



## English Curriculum Overview: 2021-22



Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Oak (EYFS)</b>	<b>All about me</b>	<b>Let's celebrate</b>	<b>Space</b>	<b>People who help us</b>	<b>Babies, Beanstalks and Butterflies</b>	<b>Seaside and Under the sea</b>
<u>Communication and Language</u>	Learning how to listen carefully and why this is important. Joining in with familiar rhymes and stories. Following simple instructions. Speaking in full sentences. Talking about themselves, their families and experiences. Discussing the books we share – asking and answering questions and talking about ideas and opinions in whole class or small group contexts. Learning and using new vocabulary. Interacting with adults and other children.		Speaking clearly and in full sentences. Using a range of connectives (so, but, and, because). Holding back-and-forth conversations, listening to others and responding appropriately. Responding to how and why questions. Asking appropriate questions. Listening to and discussing fiction and non-fiction books. Listening and responding in a range of small and larger group discussions. Learning and using new vocabulary. Talking about and retelling stories, using repetitive language from the book as well as their own words.		Speaking clearly and in full sentences, using the correct tenses. Further developing confidence in asking and answering questions. Being involved in whole class, group and one-to one discussion; listening to others and making relevant comments. Sharing own ideas, knowledge, feelings and experience. Offering explanations for how and why things might happen, making use of recently introduced vocabulary.	
<u>Literacy</u>	Discussing the books we share using language from the story – asking and answering questions and talking about ideas and opinions. Identifying the characters and settings in a familiar story. Clapping the syllables in words, saying the initial sound in words, orally blending and segmenting VC and CVC words. Learning phase 2 sounds – reading and writing VC and CVC words. Reading phase 2 common exception words		Talking about and retelling stories, using repetitive language from the book as well as their own words. Making predictions based on the events of a story so far. Learning phase 2 and 3 sounds – reading and writing words. Reading and understanding simple sentences that include some common exception words. Writing simple captions, separating words with finger spaces – some words written correctly, others phonetically plausible. Writing phase 2 common exception words. Reading phase 3 common exception words.		Demonstrating a good understanding of what they have read / has been read to them and discussing in detail. Anticipating key events in stories. Learning phase 3 sounds – reading and writing words. Reading with more fluency, and understanding, more complex sentences. Writing sentences, separating words with finger spaces and beginning to use punctuation and capital letters. Rereading writing to check for sense. Writing phase 3 common exception words. Reading phase 4 common exception words.	
