

HEAP BRIDGE VILLAGE PRIMARY SCHOOL




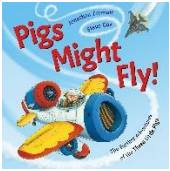

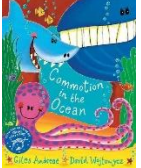
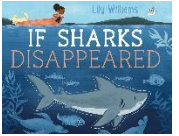



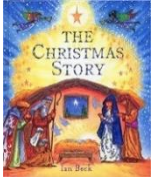


English

Curriculum Overview

2022-23

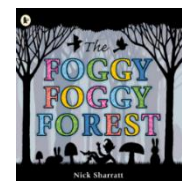
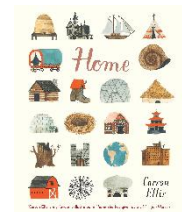
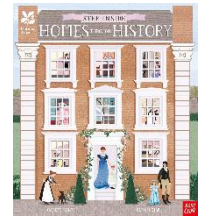
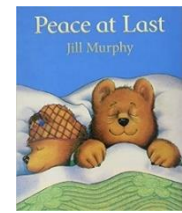
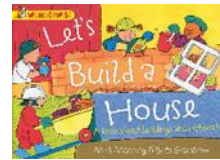
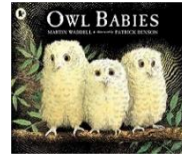
English Unit Overview – Reception

	Term 1		Term 2		Term 3	
Narrative	<p>Familiar stories; predict, structure, characters and settings. Write Stuff-Picture Power and introducing the Noticing lens. Letters and Sounds-Phase 1 and 2.</p> 	Quality texts:	Write Stuff -Introducing the Investigating and Jumping in lenses. Word Collectors and sentence makers. Letters and Sounds -Phase 2 and 3.	Quality texts:	Modelling beginning, middle and end in a story. Discussing narrative features. Creating own stories. Write Stuff - Together Writing Letters and Sounds -Phase 3 secure/Phase 4 Show awareness of 'The Fantastic's' when writing.	Quality texts:
<i>Suggested final written outcome</i>	<p>Give meaning to marks. Story Scribing/Scrimbling. Hear and write initial sounds/CVC words. Name writing. Sequence a familiar story. Penpals- Long ladder letters.</p>	   	<p>Story scribing-using known sounds within writing. Write CVC words correctly. Write simple phrases/ captions. Link sounds and letters. Thank you letter to Father Christmas. Postcard writing linked to The Gruffalo. Penpals-One armed robot letters.</p>	          	    	         
Non-fiction	<p>Recognising familiar words e.g. mum/ dad. Discuss themselves and their family. Sequence the Christmas story and the story of Rama and Sita.</p>	   	<p>Pancake Day/planting seeds- instructions and lists of ingredients. Discuss and examine lists in different contexts. Write labels and captions.</p>	    	<p>Write a recount. Write instructions for a purpose. Show awareness of 'The Fantastic's' when writing.</p>	
<i>Suggested final written outcome</i>	<p>Mark make in relation to themselves. Story scribe. Begin to use letter shapes within independent writing. Write own name. Write a list for Father Christmas.</p>		<p>Segment words and blend them together. Write a list of simple instructions to make porridge. Write a recipe for gingerbread. Sequence and label the life cycle of a butterfly.</p>		<p>Write a simple recount of a school trip. Write a factual leaflet linked to 'If Sharks Disappeared'. Write a letter linked to 'I Wanna Iguana'.</p>	
Poetry/ Rhyming	<p>Shows awareness of rhyme and alliteration. Develop a repertoire of known nursery rhymes: Humpty Dumpty; 1, 2, 3, 4, 5, Once I caught a fish alive; Remember, Remember, the 5th of November; 5 Little Men in a Flying Saucer.</p>		<p>Continue a rhyming string. Further develop a repertoire of known nursery rhymes: Ten Green Bottles; 5 Current Buns; 5 Little Speckled Frogs; Incy Wincy Spider.</p>		<p>To be confident at continuing a rhyming string independently. Further develop a repertoire of known nursery rhymes: Row, Row, Row Your Boat; A Sailor Went to Sea; 5 Little Monkeys Swinging in a Tree; Old MacDonald Had a Farm.</p>	

