English Overview – Autumn Term 2024-25

Early Years

	Autumn One			Autumn Two			
Key Driver	The Colour Monster & The Colour Monster Goes to School by Anna Llenas	Owl Babies by Martin Waddell	Elmer by David McKee	Goldilocks and the Goldilocks and the Three Bears	Farmer Duck by Martin Waddell	The Little Red Hen	South Claus P.O., Box 001 The North Pols Letters to Santa
Key Themes	Settling in (Southampton Transition Unit) Emotions Self-regulation	Family	Celebrating differences Diversity	Emotions Respecting others	Friendship Teamwork	Hard work Teamwork Friendship	Christmas Celebrations
Learning Outcomes	PSED – understanding emotions and self- regulation EAD – beginning colour exploration	PSED – self-regulation UW – different families, my family Communication – retelling stories	PSED – relationships Maths - learning linked with colours, pattern and sorting Writing – beginning to write	PSED - Express their feelings and consider the feelings of others Communication – retelling stories, questions to find out more Writing – CVCs, simple sentences, instructions	Communication – retelling stories, questions to find out more Writing – labels & simple sentences	PSED - Express their feelings and consider the feelings of others Communication – retelling stories, questions to find out more Writing – labels for making sandwiches using CVCs	UW - Old and new: Christmas in the past, celebrations Writing – simple letter EAD – Colour mixing, winter scenes

Year One

	Aut	umn One	Autumn Two				
Key Driver	Send for a Superhero by Michael Rosen (2.5	We're Going on a Bear Hunt Michael Rosen Helen Oxenbury We're going on a Bear Hunt by	Stubby by Michael Forman	The Gingerbread Man (traditional tale) and The Runaway Chapatti by Susan	GREAT BIG CUDDLE POWER FORTH SHOULD A great Big Cuddle (poetry) by Michael Rosen (2		
	weeks)	Michael Rosen (5 weeks)	(1 week)	and Adam Price (4 weeks)	weeks)		
	Heroes and villains	Emotions – excitement, fear,	Remembering	Determination	Seasons		
Key		worry	Courage/bravery	Do not trust strangers			
Themes		Overcoming problems	Loyalty				
			Friendship				
	Description (sentence	Retell the story	Comic strip	Retelling the story	Poetry – using given		
Written	level)	Setting description from story		Narrative – own version	rhyming words		
Outcomes	Superhero story (sentence level)	Setting description - own			Performance poetry		
	Fluency in reading – RWI						
	1:1 reading – asking retriev	val (AC1b) and inference (AC1d) o	questions.				
	Begin to explore the Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning.						
Reading	Conten	t domain reference					
Outcomes	1a draw on knowledge of vocabulary t	o understand texts					
	1b identify / explain key aspects of ficti titles and information	ion and non-fiction texts, such as characters, events,					
	1c identify and explain the sequence o	f events in texts					
	1d make inferences from the text						
	1e predict what might happen on the l	basis of what has been read so far					

		Autumn One			Autumn Two			
Key Driver	After The Storm Percy the Park Keeper - After the Storm by Nick Butterworth (2.5 weeks)	Little Red Riding Hood by Brothers Grimm (2 weeks)	Wolves by Emily Gravett (3 weeks)	Poppies by CBeebies – Short film (1 week)	Sir Charlie Stinky Socks and the Really Big Adventure and SCSS and the Terrible Secret by Kristina Stephenson (4 weeks)	My Treasures by Kate Wakeling. These are treasures that I keep, I hold them close before I sleep. A sliver coin, a twisty shell, a leaf that has a lovely smell, a light had by a by ship paper (light), an acorn cup, a curly straw, the key to a forgotten door. These are treasures that I found, I keep them sade, keep them sound. My Treasures by Kate Wakeling (2 weeks)		
Key Themes	Problem solving	Trust Right and wrong	Learning – collecting research	Remembering Peace	Bravery Perseverance Teamwork	Special – cherished items		
Written Outcomes	Baseline – I can see Character description Narrative	Wanted poster Character description	Wolves non- chronological report	Special memories Peace promise	Character description Narrative Instructions	Poetry		
Reading Outcomes	Fluency in reading – RWI 1:1 reading – asking retrieval (AC1b) and inference (AC1d) questions. Reading Assessment Criteria foci – B (retrieval) & D (inference) should be given the biggest weighting. Please cover all ACs, with A, C, E, being used when appropriate to the text type and learning. Content domain reference a draw on knowledge of vocabulary to understand texts b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information c identify and explain the sequence of events in texts d make inferences from the text te predict what might happen on the basis of what has been read so far							

