

Infants English Medium Term Overview 25/26

Autumn 1 – (8 Weeks) Theme: Respect

<p>Book/s</p> <p><i>Respect – Do Unto Otters</i></p> <p>Topics Geography – Local Area Science – Animals (Humans)</p>	<p><u>C3</u> Lancashire Bridging Unit Reception into Year 1: Harry the Happy Mouse</p> <p><u>C4</u> Little Red Hen Mr Wolf’s Pancakes</p> <p><u>C5</u> Lancashire bridging unit year 1 into year 2: The Way Home for Wolf.</p>
<p>Hook ideas</p>	<p><u>C3, 4 and 5</u> Launch Outdoor Provision – Set up areas. Small World. Role Play – Mr Wolf’s Pancakes.</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p><u>Fiction and Non-Fiction</u></p> <p><u>C3</u></p> <ul style="list-style-type: none"> -Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. -Separate words with spaces - Use full stops to demarcate simple sentences. -With adult support, reread every sentence to check it makes sense. <p><u>C4</u> <u>Year 1</u></p> <ul style="list-style-type: none"> - Repeat a simple sentence modelled, e.g. spoken by an adult or puppet. Replicate in writing so that it can be read by themselves and others. - Separate words with spaces - Use full stops to demarcate simple sentences. -With adult support, reread every sentence to check it makes sense.

	<p><u>Year 2</u></p> <ul style="list-style-type: none"> - Orally rehearse each sentence prior to writing -Secure use of full stops, capital letters, exclamation marks and question marks. -Say, write and punctuate simple and compound sentences using the joining words and, but so, and or. -Use past tense for narrative. <p><u>C5</u></p> <ul style="list-style-type: none"> -Orally rehearse each sentence prior to writing -Secure use of full stops, capital letters, exclamation marks and question marks. -Say, write and punctuate simple and compound sentences using the joining words and, but so, and or. -Use past tense for narrative.
Outcomes	<p>Class 3:</p> <ul style="list-style-type: none"> • Innovated story based on a plot pattern. • Information poster focused on an animal. <p>Class 4:</p> <ul style="list-style-type: none"> - Retell an innovated traditional tale - Instructions <p>Class 5:</p> <ul style="list-style-type: none"> - Wolf Character Poster -Information text based on a model -Innovated Narrative based on a model

Autumn 2 - (7 Weeks) Theme: Respect

<p>Book/s</p> <p>Topics History – Agriculture and the development of Crawshawbooth</p>	<p><u>C3</u> Farmer Duck Look Inside the Farm</p> <p><u>C4</u> What the Ladybird Heard</p> <p><u>C5</u></p>
--	--

Science – Animals (Other animals)	<p>Mavis the Brave (character description)</p> <p>Poetry Benjamin Zephania – Talking Turkeys</p>
Hook ideas	<p><u>C3, 4 and 5</u></p> <p>Farming Day - KS1 Farming Day.</p> <p>Visit the school farming museum.</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C3 <u>Fiction</u> - Write simple sentences that can be read by themselves and others - Use capital letters for names of people -Identify and discuss the main characters in stories <u>Non-Fiction</u> -Compose and sequence their own sentences to write short non-fiction texts -Make singular nouns plural using ‘s’ and ‘es’ e.g. dog, dogs; wish, wishes</p> <p>C4 <u>Fiction</u> <u>Year 1</u> - Say, and hold in memory whilst writing, simple sentences that can be read by themselves, and others. - Use capital letters for the personal pronoun. - Re-read every sentence to check it makes sense. <u>Year 2</u> - Use commas to separate items in a list. - Select generate and effectively use verbs. - Add suffixes <i>ful</i> or <i>less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless.</i></p> <p><u>Non-Fiction</u> <u>Year 1</u> - Write simple sentences that can be read by themselves and others. - Add suffixes to verbs where no spelling change is needed to the root word e.g. <i>helping, helped, helper.</i></p>

