


Curriculum intent (overview) – To deepen students' skills and knowledge through a broad and balanced curriculum which prepares students for adulthood.

3Q1 - Quest Curriculum – English 6 Lessons Weekly

Year	2024 – 2025 Autumn 1	2024 – 2025 Autumn 2	2024 – 2025 Spring 1	2024 – 2025 Spring 2	2024 – 2025 Summer 1	2024 – 2025 Summer 2
	<p>Topic: Where the Wild Things Are</p> <p>Focus: Retell a story or part of a story. Instructions – How to make a Bog Baby</p> <p>Key Texts: The Bog Baby by Jeanne Willis</p>  <p>Suggested Key Questions for The Bog Baby What is this creature? Where might it live? What would we like to find out about it? Do you think the children should have gone to the magic pond on their own? Why do you think they were not</p>	<p>Topic: Polar Regions</p> <p>Focus: Retell a story or part of a story. Fact file on an animal.</p> <p>Key Texts: Lost and Found by Oliver Jeffers</p>  <p>Suggested Key Questions: Why do you think there is a suitcase on the first page of the book? Who do you think it might belong to? Where do you think the penguin has come from? Why do you think he has knocked at the boy's house? Why does the boy</p>	<p>Topic: Who Has Mail?</p> <p>Focus: Retell a story or part of a story. Lost Poster or postcard.</p> <p>Key Texts: Meerkat Mail by Emily Gravett</p>  <p>Suggested Key Questions: Look at the front cover. What do you think it might be about? What does the front/ back cover remind you of? Why? <i>"It is VERY dry and VERY hot. Sometimes Sunny thinks it is.... TOO hot."</i> Why do you think VERY and HOT are in capital letters? Look</p>	<p>Topic: Special Memories</p> <p>Focus: Retell a story or part of a story. Recount about an event, trip or experience.</p> <p>Key Texts: Dogger by Shirley Hughes</p>  <p>Suggested Key Questions: Look at the front cover. What kind of book do you think this might be? What do you think Dogger is? "Dave was very fond of Dogger." What do</p>	<p>Topic: Summer Adventures</p> <p>Focus: Retell a story or part of a story. Character descriptions.</p> <p>Key Texts: Winnie and Wilbur at the Seaside by Valerie Thomas</p>  <p>Suggested Key Questions: What is Winnie thinking at this point in the story? What are the people on the beach thinking at this point in the story?</p>	<p>Topic: Summer Adventures</p> <p>Focus: Retell a story or part of a story. Character descriptions.</p> <p>Key Texts: Sharing a Shell by Julia Donaldson</p>  <p>Suggested Key Questions: What do you think the story is about? What do you think the problem in the story might be? Use the front cover to make your predictions. What are the people on the beach doing? Write thought bubbles for what the people are thinking</p>

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<p>allowed to go alone? How does the writer describe the Bog Baby? Why do you think the Bog Baby did not struggle? Why do you think he looked surprised? Why did the Bog Baby sit still with his paws over his eyes when the girls tried to make him fly? Why do you think he did not try to escape? What are the differences between our bodies and the Bog Baby's body? Why did the girls have to hide the Bog Baby? What would you have done? How did the children look after the Bog Baby? Do you think they looked after him well? Do you think the Bog Baby liked the girls? How do you know? What happens to him when he gets sick? How do you know? What do you think might happen next?</p>	<p>think the penguin is lost? How does the penguin feel? What did the boy do to help him find his home? Why did he ask them? Why do you think he felt disappointed? What can you find out about penguins? Where is the South Pole? If you wanted to go there, how do you think you would travel? Can you find the North Pole and the Equator on the globe? Why did the boy decide to row to the South Pole? Why did they test the boat for size and strength? What did they pack in their suitcase? Do you think the things will be useful? What would you pack? Which stories do you think the boy told the penguin? Which stories would you tell the penguin? What do you think the writer means when he says that they "floated through good weather and bad"? Why did the boy think the penguin would be</p>	<p>carefully at the illustrations. Do you think meerkats work well together? How do you know? What is the meerkat motto? Look at pages 5 & 6. How do you think Sunny feels? What do you think is going to happen? Where does Sunny go? What did Sunny pack in his suitcase? Do you think the things will be useful? What would you pack? How do you think Sunny's mum will feel when she receives his note? What does Sunny the Meerkat look like? Where does Sunny decide to go on Tuesday? Look at the postcard, text and illustration. What clues are there to show what it is like at Scratch and Mitch's? Look carefully at the illustration. What do you think Sunny might do at the farm? How does Sunny feel at the farm? Look at the picture from Mildred and Frank's.