






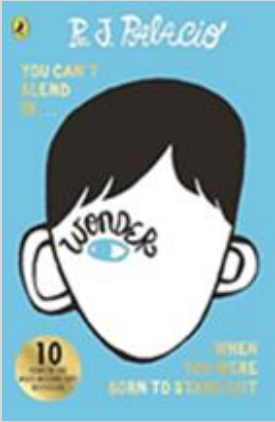
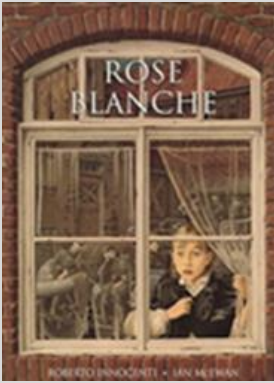
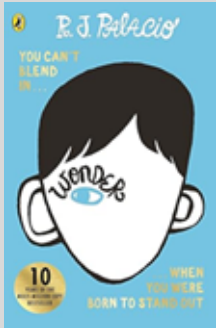
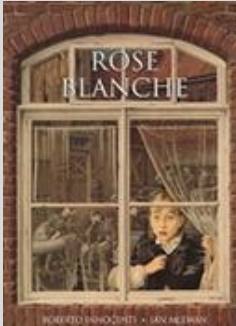
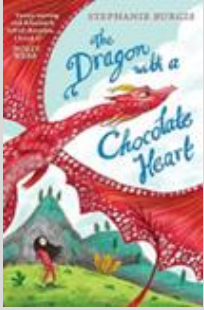
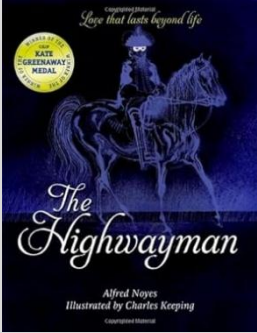
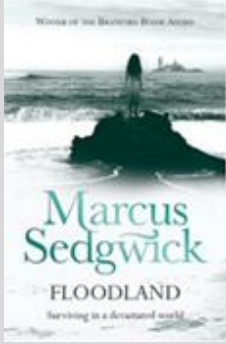
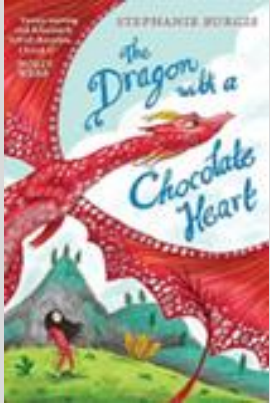
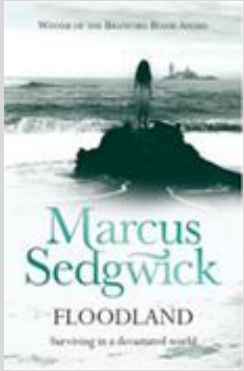


YEAR 4-5 ENGLISH SPINE

CYCLE A		Term 1 - Autumn		Term 2 - Autumn		
English Writing Texts Class 3		<p>Christophe's Story by Nikki Cornwell (3-4 weeks)</p>			<p>Little People, Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara (2 weeks)</p>	
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		<p>Genre: Story writing Outcomes: Narrative – re-tell, change of perspective</p>	<p>Genre: Non-fiction - Report Outcomes: Biography of Sir David Attenborough Cross-Curricular links: Science (environment)</p>		<p>Genre: Poetry Outcomes: Cinquain poem based on the natural world</p>	<p>Genre: Non-fiction - Persuasion Outcome: Persuasion text encouraging conservation</p>
<p>Themes: Refugees, family, friendship, courage</p>				<p>Themes: Pioneers & leaders, conservation, gardeners & caretakers of the world</p>		
Whole Class Reading Texts Class 3	<p>Christophe's Story by Nikki Cornwell (3-4 weeks)</p>				<p>Little People, Big Dreams: David Attenborough by Maria Isabel Sanchez Vegara</p>	
	<p>Text type: Contemporary Fiction Themes: Refugees, family, friendship, courage</p>				<p>Little People, Big Dreams: Martin Luther King by Maria Isabel Sanchez Vegara</p>	
<p>Text type: Biography Themes: Pioneers & leaders, conservation, gardeners & caretakers of the world Cross-curricular links: Black History month, Science (the natural world, conservation)</p>						

CYCLE A	Term 3 - spring		Term 4 - spring	
English Writing Texts Class 3	<p style="text-align: center;">Wonder by R.J. Palacio (6 weeks)</p> 		<p style="text-align: center;">Rose Blanche by Ian McEwan (6 weeks)</p> 	
	<p>Genre: Non-fiction - Recount Outcomes: Diary entry as August's perspective</p>	<p>Genre: Non-fiction - Persuasion Outcomes: Persuasive text asking – should we treat everyone with kindness?</p>	<p>Genre: Non-fiction - Recount Outcome: Newspaper report about the missing girl</p>	<p>Genre: Story writing Outcomes: Myths and Legends, based on the Greek Myth – Perseus and the Chimera</p>
	<p>Themes: Treacher Collins Syndrome, diversity, disability, prejudice, bullying, acceptance</p>		<p>Themes: Injustice, war, kindness, diversity, hope</p>	
Whole Class Reading Texts Class 3	<p style="text-align: center;">Wonder by R.J. Palacio</p>  <p>Text type: Contemporary Fiction Themes: Diversity, disability, prejudice, bullying, acceptance Cross-curricular links: PSHE (kindness and friendships, celebrating differences)</p>		<p style="text-align: center;">Rose Blanche by Ian McEwan</p>  <p>Text type: Heritage literature Themes: Injustice, war, kindness, diversity, hope Cross-curricular links: History</p>	

CYCLE A	Term 5 - summer		Term 6 - summer	
English Writing Texts Class 3	 <p>The Dragon with a Chocolate Heart by Stephanie Burgis (5 weeks)</p> <p>The Highway Man by Alfred Noyes (2 weeks)</p> 		<p>Floodland by Marcus Sedgwick (6-7 weeks)</p> 	
	<p>Genre: Story writing Outcome: Narrative – introduce a new character</p>	<p>Genre: Poetry Outcome: Descriptive poem based on The Highwayman</p>	<p>Genre: Non-fiction – Discussion text Outcome: Discussion asking whether Dooby was a good leader on the island</p>	<p>Genre: Non-fiction – Explanation text Outcome: Explanation about global warming and rising sea levels, as described in Floodland where most of the UK is below sea level</p>
	<p>Themes: Friendship, betrayal, deception Love, sacrifice, loyalty</p>		<p>Themes: Environmental issues, survival, family, perseverance, gardeners & caretakers of the world</p>	
Whole Class Reading Texts Class 3	<p>The Dragon with a Chocolate Heart by Stephanie Burgis</p>  <p>Text type: Contemporary Fiction Themes: Friendship, betrayal, deception</p>		<p>Floodland by Marcus Sedgwick</p>  <p>Genre: Contemporary Fiction Themes: Environmental issues, survival, family, perseverance, gardeners & caretakers of the world Cross-curricular links: Geography</p>	