p> <p>NF: Marvellous Body: A Magic Lens Book (Jane Wilsher)</p>	<p>F: Man on the Moon</p> <p>F: Mixed (Arree Chung)</p> <p>NF: Short Histories: Mr Fawkes, the King and the Gunpowder Plot (Tom Bradman)</p>	<p>NF: Seasons come, Seasons go. Tree (Britta Teekentrup)</p> <p>F: Lila and the Secret of Rain (David Conway)</p> <p>F: The Great Explorer (Chris Judge)</p> <p>P: Out and about: A first book about Poems by Shirley Hughes</p>	<p>F: Toys in space (Mini Grey)</p> <p>F: The Journey Home</p> <p>NF: Toys and Games Then and Now (Robin Nelson)</p>	<p>F: Once Upon a Time... There Was a Thirsty Frog (DK, Aboriginal Australian myth)</p> <p>P: Rumble in the Jungle (Giles Andreae and David Wojtowycz)</p> <p>NF: First animal encyclopaedia</p>	<p>F: Zog (Julia Donaldson)</p> <p>NF: DK finds out! Castles</p> <p>P: The Knight with the Blazing Bottom (Beach)</p>
Year Two	Great Fire of London: History	The United Kingdom: Geography	The World we live in: Geography	Heroes through history	Chocolate	A Seaside Holiday
	<p>Pupils will learn about the Great plague and the key events during the GFOL. They will learn about Samuel Pepys and his diaries and how they are used to tell us details about the event. They will learn about how London changed following the fire and the influence of the architect Christopher Wren.</p>	<p>Pupils will learn about the UK, its countries and their capital cities. They will describe the position of these places using directional language. Pupils will learn to describe the key human and physical features of these places.</p>	<p>After a recap of Sparkbrook / Birmingham prior knowledge, pupils will go on to learn about the key human and physical features of a variety of locations around the world associated with the habitats of different animals. Pupils will have opportunities to consolidate their locational knowledge of the world.</p>	<p>Pupils will learn about Mary Seacole and Florence Nightingale and compare the lives of these historical heroes. Pupils will learn about life during these historical times and how it differs to today.</p>	<p>Pupils will look at the history of chocolate and find out where it originated from. They will then spend time looking at Bournville and the Cadbury family and the impact they had on the local area. Pupils will study the timeline of Cadbury chocolate.</p>	<p>Pupils will visit a sea-side area in the UK and research its physical and human features as well as weather patterns and climate. They will then compare this to a seaside holiday resort in a non-European country (Caribbean?). Pupils will design simple maps with keys of the different areas. How are these seaside resorts different to Sparkbrook?</p>
	Animals needs for survival/ Humans/ Materials		Plants (light and dark)/ Living things and their habitats		Plants (bulbs/seeds)/ Growing up/Wildlife	
Writing	: Diary linked to Pepys.	I: Factfile of UK	I: Animal non chron report	I: Biography about FN or MS	E: Narrative linked to Jack and the jelly bean stalk	I: Recount from trip to seaside

Conway Curriculum Map 2024-2025

	<p>WTS Uses capital letters sometimes correctly. Use full stops. Use spaces between word. First person ARE Writes about real events simply and clearly. Use past and present tense most correctly Expanded noun phrase</p>	<p>Intro- where it is, the countries in the UK, seas -each city to have subheadings Writes about real events Uses capital letters mostly correctly (Nouns) Question sentences co-ordination within sentences using or, and, or but commas in a list</p>	<p>Uses question marks sometimes correctly Uses some expanded noun phrases to describe and specify subordination Commas in a list</p>	<p>Writes about real events Uses some subordination within sentences using when, if, that, or because Uses apostrophe for possession ? Uses present and past tense mostly correctly and consistently.</p>	<p>Uses co-ordination within sentences using or, and, or but Uses some expanded noun phrases to describe and specify. Use the suffixes –er, -est and –ly to adjectives into adverbs. GD: Uses apostrophe for possession</p>	<p>Beginning to use commas to mark items in a list Writes about real events simply and clearly Contractions Exclamation sentence Uses apostrophe for possession Commas in a list Uses co-ordination within sentences using or, and, or but</p>
	<p>I E: Poster staying safe in living condition in London 1665 Considers what is going to be written before beginning. Command sentences Recap Year1 capital letters, full stops and finger spaces</p>	<p>E: Narrative linked to The Three Little wolves Writes coherent narratives about personal experiences and the experiences of others – either real or fictional Uses some expanded noun phrases to describe and specify.</p>	<p>I: Recount from the Zoo/Animal Man Writes about real events simply and clearly. Uses exclamation sentences Beginning to use commas to mark items in a list</p>	<p>E: My Hero poem (link to paramedic visit) Writes capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters Uses Full stops mostly correctly.</p>	<p>I: Instructions for baking cakes Beginning to use commas to mark items in a list Uses command sentences in their writing. Uses some subordination within sentences using when, if, that or, because</p>	<p>E: Seaside postcard from the lightkeeper Uses spacing between words that reflects the size of the letters . Planning and saying out loud what they are going to write.</p>