</p>	<p>you think fond means? Can you think of any other words that mean the same? What have you found out about Dogger? What do you know about Dogger? What do you think is going to happen? What do you think Dave is showing Dogger? Have you been to a Summer Fair at your school? What do you remember about it? Why do you think Dave was quiet at tea-time? Have you got a favourite toy? Can you say why it is your favourite? How do you think that Dave felt when he realised that Dogger was lost? Can you think of any other places to look for Dogger? How do you think Dave felt when he had to go to bed without Dogger? Have you ever lost a toy? How did you lose it? How did you feel? Do you think this story was written now or when your mum or dad or grandparents were</p>	<p>What was it like to play on the beach and in the sea? What do you think might happen to Winnie's broomstick? How does Winnie feel? (page 12) What is she thinking? How did the broomstick land there? What did it land on? How did it move to its next place? What sound did it make as it flew into the air? What might the man say to Winnie? Do you think Winnie's idea to create a pool in the garden was a good one? Why do you think Winnie prefers the pool to the seaside? Which part of the book do you like best? Can you say why? What do you think Winnie told her friends about her visit to the beach? Write a summary.</p> <p>Key Skills and Knowledge:</p> <ul style="list-style-type: none"> • Give an opinion with a reason. • Listen to others' opinions. • Use Standard English to give an opinion. 	<p>as they are on the beach. How do you think the crab feels when the animals say he can't share their shell? What is crab thinking at this point in the story? What are the seagulls going to do the crab? Why? What does the crab do? How does the crab move? What word would you use to describe the crab when he doesn't let 'the blob' share his shell? Why did you pick this word? How did 'the blob' help the crab? Why do you think he did this? What do you think the characters are thinking at this point in the story? How did the animals move? Think of another animal that might want to share the shell. What does it look like? How does it move? What can it do to help the other animals? What do you think the characters are feeling now? Why are the crab and the blob 'lonely and sad'? What could they do to make things better? How does this illustration look different to the other</p>
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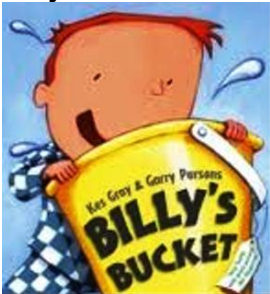
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<p>What do you think mum is going to do? What is she thinking? Why didn't Chrissy tell mum? Why do you think her sister did? Why do you think mum wasn't angry? How did mum explain to the girls that they could not keep the Bog Baby? What reasons did she give? What did the writer mean when she says, "that was real love"? Why do you think the girls never saw another Bog Baby? How do you think they felt? What do you think her daughter saw? Do you believe in Bog Babies? Why do you think the Bog Baby did not try to run away from the girls? Is the book trying to teach us something about animals? What do you think it is?</p> <p><u>Key Skills and Knowledge:</u> <u>Spoken Language</u></p> <ul style="list-style-type: none"> • To be able to communicate their own opinion. 	<p>happy at the South Pole? Why was the penguin not happy when he arrived at the South Pole? What did the boy realise? What do you think might happen next? What has happened? What do you think the penguin was doing? What did the boy see ahead of him? Why do you think the penguin didn't want to stay at the South Pole? Is the book trying to teach us something? What do you think it is?</p> <p><u>Key Skills and Knowledge:</u> <u>Spoken Language</u></p> <ul style="list-style-type: none"> • Give an opinion with a reason. • Listen to others' opinions. • Use Standard English to give an opinion. • Recite/perform own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts. • Use picture clues to support understanding. 	<p>Write what you think Sunny might be thinking? What questions might he be asking himself right now? Were you right? How is Sunny feeling? Why does he decide to leave? How would you have been feeling at Mildred and Frank's? Look at the image of Sunny. Discuss how you think he might be feeling? What might he be thinking here? Find the clues in the postcard and image to show how Sunny is feeling. (Record on Role on the Wall) How can you compare Sunny's experience from the first postcard to the last? What do you think Sunny should do now? What advice would you give him? Where do you think Sunny might have arrived? How do you know? Did he follow your advice? How does the writer show us how Sunny feels through the story? What do you notice about each of his</p>	<p>little? Can you say why you think this? Can you find all the names of the races? Have you ever been in a race like one of these? Can you tell a friend what it was like? What is a raffle? Have you ever won a prize in a raffle? What did Bella win in the raffle? Why do you think Dave didn't like the big yellow Teddy? Why do you think he didn't like Bella? What do you think Dave has