	Autun	nn One	Autumn Two			
Key Driver	Imaginary Fred by Eion Colfer (1.5 weeks) Leon and the Place Between by Angela McAllister and Graham Baker-Smith (4.5 weeks)		Where the Poppies Now Grow by Hilary Robinson & Martin Impey (1 week)	Snow Walter de la Mare Illumand by Carolina Robe Snow by Walter de la Mere (1 week, revisited)	Cansila Chester Call me Lion by Camilla Chester (5 weeks)	
	Loneliness	Magic – Belief and wonder	Remembering the war	Stillness	Acceptance	
Key Themes	Friendship	Curiosity	Friendship	Nature - Weather	Bravery	
memes				Isolation	Perseverance	
	Create an imaginary friend	Description	Poetry	NA - Poem for performance	Diaries in role	
Written Outcomes	Descriptive writing - own imaginary friend	Story writing			Narrative – chapter endings	
	Reading AC foci – B, D, A, G s used when appropriate.	should be given the biggest we	ighting, especially B (retrieval	l) & D (inference). Please cover	all ACs, with C, E, F, H being	
	Content	domain reference	2e predict what might happen from details stated and implied			
Reading	2a give / explain the meaning	g of words in context	2f identify / explain how information / narrative content is related and contributes to meaning as a whole			
Outcomes	2b retrieve and record inform non-fiction	nation / identify key details from fiction and				
	2c summarise main ideas fro	m more than one paragraph	2g identify / explain how and phrases	meaning is enhanced through choice of wo	ras	
	2d make inferences from the evidence from the text	text / explain and justify inferences with	2h make comparisons within the text			

	Autun	nn One	Autumn Two				
Key Driver	Uinky Malinki by Lynley Dodd (1.5 reeks)		Flo of the Somme by Hilary Robinson & Martin Impey (1 week)	THE WILD ROBOT PETER BROWN A hardy specific Topicy The Wild Robot by Peter Brown (6 weeks)			
	Mischief	Rebellion	Remembrance	Belonging – friendship, family,			
Key	Rebellion	Perseverance	War	identity			
Themes		Courage		Trust			
		Family and friendship		Survival			
	Language exploration	Description	Poetry	Poetry			
		Adventure story		Setting description			
Written		Blog posts		Explanation text			
Outcomes				Letter writing			
				Narrative			
	Reading AC foci – B, D, A, G should be given the biggest weighting, especially B (retrieval) & D (inference). Please cover all ACs, with C, E, F, H be used when appropriate.						
	Content domain re	ference 2e	predict what might happen from details stated and implied				
Reading	2a give / explain the meaning of words	in context 2f	identify / explain how information / narrative content is	s related and			
Outcomes	2b retrieve and record information / ide non-fiction		contributes to meaning as a whole				
	2c summarise main ideas from more that	an one paragraph 2g	identify / explain how meaning is enhanced through cl and phrases	noice of words			
	2d make inferences from the text / explaeridence from the text	ain and justify inferences with 2h	make comparisons within the text				

