
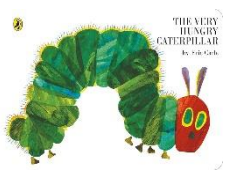
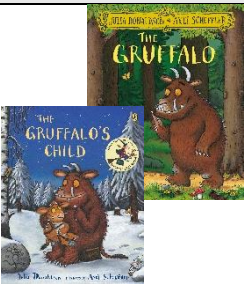
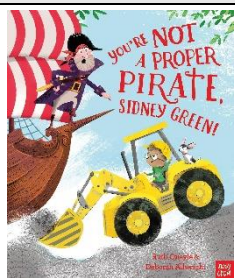
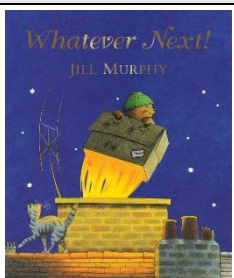
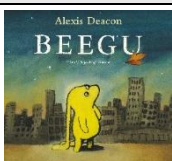


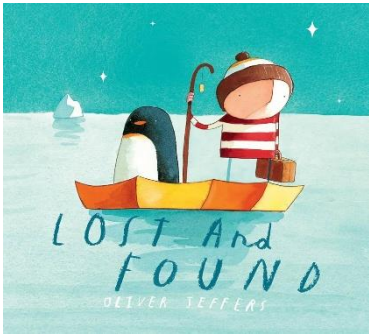


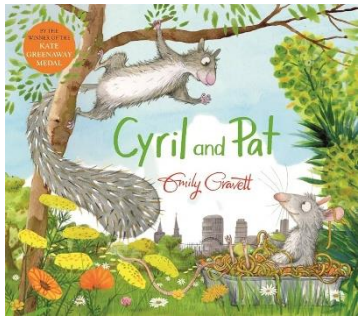


## English Overview – Summer Term 2024-25

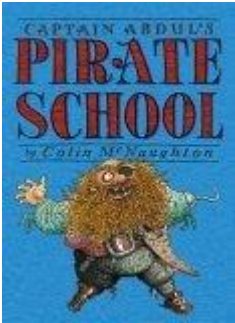
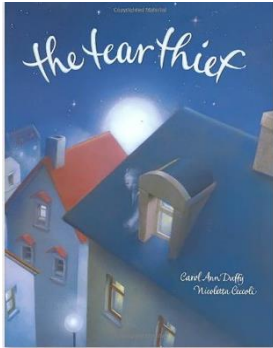
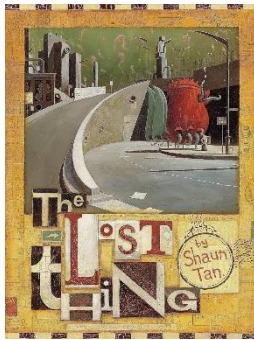
### Early Years

	Summer One			Summer Two			
<b>Key Driver</b>	 <p><i>Jack and the Beanstalk</i> (traditional fairy tale). Driven also by planting experience – <b>planting beans</b>, flowers, vegetables.</p>	 <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p>	 <p><i>The Gruffalo &amp; The Gruffalo's Child</i> by Julia Donaldson</p> <p><b>Gruffalo picnic</b></p>	 <p><i>You're not a Proper Pirate, Sidney Green</i> by Ruth Quayle</p> <p><b>Pirate Day</b></p>	 <p><i>Whatever Next</i> by Jill Murphy</p>	 <p><i>Beegu</i> by Alexis Deacon</p>  <p><i>The Aliens are Coming</i> by Colin McNaughton</p>	 <p><i>What's My Superpower</i> by Aviaq Johnston</p> <p><b>Transition topic leading to Y1</b></p>
<b>Key Themes</b>	Bravery and making good choices	Growth and change Transformation	Cleverness and bravery Power of imagination	Kindness Being yourself	Adventure Imagination	Belonging Kindness Loneliness	Celebrating differences Friendship
<b>Learning Outcomes</b>	UW/PD/EAD – Exploring the natural world, planting, observing growing/natural changes, and drawing pictures of plants. Communication/Lit – retelling stories and narratives, key events, using new vocab. Writing – CVC words and simple sentences <b>(writing/retelling the story, key events)</b>	UW – Understanding important processes/changes in the natural world around them (E.g cycle of a butterfly). Communication – fiction and non-fiction, asking questions to clarify their understanding, using new scientific vocabulary. Writing – CVC words and sentences <b>(Writing a non-fiction text about the lifecycle of a butterfly)</b>	EAD – creating Gruffalo themed foods Communication – retelling the story some by heart and some using their own words Writing – CVC words and sentences <b>(Character description, recount about the Gruffalo's picnic)</b>	EAD – building boats, dressing up acting singing and dancing like pirates UW – exploring floating and sinking MD/UW – drawing and following maps, directional language Writing – CVC words and sentences <b>(Writing an adventure story using past tense e.g lost, sailed, found, saw)</b>	Communication – storytelling and imaginative talk/play. EAD – building rockets, spaceships PSED – self-care skills. UW – sparks curiosity about science and the environment beyond Earth e.g. space, rockets, planets... <b>(Writing as the first person e.g. I am going to the moon.)</b>	PSED – exploring feelings like loneliness, friendship and belonging. Empathy and self-regulation. EAD – making aliens, spaceships, drawing and mark making to represent movement, loud noises, different languages. UW – curiosity about the environment beyond Earth. <b>(Writing diary entry from Beegu's perspective/the first person)</b>	PSED – supporting transitions, exploring feelings, building relationship, exploring self – discovery and identity EAD – designing ourselves as a superheroes. <b>(Writing character description about ourselves)</b>