Conway Curriculum Map 2024-2025

		<p>Spells many common exceptions correctly.</p> <p>Considers what is going to be written before beginning.</p> <p>Use the suffixes –er, -est and –ly to adjectives into adverbs.</p> <p>co-ordination (using or, and, but so)</p> <p>past tense</p>	<p>Uses some subordination within sentences using when, if, that or, because</p>	<p>Coordination – focus on and/ but</p> <p>Alliteration</p>	<p>Use the suffixes –er, -est and –ly to adjectives into adverbs.</p>	<p>Contractions</p>
	<p>E: Setting description</p> <p>WTS Uses capital letters sometimes correctly.</p> <p>Use full stops.</p> <p>Use spaces between word</p> <p>ARE</p> <p>Uses statements in their writing.</p> <p>Uses some expanded noun phrases to describe and specify.</p> <p>Commas in a list</p>	<p>E: Character description</p> <p>Uses some expanded noun phrases to describe and specify.</p> <p>Uses capital letters sometimes correctly.</p> <p>Uses some subordination within sentences using when, if, that or, because</p>		<p>E: Character description - create a new hero (link to art)</p> <p>Uses some expanded noun phrases to describe and specify.</p> <p>Uses capital letters sometimes correctly.</p> <p>Uses some subordination within sentences using when, if, that or, because</p> <p>Uses apostrophe for possession</p>	<p>I: John Cadbury Biography</p> <p>Considers what is going to be written before beginning.</p> <p>Uses some subordination within sentences using when, if, that, or because</p> <p>Writes about real events.</p> <p>Uses present and past tense mostly correctly and consistently.</p>	<p>I: Brochure from a seaside area</p> <p>Uses co-ordination within sentences using or, and, or but</p> <p>Uses questions in their writing.</p> <p>Uses exclamation sentences in their writing</p>
<p>Books</p>	<p>F: Toby and The Great Fire of London (Margaret Nash)</p> <p>NF: The Great Fire of London (Sally Hewitt)</p>	<p>F: The three little wolves and the Big Bad Pig (Eugene Trivizas)</p>	<p>NF: The Most Animal of them all (Penny Worms)</p> <p>F: Jungle Book or Winter Sleep (Sean Taylor and Alex Morss)</p>	<p>F: The Proudest Blue (Ibtihaj Muhammad and S.K. Ali)</p> <p>NF: Hoorah for Mary Seacole (Trish Cooke)</p>	<p>F: Jack and the Jelly Bean Stalk (Rachael Mortimer)</p> <p>F: Charlie and the Chocolate Factory (Roald Dah)</p>	<p>F: Katie Morag: Island stories</p> <p>F: The Lighthouse keepers Lunch</p> <p>P: A first book of the sea</p>

