

Lower Juniors English Medium Term Overview 25/26

Autumn 1 – (8 Weeks) Theme: Respect

<p>Book/s</p> <p><i>Respect – The Boy, the Fox and The Mole</i></p> <p>Topics History – Anglo-Saxons and Scots Science – Living things and their habitats</p>	<p>C6 – The Hodgeheg The spider and the fly (poetry)</p> <p>C7 – James and the Giant Peach A Child’s Garden of Versus (poetry)</p> <p>C8 – The Boy Who Grew Dragons The Dragon with a Big Nose (poetry)</p>
<p>Hook ideas</p>	<p>C6 – Build a hedgehog house/ hedgehog feeder. Outdoor cameras to find hedgehogs. NF – Safety/crossing road – safety posters (DJ)</p> <p>C7 – Introduce the text with a discussion about Roald Dahl and some of the other books he has written. Sowing seeds activity. 1 between 2 growing cress/ mint in the classroom. NF – Peach Food</p> <p>C8 – Children to create their own gardens out of show boxes, using their imagination and inference skills. NF – Austin Lawson (creature man)</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6 Identify, understand and select prepositions to complete sentences e.g. above, below, beneath, within, outside, beyond. Identify, understand and select adverbs to complete sentences e.g. suddenly, silently, eventually, cautiously, timidly. Identify purpose and audience for writing, e.g. to retell events from Walt Disney’s life for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. Discuss and record ideas for planning using a range of formats, e.g. chunking a plot, story maps, timeline, boxing up</p> <p>C7 Create and develop characters for narrative.</p>

	<p>Create and use complex sentences with adverb starters. Explore, identify and create expanded noun phrases to describe. Identify, select and effectively use appropriate pronouns. Use nouns for precision. Use paragraphs to organise writing in fiction, beginning a new paragraph to reflect speaker, location and time. Proofread to check for errors in spelling, grammar and punctuation in own and others writing.</p> <p>C8 Create sentences with fronted adverbials for place Use of commas after fronted adverbials Explore, identify, collect and use noun phrases</p> <p>NF Expressing time, place and cause using conjunctions Headings and sub-headings to aid presentation Use of paragraphs to organise ideas around a theme</p>
Outcomes	<p>C6 – Narrative recount Non-Fiction – Instructions Poetry – learn by heart</p> <p>C7 – Character Description and retelling of the story Non-Fiction – Persuasive advert Poetry – learn by heart</p> <p>C8 – Description of the setting and creature Non-Fiction – non-chronological report – Komodo Dragons Poetry – learn by heart</p> <p>Respect value – Poetry</p>
Diversity element	<p>The Boy, The Fox, The Mole and The Horse</p> <p>- Diversity (everyone is different)</p>

Autumn 2 - (7 Weeks) Theme: Respect

<p>Book/s</p> <p>Topics Geography – Food/farming Science – Animals including Humans (Health)</p>	<p>C6 – Cloud Tea Monkeys</p> <p>C7 – Westlandia</p> <p>C8 – Fantastic Mr Fox</p>
<p>Hook ideas</p>	<p>C6 – Farming Day NF HOOK – The children will receive a letter from the Maharaja to ask them to evaluate some teas. The children will become tea tasters for the session.</p> <p>C7 – Farming Day NF HOOK – Introduce text and read up to ‘but Wesley dreamed of more exciting shelters’. Have a doll (of Wesley) and a number of resources to build a shelter. DJ dressed as Wesley Ask children to come up with a name for their shelter. Ensure it has the following attributes – it must be waterproof, wind proof, be warm etc.</p> <p>C8 – Farming Day NF – Crime Scene Reporter (Role Play)</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6 Create and develop characters for narrative, e.g. using adjectives, noun phrases, powerful verbs, adding detail to describe appearance and behaviour. Identify clauses in sentences. Use the determiner a or an according to whether the next word begins with a consonant or vowel e.g. a rock, an open box. Identify purpose and audience for writing, e.g. to retell events from Walt Disney’s life for our Year 2 audience. Discuss the vocabulary, grammar and structural organisation needed, e.g. chronological order, information organised in sections/paragraphs, past tense, adverbs to signal time. Group related material into paragraphs, e.g. write facts about a well-known subject on individual sticky notes and group these under headings provided by the teacher.</p> <p>C7 Use of the forms a or an, correctly</p>

	<p>Word families based on common words Use paragraphs to group related material Headings and sub-headings to aid presentation Expressing time, place and cause using conjunctions, adverbs, or prepositions Use of the present perfect form of verbs instead of the simple past</p> <p>C8 Using if and although conjunctions Similes Prepositions Expanded noun phrases Fronted adverbials for place</p>
Outcomes	<p>C6 – Character description NF – non-chronological report</p> <p>C7 – To write a short story with a focus on setting description NF – Non chronological – Brochure for Weslandia</p> <p>C8 – Character Description (Mr Fox/ Farmers) NF – Newspaper Report</p>

