



Pathways to Write

**Long-term curriculum map:
Year 1 to Year 6**

Links to science and foundation subjects in key stages 1 and 2

| 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Lost and Found by Oliver Jeffers Salina Yoon's Penguin stories Be brave little penguin by Giles Andreae The Emperor's egg by Martin Jenkins The penguin who wanted to find out by Jill Tomlinson | Nibbles by Emma Yarlett Goldilocks and the three bears by Emma Chichester Clark Little Red Riding Hood and Jack and the Beanstalk texts The Gruffalo by Julia Donaldson Where the wild things are by Maurice Sendak | The Lion Inside by Rachel Bright How to be a lion by Ed Vere The tiger who came to tea by Judith Kerr Mog the forgetful cat by Judith Kerr | The Curious Case of the Missing Mammoth by Ellie Hattie Lost in the toy museum by David Lucas Woolly Mammoth by Mick Manning How to wash a woolly mammoth by Michelle Robinson and Kate Hindley | Toys in Space by Mini Grey Space Dog by Mini Grey It was a dark and stormy night by Janet and Allan Ahlberg One true bear by Ted Dewan | Goldilocks and just the one bear by Leigh Hodgkinson Old bear stories by Jane Hissey Dogger by Shirley Hughes Scaredy bear by Steve Smallman |
| Writing outcome | Outcome Fiction: story based on the structure of <i>Lost and Found</i> Greater Depth Change the setting of the story | Outcome Recount: diary Greater Depth Add in further details about other characters' feelings | Outcome Fiction: story based on the structure of <i>The Lion Inside</i> . Greater Depth Change both animals in the story. | Outcome Fiction: story based on the structure of <i>The Curious Case of the Missing Mammoth</i> . Greater Depth Change the setting of the story. | Outcome Fiction: story based on the structure of <i>Toys in Space</i> . Extension: Instructions Greater Depth Choose their own toy to write about and change the space creature. | Outcome Fiction: story based on the structure of <i>Goldilocks and just the one bear</i> . Extension: Non-chronological report Greater Depth Change the animal and the setting |
| Topic headings | What can we find in our school? | | What would you put in your own museum? | | Where would you travel to? | |
| Learning behaviour | Ownership | Responsibility | Friendship | Questioning | Anticipation | Relationships |
| Science | Plants, animals including humans and seasonal changes will be taught throughout the year | | | | | |
| | Describe and compare a variety of common animals | | Everyday materials (investigate items in your museum) | | Everyday materials (properties) Working scientifically – performing simple tests (see DT) | |
| History | | Changes within living memory - Traditional tales How stories have changed over time Parents and grandparents favourite stories | | Changes within living memory – what household items and toys did your grandparents/great grandparents have? | Lives of significant others – compare aspects of lives of Christopher Columbus, Earnest Shackleton and Neil Armstrong (travel to hot and cold places and space) | |
| Geography | Geography of their school grounds Cold areas of the world South Pole, North Pole | | Hot areas of the world Equator | | Use world maps, atlases and globes – begin to name world's seven continents and 5 oceans | |
| D&T | Design and make a sandwich for the journey to the South Pole | Build structures – make a cage for Nibbles Investigate how they can be made stronger, stiffer and more stable | Make an animal mask – select tools: cutting, shaping, joining, finishing select materials | | Design, test, make rockets and boats – Whose rocket can travel the furthest? Can you get your boat to float? | |
| Art | | Create own fairytale collage using colour, pattern, texture, line, shape, form and space. Link to artist (Kandinsky/Hunderwasser) | | Self portraits to display in our gallery/museum – use line/shape/colour | Van Gogh starry night – Painting Use drawing, painting and sculpture Work of a range of artists | |