Conway Curriculum Map 2024-2025

		F: Paddington Bear and the Grand Tour: Tour London (Michael Bond) P: All aboard the London Bus (Patricia Toht) NF: The United Kingdom (Info Buzz).	P: Perfectly peculiar pets (Ellie Woodllard)		NF: Seed to Plant (Kristein Baird Rattani) P: Chocolate cake (Micheal Rosen)	(Nicola Davis)
Year Three	Stone Age to the Iron Age	Mountains x 2 weeks Natural disasters: Saving the planet		Ancient Greece	Our City - Birmingham	The Romans
	Pupils will study the changes that happened in Britain from the Stone age through to the iron age, paying particular attention to the advancements in civilisation.	Linked to science, pupils will study an mountainous area in Lyme Regis and will discover how the physical geography of the area. Pupils will learn about volcanoes, earthquakes and other natural disasters that are having a devastating impact on our planet. They will learn about the devastating effects that natural disasters have on economic activity and the distribution of natural resources. Pupils will find the location of the natural disasters they study and will find out if there are similarities in the key human and physical features where similar natural disasters occur.		Pupils will explore the Ancient Greeks and the enormous advancements in technology, mathematics, art, politics and architecture that happened during the period. Pupils will compare the lives of in particular with politics and science. Pupils will look at differing lives of the Spartans and the Athenians as well as the wealthy slave owners and the slaves.	In this unit pupils will learn about the human Geography of Birmingham. They will learn about the amazing canal system and how it was used to trade, transport goods and natural resources. They will learn about the types of settlements in Birmingham. Pupils will visit the city centre to use fieldwork to observe and map the key features including the back to back houses.	Pupils will learn about the Roman Empire and its impact on Britain. They will learn about the Roman advancements to civilisation. They will learn about Julius Caesar, Hadrian’s wall, Boudicca and the end of the Roman Empire.
White Rose Science	Skeletons/Movement (1 week)/ Nutrition and diet/Food waste (1 week)/ Rocks		Fossils/Soil/ Light		Plants/ Forces/ Magnets/ Biodiversity (1 week)	
Writing	E: Stone Age Boy setting description	E : Poetry (linked to Fast food) A or an	I: Report on a natural disaster - Present as a news reporter to the class. Past tense verbs	E: Narrative based on Greek Mythology	E: Narrative linked to Sherlock Holmes (Birmingham author)	I: Fact file double page on The Romans Facts

Conway Curriculum Map 2024-2025

	<p>Writing to Entertain: setting description based on the narrative – Stone Age boy (Diary)</p> <p>Expanded noun phrases, prepositions, conjunctions,</p>	<p>Expanded noun phrases</p> <p>Rhyming couplets</p> <p>Homophones</p> <p>Contractions</p>	<p>Third Person</p> <p>Inverted commas</p> <p>Simple and compound sentences</p> <p>Fronted adverbials</p> <p>Heading</p> <p>Subheading</p> <p>Introduction</p> <p>Paragraphs in chronological order</p> <p>Conclusion</p>	<p>Paragraphs</p> <p>Expanded noun phrases</p> <p>Third person</p> <p>Simple and compound sentences</p> <p>adverbs</p>	<p>Paragraphs around a theme</p> <p>Adverbs</p> <p>a/an</p> <p>prepositions</p> <p>Inverted commas</p>	<p>Headings and subheadings</p> <p>Paragraphs around a theme</p> <p>Simple and compound sentences</p>
	<p>I : Diary entry from stone age child-use key facts from history</p> <p>Time conjunctions, verb tenses, pronouns, adverbials of time</p> <p>Expanded noun phrases. Revise use of apostrophes for contractions (Y2)</p> <p>Use a dictionary to find the meaning of words.</p>	<p>P: Writing to persuade about healthy eating (letter to the headteacher)</p> <p>Adverbs</p> <p>Time, place, and cause</p> <p>Conjunctions</p> <p>Commas to separate items in a list</p> <p>Paragraphs</p>	<p>I: Biography</p> <p>Past tense verbs</p> <p>Expressing Time using conjunctions</p> <p>Expressing Cause using conjunctions</p> <p>Third person pronouns</p> <p>Heading</p> <p>Subheading</p> <p>Paragraphs</p>	<p>I : Leaflet about ancient Greece</p> <p>Facts</p> <p>Commas in a list</p> <p>A or an</p> <p>Headings and subheadings</p> <p>Connjunctions</p> <p>Main clause/subordinate clause</p> <p>Rhetorical questions</p>	<p>I: Recount (visit around Birmingham town centre)</p> <p>Simple and compound sentences</p> <p>Fronted adverbials</p> <p>Paragraphs</p> <p>Contractions</p> <p>Headings/subheadings</p> <p>Commas in a list</p>	<p>E: Letter to Apollo (brother) from Illiona</p> <p>Contractions</p> <p>Conjunctions</p> <p>Rules of a letter</p> <p>Inverted commas</p> <p>Commas in a list</p>
	<p>E: Postcard – from the Stone Age (stuck in the past)</p> <p>Informal language</p> <p>Contractions</p>	<p>E Charater description -Anzo</p> <p>Adjectives</p> <p>Adverbs</p> <p>Expanded noun phrases</p> <p>Paragraphs</p>	<p>I: How volcanoes are formed</p> <p>Paragraphs</p> <p>Headings</p> <p>Sub-headings</p>	<p>P:Travel brochure</p> <p>Features</p> <p>Headings/subheadings</p> <p>Paragraphs</p> <p>Captions for pictures</p>	<p>P: Speech by the Mayor of Bham – persuade people to visit Birmingham</p> <p>1st person</p> <p>Noun phrases</p> <p>A, an</p>	

