

Evergreen English Curriculum Overview

Hazel A	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	Memory Box	The Enchanted Wood	Moon Zoom	Splendid Skies	Dinosaur Planet	Paws, Claws and Whiskers
Core Text Class Focused Reading Books	Peepo: by Janet and Allan Ahlberg. My Grandpa is Amazing: By Nick Butterworth. My Grandma is Wonderful: By Nick Butterworth. The Paper Dolls: By Julia Donaldson Grandpa by John Burningham	Stick Man by Julia Donaldson The Gruffalo by Julia Donaldson Hansel and Gretel by Brothers Grimm The Dawn Chorus by Suzanne Barton (NF) Fact Cat Woodland by Izzi Howell. (NF) Welcome to the Woodland by Ruth Owen	Q Pootle 5 By Nick Butterworth. Man on the Moon (a day in the life of Bob) by Simon Bartram Here come the Aliens by Colin McNaughton Beegu by Alexis Deacon (NF) Outer Space (Little Explorers by Ruth Martin (NF) Space First Fabulous Facts	The Boy Who Lost his Bumble by Trudi Esberger The Cloud Spotter by Tom McLaughlin Lila and the Secret of Rain by David Conway and Jude Daly Blown Away by Rob Biddulph (NF) How the Weather Works (NF) First Facts Seasons by DK	Where the Wild Things Are by Maurice Sendak Bumpus Jumpus Dionsaurumpus By Tony Mitton and Guy Parker-Rees Dinosaur Poo By Andrew Weale and Joelle Preidemy The Dirty Great Dinosaur by Martin Waddell and Leonie Lord (NF) The Fossil Girl by Catherine Brighton (NF) Dinosaurs (DK First Facts) Childrens Encyclopaedia of Dinosaurs.	The Tiger Who Came to Tea by Judith Kerr Alan’s Big Scary Teeth by Jarvis Welcome to the Zoo by Alison Jay The Lion Inside by Rachel Bright The Hodge-Heg by Dick King-Smith (NF) Tigers Usborne Beginners by James Maclaime (NF) Children’s Picture Atlas of Animals, Usborne
Poetry (Analyse, Perform, Create)	Her hands: by Maggie Pitman. Silent, Strong Dad: By Karen K. Boye	The Forest by Annette Wynne Hurt No Living Thing. By Christina Rossetti	The Moon by Robert Louis Stevenson. One Day I’ll be by James McDonald	Frost by Valerie Bloom A Beautiful Day by Frances Duggan	Dinosaur Bones by Carl Sandburg Don’t Ever Feed a Dinosaur By Baudelaire Jones	Recipe to make a wolf by Pie Corbet Jumbo Jet by Spike Milligan
Intervention	Wordsmith Fiction Unit 1:1 Wordsmith Non-Fiction Unit 1:1 Wordsmith Poetry Unit 1:1		Wordsmith Fiction Unit 1:2 Wordsmith Non-Fiction Unit 1:2 Wordsmith Poetry Unit 1:2		Wordsmith Fiction Unit 1:3 Wordsmith Non-Fiction Unit 1:2 Wordsmith Poetry Unit 1:3	
Writing Outcomes	Writing Recounts Sharing a diary entry Creating rhymes and mnemonics Writing descriptions Creating an information text	Recounts Information texts Letters Lists and instructions Nursery rhymes and poems	Posters Character descriptions Non-chronological reports Adverts	Recounts Poetry Lists and instructions Postcards Chronological report	Fact files Poetry and riddles Non-chronological reports Narrative Writing for different purposes	Recounts Fables Booklets and lists Instructions Narratives
Enrichment Writing Opportunities	Write a recount of a family moment such as a holiday, trip or visit from a family member. Write a diary entry regarding time spent with family; Rhymes and mnemonics about key	Write a simple recount of what was found on a mini beast hunt or den building session? Create an information text to outline the features of a bug, animal or a fictional woodland creature.	Make a wanted poster for the capture of an escaped Alien who crashed on Earth. Write a character description of an Alien who has become a friend	Write a recount of a very stormy day and the damage it has caused, write a recount of a day where it snowed or where it was so hot that you had to have a water fight. Write a weather poem or	Write a dinosaur fact file sharing all the right prehistoric information; Write your own dinosaur poem and dinosaur riddles. Create a non-chronological report of a dinosaur visit	Write your own recount about a visit by an animal to your house. Create your own fable about an animal in the jungle or in the forest or in the sea.

	family members. Write a description of a family member; Write an information text about how to survive a visit from an annoying relative.	Write a letter from a fictional woodland creature to another fictional character inviting them to party or meeting or write a letter to save the woods from an evil Head Teacher who wants to knock them down! Make a list of items needed to build a shelter and include instructions on where and how to build a shelter in the woods. Write your own nursery rhyme or poem in the style of a well-known version.	after it has landed on Earth. Write a non-chronological report about Alien space craft spotted in the sky or about a space rocket just built for the British Space Agency the BSA reports. Create and make a TV advert for travelling to and taking a holiday on a moon base or on a floating, orbiting station. Make an advert for a holiday in space. Write a science fiction story about an Alien invasion or a trip to a distant planet by Humans.	a poem about the seasons. Write a list of things to take on a beach holiday or items you need to keep warm on a wintery day. Write instructions on how to make your own weather station to catch rain fall and monitor temperatures. Write some postcards from a place of beauty or from a holiday in the UK or abroad. Write a chronological report on the weather and its impact on a sporting event or on the local area, such as flooding.	or about the finding of new and strange dinosaur bones. Create a dinosaur character and write a simple narrative about it, try writing it as a superhero, or as a dinosaur police detective	Design and write an information booklet about an animal that interests you. Write instructions on how to care for your animal at home or at work. Write a simple story about a day in the life of a Zoo Keeper.
Opportunity for Speech and Language	Tell your class about a relative, it might be a grandparent, a cousin, an aunty or uncle. What makes them special, what do you do with them, what do they inspire in you?	The Head Teacher wants to knock down the woods next to school and build a new classroom. Pretend half the class are supporting the Head Teacher, the other half want to save the woods. Put across your reasons for knocking down the wood or keeping the woods. Pretend that you are on a discussion show on the BBC	Make a TV Advert to advertise a holiday that people can take on a new moon base or on a new orbiting space station.	Share and perform your weather poem to an audience made up of children at school. Begin by sharing what your favourite animal is and why.	Create and present your own version of a TV documentary on the life and times of a dinosaur	Protect the tigers, stop killing sharks, save the whale. Deliver a campaign speech to tell others about your cause to stop harming animals and their habitats
Grammar & Punctuation Intervention support with Wordsmith Grammar and Punctuation Termly Units. Adaptations made in line with assessment data, gaps in learning and developmental need.	Capital letters and full stops Past tense – Traditional story openings Adjectives – describing a story character Using ‘and’ Coordination in sentences Noun phrases	Revise capital letters and full stops exclamation marks question marks Ask questions about what needs to change. Using capital letters for the names of people, places, days of the month/ week and the pronoun ‘I’ Sentence forms: Statement Link to the text	Capital letters and full stops Conjunctions Factual writing. Vocab Sentence types Clear and concise statements to convey information. Adverbs	Contractions/ apostrophes The possessive apostrophe Story telling language. Time conjunctions	Noun, Verbs, Adverbs, Adjectives Proper nouns/ capital letters Sentence types Past tense/ present tense including –ed suffix rules Apostrophes/ commas Conjunctions	Noun, verb, adjective Commas in lists and sentences Comparative and superlative adjectives Past tense Expanded noun phrases Apostrophes for contraction Speech in narrative

