

Writing Overview - Year 3

Term	Topics	Unit Plan	Genre
Autumn 1 - In Derbyshire	Beneath our feet in Derbyshire	Stone Age Boy	Narrative
	Stone Age – History - Rocks and Soils - Science	Street Beneath My Feet	Non- fiction
Autumn 2 - Nose in a Book	Skeletons – Science	Skeletons and Muscles	Non-fiction
	Healthy eating and Nutrition – PSHE/SCIENCE	The Incredible Book Eating Boy by Oliver Jeffers	Narrative
Spring 1 – Don't Forget Your Passport	The Mediterranean – Science/Geography	The Secret of Black Rock by Joe Todd Stanton	Narrative
		The Magic Paintbrush by Julia Donaldson	Narrative
Spring 2 – Seconds From Disaster	Extreme Earth – disasters caused by tectonic plates -	Earthquakes	Non-fiction
		How a Robot Dog Works	Non-fiction
		Desk Diddler - Michael Rosen - Year 2 (This year)	Poetry
Summer 1 – Step Back in Time	Plants – Science	Plants by DK	Non-fiction
	Romans	The Journal of Iliona – A Young Slave by Richard Platt	Non-fiction
Summer 2 – How Great is Britain	Differences and Diversity – PSHE	I asked the little boy who couldn't see	Poetry
	Science – Light and Dark	Star in a Jar The Owl Who Was Afraid of The Dark Year 2 (This year)	Narrative Narrative

Writing Overview - Year 4

Term	Topics	Unit Plan	Genre
Autumn 1 - In Derbyshire	Transport in Derbyshire (Tourism-22-23)	Bike boy by Jane Considine Should we feed animals at National Parks?	Fiction Non-fiction
Autumn 2 - Nose in a Book	Christmas around the world	Inviting an Author into school letter Aladdin and the Enchanted Lamp	Non-fiction-persuasive writing Fiction- traditional tale
Spring 1 – Don't Forget Your Passport	Ancient Greece/ Digestive system	Digestion Explanation based on Gut Garden Journey by Aaron Becker	Non-fiction explanation Fiction-adventure
Spring 2 – Seconds From Disaster	Ecowarrior	An alternative to plastic straws-Stroodles The Creature	Non-fiction/persuasive advert Non-fiction-newspaper report
Summer 1 – Step Back in Time	Romans	Once upon a raindrop The River by Valerie Bloom	Non-fiction- script for factual tour. Poetry
Summer 2 – How Great is Britain	Inventors	The Princess and the Pea Float-by Daniel Miyares	Fiction Traditional tale Fiction- story

Writing Overview - Year 5

Term	Topics	Unit Plan	Genre
Autumn 1 - In Derbyshire	Rivers and mountains Forces Exploring emotions	Plastic Pollution (short speech) The Explorer (novel by Katherine Rundell)	Non-fiction speech Narrative adventure
Autumn 2 - Nose in a Book	Anglo Saxons Bullying	The Malfeasance (poem by Alan Bold) Screen Use	Poetry Non-fiction balanced argument
Spring 1 – Don't Forget Your Passport	Space Some Geography objectives Being healthy	One Small Step (short film) Mars Transmission (short script)	Narrative adventure Non-fiction journal
Spring 2 – Seconds From Disaster	Living things and habitats Rainforests Celebrating individual differences	Gorilla (picture book by Anthony Browne) David Attenborough (Based on the book: David Attenborough (Little People, BIG DREAMS) by Maria Isabel Sanchez Vegara)	Narrative adventure Non-fiction biography
Summer 1 – Step Back in Time	Viking and Anglo Saxons Properties of materials Being a responsible citizen	Kick (novel by Mitch Johnson) The Fantastic Flying books of Mr Morris Lessmore (short film)	Non-fiction persuasive letter Narrative fantasy
Summer 2 – How Great is Britain	History of Ilkeston Animals including humans Relationships	The Nowhere Emporium (novel by Ross McKenzie) Emperor Penguins	Narrative mystery Non-chronological report

Writing Overview - Year 6

Term	Topics	Unit Plan	Genre
Autumn 1 - In Derbyshire	Being me (in Derbyshire... - community involvement & improving our local area) Electricity <i>Being me</i>	- The Journey by Francesca Sanna (Story) - Greta (Speech)	Narrative Non-fiction
Autumn 2 - Nose in a Book	Darwin's Dragons Classification <i>Drug education</i>	- Kensuke's kingdom (Adventure story) - Origin of the Species (Non-chronological) - Letter to Mr Scrooge (Persuasive text)	Narrative Non-fiction Non-fiction
Spring 1 – Don't Forget Your Passport	Ancient Maya Civilisation Evolution & Inheritance <i>Being safe</i>	- The Varmints (Story) - Moth by Isabel Thomas (Poetry) - The Assassin (Y6 GD model text)	Narrative Poetry Narrative
Spring 2 – Seconds From Disaster	Exploring Extreme Environments Light <i>Money Matters</i>	- The Firework-Maker's Daughter by Philip Pullman (Adventure) - Everest by Sangma Francis and Lisk Feng (Non-chronological)	Narrative Non-fiction
Summer 1 – Step Back in Time	Crime and Punishment Circulatory system <i>Changes</i>	- Postcard from prison (postcard) - Goldilocks (Newspaper report) – guilty or not guilty?	Non-fiction Non-fiction
Summer 2 – How Great is Britain	WW2 (Experiment mop up) <i>Growing up</i>	- Rose Blanche by Ian McEwan (Story) - Letters from The Lighthouse by Emma Carroll (Recount)	Narrative Non-fiction

Hallam Fields Junior School - Curriculum Overview - Grammar

Where curriculum coverage is less, please focus on areas of weakness raised by assessment for learning. This could be from assessment papers or from concepts raised in writing topics.

