



### English

At the Gem Federation, we are inclusive and believe that our writing curriculum should prepare all children for the next stage of learning, whether this be to a new year group, a new key stage or when they transition into secondary school. Our curriculum is constructed to be ambitious and designed to give all learners, no matter the individual need, ability or background, the knowledge and skills they require to succeed in life; it is coherently planned and sequenced in order to fulfil this aim. We have high expectations of all children and intend for them to leave Year 6 as confident, fluent, independent writers who not only understand the purpose and importance of writing within the wider society but that they positively engage in the process; taking pride and personal responsibility for their part in this. We intend for our children to be able to communicate effectively through their writing across a range of fiction, non-fiction, poetry, genres and themes, including being able to write for different levels of formality, purpose and audience - this applies to all writing opportunities, including when writing across the wider curriculum where the children are expected to apply the written and spoken language skills they have acquired from the English curriculum. We intend to immerse the children in a range of quality texts and media; exposing them to a wealth of rich vocabulary and grammatical structures that enable them to be creative and risk-takers, while maintaining a critical and reflective approach. We intend for our curriculum to be reflective of the school community and wider world; enabling our children to not only see themselves but to develop culturally, emotionally, socially and spiritually.

### Nursery

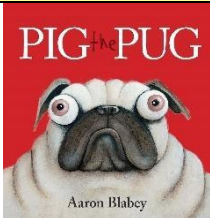
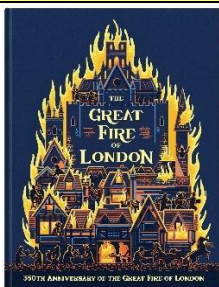
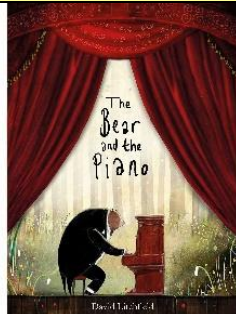
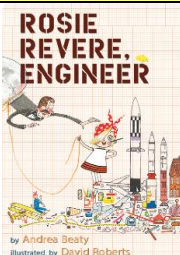
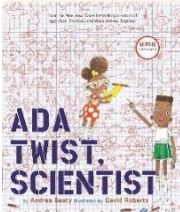
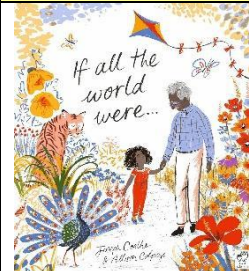

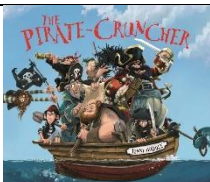
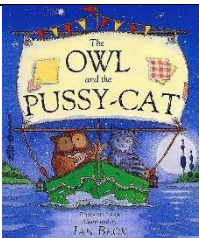
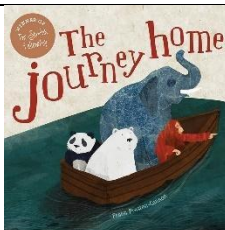
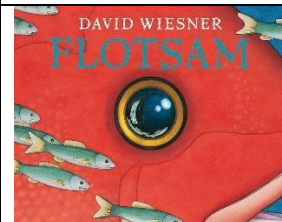
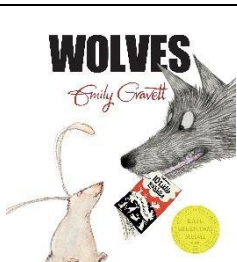
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	All About Me	A Taste of the World	Farm	Tell me a Story	Minibeasts	Changes
Key texts	What makes me me Poorva Agarwal  So much  The Leaf Thief  (Core Books)	Lima's red hot chilli  Handa's surprise	Farmer Duck  The very busy spider  The three little pigs	Three Billy Goats Gruff  We're going on a bear hunt	Super Worm  The Very Greedy Bee  The Bad-Tempered Ladybird	The Koala who could  Neon Leon

