













Breage English Curriculum Map 2025-2026



	Autumn 1 7 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 6 weeks	Summer 1 5 weeks	Summer 2 8 weeks
Whole Class Key Texts	(All About Me!) What makes me me – Ben Faulks Rainbow Fish – Marcus Pfister Perfectly Norman – Tom Percival Ravi’s Roar – Tom Percival Elmer – David McKee Avocado Baby – John Burningham Pumpkin Soup – Helen Cooper	(What can we celebrate?) Room on the Broom – Julia Donaldson The Gingerbread Man – Mara Alperin You Must Bring a Hat - Simon Philip The Storm Whale in Winter – Benji Davies Stick Man - Julia Donaldson Little Glow - Katie Sahota What the Ladybird Heard at Christmas – Julia Donaldson	(Where do we live?) On the way home – Jill Murphy The way back home – Oliver Jeffers Little Red Riding Hood - You can’t take an elephant on a bus – Patricia Cleveland-Peck Whatever Next? - Jilly Murphy We Catch the Bus – Katie Abey	(Who can help us?) The smartest giant in town – Julia Donaldson Rumpelstiltskin - Cops and Robbers – Allan Ahlberg Hairy Maclary Rumpus At The Vet – Lynley Dodd What will I be? - Frances Stickley A Superhero like You – Dr Ranj	(Planting and Growing) - Oliver’s Vegetables – Vivian French Oi Frog – Kes Gray Superworm - Julia Donaldson Handa’s Surprise – Eileen Brown Jack And The Beanstalk	(Habitats/Seaside) The Pandas who Promised – Rachel Bright The Snail and the Whale – Julia Donaldson The Lion Inside – Rachel Bright Lucy and Tom at the Seaside – Shirley Hughes Sharing a Shell – Julia Donaldson Clean Up – Nathan Byron Tiddler – Julia Donaldson
KS1 Key Texts						
Little Wandle Foundations						