	<p>- Write in different forms with simple text type features e.g. <i>instructions, narratives, recounts, poems, information texts</i>.</p> <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. - Use present tense for non-chronological reports and persuasive adverts. - Read aloud their writing with intonation to make the meaning clear. <p>C5</p> <p><u>Fiction</u></p> <ul style="list-style-type: none"> - Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description) - Use commas to separate items in a list. - Say, write and punctuate simple and compound sentences using the joining words <i>and, but, so</i> and <i>or</i> (co-ordination). <p><u>Non-fiction</u></p> <ul style="list-style-type: none"> - Say, write and punctuate simple and compound sentences using the connectives <i>and, but</i> and <i>or</i>. - Use present tense for non-chronological reports and persuasive adverts. - Read aloud their writing with intonation to make the meaning clear.
<p>Outcomes</p>	<p>C3</p> <p><u>Fiction</u> - Character description - Farmer</p> <p><u>Non-fiction</u> - (non-chronological report) A Farm through the Seasons. Winter, Spring (Scaffold) and Summer and Autumn (Independent).</p> <p>C4</p> <p><u>Fiction</u> - Character description - Thieves</p> <p><u>Non-fiction</u> - Report on the Farm- Fact file/non-chronological report</p> <p>C5</p> <p><u>Fiction</u> - Character description - Mavis</p> <p>Non-Fiction - non-chronological report - Information Poster – Welcome to Mr Bell’s Farm (Scaffold). ‘A Year on Adam’s Farm’. Welcome to own farm – Independent.</p>

	<i>See first double page of book.</i>
Diversity element	Benjamin Zephania – Talking Turkeys

Spring 1 – (6 Weeks) Theme: Resilience

Book/s <i>Resilience – After the Fall</i> Topics Geography – Africa Science – Animal survival and growth	C3 Handa’s Surprise C4 Anansi and the Magic Stick C5 Meerkat Mail Mama Panya’s Pancakes Poetry 1 week.
Hook ideas	C3, 4 and 5 Africa Morning: Try African foods (links to Handa’s Surprise) African Animals (Meerkats) African dancing
Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i>	C3 <u>Year 1 - Narrative</u> <ul style="list-style-type: none"> • Sequence ideas and events in narrative. • Compose and sequence their own sentences to write short narratives. • Extend range of joining words to link words and clauses using but and or. <u>Year 1 - Non-Fiction</u> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Compose and sequence their own sentences to write short non-fiction texts, e.g. information texts C4

	<p><u>Year 1 - Narrative</u></p> <ul style="list-style-type: none"> • Sequence ideas and events in narrative. • Compose and sequence their own sentences to write short narratives. • Extend range of joining words to link words and clauses using but and or. <p><u>Year 1 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Compose and sequence their own sentences to write short non-fiction texts, e.g. information texts <p><u>Year 2 - Narrative</u></p> <ul style="list-style-type: none"> • Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. • Develop stamina for writing in order to write at length. • Proofread to check for errors in spelling, grammar and punctuation. <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use present tense for non-chronological reports and persuasive adverts. • Use specific text type features to write for a range of audiences and purposes e.g. persuade. <p>C5</p> <p><u>Year 2 - Narrative</u></p> <ul style="list-style-type: none"> • Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. • Use apostrophes for singular possession in nouns, e.g. the girl's name. • Proofread to check for errors in spelling, grammar and punctuation. <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use present tense for non-chronological reports and persuasive adverts. • Use specific text type features to write for a range of audiences and purposes e.g. persuade.
Outcomes	<p>C3 (Narrative – 4 weeks with 1 week non-fiction within) - Rewrite with different African foods – Journey Narrative.</p>

	<p>Review text – How to make a fruit salad.</p> <p>C4 Narrative 4 weeks with 1 week non-fiction within - Rewrite fable. Anansi and the Moss-covered Rock (BBC School Radio). Literacy Shed. Journalistic Writing: News Bulletin. Breaking News: Missing Magic Stick.</p> <p>C5 Setting description through a postcard. Scaffold – postcard from Africa with setting description Independent – postcard from own area with setting description. 2 weeks. Literacy Shed.</p> <p>Recipe instruction writing with a short cooking video as the polished piece. 2 weeks Scaffold based on African pancake recipe. Independent based on English pancake recipe.</p> <p>Poetry 1 week.</p>
Diversity element	African Culture.

