

English overview 2025-2026 CYCLE B

	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 6 weeks	Spring 2 5 weeks	Summer 1 5 weeks	Summer 2 7 weeks
<p>EYFS</p> <p><i>Writing opportunities are included within the continuous provision and during focused writing sessions.</i></p> <p><i>Our stories are introduced during our 'Drawing Club' sessions each week. They are introduced to high level vocabulary, exciting stories, modelled drawing and writing, and always an opportunity to have a go too!</i></p>	<p>All About Me Recognising what is special about me.</p> <p>Colour Monster How can I help regulate my big emotions?</p> <p>Little Red Hen Why it is important to work well with others to make the dream team!</p> <p>Harvest What is harvest and what delicious food do we produce in our fields?</p>	<p>The Everywhere Bear The adventures of our class mascot.</p> <p>The Bear Snores On Do you know which animals hibernate?</p> <p>Stickman A classic Julia Donaldson story, linking our forest school stickman adventures to the magic of Christmas!</p> <p>The Christmas Story The classic Christmas nativity celebrated with a range of fun performance and writing activities.</p>	<p>Traditional Tales: *Gingerbread Man *Little Red Riding Hood The children thoroughly enjoy re-enacting these well-known traditional tales. They create their own characters and some very imaginative story endings!</p> <p>All About Birds Celebrating National Bird Watching season, the children enjoy immersing themselves in a range of non-fiction texts all about birds. They create their own wonderful feathered friends, write labels and make their own bird books.</p>	<p>Superworm How could they help save Superworm? The children create their own characters and plot for the story.</p> <p>Looking after Myself: *Super Duper Me! *Looking After My Teeth The children learn how to look after their bodies, why we need to wash our hands, why some areas are 'private (NSPCC PANTS) and all about oral hygiene.</p> <p>Writing and Maths Links: *Jack and the Beanstalk *Jasper's Beanstalk</p> <p>The Easter Story The children learn why Christians celebrate Easter.</p> <p>World Book Day Activities – inspiration from books and author visit.</p>	<p>Mad About Mini-beasts The children enjoy hunting in the forest for mini-beasts, using their close observational skills. Clay models are created and painted before the children made their own fact-file about their favourite mini-beasts.</p> <p>Sunflowers *Katie and the Sunflowers *Van Gough Artwork *Flower Block The children plant their own sunflowers and understand how to effectively look after them. They have the opportunity to design and label their own flower gardens and paint Van Gough style artwork.</p>	<p>Caring for our Environment *Recycling Day *All About Bees (Non-Fiction) Celebrating Green Week, the children learn all about the importance of caring for our environment and learn to live alongside nature.</p> <p>Sporting Superstars In preparation to sports day, the children look at fact files of well-known athletes in a range of sports.</p> <p>Changes As the children move up to KS1, we discuss what these changes may look like and support them to have a successful transition.</p>

<p>Year 1/2</p>	<p>GRAMMAR UNIT Sentence structure Types of sentences Word classes</p> <p>The Leaf Thief- missing poster We created missing posters for the leaf. We voted for the most eye-catching poster as a class and they were displayed around the KS1 areas.</p> <p>Out and About: A first book of poems - poetry We are creating poems to show what we have learnt about Autumn. We will be performing them and recording them.</p>	<p>Owl Babies - Fact Files</p> <p>We will introduce our theme 'nocturnal animals' with the book Owl babies. We then have the Raptor Foundation visit and create fact files based on the birds we have seen.</p> <p>The Jolly Christmas Postman- letter writing</p> <p>We write letters to the Jolly Christmas postman and post them.</p>	<p>Theme- Toys</p> <p>'Stanley's Stick' We will find our own sticks to inspire us with our own writing. Our focus will be adjectives and adverbs.</p> <p>The children will write a story about finding a stone and imagine what it could be.</p>	<p>Theme - Transport-all aboard!</p> <p>Mrs Armitage on Wheels</p> <p>The children will create an advert to persuade the children to buy their bike. They will look at examples of persuasive language.</p> <p>World Book Day Activities – inspiration from books and author visit.</p>	<p>Theme - Africa</p> <p>We will be focusing on traditional African tales.</p> <p>Our ongoing theme will be basic sentence structure as well as stories with morals.</p>	<p>Theme - Pirates</p> <p>All aboard for a sea bound adventure as we focus our English work on pirates.</p> <p>The children will focus on adventures and quests.</p> <p>Drama will be a large part of this focus.</p>
<p>3/4</p>	<p>GRAMMAR UNIT Sentence structure Types of sentences Word classes</p> <p>Escape From Pompeii - historical narrative. Focus on drama, vocabulary and inverted commas.</p> <p>We read the historical picture book 'Escape From Pompeii' and use it as a basis for drama and speech. Matching our Historical topic. We focus on describing settings and create our own story based on the book.</p>	<p>Father Christmas – instructions and letter writing (To FC) Focus on sentence structure and punctuation. Looking at features of instructions. In particular this will include imperative verbs. Continual focus on word classes within the topic.</p> <p>Features of letters and persuasion. We will be trying to persuade our audience on a number about a number of issues before trying to persuade Father Christmas to change his mind about the season.</p>	<p>James and the Giant Peach – study of the story and deep focus on characters as preparation for production.</p> <p>Focus on guided reading and gaining a deep understanding of the text.</p> <p>Drama focus to develop understanding of the characters.</p> <p>Focus on adjectives, expanded noun phrases and literary descriptive features.</p> <p>Revision of inverted commas to punctuate speech.</p>	<p>Playscripts – linked to production</p> <p>Reading and performing a range of plays in small groups with a focus on performance rather than just reading a part.</p> <p>Children will develop their knowledge of the features of play scripts and will create their own to perform.</p> <p>World Book Day Activities – inspiration from books and author visit.</p>	<p>British Myths and legends - Writing own narrative legends based in the UK</p> <p>We read and act out a range of English myths and legends. We have great fun exploring the genre and developing characters and plots.</p> <p>Analyse and compare a selection of English myths and legends.</p> <p>Children to create their own legend including the features.</p>	<p>Poetry – linked to myths and legends (content tbc) As part of our commitment to expand children's vocabulary and flair, we will write poems based on our learning of legends.</p> <p>The children will study a range of poems and evaluate them.</p> <p>They will read Haikus, Kenning poems, acrostic and limericks. Using the characters from the legends as a basis, the children will create poems.</p>