Conway Curriculum Map 2024-2025

	Commas in a list A or an Inverted commas	conjunctions	Use of capital letters, full stops sentences with different forms: statement use of rhetorical questions co-ordination (using or, and, but) fact or opinion	Contact details Grammar expanded noun phrases Rhetorical questions Conjunctions – to add detail and interest in sentences Persuasive language	Paragraphs Commas in a list	
Books	NF: The secrets of Stonehenge (Mick Manning & Brita Granstrom) F: Stone Age Boy (Satoshi Kitamura)	F: Iron man F: Giant (Kate Scott) P: Fast Food (Michael Rosen)	NF: Earth Shattering Events F: Stone Girl, Bone Girl (Laurence Anhalt)	F: The orchard book of Greek myths (Emma Chichester Clark) P: Falling put the Sky: Poem abouts Myths and Monsters	F: Sherlock Holmes collection – Birmingham Author Sir Author Conan Doyle P: Funky Chicken (Benjamin Zephan)	F: Roman diaries: The journal of Ilona NF: Everything Romans in Britain (National Geographic Kids)
Year Four	Crime and Punishment	Europe	Anglo-Saxons	The Vikings	Raindrops to rivers	
	In this unit pupils will learn about how crime and punishment has changed from 1066 to today. Pupils will learn about the different time periods.	Pupils to go on a journey through Europe learning locational knowledge of the different countries and their environmental regions. They will then conduct a detailed geographical study of an area in France (Paris?) looking at the key human and physical geographical features of the area.	Pupils learn that the Anglo Saxons and the Scots settled in Britain at the end of the Roman Empire. Pupils will find out about invasions, settlements and village life. They will learn about art, culture and religion.	Pupils will learn about raids and invasions, Alfred the Great and Athelstan. They will learn about law, justice and Danelaw. Finally they learn about Edward the Confessor and his death leading to the Battle of Hastings in 1066.	Pupils start the unit by learning about the water cycle. They then go on to study the rivers and major lakes of the world. They will use locational knowledge to locate the rivers and find out about the key topographical features. Pupils will use fieldwork to investigate real rivers to see their features within the environment.	
	Group and classify living things/ Biology (1week)/ State of Matter		Sound/Biology (1 week)/ Electricity/ Energy (1 week)		Biology/ Habitats/ Deforestation/ The digestive systems/ Food Chains	