	<p>1,2,3,4,5 Once I caught a fish alive</p> <p>A sailor went to sea</p> <p>Pat-a-cake</p>	<p>Baa, Baa, Black Sheep</p> <p>Down at the station</p> <p>Ring-a-ring-a-roses</p> <p>Wind the bobbin up</p>	<p>Hey, Diddle, Diddle</p> <p>Hickory, Dickory, Dock</p> <p>Round and Round the Garden</p> <p>Twinkle, Twinkle Little Star</p>	<p>Humpty, Dumpty</p> <p>Incy Wincy Spider</p> <p>Row, Row, Row your boat</p>	<p>Jack and Jill</p> <p>Mary, Mary, Quite Contrary</p> <p>The Grand Old Duke of York</p>	<p>Miss Molly had a Dolly</p> <p>One, Two, Buckle my Shoe</p> <p>The Wheels on the bus</p>
<p>EYFS/KS1 Irregular Verbs</p>	<p>To say</p> <p>To come</p> <p>To sing</p> <p>To take</p> <p>To give</p>	<p>To make</p> <p>To go</p> <p>To meet</p> <p>To sit</p> <p>To find</p> <p>To tell</p>	<p>To see</p> <p>To get</p> <p>To speak</p> <p>To draw</p> <p>To hold</p> <p>To write</p>	<p>To drink</p> <p>To run</p> <p>To swim</p> <p>To cut</p> <p>To grow</p> <p>To send</p>	<p>To build</p> <p>To eat</p> <p>To dig</p> <p>To put</p> <p>To break</p> <p>To show</p>	<p>To do</p> <p>Buffer</p> <p>Weeks/consolidation</p> <p>Buffer</p> <p>Weeks/consolidation</p>
<p>KS1 Writing Units</p>	<p>Lists and captions (link to the key text)</p> <ul style="list-style-type: none"> -Letter formation -Pencil grip -Writing posture  <p>Common nouns</p> <p>Proper nouns</p> <p>Being verbs</p> <p>Regular action verbs</p> <p>Irregular verbs</p> <p>Subject</p> <p>Building single-clause sentences</p> <p>Pronouns</p>	  <p>Cover the following lessons:</p> <ul style="list-style-type: none"> -Subject-verb-where? -Subject-verb-when? -Subject-verb-how? -Subject-verb-what? -Subject-verb-subject -Exclamation sentences -Building sentences  <p>Subject (nouns)</p> <p>Verbs</p> <p>Capital Letters</p> <p>Full stops</p>	  <p>Year 1</p> <p>Heading</p> <p>Brief introduction</p> <p>Subheadings</p> <p>Technical vocabulary</p> <p>Pictures and captions</p> <p>Third person – formal</p> <p>Statements giving factual information</p> <p>Co-ordinating conjunctions</p> <p>Adverbs/adverbials of place</p> <p>Expanded noun phrases</p> <p>Capital letters for proper nouns</p> <p>Commas for lists</p> <p>+Year 2</p> <p>Apostrophes for possession (GDS)</p> <p>Commands/imperative</p> <p>Questions</p> <p>Present progressive</p>	 <p>Year 1</p> <p>Address</p> <p>Date</p> <p>Salutation</p> <p>Brief introduction</p> <p>Chronological order</p> <p>First person</p> <p>Past tense</p> <p>Facts and opinions</p> <p>Rhetorical questions</p> <p>Sign off</p> <p>Co-ordinating conjunctions</p> <p>Expanded noun phrases</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Commas in a list</p> <p>Exclamation marks</p> <p>+Year 2</p> <p>Apostrophes for possession (GDS)</p> <p>Apostrophes for omission</p> <p>Poetry: Acrostics</p> <p>A poem in which certain letters in each line spell out a word. Most commonly, it is the first letter that spells out the word.</p> <ul style="list-style-type: none"> - The acrostic links to a given theme, e.g. winter. - Lines usually end with commas. 	 <p>Year 1</p> <p>Deals and bargains</p> <p>Direct address (can include flattery)</p> <p>Facts and statistics</p> <p>Opinion (can be expert opinion)</p> <p>Rhetorical questions</p> <p>Emotive/exaggerated language</p> <p>Triples/the rule of three</p> <p>Personal pronouns</p> <p>Expanded noun phrases</p> <p>Co-ordinating conjunctions</p> <p>Question marks</p> <p>Exclamation marks</p> <p>+Year 2</p> <p>Apostrophes for possession (GDS)</p> <p>Repetition</p> <p>Poetry: Riddles</p> <p>The poem describes a noun (usually an object), but it does not name it. The last line usually directly addresses the reader and uses a question. The mood of the poem is light-hearted.</p>	 <p>Year 1</p> <p>Third person</p> <p>Past tense and the suffix -ed</p> <p>Irregular verbs</p> <p>Capital letters for proper nouns</p> <p>Adverbs/adverbials of time</p> <p>Adverbs/adverbials of place</p> <p>Co-ordinating conjunctions (and to join clauses)</p> <p>Exclamation mark</p> <p>+Yr 2 Comma in a list</p> <p>Poetry: Shape/Calligrams</p> <p>The poem usually describes an object. The poem is presented in the shape of the object which it is describing. The layout may either be with the words inside a shape or around the outline of the shape.</p>

KS1 NC Objectives

<p>Spelling Spell: Words containing each of the 40+ phonemes already taught. Common exception words (e.g., "the", "said", "one"). The days of the week. Name the letters of the alphabet in order. Use letter names to distinguish between alternative spellings of the same sound. Add prefixes and suffixes: Using the prefix un-. Using -ing, -ed, -er, and -est where no change is needed in the spelling of root words.</p>	<p>Handwriting Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower-case letters in the correct direction, starting and finishing in the right place. Form capital letters and digits 0–9. Understand which letters belong to which handwriting 'families' (e.g., letters formed in similar ways).</p>	<p>Composition Write sentences by: Saying out loud what they are going to write about. Composing a sentence orally before writing it. Sequencing sentences to form short narratives. Re-reading what they have written to check that it makes sense. Discuss what they have written with the teacher or other pupils. Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Vocabulary, Grammar and Punctuation Leaving spaces between words. Joining words and joining clauses using and. Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark. Using a capital letter for names of people, places, the days of the week, and the personal pronoun I. Learning the grammar for Year 1. Use the grammatical terminology in discussing their writing.</p>
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Year 2 NC objectives

