
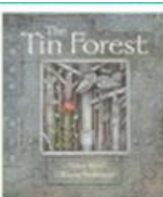







## English Curriculum Spring Term Long-Term Overview

Spring Term						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>History</b>						
		<b>Holidays</b> <i>How have holidays changed over time?</i>	<b>The Bronze Age and The Iron Age</b> <i>Which was more impressive - the Bronze Age or the Iron Age?</i>	<b>Roman Britain</b> What happened when the Romans came to Britain?	<b>The Vikings</b> Would the Vikings do anything for money?	The Maya Civilisation Why should we remember the Maya?
<b>Science</b>						
		<ul style="list-style-type: none"> <li>Plants - Light and Dark (3 weeks)</li> <li>Living things and their habitats (7 weeks)</li> <li>Light and Dark (1 week)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Fossils (2 weeks)</li> <li>Soils (3 weeks)</li> <li>Light (6 weeks)</li> </ul>	Sound (5 weeks)  Data Collection B (1 week)  Electricity (4 weeks)  Energy (1 week)	Properties of Materials (4 weeks)  Animals Including Humans (5 weeks)  Life Cycles (3 weeks)	Light (5 weeks)  Light Pollution (1 week)  The Circulatory System (3 weeks)  Diet, Drugs and Lifestyle (3 weeks)
<b>Geography</b>						
		<b>Journeys: Food</b> <i>Where does our food come from?</i>	<b>Our World</b> <i>Where on Earth are we?</i>	<b>Rivers and the Water Cycle</b> How does the water go round and round?	<b>Europe - A Study of the Alpine Region</b> Where should we go on holiday?	Protecting the Environment Protecting the Environment  Are we damaging our world?
<b>Writing</b>						
		<div style="border: 1px solid black; padding: 5px;">  <p style="font-size: small;">The Minpins Roald Dahl</p> <p style="text-align: center; background-color: #c8e6c9; padding: 2px;">15 sessions, 3 weeks</p> <p style="background-color: #e1bee7; padding: 2px;"><b>Own version adventure narratives</b> Danger posters, setting descriptions, character descriptions, information reports, postcards</p> <p style="font-size: x-small; margin-top: 10px;"><b>Independent: Setting description linked to geography-Holiday over time.</b></p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p style="font-size: small;">The Tin Forest Helen Ward</p> <div style="background-color: #d32f2f; color: white; padding: 2px; text-align: center; font-size: x-small;">Science: Recycling</div> <p style="text-align: center; background-color: #c8e6c9; padding: 2px;">10 sessions, 2 weeks</p> <p style="background-color: #e1bee7; padding: 2px;"><b>Persuasive information leaflets</b> Persuasive posters, information leaflets, postcards, diaries, wishes, setting descriptions</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p style="font-size: small;">The Selfish Giant Oscar Wilde</p> <p style="text-align: center; background-color: #c8e6c9; padding: 2px;">15 sessions, 3 weeks</p> <p style="background-color: #e1bee7; padding: 2px;"><b>Own version narratives</b> Letters, first person recounts, diaries, letters, posters, reports</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p style="font-size: small;">Freedom Bird OR Freedom Bird Jerdine Nolen</p> <p style="text-align: center; background-color: #c8e6c9; padding: 2px;">15 sessions, 3 weeks</p> <p style="background-color: #e1bee7; padding: 2px;"><b>Biographies</b> Non-narrative poems, explanations, dialogue, postcards, letters of advice, descriptions, recounts, narrative poems</p> </div>	<div style="border: 1px solid black; padding: 5px;">  <p style="font-size: small;">Suffragette: The Battle for Equality David Roberts</p> <div style="background-color: #d32f2f; color: white; padding: 2px; text-align: center; font-size: x-small;">History: Suffragettes</div> <p style="text-align: center; background-color: #c8e6c9; padding: 2px;">15 sessions, 3 weeks</p> <p style="background-color: #e1bee7; padding: 2px;"><b>Persuasive campaigns</b> Formal letters, diaries, balanced arguments, speeches, short news reports</p> </div>