Reception						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	My Story: Our World	Space	Under the Sea	Storytelling	Growing	Dinosaurs
Key texts	Who are you?  My Family and Me  Zaza's baby brother  Sharing a shell,  Riley Can Do Anything,  dot,	A Long Way Home  Professor Astro Cat  Smed and Smoos,  Look up – Creation of fact book	Someone Swallowed Stanley  Barry Fish Fingers  Rainbow Fish  Snail and the Whale  Tiddler	Little Red Hen  We're going on a lion hunt  The Magic Paintbrush	Tiny Seed  Tadpoles promise  Oliver Vegetables  Jack and the Beanstalk	If I had a Dinosaur  1, 2, 3 Did the Dinosaur  If the dinosaurs came back...  Harry and the Dinosaurs go Wild,  Dinosaur Fact book
Writing Opportunities	Wanted poster Celebration card Shopping list Thought bubbles People who help us writing Line map	Adjectives to describe Picture book Fact book Invitation Poster Space Station role play	Invitation Cards Thought bubbles Adjectives Shopping lists	Tickets to watch our performance Story telling Story book writing Letters Recipes <b>Poem</b> Chd to create their own puppets/props for story retelling	Life cycle diagram List of ingredients Castle role play Mini Books Chicks/Tadpoles investigation centre Garden centre- receipts etc..	Invitations to our museum Poster <b>Poem</b> Tickets Invitations Posters Dinosaur discovery centre Create their own QR code facts
Coverage of complex text types	(Narrative Complex) (resistant texts)	(Narrative/ symbolic Complex) (resistant texts)		(Narrative/ symbolic Complex) (Archaic) (resistant texts) Early stages poem, rhythm/ rhyme	(Symbolic Complex) (Archaic) (Symbolic Complex)	
Year 1						
Wider curriculum connections	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

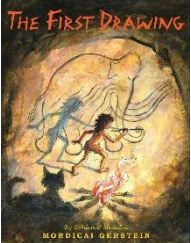
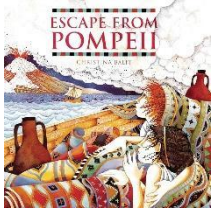
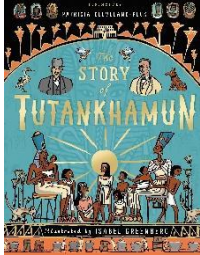

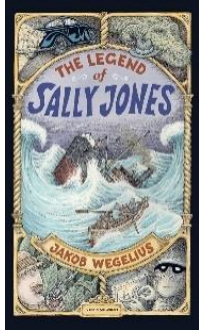
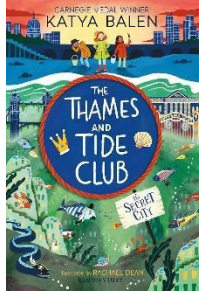
## 2025-2026 Update

