



# ST. ANTONY'S CATHOLIC SCHOOL ENGLISH AND LITERACY CURRICULUM OVERVIEW



Cohort	Curriculum Topic	Autumn 1	Autumn 2	Curriculum Topic	Spring 1	Spring 2	Curriculum Topic	Summer 1	Summer 2
<b>YEAR 3 &amp; 4</b> Handwriting Reading Spelling Spoken Language (Speaking and Listening) GPS		<b>BASELINE TEST – READING &amp; MATH</b> <b>Week 1:</b> Create a timeline on your icon Create a fact file on your icon <b>Hold discussions</b> about facts learned from the research into the lives of focus Young Icon <b>Read,</b> Discuss and annotate your icon's biographies and autobiographies for main features: name, DOB, POB, Family, Education etc.  <b>Homework opportunities:</b> To conduct research with parental support creating fact files and family trees for Icons as CTs direct  <b>Mantra: S.T.R.I.V.E!</b> <b>Intent:</b> To inspire our pupils and present them with positive role models who have and shaping the world... making a difference.  <b>Impact:</b> To instil pride and dignity in our diversity at St. Antony's Pupils to know that no matter where there are from or what they look like, each can achieve greatness! Boost desire to become	<u>NARRATIVE</u> STORIES FROM DIFFERENT CULTURES 2 WEEKS -ALI BABA AND THE 40 THIEVES (First Aid in English Reader B) Pupils to plan and write similar story using the same story structure.  <u>RECOUNT</u> Cross-curricular R.E. <b>WEEK 1</b> The Annunciation (Angel visits Mary) <b>WEEK 2</b> The Visitation (Mary visits Elizabeth) Diary Entry structure used – speak in the voice of Mary or Elizabeth  <u>PERSUASIVE WRITING</u> <b>2 Weeks</b> <b>1<sup>st</sup> Week</b> Persuasive Structure- identify features then plan and shared write with CT using structure and vocabulary  <b>2<sup>nd</sup> Week</b> <u>Plan and write</u> JESUS SHOULD HAVE		NARRATIVE <u>Week 1</u> Give CTs resources – picture story sequencing <b>Teach model and shared writing</b> -Whole story following sequencing <b>Week 2, 3 &amp; 4</b> Give CTs resources – different picture story sequencing <b>Focus: pupil planning and writing with CT SUPPORT</b> -Whole story following sequencing <b>Week 5</b> <b>Focus: pupil planning and writing independently</b> <b>ASSESSMENT</b> <b>One independent writing piece will be moderated and assessed against National &amp; School Standards</b>	<u>NARRATIVE</u> <b>Week 1 &amp; 2–</b> picture story sequencing <b>Pupils plan and write</b> -Whole story following sequencing <b>Week 3 &amp; 4</b> different picture story sequencing <b>Focus: pupil planning and writing</b> -Whole story following sequencing <b>Week 5</b> <b>Focus: pupil planning and writing independently</b> One independent writing piece will be moderated and assessed against National & School Standards <b>TEACHER ASSESSMENT</b>		NARRATIVE Fables <b>Week 1</b> The Lion and the Mouse <b>Week 2</b> The Ant and the Grasshopper The Princess and the Pea <b>Week 3</b> Pupils Plan for Writing Assessment Using structure of “The Boy Who Cried Wolf”  <b>ASSESSMENT</b> <b>One independent writing piece will be moderated and assessed against National &amp; School Standards</b>	LETTER WRITING <b>Week 1</b> identify features and structure - Invite a friend to your Award Ceremony <b>Week 2</b> Write a letter explaining why St. Antony's is the best school. Day 1 – Plan, Write Up level and Publish  <u>NON-FICTION</u> Non-Chronological Report Writing EXPLANATION -main heading -sub headings <b>Week 3</b> CT support – How to take care of (a) pet cat (b) pet dog © pet hamster etc. <b>Week 4</b> CREATE A MYTHICAL CREATURE -explain how to take care of it <b>Week 5</b> End of Year Teacher Assessment

role models & icons for the future  
Encourage pupils to follow in the footsteps of the young icons being studied

Pupils to be inspired that they can achieve anything they put their minds to in school and in their community and the world

Pupils can identify that failure/hardships can help them develop determination and resilience to achieve

Can state ways they can replicate their role models

Reinforce and promote SMSC and Christian and British Values

**WEEK 2:** Write a biography in the voice of your **Young, Gifted and Great Icon**

Include the main features of **biography genre explored in class**

Include quotes, teachings and morals on **philosophies and beliefs of the Icon**

**Week 3** :To write an autobiography in the voice of your Young, Gifted and Great Icon including the

BEEN BORN IN A PALACE  
**TEACHER ASSESSMENT – WRITING & READING**

main features of autobiography genre- including quotes, teachings and morals on philosophies and beliefs  
**Year 3** Divin Mubama & Katarina Johnson-Thompson  
**Year 4** Denai Moore & Nadia Hussein

**Implementation:** To conduct study through research on designated icon(s) Bio/Auto bio and create a timeline of icon's journey to success

Explore, discuss and chart icon's qualities, skills, talents, approach to life

Use of research, reading, annotation, analysis, discussion, writing a range of genres to show depth of understanding

Incorporate motivational and inspirational quotes from scripture as well as from young role models being studied to foster interest and self-image

**Week 4 & 5** To write a diary entry in the voice of Icon: Explore Diary Entries, including the main writing features of the genre and covering a real life experience of the young icon.

**Week 6 & 7:** To write

		<p>letters of gratitude, admiration, appreciation to Icon thanking them for their work, example and actions</p> <p>To write a letter in the voice of Icon to inspire and encourage peers to go after their dreams</p> <p><b>Week 8:</b> To publish Best Work in preparation for display or publishing best work using Chrome Books, in books and on display board in class and the hall.</p>							
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<b>Terminology for pupils</b>	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')
<b>Punctuation</b>	Inverted commas to punctuate direct speech
<b>Word</b>	Formation of nouns using a range of prefixes [for example super-, anti-, auto-] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
<b>Sentence</b>	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]