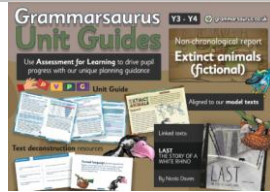
<p>Spelling Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. Learning new ways of spelling phonemes for which one or more spellings are already known. Learning to spell common exception words. Learning to spell more words with contracted forms. Learning the possessive apostrophe (singular). Distinguishing between homophones and near-homophones. Add suffixes to spell longer words, including: -ment, -ness, -ful, -less, -ly. Apply spelling rules and guidance from English Appendix 1. Write from memory simple sentences dictated by the teacher.</p>	<p>Handwriting Form lower-case letters of the correct size relative to one another. Start using some of the diagonal and horizontal strokes needed to join letters. Write capital letters and digits of the correct size, orientation, and relationship to one another and to lower-case letters. Use spacing between words that reflects the size of the letters.</p>	<p>Composition Develop positive attitudes towards and stamina for writing by: Writing narratives about personal experiences and those of others (real and fictional). Writing about real events. Writing poetry. Writing for different purposes. Consider what they are going to write before beginning by: Planning or saying out loud what they are going to write about. Writing down ideas and/or key words. Encapsulating what they want to say, sentence by sentence. Make simple additions, revisions and corrections to their own writing by: Evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense. Proof-reading to check for errors in spelling, grammar and punctuation. Read aloud what they have written with appropriate intonation.</p>	<p>Vocabulary, Grammar and Punctuation Learn how to use: Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases. The present and past tenses correctly and consistently. Subordination (using when, if, that, because) and coordination (using or, and, but). Use: Capital letters, full stops, question marks and exclamation marks. Commas to separate items in a list. Apostrophes for contracted forms and the possessive (singular). Use and understand grammatical terminology in discussing their writing.</p>
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<p>KS2 Class Novels</p>					
<p>KS2 Writing Units</p>		 <p style="text-align: center;">Year 3</p>	 <p style="text-align: center;">Year 3/4</p>	 <p style="text-align: center;">Year 3/4</p>	<p>Poetry Buckingham Palace (A.A. Milne)</p> 



Cover the following lessons:

- Subject-verb-where?
- Subject-verb-when?
- Subject-verb-how?
- Subject-verb-what?
- Subject-verb-subject
- Exclamation sentences
- Building sentences



Year 3

- Heading
- Brief introduction
- Subheadings
- Technical vocabulary
- Pictures and captions
- Third person – formal
- Statements giving factual information
- Co-ordinating conjunctions
- Subordinating conjunctions
- Expanded noun phrases
- Present perfect tense
- Commas for lists
- Apostrophes for possession

+Yr 4 Commas after a fronted adverbial

Year 5

- Heading
- Brief introduction
- Subheadings
- Technical vocabulary
- Pictures and captions
- Third person – formal
- Statements giving factual information
- Relative clauses
- Conjunctive adverbs
- Commas for lists
- Apostrophes for possession
- Parentheses

+Yr 6 Passive voice, subjunctive form, semi-colons, colons

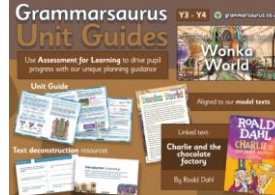
- Address
- Date
- Salutation
- Brief introduction
- Chronological order
- First person
- Past tense
- Facts and opinions
- Rhetorical questions
- Sign off
- Co-ordinating conjunctions
- Subordinating conjunctions
- Expanded noun phrases
- Adverbs/adverbials of time
- Adverbs/adverbials of place
- Exclamation marks
- Apostrophes for omission
- Apostrophes for plural possession