History/ Geography	Our Grandparents	Local Area Study – Exploring where we live	Looking After Our World – The Polar Regions	London: Now and Past	Looking After Our World – The Amazon	The History of Flight
Science	Animals including Humans	Everyday Materials	Everyday Materials	Seasonal Changes	Plants	Seasonal Changes
<p>Additional text &amp; writing outcomes</p> <p>Plagues of reading (Doug Lemov)</p>	 <p>PSHE – settling in and our place in the class / our personal history</p> <p><b>Resistant Text</b></p>	 <p>Outcomes: Writing in role, commands, 'how to' guides</p> <p>Main outcome: Fact file about being an astronaut</p> <p><a href="#">Literacy Tree Planning</a></p>	 <p>Outcomes: character descriptions, retellings, advice, instructions, non-chronological reports</p> <p>Main outcome: Own version 'losing/finding' Narratives</p> <p><a href="#">Literacy Tree Planning</a></p> <p><b>Resistant Text</b></p>	 <p>Outcomes: Wanted posters, summary, emails, character descriptions, recipes</p> <p>Main outcome: Own version 'defeat a monster' narrative</p> <p><a href="#">Literacy Tree Planning</a></p>	 <p>Outcomes: Letters, setting descriptions, instructions, narrative (retelling), pamphlet, poster</p> <p>Main outcome: Pamphlet</p> <p><a href="#">Literacy Tree Planning</a></p> <p><b>Complexity of plot</b></p>	 <p>Outcomes: Setting description, additional scene, description of magical piece of furniture, lists. Main outcome: Own version fantasy story</p> <p><a href="#">Literacy Tree Planning</a></p>
<p>Additional text &amp; writing outcomes</p> <p>Plagues of reading (Doug Lemov)</p>	 <p>Letters, diaries, sequels, nonchronological reports</p> <p>Main outcome: Own adventure stories</p> <p><a href="#">Literacy Tree Planning</a></p> <p><b>Narratively complex</b></p>	 <p>Main outcome: Egg-spotter's guides (nonfiction reports)</p> <p>Thought and speech bubbles, diaries, letter, certificate</p> <p><a href="#">Literacy Tree Planning</a></p> <p><b>Narratively complex</b></p>	 <p>Geography link</p>	 <p><b>Archaic text</b></p> <p>Traditional stories</p>	 <p><b>Poetry</b></p>	 <p>Outcomes: Instructions, writing in role, advertisements</p> <p>Main outcome: Three-verse poem</p> <p><a href="#">Literacy Tree Planning</a></p>
Year 2						
Wider curriculum connections	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

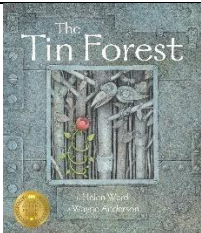
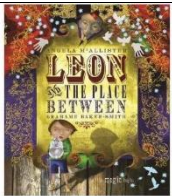
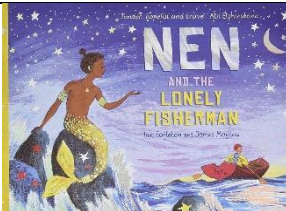

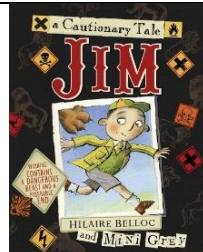
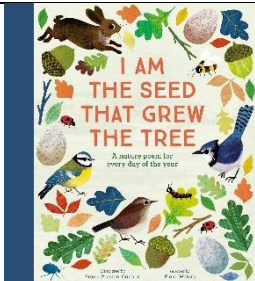
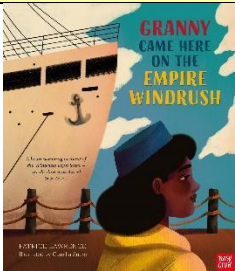
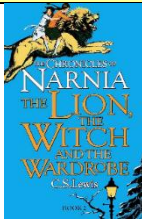
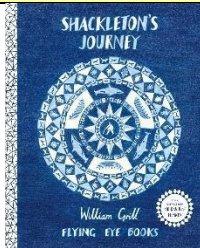
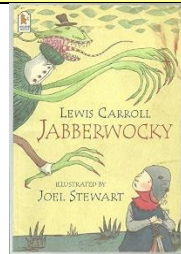
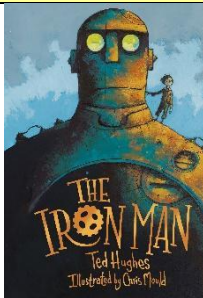
## 2025-2026 Update

