English Overview - Spring Term 2024-25

Early Years

Laity					Consider at Times				
		Sprin	g One		Spring Two				
Key Driver	People who help us – Driven by a series	Three Billy Goats Gruff (traditional	The Pig in the Pond by Martin Waddell	Animals – Claws and Paws	Dinosaurs – Driven by a visit from Professor Marshall & The Girl and the	The Rainbow Fish	Growing Up – Driven by their	Healthy Eating – creating fruit	
	of visitors from jobs in the community	fairy tale)	(including dog visit) and <i>Animals</i>		Dinosaurs by Hollie Hughes	by Marcus Pfister	,	kebabs	
Key Themes	Different roles in community Trusted adults	Kindness Good and bad characters Greed	Farm animals It's ok to do things differently Diversity	Pets Needs of different pets/ animals	Creatures from the past	Friendship, relationships Sharing Feelings	Changes Human timeline/life cycle, now and then	Selfcare Keeping healthy Healthy food choices	
Learning Outcomes	PSED – see themselves as a valuable individual Communication – listen attentively and respond with relevant questions and comments Writing – CVC words and simple sentences (non- fiction text) UW - people who help us: lives of people around us and their roles in society	Communication – retelling stories Writing – CVC words and simple sentences (character description) PSED - Express their feelings and consider the feelings of others	Communication – retelling stories Writing – CVC words and simple sentences (writing/retelling the story) EAD – painting animals and sharing their creations, explaining the process they have used	Communication – listen attentively and respond with relevant questions and comments Writing – CVC words and simple sentences (nonfiction text/booklet e.g. what dogs need) UW - All around the world: maps, different animals, countries, cultures, etc.	Communication – listen attentively and respond with relevant questions and comments Writing – start to write short sentences/words with known soundletter correspondences, use familiar words (a letter) UW - Looking at fossils/animals now and in the past	Communication – Retell the story, some as repetition, some own words. PSED - use the strategies taught to regulate their feelings. They consider the feelings of others. Writing – start to write short sentences/words with known sound- letter correspondences, use familiar words (1st person POV)	UW - changes since we were born timeline using their own baby pictures UW - growing beans, cress, sunflowers – what do plants need to grow? Writing – start to write short sentences/words with known sound- letter correspondences, use familiar words (Writing a non- fiction text)	PSED - Understand why we wash our hands, healthy food choices UW - Healthy eating & brushing teeth Writing — instructions for fruit kebabs	

Year One

	Sprin	g One	Sprin	g Two				
Key Driver	The much-loved stary inhort finding your favorrite toy.		HANDA'S SURPRISE BILEEN BROWNE	HANDA'S NOISY NIGHT BILEEN BROWNE				
	Naughty Bus by Jan and Jerry Oke (4weeks)	Dogger by Shirley Hughes (2 weeks)	Handa's Surprise by Eileen Browne (3 weeks)	Handa's Noisy Night by Eileen Browne (3 weeks)				
Vov	Imagination	ation Special		Family				
Key Themes	Adventure Loss		Gift-giving	Nocturnal Animals				
111011100		Kindness						
	Letter	Special toy description	Description	Narrative – own version				
Written Outcomes	Diary entry	entry Reading skills – exploring story		Nocturnal animal fact files				
Outcomes	Adventure narrative		Surprise)					
	Fluency in reading – RWI		•					
	1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions.							
	Begin to explore the Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with							
	A, C, E, being used when appropriate to the text type and learning.							
Reading	Content domain referen	(3)						
Outcomes	1a draw on knowledge of vocabulary to understand text							
	1b identify / explain key aspects of fiction and non-fictio titles and information	n texts, such as characters, events,						
	1c identify and explain the sequence of events in texts							
	1d make inferences from the text							
	1e predict what might happen on the basis of what has	peen read so far						