Conway Curriculum Map 2024-2025

Writing	<p>I: News article reporting on a crime in one of the time periods learned about</p> <p>Uses paragraphs to group related material.</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Uses adverbs and prepositions mostly accurately.</p> <p>Spells some words correctly (Y3 and Y4)</p> <p>Paragraphs are used to signal a change in event, time or place.</p> <p>Use inverted commas to indicate direct speech.</p>	<p>E: Poetry (sound collector)- link to sounds of Paris</p> <p>Uses standard English forms for verb endings.</p> <p>Spells some words correctly (Y3 and Y4)</p> <p>Uses fronted adverbials.</p> <p>Uses a comma after a fronted adverbial.</p> <p>Horizontal and diagonal strokes are used to join letters as appropriate.</p>	<p>E: Character description of the Sea Hag in Beowulf (before battle)</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Uses fronted adverbials.</p> <p>Uses a comma after a fronted adverbial.</p> <p>Spells some words correctly (Y3 and Y4)</p> <p>Similes</p>	<p>E: Pupils to write their own Viking Saga</p> <p>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>using conjunctions, adverbs and prepositions to express time and cause using fronted adverbial using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns</p> <p>speech marks</p>	<p>I: Water cycle informative diagram</p> <p>Uses paragraphs to group related material.</p> <p>Words are mostly selected deliberately and carefully, including specific and technical vocabulary</p>	<p>E: Letter written by toad when he goes to prison</p> <p>Expresses time, place and cause using conjunctions.</p> <p>Paragraphs are used to signal a change in event, time or place.</p>
	<p>E: Narrative linked to Class text</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>Spells some words correctly (Y3 and Y4)</p> <p>Horizontal and diagonal strokes are used to join letters as appropriate.</p>	<p>I: Atlas pages about Europe</p> <p>Proof-reads for spelling and punctuation errors</p> <p>Understands the difference between apostrophes used for contraction and those used for possession</p> <p>Spells some words correctly (Y3 and Y4)</p>	<p>E: Narrative linked to the Beowulf story</p> <p>In narratives, creates settings and characters and plot.</p> <p>Use inverted commas to indicate direct speech.</p>	<p>I: Diary of a Viking warrior</p> <p>In narratives, creates settings and characters and plot.</p> <p>Uses fronted adverbials.</p> <p>Uses a comma after a fronted adverbial.</p>	<p>P: speech -persuade people to use water sparingly</p> <p>Accurate speech punctuation, including commas for the reported clause, are used accurately.</p> <p>Proof-reads for spelling and punctuation errors</p>	<p>E: Setting description based on the Wind in the Willow</p> <p>Adjectives are sometimes modified for emphasis.</p> <p>In narratives, creates settings and characters and plot.</p>

Conway Curriculum Map 2024-2025

Books	<p>In narratives, creates settings and characters and plot</p> <p>Writes from memory, simple sentences dictated by the teacher</p> <p>Proof-reads for spelling and punctuation errors</p>	<p>Words are mostly selected deliberately and carefully, including specific and technical vocabulary</p>				<p>Spells some words correctly (Y3 and Y4)</p> <p>Horizontal and diagonal strokes are used to join letters as appropriate.</p>
	<p>P: Letter to Queen Victoria asking the Queen to abolish public executions</p> <p>Pronouns are sometimes used to avoid repetition</p> <p>Some evidence of standard English forms used for verb endings</p> <p>Spells some words correctly (Y3 and Y4)</p> <p>Horizontal and diagonal strokes are used to join letters as appropriate</p> <p>Uses standard English forms for verb endings</p>			<p>I: News Report on invasions- Children to perform and broadcast this as a News Reader</p>		
	<p>F: Charles Dickens children’s collection – Oliver Twist Adapted by Phillip Gooden</p> <p>Crime and Punishment in Britain by Ann Rooney</p>	<p>F: Rooftoppers by Katherine Rundell</p> <p>F: Peril in Paris</p> <p>P: Sound Collector</p>	<p>F: Beowulf by Michael Morpurgo</p> <p>NF: Everything: Anglo-Saxons: Unearth history with facts, photos and fun! (National Geographic Kids)</p>	<p>F: How to Train Your Dragon by Cressida Cowell</p> <p>NF: DKFindout! Vikings</p>	<p>NF: Water cycles. The story of life from start to finish. (DK lifecycles)</p> <p>P: Once Upon a Raindrop: The Story of Water Book by James Carter</p>	<p>F: The Wind in the Willows Novel by Kenneth Grahame</p>