| 2 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
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| Texts | Troll Swap by Leigh Hodgkinson Trolls go home by Alan MacDonald | The Owl who was afraid of the dark by Jill Tomlinson (picture book) The Owl who was afraid of the dark by Jill Tomlinson (chapters) | Dragon Machine by Helen Ward The Dragonsitter series by Josh Lacey | Recommended revision unit on Great Fire of London www.literacycompany.co.uk | Major Glad, Major Dizzy by Jan Oke Naughty Amelia Jane by Enid Blyton | The Last Wolf by Mini Grey Fantastic Mr.Fox by Roald Dahl | Grandad's Secret Giant by David Litchfield The BFG by Roald Dahl |
| Writing outcome | Outcome Fiction: story with focus on characters Greater Depth Story about two independently invented contrasting characters who swap places | Outcome Non-chronological report: report about owls Greater Depth Alter the layout to include own subheadings and extra features | Outcome Fiction: story with adventure focus Extension: Instructions Greater Depth Story written in 1 st person | Outcome Recount: diary entry from point of view of a toy Greater Depth Recount: diary entry from point of view of one of the children | Outcome Letter: letter in role as the character persuading to save the trees Greater Depth Real life letter to specific audience e.g. local MP | Outcome Fiction: story with moral focus Greater Depth Story from the point of view of the giant | |
| Topic headings | Where do owls live? | | What can we learn from events in the past? | | How can we look after our environment and community? | | |
| Learning behaviour | Diversity | Perseverance | Resilience | Flexibility | Making links and connections | Collaboration | |
| Science | Plants – pupils should use the local environment throughout the year to observe how different plants grow | | | | | | |
| | Animals including humans Humans have offspring which grow into adults | Basic needs of animals Animals and offspring (birds) | Everyday materials – what can we use to build our machine? Compare suitability of materials | How can solid objects be changed by squashing, bending, twisting and stretching | Plants (trees) – how plants need water, light and a suitable temperature to grow and stay healthy | | |
| History | | Events beyond living memory – Gunpowder plot 1605/ link with Bonfire night | In depth study of Great fire of London. Link to revision unit. | Events beyond living memory Timeline significant events – Queen Victoria, WWI and Blitz in WWII | Significant historical events, people and places in their own locality – how has a woodland area changed? Which people have been influential? | | |
| Geography | Compare a small area of the UK with a small area in a contrasting non-European country (another location where owls live) | World's seven continents and 5 oceans Which continents have owls on? | Birds eye view – link to maps and globes Four countries and capitals in the UK and surrounding seas Physical features: beach, cliff, coast, forest, hill, sea, ocean, valley | | Human and physical geography of local area Physical features: forest, hill, vegetation, soil, river Human features: city, town, village, factory, farm, house, office, port, harbour, shop | Recap the capital cities of the four countries | |
| D&T | | Create a suitable 'fat ball' to feed an owl Explore and evaluate a range of existing products and designs | Design functional machines and make through exploring a range of materials – to link with own stories | Design and make own moving toy – explore and use mechanisms (levers, sliders, wheels and axles) | | | |
| Art | Study of Joan Miro – create your own troll Joan Miro style Using colour, pattern, texture, line, shape, form and space. Work of a range of artists | | Birds eye maps/paintings of the landscapes travelled over by the dragons | Textiles - make samplers and practise cross-stitch/needlework | Banksy – graffiti art Develop a wide range of techniques/ work of artists | Creating a class/school/locality mural – what would we add to our mural? | |

| 3 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Seal Surfer by Michael Foreman Dancing Bear by Michael Morpurgo | Winter's Child by Angela McAllister Ice Palace by Robert Swindells | Stone Age Boy by Satoshi Kitamura The Iron Man by Ted Hughes | Big Blue Whale by Nicola Davies This morning I met a whale by Michael Morurgo | Journey by Aaron Becker Tilly Mint Tales by Berlie Doherty | Zeraffa Giraffa by Dianne Hofmeyr The White Fox by Jackie Morris |
| Writing Outcome | Outcome Recount: letter in role Greater Depth Write a letter from Grandad in response to one of his grandson's letters | Outcome Fiction: fantasy story based on a fable Greater Depth Narrative from a different point of view | Outcome Fiction: write a story set in the Stone Age Greater Depth: Write from the POV of a person from the Stone Age | Outcome Persuasion: leaflet persuading for the protection of the blue whale Greater Depth Include a fact file about endangered sea creatures | Outcome Fiction: adventure story based on Journey using the language of Berlie Doherty Greater Depth Include a new setting route to lead from one place into another | Outcome Persuasion: tourism leaflet for Paris/Egypt Greater Depth Include a section of a researched Paris landmark |
| Suggested topic headings | Water, water everywhere One little drop Rivers, lakes, oceans and seas Where my wellies take me | | What's below the surface? Deep, deep down | | Journeys Voyages and discoveries | |
| Learning behaviour | Collaboration | Friendship | Flexibility | Responsibility | Imagination | Resourcefulness |
| Science | Animals including humans (nutrition, skeletons and muscles) Begin study of rocks (coastal regions) | | Continue rocks (types of rock linked to stone age) | Forces and magnets (linked to poles) | Plants | Light |
| History | | | Changes in Britain from Stone Age to Iron Age | | The achievements of the earliest civilisations (Sumer, Indus, Egypt, Shang Dynasty) and common themes e.g. early writing | In depth study of Ancient Egypt – the achievements of the earliest civilizations |
| Geography | Where have you been on holiday? UK geographical regions (North West, Midlands etc) Coastal regions Physical features – seas, coasts, oceans | Water cycle Arctic circle Mountains | | Global geographical regions Locational knowledge – oceans, hemispheres, North Pole and South Pole, Arctic and Antarctic | Rivers Link with history – early civilisations that grew on rivers | Map skills – world countries, world map |
| D&T | | Snow scene in a box - cutting, shaping, joining, finishing Select and use a range of materials | | | Design and make a bridge to cross the moat into the citadel – research and evaluate bridges, test materials and evaluate | Create a bag with a giraffe design – textiles (sewing, patchwork) |
| Art | Hokusai – The great wave off Kanagawa Painting, colour mixing | | Stone age art Early cave paintings | Henri Matisse 'cut outs' - Polynesia, the sea or Beasts of the sea | | Steven Brown – Giraffe drawings (charcoal, pencil drawings and mark making) |

