

English

2025-2026

Please complete in Calibri 10

	Key Stage	Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grange Drive	EYFS/KS1	Nightingales	Studying EYFS semi-formal Curriculum					
		Kingfishers						
	Explorers	Merlins	Not accessing subject specific learning but studying a pre-formal Curriculum					
		Kites						
	Adventurers	The Chifchaffs	Not accessing subject specific learning but studying an informal Curriculum					
		The Wrens						
		Hérons						
		Owls						
		Peacocks						
	Navigators	Hummingbirds	<p>Non- Fiction: information/ leaflets about recycling, climate change, saving energy, etc. Fiction/narrative linked to the theme? Theme: In This Material World.</p>	<p>Narrative: Events and setting of topic stories. Little People, Big Dreams – actors, producers, directors, etc. Non-fiction: autobiography and biography; chronology. Theme: The Show Must Go On!</p>	<p>Narrative: Poems linked to theme – sensory poems. Books linked to theme – Rainbow Fish; The Snail and The Whale; Swimmy. Non- Fiction: fact files – ocean animals. Theme: Under The Sea</p>	<p>Narrative: The Dinosaur That Pooped ... series. Non- Fiction: dinosaur fact files. Theme: Everybody Walk The Dinosaur</p>	<p>Narrative: Drama, characters, sequencing and plot of pirate stories. (Books linked to theme – e.g. The Pirates Next Door, Pirate Stew, Pirates Love Underpants). Non- Fiction: maps, travel writing, exploration. Theme: A Pirate’s Life For Me!</p>	<p>Narrative: Sequencing and plot of the topic story. (Books linked to theme – e.g. Giraffes Can’t Dance, The Animal Boogie). Non- Fiction: information texts, sequencing events – celebrations in other cultures. Theme: Thank You For The Music (Festivals)</p>
Robins		<p>Narrative: Books linked to theme – e.g. Stick Man; A Super Sticky Mistake; Michael Recycle Non-fiction: recycling leaflets/information, climate change, issues around the world, saving energy at home, etc. Theme: In This Material World</p>	<p>Narrative: Books linked to theme – e.g. Little People Big Dreams – linked to theme – actors, directors, performers; Song and Dance Man. Non-fiction: Writing about experiences – biography/ autobiography/ diary entries/ postcards. Theme: The Show Must Go On!</p>	<p>Narrative: Poems linked to theme – sensory poems. Books linked to theme – Rainbow Fish; The Snail and The Whale; Swimmy. Non-fiction: Fact files – ocean animals. Theme: Under The Sea</p>	<p>Narrative: dinosaur discoveries/ stories. Little People Big Dreams – Mary Anning. The Dinosaur that Pooped ... series. Non-fiction: Timelines and maps. Fossil hunts and/or discoveries. Theme: Everybody Walk The Dinosaur</p>	<p>Narrative: Drama, characters, sequencing and plot of pirate stories. (Books linked to theme – e.g. The Pirates Next Door, Pirate Stew, Pirates Love Underpants). Non-fiction: maps, travel writing, exploration. Theme: A Pirate’s Life For Me!</p>	<p>Narrative: Sequencing and plot of the topic story. (Books linked to theme – e.g. Giraffes Can’t Dance, The Animal Boogie). Non- Fiction: information texts, sequencing events – celebrations in other cultures. Theme: Thank You For The Music (Festivals)</p>	
Penguins		<p>Narrative: Reading comprehension - main characters, events and setting – stories linked to theme.</p>	<p>Narrative: Little People Big Dreams – linked to theme – actors, directors, performers.</p>	<p>Narrative: Mudpuddle Farm – Elvis the donkey, fishing boat in trouble, Albertine Goose Queen.</p>	<p>Narrative: dinosaur stories.</p>	<p>Drama – linked to pirates theme.</p>	<p>Poetry – music and festivals.</p>	



