



St. Edward's Catholic Primary School

Curriculum Intent



Education for Social Responsibility

To learn about the challenges the world is facing, have the inspiration to improve and preserve the future of our planet, and to live happy, healthy and kind lives in the way that Jesus teaches us.



At St Edward's we reflect the varied ethnicities, languages and faiths and experience of our children. We live in the most diverse London borough. Our choice of materials, books, and teaching models are drawn from a wide number of sources, including as many of our children's home backgrounds as possible. We recognise and celebrate children's home languages and encourage parents to sustain and be proud of their children's home languages



We want children to be able to generate and synthesise ideas. We encourage discussion as an integral part of classroom activities. We want children to reflect on their own learning as well as look critically at the world around them. We use Let's Think in English to develop these skills of metacognition and to develop critical self-awareness.



We have a responsibility to promote global citizenship by teaching our pupils that they are members of a large global community and can use their skills and education to contribute to that community. We do this through our choice of teaching resources and the foci of our lessons. Our models and source texts are taken from across the world.



Children's acquisition of English skills cut across all other subjects. Proficiency in English is a prerequisite to future opportunities. We aim to give children a broad range of experiences and models for reading understanding and communication, that give a strong foundation to future success.



Never have effective English communication skills been more important. Every aspect of our lives is influenced by rapidly changing technology. As familiar forms of media, shopping, entertainment, business and education are transformed, effective English skills are needed to interpret and communicate across new digital platforms. Our children are already a part of that change.



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The Principal Aspects of The Writing Curriculum are arranged as follows:	Handwriting
Handwriting	Vocabulary, Grammar and Punctuation
Composition	Transcription

TOPICS

NARRATIVE - TRADITIONAL SETTINGS, FAMILIAR SETTINGS. FANTASY	POETRY, , EXPLANATION TEXTS,
NEWSPAPER REPORTS, MYTHS,	BIOGRAPHY, AUTO BIOGRAPHY,
CHRONOLOGICAL RECOUNT DIARY ENTRY, INFORMATION TEXTS	NON-CHRONOLOGICAL RECOUNTS CHRONOLOGICAL RECOUNTS

EYFS

Nursery Autumn: Familiar Settings <i>Myself Autumn BHM relevant texts</i>	Nursery Spring: Animals and Growth <i>Animals-farm, jungle, pets, Oliver's Vegetables, Tiny Seed, The Very Hungry Caterpillar</i>	Nursery: Summer: Traditional Stories / Patterned Texts
Reception Autumn: Familiar Settings <i>Based on Danny and the dinosaurs go to school*Syd Hoff So Much-Trish Cooke Zoom-Istvan Banyai The Fake Santa-Lorrie Bennett</i>	Reception Spring: Fairy Tales <i>Based on Goldilocks and The Three Bears Jack and The Beanstalk The three Billy Goats Gruff</i>	Reception Summer: Imaginary Settings <i>Based on Jasper's Beanstalk-Nick Butterworth The Gruffalo- Julia Donaldson Alien's Love Underpants-Claire Freedman</i>

YEAR 1

Autumn Transition Weeks 2/3 weeks <i>Owl Babies</i> Narratives 2/3 Weeks <i>Traditional stories from around the world The Village of Round and Square Houses Ann Grifalconi Ananse Leopard's Drum</i> Recount diaries 2/3 weeks <i>Diaries Linked Matthew to geography - Henson black Arctic explore</i>	Spring Poetry 2/3 weeks <i>Summer Contemporary Nature Poetry Narrative Poetic Features 1/ 2 weeks Patterned Texts: The Elephant and the Bad Baby Elfrida Vipoint, The Jolly Postman Ahlberg</i> Non-chronological Reports 2/3 weeks <i>Linked to science Plant and animal life cycles</i>	Summer Instructional Texts Recipes <i>linked to science Keeping healthy 2/3 weeks</i> Narrative Playscripts 2/3 weeks <i>Fantasy Worlds Where The Wild Things Are Maurice Sendak, Beegu Alex Deacon, Biscuit Bear Mini Grey</i> Diaries 2/3 weeks <i>Under The Ocean</i>
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YEAR 2