<b>Year 1</b>	<b><u>Penguins, Possums and Pigs</u></b>  Stories by the same author <i>'One day on our blue planet'</i> <i>'One day on our blue planet in the Savannah'</i> Ella Bailey.  Poems on a Theme <i>'Brown bear, brown bear what do you see?'</i> <i>'Polar bear, polar bear what do you hear?'</i> Eric Carle	<b><u>Family Album</u></b>  Traditional Tale from another culture <i>'Pattan's Pumpkin'</i> Chitra Soundar  Stories with Repetitive Patterns <i>'The Jolly Postman and other people's letters'</i> Allan Ahlberg	<b><u>Fire, Fire!</u></b>  Instructions <i>Following a recipe and writing instructions</i>  Non-chronological reports <i>Great fire of London</i>	<b><u>Growth and Green Fingers</u></b>  Traditional tales <i>Jack and the Beanstalk</i>  Recounts- familiar events	<b><u>Robots</u></b>  Stories with Fantasy Settings <i>'The Robot and the Bluebird'</i> David Lucas  Poems for learning by heart	<b><u>The Great Outdoors</u></b>  Non-fiction Texts: Little People series: David Attenborough / Greta Thunberg  Shape Poems
<b>Year 2</b>	<b><u>The Place where I live</u></b>  Stories set in school (or other familiar setting) <i>'Traction Man'</i> by Mini Grey  Poems with a structure – including riddles Allan Ahlberg / Pie Corbett	<b><u>Fighting Fit</u></b>  Traditional Tale with a twist <i>'Prince Cinders'</i> by Babette Cole  Instructions <i>How to make gingerbread</i> (link to DT)	<b><u>Explorer</u></b>  Stories by the Same Author <i>'Man on the Moon'</i> / <i>'Bob's Best Ever Friend'</i> by Simon Bartram  Non-Chronological Report <i>Link to history</i>	<b><u>The Farm Shop</u></b>  Adventure Stories <i>'Mudpuddle Farm'</i> by Michael Morpurgo  Poems on a theme (changed – recovery curriculum) <i>African Tails</i>	<b><u>Buckets and Spades</u></b>  Story as a theme: Recount /Letters <i>'Follow the Moon'</i> by Deborah Hopkinson and Philippe Cousteau  Recount <i>Jacque Cousteau – links to above unit</i>  Explanation Texts <i>Link to science</i>	<b><u>Buckets and Spades (continued)</u></b>  Persuasion <i>Leaflet about Blackpool</i>  Classic Poetry <i>Edward Lear: The Owl and the Pussycat &amp; The Jumblies</i>

<p><b>Year 3</b></p>	<p><b><u>There's no place like home</u></b></p> <p><b>Folk tales</b> <i>'Lancashire Giant' Espresso</i> <i>'Three wishes'</i></p> <p><b>Recount</b> – Biography of a local person: <i>'Walter Tull's Scrapbook'</i> by Michaela Morgan</p>	<p><b><u>Healthy Humans</u></b></p> <p><b>Fables</b></p> <p><b>Persuasion – letters</b> <i>'Dear Greenpeace'</i> by Simon James. <i>'Dear Teacher'</i> by Amy Husband</p> <p><b>Poems with a structure</b></p>	<p><b><u>Rock and Roll</u></b></p> <p><b>Discussion Text</b></p> <p><b>Stories on a theme</b> <i>'Stig of the Dump'</i> by Clive King <i>'Stone Age Boy'</i> by Satoshi Kitam</p> <p><b>Poems on a Theme</b> <i>(linked with Music)</i></p>	<p><b><u>The Iron Man</u></b></p> <p><b>Recount</b> – Diary <i>'My Secret Scrapbook Diary - Little Red Riding Hood'-Fairy Tale Diaries</i> by Kees Moerbeek.</p> <p><b>Novel on a Theme</b> <i>'Iron Man'</i> by Ted Hughes</p>	<p><b><u>What did the Romans do for us?</u></b></p> <p><b>Play scripts</b> <i>'Romans on the Rampage'</i> by Jeremy Strong</p> <p><b>Non chronological Reports</b> <i>'What the Romans did for us'</i> by Alison Hawes</p>	<p><b><u>How does your garden grow?</u></b></p> <p><b>Mystery stories.</b> <i>'The Magic Faraway Tree'</i> by Enid Blyton <i>'The Hidden Forest'</i> by Jeannie Baker</p> <p><b>Explanations</b> <i>How plants grow</i></p> <p><b>Classic Poetry</b> <i>'A Child's Garden of Verses'</i> by Robert Louis Stevenson</p>
