



EYFS: Year A

Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	I'm Going To Eat This Ant by Chris Naylor-Ballesteros	Naughty Bus by Jan Oke	The Gingerbread Man by Mara Alperin	Hattie Peck: The Journey Home by Emma Levey	Supertato by Sue Hendra	The Whale Who Wanted More by Rachel Bright
Final Writing Outcomes (Nursery)	To draw their favourite animal and to say /draw some additional information such as what the animals eats	To draw/make a bus and be able to talk about where the Naughty Bus went	To use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story	To plan a birthday party and write invitations/ birthday cards	To sequence images depicting key events in the story and use the images to retell the basic storyline	To draw/paint/make a fish individually or in a small group. To be able to contribute orally to a short story about their fish
Final Writing Outcomes (Reception)	To label a plan and attempt to write a simple caption	To create a new journey for the Naughty Bus by creating a story map and writing captions/sentences describing the journey of the bus	To depict the main events of the story using between 3 and 5 images. Pupils to mark make next to each image explaining what is happening	To retell/rewrite the story	To rewrite the story	To rewrite the story



EYFS: Year B

Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Peace at Last by Jill Murphy	The Three Little Pigs by Mara Alperin	Let's all Creep through Crocodile Creek by Jonny Lambert	The Pirates are Coming! by John Condon	Gigantosaurus by Jonny Duddl	Romeosaurus and Juliet Rex by Mo O'Hara
Final Writing Outcomes (Nursery)	Use story images for pupils to join in with key events and phrases in a retelling of the story. Some pupils may choose to draw/mark make some of the story.	A representation of a favourite character in the story. Able to say which character it is and express some information about the character	To draw/make a crocodile and be able to describe some of its features to a familiar adult.	To create a pirate ship and interact with their peers to role play parts of the story. This may involve relevant mark making	To draw/paint/make an imaginary dinosaur individually or in a small group. To be able to contribute orally to a short story about their dinosaur.	To sequence images depicting key events in the story and use the images to retell the basic storyline.
Final Writing Outcomes (Reception)	Oral retelling of story. Draw images and write labels to represent the story.	To label a plan and attempt to write a simple caption.	To create a story map of the journey and write labels/captions/sentences describing the crocodile	To write a letter from the point of view of Tom to his mother, describing what he has learned about pirate ships	To rewrite the story	To rewrite the story



Key Stage 1: Year A

Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Lost and Found by Oliver Jeffers	Katie in London by James Mayhew	The Curious Case of the Missing Mammoth by Ellie Hattie & Karl James Mountford	Grandpa's Gift by Fiona Lumbers	Goldilocks and Just the One Bear by Leigh Hodgkinson	Somebody Swallowed Stanley by Sarah Roberts
Final Writing Outcome:	To write an adventure story based on the structure of 'Lost and Found' with a new animal.	To write a non-chronological report about London using information gathered from the texts	To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character	To write a story about a character who finds magic in everyday things based on the structure of the text. Change the main character and the setting	To write a new version of the story with a new character or new setting.	To write information about the sea animals looked at in the texts.
Y2 - Greater depth writing outcome:	To write an adventure story based on the structure of 'Lost and Found' with two new characters and details about the setting.	To write a non-chronological report about London using information gathered from the texts including fun facts about some of the sights.	To write a story based on the structure of 'The Curious Case of the Missing Mammoth' with a change of character and setting	To write a story about a character who finds magic in everyday things based on the structure of the text. Change both characters and the setting.	To write a new version of the story with a new character and a new setting	To write information about the sea animals looked at in the texts including sections on how to protect them.
Poetry:	Acrostic and list poetry		Free Verse Poetry		Riddles	



Key Stage 1: Year B

Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Look Up! by Nathan Bryon	The Great Fire of London by Emma Adams and James Weston	Grandad's Camper by Harry Woodgate	My Name is Not Refugee by Kate Milner	Tidy by Emily Gravet	Usborne Young Reading – The Tempest Retold by Rosie Dickens
Final Writing Outcome:	To write a diary entry about a space flight..	Y1 – To write a fact file about places in London. Y2 – To write a fact sheet about London and the events of the fire.	To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited (using the characters from the story and adding one more location for Y1).	To write a recount of events from the text from the character's point of view.	To write a persuasive letter in role as Pete.	To retell an abridged and adapted version of the story in the role of a narrator.
Y2 - Greater depth writing outcome:	To write a diary entry about a space flight, drawing on wider reading about the topic to inform vocabulary choices.	To have greater choice in how to represent the information for example, in the choice of layout and sub-headings used.	To write a story (describing a journey) based upon the model text using own ideas for characters and locations visited. Use a range of sentence forms to show the character's feelings and viewpoints	To write a recount of events from the text from the character's point of view and include how other characters felt.	To write a persuasive letter in role as another animal who lives in the forest. They can include inference of feelings about their homes being destroyed and made untidy.	To include additional elements in the retelling e.g. Prospero's spells and characters' thoughts and feelings.
Poetry:	Free Verse		Repeating Patterns		Shape and Diamante Poems	



