

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<p>The Day the Crayons Quit</p> <p>To entertain/ inform MODEL AND OUTCOME Descriptive explanation sentences of each of the crayons relating to colour (e.g. The red crayon is .../ the blue crayon is..)</p>	<p>The Gigantic Turnip</p> <p>To entertain: MODEL AND OUTCOME: Descriptive sentences of characters in the story (blurb) (the old man is ..)</p>	<p>There was an old lady who swallowed a fly</p> <p>To entertain MODEL: Rhyming narrative poem of lady swallowing animals (shortened from original)</p>	<p>Where does my food come from?</p> <p>To inform MODEL: Instructions for growing a tomato plant</p>	<p>Book of the sea</p> <p>To inform MODEL: Factual paragraph on habitat of a seal</p>	<p>Dear Green Peace</p> <p>To inform MODEL: Diary entry recount of a trip to the aquarium</p>
	<p>MODEL AND OUTCOME Descriptive explanation sentences of each of the crayons relating to colour (e.g. The red crayon is .../ the blue crayon is..)</p>	<p>MODEL AND OUTCOME: Descriptive sentences of characters in the story (blurb) (the old man is ..)</p>	<p>OUTCOME: Rhyming narrative poem of lady swallowing different animals</p>	<p>OUTCOME: Instructions for growing cross</p>	<p>OUTCOME: Factual paragraph on habitat of a crab</p>	<p>OUTCOME: Diary entry recount of trip to the beach</p>
	<p>To persuade MODEL: Letter to Duncan from Red Crayon</p>	<p>To entertain MODEL: The start of the story up to the pulling of the turnip (with model of ending if required for scaffold)</p>	<p>To persuade MODEL: A speech from perspective of fly to lady to not swallow them!</p>	<p>To inform MODEL: Where does chocolate come from?</p>	<p>To entertain MODEL: Setting description of a coastal habitat (link to trip/ geography)</p>	<p>To persuade MODEL: Persuasive paragraphs- why should sharks not be kept in captivity (eating, habitat, space)</p>
	<p>OUTCOME: Letter to Duncan from crayon of their choice</p>	<p>OUTCOME: The end of the story where the old man pulls the turnip up</p>	<p>OUTCOME: A speech from perspective of horse to lady to not swallow them (having watched</p>	<p>OUTCOME: Fact file on based on model write- Where does chocolate come from?</p>	<p>OUTCOME: Setting description of an underwater habitat</p>	<p>OUTCOME: Persuasive paragraph – why should whales not be kept in captivity (eating, habitat, space)</p>

			the others be swallowed)!			
2	<p>Hansel and Gretal</p> <p>To entertain MODEL: Rewrite the ending of the original Hansel and Gretal including setting and character descriptions</p>	<p>Little People, Big Dreams</p> <p>To inform MODEL: Biography of Emmeline Pankhurst</p>	<p>Poems Aloud! CHANGE TO SUMMER 1</p> <p>To entertain MODEL: Poem 'The Chilly Chilli' (looking at homophones throughout)</p>	<p>The Friendship Bench CHANGE TO SPRING 1</p> <p>To entertain MODEL: Rewrite of the beginning of the story focusing on the vocabulary used to describe her friendship with the dog.</p>	<p>George's Marvellous Medicine</p> <p>To entertain MODEL: Character description of George</p>	<p>Clean Up!</p> <p>To inform MODEL: Non-chronological report on sea birds with a section about the impact of plastic pollution on them; what they eat and their habitat</p>
	<p>OUTCOME: Rewrite the ending of Bethan Woolvin's version of Hansel and Gretal including focus on the witch.</p>	<p>OUTCOME: Biography of Rosa Parks include upbringing, significant life events, impact of those events afterwards</p>	<p>OUTCOME: Their own version of a homophone poem about a other foods in the fridge (pear/pair, grate/great, flower/flour, piece/peace)</p>	<p>OUTCOME: Rewrite of the girl meeting the boys and the build-up of their friendship. Focus on the use of emotive language</p>	<p>OUTCOME: Character description of Grandma (inferential writing)</p>	<p>OUTCOME: Non-chronological report on turtles with a section about the impact on plastic pollution on them; what they eat and their habitat</p>
	<p>To entertain MODEL: A full story (beginning, middle and ending) of Hansal and Gretal but where the children find a castle with an evil, old knight</p>	<p>To persuade MODEL: A letter to the prime minister from Emmeline Pankhurst</p>	<p>To persuade MODEL: Poetry 'Animals' (Lion/frog/ant/sparrow) Metaphorical poem as if you are writing each short poem from the perspective of the animal showing off their best features</p>	<p>To entertain MODEL: Narrative – change the house setting and related pet (a house in the forest and the pet is an owl)</p>	<p>To inform MODEL: Descriptive instructions on how to make their own marvellous medicine</p>	<p>To inform MODEL: A journey of the plastic toothbrush from factory to ocean link to plastic pollution and impact on marine life</p>
	<p>OUTCOME: A rewrite of the full story (beginning, middle</p>	<p>OUTCOME: A letter to the president from Rosa Parks</p>	<p>OUTCOME: Metaphorical poems in the same format from</p>	<p>OUTCOME: Narrative – change the house and setting of the</p>	<p>OUTCOME: Descriptive instructions on how to make their</p>	<p>OUTCOME: A journey of a polystyrene cup from</p>