	Sprin	g One	Sprii	ng Two			
Key Driver	Machine		FED HOTHER	Omnibombulator			
	The Ride-by-Nights by Walter de la Mare (2 weeks)	The Dragon Machine by Helen Ward (4 weeks)	It Fell From the Sky by The Fan Brothers (2 weeks)	Omnibombulator by Dick King- Smith (4 weeks)			
	Supernatural	Loneliness	Power	Identity			
Key Themes	Mystery	Friendship	Greed	Curiosity			
	Performance poetry	Character description	Diary entry	Character Description			
Written Outcomes	Poetry writing	Nono-chronological report		Narrative			
Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions. Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning. Content domain reference 1a draw on knowledge of vocabulary to understand texts 1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information 1c identify and explain the sequence of events in texts 1d make inferences from the text 1e predict what might happen on the basis of what has been read so far						

	Spri	ng One	Spring Two			
Key Driver	Romeo and Juliet Wolks Indian Works Indian What to you want to find our Fun facts, Amazing Pictures, Quizzos			MR. PENGUIN THE DEST TREASURE ALEX T. SMITH		
	Romeo and Juliet by William Shakespeare (3 weeks)	DK Find Out: Volcanoes by Maria Gill (3 weeks)		Mr Penguin and the Lost Treasure by Alex T. Smith (6 weeks)		
	Love	Factual information		Adventure		
Key	Honour	Geography		Mystery		
Themes	Friendship	Science		Friendship		
	Playscripts	Non-chronological report		Persuasive Adverts		
Written				Adventure narrative		
Outcomes				Skills focus		
	Reading AC foci – B, D, A, G should	be given the biggest weigh	ting, especia	ally B (retrieval) & D (inference). Please cover all AC	Cs, with C, E, F, H being	
	used when appropriate.					
	Content domain r	eference	2e predict what might happen from details stated and implied			
Reading	2a give / explain the meaning of word	s in context	2f identify / explain how information / narrative content is related and			
Outcomes	2b retrieve and record information / id non-fiction	entify key details from fiction and	contributes to meaning as a whole			
	2c summarise main ideas from more t	nan one paragraph	2g identify / explain how meaning is enhanced through choice of words and phrases			
	2d make inferences from the text / explain and justify inferences with evidence from the text			make comparisons within the text		

MacFarlane (3 weeks) Importance of language Bravery Longing Journeys		Sprin	g One	Spring Two		
The Lost Words by Robert MacFarlane (3 weeks) Importance of language Bravery Longing Journeys	Key Driver	TOSTS ROBER MACRALANE ACRIE MORRIS	Pin (short film) by Dogs Inc (3)	Ocean Meets Sky by The Fan	Rain Cerstaine Bater-Neuth	
Content domain reference Content domain refe		-	, , , , , , , , , , , , , , , , , , , ,		Grahame Baker-Smith (2 weeks)	
Themes Environmental awareness Perseverance Acceptance Written Outcomes Language exploration Description Setting description Captain's log Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H bei used when appropriate. Reading Outcomes Reading Outcomes Content domain reference 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2r identify / explain how information / narrative content is related and contributes to meaning as a whole		Importance of language	Bravery	Longing	Journeys	
Themes Environmental awareness Perseverance Acceptance Written Outcomes Language exploration Description Setting description Captain's log Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H bei used when appropriate. Reading Outcomes Content domain reference 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2r identify / explain how information / narrative content is related and contributes to meaning as a whole	Kev	Our connection with nature	Determination	Remembering (honour)	Our connection with nature	
Written Outcomes Poetry Adventure story Blog posts Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H bei used when appropriate. Content domain reference 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction Captain's log Captain's log 2e predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole	_	Environmental awareness	Perseverance	Acceptance		
Outcomes Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H bei used when appropriate. Content domain reference 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2c identify / explain how information / narrative content is related and contributes to meaning as a whole		Language exploration	Description	Setting description	Diary of a raindrop	
Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H bei used when appropriate. Content domain reference		Poetry	Adventure story	Captain's log		
Reading Outcomes Used when appropriate. Content domain reference 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2b retrieve and record information / identify key details from fiction and contributes to meaning as a whole 2a give / explain how information / narrative content is related and contributes to meaning as a whole	Outcomes		Blog posts			
Reading Outcomes 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2b retrieve and record information / identify key details from fiction and non-fiction 2c predict what might happen from details stated and implied 2f identify / explain how information / narrative content is related and contributes to meaning as a whole			ne given the biggest weighting, especi	ally B (retrieval) & D (inference). Pleas	e cover all ACs, with C, E, F, H being	
Reading Outcomes 2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction 2f identify / explain how information / narrative content is related and contributes to meaning as a whole		Content domain ref	ference 2e g	predict what might happen from details stated and imp	plied	
Outcomes 2b retrieve and record information / identify key details from fiction and non-fiction contributes to meaning as a whole	Reading	2a give / explain the meaning of words i	in context			
2a identify / explain how meaning is enhanced through sheige of words	Outcomes		ntify key details from fiction and	contributes to meaning as a whole		
2c summarise main ideas from more than one paragraph and phrases		2c summarise main ideas from more tha				
2d make inferences from the text / explain and justify inferences with evidence from the text 2h make comparisons within the text						