<p>5/6</p>	<p>GRAMMAR UNIT Sentence structure Types of sentences Word classes</p> <p>Persuasive Letter based on Du Iz Tak by Carson Ellis. We write letters from the 'ants' point of view, persuading the bugs to allow us into their fort. Focusing on paragraphing, persuasive techniques (eg. flattery, rhetorical questions, emotive language, power of three) adverbs and modal verbs.</p> <p>Then completing a short descriptive narrative based on the book, using expanded noun and prepositional phrases, speech.</p> <p>History – chronological report (explanatory text) Cross curriculum We use our knowledge from our History learning to write a short explanatory text. Focusing on conjunctions, range of sentences and cohesion.</p>	<p>Clockwork by Philip Pullman. Comprehension questions based on our guided reading of the text.</p> <p>Setting Descriptions Using previous learning on adjectives, expanded noun phrases, alliteration, simile and metaphor.</p> <p>Sir Ironsoul Instructions (Instructional text) Focusing on utilising imperative verbs alongside descriptive writing using adjectives and adverbs.</p> <p>Balanced Argument (Discussion Text) We look at the end of the book and discuss whether the characters have made the right choices along the way as a debate.</p> <p>Non-Fiction Recount – experience (Support Groups)</p>	<p>Science based Writing – Tim Peak Diary Entry – recount We complete an astronaut training day to introduce our topic.</p> <p>Focusing on emotive language and sensory descriptions, writing in first person from a different perspective. Utilising adverbs, fronted adverbials and sentence structure for effect.</p> <p>Non-chron report/ Information Text – How to be an astronaut We investigate non-fiction books about Space. Focusing on formality (active and passive voice) as well as tone, use of complex language, relative clauses and range of deeper punctuation (colon, semi-colon, hyphen, and parenthesis).</p>	<p>Reading Paper preparation and developing guiding reading explicitly to SATS <i>Mock Week</i></p> <p>Greek/Roman Myths Character Descriptions and Narrative Writing – linking to our historical learning. We will study some traditional Roman and Greek mythology. Then use these as inspiration, designing our own mythical characters and writing developed character descriptions.</p> <p>We will then retell a Greek style myth, using our own characters and focusing on speech.</p> <p>World Book Day Activities – inspiration from books and author visit.</p>	<p>GRAMMAR focus in preparation for SATs.</p> <p>WORLD WAR WRITING Setting Description Little Ships by Michael Foreman – based around Dunkirk and scenes from the movie Dunkirk. The outcome is writing a detailed setting description on the beach of Dunkirk, using complex sentences, prepositions, similes, metaphors, personification and sensory descriptions to portray character emotions. Aiming to create really vivid for our audience.</p> <p>Playscripts work – linked to production Reading and performing playscripts focusing on building projection, characterisation and confidence in performing. Understanding the difference between script writing and speech in narratives. Using stage directions to add characterisation.</p>	<p>WORLD WAR WRITING Narrative War Boy by Michael Foreman. The outcome is writing a short narrative based on an information text, narrative using what we have already learnt and adding in adverbials, character description – including motivation and feelings. Comprehension based on the text.</p> <p>Battle of Britain Recount: Descriptive Narrative (Narrative: a story or an account of a series of events – personal events). Formal and informal writing – Diary entries, letters and newspaper report (Reported Speech)</p> <p>Non-chron Explanation Text linked to Science Unit Volcanoes/The Water Cycle Working on: Causal conjunctions. Generalisers. Topic sentences. Formal language.</p>
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