

**LOWERPLACE PRIMARY LONG TERM OVERVIEW 2018-2019**

Year	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS
	Autumn 1 6 weeks + 4 days	Autumn 2 7 weeks + 3 days	Spring 1 5 weeks	Spring 2 5 weeks + 4 days	Summer 1 6 weeks	Summer 2 6 weeks + 3 days
<b>YEAR 1</b>	Where do the wheels on the bus go?	Freedom	Is there anybody out there? <b>Whatever Next by Jill Murphy</b>	What makes a rainbow? (weather)	Can you dig it? (dinosaurs)	Seas and Oceans <b>Commotion in the Ocean</b>
ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only  Suggested additional writing opportunities within English units	<b>Core Text – The Naughty Bus by Jan and Jerry Oke</b>  Narrative – familiar setting with PSHE focus (TfW story about bus) <ul style="list-style-type: none"> <li>Captions and labels</li> <li>Lists</li> <li>Descriptions – setting, bus</li> </ul> Recount – e.g. trip to the bus station/Bus party day <ul style="list-style-type: none"> <li>Lists</li> <li>Captions and labels</li> <li>Thank you card</li> </ul> Poetry – linked to topic or to Harvest/Autumn	<b>Core Text – The Three Little Pigs</b> Narrative – traditional tale <ul style="list-style-type: none"> <li>Questions</li> <li>Descriptions – characters, setting</li> </ul> Instructions – how to make a veggie (grass/leaf/twig) soup for the wolf <ul style="list-style-type: none"> <li>lists</li> <li>questions</li> </ul>	<b>Core Text – The Way Back Home by Oliver Jeffers</b>  Narrative – fantasy setting <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Information report – about an alien <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Poetry – linked to topic or to Spring	<b>Core Text – After the Storm</b>  Narrative <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Recount – trip to the park <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>	<b>Core Text – Dinosaurs and all that rubbish, Dinosaurs love underpants</b>  Narrative <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Information report – <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Poetry – linked to topic or to Summer	<b>Core Text – Billy’s Bucket by Kes Gray</b>  Narrative <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Instructions – how to make food for the whale <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>
<b>Year 2</b>  ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only  Suggested additional writing opportunities within English units	The Great Fire of London  <b>Core Text – Toby and the Great Fire of London</b>  Narrative – entry in Toby’s diary <ul style="list-style-type: none"> <li>Setting description</li> </ul> Instructions – How to make a loaf of bread <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>	Technology (changes over time)  <b>Core Text – Toys Lost in the Museum</b>  Narrative – fantasy story <ul style="list-style-type: none"> <li>Postcard/ letter writing</li> </ul> Non-chronological report about Toys from the past  Poetry – linked to Toys	Florence Nightingale  <b>Core Text – Nurse Clementine</b>  Narrative – adventure story featuring Tommy and Clementine – PSHE links <ul style="list-style-type: none"> <li>Character description</li> </ul> Recount – Our trip to the....	Florence Nightingale topic continued...  <b>Core Text –Lost and Found</b>  Narrative – adventure story following the boy and the penguin <ul style="list-style-type: none"> <li>Setting description</li> <li>Letter writing</li> </ul> Non-chronological report (animals from the South Pole)	Location, Location, Location (Local area)  <b>Core Text – The Magic Porridge Pot</b>  Narrative – traditional tale – innovate by setting in local area <ul style="list-style-type: none"> <li>Setting description</li> </ul> Recount of a local walk	Pirates  <b>Core Text – The Night Pirates</b>  Narrative – story featuring new character <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> Instructions –How to...

<p><b>Year 3</b> ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only</p> <p>Suggested additional writing opportunities within English units</p>	<p>The Stone Age <b>Core Text – Stone Age Boy by Satoshi Kitamura</b></p> <p>Narrative - fantasy linked to historical setting</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Setting description</li> <li>Character description</li> </ul> <p>Instructions – how to catch a bear/sabre-toothed tiger</p> <ul style="list-style-type: none"> <li>Letter</li> <li>Invitation</li> </ul> <p>Poetry – linked to topic or to Harvest/Autumn</p>	<p>The Celts <b>Core Text – the Children of Lir</b></p> <p>Narrative – Celtic myth</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Non-chronological report on mythical creature</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>	<p>Fair Trade <b>Core Text – The Disgusting Sandwich by Gareth Edwards</b></p> <p>Narrative – familiar setting with topic link</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Persuasive advert for the Disgusting Sandwich</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Spring</p>	<p>The Romans <b>Core Text – Cloudland by John Burningham</b></p> <p>Narrative – fantasy setting linked to history topic</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Non-chronological report</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>	<p>History of Rochdale <b>Core Text –The Mill Girl by Sue Reid (Novel)</b></p> <p>Narrative – adventure in a historical setting</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Recount – diary entry in role as mill child</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Summer</p>	<p>Extreme Earth <b>Core Text – Nat Fantastic or Eliot Jones Midnight Superhero</b></p> <p>Narrative – adventure in a geographical setting</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Explanation – how does the meteor-busting (volcano-busting) rocket launcher work</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>
<p><b>Year 4</b> ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only</p> <p>Suggested additional writing opportunities within English units</p>	<p>Should we save the rainforest? <b>Core Text – The Great Kapok Tree by Lynn Cherry</b></p> <p>Narrative – PHSE link and geog link</p> <ul style="list-style-type: none"> <li>Letters</li> <li>Descriptions of setting</li> <li>Descriptions of characters</li> </ul> <p>Non-chronological report – about a new animal discovered in the rainforest</p> <ul style="list-style-type: none"> <li>Descriptions</li> <li>Letter</li> <li>poster</li> </ul> <p>Poetry – linked to topic or to Harvest/Autumn</p>	<p>Who’s the mummy? <b>Core Text – William and the Missing Masterpiece by Helen Hancocks</b></p> <p>Narrative – mystery story</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Newspaper report – about missing mummy from Manchester Museum</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>	<p>Going places <b>Core Text – Manfred the Baddie by John Fardell</b></p> <p>Narrative</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Explanation – how does one of the machines work</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Spring</p>	<p>Is the world flat? <b>Core Text – Pocahontas? or Mungo and the Picture Book Pirates by Timothy Knapman</b></p> <p>Narrative</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Instructions – how to get to the treasure island</p> <p>Additional writing opportunities</p>	<p>Who is Beowulf? <b>Core Text – Beowulf</b></p> <p>Narrative</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Recount – diary in role as Beowulf/Grendl</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Summer</p>	<p>Vicious Vikings or Victorious Vikings? <b>Core Text – Goldilocks and Just the One Bear by Leigh Hodgkinson</b></p> <p>Narrative – traditional tale with a twist</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul> <p>Persuasion – advert/leaflet for hotel (somewhere suitable for a Bear)</p> <ul style="list-style-type: none"> <li>Additional writing opportunities</li> </ul>