Long Term Curriculum Map

			<p>The Whale Who Ate Plastic.</p> <p>Non-fiction: recycling, caring for the planet, the problem of plastic. The Great Pacific Garbage Patch.</p> <p>Theme: In This Material World</p>	<p>Non-fiction: Writing about experiences – biography/ autobiography/ diary entries/ postcards.</p> <p>Theme: The Show Must Go On!</p>	<p>Non-fiction – ocean animals – fact files or books linked to theme.</p> <p>Theme: Under The Sea</p>	<p>Non-fiction: dinosaur fact files.</p> <p>Theme: Everybody Walk The Dinosaur</p>	<p>Non-fiction: maps, travel writing, exploration.</p> <p>Theme: A Pirate’s Life For Me!</p>	<p>Non-fiction: information (websites, blogs) about festivals and celebrations.</p> <p>Theme: Thank You For The Music (Festivals)</p>
		The Falcons	<p>Non-fiction: advertising and magazine covers (link to EL component 1 and the half term’s theme).</p> <p>ASDAN students: module 1 (developing communication skills)</p> <p>Entry Level students: component 1 (non-fiction topics).</p> <p>Theme: In This Material World</p>	<p>Non-fiction: advertising and magazine covers (link to EL component 1 and the half term’s theme).</p> <p>ASDAN students: module 1 (developing communication skills)</p> <p>Entry Level students: component 1.</p> <p>Theme: The Show Must Go On!</p>	<p>Fiction: 20,000 Leagues Under The Sea (link to EL2).</p> <p>ASDAN Communication students: module 1.</p> <p>ASDAN English students: module 1 (communicating with others).</p> <p>Entry Level students: component 2 (fiction topics).</p> <p>Theme: Under The Sea</p>	<p>Fiction: Sound of Thunder, Ray Bradbury (link to EL2).</p> <p>ASDAN Communication students: module 2.</p> <p>ASDAN English students: module 2 (speaking and listening).</p> <p>Entry Level students: component 2.</p> <p>Theme: Everybody Walk The Dinosaur</p>	<p>Non-fiction: maps, travel writing, exploration</p> <p>The Tempest – Drama (reading comprehension/inference focus)</p> <p>ASDAN students: module 4 (reading for pleasure)</p> <p>Entry Level students: component 1 or 2 catch up and completion.</p> <p>Theme: A Pirate’s Life For Me!</p>	<p>Non-fiction: PowerPoint presentations about topic of interest – linked to celebrations, music and festivals</p> <p>ASDAN students: module 4 (reading for pleasure); final module/s of choice</p> <p>(Entry Level should have been completed and submitted by now)</p> <p>Theme: Thank You For The Music (Festivals)</p>
Birch Wood Vale	Transition	TDH Cycle 1	<p>Transition writing task</p> <p>Cycle 1 The Wreck of the Zanzibar</p> <p>(Cycle 2 Cloud Tea Monkeys)</p> <p>Non-fiction – instructions</p> <p>Poetry – Haikus</p> <p>Reading skills 1</p>		<p>Cycle 1 Arthur High King of Britain</p> <p>(Cycle 2 Can you Catch a Mermaid?)</p> <p>Non-fiction – persuasive techniques</p> <p>Poetry - personification</p> <p>Reading – skills 2</p>		<p>Cycle 1 The Butterfly Lion</p> <p>(Cycle 2 Charlie and the Chocolate Factory)</p> <p>Non-fiction – reports</p> <p>Poetry – free verse</p> <p>Reading skills 3</p>	
	Nurture	IGB	<p>Non-fiction: recycling leaflets, information about recycling, climate change.</p> <p>Students create their own leaflet.</p> <p>Theme: In This Material World</p>	<p>T.S.Eliot – Old Possum’s Book of Practical Cats – with ‘Cats’ the musical (Drama).</p> <p>Theme: The Show Must Go On!</p>	<p>The Little Mermaid (Grimm’s fairytales).</p> <p>Creative writing – setting and characters. Students write their own setting.</p> <p>Theme: Under The Sea</p>	<p>Non-fiction – fact files about dinosaurs. Students locate information.</p> <p>Jurassic Park (adapted).</p> <p>Theme: Everybody Walk The Dinosaur.</p>	<p>Non-fiction: travel and exploration.</p> <p>Fiction: Pirates of the Caribbean (adapted). Sequencing, creating a character.</p> <p>Theme: A Pirate’s Life For Me!</p>	<p>Poetry about festivals.</p> <p>Students write their own poems.</p> <p>Theme: Thank You For The Music (Festivals).</p>
	KS3	Year 7	<p>Transition writing task – based on an extract from ‘The Boy at the Back of the Class’</p> <p>Norse mythology - Beowulf</p>	<p>Weather poetry – linked to autumn/winter themes (e.g. fireworks)</p>	<p>Prose – Skellig</p>	<p>Writing – character development</p>	<p>A Midsummer Night’s Dream</p>	
		Year 8	<p>Once – Morris Gleitzman (Post 1914 Novel) context, themes and characters; analysing quotations; using PEEL.</p>	<p>Writing for different purposes – Leaflets Theme Parks</p>	<p>Identity and Relationships Poetry – themes; context; analysing language; poetic devices; using PEEL.</p>	<p>Macbeth (Drama) - themes; analysing language; context; drama; using PEEL.</p>	<p>Narrative Writing – characterisation; writing a monologue.</p>	<p>Synoptic Unit (theme depending on interests linked to Stone Cold) - reading skills; Entry Level 2 style questions;</p>