	and ending) of Hansal and Gretal but where the children find a castle with an evil, old knight.	including purpose for why she is writing/ the troubles they are facing/what they want to achieve	bumblebee, owl, shark, hedgehog	Friendship Bench story - they choose the new setting and pet	own marvellous medicine	factory to plastic pollution link to plastic pollution on marine life
3	<p>Stone Age Boy</p> <p>To inform MODEL: A day in the life of a Stone Age Boy (based on the text)</p>	<p>Things you find in a poets beard</p> <p>To entertain MODEL: Poem The Things you Find in a Poet's Beard (p10)</p>	<p>Krindlekrax</p> <p>To entertain MODEL: Character description of Ruskin using extracts from the text</p>	<p>There's a pebble in my pocket</p> <p>To entertain MODEL: The journey of a pebble using descriptive language and figurative vocabulary</p>	<p>Amazing Rivers</p> <p>To inform MODEL: P43 Amazing Rivers book- non-chronological report of a river</p>	<p>We're roaming rainforest/ Over and under the rainforest</p> <p>To inform MODEL: Non-chronological report detailing features of the rainforest and what you might experience going there</p>
	<p>OUTCOME: A day in the life of a Stone Age Boy</p>	<p>OUTCOME: Own version of poem with same title (rhyming)</p>	<p>OUTCOME: Character description of Elvis considering change in vocabulary due to character</p>	<p>OUTCOME: 3rd person narrative of the journey of a stone through the river (see 10-11 of text)</p>	<p>OUTCOME: Non-chronological report (in same format) of a European river (link to Geography unit)</p>	<p>OUTCOME:</p>
		<p>To entertain: MODEL: Poetry A Poem for my mum (p68)</p> <p>OUTCOME: Recreate and write A Poem for my ... using other things that link as stimuli (non-rhyming)</p>	<p>To entertain: MODEL: Emotive diary entry of the day Corky found the crocodile and the events that led up to this.</p>	<p>To inform: MODEL: Explanation text of life cycle of flowering plants (Intro/ technical vocab/ factual)</p>	<p>To persuade MODEL: Positive TripAdvisor review of a place in Europe</p>	<p>To entertain MODEL: Journey through rainforest during the day</p> <p>OUTCOME: 3rd person narrative of a character's journey through the rainforest at night</p>
	<p>To persuade: MODEL: Persuasive dwelling sale of a modern day home</p>	<p>To inform: MODEL: Non-chronological report on metamorphic rock. What does it look like? How was it made?</p>			<p>To inform MODEL: Postcard of trip to rainforest including introduction to reader/ observations of an</p>	

		What is it used for? Interesting fact				animal/ experience in the rainforest
	OUTCOME: Persuasive dwelling sale advert of a Stone Age dwelling	OUTCOME: Non-chronological report on sedimentary rock using same format	OUTCOME: Emotive diary entry of Corky after this event and how he felt knew Krindlekrax was still in the sewers	OUTCOME: Explanation text of how water is transported in plants (link to Science)	OUTCOME: Positive TripAdvisor review of a different place in Europe	OUTCOME: Postcard from the rainforest adapting contents of model but maintaining format
4	<p style="text-align: center;">Boy at the back of the class</p> <p>To entertain</p> <p>MODEL: 1st person recount of entering classroom on the first day from the perspective of a child whose English is their first language who has been to an English school.</p>	<p style="text-align: center;">Beowulf</p> <p>To inform</p> <p>MODEL: Letter from Beowulf to his father to inform he had left to fight Grendal (emotive language)</p>	<p style="text-align: center;">The Iron Man</p> <p>To entertain</p> <p>MODEL: Atmospheric narrative of Iron Man falling off the cliff</p>	<p style="text-align: center;">Cinderella of the Nile</p> <p>To entertain</p> <p>MODEL: Rewrite of Cinderella of the Nile – focusing on how the original Cinderella has changed to an Egyptian version e.g. plot, characters, settings</p>	<p style="text-align: center;">Jabberwocky</p> <p>To entertain</p> <p>MODEL: Poetry A narrative poem – changing the Jabberwocky to a different creature. Think about what the setting might need to be for the new creature - try to include a few portmanteau words <i>Before completing the writing units, the children need to understand the term portmanteau which is where Lewis Carroll has made up words by combining two together.</i></p>	<p style="text-align: center;">There's a ran-tan in my bedroom</p> <p>To inform</p> <p>MODEL: Balanced argument 'should deforestation be stopped in Borneo?' 2 positives and 2 negatives of deforestation.</p>
	OUTCOME: 1 st person recount of entering classroom on the first day (inferential writing) from the perspective of the Ahmet who doesn't speak English and whose not been to an English school.	OUTCOME: Letter from his father to Beowulf (being proud of him)	OUTCOME: Atmospheric narrative of him falling into the hole (where he is lured to for eating the wire fences)	OUTCOME: Narrative – change Jack in the Beanstalk (another traditional tale) into an Egyptian version.	OUTCOME: A narrative poem where they change the Jabberwocky to a different creature to the model	OUTCOME: Balanced argument 'Should palm oil production be stopped in Borneo?' 2 positives and 2 negatives for palm oil production.