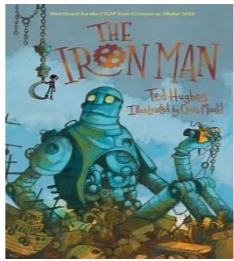

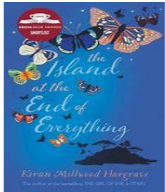
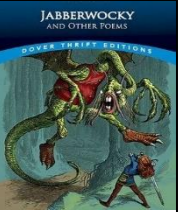
	 <p><b>The Bear Under the Stairs</b> Helen Cooper</p> <p>15 sessions, 3 weeks</p> <p><b>Information texts</b> Letters, retellings, own version narratives</p>	 <p><b>Escape from Pompeii</b> Christina Balit</p> <p>16 sessions, 3+ weeks</p> <p><b>Newspaper reports</b> Shared poems, diary entries, persuasive posters, letters of explanation, discussions</p>	 <p><b>OR Winter's Child</b> Angela McAllister</p> <p>15 sessions, 3 weeks</p> <p><b>Fantasy story sequels</b> Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings</p>	 <p><b>The Island</b> Armin Greder</p> <p>15 sessions, 3 weeks</p> <p><b>Sequels</b> Welcome guides, descriptions, letters of advice, diary entries in role, imagined conversations</p>	 <p><b>OR Stonewall</b> Rob Sanders &amp; Jamey Christoph</p> <p>15 sessions, 3 weeks</p> <p><b>A visitor's guide to The Stonewall Inn</b> National Historic Landmark Adverts, short news reports, protest banners, writing in role</p>
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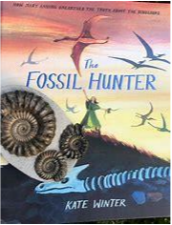
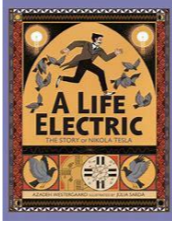
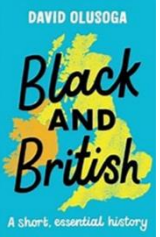


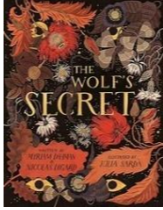
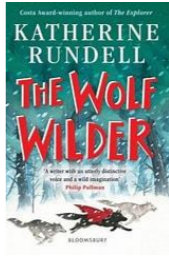
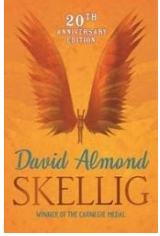

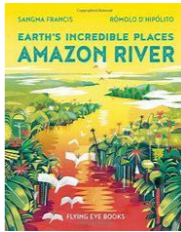
**Independent:**

**H/SP**

	<p><b>Common Exception Words</b></p> <p>child, children, clothes, find, hold, Mr, Mrs, only, people, told</p> <p><b>Spelling Rules and Patterns</b></p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words</p> <p>The /l/ or /əɪ/ sound spelt -le at the end of words</p>		<p><b>Word List Words</b></p> <p>particular, perhaps, position, possible, quarter, question, therefore</p> <p><b>Spelling Rules and Patterns</b></p> <p>Possessive apostrophe with plural words</p> <p>Words with the /i:/ sound spelt ei after c</p>	<p><b>Word List Words</b></p> <p>answer, certain, difficult, height, notice, possess(ion), reign</p> <p><b>Spelling Rules and Patterns</b></p> <p>Words with the /j/ sound spelt ch (mostly French in origin)</p> <p>Words with the /eɪ/ sound spelt ei, eigh, or ey</p>		<p><b>Word List Words</b></p> <p>earth, believe, build, actual(ly), occasion(ally), particular, perhaps, though/although, separate, eight</p> <p><b>Spelling Rules and Patterns</b></p> <p>More Prefixes: re-, anti-</p> <p>Words with the /eɪ/sound spelt ei, eigh, ay or ey</p>		<p><b>Word List Words</b></p> <p>accompany, desperate, necessary, persuade, prejudice, privilege, sufficient</p> <p><b>Spelling Rules and Patterns</b></p> <p>Words containing the suffix -ate, -ify, -en</p> <p>Endings which sound like /ʃəl/</p>		<p><b>Word List Words</b></p> <p>communicate, community, controversy, government, identity, prejudice</p> <p><b>Spelling Rules and Patterns</b></p> <p>Endings which sound like /ʃəl/(-cial or -tial)</p>	
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**Reading Fluency WB**