<p>Phonics</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Set 2 sounds</p>	<p>Set 2 sounds</p>	<p>Phonics: ea, oi Phonics: a-e, i-e, o-e, u-e Phonics: aw, are Phonics: ur, er, ow Phonics: ai, oa, ew Phonics: ire, ear, ure</p>	<p>Phonics: ay, ai and a-e Phonics: ee, ea Phonics: l, igh, i-e, ie, y Phonics: ow, o, oa, o-e Phonics: oo, ew, u-e</p>	<p>Phonics: au, ph, qu Phonics: ir, ur, er Phonics: ir, ou, oy Phonics: air, ar, or, Phonics: ea, oi</p>	<p>Phonics: tion, tious, cious Phonics: a-e, i-e, o-e, u-e Phonics: l, igh, i-e, ie, y Phonics: ow, oo, oo Phonics: aw, are Phonics: ay, ai, a-e Phonics: ire, ear, ure</p>
<p>Spelling</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Double consonants Division of words by syllables -tch and ch v sound at end of words Adding s and es to words</p>	<p>Adding ing after a double consonant Adding the suffix -ing to words ending in e Adding ed Where we double up the consonant then add ed adding ed y for an i Spellings: adding ed/ ends in e so just add d Words ending in er The ge, dge sound Spellings: Adding ing where double consonant</p>	<p>The -ge sound spelt with g/j Soft C The s sound spelt c before e. i and y The n sound spelt kn and gn at the beginning of words The r sound spelt wr at the beginning of words The l sound spelt -le at the end of a word The l sound at the end of a word spelt -el</p>	<p>The l sound spelt -al at the end of a word The igh sound at the end of a word spelt -y Adding es to the end of a noun or verb ending in y changes to i and add es Adding -er, -ed -ing -est to a root word ending in y with a consonant before it Adding -er, -ed -ing -est to a root word ending in -e with a consonant before it</p>	<p>Drop the e add the suffix er est Double the consonant before adding the suffix The or sound spelt a before l and ll The 'u' sound spelt 'o'</p>	<p>The 'ee' sound spelt 'ey' The 'o' sound spelt a after w and qu The 'ur' sound spelt or Suffixes -ment / -ness (exceptions: argument and root words ending in y with a consonant before but only if the root word has more than one syllable) Words ending in 'tion' Homophones and near homophones Contractions The 'ju' sound spelt s</p>

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	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	Land Ahoy	Towers Tunnels and Turrets	Street Detectives	Wriggle and Crawl	Muck Mess and Mixers	Bounce
Core Text Class Focused Reading Books	The Troll by Julia Donaldson. Pirates Love Underpants by Claire Freedman The Great Cheese Robbery by Chris Mould The Pirate Cruncher by Jonny Duddle (NF) Big Machines Float by Catherine Veitch	Sir Scallywag and the Battle of Sticky Bottom by Giles Andreae The Worst Princess by Anna Kemp Sir Lilpad by Anna Kemp The Tunnel by Anthony Browne (NF) Lets Build a House by Mick Manning and Brits Granstrom (NF) See Inside Castles by Katie Daynes	The Elves and the Shoemaker by Various Little Red Riding Hood by Various. On the Way Home by Jill Murphy The True Story of the Three Little Pigs By Jon Scieszka The Three Little Pigs Architectural Tail by Steve Guarnaccia (NF) Homes in Your Local Area by Ruth Thompson (NF) Our Local Area by Louise Spilsbury	The Bug Collector by Alex G Griffiths. Twist and Hop Mini Beast Bop by Tony Mitton Aaaarrggghhh Spider by Lydia Monks (NF) Bugs, Bees and other Buzzy Creatures by DK (NF) Classification: Focus on Insects by Stephen Savage	The Magic Porridge Pot by Rosie Dickins The Day the Crayons Quit by Drew Daywalt The Pencil by Allan Ahlberg. Room On the Broom by Julia Donaldson (NF) Discover Science Materials by Clive Gifford (NF) Everyday Materials by Peter Riley	Ready Steady MO! By Mo Farah and Kes Gray The Sports Day by Nick Butterworth and Mick Inkpen The Frog Olympics by Brian Moses and Amy Husband (NF) Rugby Fantastic Sports Facts by Michael Hurley (NF) Why do I run? (Science in Action) Angela Royston
Poetry (Analyse, Perform, Create)	Poems about Famous Pirates by Paul Perro	The Castle-Builder by Henry Wadsworth Longfellow	My City by Kenn Nesbitt	Don't Bother Butterflies by Kenn Nesbitt Slithery, Slidery, Scaly Old Snake By Denise Rodgers	Spinning Dry by Denise Rodgers The Mess by Rebekah Ann Stephenson	The World's Fastest Bicycle by Kenn Nesbitt Sports Day by David Threadgold
Intervention	Wordsmith Fiction Unit 2:1 Wordsmith Non-Fiction Unit 2:1 Wordsmith Poetry Unit 2:1		Wordsmith Fiction Unit 2:2 Wordsmith Non-Fiction Unit 2:2 Wordsmith Poetry Unit 2:2		Wordsmith Fiction Unit 2:3 Wordsmith Non-Fiction Unit 2:2 Wordsmith Poetry Unit 2:3.	
Writing Outcomes	Narratives Information texts Descriptions Poetry Postcards	Recounts Reported speech Narratives Letters Posters	Recounts and captions Rhymes Instructions Adverts Diaries	Lists and leaflets Instructions Reviews and information texts Poetry	Labels, lists and captions Recipes Poetry Narratives Leaflets	Recounts Information texts Instructions Narratives Poetry
Enrichment Writing Opportunities	Write a simple narrative or story about sailors on a boat or the boat/ship on a journey. What do they see, hear, feel? What is it like? Describe rough seas, strong winds, calm warm weather. Write an information text about Captain Cook or	Write a recount of a Knight visiting a castle for the first time or a recount of an Archer in battle defending their Castle in a life and death struggle. Write a report for the 'Fantasy Times Newspaper' or the 'The Fairy Tale Times', on the	Imagine that you have been transported back in time a hundred years ago. Write a recount of your adventure to describe a journey to the local shops. Think about how you would get there, what you would buy and which shops you might visit.	Make a leaflet for young children that lists the dos and don'ts for a successful minibeast hunt. You might tell the reader: 'Do put minibeasts back where you found them', and 'Don't break spider's webs'.	Write a list of strange ingredients for a magical concoction and decide who they would give it to and what the effects would be! Lists: Copy ingredients from their list on to labels then stick them on the backs of plastic bottles.	Write a recount of a memorable experience, explaining what happened and any interesting or amusing things that happened. Your recount could be about a sporting event, or a race you have won.

