
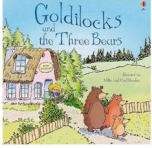
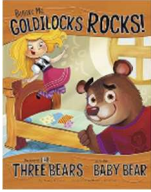
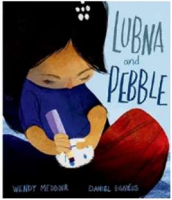

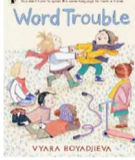



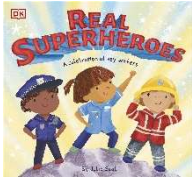
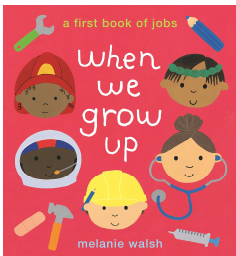
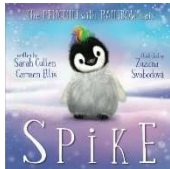



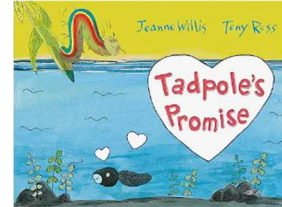



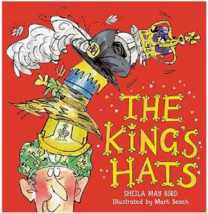



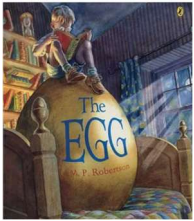

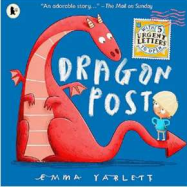
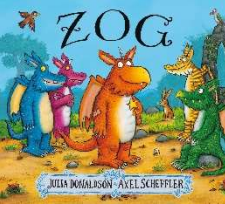

# St Paul's Peel CE Primary School: English Curriculum Overview

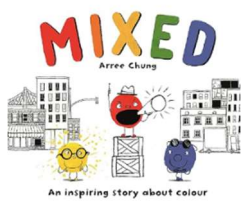


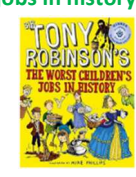




**Additional documents that support this Long Term Overview –**

- **Progression in Text Types (EYFS – Y6)**
- **Progression in writing guidance (EYFS – Y6)**
- **Assessment toolkit (EYFS – Y6)**

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>Autumn Core Texts KS1</b>	Wellbeing/Transition Focus	Traditional Tales: Goldilocks and the Three Bears (DT)						Where Am I? (Geography/RE) – Kindness, Friendship, Refugees					The Power Of Kindness	
	The Colour Monster - Llenas  Everybody feels series - Butterfield	Goldilocks and the Three Bears - Davidson  Y2 Twisted Tale (week 4) Believe Me, Goldilocks Rocks - Loewen 						Lubna and Pebble - Meddour & Egneus 			Kind - Green 	Word Trouble - Boyadjieva 	Paddington and the Christmas visitor 	
<b>Writing outcomes</b>	Literacy Shed Plus unit of work: <a href="https://www.literacyshedplus.com/en-us/resource/the-colour-monster-5-7--en-gb">https://www.literacyshedplus.com/en-us/resource/the-colour-monster-5-7--en-gb</a>	A simple diary of Goldilocks ' week: <i>On Monday</i> ... <i>On Tuesday ..</i> <b>Posters:</b> Beware of the bear – describing the bear	<b>Instruction:</b> How to make porridge <b>Poem:</b> Read Goldilocks from Wriggle and Roar - <a href="https://www.youtube.com/watch?v=h0dyT_qB4aQ">https://www.youtube.com/watch?v=h0dyT_qB4aQ</a> Write own poem with repetitive line We're going on a porridge hunt... We're going on a chair hunt.... We're going on a bed hunt...	Story map  Retell the main body of the story/ Twist the story for Y2 (change the ending)			Labels to describe their designed pebble Comparative setting – where Lubna came from/where Lubna is now (past and present tense) My beach <b>was</b> _____ This beach is _____	After beginning to read the text as a class, children discover how special the friendship is between Lubna and Pebble. <b>What makes pebble a good friend?</b> Write thank you letters in role to Pebble.	New friendship – Lubna meets Amir Speech bubbles (Y1) Advice postcard (Y2)  Lubna passes on the pebble... Instructions for Amir – looking after pebble	Imagine a world where everyone is kind. How can me make that come true? <b>A recipe for Kindness:</b> (list poem)	Retell alternative story – What could happen differently? <a href="#">Really</a> <a href="#">Welcoming</a> <a href="#">Ronnie</a>	<b>Retell/Recount</b> the story (in the form of a diary) through the eyes of Paddington.	<b>1<sup>st</sup> person letter of apology</b> from the burglar/ <b>1<sup>st</sup> person</b> thankyou letter to Paddington	