Autumn

RWI Get Writing *Initially*

Narrative - *Familiar Settings* 4/5 weeks
The Tiger Who Came to Tea
Judith Kerr *Burglar* *Bill Allan* *Ahlberg* –

Familiar Settings 1/2 weeks *After*
The Storm *Mick Butterworth*
Chronological

Recounts/ Diaries 2/3 weeks *Black*
History Month- Mary Seacole *Great*
Fire of London (linked to geography)

Spring

Poetry 1/2 weeks *Seasonal and*
celebration

Narrative– 3/4 weeks *Traditional*
Tales from other cultures

Non-chronological Reports
linked to geography – 3/4 weeks

Summer

Narrative 1/2 weeks
Gregory Cool by *Caroline Binch*
settings *Revision for NCTs* 1/ 2 weeks

Poetry
1/ 2 weeks *Calligram/ Shape poems*
Instructions 1/ 2 weeks *Recipes*
Science healthy eating / DT- Teddy
Bears' Picnic

YEAR 3

Autumn

Narratives *Familiar Settings* 3/4
weeks *Claude in the City* *Alex T. Smith*
Mousehole *Cat* *Antonia Barber*

Non-chronological Reports 3/4
Weeks *Linked to science* *Contrasting*
2/3 weeks *Culture setting* *Colour of*
Home *Mary Hoffman*

Spring

Poetry 2/3 weeks
Shape *Calligrams* *Kennings/ Concrete*
poems *Limericks* *Similes/ metaphors*

Instructions
3/4 weeks *Recipes/ Games* *DT*

Summer

Narratives:
Playscripts 2/3 weeks
Quest/Adventure *West African Stories*
Anansi

Non-chronological Reports 4/5 Weeks
Local Area - London, Coasts

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YEAR 4

Autumn

Narratives 4/5 weeks

Stories from other cultures Jourey to Jo'burg Beverly Naidoo

Narratives – 5/6 weeks Fantasy

Worlds, The Iron Man Ted Hughes, The Lion, The Witch and The Wardrobe C.S. Lewis

Spring

Poetry 3/ 4 weeks

Using similes John Agard, Grace Nichols & Roger McGough

Information Texts 4/ 5 weeks

Explanation texts-linked to science (animals)

Summer

Narratives Play-scripts 4/5 weeks

Dilemmas The Suitcase Kid Jacqueline Wilson

Non-fiction

TV scripts

Explanation Texts 4/5 weeks

geography earthquakes and volcanoes T.V. Script

YEAR 5

Autumn

Narratives from other Cultures 1/ 2 Weeks

The Wheel of Surya Jamila Galvin / Oranges in No-Man's Land Elizabeth Laird

Poetry 2/3 weeks Different cultures- Caribbean Poets John Agard, Benjamin Zephaniah, Grace Nichols, Haiku, Cinquains, kennings

Narratives Classic Texts 2/3 weeks Macbeth Shakespeare Comic Books Version, BBC animation and extracts from original

Oliver Twist Usborne/ Street Child Berlie Doherty – 4 weeks

Chronological Recount – Linked to science- famous scientists- Astronauts and astronomers

Spring

Narratives 3/ 4 weeks o

oral narratives Myths, Legends

Narrative Poetry 2/3 weeks Based on classic text The Highwaymen/ The Lady of Shallott Instructions 2/3 weeks

Linked to D.T Bread recipes

Summer

Narrative and non-chronological reports 3/4 weeks Holes by Louis Sacher

Persuasive Texts 2/3 weeks Advertising

Playscripts 2/3 weeks Film-scripts The Piano



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YEAR 6

Autumn

Poetry

Imagery/Personification 2/3 weeks

John Agard + various black authors

2/3 weeks Shakespeare- sonnets

Chronological Reports 3/4 weeks

Biography/ Autobiography Famous authors, scientists, significant black figures

Narrative 3/4 weeks Joe Craig

Suspense writing

Spring

Narrative 3/4 weeks *Balanced*

Discussion Horror Anthony Horowitz

Film Scripts 3/4 weeks

Persuasive Texts 2 weeks

Advertisements

NCTs preparation 3/4 weeks

Summer

Chronological Reports *Diary Entries 1st half term*

Non-chronological Report 2nd half term

Playscripts *Leavers' Assembly*

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