	<p>ships of the time. Think about what facts to include. Maybe write an information text about safety on the beach including safe sun care or playing in water. Write a description about villainous pirate. Include details, such as what their pirate looks like, says, does, likes and dislikes. Poetry based on the theme 'Sea Rescue'. Think about and collect words that are associated with sea rescues. Use alliteration to make these words more effective and powerful. Postcards. Write a postcard back home from a Sailor who is far from home and away on the high seas.</p>	<p>story of Sir Lilypad or a Fairy-tale of your choice. Look at features of the newspaper report, including the headline, captions, photographs and subheadings. Use reported speech to show what the character has said. Write a story narrative using a picture of a tunnel as inspiration. Imagine that you are about to step inside to follow a friend. What will happen in your tunnel adventure? Write a letter of complaint sent from the Worst Princess to the Board of Knights about how the Knight treated her. Create and write a recruitment poster for Sir Scallywag</p>	<p>Create rhyming couplets using words on a baking theme. Think of words that rhyme and create a simple rhyming couplet. Words might include hot, pot, bun, fun, cake, make, dough, slow, bake, make, shop, top. Then make up sound effects or actions to go with their rhyme and perform them to others in the class. Write instructions using simple, ordered sentences on a wide range of town related topics such as how to cross the road, directions to walk to a local shop, Post a letter in a local post box. Or write series of direction for Little Red Riding Hood to get to Grannies house. Write a sales advert for a house in the local area. Include all the good points about living in the area and include positive, upbeat adjectives to describe its best features. Write a diary and keep a record of how you travelled to school and what features of the city you have past and noticed along your way.</p>	<p>Design and complete a bug guidebook, add a labelled map, illustrations of minibeasts, safety information, a 'what to wear' section and a glossary. Write a set of instructions that inform others how to care for a chosen minibeast. Such as 'How to care for a worm' or 'How to keep a spider'. Use imperative verbs at the start of each sentence. Or write creative instructions on how to be a particular minibeast. Watch Bee Movie or read The Bug Collector by Alex G Griffiths. Discuss what they liked and disliked about the film and the book and explain why. Write a film review of Bee Movie, summarising the plot and describing the main characters. Express an opinion on the film and give it a star rating. In the syle of Kenn Nesbitt, write your own bug focused poem, thinking about rhyming couplets and alliterations.</p>	<p>Ask them to fill their bottles with coloured or glittery liquids. Leaflets: Then write a safety leaflet to go with your concoction, telling the user of the benefits, side effects and correct dosages. Choose their best magical concoction and write a recipe card telling others how to make it. Include all of the features needed for a recipe, including a final description of how the concoction should look, taste and smell. Choose a food or material and write a riddle about it, using its characteristics as clues. Write the riddles on envelopes and put the answers on a piece of paper inside. Share their riddles with others and take turns to guess which food or material is being described. Write an acrostic poem that features the name of a material or substance that you know well. Write the name vertically down the side of the page and include adjectives that begin with the appropriate letters. Using The Magic Porridge Pot by Rosie Dickins write your own story where your magical concoction escapes and causes mayhem.</p>	<p>Make a mini information book about your favourite sport. Include diagrams, illustrations, downloaded images and text to inform and interest the reader. Invent a new game by playing and exploring possibilities, making notes and instructions for the game. Consider different details, such as the objective of the game, how to score, the number of players required and what equipment they will need. Choose a story that you have heard and retell the story. Retell it by changing elements to make it your own. Add new characters and settings. Plan the story's beginning, middle and end. Write your own sport themed poem using a sport of your choice. Write about the 'Riotous, Rugby Rumpus'.</p>
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<p>Opportunity for Speech and Language</p>	<p>Talk like a pirate day', by reading and performing your pirate descriptions. In the best pirate voice. Include phrases such as 'ahoy, avast, aye, bilge rat, grog, black spot, booty, Davy Jones' Locker, lass, lily-livered and yo ho ho'.</p>	<p>Choose a Fairy-Tale character card from a sealed bag. Describe their role and, imagining they are that character, and describe their point of view of events. Think about things that they might have said about the story's events if they were interviewed by the newspaper.</p>	<p>Learn their class rhyme by heart, and perform it by reading aloud to an audience of their peers. Make a TV advert to sell a house in the local area.</p>	<p>Give a presentation on your minibeast of choice to the distinguished members of the Evergreen Entomological (insect) society (your class).</p>	<p>Make a presentation copy of their riddle or acrostic poem then illustrate it with a picture or photo of the material or substance. Then perform their poem as part of the poem Café.</p>	<p>Act out a section of your retold story, using masks or puppets. Choose a cast and perform the whole retelling in sequence.</p>
<p>Grammar & Punctuation</p> <p>Intervention support with Wordsmith Grammar and Punctuation Termly Units.</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Capital letters and full stops Adjectives Past tense Using 'and' Coordination in sentences Noun phrases Exclamation marks</p>	<p>Statement Question marks Different sentence types: Command/ Statement/ Exclamation/ Question Tenses Conjunctions</p>	<p>Questions and Statements Expanded Noun phrases Form sentences and recognise key punctuation Sort words into key word groups Recognise and write command sentences Proof read writing</p>	<p>Writing questions Different sentence types Editing and up-levelling writing Proof reading Tenses</p>	<p>Noun, Verbs, Adverbs, Adjectives Proper nouns/ capital letters Sentence types: Statements, questions, exclamations, commands Past tense/ present tense including – ed suffix rules Apostrophes/ commas Conjunctions</p>	<p>Commas in lists and sentences Comparative and superlative adjectives Speech verbs/ dialogue and punctuation Expanded noun phrases Apostrophes for contraction The possessive apostrophe</p>
<p>Phonics</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Phonics: Set 2 ay Phonics: Set 2 ee Phonics: Set 2 igh Phonics: Set 2 ow Phonics: Set 2 oo long Phonics: Set 2 oo short Es Phonics: Set 2 ar</p>	<p>Phonics: Set 2 or Phonics: Set 2 air Phonics: Set 2 ir Phonics: Set 2 ou Phonics: Set 2 oy Phonics: Set 2 assessment</p>	<p>Phonics: ea, oi Phonics: a-e, i-e, o-e, u-e Phonics: aw, are Phonics: ur, er, ow Phonics: ai, oa, ew Phonics: ire, ear, ure</p>	<p>Phonics: ay, ai and a-e Phonics: ee, ea Phonics: l, igh, i-e, ie, y Phonics: ow, o, oa, o-e Phonics: oo, ew, u-e</p>	<p>au, ph, 6ui r, ur, er ir, ou, oy air, ar, or, ea, oi tion, tious, cious</p>	<p>a-e, i-e, o-e, u-e l, igh, i-e, ie, y ow, oo, oo aw, are ay, ai, a-e ire, ear, ure</p>
<p>Spelling</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Double consonant at the end of a one syllable word nk' sound Division of words by syllables Spellings:-tch v sound at end of words Adding s and Adding ing where double consonan</p>	<p>Adding the suffix –ing to words ending in e Spellings: adding ed y for an l Adding ed- rop e add ed Words ending in er The ge , dge sound</p>	<p>The -ge sound spelt with g or j The s sound spelt c before e. l and y The n sound spelt kn and gn at the beginning of words The r sound spelt wr at the beginning of words The l sound spelt -le at the end of a word The l sound at the end of a word spelt -el</p>	<p>The l sound spelt -al at the end of a word The igh sound at the end of a word spelt -y Adding es to the end of a noun or verb ending in y changes to l and add es Adding -er, -ed -ing -est to a root word ending in y with a consonant before it Adding -er, -ed -ing -est to a root word ending in -e with a consonant before it</p>	<p>Drop the e add the suffix er/est Double the consonant before adding the suffix er/est The or sound spelt a before l and ll The 'u' sound spelt 'o' The 'ee' sound spelt 'ey' The 'o' sound spelt a after w and qu</p>	<p>The 'ur' sound spelt or suffixes –ment / -ness Words ending in 'tion' Homophones and near homophones Contractions The 'ju' sound spelt s</p>