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Spring Core Texts</b> <b>KS1</b>		<b>Superheroes (Music)</b>						<b>World Book Day- Whole school theme – HAIR!</b>		<b>Life Cycles – Frogs (Science)</b>			
		<p style="text-align: center;"><b>Supertato – Hendra &amp; Linnet</b></p>  <p style="text-align: center;"><b>Supertato – Evil Pea Rules – Hendra &amp; Linnet</b></p>  <p style="text-align: center;">(see planning ideas on file)</p>			<p style="text-align: center;"><b>Real Superheroes</b></p>  <p style="text-align: center;"><b>When we grow up – Walsh</b></p> 			<p style="text-align: center;"><b>Spike – Cullen &amp; Ellis</b></p>  <p style="text-align: center;"><b>I don't want curly hair – Anderson</b></p>  <p style="text-align: center;"><b>Old Photographs – Zhiman</b></p>		<p style="text-align: center;"><b>Godfrey was a frog – Latimer</b></p>  <p style="text-align: center;"><b>How does a frog grow?/ Tadpoles to frog - de la Bedoyere</b></p> 		<p style="text-align: center;"><b>Tadpole's Promise – Willis</b></p> 	
<b>Writing Outcomes</b>	<p>A description of Supertato and why he is a superhero</p>	<p>A <b>poster warning</b> everyone about the Evil Pea</p>	<p>A <b>speech bubble</b> capturing what one of the veg says to The Evil Pea as a short task for sentence level feeding into the story development. A <b>narrative</b> telling an innovated version of the story or a brand new adventure.</p>		<p>A <b>simple informati on page</b> about real life superheroes</p>	<p>What I would like to be when I grow up?</p>	<p><b>To be arranged</b></p> <p><b>Eg/ A list poem about different sorts of hair</b></p>	<p>A <b>description</b> of Godfrey that captures how amazing he is</p>	<p><b>Explanation</b> about the life cycles of a frog</p>	<p>A <b>love letter</b> from the tadpole to the caterpillar asking her to forgive him for changing.</p>	<p>Stop reading before finishing the book and <b>write a new ending for the book</b></p>		

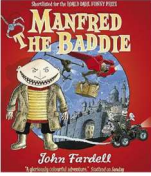
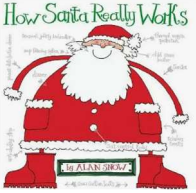
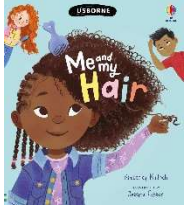