	<p><b>Fiction: Narrative</b></p> <p>The Owl who was afraid of the dark</p> <p><b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>Action</li> <li>Trawling for evidence</li> <li>Inference</li> </ul> <p><b>HUW:</b></p> <ul style="list-style-type: none"> <li>Suggest</li> <li>Act</li> <li>journey</li> </ul> 	<p><b>Fiction: Narrative</b></p> <p>The Iron Man</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Inference</li> <li>Noticing</li> <li>Impact</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>Signal</li> <li>Risk</li> <li>represented</li> </ul> 	<p><b>Narrative -</b></p> <p>The Night Bus hero Onjali Q Rauf</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Asking</li> <li>Considering deeper messages</li> <li>Language</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>indicate</li> <li>Example</li> <li>reveal</li> </ul> 	<p><b>Narrative-</b></p> <p>The Island at the End of Everything by Kiran Millwood Hargrave</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>Personal opinions</li> <li>Impact</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>establish</li> <li>contribute</li> <li>range</li> </ul> 	<p><b>poetry The Jabberwocky by Lewis Carroll</b></p> <p><b>Reading Skills</b></p> <p>Trawling for evidence</p> <p>Language</p> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>initial</li> <li>impact</li> </ul> 
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	<p><b>Non Fiction/Information</b> The worlds smallest and largest birds Peggy Cambell <b>Reading skills:</b></p> <ul style="list-style-type: none"> <li>• <u>trawl for evidence</u></li> <li>• <u>Finding facts</u></li> <li>• <u>Creating meaning.</u></li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Explore</li> <li>• Opposite</li> <li>• compare</li> </ul>	<p><b>Non-fiction NCR</b> The fossil hunter Kate Winter</p> <ul style="list-style-type: none"> <li>• <u>Reading Skills</u></li> <li>• <u>Feelings</u></li> <li>• <u>Inference</u></li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• as a result</li> <li>• special</li> <li>• possible</li> </ul> 	<p><b>Non-fiction Biography</b> A Life Electric: A Story of Nikola Tesla by Azadeh Westergaard</p> <p><b>Reading Skills</b></p> <p><b>Inference</b></p> <p><b>Language</b></p> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• overall</li> <li>• Feature</li> <li>• Impression</li> <li>•</li> </ul> 	<p><b>Non-fiction information</b> Jane Goodall by Jeanette Winter</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Trawling for evidence</li> <li>• Inference</li> <li>• Characters</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Specific</li> <li>• Imply</li> <li>• Factor</li> </ul>	<p><b>Black and British by David Olusoga</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> 
<b>Spring</b>					
	<p><b>Narrative-tolerance</b> The pirates next door Jonny duddle</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• <u>Feelings</u></li> <li>• <u>Setting</u></li> <li>• <u>Personal opinion</u></li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• <u>portray</u></li> <li>• <u>express</u></li> <li>• <u>compare</u></li> <li>•</li> </ul> 	<p><b>Fiction: Narrative</b> Marcy and the Riddle of the sphinx Jo Tod Stanton</p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Trawling for evidence</li> <li>• feelings</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Implies</li> <li>• Evident</li> <li>• reveals</li> </ul> 	<p><b>Fiction: Language</b> The Wolf's Secret by Myriam Dahman</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• <u>Characters</u></li> <li>• <u>Predictions</u></li> <li>• <u>Navigating genres</u></li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• <u>response</u></li> <li>• <u>genre</u></li> <li>•</li> </ul> 	<p><b>Narrative</b> <b>Wolf Wilder by Katherine Rundell</b></p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Inference</li> <li>• Stating prediction</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Occurrence</li> <li>• Ultimately</li> <li>• However</li> </ul> 	<p><b>Narrative Skellig by David Almond</b></p> <p><b>Reading skills</b></p> <p><b>Inference</b></p> <p><b>Setting</b></p> <p><b>Relationships</b></p> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Exemplifies</li> <li>• Deduce</li> <li>• Apparent</li> </ul> 
	<p><b>Poetry</b> Kind by Jess McGeachin</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Consider deeper messages</li> <li>• Language</li> <li>• Inferring</li> </ul> <p><b>HUW</b></p> <p>Compares Acts Contains</p> 	<p><b>Poetry The whatifs by Shel Silverstein</b></p> <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>• Impact</li> <li>• Language</li> <li>• Author assessment</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Reveal</li> <li>• Overall</li> <li>• Suggest</li> <li>•</li> </ul>	<p><b>poetry</b> <b>Colours by Joshua Seigal</b></p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Impact</li> <li>• Language</li> <li>• Opinions</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Depicts</li> <li>• Contrasts</li> <li>• Associate</li> </ul>	<p><b>Non-fiction information</b> Earth's Incredible Places - Amazon River by Sangma Francis</p> <p><b>Reading skills</b></p> <ul style="list-style-type: none"> <li>• Trawling for evidence</li> <li>• Inference</li> </ul> <p><b>HUW</b></p> <ul style="list-style-type: none"> <li>• Considerable</li> <li>• Evident</li> <li>• dimension</li> </ul> 	<p><b>Tidal Wave on the Irish Coast Non-fiction Old Newspaper</b></p> <p><b>Reading skills</b></p> <p>Feelings Deuce and infer Own opinions</p> <p><b>HUW</b></p> <p>Appreciation Manifests Perspective</p>