+Yr 4 Commas after a fronted adverbial

Year 5

- Address
- Date
- Salutation
- Brief introduction
- Chronological order
- First person
- Past tense
- Facts and opinions
- Rhetorical questions
- Sign off
- Subordinating conjunctions
- Conjunctive adverbs
- Relative clauses
- Expanded noun phrases
- Adverbs/adverbials of time
- Adverbs/adverbials of place
- Parentheses
- Apostrophes for plural possession

+Yr 6 Active voice, subjunctive mood, semi-colons, colons



Year 3

- Introduction
- Paragraphs plan the setting
- Figurative language
- Short sentences for effect
- Rhetorical questions
- Conclusion including a cliffhanger
- Expanded noun phrases sights, sounds and smells
- Adverbials of manner including similes
- Participial phrases (-ing and -ed openers)
- Adverbials of place
- Commas in a list
- Apostrophes for possession
- Apostrophes for omission

+Yr 4 Commas after fronted adverbials, ellipses

Year 5

- Introduction
- Paragraphs plan the setting
- Figurative language
- Short sentences for effect
- Rhetorical questions
- Conclusion including a cliffhanger
- Expanded noun phrases sights, sounds and smells
- Adverbials of manner including similes
- Participial phrases (-ing and -ed openers)
- Relative clauses
- Adverbials of place
- Apostrophes for possession
- Parentheses
- Ellipses

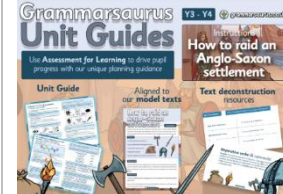
+Yr 6 Colons and semi-colons

- Date
- Salutation
- Chronological order
- Past tense
- First person
- Facts and opinions
- Rhetorical questions
- Sign off
- Co-ordinating conjunctions
- Subordinating conjunctions
- Adverbs/adverbials of time
- Adverbs/adverbials of place/preposition phrases
- Expanded noun phrases
- Commas for fronted adverbials
- Apostrophes for omission
- Apostrophes for possession

Year 5

- Dates
- Salutation
- Chronological order
- Past tense
- First person
- Facts and opinions
- Rhetorical questions
- Sign off
- Subordinating conjunctions
- Conjunctive adverbs
- Relative clauses
- Adverbs/adverbials of time
- Adverbs/adverbials of place/preposition phrases
- Expanded noun phrases
- Commas for parentheses

+Yr 6 Active voice, subjunctive mood, semi-colons



Year 3

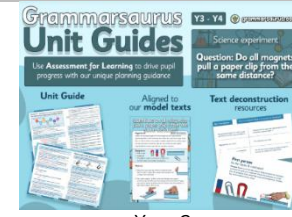
- Title statement
- List of equipment or materials
- Sequenced, chronological steps
- Diagrams or illustrations
- Present tense
- Imperative verbs (commands)
- Detailed information
- Co-ordinating conjunctions
- Subordinating conjunctions
- Expanded noun phrases
- Commands, using the imperative
- Statements using the pronoun 'you'
- Adverbs of manner
- Adverbs of time
- Commas for lists
- Apostrophes for possession
- Apostrophes for omission

+Yr 4 Commas after fronted adverbials

Year 5

- Title statement
- List of equipment or materials
- Sequence, chronological steps
- Diagrams or illustrations
- Present tense
- Imperative verbs (commands)
- Detailed information
- Co-ordinating conjunctions
- Subordinating conjunctions
- Expanded noun phrases
- Commands, using the imperative
- Adverbs of manner
- Adverbs of time
- Commas in a list
- Parentheses
- Apostrophes for possession
- Commas

+ Yr 6 Colons



Year 3

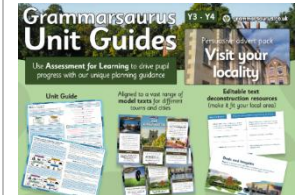
- Title – question
- Prediction/hypothesis
- Equipment list
- Method in sequenced, chronological steps
- Results/observations
- Conclusion
- Diagrams
- Present tense
- First person
- Commands
- Detailed information
- Technical vocabulary
- Subordinating conjunctions
- Co-ordinating conjunctions
- Expanded noun phrases
- Adverbs/adverbials of time
- Adverbs/adverbials of manner
- Apostrophes for possession
- Commas in a list