	Aı	Autumn One		Autumn Two					
Key Driver	THE RIVER THE RIVER TOWN SCOTT SYDULY SMITH TOWN PERCINAL Breading guilland Bully's Noney		The RIVER VERYOUTH TOWARD CHARGE LIKE TOA PERCIVAL CHARGE LIKE TOA PERCIVAL CHARGE LIKE TOA PERCIVAL CHARGE LIKE	RENSURE'S KINGDOM- MICHAEL MORPURGO HARDEATED BY MICHAEL POR SINCE WINDER OF THE CHILDREN'S MODEL WINDERSON THE CHILDREN'S M	the LAST POST A proportion stary of leve, these and legacy during the field bond bar		Trojan horse Curse Dressed as a blessing, Wrapped as a gift. You breach my defences, I invite you in, Wooden skin Disguising the steel within. With equine swiftness, You advance, advance, Advance without warning. What a clever idea, To devise this Curse, Dressed as a blessing. @Anthony J.P 2020.		TO PARTY ONLY AND THE STATE OF
	I Talk Like a River by Jordan Scott and The River by Tom Percival (1.5 weeks)		-	Kensuke's Kingdom by Michael Morpurgo (6 weeks)	The Last Post by Keith Campion (1 week)	The Trojan Horse (2 weeks)	Trojan Horse by Anthony JP (1 week)		Cupid and Psyche by Marie Charlotte Craft (3 weeks)
	Er	notions	3	Friendship	War	Resolution	Resolution		Trust
Key	Empathy			Survival	Love	Betrayal	Betrayal		Betrayal
Themes	Building confidence		confidence	Trust	Grief	War and Conflict	War and Confl	ict	Bravery
	Grief and healing		I healing						
	Н	aiku po	etry	Diary – Ship's log	Poetry	Explanation Text	Trojan Soldier	diary	Setting description
	Advice letters		etters	Interview			entry (after eve	ent)	Balanced argument
Written				Persuasive letter					
Outcomes				Setting description					
		_	AC foci – B, D, A, G should b propriate.	e given the biggest weight	ing, especially B (retrie	val) & D (inference). Ple	ase cover all ACs	s, with (C, E, F, H being used
			Content domain ref	erence	2e predict what might happen from details stated and implied				
Reading		2a give / explain the meaning of words in context 2b retrieve and record information / identify key details from fiction and non-fiction		n context	2f identify / explain h				
Outcomes				ntify key details from fiction and	contributes to mea				
		2с	summarise main ideas from more tha	n one paragraph	2g identify / explain h and phrases	now meaning is enhanced through	n choice of words		
		2d make inferences from the text / explain and justify inferences with evidence from the text		in and justify inferences with	2h make comparisons within the text				

	Autum	nn One	Autumn Two			
Key Driver	Beneath the Surface by Gary Crew (3.5 weeks)	Macbeth Macbeth by William Shakespeare (abridged) (4	In Flanders Fields By Uneman Caland Alon McCore In Flanders indic the popping blow Between the corese, row on row. In Part Indica I flanders jurging to Scarce hand and the gass below. We are the dead, then days ago, We look left dawn, sow more glow, Loved and were looked often way so be In Flanders India Take up or agreed with the Lee To you, from Lining hands, so throw The trench to your to hold if high We abilt not diren, though popping grow In Flanders Ridd. In Flanders Ridd. In Flanders Ridd. In Flanders Ridd. In Carae (11 week)	STREET CHILD BERLIE DOHERTY "A brillian and morning look " Public Guilleg Street Child by Berlie Doherty (6 weeks)		
	,	weeks)				
	Good vs. evil	Greed	Remembering	Loss		
Key	Survival	Power Sacrifice		Friendship		
Themes		Supernatural	Life and Death	Poverty		
	Nightmare poem	Descriptive writing	Poetry writing in the style of	Letter Writing		
Written	Suspense story ending	Persuasive speech	In Flanders Fields	Recount		
Outcomes		Informal letter writing		Narrative		
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	2	domain reference		appen from details stated and implied		
Reading Outcomes	2a give / explain the meaning of words in context			information / narrative content is related and		
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	2d make inferences from the evidence from the text	text / explain and justify inferences with	2h make comparisons within the text			