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Maple A	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	Scrumdiddlyumptious	Mighty Metals	Gods and Mortals	Tribal Tales	Predator	Tremours
Core Text Class Focused Reading Books	Charlie and the Chocolate Factory – Roald Dahl Green Eggs and Ham The Story of Chocolate	The Iron Man – Ted Hughes Robots (Fact Atlas) 100 inventions that made history: Brilliant breakthroughs that shaped our world	Greek Myths for Young Children – Anna Milbourne Groovy Greeks Presents: 'Orrible Olympics (Horrible Histories) Ancient Greece: 100 facts	Stig of the Dump – Clive King Stone Age, Bone Age!: A book about prehistoric people (Wonderwise) The Twits	The Sheep-Pig – Dick King-Smith Who Eats What? Food Chains and Food Webs (Let's-Read-and-Find-Out Science) The BFG	The Firework-Maker's Daughter – Philip Pullman Volcanoes (Usborne Beginners) Pompeii (Usborne Young Reading)
Poetry (Analyse, Perform, Create)	Silly Verse for Kids (Puffin Poetry) Jabberwocky and Other Nonsense: Collected Poems (Penguin Classics)	The Watchers by Joseph Coelho	The History of the Olympics by Paul Perro	Journey through the Stone Age	Animal Poems (Scholastic Poetry)	The Volcano by Judi Billcliff
Intervention	Wordsmith Fiction Unit 3:1 Wordsmith Non-Fiction Unit 3:1 Wordsmith Poetry Unit 3:1		Wordsmith Fiction Unit 3:2 Wordsmith Non-Fiction Unit 3:2 Wordsmith Poetry Unit 3:2		Wordsmith Fiction Unit 3:3 Wordsmith Non-Fiction Unit 3:3 Wordsmith Poetry Unit 3:3	
Writing Outcomes	Recounts Recipes Poetry Non-chronological reports Adverts	Non-chronological reports Explanations Instructions Poetry Recounts	Character profiles Diaries Instructions Myths and legends Character descriptions	Information texts Adventure narratives Fact files Letters Poetry	Recounts Leaflets Poetry Dilemma stories Speeches	Recounts Poetry Narratives Newspaper reports
Enrichment Writing Opportunities	Recounts written, such as putting yourself in the role of one of the five children who have been selected to visit Willy Wonka's Chocolate Factory. Using the 5W's to write recounts of own experiences. Recipes written. For example - the creation of your own chocolate bar or a new vegetable soup. Instructions, equipment and ingredients included. Poems created, such as to inform others of their wonderful food creations and world food findings.	Non-chronological reports such as to write a simple explanatory paragraph explaining the parts of a favourite toy. Which parts are important? Write a report about a new piece of play equipment for the local park. Explanations, such as explaining force and motion of a robot. Instructions such as written instructions to explain how to play their new invented travel game or instructions to explain the process of which Iron	Character profiles such as to write a short description of their favourite god or goddess. Images used to show their favourite and create a profile for them on the computer. Diaries such as a day in the life of Icarus or Daedalus. Diary entries to be written as though they are either Icarus or Daedalus. What would their day be like? Instructions such as how to build the Trojan horse or 'How to rescue a Queen' as though they are a soldier inside the horse.	Information texts written, such as to give factual information about the Prehistoric site visited. Booklets created to showcase information from the place of the visit. Adventure narratives written as though they have just fallen down and come face to face with Stig. Or the other side, a written story as though they are Stig and their feelings of meeting someone new. Fact files such as Stonehenge fact file. Or a fact file to describe the lives of the Twits.	Written recounts, such as a recount of the trip to the animal experience. Or a recount of The BFG's adventures with Sophie. Leaflets – picking an animal or insect from a food chain and writing facts and showing images of them. Writing a leaflet with facts and diagrams to explain and show a food chain. Poems written in a haiku style about a chosen animal (particularly a predator). From the perspective of The BFG or Sophie, write a	Recounts of the visit to the memorable experience, detailing the trip, how they got there and what they did on the visit. A recount to be written in first person to describe the order of the day trip. Poetry such as describing Pompeii. What happened to Pompeii and when did it happen? A poetry slam between groups – creating a volcano poem. Narratives such as a day in the life of Pompeii. Taking on the role as a child who is witnessing and

	<p>Non-chronological reports, such as the work done by James Lin on Navy nutrition.</p> <p>Adverts created, such as to advertise a new healthy smoothie. Fill a glossy magazine with exciting adverts to promote smoothies and healthy recipes.</p>	<p>Man's new friend has been made.</p> <p>Poetry written to explain the five senses of when metal is being melted.</p> <p>A poem could be written about Iron Man's new friend – describing what he looks like and what his personality is like.</p> <p>Recounts of how the making of Iron Man's friend happened.</p>	<p>Myths and legends such as correcting a letter (punctuation and spellings) written by King Minos. Or a letter written as though they are to be eaten by the Minotaur.</p> <p>Character descriptions as though they have a new deity, explaining who they are and what they represent.</p>	<p>Letters, such as a letter from one of the Twits to a family member explaining what has been happening.</p> <p>Another example could be a letter to a family member detailing the trip they had to Stonehenge.</p> <p>Poetry such as taking on the role of Stig or a Twit member to get across their point of view in a poem.</p>	<p>poem which describes the thoughts of the characters.</p> <p>Dilemma stories written, such as to describe the setting and scene of a predator hunting its prey.</p> <p>Building up to where the predator catches its prey but hits a few obstacles on the way. Or a dilemma occurs on The BFG's adventures.</p> <p>Speeches written, such as convince listeners that their new predator is the best of all.</p>	<p>experiencing the Pompeii disaster.</p> <p>Use of the five senses to describe a natural disaster – flood or hurricane.</p> <p>Newspaper reports such as reports written about natural disasters that have happened in recent years.</p> <p>Using facts from the disaster to write their own newspaper report.</p> <p>A newspaper report written about Lila who is journeying to Razvani to get Royal Sulphur.</p>
Opportunity for Speech and Language	<p>Poems shared with peers.</p> <p>Advertisements shared with the group.</p> <p>Discussion as to what ingredients to use in their recipes.</p>	<p>Discussing their ideas of the new play equipment for a park.</p> <p>Reading their instructions aloud.</p> <p>Reading their poem aloud to the class.</p>	<p>Reading their character profiles to their peers.</p> <p>Sharing ideas about their diary with their peers.</p>	<p>Reading their letters to each other.</p> <p>Reading their poems aloud to the class.</p> <p>Discussing ideas about the memorable visit.</p>	<p>Discussing ideas about the food chains.</p> <p>Reading their haiku poems aloud to the class.</p> <p>Speeches read aloud.</p>	<p>Poetry slam between groups.</p> <p>Discussing Pompeii clip to help towards their poems.</p> <p>Discussion about the core text.</p>
Grammar & Punctuation	<p>Revision: nouns, adjectives, verbs, adverbs.</p> <p>Revision: punctuation.</p> <p>Punctuating direct speech.</p> <p>Sentences with more than one clause- using a wider range of conjunctions, including when, if, because, although. Nouns and pronouns- used appropriately for clarity and cohesion and to avoid repetition.</p>	<p>Fronted adverbials. Past tense verbs. Apostrophe- indicating possession by using the possessive apostrophe with plural nouns Using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Extending range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</p> <p>Apostrophes Recap on indicating possession by using the possessive apostrophe with plural nouns. Fronted adverbials Indicate grammatical and other features by using commas after fronted adverbials.</p>	<p>Using and punctuating direct speech Using conjunctions, adverbs and prepositions to express time and cause Extending range of sentences with more than one clause.</p> <p>Editing- focus on verbs.</p> <p>Editing- focus on adjectives/adverbs.</p>	<p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Use of conjunctions, adverbs and prepositions to express time and cause. Use of fronted adverbials.</p> <p>Indicating possession by using the possessive apostrophe with plural nouns Using and punctuating direct speech</p>	<p>Homophones Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use of the present perfect form of verbs in contrast to the past tense.</p>
Spelling	<p>Prefixes dis/in Prefix im</p> <p>Suffix -ous Suffix -ly Suffix -</p>	<p>Words with k sound spelt 'ch' Words with the sh sound spelt ch Suffix ion</p>	<p>Suffix -sure Prefix auto</p> <p>Prefixes inter/sub Words with the 'ay' sound Words</p>	<p>Zhun spelt sion Adding il and revising un, in, mis, dis</p> <p>The c sound spelt que The</p>	<p>Homophones and near homophones The suffix '-ation' The suffix '-ly' The</p>	<p>The use of ir rather than in before a root word beginning with r. The use</p>