History/ Geography	Continent and Oceans: Pirates	The Great Fire of London	Hot and Cold Places Kenya	Women who Changed the World	Travel and Transport – Explorers	The Seaside
Science	Animals including Humans	Use of Everyday Materials	Living things and their Habitats	Plants	Plants	Consolidation
Core Text & writing outcomes	 <b>Pig the Pug &amp; How to be a Dog</b> Letters in role, narrative Main outcome: 'How To' guide  <a href="#">Literacy Tree Planning</a>	 <b>The Great Fire of London</b> Setting description, recount, diary, Main outcome: information leaflet <a href="#">Literacy Tree Planning</a>	 <b>The Bear and the Piano</b> Letter, Newspaper article Main outcome: narrative <a href="#">Literacy Tree Planning</a>	  Letter of advice, character description, invention description Main outcome: explanation text <a href="#">Literacy Tree Planning</a>	 <b>'If all the World Were'</b> <b>Joseph Coelho</b> Letter of advice, diary, explanation Main outcome: <b>Non-narrative poem</b> <a href="#">Literacy Tree Planning</a> <b>Resistant text</b>	 <b>Where Ocean Meets Sky</b> Instructions, postcard, setting and character descriptions, diary Main outcome: extended fantasy narrative <a href="#">Literacy Tree Planning</a> <b>Resistant text</b>
Additional text & writing outcomes	 The Pirate Cruncher Main outcome: Diary Entry  <b>Resistant text</b>	 <b>The Owl and the Pussy Cat</b> <b>Rhyming Poem</b> <b>Archaic Language</b> <a href="#">Literacy Tree Planning</a>	 <b>The Journey Home</b> Letter, diary, report Main outcome: narrative <a href="#">Literacy Tree Planning</a>	 <b>Flotsam</b> Setting Description, non-chronological Report Main outcome: Mystery narrative (sequel) <a href="#">Literacy Tree Planning</a> <b>Resistant text</b> <b>OR...</b>	 <b>Wolves</b> Information writing, character descriptions, captions Main outcome: non-chronological leaflet <a href="#">Literacy Tree Planning</a> <b>Resistant text</b>	

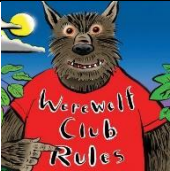
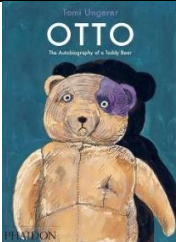
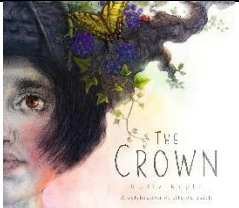
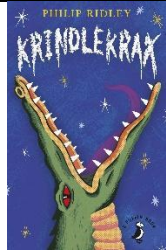
## 2025-2026 Update

					Somebody Swallowed Stanley Topic link <b>Narratively Complex</b>	
<b>Year 3</b>						
<b>Wider curriculum connections</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>History / Geography</b>	Stone Age to Iron Age	Mountains and Volcanoes	Ancient Egypt	Ancient Egypt	Conservation: My Local Area - Fieldwork Study	South America
<b>Science</b>	Rocks	Forces and Magnets	Light	Plants	Animals including Humans	Consolidation
<b>Core Text &amp; writing outcomes</b>  <b>Plagues of reading</b> <a href="#">(Doug Lemov)</a>	 <p><b>The First Drawing</b> Diary entry, <b>Main outcome: first person historical narrative</b> <a href="#">Literacy Tree Planning</a></p>	 <p><b>Escape from Pompeii</b> Setting description, <b>Main outcome: newspaper article</b> <a href="#">Literacy Tree Planning</a></p>	 <p><b>The story of Tutankhamun</b> Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters. <b>Main outcomes: non-chronological report &amp; biography</b> <a href="#">Literacy Tree Planning</a> Historical /Archaic language</p>	 <p><b>The Last Garden</b> Setting description, advertising poster, retelling, instructional flyer <b>Main Outcome: own narrative</b> <a href="#">Literacy Tree Planning</a></p>	 <p><b>The Legend of Sally Jones</b> Outcomes: letter, class 'book of tricks', newspaper article, dialogue, advert, diary entry, leaflet, telegram, booklet, 'so long' note <b>Main outcome: Adventure narrative</b> <a href="#">Literacy Tree Planning</a></p>	 <p>Outcomes: Persuasive letters and letters of advice, diary entry, weather report, advertisement, dialogue <b>Main outcome: Own version fantasy narrative</b> <a href="#">Literacy Tree Planning</a></p>