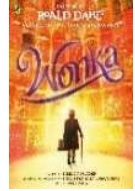
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
		What is a monarch?					Dragons								
Summer Core Texts <b>KS1</b>		<p><b>The Queen's Knickers / The King's Pants - Allan</b></p>  <p>Or</p> <p><b>The Queen's Hat – Antony /The King's Hat – Bird &amp; Beach</b></p> 	<p><b>If I were King poem - AA Milne</b></p> 	<p><b>Amazing Facts King Charles III - Wilson</b></p>  <p><b>Little People, BIG DREAMS: King Charles - Sanchez Vegara</b></p> 	<p><b>The Egg – Robertson</b></p> 	<p><b>How to look after your dinosaur – Cockcroft</b></p>  <p><b>Dragon Post - Yarlett</b></p> 	<p><b>Zog – Donaldson &amp; Scheffler</b></p>  <p>Dragon School <a href="https://youtu.be/MyD8-Vh0J3w?si=dWKfq2A7r0ZQczTR">https://youtu.be/MyD8-Vh0J3w?si=dWKfq2A7r0ZQczTR</a></p>	<p><b>Dragon Poem – Foster &amp; Paul</b></p>  <p><b>Anyone wanting a firey dragon - Hughes</b></p> <p><b>I'm tired of being a dragon – Prelutsky</b></p> <p><b>I found a small dragon in the woodshed – Patten</b></p>							
	Writing Outcomes	<p><b>Design a new pair of Queen or King Pants /hat &amp; an advert for making everyone want to have a pair!</b></p>	<p><b>Create a new story about what happened when the ruler lost these new pants/hat</b></p>	<p><b>Perform the poem</b></p> <p><b>Write own version if they were a king and what they would do</b></p>	<p>A simple <b>recount /biography</b> about the King's life.</p>	<p><b>A narrative</b> about what George did when he found the dragon egg.</p>	<p>Use the book above and ask the pupils to create their own <b>Instructions</b> for how to look after a pet dragon</p>	<p><b>Description of Zog</b> who is accident prone and not very good at dragon school</p>	<p><b>A non-chronological page</b> about what they could do at Dragon school.</p> <p>Or a new story about Zog after reading lots of his books</p>	<p><b>Read and discuss the different poems</b></p> <p>Use one of the poems to inspire thiers.</p>					

		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>LKS2</b> Autumn Core Texts	Wellbeing/ Transition Focus				The Victorians (How have children's lives changed? – History)			Light and Dark (Art) – Facing fears							
		<b>Mixed – Chung</b> 			<b>Oliver Twist – Dickens / Usborne</b>  Film – <b>Oliver Twist the musical</b>			<b>Victorian Childhood – The Worst Children's jobs in history - Robinson</b>  		<b>Orion and the Dark - Yarlett</b> 		<b>The Darkest Dark – Hadfield &amp; The Fan Brothers</b>  <b>Mae Jameison – Little People Big Dreams – Hadfield</b> 		<b>Robin Robin - Aardman Animations (2021 book and film)</b> <b>Robin Robin – Ojari &amp; Please</b> 	
<b>Writing Outcomes</b>	<i>Act out the start of the story –  Write the narrative of the beginning of the story about how everyone was friends.</i>	<b>Write the end of the story</b> and describe what the city was like when everyone lived happily together.	Watch relevant clip from Oliver Twist – <b>Consider Yourself song; What jobs could you do as a child?</b> (Text detective) – the 'good and legitimate' Research the range of jobs: <b>Interview</b> a chimney sweep <b>Job advert</b> for a chimney sweep <b>Diary</b> of a chimney sweep	Watch relevant clips from Oliver Twist; <b>What if you couldn't work decently?</b> (Text detective) – pickpockets <b>Advice</b> for being a pickpocket (Instructional) <b>Non-chronological double page</b> – based on <b>You Choose. Which Victorian child's job would you choose? The good, the bad and rotten...</b>	Children create their own circle of fears <b>List poem – What is dark?</b> <b>Explore Dark as a character: character profile</b> <b>Persuasive: Y3 – Orion standing up to Dark</b> <b>Y4 – Dark persuading Orion he has nothing to fear</b>	<b>Descriptive narrative – The places dark can take you, the adventures you can have</b>	Use Mae Jamison book as a model – how does the text work? Research life of Chris Hadfield using The Darkest Dark – complete timeline of his life. <b>Write own Little People, Big Dreams book on Chris Hadfield (back page timeline – use structure from vehicle text)</b> Send books to Chris Hadfield with letter from the class.	<b>An adventure story</b> about Robin Robin trying to get through the kitchen to find the star on the Christmas Tree and his encounter with the cat! Begin to think about the <b>atmosphere</b> . Include the <b>dialogue</b> between the cat and the bird that captures their very different characters.							