seen? Why do you think this? How do you think Dave felt when he saw Dogger again? How would you have felt if that was you? Can you pretend to be Dave and explain what has happened to your friend? How do you think Dave felt when he realised that the little girl had bought Dogger? Why do you think she is crying? What do you think is going to happen next? Do you think Dave will get Dogger back? How did Bella know that the</p>	<ul style="list-style-type: none"> • Recite/perform own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retell stories with the key events in the correct order. • Recognise key ideas in a text. • Recognise that a writer can have a message for the reader. • Explain a writer's message. • Make predictions about possible events. • Make predictions about how characters might behave. • Find inferences about characters' feelings and thoughts. • Explain inferences about characters' feelings and thoughts. • Give reasons for characters' actions or behaviour. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Talk about ideas for writing. • Understand that there are different purposes for writing. 	<p>illustrations in the book? How are the animals feeling now? Why are the animals 'too shy to speak to each other'? Why are they 'too proud to say, "Shall we share?"' Have you got any questions you would like to ask the crab? Which part of the book do you like best? Can you say why?</p> <p><u>Key Skills and Knowledge:</u></p> <ul style="list-style-type: none"> • Give an opinion with a reason. • Listen to others' opinions. • Use Standard English to give an opinion. • Recite/perform own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Retell stories with the key events in the correct order. • Recognise key ideas in a text. • Recognise that a writer can have a message for the reader. • Explain a writer's message. • Make predictions about possible events.
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<ul style="list-style-type: none"> • To give an opinion with a reason. • To listen to others' opinions. • To recite or perform their own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • To use picture clues to support understanding. • To discuss the meaning of unfamiliar words. • To identify the key events in a story. • To make predictions based on the events in the story. • To identify the characters in a story. • To begin to recognise a character's feelings. • To say why a character has a feeling. • To give an opinion about a character. • To answer retrieval questions about the book. • To use information from the story to support their opinion. • To say what they like or dislike about a book. • To know the difference between 	<ul style="list-style-type: none"> • Use picture clues to deepen understanding. • Identify unfamiliar words and ask about meaning. • Use the context to make informed guesses about the meaning of unfamiliar words. • Discuss the meaning of unfamiliar words. • Identify the key events in a story. • Make predictions based on the events in the story. • Identify the characters in a story. • Recognise a character's feelings. • Say why a character has a feeling. • Give an opinion about a character. • Answer retrieval questions about the book. • Use information from the story to support opinion. • Understand that a writer can leave gaps for the reader to fill. • Answer questions which fill the gaps in a story. 	<p>postcards as the story continues?</p> <p><u>Key Skills and Knowledge:</u> <u>Spoken Language</u></p> <ul style="list-style-type: none"> • Give an opinion with a reason. • Listen to others' opinions. • Use Standard English to give an opinion. • Recite/perform own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts. • Use picture clues to support understanding. • Use picture clues to deepen understanding. • Identify unfamiliar words and ask about meaning. • Use the context to make informed guesses about the meaning of unfamiliar words. • Discuss the meaning of unfamiliar words. • Identify the key events in a story. • Make predictions based on the events in the story. 	<p>little girl liked the big yellow Teddy? Why do you think she gave the Teddy to the little girl? Do you think the girl who bought Dogger should have been allowed to keep him? Can you say why?</p> <p><u>Key Skills and Knowledge:</u> <u>Spoken Language</u></p> <ul style="list-style-type: none"> • Give an opinion with a reason. • Listen to others' opinions. • Use Standard English to give an opinion. • Recite/perform own compositions. <p><u>Reading</u></p> <ul style="list-style-type: none"> • Use prior knowledge to understand texts. • Use picture clues to support understanding. • Use picture clues to deepen understanding. • Identify unfamiliar words and ask about meaning. • Use the context to make informed guesses about the meaning of unfamiliar words. 	