Long Term Curriculum Map

								retrieval; vocabulary; selecting information and evidence.
		Year 9	Stone Cold - (Post-1914 Novel) - analysing quotations; tracking themes and characters; using PEEL; context; homelessness (society).	Narrative Writing for younger children – story planning; structure; setting; characters.	Conflict Poetry – analysing quotations; themes in poetry; context/s; reading comprehension.	PAFT (theme of heroes) - diary and letter writing; different audiences.	Tempest (Drama) - themes; analysing language; context; drama; using PEEL.	Reading skills – current affairs, hobbies, different countries or travel.
	KS4	Year 10	Topic: Holidays Retrieval, inference, transactional and persuasive writing. Entry Level and GCSE skills.	Topic: Hobbies Retrieval, inference, transactional and persuasive writing. Entry Level and GCSE skills.	Topic: Gothic Horror. Retrieval, inference, comparison, creative and descriptive writing. Entry Level and GCSE skills.	Topic: Music. Retrieval, inference, transactional and persuasive writing. Entry Level and GCSE skills.	Topic: GCSE spoken language presentations – student choice of topics. Entry Level and GCSE skills.	
		Year 11	Retrieval, inference, creative and descriptive reading. Dystopian fiction – The Giver. GCSE paper 1 (reading) skills. Entry Level component 2 – dystopian fiction.	Retrieval, inference, creative and descriptive writing. GCSE paper 1 (writing) skills. Entry Level component 2 – creative writing (dystopian).	GCSE paper 2 reading skills and practice. Possible topics: climate change, events around the world, travel and adventure. Entry Level component 1 – travel.	GCSE Paper 2 writing skills and practice. Letters, leaflets, articles and speeches. Entry Level component 1 writing (travel theme).	GCSE final revision – papers 1 and 2. Topics dependent on students' interests and needs. Entry Level – final completion of papers.	GCSE final revision – paper 2. Reading, inference, comprehension – using articles from The Day. The Next Steps Entry Level (job applications, interview skills, application forms, etc.). Novel study: Jekyll and Hyde or The Curious Incident of the Dog in the Night-Time.
Ashton House	KS3	The Yard	The House With Chicken Legs - context, themes and characters; settings; analysing quotations; using PEEL; writing diary entries; retelling myths; Day of the Dead; religious beliefs about death and the afterlife.	The House With Chicken Legs - context, themes and characters; settings; analysing quotations; using PEEL; writing diary entries; retelling myths; Day of the Dead; religious beliefs about death and the afterlife.	Holes – Louis Sachar. Historical narrative; informal and formal letters; newspaper articles.	Holes – Louis Sachar. Historical narrative; informal and formal letters; newspaper articles.	Roald Dahl - Matilda Humorous story writing; humorous poetry; character studies and comparisons; writing instructions; recipes; play script adaptation.	Roald Dahl - Matilda Humorous story writing; humorous poetry; character studies and comparisons; writing instructions; recipes; play script adaptation.
		The Den	Synoptic unit linked to 'Music'. Reading skills; Entry Level 2 style questions; retrieval; vocabulary; selecting information and evidence.	Synoptic unit linked to 'Myths and Legends'. Reading skills; Entry Level 2 style questions; retrieval; vocabulary; selecting information and evidence.	Jekyll and Hyde – context, themes, characters, plot, analysing quotations, using PEEL.	War Poetry – analysing quotations; themes in poetry; context/s; reading comprehension.	Shakespeare text – The Tempest	
	KS4	The Nook	Topic: Charities. Retrieval, inference, transactional and persuasive writing. Entry Level and GCSE (reading) skills.	Topic: Hobbies. Retrieval, inference, transactional and persuasive writing. Entry Level and GCSE (reading) skills. Spoken Language – Presentations.	English Language Writing Skills Topic: Science Fiction or Heroism. Dystopian – The Giver. Retrieval, inference and creative writing. English Language Narrative/Creative Writing Skills.	Topic: Science Fiction or Heroism. Dystopian – The Giver. Retrieval, inference and creative writing. English Language Narrative/Creative Writing Skills.	Consolidation of English Language writing and reading GCSE qualifications. Completion of EL papers. Reading and writing skills using 'The Day'. Film Studies Project OR Drama Project (e.g. Blood Brothers).	