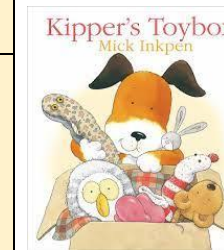
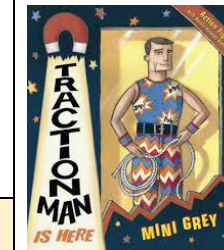
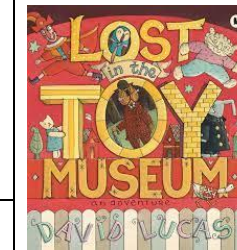
English Unit Overview – Year 1

	Term 1 Houses and Homes		Term 2 Toys		Term 3 Seaside	
Narrative	Stories with familiar settings Fantastic Five focus (2 Weeks) Write stuff Traditional tales – ‘Little Red Riding Hood’ (3 Weeks)		Narrative with sentiment- Write Stuff unit linked to ‘Ruby’s Worry’. (3 weeks)		Stories from different cultures linked to ‘Handa’s Surprise’. (2 weeks)	
<i>Suggested final written outcome</i>	Write simple sentences to develop a story based on personal experience. Write a re-telling of a traditional tale.		Write a series of sentences to develop comprehension skills recapping on all grammar and phonics knowledge.		Write a series of sentences to develop a story with features from a different culture.	
Non-fiction	Labels, lists and captions linked to ‘Peace at Last’. (2 weeks)	Instructions (2 weeks)	Recounts (WTLT/Class assembly) (2 weeks)	Instructions Letter Book Review Descriptive Writing (4 weeks)	Reports- Write Stuff unit ‘Pirates’ (3 weeks)	Instructions Letter Book Review Descriptive Writing (3 weeks)
<i>Suggested final written outcome</i>	Label classroom items. Write labels and sentences.	Following a practical experience, write the instructions for Christmas cards.	Write first person recount based on personal experience, using adverbs of time to aid sequencing.	To develop a variety of writing forms, based around ‘Lost in the Toy Museum’ and ‘Toys in Space’	A simple non-chronological report with a series of sentences in relation to pirates.	To develop a variety of writing forms, based around ‘The Storm Whale’.
Poetry	Structure – rhyming couplets linked to ‘Foggy Foggy Forest’ (2 weeks)		Acrostic poems (Easter) (1 week)		Rhyme/ Performance linked to ‘Rumble in the Jungle’. (2 weeks)	
<i>Suggested final written outcome</i>	Recite familiar poems. Adapt a poem. Create own poem ‘Silly Silly school’		Personal responses to poetry. Develop their own acrostic poem linked to Easter.		Recite familiar poems by heart. Perform poems to an audience. Write learnt poem developing structure and layout.	

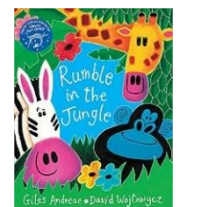
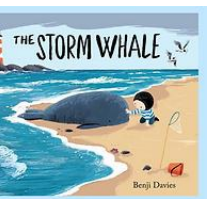
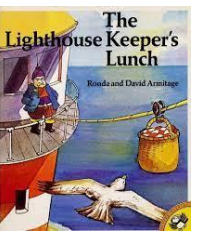
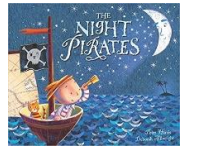
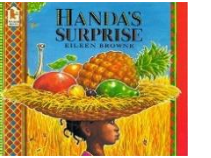
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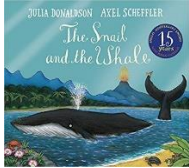

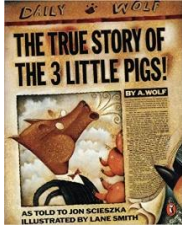
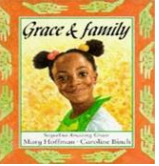
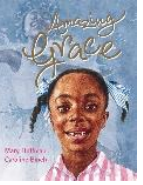


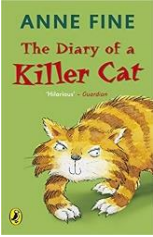



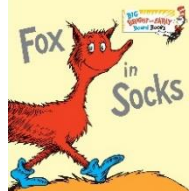

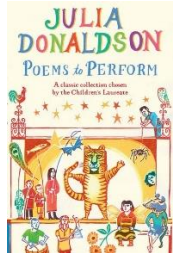
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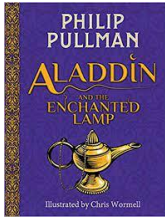
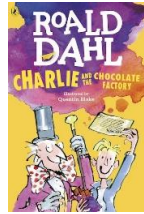