<p><b>Year 4</b></p>	<p><b><u>A European Adventure</u></b></p> <p><b>Novel as a theme</b> – <i>Gulliver's Travels</i></p> <p><b>Non-chronological reports</b> – linked to work on Europe</p> <p><b>Poems with a structure</b> kennings and cinquains</p>	<p><b><u>Crime and Punishment</u></b></p> <p><b>Story based on a plot structure – Issues and Dilemmas</b> – <i>The Balacava Boys</i></p> <p><b>Discussion / debate report</b> – should some forms of punishment be reintroduced?</p>	<p><b><u>Ancient Egypt</u></b></p> <p><b>Fantasy</b> – <i>The Firework Maker's Daughter.</i></p> <p><b>Recounts – newspaper reports</b> – The Discovery of Tutankhamun's tomb.</p>	<p><b><u>Burps, bottoms and bile</u></b></p> <p><b>Fairy tales</b> – <i>Puss in Boots / The Pied Piper</i></p> <p><b>Information booklet</b> – cross curricular link with science</p>	<p><b><u>Rivers</u></b></p> <p>Although no specific narrative unit will be taught this half term, the class will read <b>Journey to the River Sea</b> by Eva Ibbotson. This is about a small girl's journey down the Amazon river.</p> <p><b>Explanations</b> – The Water Cycle</p> <p><b>Poems on a theme</b> – Water</p>	<p><b><u>Traders and raiders.</u></b></p> <p><b>Myths</b> – Myths and Viking Gods – <i>Thor and the Giants</i></p> <p><b>Classic Poetry</b> – <i>Macavity the Cat</i></p>
<p><b>Year 5</b></p>	<p><b><u>A Kingdom United</u></b></p> <p><b>Persuasion</b> – <i>Visit to Blackpool - leaflets</i></p> <p><b>Legends of the British Isles</b> – <i>Outlaw (Robin Hood)</i></p>	<p><b><u>Food, glorious food</u></b></p> <p><b>Stories with historical settings</b> – <i>Oliver Twist,</i> <i>Alice in Wonderland</i></p> <p><b>Narrative Poetry</b> – <i>The Highway Man</i> by Alfred Noyes</p>	<p><b><u>Earthlings</u></b></p> <p><b>Information booklet</b></p> <p><b>Science Fiction stories</b> – <i>Tommy Niner Planet of Danger</i></p> <p><b>Poems with a structure</b> - Kennings</p>	<p><b><u>Inventors and Inventions</u></b></p> <p><b>Novel as a theme</b> <i>Hugo Cabret</i></p> <p><b>Information Text</b> Educational magazines</p>	<p><b><u>Amazon Adventure</u></b></p> <p><b>Stories from other Cultures</b> <i>Journey to the River Sea,</i> <i>The Great Kapok Tree</i></p> <p><b>Debate</b> <i>The Vanishing Rainforest</i></p>	<p><b><u>Ancient Greeks</u></b></p> <p><b>Myths</b> The Orchard Book of Greek Myths by Geraldine Mccaughrean</p> <p><b>Reports</b> Official Website of the Olympic Movement</p>
<p><b>Year 6</b></p>	<p><b><u>The World at War</u></b></p> <p><b>Recounts</b> <i>Anne Frank Diary</i> by A. Frank</p> <p><b>Novel as a theme</b> <i>Kensuke's Kingdom</i> by M. Morpurgo <i>Goodnight Mr. Tom</i> by Michelle Magorian</p>	<p><b><u>80 Days around the World</u></b></p> <p><b>Persuasion</b> <i>current destinations/ attraction using various NF sources from different media.</i></p> <p><b>Classic Fiction</b> <i>Wizard of Oz</i> by F. Baum – <i>'No place like home'</i></p>	<p><b><u>Terrible Tudors</u></b></p> <p><b>Non-Chronological Reports</b> <i>supplemented with hybrid texts – various based on NF Tudors</i></p> <p><b>Older literature</b> <i>Shakespeare's works and the Globe Theatre</i></p>	<p><b><u>London Calling</u></b></p> <p><b>Explanation Texts</b> <i>Why? Encyclopaedia,</i> by DK, with others related to the capital</p> <p><b>Detective Stories/ Crime Fiction</b> <i>'The London Eye Mystery'</i> by Siobhan Dowd</p>	<p><b><u>A Blast from the Ancient Past</u></b></p> <p><b>Instruction Texts</b> <i>Various NF related to Ancient Bagdad</i></p> <p><b>Poems on a theme</b></p> <p><b>Poems with Imagery</b> <i>anthology, but applied to Ancient Bagdad</i></p>	<p><b><u>Our Living World</u></b></p> <p><b>Discussion and debate</b> <i>animal welfare e.g. WWF/Blackpool Zoo websites/ Newspaper Articles – different reading mediums.</i></p> <p><b>Stories with flashbacks</b> <i>novel related to year's transition unit – determined annually.</i></p>