<p><b>Year 5</b> ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only</p> <p>Suggested additional writing opportunities within English units</p>	<p>North America</p> <p><b>Core Text – Scoop by John Kelly and Cathy Tinknell</b></p> <p>Narrative – modern quest</p> <ul style="list-style-type: none"> <li>• Emails to M/editor</li> <li>• Descriptions</li> <li>• Diary entry in role</li> </ul> <p>Newspaper Reports</p> <ul style="list-style-type: none"> <li>• Email to M</li> <li>• Interviews – Q&amp;A</li> </ul> <p>Poetry – linked to topic or to Harvest/Autumn</p>	<p>Indus Valley</p> <p><b>Core Text – Explorers by Henry Hardcastle</b></p> <p>Narrative – adventure story linked to history topic</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Persuasion – application to become an explorer</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul>	<p>Environment- can create a city for the future?</p> <p><b>Core Text – Jack and the Baked Beanstalk</b></p> <p>Narrative – twist on traditional tale with setting linked to geog topic</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Recount – diary entries in role as Jack/Giant/mum</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Spring</p>	<p>Tudors and the Spanish Armada- how many wives?</p> <p><b>Core Text – Leon and the Place Between by Grahame Baker-Smith</b></p> <p>Narrative with fantasy setting</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Explanation – how a flying carpet works</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul>	<p>Journey to the River Sea.</p> <p><b>Core Text – The Tear Thief by Carol Ann Duffy</b></p> <p>Narrative – modern fairy tale</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Instructions – how to make the moon shine (potion)</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Summer</p>	<p>How Greek are we?</p> <p><b>Core Text – Theseus and the Minotaur</b></p> <p>Narrative - myth</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Non-chronological report – on own mythical beast</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Oral debate (balanced argument) – should Theseus have killed the minotaur?</p>
<p><b>Year 6</b> ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only</p> <p>Suggested additional writing opportunities within English units</p>	<p>Can Rivers move mountains? River story by Meredith Hooper</p> <p><b>Core Text – Weslandia by Paul Fleischmann</b></p> <p>Narrative with PHSE focus</p> <ul style="list-style-type: none"> <li>• Email/ letters to W</li> <li>• Descriptions of settings/characters</li> </ul> <p>Persuasion – apply to be a guardian of Weslandia</p> <ul style="list-style-type: none"> <li>• Letter</li> <li>• Advert about job</li> </ul> <p>Instructions – how to make The Plant Pie</p> <ul style="list-style-type: none"> <li>• Invitation to party</li> </ul> <p>Poetry – linked to topic or to Harvest/Autumn</p>	<p>Was Victoria victorious? Workhouse</p> <p><b>Core Text – Lost Happy Endings by Carol Ann Duffy</b></p> <p>Narrative – a new fairy tale</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Newspaper report/s – about the witch, the theft, the death</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Explanation – how does a humane witch-trap work?</p> <p>Additional writing opportunities/factory girl</p>	<p>How has life changed in Britain since 1948?</p> <p><b>Core Text – The Wolf Story by Toby Forward</b></p> <p>Narrative – twist on traditional tale (informal and 1<sup>st</sup> person)</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Balanced argument/ discussion – is the wolf really guilty? (Persuasion for less able)</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Spring</p>	<p>Is the United Kingdom really united?</p> <p><b>Core Text – The Land of Neverbelieve by Norman Messenger</b></p> <p>Narrative – fantasy setting</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> <li>• Application to be guardian of the island</li> </ul> <p>Non-chronological report About an imaginary animal</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Recount – trip to the island</p>	<p>Crime and Punishment The Boy in the Striped pyjamas</p> <p><b>Core Text – The Wolves in the Wall by Neil Gaiman</b></p> <p>Opportunities to <i>teach</i> and to set independent writing tasks e.g. Narrative – PHSE, mystery</p> <p>Instructions – how to make a tasty wolf snack</p> <p>Explanation -how a humane wolf-trap works</p> <p>Persuasion – letter to persuade wolves to move to xxx instead</p> <p>Recount of wolf day/trip to the park</p>	<p>Mayans The corn grows ripe by Dorothy Rhodes</p> <p><b>Core Text – The Tunnel by Anthony Browne</b></p> <p>Narrative – setting linked to Mayans</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Recount –</p> <ul style="list-style-type: none"> <li>• Additional writing opportunities</li> </ul> <p>Poetry – linked to topic or to Summer</p>