	<p>To inform MODEL: News broadcast script of a refugee boat's journey to the UK and the safety of its passengers. Then you Model presenting it.</p>	<p>To entertain MODEL: Amended ending to Beowulf (he was injured by Beowulf and had to be rescued by his father</p>	<p>To persuade MODEL: Why should we leave the Iron Man free? persuasive article.</p>	<p>To inform – <i>Timeline of newspaper articles</i> MODEL: A newspaper article of how unsuccessful Howard Carters search for a tomb for 5 years has been.</p>	<p>To inform MODEL: A fact file of the Jabberwocky. What is looks like, what it eats, where it lives and its enemies.</p>	<p>To persuade MODEL: Advertisement of a product containing palm oil (link to dt food project) to sell it</p>
	<p>OUTCOME: News broadcast script of the boat Dad is on getting safely to the UK. The children then change the vocabulary to be able to present it</p>	<p>OUTCOME: Amended ending to Beowulf (he could not defeat him but he ran away)</p>	<p>OUTCOME: Why should we capture the Iron Man? Persuasive article. Structure: impact of what the Iron Man has done to the village, 2 points explaining the positives of capturing the Iron Man. Everyone's farms will be safe and they can continue farming and making money and all of their items made of metal will be safe again e.g. the roofs of their houses and cars.</p>	<p>OUTCOME: A Newspaper article on Howard Carter's findings of Tutankhamun's tomb. The finding of the tomb and what is in the tomb</p>	<p>OUTCOME: A fact file of the creature they created for their version of the poem. What is looks like, what it eats, where it lives and its enemies</p>	<p>OUTCOME: Given a few options of other items that contain palm oil- write an advertisement to try and sell the product.</p>

5	<p>The Lion, the witch and the wardrobe</p> <p>To entertain:</p> <p>MODEL: A setting description of Professor Kirke's house.</p>	<p>The Lady of Shallot and the Highway man</p> <p>Poetry</p> <p>The Highway Man</p> <p>MODEL: Rewrite the ending of the Highway Man (narrative poetry) from the point where Tim makes a decision to betray the Highway man.</p>	<p>Earth Shattering Events</p> <p>To inform</p> <p>MODEL: Newspaper article for a volcanic eruption in Mount Saint Helen's in America</p>	<p>Hidden figures</p> <p>To inform</p> <p>MODEL: A biography of Dorothy Vaughan. Early life, education, struggles within her career, NASA achievements, impact on future roles for women</p>	<p>Atticus the storyteller 100 Greek myths</p> <p>To entertain</p> <p>MODEL: A Greek myth - 'The volcano Monster'</p>	<p>This Moose belongs to Me</p> <p>To entertain</p> <p>MODEL: Turn Jack and the beanstalk into an environmental version where the beanstalk doesn't grow because it's too hot. How will this affect the ending of the story?</p>
	<p>OUTCOME: A setting description of the other side of the wardrobe door in Narnia. The 5 senses and figurative language</p>	<p>OUTCOME: Rewrite the ending (narrative poetry). Change ending to Tim lays down his life to save the Highway man.</p>	<p>OUTCOME: A newspaper article for a volcanic eruption in Italy – Mount Etna</p>	<p>OUTCOME: A biography of Katherine Johnson. Early life, education, struggles within her career, NASA achievements, impact on future roles for women</p>	<p>OUTCOME: A Greek myth based on 'The Volcano Monster' where they change the monster and the Greek God it fights.</p>	<p>OUTCOME: Turn the Enormous the Turnip into an environmental version where the vegetables are wonky and can't be sold</p>
	<p>To inform</p> <p>MODEL: Summary report of what happened to Mr Tumnus' cave</p> <p>OUTCOME: Summary report of the White witches' wolves attacking the children and Beavers.</p>					