Spring One				Spring Two			
Key Driver	Richard Plate - Rupert van Wek			THE RABBITS John Maarden & Sharan Tan		THE TEMPEST WILLIAM SHAKESPEARE	
	The Listeners by Walter de la Mere (2 weeks)	the Forest Meets the Sea		The Rabbits by John Marsden and Shaun Tan (2 weeks)		The Tempest by William Shakespeare (6 weeks)	
	Supernatural	Destruction I		Destruction		Power	
Key	The unspoken	Human impact		Identity		Revenge	
Themes	Isolation	Isolation Preservation & conservation	Powerful Vs. Powerless		s. Powerless	Forgiveness	
	Narrative	Informal letters	Comparative narrative		ve narrative	Recount as Ferdinand	
Written		Non-chronological reports				Caliban's Speech	
Outcomes						Narrative	
Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, when appropriate.							Cs, with C, E, F, H being used
	Content domain reference			2e predict what might		: happen from details stated and implied	
Reading	2a give / explain the meaning of words in context					ow information / narrative content is related and	
Outcomes	2b retrieve and record information / identify key details from fiction ar non-fiction				contributes to mean		
	2c summarise main ideas from more than one paragraph			2g identify / explain ho and phrases		ow meaning is enhanced through choice of words	
	2d make inferences from the text / explain and justify inferences with evidence from the text			2h make comparisons within the text			
				2h make comparisons within the text			

	Spring One		Spring Two		
Key Driver	MICHAEL MORPURGO The Giant's Necklace illustrated by Briony May Smith The Giant's Necklace by Michael Morpurgo (5	The Land of Neverbelieve by Norman		Alma by Rodrigo Blaas (3 weeks)	
	weeks)	Messenger (3 weeks)		0.10	
Key	Family	The Fantastical		Solitary	
Themes	Solitary	Escapism		Perseverance	
	Perseverance	Environment		Enticement	
	Postcards	Non-chronological reports		Narrative	
Written	Setting description				
Outcomes	Diary entry				
	Reading AC foci – B, D, A, G should be given the bused when appropriate.	iggest weighting, especia	ally B (retrieval) & D (infer	ı ence). Please cover all AC	s, with C, E, F, H being
	Content domain reference	2e predict what might happen from de		ails stated and implied	
Reading	2a give / explain the meaning of words in context				
Outcomes	2b retrieve and record information / identify key details fro non-fiction				
	2c summarise main ideas from more than one paragraph	2g identify / explain how meaning is e and phrases		nanced through choice of words	
	2d make inferences from the text / explain and justify inference evidence from the text	ences with 2h make comparisons within the text			