<p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>ture Adding 'ation' to verbs to form nouns</p>	<p>Suffix ian Prefix re Prefix anti</p>	<p>ending in 'ous' Words with the s sound spelt 'sc'</p>	<p>g sound spelt gue Adding ir to words beginning with r Homophones and near homophones</p>	<p>use of im rather than in before a root word beginning with m or p</p>	<p>of il rather than in before a root word beginning with 'l'. The prefix auto. Adding suffixes beginning with vowel letters to words of more than one syllable; The suffix ation. The prefixes 'dis-' ad 'mis-</p>
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Evergreen English Curriculum Overview

Maple B	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	Burps Bottoms and Bile	I Am Warrior	Misty Mountain Sierra	Potions	Road Trip USA	Traders and Raiders
Core Text Class Focused Reading Books	The Demon Dentist by David Walliams Germs Dirty Bertie by Alan MacDonald (NF) Horrible Science Disgusting Digestion by Nick Arnold (NF) You Wouldn't Want to Live Without Poo by Alex Woolf	The Thieves of Ostia (The Roman Mysteries) by Caroline Lawrence Boudica's Army (I Was There...) Hilary Mc Kay (NF) What the Romans Did For Us by Alison Hawes (NF) Rotten Romans (Horrible Histories) by Terry Deary Revealed Ancient Rome DK Books	The Mountain of Adventure by Enid Blyton The Abdominals by Eva Ibbotson (NF) Freaky Peaks Horrible Geography Anita Ganeri (NF) The Water Cycle at Work by Rebecca Oliien	Alice in Wonderland by Lewis Carroll Romeo and Juliet by William Shakespeare Georges Marvellous by Medicine Roald Dahl (NF) Solids, Liquids and Gases by Louise and Richard Spilsbury (NF) What's Chemistry All About by Alex Frith and Lisa Gillespie	Percy Jackson and the Lightning Thief by Rick Riordan Hiawatha and the Peacemaker by Robbie Robertson and David Shannon Twist of Gold by Michael Morpurgo (NF) Close-up Continents: Mapping North America by Paul Rockett (NF) USA In our World by Lisa Klobuchar	The Saga Erik the Viking by Terry Jones How to Train Your Dragon by Cressida Cowell The Last Viking by Terry Deary (NF) Horrible Histories Vicious Vikings by Terry Deary (NF) Kings and Warriors by Moira Butterfield
Poetry (Analyse, Perform, Create)	Pardon Me by LR Waldman This Body II by Renee Watson	The Romans in Britain By Judith Nicholls When in Rome by Megan Alms	The Mountain by Emily Dickinson This is About Mountains by Hilda Conking	Potions by Justin Gildow	The Clans by Richard Calmit Adams Remember by Joy Harjo	The Viking's Daughter by S. Collinson The Spirit of the North by Oscar Williams
Intervention	Wordsmith Fiction Unit 4:1 Wordsmith Non-Fiction Unit 4:1 Wordsmith Poetry Unit 4:1		Wordsmith Fiction Unit 4:2 Wordsmith Non-Fiction Unit 4:2 Wordsmith Poetry Unit 4:2		Wordsmith Fiction Unit 4:3 Wordsmith Non-Fiction Unit 4:3 Wordsmith Poetry Unit 4:3.	
Writing Outcomes	Fact files Explanations using idioms Fantasy narratives Slogans Persuasive texts	Soliloquies Historical narratives Play scripts Instructions, invitations and menus Letters	Recounts and non-chronological reports Calligrams Explanations Leaflets Narratives	Labels and instructions Letters Play scripts Poetry Non-chronological reports	Postcards Emails Diaries Myths and legends Poetry	Reports Myths and legends Character profiles Poetry Historical narratives
Enrichment Writing Opportunities	Create a body focused fact file and consider its purpose write a leaflet for doctors or dental surgery. Using idioms write an explanation about the body such as Tooth decay, bad breath, spots or sores. You could 'against the clock'; 'rule of thumb' and 'you are what you eat'.	Write a short soliloquy entitled 'I am Warrior', share thoughts as they prepare for battle. Imagine what they would feel, think and fear. Write a Historical narrative and give an accounts of real-life experiences either as person who actually experienced events or by someone who studied	Write a report, about a well-known geographical location, area of outstanding and scientific importance. Think about headings and subheadings, as well as any photographs or diagrams they might want to include. Write a fictional recount of an expedition to the Himalia's, or to the Sahara.	Labels and instructions Make a safety label for a potion, or lotion that is clear and easy to understand thinking about the features and language that could and should have been used, include imperative verbs, numbers, bullet points. Letters: Its 1846 imagine that as a doctor you have	Postcards: Draft a postcard to send to a family member or friend from a trip to the USA. What would you say? What are the common features of postcards? Emails: Formulate and write a series of emails to each other or to other members of the school requesting information or	Reports: Write a report about a Viking feast report how it was prepared by the kitchen thralls to the celebration of another successful invasion. Describe the taste of the treats, the honey, the freshly baked bread, the roasted lamb. Report on the Viking musicians playing their sweet music