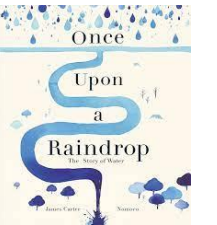


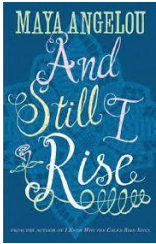


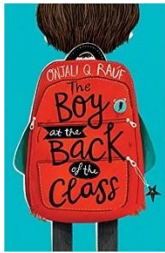
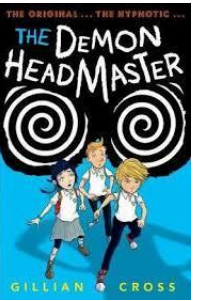
English Unit Overview – Year 2

	Term 1			Term 2			Term 3	
Narrative	Writing about fictional events. Write using the correct tense. Children prompted to edit their work.	Snail and The Whale (3 weeks) The Snow Lady (2 weeks)	Quality texts:  	Fairy tales The True Story of The Three Little Pigs (3 weeks) Expanded noun phrases. Introduce editing stations, children will be encouraged to independently edit their work.	Quality texts: 	Stories from another culture Grace & Family Amazing Grace Coming to England (2 weeks)	Quality texts:  	
<i>Suggested final written outcome</i>	Noun phrases. Apostrophes for contracted forms.	Write an alternative ending, in which Mrs Dean did see the snow lady.		Plan own version of the tale and change one aspect in the re-telling. Use subordinating and co-ordinating conjunctions. Secure speech within writing. Use time adverbials.		Write a series of sentences to develop a story with features from a different culture. Focus on punctuation- apostrophes, commas, speech marks, ellipsis, exclamation and question marks. Make comparisons between Amazing Grace and other books- list similarities and differences.		
Non-fiction	Letter from the snail to his friends on the rock.	Instructions to make a Snow Lady and Christmas decorations.		Information texts (2 weeks) To write an information leaflet about animals using research.	Recount Questions Instructions Cautionary tale.	Character description Book Review Letter (3 weeks)	Recount Information Text- Kenya Children act as Grace writing a letter home.	
<i>Suggested final written outcome</i>	Learning the possessive apostrophe (singular). Introduce speech. Using adverbs correctly.	Commas in a list. Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly, est		Use correct punctuation- focus on question marks. Singular & plural.	Diary Entry	Children to create their own diary entry. (2 weeks)	The Diary of a Killer Cat	
Fiction	Re-tell of the story.	Song of the Sea (3 weeks) My Christmas Star (3 weeks) Letter to the class elf using question marks.		Character descriptions Re-tell the story with an alternative ending.	George and the Dragon (3 weeks) Independent writing focused on bold vocabulary and relevant adverbs.	The Building Boy (3 weeks)	Independent writing using suffixes, conjunctions, fronted and time adverbials, correct punctuation and to edit their work.	
Poetry	Vocabulary Alliteration Tongue twisters & 'silly poems'. (1 week)		 	Rhyme Structure Easter poem (2 weeks)		Rhyme Performance (1 week)		
<i>Suggested final written outcome</i>	Recite familiar poems. Adapt poem. Children create their own tongue twister poem.			Create their own Spring/ Easter poem focusing on rhythm and rhyme.		Recite familiar poems by heart. Perform Julia Donaldson poems.		