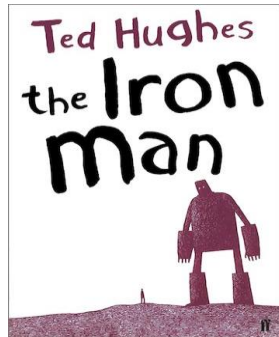
## Year One

	Summer One		Summer Two													
Key Driver	<div></div> <div>Lost and Found by Oliver Jeffers (3 weeks)</div>	<div></div> <div>The Way Back Home by Oliver Jeffers (2 weeks)</div>	<div></div> <div>Meesha Makes Friends and Milo's Monster by Tom Percival (4 weeks)</div>	<div></div> <div>Cyril and Pat by Emily Gravett (3 weeks)</div>												
Key Themes	Friendship Kindness	Working together Perseverance	Friendship Loneliness Jealousy	Friendship Inclusion												
Written Outcomes	Letter of advice Instructions Description Narrative	Speech Postcard	Description Diary entries (a series of mini entries at key points of the text) Tracking Milo's emotions	Balanced argument – for and against the friendship Narrative – sequel												
Reading Outcomes	<div>Fluency in reading – RWI</div> <div>1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions.</div> <div>Begin to explore the Reading Assessment Criteria foci – B (retrieval) &amp; 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.</div> <div><table><tr><th colspan="2">Content domain reference</th></tr><tr><td>1a</td><td>draw on knowledge of vocabulary to understand texts</td></tr><tr><td>1b</td><td>identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</td></tr><tr><td>1c</td><td>identify and explain the sequence of events in texts</td></tr><tr><td>1d</td><td>make inferences from the text</td></tr><tr><td>1e</td><td>predict what might happen on the basis of what has been read so far</td></tr></table></div>				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
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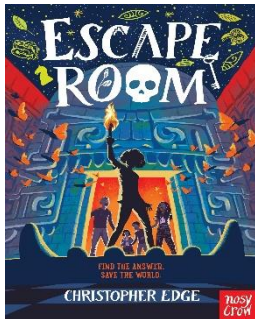
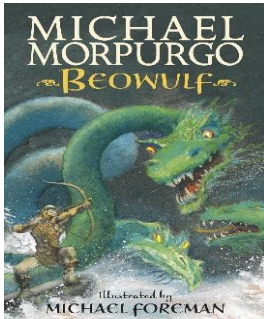
## Year 2

	Summer One	Summer Two												
Key Driver														
	Captain Abdul's Pirate School by Colin McNaughton (4 weeks)	The Tear Thief by Carol Ann Duffy (4 weeks)	The Lost Thing by Shaun Tan (3 weeks)											
Key Themes	Leadership	Emotions Empathy	Belonging Individuality											
Written Outcomes	Character description Dual POV diary entries	Character Description Instructional writing	How to be a lost thing (link with transition to Yr3)											
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.													
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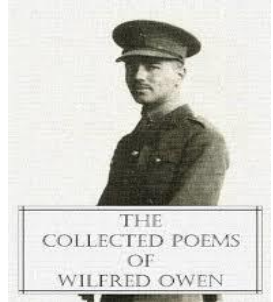

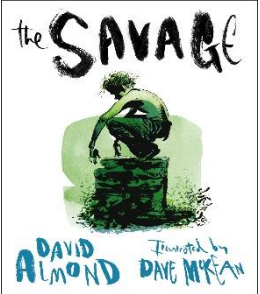
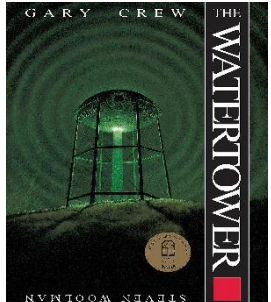
### Year 3