	<p>Write a narrative, imagine that you are a piece of food travelling through a digestive system and describe what happens to them at each part of the journey.</p> <p>Write a slogan to remind people how to keep their bowels happy and healthy, teeth clean or arm pits smelling great. Explore intentions and experiment with different options.</p> <p>Write a Persuasive argument for people to improve their life choices, join a gym, stop eating junk food</p>	<p>them. It could be a worrier, slave, wife or father.</p> <p>Using your narrative, write a play with an outline of what is happening in each of the scenes. What might the characters of the play be saying or thinking. Use speech and thought bubbles to add dialogue.</p> <p>Write some instructions for a newly recruited Celtic or Roman Soldier. Your instructions could be about how to dress, use your weapon or how to deploy battle tactics.</p> <p>Write a letter home from a Roman Soldier or a last letter from a Gladiator, fearful of his eventual demise.</p>	<p>Look at some effective examples of Calligrams. Using them can the children write a poem about a geographical feature using a calligram. Explanations, of the water cycle, how a tsunami is formed or how a volcano erupts. Can you write an explanation or a fact file on the process chosen?</p> <p>Write an information leaflet about a group of indigenous people or community that is different from our own. Remember to supply fun facts and engaging information.</p> <p>Write a narrative about a person who is lost in wilderness, what are their thoughts, fears and hopes.</p>	<p>observed William T G Morton's first demonstration of surgery. Write a letter to their fellow doctors, describing what you have seen and explaining the effects of using anaesthetic. Be as explicit as you can be, its amazing yet gruesome.</p> <p>Play scripts: As William Shakespeare did write a play scrip telling the story of two people in love, in battle, in an adventurous situation or during a life and death struggle. Maybe they have to take a potion, cut a wire to defuse a bomb or work together to evade a monster.</p> <p>Poetry: <i>Macbeth</i> Act IV, Scene 1: 'Double, double, toil and trouble'. Make and draft ideas for a spell of your own. Think about the composition of your spell, including the use of rhyming couplets, think of rhyming ingredients.</p> <p>Non-chronological reports. Write a report of the work, surgery and developments undertaken by William T G Morton and his first use of anaesthetic.</p>	<p>send emails to your Head Teacher requesting that an area of school such as the playground is developed for the better.</p> <p>Diaries: Choose a story character from a core text and place yourself in their shoes. Write a diary entry using the first person, past tense, informal style, chronological order, fronted adverbials, and a variety of sentence structures and emotive language.</p> <p>Myths and Legends: Draft a legend using themes from Native American culture, thinking carefully about a legend's main theme, its character and message. You could write the legend of: The Son of Thunder; The Bear Girl; The Buffalo and the Mouse; The Sun and the Moon or The Tale of the Ferocious Wind.</p> <p>Poetry: Write a poem based on the ideas and themes shared in Native American culture such as the land, sea and air.</p>	<p>and how they all enjoyed the menu.</p> <p>Myths and legends: Write your own Viking tale just like the ones that entertained the Vikings at feasts and celebrations, such as the story of Thor's Fishing Trip, or Sigurd the Dragon-Slayer.</p> <p>Character profiles: Build up a character profile about King Arthur from a range of source materials to gather evidence and make assumptions about the type of man he was. Use organised short paragraphs to explain different aspects of his character.</p> <p>Poetry: Imagine that they are a skald (poet) of the famous Viking, King Olaf, draft ideas for a poem to entertain the king and his important guests at a royal feast, giving the king what he wants to hear, that he is an amazing warrior.</p> <p>Historical narratives: Write a narrative about a Viking invasion, what happened, how did they feel before, during and after the invasion.</p>
Opportunity for Speech and Language	<p>Record slogans as part of a TV advertising campaign or undertake a debate and share views and opinions on whether Doctors and Dentists should even worry about people's poor hygiene practices after all its their fault.</p>	<p>Perform soliloquies, aloud to an audience. Read and learn their soliloquies so that they can recite them by heart, just as if they were performing them in a play.</p> <p>Play the role of a Roman commentator watching</p>	<p>Present your explanation in the style of a national geographic lecture or TED talk.</p> <p>Or act out your fictional account of your famous expedition to the Himalaiys</p>	<p>Interview a teacher who has undergone medical or dental treatment under anaesthetic, or a medical professional with knowledge of patient care during operations. Prepare questions to ask and take notes.</p>	<p>Plan and write a presentation on which of the states they would travel through or visit on their road trip.</p> <p>Share your Myths and Legends Story or perform your Native American culture.</p>	<p>Hot seating with King Alfred, a member of staff acts as King Alfred and children ask questions that delve deeper into his feelings about the Viking invaders and the kingdom he fought to protect.</p>

		gladiator combat at the famous Colosseum. Record commentary on the gladiatorial battle from the entry into the arena to the grisly end.		Perform your own play scripts and act them out.		
Grammar & Punctuation Intervention support with Wordsmith Grammar and Punctuation Termly Units. Adaptations made in line with assessment data, gaps in learning and developmental need.	Punctuation review (full stops, capital letter usage, exclamation and question marks, commas) Punctuating direct speech Sentences with more than one clause- using a wider range of conjunctions Nouns and pronouns- used appropriately for clarity and cohesion and to avoid repetition	Fronted adverbials Past tense Apostrophe- indicating possession by using the possessive apostrophe with Plural nouns Conjunctions, adverbs and prepositions to express time and cause	Revision: nouns, adjectives, verbs, adverbs Revision: punctuation (full stops, capital letter usage, exclamation and question marks, commas) Apostrophes, speech marks, brackets, colon. Punctuating direct speech	Past tense Apostrophe- indicating possession by using the possessive apostrophe with plural nouns Conjunctions, adverbs and prepositions to express time and cause Use of homophones in writing	Homophones and near homophones Speech Present perfect form of verbs in contrast to the past tense Fronted adverbials, use of commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns	Homophones Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although. Use of the present perfect form of verbs in contrast to the past tense.
Spelling Adaptations made in line with assessment data, gaps in learning and developmental need.	Prefixes dis/in Prefix im Suffix -ous Suffix -ly Suffix -ture Adding 'ation' to verbs to form nouns	Words with k sound spelt 'ch' Words with the sh sound spelt ch Suffix ion Suffix ian Prefix re Prefix anti	Prefix mis Suffix -sure Prefix auto Prefixes inter/sub Words with the 'ay' sound Words ending in 'ous'	Words with the s sound spelt 'sc' Zhun spelt sion Adding il and revising un, in, mis, dis The c sound spelt que The g sound spelt gue Adding ir to words beginning with r Homophones and near homophones	Homophones and near homophones The suffix '-ation' The suffix '-ly' The use of im rather than in before a root word beginning with m or p The use of ir rather than in before a root word beginning with r The use of il rather than in before a root word beginning with 'l'	The prefix auto Adding suffixes beginning with vowel letters to words of more than one syllable; The prefixes 'dis-' ad 'mis-' THE SUFFIX '-ATION' Homophones and near homophones