	<p>To persuade:</p> <p>MODEL: A travel brochure to go to Narnia while the White Witch still ruled from the white witch's perspective (e.g. snowy and frozen)</p>	<p>To entertain</p> <p>Poetry The Lady of Shallot</p> <p>MODEL: Turn one of the parts of the poem (Part 2) into a script.</p>	<p>To persuade</p> <p>MODEL: An advertisement for moving to an area prone to wild fires (somewhere with environmental attributes)</p>	<p>To persuade</p> <p>Job application form/cover letter for roles in NASA</p> <p>MODEL: A response to the job application from computer scientist Mary Jackson</p>	<p>To entertain</p> <p>MODEL: Rewrite the story from the perspective of the Greeks</p>	<p>To inform</p> <p>MODEL: This Pangolin belongs to me. Rewrite of the story considering the different setting and animal's threats.</p>
	<p>OUTCOME: A travel brochure to go to Narnia after the White Witch is gone</p>	<p>OUTCOME: Turn another part of the poem (part 4) into a script</p>	<p>OUTCOME: An advertisement for moving to the side of a volcano (fertile soil, minerals/diamonds, farming, geothermal energy)</p>	<p>OUTCOME: A response to the job application from Katherine Johnson</p>	<p>OUTCOME: Rewrite the story from the perspective of the people being invaded (Trojans)</p>	<p>OUTCOME: This Rhino belongs to me. Rewrite of the story considering the different setting and animal's threats.</p>
6	<p>War Horse</p> <p>To entertain</p> <p>MODEL: Diary entry from Albert about his father selling Joey</p>	<p>Poems from the 1st World War</p> <p>To entertain- short write</p> <p>MODEL: First person narrative going over the top writing</p>	<p>The Giants Necklace and Professor Astrocat's Body Odyssey</p> <p>To entertain</p> <p>MODEL: The Giant's necklace changing the ending from where Cherry goes under the water.</p>	<p>Shakespeare's Stories</p> <p>To entertain</p> <p>MODEL: Diary entry from Macbeth about the day the witches told him his prophecies</p>	<p>The Rain Player, The Great Kapok Tree and The Chocolate Tree</p> <p>To entertain:</p> <p>MODEL: Rewrite two different plots in the dream. The fertile soil beneath the tree to help grow plants to eat. The wood for creating boats to transport items.</p>	<p>Leaf</p> <p>To inform</p> <p>MODEL: Non-fiction extracts alongside stimulus of Leaf- using writing to create different outcomes.</p>

	<p>OUTCOME: Diary entry from father Ted, mother or the Sergeant Major about Ted selling the Horse</p>	<p>OUTCOME: First person narrative going over the top writing</p>	<p>OUTCOME: The Giant's necklace changing the ending from where Cherry goes under the water (their own idea)</p>	<p>OUTCOME: Diary entry from Macbeth for the night after he kills the king in his own home</p>	<p>OUTCOME: Rewrite two different plots in the dream. Their importance to the Maya civilisation. The cocoa bean – growing and using it as a form of money for trading. The stars – how the tree is used to climb so they can work out the calendar.</p>	<p>OUTCOME: Balanced argument: Should animals be kept in zoos?</p>
	<p>To persuade Focus on looking at the persuasive posters</p> <p>MODEL: A persuasive advert for men joining the army</p>	<p>Poetry MODEL: Various extracts of poetry from WW1 (Dulce et Decorum est)</p>	<p>To inform MODEL: Report – blood and how it travels in our bodies.</p>	<p>To entertain MODEL: Letter from Macbeth to Lady Macbeth explaining the death of Banquo</p>	<p>To persuade: MODEL: Conversation between Pik and Jaguar persuading Pik to use his cloak in the game. Focus on speech marks</p>	<p>OUTCOME: A voice over speech for the 1st year of a polar bear cubs' life</p>
	<p>OUTCOME: A persuasive advert for women joining the army</p>	<p>OUTCOME: Personal versions of poetry (free-verse)</p>	<p>OUTCOME: Non- chronological report - the circulatory system.</p>	<p>OUTCOME: Letter from Lady Macbeth to Macbeth before she kills herself</p>	<p>.OUTCOME: Conversation between Pik the Quetzal or Cenote to persuade Pik to use them during the game. Focus on speech marks</p>	<p>OUTCOME: A non-chronological report on polar bears. The anatomy, where they live, what they eat, their reproduction</p>