	Summer One	Summer Two																			
Key Driver																					
	<i>The Barnabus Project</i> by The Fan Brothers (5 weeks)	<i>The Nightmare Man</i> by Pie Corbett (2 weeks)	<i>The Iron Man</i> by Ted Hughes (5 weeks)																		
Key Themes	Perseverance Teamwork Belonging Freedom (end of text only)	Bravery Resilience Facing your fears	Perception Heroism																		
Written Outcomes	Designing own pet Dairy entry Instructions	Suspense narrative	Description Narrative																		
Reading 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 being used when appropriate.																				
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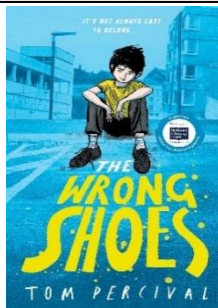
## Year 4

	Summer One	Summer Two																		
Key Driver	<div></div> <p><i>Escape Room</i> by Christopher Edge (5 weeks)</p>	<div></div> <p><i>Beowulf</i> by Michael Morpurgo (5 weeks)</p>																		
Key Themes	Identity and self-discovery Consequences of choices Teamwork and trust	Good Vs Evil Heroism Legacy (what you are remembered for)																		
Written Outcomes	Persuasive advert Diary entry Setting description Narrative – chapter one of the next book	Wanted poster Poetry Character description Hero's speech Letter writing																		
Reading Outcomes	<p>Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) &amp; D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.</p> <table><tr><th colspan="2">Content domain reference</th></tr><tr><td>2a</td><td>give / explain the meaning of words in context</td></tr><tr><td>2b</td><td>retrieve and record information / identify key details from fiction and non-fiction</td></tr><tr><td>2c</td><td>summarise main ideas from more than one paragraph</td></tr><tr><td>2d</td><td>make inferences from the text / explain and justify inferences with evidence from the text</td></tr></table> <table><tr><td>2e</td><td>predict what might happen from details stated and implied</td></tr><tr><td>2f</td><td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td></tr><tr><td>2g</td><td>identify / explain how meaning is enhanced through choice of words and phrases</td></tr><tr><td>2h</td><td>make comparisons within the text</td></tr></table>		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	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	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	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
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## Year 5

	Summer One			Summer Two																			
Key Driver																							
	Paperman film directed by Disney (2 weeks)	The Collected Poems of Wilfred Own by Wilfred Owen (1.5 weeks)	The Piano film directed by Aidan Gibbons (1.5 weeks)	The Savage by Dvid Almond (5 weeks)	The Watertower by Gary Crew (2.5 weeks)																		
Key Themes	Connection Fate Isolation	War Suffering Hope	Nostalgia Bereavement Pride	Survival Healing Connection	Good Vs. Evil Survival Enticement																		
Written Outcomes	Love letters	Poetry – war poems	Narrative	Writing in role - advice Narrative – story endings Text messages between Blue and Hopper Apology letters	Suspense description																		
Reading 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 being used when appropriate.																						
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## Year 6

	Summer One		Summer Two																			
Key Driver	 <p>Replay film directed by Jeremy Vitry (3 weeks)</p>	 <p>Animal Non-chronological Reports based on an imaginary creature (2 weeks)</p>	 <p>I'm a Maya, Get me Out of Here! (2 weeks)</p>	 <p>The Wrong Shoes by Tom Percival (5 weeks)</p>																		
Key Themes	Solitary Perseverance Family	Scientific Discovery Adaptation & Survival Exploration	Survival Isolation Bravery	Poverty Friendship Inequality																		
Written Outcomes	Narrative (including dialogue)	Scientific non-chronological report	Persuasive speech	1 <sup>st</sup> person piece Reading based responses																		
Reading Outcomes	<p>Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) &amp; D (inference). Please cover all ACs, with C, E, F, H being used when appropriate.</p> <table><tr><th colspan="2">Content domain reference</th></tr><tr><td>2a</td><td>give / explain the meaning of words in context</td></tr><tr><td>2b</td><td>retrieve and record information / identify key details from fiction and non-fiction</td></tr><tr><td>2c</td><td>summarise main ideas from more than one paragraph</td></tr><tr><td>2d</td><td>make inferences from the text / explain and justify inferences with evidence from the text</td></tr></table> <table><tr><td>2e</td><td>predict what might happen from details stated and implied</td></tr><tr><td>2f</td><td>identify / explain how information / narrative content is related and contributes to meaning as a whole</td></tr><tr><td>2g</td><td>identify / explain how meaning is enhanced through choice of words and phrases</td></tr><tr><td>2h</td><td>make comparisons within the text</td></tr></table>				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	summarise main ideas from more than one paragraph	2d	make inferences from the text / explain and justify inferences with evidence from the text	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	2g	identify / explain how meaning is enhanced through choice of words and phrases	2h	make comparisons within the text
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