## 2025-2026 Update

<b>Additional text &amp; writing outcomes</b>  <b>Plagues of reading</b> <a href="#">(Doug Lemov)</a>	 <p><b>Tin Forest</b> Outcomes: Persuasive posters, information leaflets, postcards, diary entries, wishes, setting descriptions <b>Main outcome:</b> Persuasive information leaflet <a href="#">Literacy Tree Planning</a></p>	 <p><b>Leon and the Place In Between</b> Outcomes: Persuasive poster, setting description, thought bubbles / diary entry, dialogue <b>Main outcome:</b> Own version fantasy narrative <a href="#">Literacy Tree Planning</a></p>	 <p><b>Nen and the Lonely Fisherman</b> Outcomes: Lonely hearts advert character description, thought bubbles, diary entries, message in a bottle setting description <b>Main outcome:</b> Own version of the narrative with a twist on the traditional tale <a href="#">Literacy Tree Planning</a></p>	 <p><b>Our Tower</b> <b>Poems</b>, letters, diary, <b>Main outcome:</b> fantasy narrative <a href="#">Literacy Tree Planning</a> <b>Resistant</b></p>	 <p><b>Jim – A Cautionary Tale</b> Warning poster, alternative ending, <b>performance poetry</b>, letter of apology, <b>Main outcome:</b> Narrative poem <a href="#">Literacy Tree Planning</a> <b>Archaic Language</b></p>	 <p><b>Poetry</b> <a href="#">Literacy Tree Planning</a> <b>Resistant</b></p>
	<b>Year 4</b>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>History / Geography</b>	<b>Food and Agriculture</b>	<b>London at War: A Local History Study</b>	<b>The Romans</b>	<b>The Romans</b>	<b>Rivers</b>	<b>Climate Change: World's Oceans</b>
<b>Science</b>	<b>Animals including Humans</b>	<b>Electricity</b>	<b>Living things and their Habitats</b>	<b>Sound</b>	<b>States of Matter</b>	<b>Consolidation</b>
<b>Core Text &amp; writing outcomes</b>  <b>Plagues of reading</b> <a href="#">(Doug Lemov)</a>	 <p><b>Granny Came on the Empire Windrush</b> Outcomes: Informal letters, factual</p>	 <p><b>Lion the Witch and the wardrobe</b> <b>Main Outcomes:</b> Narrative set in another world, a poem about a</p>	 <p><b>Outcomes:</b> Diary entry, instructions, letter, description, speech</p>	 <p><b>Shackleton's Journey</b> Outcomes: Packing lists (justifications), letters (formal and informal),</p>	 <p><b>Jabberwocky (2 + weeks)</b></p>	 <p><b>Iron Man</b> Character descriptions, short news report, letter</p>

## 2025-2026 Update

	statements, future aspirations, postcard, diary entry, a speech, quotations <b>Main Outcome: Factual report on the Windrush Generation</b> <a href="#">Literacy Tree Planning</a>	sweet that bewitches a main character, an imaginary conversation between two characters and writing in role <a href="#">Literacy Tree Planning</a> <b>Archaic language/Symbolic</b>	<b>Main outcome: Explanation of a life cycle</b> <a href="#">Literacy Tree Planning</a> <b>Symbolic</b>	setting descriptions, interviews, diaries, dialogue <b>Main Outcome: Newspaper report</b> <a href="#">Literacy Tree Planning</a>	Outcomes: Performance poetry, explanatory descriptions <b>Main Outcome: Nonsense poem</b> <a href="#">Literacy Tree Planning</a> <b>Archaic language</b>	of advice, diary entry, menu (using descriptive devices), logbook entry <b>Main Outcome: Mystery Narrative</b> <a href="#">Literacy Tree Planning</a> <b>Figurative / Symbolic</b>
<b>Additional text &amp; outcomes</b>  <b>Plagues of reading</b> <a href="#">(Doug Lemov)</a>	 <b>A little Bit of Food</b> By Joseph Coelho (from 'Werewolf Club Rules') <b>Poetry</b>		 <b>Otto</b> Outcomes: Character description, missing scenes, newspaper article Main Outcome: Own version historical narrative <a href="#">Literacy Tree Planning</a> <b>Narratively Complex</b>	 <b>Outcomes:</b> Descriptive labels, diary entry in role, <b>descriptive poems</b> , 'good news' poster <b>Main outcome: Information text - a 'book of wonder'</b> <a href="#">Literacy Tree Planning</a> <b>Symbolic</b>	 <b>Krindlekrax</b> <b>Outcomes:</b> character descriptions, suspense writing, dialogue <b>Main outcome: Own narrative</b>	<b>Additional text &amp; outcomes</b>  <b>Plagues of reading</b> <a href="#">(Doug Lemov)</a>
<b>Year 5</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>History / Geography</b>	UK	The Victorians	The Anglo Saxons	The Vikings	North America: Mexico	Environment & Climate Change
<b>Science</b>	Properties and changes of materials	Animals including Humans Human Lifecycle	Forces	Life Cycles of animals	Earth and Space	Consolidation