Spring 2 – (5 Weeks) Theme: Resilience

<p>Book/s</p> <p>Topics History– Castles Science – Health (How we grow and stay healthy)</p>	<p>C3 The Paper Bag Princess</p> <p>C4 Prince Cinders The Knight who Wouldn't Fight (alternative text)</p> <p>C5 The King who Banned the Dark</p>
Hook ideas	<p>C3, 4 and 5 <u>Fiction</u> Building castles – junk modelling, Lego, construction materials (outdoor area)</p>

	<p><u>Non-fiction</u> Castle trip</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C3 <u>Year 1 - Narrative</u></p> <ul style="list-style-type: none"> • Sequence ideas and events in narrative. • Compose and sequence their own sentences to write short narratives. • Orally compose every sentence before writing <p><u>Year 1 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Compose and sequence their own sentences to write short non-fiction texts, e.g. recount • Use past tense mostly correctly by adding endings –ing, -er and -ed to verbs <p>C4 <u>Year 1 - Narrative</u></p> <ul style="list-style-type: none"> • Sequence ideas and events in narrative. • Compose and sequence their own sentences to write short narratives. • Extend range of joining words to link words and clauses using but and or. <p><u>Year 1 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Compose and sequence their own sentences to write short non-fiction texts, e.g. information texts <p><u>Year 2 - Narrative</u></p> <ul style="list-style-type: none"> • Use subordination for time using when, before and after e.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play. • Develop stamina for writing in order to write at length. • Proofread to check for errors in spelling, grammar and punctuation. <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use present tense for non-chronological reports and persuasive adverts. • Use specific text type features to write for a range of audiences and purposes e.g. persuade.

	<p>C5 <u>Year 2 – Setting Description</u></p> <ul style="list-style-type: none"> Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest. Proofread to check for errors in spelling, grammar and punctuation. <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> Secure the use of full stops, capital letters, exclamation marks and question marks. Use present tense for non-chronological reports and persuasive adverts. Use specific text# type features to write for a range of audiences and purposes e.g. persuade.
Outcomes	<p>C3 <u>Fiction</u> To write an innovated section of The Paper Bag Princess <u>Non-fiction</u> Recount of the trip to Skipton Castle - organise photos</p> <p>C4 <u>Fiction</u> To write an innovated section of Prince Cinders <u>Non-fiction</u> Recount of the trip to Skipton Castle – organise photos</p> <p>C5 <u>Fiction</u> To write a setting description based on a scene from The King Who Banned the Dark Non-fiction – Discussion text/ debate text. Reasons for and against getting rid of the dark. This will then act as a script for interview style performance.</p> <p>So, Mr King, why did you decide to get rid of the dark Well...</p>
Diversity element	Paper Bag Princess, Prince Cinders – gender stereotypes

Summer 1 – (6 Weeks) Theme: Curiosity

<p>Book/s</p> <p><i>Curiosity – Beyond the Pond- Joseph Kuefler</i></p> <p>Topics History – Learie Constantine (and Marcus Rashford) Science – Animals and their Habitats</p>	<p>C3 The Very Hungry Caterpillar</p> <p>C4 The Woolly Bear Caterpillar</p> <p>C5 Tad – <i>Literacy Shed</i></p>
<p>Hook ideas</p>	<p>C3, C4, C5 Growing caterpillars and tadpoles.</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C3</p> <p><u>Year 1 - Narrative</u></p> <ul style="list-style-type: none"> • Sequence ideas and events in narrative. • Compose and sequence their own sentences to write short narratives. • Extend range of joining words to link words and clauses using but and or. <p><u>Year 1 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Use capital letters for names of people, places and days of the week. • Identify and use question marks and exclamation marks. • Compose and sequence their own sentences to write short non-fiction texts, e.g. information text <p>C4</p> <p><u>Year 1 – Narrative</u></p> <ul style="list-style-type: none"> • Add –er and –est to adjectives where no change is needed to the root word. • Use familiar plots for structuring the opening, middle and end of their stories.