Lower Key Stage 2: Year A Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Gorilla by Anthony Browne	Leon and the Place Between by Grahame Baker Smith & Angela McAllister	The Fossil Girl by Catherine Brighton	Koji's Island by The Literacy Company & Amazing Islands by Sabrina Weiss & Kerry Hyndman	Alba The Hundred Year Old Fish by Lara Hawthorne	Blue John By Berlie Doherty
Final Writing Outcome:	To write a narrative based on the story of 'Gorilla'	To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy	To write Mary Anning's fossil journal to describe the events of her finding the first Ichthyosaur	To write their own version of 'Koji's Island' in the first person from the point of view of the boy in the story.	To write an information board for an exhibit in an aquarium.	Write an explanation about cave formation including diagrams
Greater depth writing outcome:	To write the narrative from the animal's viewpoint and include some speech	To write a diary from Abdul Kazam's point of view	Y4 & greater depth Y3 writing outcome: To add an additional section of text to the journal (e.g. a letter from Henry Henley or an information text about fossils).	Y3: To include their own dialogue in their story. Y4: To write the story from the scientist's point of view.	To include a graphic on the board for a short video clip and write the voiceover script for it.	Include a persuasive paragraph about Treak Cliff Caverns as a tourist destination
Poetry:	Free Verse		Kennings		Limericks	



Lower Key Stage 2: Year B Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Seal Surfer by Michael Foreman	Winter's Child by Angela McAllister	Escape from Pompeii by Christina Balit	Big Blue Whale by Nicola Davies	Amazing Rivers by Julie Vosburgh Agnone and Kerry Hyndman	The Merchant of Venice From A Stage Full of Shakespeare Stories by Angela McAllister
Final Writing Outcome:	To write a letter from the boy to his grandfather telling him about the events he has missed.	To write a fantasy story based on a fable	Write the story from the point of view of one of the children	Write a persuasive informative article about whales for the protection of the blue whale	Write the text for an information board, designed to give visitors information and persuade them to look after our waterways.	Plan and write a guide for visiting The Globe Theatre in London.
Greater depth writing outcome:	To write a letter from Grandad in response to one of his grandson's letters.	To write from a different point of view	Write from the point of view of the captain	Include a fact file about other endangered sea creatures	Add a short, additional paragraph to the board e.g. 'Did you know...?', quotes from previous visitors or campaigners.	To write the guide to appeal to teachers who are teaching about Shakespeare in their class.
Poetry:	Question and Answer		Haikus		Simile and Metaphor	



Upper Key Stage 2: Year A Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	Queen of the Falls by Chris Van Allsburg	Beowulf by Michael Morpurgo	Kai and the Monkey King by Joe Todd-Stanton	The Darkest Dark by Chris Hadfield	The Paperbag Prince by Colin Thompson	Radiant Child The Story of Young Artist Jean-Michel Basquiat
Final Writing Outcome:	To write a series of diaries about significant events in Annie Edson Taylor's life	To write a further adventure for Beowulf	To write a myth set in Ancient China, creating characters (heroes, villains and monsters) and settings	To write a formal biography about Chris Hadfield	To write a persuasive leaflet to give information about waste management (selecting an appropriate audience e.g. for councils to distribute to home and schools)	To write an information text about Jean-Michel Basquiat suitable for an art gallery. Y6 to include quotes about the artist
Greater depth writing outcome:	To write a series of diaries about significant events in Annie Edson Taylor's life including viewpoints on other characters e.g. Frank Russell or Fred Truesdale	To write a further adventure for Beowulf, inventing their own monster and incorporating the motives and viewpoint of the monster	To write the myth from a character's viewpoint.	To write a formal biography about Chris Hadfield including an extra section in informal first person	To write an oral presentation for a TV or online broadcast (vlog) as an expert	To plan own structure and layout for an information text about Jean-Michel Basquiat suitable for an art gallery
Poetry:	Narrative Poetry - 'The Highwayman' by Alfred Noyes		Free Verse - 'Empty Head' by Malick Fall		Figurative Language	



Upper Key Stage 2: Year B Long Term Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core text	King Kong by Anthony Browne	The Place For Me: Stories about the Windrush generation by K.N. Chimbiri	Shackleton's Journey by William Gril	Island by Jason Chin	Plastic Planet by Georgia Amson-Bradshaw	Sky Chasers by Emma Carroll
Final Writing Outcome:	To write an action-packed story ending	To write an information leaflet about a period in Black history (hybrid text type including information, recount and explanation).	To write an entry for Shackleton's journal giving a narrative account of a significant event.	To write an explanatory report (hybrid) about Charles Darwin's discoveries	To write a persuasive speech campaigning for the reduction in plastic waste to an audience of peers.	Year 5 – To write the next chapter of Sky Chasers in the style of the author Year 6 – To write the next chapter of Sky Chasers in the style of the author from two different viewpoints
Greater depth writing outcome:	To write an action-packed story ending, opening with a flashforward from the viewpoint of one of the characters and tell the story from their viewpoint	To write an information leaflet about a core period in Black history with extra sections about other periods (hybrid text type including information, recount and explanation).	To write a journal from another crew member's perspective and give details about Shackleton's leadership	To write an explanatory report about Charles Darwin's discoveries which includes extracts from another genre e.g. diary, interview, information	To write persuasively to an audience outside of their school community e.g. local shops, local community, local MP or council, and decide on the form of their persuasive information e.g. leaflet, letter, video.	Year 5 – To write from two different viewpoints Year 6 – To write from three different viewpoint
Poetry:	Classic Poetry - 'The Tyger' by William Blake		Narrative Poetry – 'The Raven' by Edgar Allen Poe		Sonnets – 'Sonnet 18' by Shakespeare	