Conway Curriculum Map 2024-2025

	F: The Highwayman (Oxford Children’s Classic) by Alfred Noyes Dick Turpin					
	I have a dream	Stratford	The Tudors	The World from above	An Amazon Rainforest	The Golden Age
Year 5	Pupils will research human rights throughout history focussing on the slave trade, apartheid and finally making comparisons with modern day racism. Pupils will consider how we can make the world a fairer place for future generations.	Pupils will study Stratford – an area in close proximity to Sparkbrook, but with contrasting physical and human geographical features. Pupils will study maps and find landmarks using grid references and compasses. Pupils will use fieldwork and other sources to find out about the area in detail. They will make comparisons both with Sparkbrook and Paris.	Pupils will learn about life and times in Tudor England and the changes that took place with the various monarchs. They will learn about Tudor life, crime and punishment, and religion.	Pupils will learn about our planet as seen from above. They will recap the continents and learn about the hemispheres, key lines of latitude and longitude. They will recap how the poles affect compasses. Pupils will find out about how they can look after our planet for future generations	Pupils will recap their knowledge of the tropics and locate the rainforests of the world. They will then spend time learning about the Amazon rainforest in South America. They will learn about the human and physical geographical features and then compare to an area in the UK.	Pupils will learn about early Islamic civilisation. They will study Baghdad. Pupils will find out about how this civilisation began and the changes that occurred during this time. They will focus on religion, way of life, trade and settlements.
	Forces/ Space/ Global warming		Properties of materials/ Animals including humans/ Life cycle		Reproduction/ Reversible and irreversible changes/ Plastic pollution.	
Writing	E: Setting description conditions on a slave ship - Uses commas for lists (nouns and adjectives) mostly accurately (expanded noun phrases) -Setting descriptions are sometimes used to create atmosphere - Describes settings, characters and atmosphere	D: Comparison Life in Sparkbrook compared to life in Stratford. Which is better? Balanced argument Can use ! ? , accurately	I: Factfile about the Tudor life Is beginning to use bullet points, numbered lists and subheadings to guide the reader -Uses further organisational and presentational devices to structure text and guide the reader	E:Narrative based on George’s Secret Key to the Universe Uses relative clauses - Can use a variety of punctuation accurately such as , ! “ ‘ ? - Links ideas across paragraphs using adverbials of time - Uses dialogue in writing	I: Non chron report The layers of the Amazon, plants and animals -Is beginning to use bullet points, numbered lists and subheadings to guide the reader Uses further organisational and presentational devices	E: Narrative based on the Golden Horseman of Baghdad text - Uses relative clauses -Uses commas for embedded clauses - Can use a variety of punctuation accurately such as , ! “ ‘ ? - Links ideas across paragraphs using adverbials of time - Uses dialogue in writing

			- Colon used to introduce a list		to structure text and guide the reader - Colon used to introduce a list	
	D: Is it right that Nelson Mandela become the president? Yes – ended apartheid No – violet criminal Can use ! ? , accurately -Indicate degrees of possibility using adverbs or modal verbs	The narrative of a part of 12 th night (told as a story rather than a play)	E: Character description of Henry VIII Uses commas for lists (nouns and adjectives) mostly accurately (expanded noun phrases) -In narratives, characters are developed with action and description	I: Newspaper article- Landing on the moon event Uses further organisational and presentational devices to structure text and guide the reader -Uses relative clauses -Uses brackets correctly in most writing	P: Letter to the Brazilian government about deforestation Uses further organisational and presentational devices to structure text and guide the reader -Indicate degrees of possibility using adverbs or modal verbs -Uses brackets correctly in most writing	I: Report Islamic civilisation – In form of a PowerPoint presentation Uses further organisational and presentational devices to structure text and guide the reader -Uses brackets correctly in most writing -Uses relative clauses - Colon used to introduce a list
	P: I have a dream speech Indicate degrees of possibility using adverbs or modal verbs		I: Biography about the royal family during the Tudors -Uses devices to build cohesion within a paragraph - Links ideas across paragraphs using adverbials of time - Uses relative clauses	P: Job application form to be taken into space <ul style="list-style-type: none"> Using commas to clarify meaning or avoid ambiguity in writing Use of relative clauses, modal verbs 	E: Diary based on The Explorer Uses devices to build cohesion within a paragraph -Links ideas across paragraphs using adverbials of time -Uses brackets correctly in most writing	