Spring 1 – (6 Weeks) Theme: Resilience

<p>Book/s</p> <p><i>Resilience – Poem Fall Down 4 Times, Get Up 5</i></p> <p>Topics Geography – Rainforests Science – Animals including humans (Skeletons/ movement)</p>	<p>C6 – The Great Kapok Tree NF – The Great Monkey Rescue</p> <p>C7 – The Vanishing Rainforest</p> <p>C8 – Journey to the River Sea NF – Rainforest Warrior Rainforest poetry</p>
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<p>Hook ideas</p>	<p>C6 – Build a Kapok tree NF – Now Press Play</p> <p>C7 – Create a piece of rainforest inspired art inspired from the back two pages of the book NF – Learn the Rainforest Song and write our own</p> <p>C8 – Now Press Play NF – Children to create their own rainforest in a jar</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6 Explore and identify main and subordinate clauses in complex sentences. Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. If people live near volcanoes, they are in danger of their homes being destroyed. Although the Iron Man fell off the cliff, he wasn't harmed. Identify and use inverted commas (speech marks), to punctuate direct speech e.g. improvise a short exchange of dialogue through role play; write and punctuate the speech using inverted commas. Identify purpose and audience for writing, e.g. to entertain other Year 3 children with poems for a class anthology. Discuss the vocabulary, grammar and structural organisation needed.</p> <p>C7 Improvise, create, and write dialogue. Use inverted commas to punctuate direct speech (speech marks). (Yr3) Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock." (Yr4) Select, generate, and effectively use adverbs e.g. suddenly, silently, soon, next, eventually Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Rhetorical questions</p> <p>C8 Fronted adverbials for when Use adverb starters Use nouns for precision Discuss and record ideas for planning</p>
<p>Outcomes</p>	<p>C6 – Narrative – rainforest fable</p>

	<p>NF – Persuasive letter</p> <p>C7 – Dialogue to move the action forward (argument) NF – Explanation – Why rainforests matter</p> <p>C8 – Biography Documentary – Saving the Rainforest</p>
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Spring 2 – (5 Weeks) Theme: Resilience

<p>Book/s</p> <p>Topics Geography – Rainforests History – Stone Age Science – Rocks, Soils and Fossils</p>	<p>C6 – The First Drawing</p> <p>C7 – The Stone Age Boy Additional non-fiction texts</p> <p>C8 – Stig of the Dump How to Wash a Woolly Mammoth</p>
<p>Hook ideas</p>	<p>C6 – Looking at cave paintings and discussing the style and subject. Create their own cave paintings on stones or slates (outdoor area).</p> <p>C7 – Look at a variety of stone age art images. Children to work in pairs to discuss and record what each image depicts. Draw our own stone age art on the yard using chalk.</p> <p>NF – Follow a set of instructions to achieve an outcome – Stone Age Soup.</p> <p>C8 – Create their own ideal pit against the one Barney finds.</p> <p>NF – Flint making (Forest School)</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. if, although, so.</p> <p>Generate and select prepositions for place e.g. above, below, beneath, within, outside, beyond.</p> <p>Select, generate and extend the use of adverbs e.g. first, soon, next, later, yesterday, now, instantly, precisely, securely</p> <p>Use perfect form of verbs using have and has to indicate a completed action e.g. Barney said, “I don’t know where Stig has gone.” (present perfect) instead of Barney said, “I don’t know where Stig went.” (simple past).</p> <p>Identify purpose and audience for writing, e.g. to entertain other Year 3 children with poems for a class anthology.</p> <p>Discuss the vocabulary, grammar and structural organisation needed.</p>

	<p>Proofread to check for errors in spelling, grammar and punctuation in own and others' writing</p> <p>C7 Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative Generate and select from vocabulary banks Use different sentences structures Use the comma to separate clauses in complex sentences where the subordinate clause appears first Use paragraphs to organise writing in fiction and non-fiction texts. Use organisational devices in non-fiction writing Writing in first person Conjunctions to link events</p> <p>C8 Rhetorical Questions Use inverted commas and other punctuation to indicate direct speech Reporting and adverbial clauses Create sentences with fronted adverbials for place Use paragraphs to organise writing in fiction and non-fiction texts. Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language</p>
<p>Outcomes</p>	<p>C6 – Historical narrative NF – Speech</p> <p>C7 – Diary – writing in role NF – Instructions to describe a Stone-age activity</p> <p>C8 – Use dialogue to develop characters and plot NF – Instructions</p>