	<div data-bbox="290 136 682 378">  <p><i>The Owl and the Pussy-cat</i> Edward Lear</p> <p>10 sessions, 2 weeks</p> </div> <div data-bbox="290 399 682 546"> <p><b>Rhyming poems</b> Letters, interviews, lists, instructions</p> </div> <div data-bbox="290 577 682 829">  <p><i>Tadpole's Promise</i> Jeanne Willis</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="290 850 682 1018"> <p><b>Own version narratives</b> Simple explanations, speech and thought bubbles, setting descriptions, extended explanations</p> </div>	<div data-bbox="816 115 1231 378">  <p><i>Cloud Tea Monkeys</i> Mal Peet &amp; Elspeth Graham</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="816 399 1231 546"> <p><b>Non-chronological reports</b> Descriptions, 'how to' guides (instructions), letters, discussions</p> </div> <div data-bbox="816 609 1231 861">  <p><i>The Pied Piper of Hamelin</i> Michael Morpurgo</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="816 882 1231 1018"> <p><b>Own version legends</b> Writing in role, information reports, adverts, formal letters</p> </div>	<div data-bbox="1291 136 1647 378">  <p><i>The Matchbox Diary</i> Paul Fleischman</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1291 388 1647 514"> <p><b>Biography</b> Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact file</p> </div> <div data-bbox="1291 619 1765 913">  <p><i>Black Dog</i> Levi Pinfold</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1291 934 1765 1144"> <p><b>Own version 'suspense' narratives</b> Postcards, dialogue, retellings, descriptions</p> </div>	<div data-bbox="1855 115 2359 430">  <p><i>Beowulf</i> Michael Morpurgo</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1855 451 2359 640"> <p><b>Own version legends/missing chapters</b> Letters of advice, diaries, dialogue, character and setting descriptions, action scenes, obituaries</p> </div> <div data-bbox="1899 714 2315 955">  <p><i>The Whale</i> Ethan and Vita Murrow</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="1899 976 2315 1144"> <p><b>Film pitches</b> Reported speeches, speech and thought bubbles, descriptions, recounts in role, letters to a newspaper editor</p> </div>	<div data-bbox="2418 94 2849 430">  <p><i>Boy in the Tower</i> Polly Ho-Yen</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="2418 451 2849 661"> <p><b>Own version narratives (past and present tense)</b> Journalistic writing, formal letters, non-chronological reports</p> </div> <div data-bbox="2418 745 2849 997">  <p><i>The Three Little Pigs Project</i> The Guardian</p> <p>15 sessions, 3 weeks</p> </div> <div data-bbox="2418 1018 2849 1165"> <p><b>Collection of letters</b> Headlines, news reports, persuasive speeches, narrative from particular viewpoint, newspaper comments, diaries, debate</p> </div>					
<b>Spring 2 Spellings</b>										
	<ul style="list-style-type: none"> <li>Common Exception Words</li> <li>beautiful, both, break, last, gold, money, old, pretty, poor, water</li> <li>Spelling Rules and Patterns</li> <li>The /r/ sound spelt wr at the beginning of words</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<p>Word List Words calendar, circle, enough, fruit, medicine, regular, strength, woman/women</p> <p>Spelling Rules and Patterns The /i/sound spelt y elsewhere than at the end of a word</p> <p>Homophones and other words that are often confused</p>		<p>Word List Words difficult, potatoes, busy, business, heart, minute, remember, experience, imagine, special</p> <p><b>Spelling Rules and Patterns</b> Words with the /k/ sound spelt ch (Greek in origin) Words with the /ʃ/ sound spelt ch (mostly French in origin) Endings which sounds like /ʃən/, spelt -tion, -sion, -ssion, -cian</p>		<p>Word List Words aggressive, ancient, cemetery, committee, community, desperate, disastrous, exaggerate, explanation, sincerely</p> <p><b>Spelling Rules and Patterns</b> Homophones and other words that are often confused</p>		<p>Word List Words disastrous, explanation, mischievous, vegetable, variety</p> <p><b>Spelling Rules and Patterns</b> Endings which sound like /ʃəs/ spelt -cious or -tious Words ending in -able and -ible, ably and -ibly</p>	