**PHEONIX ENGLISH LONG TERM OVERVIEW**

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| TERM: | **AUTUMN 1** | **AUTUMN 2** | **SPRING 1** | **SPRING 3** | **SUMMER 1** | **SUMMER 2** |
| LEARNING PROJECT | **BLUE ABYSS** | **FROZEN KINGDOM** | **GODS & MORTALS** | **ROCKS, RELICS & RUMBLES** | **WRIGGLE & CRAWL** | **RIO DE VIDA** |
| **KS1** | | | | | | |
| Fiction genres | Narrative:  Re-telling a story through simple sentences. | Tell a story about a central character – character descriptions | Using ‘boxing clever’ to create own mythical story | Innovate on patterns from a familiar story using known story language | Recreate the story of the hungry caterpillar through drama and creative learning / make own version | Working with given resources from Maestro, Learn about and write own postcards – colloquialisms/informal  Write own carnival poem |
| Non-Fiction genres | Recount: Writing sentences to match pictures  Discussion: to write a sentence to convey opinion and the opinion of others. Using the stories Tiddler tells. | Instructions – how to build a snowman / how to make a snowman for a Christmas tree decoration.  Non-Chronological report; choosing an animal – Assemble information about a subject… writing sentences about different aspects. | Persuasive letter: Writing to Icarus.  Diary entries: A day in the life of Icarus. | Non-Chronological report:  What makes up the earth?  Explanation: Write a series of sentences explaining a process based on first hand experiences.  (Making a volcano – part of the wider curriculum) | Instructions – making a mini beast house for forest school.  Visit to the library to find stories about minibeasts | Recipes for street food  Choosing a dish, following a recipe cooking for the school carnival |
| Suggested texts | The Rainbow Fish  Sharing a shell (PSHE) friendship.  Tiddler-the story telling fish. | Aurora: The tale of the Northern Lights  The Arctic and Antarctica  Building a snowman: sequencing stories.  Big Bear Little Bear | Helping Hercules  Icarus was ridiculous |  | The very hungry caterpillar    The bad-tempered ladybird | Carnival Poetry  Postcards  Two can Toucan |
| **LKS2** | | | | | | |
| Fiction genres | Narrative: Dramatic stories – focus on adjectives | Short stories in the third person. | Character profiles and character description. – writing own mythical story (including dialogue)  Can use boxing clever | Plan and write (support with boxing clever) a story based on the event provided from the text.  Same event as below | Creative writing – personification.  Personifying insects into stories, using Alice in wonderland for examples.  Bee and me – easier text | Write poems for the carnival  Plan and write a dilemma story based on ‘The legend of Guarana’ |
| Non-Fiction genres | Non-chronological Report, using paragraphs to organise ideas.  Persuasive letter – To the local council to persuade for schools to recycle better or to clean the streets of rubbish etc. | Recounts: Diary Entries – linked in with the Shackleton story. To write accounts from the point of view of Shackleton. Considering the use of the senses to support emotion within the entries.  Biography: of Shackleton – use of computing to support research, what we have learned from the stories and the use of content to demonstrate difference in genre eg subheadings and images etc. | Non-Comparative  Creating a website to report on all of the work that has been done within the topic – could be linked to the school website  Instructions – building the trojan horse  Reading the commands given by Odysseus to his Greek soldiers for building the Trojan horse – sequencing and rewriting instructions. | Recounts Writing the same event in a variety of different ways  Earthquakes and Tsunami’s   * Diary entry * Letter * Newspaper report | Film review – comparative study between the film and the book of Alice in wonderland.  (can use the Bee movie and the book Bee and Me for a more simplistic view on insects, depending on development of skills within the year) | Recipes for street food  Choosing a dish and researching, creating the recipe and cooking for the school Brazilian themed carnival at the end of the topic. |
| Suggested texts | Race to the Frozen North (Catherine Johnson)  Harry saves the ocean  Variety of non-fiction books to support topic | Trapped by the ice  You wouldn’t want to be on Shackleton’s Polar Expedition.  Sky Song  Variety of non-fiction books to support topic | Percy Jackson  Trojan Horse: How the Greeks won the war  Variety of non-fiction books to support topic | Escape from Pompeii  The Pebble in my pocket  Variety of non-fiction books to support topic | Alice in wonderland  Bee and Me  Variety of non-fiction books to support topic | The legend of Guarana  (Short story)  Variety of non-fiction books to support topic |