Summer 1 – (6 Weeks) Theme: Curiosity

<p>Book/s</p>	<p>C6 – Rhythm of the Rain NF – Lewis Latimer</p>
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<p>Curiosity – The Antlered Ship</p> <p>Topics Geography – Rivers Science – Electricity</p>	<p>C7 – The Thames and Tide Club NF – Lewis Latimer</p> <p>C8 – Wind in the Willows NF – Lewis Latimer</p>
<p>Hook ideas</p>	<p>C6 – Rowing fund raising/ river walk and art (habitat finding) NF – Now Press Play</p> <p>C7 – Rowing fund raising/ river walk and art (mud larking) NF – Now Press Play</p> <p>C8 – Rainmakers NF – Now Press Play</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6 Use the comma to separate clauses in complex sentences where the subordinate clause appears first, e.g. While you were sleeping, I visited the Enchanted Wood. Since they had invaded Britain, the Romans had built many roads. Generate, select and effectively use prepositions in own writing e.g. above, below, beneath, within, outside, beyond. Independently, edit and improve own writing by strengthening the use of adverbs e.g. swiftly, rudely, wearily, gingerly Discuss and record ideas for planning, e.g. story mountain, chunking a plot and innovating, flow charts, boxing up a non-fiction text and innovating, spidergrams. Create and develop settings for narrative, e.g. precise nouns, adjectives, noun phrases, details relating to the five senses. During and after composition, independently, edit and improve own writing by using different sentence structures (see VGP).</p> <p>C7 Expressing time, place and cause using conjunctions Introduction to paragraphs to group related material Use of the present perfect form of verbs instead of the simple past inverted commas to punctuate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid</p>

	<p>Repetition Use of inverted commas and other punctuation to indicate direct speech</p> <p>C8 Noun phrases Fronted adverbials for time and place Use commas to mark clauses Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p>
Outcomes	<p>C6 – Narrative – Setting description NF – Report/ recount</p> <p>C7 – Story opener (suspense and tension) NF – Biography Alexander Graham Bell</p> <p>C8 – A diary entry as Mole NF – Explanation water cycle</p>

Summer 2 - (7 Weeks) Theme: Curiosity

Book/s	C6 – The Egyptian Cinderella/ The Boy Who Stole the Pharaoh’s Lunch
Topics History – Ancient Egypt Science – Sound	<p>C7 – Cinderella of the Nile NF – Ancient Egypt Pharaohs and Cats</p> <p>C8 – Literacy Shed Film – Tadeo Jones</p>
Hook ideas	<p>C6 – Egyptian Day NF – Creating Egyptian patterns and artworks to decorate WW. Now Press Play Ancient Egypt Experience.</p> <p>C7 – Egyptian Day</p>

	<p>NF – A rolled-up map of Egypt to be discovered in classroom with a message in a bottle. Children to collaborate in groups to create news reports. <i>Link to Cloud Tea Monkeys.</i></p> <p>Now Press Play Ancient Egypt Experience.</p> <p>C8 – Egyptian Day</p> <p>NF – Use a ‘feel’ box filled with different artefacts that they must feel around for – suspense.</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C6</p> <p>Explore, identify and create complex sentences using a range of conjunctions e.g. while, since.</p> <p>Use inverted commas to punctuate direct speech (speech marks) in independent writing.</p> <p>Independently, edit and improve own writing by using the perfect form of verbs where appropriate such as when writing dialogue in narrative and play scripts e.g. Roman Soldier: He has disappeared, Sire! (present perfect) instead of Roman Soldier: He disappeared, Sire! (simple past).</p> <p>Identify purpose and audience for writing, e.g. to entertain children in Year 1 with our fantasy stories. Discuss the vocabulary, grammar and structural organisation needed, e.g. opening, build-up, problem, resolution, ending; adjectives and noun phrases to describe settings and characters; a range of simple and compound sentences; occasional use of complex sentences using conjunctions; some dialogue.</p> <p>Proofread to check for errors in spelling, grammar and punctuation in own and others’ writing, e.g. independently using a dictionary to check spellings.</p> <p>Use appropriate intonation, tone and volume to present their writing to a group or class, e.g. using adverbs to inform how something is said.</p> <p>C7</p> <p>To identify the main clause and subordinate clause in a sentence.</p> <p>To vary sentence openers to create an effect. (Ing openers, ed openers etc.)</p> <p>To secure the use of apostrophe for possession.</p> <p>To use paragraphs to group related material.</p> <p>Expressing time, place and cause using conjunctions.</p> <p>Organisational devices for non-fiction</p> <p>Paragraphs to organise information.</p> <p>C8</p> <p>Use commas to mark clauses in complex sentences.</p> <p>Use apostrophes for singular and plural possession e.g. the dog’s bone and the dogs’ bones.</p> <p>Use short sentences for effect.</p>

	<p>Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o'clock."</p> <p>Create sentences with fronted adverbials for place e.g. In the distance, a lone wolf howled.</p>
<p>Outcomes</p>	<p>C6 – To write a fantasy story NF – Podcast – A Day in the Life</p> <p>C7 – To write our own traditional tale NF – non-chronological report about Egyptian Gods</p> <p>C8 – Trapped in pyramid scene to show suspense and tension using show, not tell sentences NF – Write a diary entry based on Tadeo Jones</p>