+Yr 4 Commas after a fronted adverbial

Year 5/6

- Title – question
- Prediction/hypothesis
- Equipment list
- Method in sequenced, chronological steps
- Results/observations
- Conclusion
- Diagrams
- Present tense
- First person
- Commands
- Detailed information
- Technical vocabulary
- Subordinating conjunctions
- Modal verbs
- Expanded noun phrases
- Adverbs/adverbials of manner
- Adverbs/adverbials of time
- Conjunctive adverbs
- Relative clauses
- Commas, brackets and dashes for parentheses

- Doorway to adventure story path
- Past tense
- Third person
- Cohesion within and across paragraphs
- Each character shows emotion
- Each character performs actions
- Expanded noun phrases
- Adverbials of time
- Adverbials of place
- Adverbials of manner
- Participial phrases
- Inverted commas
- Commas for fronted adverbials (Ellipses to show pause/Hyphens to show stutter)



Year 3/4

- Deals and bargains
- Direct address (can include flattery)
- Alliteration and assonance
- Facts and statistics
- Opinion (can be expert opinion)
- Repetition
- Rhetorical questions
- Emotive/exaggerated language
- Triplet/the rule of three
- Adverbs
- Personal pronouns
- Expanded noun phrases
- Co-ordinating conjunctions
- Subordinating conjunctions
- Commands
- Commas for lists
- Apostrophes for possession (GDS)

Year 5

- Deals and bargains
- Direct address (can include flattery)
- Alliteration and assonance
- Facts and statistics
- Opinion (can be expert opinion)
- Repetition
- Rhetorical questions
- Emotive/exaggerated language
- Triplet/the rule of three
- Modal verbs
- Adverbs for possibility/degree
- Personal pronouns
- Expanded noun phrases
- Subordinating conjunctions
- Conjunctive adverbs
- Commands
- Commas for lists
- Hyphens

+Yr 6 Colons and semi-colons

Year 3 NC objectives

<p>Spelling Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt (see Appendix 1). Use the possessive apostrophe with singular and plural nouns. Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Handwriting Use the diagonal and horizontal strokes needed to join letters. Increase the legibility, consistency and quality of handwriting.</p>	<p>Composition Plan writing by: Discussing writing similar to that which they are planning to write. Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally. Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (e.g., headings). Evaluate and edit by: Assessing the effectiveness of their own and others' writing. Proposing changes to grammar and vocabulary. Reading aloud their writing using appropriate intonation and controlling the tone and volume.</p>	<p>Vocabulary, Grammar and Punctuation Develop understanding of grammar by: Extending the range of sentences with more than one clause. Using conjunctions, adverbs and prepositions to express time and cause. Using the present perfect form of verbs. Use and understand: Paragraphs as a way to group related material. Headings and sub-headings. Use of the past and present tense appropriately. Use of inverted commas to punctuate direct speech. Use and understand grammatical terminology accurately and appropriately.</p>
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Year 4 NC Objectives

<p>Spelling Use further prefixes and suffixes and understand how to add them. Spell further homophones. Spell words that are often misspelt (see Appendix 1). Use the first two or three letters of a word to check its spelling in a dictionary. Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>	<p>Handwriting Increase the legibility, consistency and quality of handwriting, e.g. by ensuring downstrokes are parallel and letters are spaced appropriately. Continue to use the diagonal and horizontal strokes needed to join letters.</p>	<p>Composition Plan writing by: Discussing writing similar to that which they are planning to write. Discussing and recording ideas. Draft and write by: Composing and rehearsing sentences orally. Organising paragraphs around a theme. In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices (e.g., headings and sub-headings). Evaluate and edit by: Assessing the effectiveness of their own and others' writing. Proposing changes to grammar and vocabulary. Proof-reading for spelling and punctuation errors. Read aloud their writing using appropriate intonation and controlling the tone and volume.</p>	<p>Vocabulary, Grammar and Punctuation Extend understanding of grammar by: Using a wider range of conjunctions, adverbs and prepositions to express time, place and cause. Using fronted adverbials. Use and understand: Paragraphs to organise ideas. Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Inverted commas and other punctuation to indicate direct speech. Apostrophes to mark plural possession. Use of commas after fronted adverbials. Use and understand grammatical terminology accurately and appropriately.</p>
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Year 5 NC Objectives