| 4 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Gorilla by Anthony Browne A World Full of Animals Stories by Angela McAllister | Leon and the place between by Graham Baker-Smith The Train to Impossible Place by PG Bell | Escape From Pompeii by Christina Balit Pompeii: A Roman Girl's Diary by Sue Reid | Amazing Islands by Sabrina Weiss & Kerry Hyndman, Koji's Island by The Literacy Company Ariki and The Island of Wonders by Nicola Davies | Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company The Boy Who Biked the World: Part 1 by Alastair Humphreys | Blue John by Berlie Doherty Clockwork by Phillip Pullman or alternative Berlie Doherty novel |
| Writing outcomes | Outcome Fiction: fantasy story Greater Depth Re-tell the story from dad's viewpoint or include speech | Outcome Recount /diary Greater Depth Recount /diary from a different POV | Outcome Fiction: historical narrative from character's point of view Greater Depth Write from the POV of the captain | Outcome Fiction: adventure story from POV of the boy Greater Depth Write from the POV of the God | Outcome Information board for a rainforest exhibition Greater Depth Include an interactive element | Outcome Letters Explanation – about cave formation for 2/3 days Greater Depth Use explanation with an element of persuasion |
| Topic headings | Let me entertain you! That's entertainment The greatest show Should you keep a gorilla in a zoo? | | Growing up global Race around the world Natural disasters | | Forests or caves: where would you like to live? Save our environment Rainforests and rocks Planet Earth | |
| Learning behaviour | Reflectiveness | Creativity | Strength | Challenge | Questioning | Resilience |
| Science | Animals including humans (body parts, digestive system) | Sound (links to music/entertainment) | States of matter – link with volcano | Living things and their habitats – environments can change and that this can sometimes pose dangers to living things (volcanoes and tsunamis) | (humans and farming) | Electricity |
| History | | | The Roman Empire and its impact on Britain | | | Iron age Hill forts (Mam tor) |
| Geography | Environmental regions around the world – link to the natural environments of gorillas and other apes. Study topographical features | | Contrast a region in the UK with Bay of Naples in Italy Volcanoes and earthquakes | Human geography – settlements, land use, trade links, natural resources, land use patterns Volcanoes and earthquakes | Locational knowledge – South America Climate zones and vegetation belts (rainforests) Rivers (Amazon) | UK geographical regions – physical/topographical characteristics – mountains and hills |
| D&T | | Make a fairground game/mechanical toy – use gears, pulleys, levers, linkages | Build a volcano – generate ideas, develop, communicate, create sketches and exploded diagrams | Create and test an escape raft – select and evaluate materials | Make a fruit salad. Discuss UK seasonal fruits and fruits that are transported from rainforest areas | Make a head torch to see in a cave (use electrical systems – link with science) |
| Art | Greatest Showman Circus or zoo posters Drawing and painting | | | | Henri Rousseau – Collage Tropical forest with Apes and snakes Tiger in a tropical storm | |