Conway Curriculum Map 2024-2025

Books	<p>F: Journey to Jo'burg: A South African Story (Beverley Naidoo)</p> <p>NF: I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (Christina Lamb and Malala Yousafzai)</p> <p>P: The Undefeated (Kwame Alexander and Kadir Nelson)</p>	<p>F: Shakespeare play (twelfth night or taming of the shrew)</p>	<p>F: Honesty and lies</p> <p>NF: Tudors (DK)</p>	<p>F: George's Secret Key to the Universe (Stephen Hawking and Lucy Hawking)</p> <p>NF: A Galaxy of Her Own: Amazing Stories of Women in Space (Libby Jackson)</p> <p>F: The Last Whale (Chris Vick)</p> <p>P: Spaced out (Brain Moses and James Carter)</p>	<p>F: The Explorer Book (Katherine Rundell)</p> <p>F: Greta and the Giants: Inspired by Greta Thunberg's Stand to Save the World by Zoë Tucker</p> <p>P: Poems from a green and blue planet (Sabrina Mahfouz)</p>	<p>F: The Golden Horsemen of Baghdad (Saviour Pirotta)</p>
Year Six	Industrial Revolution (Tolkein's Birmingham)	From Syria to Britain (Refugees- Boy at the back of the class)	WW2 History	Galapagos	Ancient Egypt	Geography Skills
	Living things and habitats/ electricity/ sustainability		Light/sustainability/ The circulatory system/ Diet, drugs and lifestyle		Variation/ Adaptations/fossils	
	<p>Pupils will learn about the changes that took place in Britain, especially Birmingham, during the Industrial Revolution. They will explore the growth of Birmingham, including industrialisation and immigration and learn about influential individuals from the area at this time.</p>	<p>Pupils will base this unit on the story of the boy at the back of the class. They will plot out the journey that the key character and his family take on maps. It will be an opportunity to consider key arguments surrounding immigration. Pupils will consider settlement, land use and natural resources in the contrasting countries and consider why it was</p>	<p>Pupils will learn about this significant turning point in British history. They will consider the events leading up to WW2, key events during the war, and the lasting message it gives us. Pupils will learn about rationing and evacuees. Pupils will learn about the diversity within the armed forces at the time.</p>	<p>Pupils will study these small islands off the coast of South America and find out about the unique eco systems. They will explore just how different this place is to Europe and the UK. Pupils will learn about the key physical and human features and make links to the evolution and inheritance unit being</p>	<p>Pupils will learn about this ancient civilisation. They will learn about what life was like for the different classes in society, the belief system and amazing engineering feats of the time. Pupils will consider Egyptian representation in literature and consider its accuracy.</p>	<p>This will be an opportunity for pupils to consolidate their compass, mapwork and fieldwork skills that have developed over KS2. Pupils will try orienteering and design treasure hunting maps with the 8 compass points. They will design sophisticated local area maps with keys.</p>