<ul style="list-style-type: none"> • Decide on the purpose of the writing. • Talk about ideas for writing. • Use a modelled or suggested planning format to map out ideas for writing. • Evaluate effectiveness of writing. • Make changes following suggestions or with support. <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • Know what a sentence is and that it makes sense on its own. • Know that a sentence (clause) needs a verb. • Choose precise nouns to use in writing. • Recognise that an adjective gives more information about a noun. • Find adjectives in reading and in own writing and talk about their effectiveness. • Choose effective adjectives to use in own writing. 	<ul style="list-style-type: none"> • Make predictions about how characters might behave. • Find inferences about characters' feelings and thoughts. • Explain inferences about characters' feelings and thoughts. • Give reasons for characters' actions or behaviour. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Talk about ideas for writing. • Understand that there are different purposes for writing. • Decide on the purpose of the writing. • Talk about ideas for writing. • Use a modelled or suggested planning format to map out ideas for writing. • Evaluate effectiveness of writing. • Make changes following suggestions or with support. <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • Know what a sentence is and that it makes sense on its own.
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	<p>a story book and an information book.</p> <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • To be able to communicate their ideas for writing. • To choose one idea for a sentence. • To make or say the sentence aloud. • To check that the sentence makes sense. • To write the sentence. • To read the sentence and check that it makes sense. • To check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. • To decide on the next sentence which will say what happened next. <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • To know what a sentence is when speaking. • To begin to recognise upper- and lower-case letters. • To find sentences in reading. 	<ul style="list-style-type: none"> • Say what they like or dislike about a book. • Listen to others' ideas about a book. • Say whether they agree or disagree with others' ideas. • Know that there are different kinds of books. • Know the difference between a story book and an information book. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Talk about ideas for writing. • Know what to write about. • Choose one idea for a sentence. • Say the sentence aloud. • Check that the sentence makes sense. • Hold the sentence in your head. • Write the sentence. • Read the sentence and check that it makes sense. • Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. • Decide on the next sentence which will 	<ul style="list-style-type: none"> • Identify the characters in a story. • Recognise a character's feelings. • Say why a character has a feeling. • Give an opinion about a character. • Answer retrieval questions about the book. • Use information from the story to support opinion. • Recognise key story language. • Find key story language in stories read aloud or read independently. • Retell key stories orally using narrative language. • Say what they like or dislike about a book. • Listen to others' ideas about a book. • Say whether they agree or disagree with others' ideas. • Know that there are different kinds of books. • Know the difference between a story book and an information book <p><u>Writing - Composition</u></p>	<ul style="list-style-type: none"> • Discuss the meaning of unfamiliar words. • Identify the key events in a story. • Make predictions based on the events in the story. • Identify the characters in a story. • Recognise a character's feelings. • Say why a character has a feeling. • Give an opinion about a character. • Answer retrieval questions about the book. • Use information from the story to support opinion. • Recognise key story language. • Find key story language in stories read aloud or read independently. • Retell key stories orally using narrative language. • Say what they like or dislike about a book. • Listen to others' ideas about a book. • Say whether they agree or disagree with others' ideas. • Know that there are different kinds of books. 		<ul style="list-style-type: none"> • Know that a sentence (clause) needs a verb. • Choose precise nouns to use in writing. • Recognise that an adjective gives more information about a noun. • Find adjectives in reading and in own writing and talk about their effectiveness. • Choose effective adjectives to use in own writing. <p><u>Key Texts:</u> Billy's Bucket by Kes Gray</p>  <p><u>Focus:</u> Unit 1: Recount</p> <p>Start by focusing on the cover of the book. Talk about what it may be about. Try and find out more about Billy and his mum and dad. Discuss if a bucket is the sort of thing pupils</p>