English Unit Overview – Year 3

		Term 1		Term 2		Term 3	
Narrative	Narrative - Stone Age Boy (The Write Stuff) (3 weeks)	Instructional narrative - How to wash a woolly mammoth (2 weeks)	Quality texts: 	Narrative with comedy – The Incredible Book Eating Boy (The Write Stuff) (3 weeks)	Quality texts: 	Narrative with suspense - Wolves in the Walls (The Write Stuff) (3 weeks)	Quality texts: 
<i>Suggested final written outcome</i>	Narrative set within historical context	Instructional narrative		To write effective sentences for our humorous story.		Relate the theme of the story of a personal experience and write an account reflecting the theme.	Write an adventure story, focusing on plot.
Non-fiction	Holiday brochure – Skara Brae (3 weeks)	Explanation Street beneath my feet (3 weeks)		Non chronological report - Skeleton and muscles. (3 weeks)		Instructional - My Strong Mind (2 weeks)	The Journal of Iliona – A young Slave (3 weeks)
<i>Suggested final written outcome</i>	Holiday brochure for Skara Brae	Explanation of the ground below i.e. rocks and soils.		Non chronological report on human body.		Instructions on how to stay healthy.	Diary of a roman slave.
			Class novel Autumn 1 		Class Novel 		
Poetry	Autumn is here (2 weeks)		Class Novel Autumn 2 	Rhyming Brian Moses '10 tired teachers....' (2 weeks)		Haiku, tanka and kennings. (2 weeks)	
<i>Suggested final written outcome</i>	Poetic journey in verses using similes, metaphors and personification as a focus.			Read, write and perform free verse		Read and write haiku, tank and kennings	

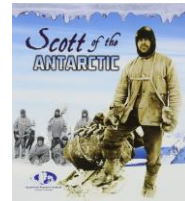
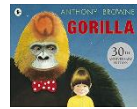
English Unit Overview – Year 4

		Term 1	Term 2		Term 3		
Narrative	The Blue Umbrella - A setting description and story with a theme. (The Write Stuff) (4 weeks)	Quality texts: 	Charlie and the Chocolate Factory - Adventure Story (The Write Stuff) (3 weeks)	Aladdin and the Enchanted Lamp – Traditional Tale (The Write Stuff) (4 weeks)	Quality texts:  	The Whale - Story with mystery and an atmosphere. (The Write Stuff) (4 weeks)	Quality texts:  
	<i>Suggested final written outcome</i>		Create a detailed setting description 'The Blue Umbrella.'	Write a narrative that conveys different character feelings		Write an adventure story, focusing on the development or adjustment of the plot and characters. Describe the rest of the tour of the chocolate factory.	
Non-fiction	The Creature - Newspaper Report describing the unusual creature or undiscovered species found on the beach. (The Write Stuff) (4 weeks)		Destination Brochure - Persuasive Writing (The Write Stuff) (4 weeks)	 	Wizards of Once - Newspaper Report (The Write Stuff) (4 weeks)	Once Upon a Raindrop: Script for a factual tour (The Write Stuff) (5 weeks)	
	<i>Suggested final written outcome</i>		Write a recount of a discovery of an unknown creature effected by the human impact on the environment.		Write a persuasive holiday brochure for a European destination, using identified key features of a persuasive text and informed by the country case study from the Europe geography unit.	Chronological report, detailing the progress of working conditions for children in the local cotton mills.	
Poetry	The River - Write a poem about their local river describing the different parts of the river as it flows from the source to its mouth. (The Write Stuff) (4 weeks)	The Christmasaurus (Class Novel) 	Still I Rise - Discuss other times in life when children have experienced adversity or difficult times and ways they have overcome them: racism, friendship problems, personal set-backs, failures, finding schoolwork, sport or other learning hard, anxiety, confidence, disability. (The Write Stuff) (3 weeks)	The Boy at the Back of the Class (Class Novel) 	If I had wings... (Pie Corbett)	When I heard the music... (Pie Corbett)	Demon Headmaster (Class Novel) 
	<i>Suggested final written outcome</i>		Read and write a metaphorical poem about a volcano, incorporating an ABCB rhyming structure.		Write a poem with an important meaning and message influenced by Maya Angelou and our SCARF units on celebrating differences.	Write, choreograph and perform poetry to peers.	