		important that the journey was made, no matter how risky.		studied in science at the time.		
	Living things and their habitats/ Electricity		Light/ Light pollution (1 week)/ The circulatory system/ Diet, drugs and lifestyle		Variations/ Adaptations/ Fossils	
Writing	<p>E: Character description – linked to one of the key characters from Street Child</p> <p><i>In narrative, describes characters. Use verb tenses consistently and correctly throughout the writing</i></p> <p><i>Use devices: Pronouns</i></p> <p>Clause structures</p> <p>Published</p>	<p>D: Everyone should have the right to enter in the UK. Balance argument</p> <p>Discussion on key arguments surrounding immigration For and against</p> <p><i>Writing is appropriate for the intended audience</i></p> <p>Paragraphs</p> <p><i>Simple devices to structure the writing</i></p> <p>Modal verbs</p> <p>Conjunctions</p> <p>Pronouns</p> <p>Synonyms</p> <p>Published</p>	<p>E: Diary of a WW2 child being evacuated</p> <p>Published</p> <p>Pronouns</p> <p>Punctuation</p> <p><i>Describe settings, characters and atmosphere</i></p> <p>Adverbials</p> <p>Contracted forms</p>	<p>E: Narrative linked to Galapagos Islands from Darwin’s dragons.</p> <p><i>Inverted commas</i></p> <p>Paragraphs</p> <p>Verb tenses</p> <p>Clauses</p> <p>Adverbs</p> <p>Prepositional phrases</p> <p>Contracted forms</p> <p>Expanded noun phrases</p> <p><i>Describes settings, characters and atmosphere</i></p> <p>Sentence structure</p> <p>Verb forms for meaning and effect GD</p> <p><i>Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. GD</i></p>	<p>I: fact file about Ancient Egypt.- Documents for an Egyptian exhibition</p> <p><i>Sentence structure GD</i></p> <p><i>In non-narrative, uses simple devices to structure the writing to support the reader.</i></p> <p>Passive verbs</p> <p>Modal Verbs</p> <p>Pronouns</p> <p><i>Adverbials of time and place</i></p> <p>Appropriate register</p>	<p>D: Balanced argument on social media (For and against)</p>
	<p>E: Setting description Based on Street Child</p> <p><i>Adverbials of time and place</i></p> <p>Synonyms</p>	<p>E: Narrative linked to the journey of the Main character travelling from Syria to England</p>	<p>E: Poetry about WW2</p> <p><i>Selects vocabulary and grammatical structures</i></p>	<p>P: Write a persuasive letter to Queen Victoria asking her to release the dragons.</p>	<p>I: News article about a significant event in ancient Egyptian history, such as the discovery of a</p>	<p>I: need to add in a information piece</p>

	<p>Clause structures</p> <p><i>In narrative, describes settings and atmosphere.</i></p> <p>Published</p>	<p><i>Inverted commas</i> <i>Paragraphs</i> <i>Verb tenses</i> <i>Clauses</i> <i>Adverbs</i> <i>Prepositional phrases</i> <i>Contracted forms</i> <i>Expanded noun phrases</i> <i>Describes settings, characters, and atmosphere</i> <i>Sentence structure</i></p> <p>Published</p>	<p><i>Uses a range of devices to build cohesion</i></p> <p><i>Writes effectively for a range of purposes and audiences</i></p> <p><i>Verb forms for meaning and effect GD</i></p> <p><i>Drawing independently on what they have read as models for their own writing. GD</i></p>	<p><i>Contractions</i> <i>Rhetorical questions</i> <i>Purpose</i> <i>Modal verbs</i> <i>Conjunctions</i> <i>Pronouns</i> <i>Synonyms</i> <i>Selects vocabulary that reflect what the writing requires.</i></p> <p><i>Purpose GD</i> <i>Register GD</i></p> <p><i>Writes effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing. GD</i></p>	<p>new tomb or a pharaoh's coronation.</p> <p><i>Sentence structure GD</i> <i>In non-narrative, uses simple devices to structure the writing to support the reader.</i> <i>Passive verbs</i> <i>Modal Verbs</i> <i>Pronouns</i> <i>Adverbials of time and place</i> <i>Appropriate register</i></p>	
	<p>l: Biography on Barnardo</p>		<p>l: Propaganda style speech to persuade people to join the war campaign</p> <p><i>Contractions</i> <i>Rhetorical questions</i> <i>Purpose</i> <i>Modal verbs</i> <i>Conjunctions</i> <i>Pronouns</i> <i>Synonyms</i> <i>Selects vocabulary that reflect what the writing requires.</i></p>			

Conway Curriculum Map 2024-2025

Books	F: Street Child (Berlie Doherty)	F: The Boy At the Back of the Class (Onjali Rauf) F: The Arrival (Shaun Tan)	F: Goodnight Mister Tom (Michelle Magorian) Nf: Woeful Second World War (Terry Deary) P: What are we fighting for? (Brain Moses and Roger Stevens)	F: Darwin's Dragons (Lindsay Galvin)	F: Secrets of the Sun King (Emma Carol)	
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Entertain	
Inform	
Persuade	
Discuss	