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	<ul style="list-style-type: none"> • To know that a sentence needs a capital letter. • To know that a sentence ends with a full stop. • To make, and/or write sentences with capital letters and full stops. • To find the personal pronoun I in reading. • To notice that the personal pronoun I is always a capital. • To use a capital for the personal pronoun I in writing. • To find where capital letters have been used other than to start sentences in reading. • To know that the names of people need capital letters. 	<p>say what happened next.</p> <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • Decide on the next sentence which will say what happened next. • Know what a sentence is when speaking. • Know that a sentence needs a capital letter. • Know that a sentence ends with a full stop. • Write sentences with capital letters and full stops. • Use a capital for the personal pronoun I in writing. • Check that a capital has been used for the personal pronoun I in writing. • Find where capital letters have been used other than to start sentences in reading. • Recognise that they are special names for people and places. • Know that the names of people and places need capital letters. • Use capital letters for special names 	<ul style="list-style-type: none"> • Talk about ideas for writing. • Know what to write about. • Choose one idea for a sentence. • Say the sentence aloud. • Check that the sentence makes sense. • Hold the sentence in your head. • Write the sentence. • Read the sentence and check that it makes sense. • Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. • Decide on the next sentence which will say what happened next. <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • Know what a sentence is when I am speaking. • Notice sentence demarcation in reading. • Know that a sentence needs a capital letter. • Write sentences with capital letters and full stops. 	<ul style="list-style-type: none"> • Know the difference between a story book and an information book. <p><u>Writing - Composition</u></p> <ul style="list-style-type: none"> • Talk about ideas for writing. • Know what to write about. • Choose one idea for a sentence. • Say the sentence aloud. • Check that the sentence makes sense. • Hold the sentence in your head. • Write the sentence. • Read the sentence and check that it makes sense. • Check that the sentence starts with a capital letter and ends with the right end mark – full stop/question mark. • Decide on the next sentence which will say what happened next. <p><u>Writing – Grammar and Vocabulary</u></p> <ul style="list-style-type: none"> • Know what a sentence is when I am speaking. • Notice sentence demarcation in reading. 	<p>would like for their birthday present. Discuss why they think Billy desperately wants a bucket for his birthday. What would they want and what suggestions do Billy's mum and dad come up with? What can you remember about the best birthday present you have ever received? Write a brief description of how you felt.</p> <p><u>Focus:</u> Unit 2: Informal Letter</p> <p>Find things in the picture that belongs to Billy, mum or dad. Create sentences from the items that can be seen in the picture. Complete a timeline focus – what has happened so far and what is likely to happen. Create questions to ask Billy.</p>
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		<p>of people and places in writing.</p> <ul style="list-style-type: none"> • Check that capital letters have been used for the special names of people and places. • Notice that and can join two words. • Use the word and to join two words in a sentence. • Notice that the word and can join two sentences. • Know that the word and can help to join ideas together. • Practise joining two sentences with and. 	<ul style="list-style-type: none"> • Know that there are different types of sentences. • Hear the difference between a question and a statement. • Find questions in reading. • Know that a question needs a question mark at the end. • Write question sentences with capital letters and question marks. • Use a capital for the personal pronoun I in writing. • Check that a capital has been used for the personal pronoun I in writing. • Use capital letters for special names of people, places and the days of the week in writing. • Check that capital letters have been used for the special names of people, places and the days of the week. • Use the word and to join two words in a sentence. • Notice that the word and can join two sentences. • Know that the word and can help to join ideas together. 	<ul style="list-style-type: none"> • Know that a sentence needs a capital letter. • Write sentences with capital letters and full stops. • Know that there are different types of sentences. • Hear the difference between a question and a statement. • Find questions in reading. • Know that a question needs a question mark at the end. • Write question sentences with capital letters and question marks. • Use a capital for the personal pronoun I in writing. • Check that a capital has been used for the personal pronoun I in writing. • Use capital letters for special names of people, places and the days of the week in writing. • Check that capital letters have been used for the special names of people, places and the days of the week. • Use the word and to join two words in a sentence. 		
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