## 2025-2026 Update

Wider curriculum connections	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography	Europe	Europe	Japan	The Maya	Post 1066 Study: The History of Medicine (Transition)	Post 1066 Study: The History of Medicine (Transition)
Science	Ancient Greece	Ancient Greece	Evolution and Inheritance	Electricity	Animals including Humans	Consolidation
<b>Core Text &amp; writing outcomes</b>  <b>Plagues of reading (Doug Lemov)</b>	 <b>Hugo Cabret</b> Main Outcomes: Diary entry, report, journalistic writing, letters <a href="#">Literacy Tree</a> <b>Non-linear time sequences</b>	 <b>The Odyssey</b> Outcomes: Speeches (proclamation, persuasive, soliloquy), diary entry, dialogue, missing scene, postcard, advertisement Main Outcome: Epic adventure story <a href="#">Literacy Tree</a> <b>Archaic language</b>	 <b>Suffragette</b> Main Outcomes: Non-fiction shorter and longer pieces. Arguments, balanced arguments, speeches, campaigns, short essay <a href="#">Literacy Tree</a>	 <b>The Boy in the Tower</b> Main Outcomes: Journalistic Writing, Formal Letters, Longer narrative in present and past tense <a href="#">Literacy Tree</a> <b>Narratively Complex Non-linear time sequences</b>	 <b>Sleeper &amp; the spindle</b> Main Outcomes: Fairytale reworking (prequel or sequel), warning poster, diary entry, dialogue, estate agent's description, character description, missing narrative. <a href="#">Literacy Tree</a> <b>Archaic Language</b>	 <b>Grimm Tales</b> Retelling from a viewpoint, analyses, dialogue, own version of a traditional tale <a href="#">Literacy Tree</a> <b>Archaic Language</b>
<b>Additional texts</b>  <b>Plagues of reading (Doug Lemov)</b>	 <b>The Arrival</b> Main Outcomes: Letters, list of rules, character descriptions, longer story built around a man's journey to another country,	 <b>Night Mail (2 weeks)</b> Analysis of form and structure, Main outcome: <b>Poetry</b> innovated version with similar form and structure but different content <b>Archaic language</b> <b>Resistant text</b>	 <b>Rain Player</b> Outcomes: Instructions, poster, missing scene, diary, newspaper, debate Main Outcome: Analytical essay about The Maya		 <b>The Promise</b> <b>Main outcomes:</b> Outcomes: extended thought bubbles, diary entry, letters in role, figurative captions,	 <b>Can we save the Tiger?</b> Main Outcomes: Letter, explanation, persuasive poster, persuasive speech, balanced argument <a href="#">Literacy Tree</a>

2025-2026 Update

	diaries, short playscripts, short report, guides <a href="#">Literacy Tree</a> <b>Resistant text</b> <b>Figurative/symbolic text</b>	<a href="#">Literacy Tree</a>	<a href="#">Literacy Tree</a>  <b>Archaic language</b>		poems to summarise the story Main outcome: Sequel in the form of a narrative <b>poem</b> <a href="#">Literacy Tree</a>	
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