	<ul style="list-style-type: none"> • Form capital letters correctly. <p><u>Year 1 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Make singular nouns plural using s and es, eg. dog, dogs; wish, wishes • Sequence ideas and events in non-fiction • Add the endings –ing, -ed and –er to verbs where no change is needed to the root word. <p><u>Year 2 - Narrative</u></p> <ul style="list-style-type: none"> • Use past tense for narrative, recounts and historical reports. • Select and effectively use nouns. • Plan and discuss what to write about, e.g. story mapping, collecting new vocabulary, key words and ideas. <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Add suffixes ness and er to create nouns, e.g. Happiness, sadness, teacher, baker. • Make simple notes from non-fiction texts, e.g. highlighting and noting key words. <p>C5</p> <p><u>Year 2 - Narrative</u></p> <ul style="list-style-type: none"> • Use apostrophes for singular possession in nouns, e.g. the girl’s name. • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, I’ll <p><u>Year 2 - Non-Fiction</u></p> <ul style="list-style-type: none"> • Secure the use of full stops, capital letters, exclamation marks and question marks. • Use specific text type features to write for a range of audiences and purposes e.g. Explain • Use subordination for reasons e.g. I put my coat on <i>because it was raining. Because it was raining, I put on my coat.</i> Other conjunctions: so, if, then, for, unless
<p>Outcomes</p>	<p>C3 Fiction: Innovated Narrative Non-Fiction: Making a Bird Feeder Instructions</p> <p>C4 <u>Fiction</u> - New Story Setting Description <u>Non-Fiction</u> - Explanation Text – Caterpillar Life Cycle</p>

	<p>C5</p> <p><u>Fiction</u> - Innovated Narrative</p> <p><u>Non-Fiction</u> - Explanation – Tadpoles Life Cycle.</p>
--	--

Summer 2 - (7 Weeks) Theme: Curiosity

<p>Book/s</p> <p>Topics Geography – Continents and Oceans Science – Animals and their Habitats</p>	<p>C3 Leo and the Octopus (Literacy Tree)</p> <p>C4 The Lighthouse Keeper’s Lunch</p> <p>C5 Samson’s Titanic Journey</p>
<p>Hook ideas</p>	<p>C3 – Junk model – Octopus</p> <p>C4 – Junk model – Light House</p> <p>C5 – Junk Model Titanic</p>
<p>Skills to be secured during HT <i>(all previous skills to be applied and gaps filled)</i></p>	<p>C3</p> <p><u>Fiction</u></p> <ul style="list-style-type: none"> • Use suffix ‘ed’ where no change is needed in the spelling of root words. • Re-read every sentence to check it makes sense <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> • Write in different forms with simple text type features e.g. information texts. • Write simple sentences that can be read by themselves and others. <p>C4</p> <p><u>Yr 1 Fiction</u></p> <ul style="list-style-type: none"> • Use suffix ‘ed’ where no change is needed in the spelling of root words. • Re-read every sentence to check it makes sense

	<p><u>Yr 2 Fiction</u></p> <ul style="list-style-type: none"> • Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless • Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. • Proofread to check for errors in spelling, grammar and punctuation <p><u>Yr 1 Non-Fiction</u></p> <ul style="list-style-type: none"> • Spell the days of the week. • Sequence ideas/events in order. <p><u>Yr 2 Non-Fiction</u></p> <ul style="list-style-type: none"> • Use past tense for recount (newspaper) • Use subordination for time e.g. When we had finished our writing, we went out to play. We went out to play when we had finished our writing. Other conjunctions: while, as, before, after <p>C5</p> <p><u>Yr 2 Fiction</u></p> <ul style="list-style-type: none"> • Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless • Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. • Proofread to check for errors in spelling, grammar and punctuation <p><u>Yr 2 Non-Fiction</u></p> <ul style="list-style-type: none"> • Use past tense for recount (newspaper) • Use subordination for time e.g. When we had finished our lunch, we went out to play. We went out to play when we had finished our lunch. Other conjunctions: while, as, before, after
<p>Outcomes</p>	<p>C3</p> <p><u>Fiction</u> A first person retelling of the story (from the main characters point of view).</p> <p><u>Non-Fiction</u> Information text about Whales (non-chronological report)</p> <p>C4</p> <p><u>Fiction</u> First person retelling of a section of the story.</p> <p><u>Non-Fiction</u> Newspaper report on the birds stealing his lunch.</p>

C5

Fiction

First person retelling of a section of the story (from Samson's point of view).

Non-Fiction

Newspaper report on The Titanic.