

Mighty Oaks English Overview Year B

	Core Texts		
Autumn	<p>Friend or Foe By Michael Morpurgo No Ks2 curriculum is complete without Morpurgo books, his description of the moors, and development of strong characters sets an excellent example. Selecting one of his short books gives the children some context into the History work but also links to their own immediate environment enabling them to connect with the descriptions. His strong character developments and portrayal of the relationships e.g. the way he shows Mr Oakley start to soften way before the boys actually know he likes them, the care gulf way Morpurgo lets the reader in, on secrets that Tuckey and Davey have not yet discovered. All part of developing empathy with each of the characters.</p> <p><u>Justice and Belonging</u> Selected as it challenges children's thinking beyond just right or wrong, should Davey and Tucker help the German Pilots? What matters more humanity or war?</p> <p><u>Writing Outcomes</u> letters home (recounts) and explore discussion texts where both sides of a dilemma are presented as a balanced argument.</p>	<p>Oranges in no mans land by Elizabeth Laird Again, Like Morpurgo, Laird has written some beautiful stories for this age group which can be borrowed from our class library. Through Laird's use of land=guae the children develop deep empathy and feel the emotions of the main character and are often on the edge of their seat. We knew this book must remain in our core texts when we discovered two reluctant raiders had been sneaking copies home each night to read ahead!</p> <p><u>Justice and Belonging</u> Elizabeth grew up in Lebanon, we use this text to show children that war is not just something that happened in History- children this year will be aware of conflict due to the media coverage of the Ukraine: this book shows the impact of existing as a citizen if a city is experiencing conflict.</p> <p><u>Writing Outcomes</u> Diary entries, predictions, changing first and third person, news reports</p>	<p>Letters from the LightHouse by Emma Carroll This text has been chosen as it moves us seamlessly into our next text. The novel itself creates mystery and suspense from the first chapter. Through Carroll's writing we can explore the grammatical devices used to create suspense, right from the first chapter. Due to the ongoing mystery of Suki's disappearance the novel requires children to make complex connections across different events in the story as well as bringing their history learning in to make sense of the mysteries. Characters are not as this initially seem but Carrol drops clues throughout that there may be more to the local residents than meets the eye. Within the story there are lots of opportunities for children to develop empathy and have their initial assumptions challenged which in turn leads to opportunities for teachers to discuss what clues there may have been earlier in the book.</p> <p><u>Justice and Belonging</u> The story of Kinderstransport and those fleeing Nazi occupied Europe on boats resonates powerfully with images seen in the news today.</p> <p><u>Writing Outcomes</u> Through this text we write information texts and news broadcasts alongside extending our narrative to explore writing from different characters' points</p>

			of view with different emotions or opinions of events.
Spring	<p>After the War by Tom Palmer This text is an accurate fiction based on real local events. The characters are composite characters but the events and their stories are based on the recounts of the Windermere children. This unit will include a visit from author Tom Palmer and links with the local holocaust centre. The level of empathy developed through reading this text in the build up to Holocaust memorial day is a powerful moment when children really begin to understand the power of reading. The way Palmer waves the current day with past memories ensuring that the readers understand the timeline even though it jumps back and forth. Through the text the children understand that the boys once had a normal happy life, before the camps and now Windermere. His beautifully accessible text enables all our readers to feel every moment of joy, desperation, hope and pain.</p> <p><u>Justice and Belonging</u> Exploring the impact power can have if wielded in the wrong way but also how a community can come together to support others- a timeless tale.</p> <p><u>Writing Outcomes</u> Through this text we explore writing our own story based on records shared by the real Windermere children, Exploring how to craft the writing well whilst sustaining accuracy of a memory and event.</p>	<p>Boy at the back of the class by Onjali Q Rauf After the children have connected with the characters in After the War they never fail to show a great deal of empathy for the Windermere children therefore we move on to the crisis of refugees in the modern world. Onjali's story is told with humour, empathy and a simplicity that reminds us that refugees had real lives before they became refugees. The children explore a story written in first person through a child's eyes. A particular focus is the development of character and how the author shows the character identities through their actions. The use of dialogue to keep the pace moving in an action packed story. This lends itself to scriptwriting and considering how we know a character would say something or act in a certain way- picking out clues from the text.</p> <p><u>Justice and Belonging</u> Considering and developing understanding for the plight of refugee children who have fled war and find themselves in an unfamiliar lonely place.</p> <p><u>Writing Outcomes</u> Through this text we begin to explore arguments and persuasive texts, planning events to raise money for charities such as choose love to raise money to support those who have been displaced due to war and politics. The children produce news reports which they film and write newspaper reports about the events featured in the book</p>	

<p>Summer</p>	<p>The Sister Who Ate Her Brothers And Other Gruesome Tales by Jen Campbell illustrated by Adam de Souza</p> <p>Fourteen fairy stories collected from all around the world, each with a particularly gory or gruesome quality.</p> <p><i>Establish and develop an insight into the culture, geography and history of the countries introduced.</i></p> <p><i>Be given the opportunity to develop the skill of oral storytelling.</i></p> <p><i>Enjoy a story and discuss its meanings.</i></p> <p><i>Explore these through role-play and through writing in role. ▪</i></p> <p><i>Develop a personal and distinctive voice to support storytelling and writing inspired by the collection.</i></p> <p><i>Develop reader response by exploring interpretations of themes, plots and characters actions and motivations through discussion and debate.</i></p> <p><u>Justice and Belonging</u></p> <p>Exploring some of the issues with representation in fairy tales</p> <p><u>Writing Outcomes</u></p> <p>Oral Storytelling ▪ Writing in Role ▪ Narrative episode ▪ Playscript ▪ Original Trickster Tale ▪ Notes of advice ▪ Modernised Traditional Tale</p>	<p>A range of texts about successful people from marginalised communities.</p> <p>A range of different level texts are available where children are encouraged in school and at how to read and feedback to the class about people we may not have read about.</p> <p><u>Justice and Belonging</u></p> <p>Children read and study these people creating fact files to support the wider curriculum and improve representation.</p> <p><u>Writing Outcomes</u></p> <p>They produce information texts about heroes and successful people linked to different topics or curriculum areas which are presented to teachers across school to improve and challenge what they already teach.</p>	<p>The hill you climb by Amanda Gorman (also use the Fell we climb a short film produced with Young People of Cumbria)</p> <p>The children spend some time unpicking the language used in the Hill we climb and enjoying Gorman's stunning use and playfulness with language which never fails to have an impact. This is then supported by speeches including Emma Watson, Martin Luther King Jr, Olly Alexander, Greta Thunberg, Malala Yousafzai</p> <p>▪</p> <p><u>Justice and Belonging</u></p> <p>Advocacy speeches .</p> <p><u>Writing Outcomes</u></p> <p>Through this text children explore formal letter writing to begin to work towards allyship, they write persuasive speeches about things they are passionate about</p>
----------------------	---	--	--