	Autumn 1 ...in Derbyshire	Autumn 2 Nose in a book	Spring 1 Don't forget your passport	Spring 2 Seconds from disaster	Summer 1 Step back in time	Summer 2 How Great is Britain?
Year 3	<p>Recap of all of their known cards:</p> <ul style="list-style-type: none"> - Subject - Predicate - Stop - Co-ordinating conjunctions - Fronted adverbials (when, where and how) <p>Using precise nouns Recapping verbs, adjectives, nouns (including common and proper) Correct use of a and an</p>	<p>Continue to build on known cards and introduce:</p> <ul style="list-style-type: none"> - Speech (using inverted commas) - Adverbial clause (when, if, because, after, although, as, before, while) <p>Understand that a pronoun replaces a noun or a noun phrase (subjective and objective) Focus on adjectives for sound and touch</p>	<p>Continue to build on known cards and introduce:</p> <ul style="list-style-type: none"> - Linking adverbs (next, now, soon, then, however, meanwhile) <p>Adverbials of direction and place Introduce different ways that the past tense can be created (-ed endings and irregular verbs)</p>	<p>Continue to reinforce Rainbow Grammar cards that have been previously taught. Look at possessive apostrophes Plural possession Introduce different ways that the present tense can be created (including using 'to have' to create the present perfect)</p>	<p>Continue to reinforce Rainbow Grammar cards that have been previously taught. Introduce different ways that the future tense can be created (using the auxiliary verb 'will') Prepositions (including: among, beneath, beside, beyond, by, during, for, like, throughout, until) Bullet points for a list Colon to begin a list</p>	<p>Continue to reinforce Rainbow Grammar cards that have been previously taught</p> <p>Ordinal determiners</p>
Year 4	<p>Recap of all of their known cards:</p> <ul style="list-style-type: none"> - Subject - Predicate - Stop - Co-ordinating conjunctions - Fronted adverbials (when, where and how) - Speech (introduce that speech should begin with a capital) - Adverbial clauses - Linking adverbs <p>Recap all word classes Introduce that brands and titles are proper nouns Introduce possessive pronouns Teach use of appropriate nouns and pronouns to avoid ambiguity and repetition</p>	<p>Continue to cover all learnt cards and expand understanding of these cards:</p> <ul style="list-style-type: none"> - Adverbial clause (as soon as, by the time, even though, just as, so that, now that, unless) - Linking adverbs (also, finally, besides, for example, in fact, similarly) <p>Focus on adjectives of taste and smell Stacking adverbials</p>	<p>Continue to cover all learnt cards and introduce:</p> <ul style="list-style-type: none"> - Fronted adverbials (duration) <p>Understand that a determiner is a word that introduces a noun Introduce possessive determiners Using prepositional phrases after expanded noun phrases</p>	<p>Continue to cover all learnt cards and introduce:</p> <ul style="list-style-type: none"> - Non-finite clause (-ing) <p>Placing auxiliary verbs before the subject to form questions</p>	<p>Continue to cover all learnt cards and introduce:</p> <ul style="list-style-type: none"> - Relative clauses <p>Focus on less confident word classes (consolidation) Using ellipsis effectively to show incompleteness.</p>	<p>Continue to cover all learnt cards</p> <p>Verb synonyms for precision and to create shades of meaning Common irregular verb forms</p>

<p>Year 5</p>	<p>Recap of all of their known cards:</p> <ul style="list-style-type: none"> - Subject - Predicate - Stop - Co-ordinating conjunctions - Fronted adverbials (when, where and how) - Speech - Adverbial clauses - Linking adverbs - Non-finite clause (-ing) - Relative clauses <p>Recap all word classes, including teaching different types of nouns (abstract, collective)</p>	<p>Continue to cover all Rainbow Grammar cards taught and expand understanding of these cards:</p> <ul style="list-style-type: none"> - Adverbial clause (as, until, whenever, wherever, in case, once, provided that, since, whereas). <p>Introduce parenthesis using brackets, dashes and commas.</p>	<p>Continue to cover all Rainbow Grammar cards taught and expand understanding of these cards:</p> <ul style="list-style-type: none"> - Speech (introduce split speech across a sentence) 	<p>Continue to cover all learnt cards</p> <p>Introduce that semi-colons can be used between co-ordinating sentences.</p>	<p>Continue to cover all learnt cards and expand understanding of these cards:</p> <ul style="list-style-type: none"> - Linking adverbs (still, therefore, consequently, furthermore, instead, nonetheless, overall, subsequently) 	
<p>Year 6</p>	<p>Focus on areas of weakness raised by the SATs paper taken at the end of year 5.</p>	<p>Focus on areas of weakness raised by the teacher assessments and papers taken at the end of autumn 1.</p>	<p>Focus on areas of weakness raised by the teacher assessments and papers taken at the end of autumn 2.</p>	<p>Focus on key skills necessary for the upcoming SATs tests.</p>	<p>SATs preparation and focus on key skills necessary for writing moderation.</p>	