| **UKS2** | | | | | | |
| Fiction genres | Short stories – How characters feel, using the senses to entice the reader. | Dramatic stories – using language to evoke mood and atmosphere. | Play script / playscript into a narrative.  Character profiles including feelings and thoughts – creating own mythical story | Non-linear story using carefully placed paragraphs and a narrator to lead the reader through the story. | Writing to surprise and amuse the reader, using a clear narrative voice, basing themes on Charlotte’s Web. | The Legend of Vitoria-Regia. – Planning and writing an extended short story using expressive and figurative language, describing how characters feel adding detail of sights and sounds. |
| Non-Fiction genres | Diary entries from the sailors on board the ship.  Persuasion – presentation on sea pollution, using language techniques to deliberately persuade the reader. | Chronological report – Newspaper articles. Taken from the text on Shackleton’s expedition – if thorough, invite them to work on a school newspaper once a term.  Film critique / book comparative study  Using fact and opinion to discuss the differences between the film and the book  (film is a PG) | Myths and Legends – a letter to the king; imagining that they are either one of the children destined to be fed to the Minotaur or you are the Minotaur himself. | Diary Entries Celebrating the earth - interweaving another genre into this text type e.g. clipping from a newspaper report etc  Evoking the feelings of a witness to a volcanic eruption. | Instructions – writing for different purposes, caring for our wildlife – producing a working leaflet/educational piece for forest school for other children to use. | Recipes for street food  Choosing a dish and researching, creating the recipe and cooking for the school Brazilian themed carnival at the end of the topic.  Biography of a Brazilian football player – linked into the importance of football for Brazil.  (Not strictly football) |
| Suggested texts | The Edge of the world (Julia Green)  Variety of non-fiction books to support topic | The Call of the Wild  South: The illustrated story of Shackleton’s last expedition  Variety of non-fiction books to support topic | Mythology: Timeless tales of Gods and Heroes  Minotaur’s Maze (History Quest)  Percy Jackson  Variety of non-fiction books to support topic | The fire-work makers daughter (Philip Pullman)  Variety of non-fiction books to support topic | Charlotte’s web  Variety of non-fiction books to support topic | The Legend of Vitoria-Regia  (short story)  Variety of non-fiction books to support topic |
| **Whole school approach** | | | | | | |
| Writing for purpose | Non-fiction, to collate all school sea stories (final piece to be written on separate paper) and create a school feature book.  Y6 to be offered the chance to run an assembly end of term with their persuasive presentations  LKS2 letters to be posted.  Year 6 to visit the library (JG) | Following learning about the newspaper reports and journalism, year 6 to produce a newspaper about Shackleton’s expeditions then to be invited to start a school newspaper to be produced once a half term to showcase topics.  Year 5/6 to visit the library (SJ) | Year 6: writing to deliver a play / performance for others  LKS2: showcasing work on a website from other classes – could be put on school website  KS1: boxing clever to generate a story.  Year 5 to visit the library (OJ) | The purpose of writing for this half term is the link of subject content, such as using the same story to evoke a number of genres or including a genre within an alternative piece.  Year 4 to visit the library (DC) | LKS2 can compare films they have seen and books they are reading as a purpose for their writing – instant gratification for their writing.  KS1 can perform their stories set on the very hungry caterpillar in assembly  Year 6 can develop leaflets and booklets as part of forest school for other children to use.  Rainbow and KS1 to visit the Library (GS/LT) | End of topic Phoenix Carnival, displaying poetry, stories and sharing the food they have written the recipes for.  Plan to be over the house for cooking the food for the carnival  Year 3/4 to visit the library (SE) |
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| poem | The Sea  by James Reeves | Haiku Poetry  Based around the northern lights | Falling out of the sky – Poetry about myths and monsters. | Volcano poetry, the use of personification and image poetry. | There’s a worm at the bottom of my garden, Pete Bradbury  Caterpillar, caterpillar, C. Richard Miles  Hurt no living thing by Christina Rossetti  To write own educational poem based on looking after the earth and minibeasts. | Carnival Poetry |