Evergreen English Curriculum Overview

Oak A	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	Allotment	Alchemy Island	Stargazers	Beast Creator	Pharaohs	Scream Machine
Core Text Class Focused Reading Books	The Secret Garden – Frances Hodgson Burnett 50 Recipes for Kids to Cook Nadiya's Bake Me a Story	The Lion, The Witch and The Wardrobe. C.S. Lewis <i>Tom's Midnight Garden</i> - Philippa Pearce The Tempest (A Shakespeare Story)	Northern Lights – Philip Pullman Solar System (Collins Fascinating Facts) Moontellers: Myths of the Moon from Around the World	Charlotte's Web – E.B. White An Illustrated Directory of the Insects of the World How to Train Your Dragon: The Incomplete Book of Dragons	The Phoenix Code – Helen Moss Awesome Egyptians (Horrible Histories) Tutankhamun's Tomb (Discoverology)	The Boy Who Swam with Piranhas – David Almond The Funfair of Fear! (A Measle Stubbs Adventure) Making Machines with Pulleys (Simple Machine Projects)
Poetry (Analyse, Perform, Create)	Photosynthesis – Ashley M. Jones When Mary Thro' the Garden Went - Mary E. Coleridge	Spring-Time - Dolly Radford The fairies dancing - Walter de la Mare	Moon, O Moon in the Empty sky - Leroy F. Jackson Escape at bedtime - Robert Louis Stevenson Day and Night - James Stephens	Three Bugs – Alice Cary A Friend or Two - Wilbur D. Nesbi	Ozymandias - Percy Shelley	The Ride – Grace Sayers Rollercoasters – Matt Jarvis
Intervention	Wordsmith Fiction Unit 5:1 Wordsmith Non-Fiction Unit 5:1 Wordsmith Poetry Unit 5:1		Wordsmith Fiction Unit 5:2 Wordsmith Non-Fiction Unit 5:2 Wordsmith Poetry Unit 5:2		Wordsmith Fiction Unit 5:3 Wordsmith Non-Fiction Unit 5:3 Wordsmith Poetry Unit 5:3.	
Writing Outcomes	Non-chronological reports Instructions Explanations Narrative Poetry	Fantasy narratives Non-chronological reports Soliloquies Poetry Lyrics	Mnemonics Myths and legends Free verse poetry Newspaper reports Descriptions	Non-chronological reports Instructions and advertisements Comic strips Limericks and kennings Fantasy narratives	Chronological reports Fact files Research skills Mystery stories Play scripts	Poetry Short narratives with dialogue Signage and emails Adverts Non-fiction texts
Enrichment Writing Opportunities	Non-chronological reports such as to showcase the produce grown in their allotment and worldwide produce available. Instructions written of how to make the perfect soup for winter! Explanations of the process taken to grow vegetables in an allotment. Narrative – short story writing. Dialogue between two friends who are planning on selling their produce – how much they	Create a fantasy narrative telling the story of the early life of Aslan the Lion, or the humble beginnings of Mr Tumnus or the Evil rise of the snow Queen. Non-chronological reports written to describe the amazing adventures had on the magical journey to Alchemy Island. Soliloquies written to show the inner dialogue of one the characters from the core text – this will enable readers to understand a character's	Mnemonics created to remember various aspects of the Solar System, such as the order of the planets from the Sun or the cause of day and night. Myths and legends such as urban myths based on the Northern Lights. Settings, characters and descriptions written to describe the myth. Free verse poetry to describe Lyra Belacqua's journey to the Antarctica to find her friend.	Non-chronological reports to showcase facts about pig and spiders. Or a made up mini beast that has recently been found on the planet for the first time. Instructions and advertisements written for their 'Bug farms'. How do we get to the farm? Advertisements created to interest other bugs to visit the hotel – what features does the hotel have? Comic strips such as to showcase the thoughts	Chronological reports such as to showcase the discovery of Tutankhamun's tomb. Taking on the role of journalist Ryan to write a report of the opening of the tomb. Fact files writing. Example, to explain fun activities that were available 3,000 years ago for children of their own age. Research skills such as finding tombs that have been found in recent years and reporting on them.	Poetry such as 'A day at the theme park'. Poems written and performed to show a typical day at a theme park – exploring all the senses. Short narratives with dialogue such as a conversation had between friends on a rollercoaster ride. Signage and emails – signage created such as to show a new ride that is being built in the park. Emails written – example, letting local residents

	will sell their produce for and what produce they will sell. Poems created to explain the meaning of harvest and why we harvest at the particular time of year we do. Poems written about their own 'Secret Garden' area – using the five senses.	state of mind around an issue taking place. Using poetry to create their own riddle like Chief Alchemists. Lyrics written as though their magical journey around Alchemy Island is the start of a film – what would their theme tune be?	Newspaper reports written about the landing on the Moon. Descriptions – a description of a visit to the Northern Lights, describing the setting and the feeling of witnessing them.	and feelings of a minibeast. Limericks and kennings using the AABBA pattern. Kennings written such as to describe their new super beast to readers. A fantasy narrative written in the first person to describe a super beast's adventure.	Presenting their findings to others. Mystery stories such as writing their own chapter that fits into the core text. After the book has finished, an additional chapter written. Play scripts written and performed to show the events that unravelled at the opening of the tomb.	know of the new ride at the park and that they can have free access for a day to trial the new ride. Adverts – 30 second radio advertisements to let listeners know of new exciting rides. Example, at the theme park or at a carnival. Non-fiction texts written, such as detailing Pancho Pirelli's life story or the adventures Stan has whilst in the carnival.
Opportunity for Speech and Language	A radio broadcast to explain to listeners how to plant a tree in their 'Secret Garden' or how to get to there.	Lyrics of their theme tune performed. Soliloquies shared with their peers.	Poetry performed to their peers. Children to read their Northern Lights descriptions aloud.	Reading their fantasy narrative to the class. Limericks and kennings read aloud.	Presenting their findings of tombs to their peers. Performing their play to showcase the events at the opening of the tomb.	Reading their poetry aloud. Performing the advert they have prepared.
Grammar & Punctuation	Direct/indirect speech Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with Subjunctive verb forms Using brackets, dashes or commas to indicate parenthesis Use the perfect form of verbs Adverbs to indicate degrees of possibility	Modal verbs Use passive verbs Using commas to clarify meaning or avoid ambiguity in writing Expanded noun phrases Using a colon Punctuating bullet points	Antonyms Direct/indirect speech Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Using brackets, dashes or commas to indicate parenthesis Use the perfect form of verbs to mark relationships of time and cause	Adverbs to indicate degrees of possibility Modal verbs to indicate degrees of possibility Use passive verbs to affect the presentation of information in a sentence Using commas to clarify meaning or avoid ambiguity in writing Expanded noun phrases to convey complicated information concisely Using a colon to introduce a list Punctuating bullet points consistently	conjunctions relative clauses commas adverbials of time, place and number brackets to indicate parenthesis direct and indirect speech	Informal and formal speech structures Modal verbs Dashes to indicate parenthesis
Spelling	Words ending in -cious & -tious. Silent letter b Words ending in -able & -ible Words ending in -ably & -ibly Words ending in -ent Words ending -ant	Words ending in -cial & -tial Adding suffixes beginning with vowel letters to words ending in -fer Revision Use of the hyphen Homophones and near homophones i before e except after c	the letter string -ough. Suffixes -cial Homophones Silent letter g, t Suffixes Letter strings -sion says zh	Double consonants Tricky words Prefixes im, pro, quad Suffixes -ant Split digraphs	/shus/ sound spelt -cious /shus/ sound spelt -ious and -tious short 'l' spelt with a 'y' Long 'l' spelt with a 'y'	Homophones Silent letters Words ending in -ment