Discuss the three different colours. Imagine they are a colour and write their **speech** about why they are the best.



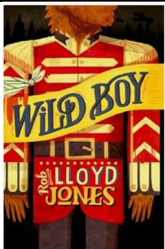
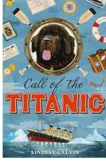
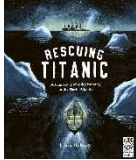
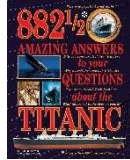
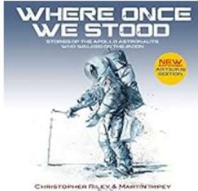
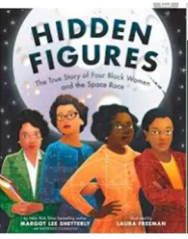



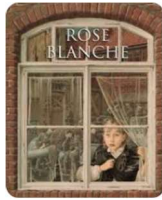
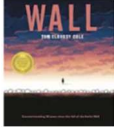





		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	
<b>LKS2</b> Spring Core Texts		<b>Inventors (Design Technology)</b>						<b>World Book Day – Whole school theme: Hair</b>		<b>WONKA (Science – Digestion and Food)</b>					
		<p><b>Manfred the Baddie – Fardell</b></p>  <p><b>Despicable Me</b></p> <p><b>How Santa really works – Snow</b> (reference to how the sleigh works)</p> 						<p><b>Pages from Me and My Hair – Usborne</b></p>  <p><b>Vidal Baboon – Neil</b></p>		<p><b>Read Wonka and watch parts of the film to help children understand about the setting, characters and plot</b></p> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><b>Wonka film – Scene where Wonka creates a brand-new chocolate bar</b></p>   <p><b>Ideas from sweets in Harry Potter</b></p> <p><b>Adverts for selling the chocolates</b> PowerPoint of chocolates from the film</p> <p>Advert page from <b>Jolly Postman – witches – Ahlberg</b></p>  </div> <div style="width: 45%;"> <p><b>Clip of the chocolate shop scene</b> (when all the customers are rushing in to the point where they smash up the shop)</p>  <p><b>Research how newspaper reports are structured and written</b></p> <p><b>First News</b></p> <p><b>Fairy Tale News – Hawkins</b></p> </div> </div>					
<b>Writing outcomes</b>	<p><b>Description of Manfred – the baddest baddie of them all!</b></p>	<p><i>An application letter asking if they can join his dispiacable gang</i></p>	<p><i>Design a new machine to help the world!</i></p> <p><b>Explanation of how his new machine works and will help save the world</b></p>	<p><i>A new ending of the story when Manfred uses this new machine to ensure that everyone is saved.</i></p>	<p><b>To be developed</b></p> <p><b>Pupils produce their own poem based on Vidal Baboon</b></p> <p>Story of what happened when everything went wrong at the hairdressers in the jungle</p>	<p>Persuasive advert for their own chocolate – a physical advert/a radio advert/ script of an advert for the television.</p> <p><b>Create a rhyme or jingle to help sell your product!</b></p>	<p>Year 3 – A vivid account of the scene capturing the glorious chocolatey quality of the shop before it is attacked. The dialogue between customers and Wonka and then then despicible destruction.</p> <p>Year 4 - Newspaper account of the scene where everyone destroys Wonka’s shop Look at the setting before the attack – spend time looking at how it was described. Interview characters from the scene.</p>								