Long Term Curriculum Map

BWC	Post 16	BWCA	<p>GCSE Reading Skills – Paper 1. Woman in Black</p> <p>Entry Level 2/3 Component 1 – Pets.</p>	<p>GCSE Writing Skills – Paper 1.</p> <p>Entry Level 2/3 Component 2 – Heroism or Survival.</p>	<p>GCSE Reading Skills – Paper 2. Completion of mock exams.</p> <p>Entry Level 2/3 Component 1 – Charities.</p>	<p>GCSE Writing Skills – Paper 2. GCSE recording of spoken language unit.</p> <p>Entry Level 2/3 Component 1 – Hobbies/Detectives.</p>	<p>GCSE and Entry Level skills – reading, writing, inference.</p> <p>Final revision for those completing the GCSE exam. Final completion of EL papers.</p> <p>Literacy and reading inference/comprehension skills.</p>	<p>GCSE and Entry Level skills – reading, writing, inference. Final revision for those completing the exam.</p> <p>Reading skills using articles from The Day.</p> <p>Study of a novel – dependent on student interests – Fahrenheit 451 or Once.</p>
		BWCN	<p>GCSE Language Reading Skills – Paper 1. Alice in Wonderland</p> <p>GCSE Literature – Poetry – anthology.</p>	<p>GCSE Language Writing Skills – Paper 1.</p> <p>GCSE Literature – A Christmas Carol and Macbeth revision.</p>	<p>GCSE Language Reading Skills – Paper 2. Completion of mock exams.</p> <p>GCSE Literature – An Inspector Calls and unseen poetry.</p>	<p>GCSE Language Writing Skills – Paper 2. GCSE recording of spoken language unit.</p> <p>Entry Level 2/3 Component 1 – Hobbies/Detectives.</p> <p>GCSE Literature – overall revision and essay skills.</p>	<p>Skills of reading, writing, inference – Language and Literature.</p> <p>Final revision for those completing the GCSE exams. Final completion of EL papers.</p> <p>Literacy and reading inference/comprehension skills.</p>	<p>Skills of reading, writing, inference. Final revision for those completing the exam.</p> <p>Reading skills using articles from The Day.</p> <p>Study of a novel – dependent on student interests – Fahrenheit 451 or Once.</p>