<p>Spelling Use further prefixes and suffixes and understand the rules for adding them. Spell some words with 'silent' letters (e.g., knight, psalm, solemn). Continue to distinguish between homophones and other words which are often confused. Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. Use dictionaries to check the spelling and meaning of words. Use a thesaurus.</p>	<p>Handwriting Write legibly, fluently and with increasing speed by: Choosing which shape of a letter to use when given choices. Deciding whether or not to join specific letters. Choosing the writing implement that is best suited for a task.</p>	<p>Composition Plan writing by: Identifying the audience and purpose of the writing. Noting and developing initial ideas, drawing on reading and research. Draft and write by: Selecting appropriate grammar and vocabulary. Describing settings, characters and atmosphere. Integrating dialogue to convey character and advance the action. Using a wide range of devices to build cohesion within and across paragraphs. Using organisational and presentational devices (e.g., headings, bullet points). Evaluate and edit by: Assessing the effectiveness of their own and others' writing. Proposing changes to vocabulary, grammar and punctuation. Ensuring consistent and correct use of tense.</p>	<p>Vocabulary, Grammar and Punctuation Develop understanding of grammar by: Using modal verbs or adverbs to indicate degrees of possibility. Using relative clauses beginning with who, which, where, when, whose, that, or with an implied relative pronoun. Indicate grammatical features by: Using commas to clarify meaning or avoid ambiguity. Using brackets, dashes or commas to indicate parenthesis. Use and understand grammatical terminology accurately and appropriately.</p>
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Ensuring correct subject and verb agreement.
 Proof-read for spelling and punctuation errors.
 Perform their own compositions using appropriate intonation, volume, and movement.

Year 6 NC Objectives

Spelling

Use further prefixes and suffixes and understand the rules for adding them.
 Spell some words with 'silent' letters (e.g., knight, solemn).
 Continue to distinguish between homophones and other words which are often confused.
 Use knowledge of morphology and etymology in spelling.
 Use dictionaries to check the spelling and meaning of words.
 Use a thesaurus.

Handwriting

Write legibly, fluently and with increasing speed by:
 Choosing the appropriate style and implement for a task.
 Maintaining legibility in joined handwriting when writing at speed.

Composition

Plan writing by:
 Identifying the audience and purpose.
 Noting and developing initial ideas.
 Drawing on reading and research.
 Draft and write by:
 Selecting appropriate grammar and vocabulary.
 Describing settings, characters and atmosphere.
 Integrating dialogue to convey character and advance the action.
 Using a wide range of cohesive devices (e.g., repetition of a word or phrase, grammatical connections, adverbials).
 Using organisational and presentational devices (e.g., bullet points, underlining).
 Evaluate and edit by:
 Assessing the effectiveness of their own and others' writing.
 Proposing changes to vocabulary, grammar and punctuation.
 Ensuring consistent and correct use of tense and subject-verb agreement.
 Proof-read for spelling and punctuation errors.
 Perform their own compositions using appropriate intonation, volume, and movement.

Vocabulary, Grammar and Punctuation

Use and understand:
 The passive voice to affect the presentation of information.
 The perfect form of verbs to mark relationships of time and cause.
 Expanded noun phrases to convey complicated information concisely.
 Modal verbs or adverbs to indicate degrees of possibility.
 Relative clauses beginning with who, which, where, when, whose, that.
 Indicate grammatical features by:
 Using commas to clarify meaning or avoid ambiguity.
 Using hyphens, brackets, dashes or commas to indicate parenthesis.
 Using semi-colons, colons or dashes to mark boundaries between independent clauses.
 Using a colon to introduce a list and punctuating bullet points consistently.
 Use and understand grammatical terminology accurately and appropriately.