		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>UKS2</b> Autumn Core Texts	Wellbeing/ Transition Focus	<b>Identity and belonging: This is Me</b>						<b>Migration – Why does population change? (Geography)</b>				<b>Space and The Space Race (Science)</b>		
	 Inside Out 2 –  Red - Hall	EdShed English Unit – planning to support 					<b>Call of the Titanic (based on an eyewitness' account) -</b>  <b>Rescuing Titanic</b> <b>882 ½ amazing answers to your questions about Titanic</b>  				Clips about landing on the Moon <b>Where once we stood (use powerpoint for images)</b> 	<b>Hidden Figures –</b>  <b>Film – Hidden Figures</b>		
<b>Writing outcomes</b>	<b>Inside/ Outside poetry -</b> What people see on the outside and the true me inside.	Read description of the fair ground and freak show & watch <i>The Greatest Showman</i> to gather ideas and make a map of this world. Write a <b>character description</b> from Wild Boy's perspective - how he views himself. (First person focus) Write a <b>detailed Wanted Poster</b> of Finch. Write a <b>one-sided argument</b> , using evidence from the text stating the reasons for or against this form of Victorian entertainment.	Write a <b>newspaper report</b> Write a detailed <b>setting description</b> of the 'secret room' found by Wild Boy and Clarissa – considering mood and atmosphere (Y6) in the style of the author. Re-create (using inference from the book) an <b>extract</b> of the elusive notebook.	Write a <b>flashback narrative</b> <i>Poetry on their own identity</i> <i>Eide</i> <i>outside poetry,</i> <i>concrete poetry</i>	<b>Non-Chronological report:</b> All aboard RMS Titanic <b>Persuasive Advertisement:</b> aimed at differing audiences – 1 <sup>st</sup> Class passengers and 3 <sup>rd</sup> Class passengers (consider their motives for travel and formality of advertisement) <b>Setting description:</b> setting sail – scene at the docks (use Titanic film clip). Y6 include comparison to scenes on board the ship 1 <sup>st</sup> class/3 <sup>rd</sup> class.	Meet the crew & passengers (page from Rescuing Titanic) <b>Recount:</b> The night that changed everything.... (diary entry as someone on board the ship) – emotive writing focus <b>Balanced discussion:</b> a two-sided argument Y5 – <u>Women and children first...was this the right approach?</u> Y6 – <u>Who was to blame for the sinking of RMS Titanic?</u> A <b>narrative</b> including dialogue of the night that the ship sunk told through the narrator's eyes. Focus on creating atmosphere through the setting description, action and responses.	A <b>journal</b> that captures the excitement about landing on the Moon and making history.	A <b>persuasive letter from Mary Jackson to the Judge asking for equality as a black woman to be able to have equal footing with the men in the space race.</b>						

UKS2 Spring Core Texts		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
		Historical Narrative – World War 2 ( <i>History</i> )						Shakespeare					Narrative Poetry	
														
Writing outcomes		<p><b>Setting description:</b> use the descriptions on page 37 to; Y5 describe what the zoo had been like before the war Y6 write a contrasting setting description – once there were...(describing the zoo as it was before the war) now it is...(describing the emptiness and silence now) – Y6 <b>creating mood and atmosphere.</b></p> <p><b>Non-Chronological reports:</b> Silver-backed gorillas</p> <p><b>Formal letter:</b> write in role as Syd, a formal but emotive letter to a newspaper attempting to save Adonis.</p>		<p><b>Recount:</b> The day the wall went up... <b>Informal letter:</b> take some time researching letters from soldiers sent home to their loved ones during the war. Think about how this separation must have been. Write letters to loved ones living on the other side of the wall. (Y6) writing from either side – how would these differ? <b>Journalistic writing:</b> reporting the true story of the Wetzels family's escape from East Germany.</p>		<p><b>Poetry:</b> Exploring rhyme and content to create own Witches' spell <b>Narrative techniques:</b> - Internal monologue to recount and reflect (Macbeth's reasons for not wanting to kill King Duncan) - Lady Macbeth soliloquy (voicing her thoughts and feelings towards her husband; his reluctance to do kill King Duncan and her inner most desires to be Queen)</p>		<p><b>Persuasion:</b> - Macbeth's speech to Lady Macbeth - Macbeth on trial; Defence and prosecution statements (One sided argument) <b>Discussion text:</b> - Macbeth; tragic hero or dastardly villain?</p>			<p>A letter from one character to another</p>			