Evergreen English Curriculum Overview

Oak B	Autumn Term		Spring Term		Summer Term	
	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two
Focus	ID	A Childs War	Frozen Kingdom	Blood Heart	Tomorrows World	Hola Mexico
Core Text Class Focused Reading Books	Bills New Frock by Anne Fine The Accidental Secret Agent by Tom McLaughlin Twelfth Night by William Shakespeare (NF) Solve A Crime by Hilary Koll and Steve Mills (NF) Finger Print Wizzards, The Secret of Forensic Science. Steve Parker	Goodnight Mr Tom by Michelle Magorian. The Machine Gunners by Robert Westall Blitz Cat by Robert Westall (NF) The Diary of a Young Girl. Anne Frank. Mirjam Pressler and Susan Massotty (NF) World War II DK Eyewitness World War II Unclassified By Nick Hunter	The Call of the Wild by Jack London Kaspar Prince of Cats by Michael Morpurgo (NF) You Wouldn't Want to Be On Shackleton's Polar Expedition! By Jen Green (NF) Arctic and Antarctic DK Eyewitness	Pig Heart Boy by Malorie Blackman Heartbeat Away by Laura Summers (NF) Your Heart and Lungs (in action) by Sally Hewitt (NF) Bodies The Whole Blood Pumping Story by Glenn Murphy	Storm Breaker by Anthony Horowitz Artemis Fowl by Eoin Colfer The Inventory Iron Fist by Andy Briggs (NF) Robots and the Whole Technology Story by Glenn Murphy (NF) How to be a Blogger and Vlogger in 10 easy lessons. By Shane Birley	Holes by Louis Sachar (NF) Cultural Transitions in Mexico by Molly Aloian (NF) Mexico Been There By Annabel Savery
Poetry (Analyse, Perform, Create)	Invictus by W. E. Henley If Dogs Could Talk by Denise Rodgers Narcissa by Gwendolyn Brooks	High Flight by John Gillespie Magee Jr The Longest Day by Rob Aitchison	Blue Sky by Sara Kendrick The Rainy Day by Henry Wadsworth Longfellow.	Youth and Age by Samuel Taylor Coleridge. I Sing the Body Electric by Walt Whitman	The Secret of the Machines. By Rudyard Kipling, The Pylons By Stephen Spender	The Magic Star or El lucero mágico The Patio of My House or El patio de mi casa
Intervention	Wordsmith Fiction Unit 6:1 Wordsmith Non-Fiction Unit 6:1 Wordsmith Poetry Unit 6:1		Wordsmith Fiction Unit 6:2 Wordsmith Non-Fiction Unit 6:2 Wordsmith Poetry Unit 6:2		Wordsmith Fiction Unit 6:3 Wordsmith Non-Fiction Unit 6:3 Wordsmith Poetry Unit 6:3.	
Writing Outcomes	Descriptions and narratives Non-chronological reports; Adverts Facts, opinions and tributes Calligrams	Letters Diaries Persuasive posters; Narrative dialogue; Chronological Report	Chronological reports Short narratives Diaries Haiku poetry Letters	Non-chronological reports. Slogans and adverts Biographies. Narratives using personification	Email and blogs Newspaper Reports Websites Thriller narratives;	Invitations; Instructions; Myths and legends.
Enrichment Writing Opportunities	Using descriptions and narratives write your own detective story. Non-chronological reports on a topical subject around identity theft or changing your identity. Write a personal profile, who are you? Write a fact	Letters home to your parents, Auntie or Uncle etc. from a child evacuee. Write a series of diary entries across a week in the eyes of a Pilot, captured Soldier, Firefighter in the blitz or Land Girl.	Chronological reports outlining the brave expeditions to the poles and reporting back what has happened and where to go next. Report on the impact of humans on the earth, especially at the poles.	Write a non-chronological report on the process of the heart, lungs and circulatory process. Design, create and write a slogan or plan and write advert as part of a healthy living and wellbeing campaign	Write a series of emails to the school leadership team requesting new technology outlining, your needs. Create a blog sharing your thoughts on future technologies to improve the environment, improve	Create a business case for a massive Mexican festival for example the day of the dead celebration, create invitations that can be presented to residents of your town and city. Write instructions for building a Mayan temple

	file about yourself, Create an opinion piece about yourself or a tribute Create your own company, what would it make? How would you show this using Calligrams? Create an advert promoting your company	Create a persuasive poster calling people to join the war effort, join the war or warn of dangers such as spy's. Narrative dialogue between two fighter pilots in battle, two children discussing where they might be sent as they are evacuated. Chronological Report on how peace is declared, or about a famous battle or campaign.	Write short narratives describe a cold and unwelcoming north or south poles, describing what you see, the norther lights etc. Create a diary entry as if you were a famous research scientist on an exploration expedition to the arctic and Antarctic or another cold and baron location on earth Write a funny poem about winter or summer at the beach or a weather related Haiku. Write a Letter from a famous explorer or scientist on an expedition	Write Biographies on individuals such as William Harvey a famous English Physician. Create narratives about body parts such as the heart, lungs and brain. Write a narrative that uses personification.	medical procedures or make life better. Write a newspaper Report about a governmental mission to rescue a VIP Create a website that helps children to learn about a current or new piece of technology, or design a website that outlines the history and origins of technology still used today. Write your own thriller, write about a secret agent, write about a secret base that threatens world peace.	such as how to build your own Chichen Itza. Write your own Myth and legend it could be based on Mayan Civilisation, surround the mysterious death of a conquistador or a Myth from the deep Mexican jungle.
Opportunity for Speech and Language	Preparing for and undertaking a debate discussing what personal information governments should hold about the residents of a country paying due attention to facts and opinions.	Prepare to deliver your own speeches declaring war upon your enemy or prepare to deliver your own speech declaring peace.	Prepare an opinion to share as part of a debate on the future and future use of the Antarctic in relation to exploiting its oil reserves and natural resources against its place of scientific interest.	Deliver a campaign speech Those for reducing carbon emissions and improve air quality against those who think global expansion is worth the risk.	Design, create and share you Podcasts on your favourite inventor, item of technology or the future of technology such as AI, automation etc.	Write a poem and present it as part of a poetry festival.
Grammar & Punctuation Intervention support with Wordsmith Grammar and Punctuation Termly Units. Adaptations made in line with assessment data, gaps in learning and developmental need.	Expanded noun phrases to convey complicated information concisely Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Subjunctive verb forms Using brackets, dashes or commas to indicate parenthesis Direct/indirect speech Adverbs to indicate degrees of possibility	Modal verbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information in a sentence. Using commas to clarify meaning or avoid ambiguity in writing. Use the perfect form of verbs to mark relationships of time and cause. Using a colon to introduce a list. Punctuating bullet points consistently.	Direct/indirect speech Adverbs to indicate degrees of possibility. Modal verbs to indicate degrees of possibility. Use passive verbs to affect the presentation of information in a sentence. Expanded noun phrases to convey complicated information concisely.	Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun. Subjunctive verb forms Using brackets, dashes or commas to indicate parenthesis. Using commas to clarify meaning or avoid ambiguity in writing. Using a colon to introduce a list. Punctuating bullet points consistently.	Expanded noun phrases to convey complicated information concisely. Direct/indirect speech Subjunctive verb forms. Using brackets, dashes or commas to indicate parenthesis. Simple, compound & complex sentences. Relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.	Using a colon to introduce a list. Use passive verbs to affect the presentation of information in a sentence. Adverbs to indicate degrees of possibility. Modal verbs to indicate degrees of possibility. Using commas to clarify meaning or avoid ambiguity in writing.

<p>Spelling</p> <p>Adaptations made in line with assessment data, gaps in learning and developmental need.</p>	<p>Words ending in –cious & -tious. Silent letter b Words ending in –able & -ible Words ending in –ably & -ibly Words ending in -ent Words ending -ant</p>	<p>Words ending in –cial & -tial Adding suffixes beginning with vowel letters to words ending in -fer i before e except after c Homophones and near homophones Revision</p>	<p>Words containing the prefixes -aero, -micro, -tele, -photo & -circ'. Words containing the prefixes -tele, -photo & -circ'. Words ending in –able & -ible</p>	<p>Words ending in –ably & -ibly Words ending in –ant/-ent & -ancy/-ency Words ending in –cial & -tial Adding suffixes beginning with vowel letters to words ending in -fer i before e except after c Homophones and near homophones</p>	<p>Suffixes -ant Use of the hyphen Words ending in –ance/-ancy Words ending in –ence/-ency Homophones and near homophones</p>	<p>Targeted consolidation based on a review of weakness identified.</p>
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