English Unit Overview – Year 5

		Term 1		Term 2		Term 3	
Narrative		Story with a theme – Gorilla (The Write Stuff) (4 weeks)		Cosmic (The Write Stuff) (3 weeks)		The Present Moral story (The Write Stuff) (4 weeks)	
<i>Suggested final written outcome</i>		Write own story with a specific theme		Develop skills of building up atmosphere in writing- building tension, enhance and writing.		Further, develop skills of building up atmosphere in writing- building tension, enhancing sentence structure and adding emotion.	
Non-fiction		Kick Persuasive letter (The Write Stuff) (4 weeks)	Scott of the Antarctic Diary (The Write Stuff) (3 weeks)	Screen use Balanced argument (The Write Stuff) (4 weeks)	Mars Transmission Journal TWS (4 weeks)	Hatshepsut Egypt Biography (The Write Stuff) (3 weeks)	Emperor penguins – Non chronological report (The Write Stuff) (4 weeks)
<i>Suggested final written outcome</i>		Write their own persuasive letter, can link to other area of curriculum.	Write a diary entry for a jungle adventure. https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-seriously-raleigh/zhk3nrd	Write their own balanced argument that links to a topic.	Write a journal for visiting another planet.	Create biography on another specific person from Egypt.	Non chronological report on their chosen animal
Poetry		Read, write and perform poems. (1 week)		Personification poetry (1 week)		Image poetry (1 week)	
<i>Suggested final written outcome</i>		The Magic Box Imaginative Poem		Linking to class novel Cosmic		Link to Emperor Penguins	

Quality texts:



Class Novel

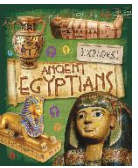
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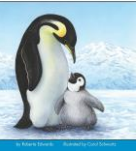
Class Novel



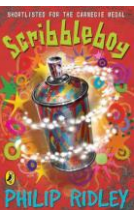
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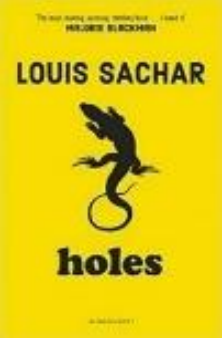
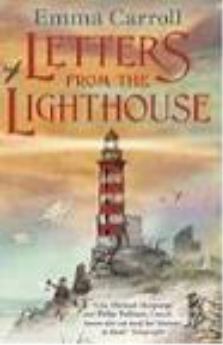

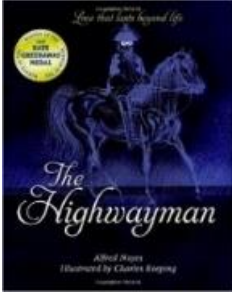
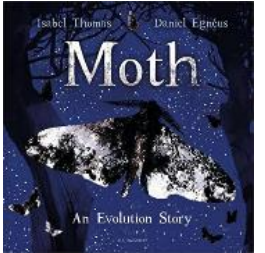
Emperor Penguins



Class Novel



English Unit Overview – Year 6

			Term 1		Term 2		Term 3		
Narrative	'The Journey' - Story with a theme. (The Write Stuff) (4 weeks)		Quality texts: 	'The Graveyard Book' – Mystery story. (The Write Stuff) (4 weeks)		Quality texts: 	'Kensuke's Kingdom' – Adventure. (The Write Stuff) (3 weeks)		Quality texts: 
	<i>Suggested final written outcome</i> Continue the journey after the family have arrived at sea. What happened to them once they entered the new country?			Write a mystery story. Write about the character Bod meeting a new character in the graveyard.			Write a story, creating a sense of adventure. i.e. you go on a trip and an incident happens that separates you from your parents.		
Non-fiction	Job applications – Letter (2 weeks)	Diary entry linked to history topic. (2 weeks)		Goldilocks – Newspaper reports (The Write Stuff) (3 weeks)	'Letters from the Lighthouse' recount (The Write Stuff) (4 weeks)		Play script – 'Macbeth' (The Write Stuff) (3 weeks)		
	<i>Suggested final written outcome</i> Write a formal letter to apply for Pupil Leadership Team roles.			Write a diary entry from the view of a Greek soldier (History link).	Write a newspaper report on another traditional tale, 'Red Riding Hood' or 'The Three Little Pigs'.		Write a recount as Esther Jenkins from the story. Describing her life in Nazi Europe.	Write a short play script using the story of Macbeth – use one key event that took place.	
Poetry	'The Highwayman' - Narrative poem. (The Write Stuff) (4 weeks)			Limericks - Read, write and perform free verse. (1 week)			'Moth' - Narrative poem (The Write Stuff) (4 weeks)		
	<i>Suggested final written outcome</i> Write their own version of The Highwayman, they can change the character to a highwaywomen or do it in the present day with a robber.			Write and perform a limerick poem they have written. They may choose the theme.			Write their own poem that links to the Galapagos finches and how they changed to suite their environment in order to survive.		