| 5 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Queen of the falls by Chris Van Allsburg <i>Goodnight Stories for Rebel Girls by Elena Favilli</i> | The Lost Happy Endings by Carol Ann Duffy <i>Hansel and Gretel by Neil Gaiman</i> | Arthur and the Golden Rope by Joe Todd-Stanton <i>Odd and the Frost Giants by Neil Gaiman</i> | The Darkest Dark <i>Cosmic by Frank Cottrell Boyce or The boy who climbed into the moon by David Almond</i> | The Paperbag Prince by Colin Thompson <i>The Last Wild by Piers Torday</i> | Radiant Child by Javaka Steptoe <i>Life doesn't frighten me - Poem by Maya Angelou</i> |
| Writing outcomes | Outcome Recount: series of diaries Greater Depth Series of diaries with viewpoint of other characters | Outcome Fiction: traditional tale Greater Depth Traditional tale from another character's POV | Outcome Fiction: myth Create heroes, villains and monsters Greater Depth Vary the viewpoint from which the myth is told | Outcome Recount: biography Greater Depth A first-person recount with an experience from the person's life within the biography | Outcome Persuasion/information: Hybrid leaflet Greater Depth Write an oral presentation for a TV or online broadcast as expert | Outcome Information: text suitable for an art gallery Greater Depth Plan structure and layout of information text |
| Topic headings | Rebel girls Tra la la America! | | Heroes and villains Exploration and discovery | | One world Caring for our world | |
| Learning behaviour | Perseverance | Imagining | Enthusiasm | Independence | Reciprocity | Reasoning |
| Science | Animals including humans (humans development to old age) | | Forces | Earth and space | Properties and changes of materials | Living things and their habitats – life cycles |
| History | | Anglo Saxons | The Viking and Anglo-Saxon struggle for the kingdom of England | | | Non-European society that provides contrasts with British History – Benin (West Africa) AD 900-1300 |
| Geography | Locational and place knowledge – a region in North America (The Great Lakes and Niagara) Can you plan the route for Annie's tour? | Settlements Land use Towns and cities compared with rural areas UK towns and cities | UK countries and cities in Britain – How did places get their names? (from Anglo-Saxons) | Earth – Latitude Longitude Equator Time zones Hemispheres Tropics of Cancer/Capricorn | Human geography/region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling), land use changes over time | Locational knowledge – North America Place knowledge – a region in North America 'New York City' |
| D&T | Look at events and individuals in DT who have shaped the world (barrels, boats) | | Design superhero energy food – granola or flapjack | Programme own moving object – rocket, alien, spacecraft | | |
| Art | | Jane Ray illustrations (look at Jinnie Ghost as well as Lost Happy Endings) | | | Sculpture – Barbara Hepworth Create own sculpture from recycled materials | Artist study – Jean-Michel Basquiat and Keith Haring (Drawing, sketching, collage) |

| 6 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Texts | Star of Hope, Star of Fear by Jo Hoestlandt When We Were Warriors by Emma Carroll | Can we save the tiger? by Martin Jenkins <i>Into the Jungle by Katherine Rundell</i> | Selfish Giant by Oscar Wilde <i>The Happy Prince and Other Tales by Oscar Wilde</i> | Jemmy Button by Alix Barzelay The Island by Jason Chin <i>The Explorer by Katherine Rundell</i> | Manfish by Jennifer Berne <i>Great Adventurers by Alistair Humphreys</i> | Transition Unit <i>Sky Chasers by Emma Carroll</i> |
| Writing outcome | Outcome Flashback story Information text Greater Depth To write a narrative with a flashback | Outcome Hybrid text - information and explanation Greater Depth Write a Newsround TV style story | Outcome Classic fiction Explanation Greater Depth Write the narrative from a different viewpoint | Outcome Journalistic Discussion Greater Depth Write a magazine article/hybrid text | Outcome Biography /hybrid text Greater Depth Add in a script commentary about role in conservation debate | Outcome Narrative Fiction Autobiography Greater Depth Write the narrative from a different viewpoint Include section from an alternative viewpoint in the autobiography |
| Topic headings | Conflict and resolution Is it ever right to fight? | | Evolution and inheritance Have we always looked like this? Seeds of change | | Can we change the world? Hopes and dreams Dream big / sky high thinking | |
| Learning behaviour | Empathy | Responding | Optimism | Connecting | Engagement | Ambition |
| Science | Light (travels in straight lines, light sources – links with WW2 searchlights) | Living things and their habitats - classification | Animals including humans – digestive system and bodies | Evolution and inheritance Charles Darwin | Electricity | |
| History | Theme in British history beyond 1066 – timeline and look at the long arc of time Wars/battles through the ages WW2 Battle of Britain and the Blitz | Local history study – impact of world wars in our local area Link with Remembrance | | | Theme in British history beyond 1066 Undersea exploration and films | |
| Geography | | Animal species around the world – climate zones, land use patterns, changes over time – how animals have been affected by humans | | Locational knowledge – South America Southern hemisphere, Pacific Ocean, Galapagos Islands, equator, biomes, vegetation belts | | |
| D&T | Shadow puppets – design and make, cutting, selecting materials | | Design the perfect meal for a giant | | Design a light/lamp for a diver Use electrical systems and test materials | Textiles – design own t-shirts which show your identity (batik, patchwork, tie dye) |
| Art | Light and shadows WW2 searchlight art LS Lowry - Blitz paintings | | Paul Cezanne – still life of fruit (link with illustrations in Selfish Giant) | | Keith Siddle Create contrasting colour paintings with repeating patterns of fish | |