

Beechfield School

English Long Term Overview 2020-2021

	Term 1 (15 weeks)	Term 2 (12 weeks)	Term 3 (13 weeks)
Year 1	<p><u>Traditional Tales</u> Stimulus – The Gigantic Turnip Model – The Enormous Turnip teacher written model Outcome – to write an innovated version, e.g. To write an innovated version, e.g. The Enormous Potato <i>Focus: Writing simple sentences with punctuation to describe a setting. Join 2 simple sentences using ‘and’</i></p> <p><u>Wishing Story</u> Stimulus – How to Catch A Star Model – How to Catch a Star teacher written model Outcome – A wishing tale – innovate a new way to catch a star <i>Focus: Writing simple sentences with punctuation to</i></p> <p><u>Instructions</u> Stimulus – How to catch a star Model – How to catch a fairy, what do you need, what do you do? Outcome – Write instructions to create their own star catcher <i>Focus: Using precise language and sentences, e.g. imperative verbs and time e.g. first, next, then, finally, etc.</i> <i>Putting sentences in order</i></p> <p><u>Poetry</u> Stimulus – The magic box – Kitt Wright Outcome – to write a list poem <i>Focus: Use adjectives in sentences that describe a noun</i></p>	<p><u>Journey tale (another culture)</u> Stimulus - Handa’s Surprise Model – Handa’s Surprise teacher written model Outcome – Handa’s surprise but where Akayo takes fruit to Handa and meets different animals along the way <i>Focus: Writing simple sentences with punctuation to describe character</i></p> <p><u>Non-chronological Report</u> Stimulus - Handa’s Hen – Eileen Browne Model – Amazing Antelopes teacher written model Outcome – to write an information report about the animals in Handa’s surprise/Handa’s hen. <i>Focus: Structure of a non-fiction text</i></p> <p><u>Poetry – learn by heart</u> Stimulus – Song of the Train by David McCord Outcome - to recite a poem by heart <i>Focus: Short burst writing based on poem: description</i></p>	<p><u>Finding Tale</u> Stimulus – The Storm Whale – Benji Davis Model – The Storm Whale teacher written model Outcome – to write a finding tale with the plot: finding an animal in trouble, saving it and returning it <i>Focus: Story plot – beginning middle and end</i></p> <p><u>Non-chronological report</u> Stimulus – Dear Greenpeace – Simon James/ Big Blue Whale Model – teacher written report about blue whales Outcome – to write a non-chronological report about a different sea creature <i>Focus: Understand the structure of non-fiction</i></p> <p><u>Lost and found tale</u> Stimulus – No Bot the Robot with no Bottom – Sue Hendra Model – teacher adapted model of No Bot story Outcome – to write another version of the story where the robot loses something else eg an arm or leg <i>Focus: Story plot – beginning middle and end</i></p> <p><u>Poetry – Take One Poet</u> Michael Rosen <i>Short burst writing opportunities: description</i></p>

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<p>Year 2</p>	<p><u>Journey tale</u> Stimulus – Meerkat Mail Model – teacher adapted model of Meerkat Mail Outcome – to create an additional SETTING for Sunny to visit to embellish the story. <i>Focus: Quality of sentence structure and description</i></p> <p><u>Beat the Baddy FICTION</u> (Main character in every day setting meets a baddy) Stimulus – Supertato – Sue Hendra Model – Supertato teacher adapted model Outcome – To write a superhero story <i>Focus: CHARACTERISATION</i></p> <p><u>Non-chronological Report - NON FICTION</u> Stimulus - Superheroes Model – teacher written model of information report about a superhero – based on supertato Outcome – to write an information text about a superhero <i>Focus: Tenses and planning writing (boxing up)</i></p> <p><u>Poetry – riddles and kennings</u> Outcome – write a riddle <i>Focus: noun phrases</i></p>	<p><u>Tale of Fear story</u> (Same structure as beat the baddy story – retrieval of story language) Stimulus - The Owl who was afraid of the dark – Jill Tomlinson Model – teacher adapted model Outcome: To write a tale of fear based on the model, e.g. The ... who was afraid of the ... <i>Focus: CHARACTERISATION</i></p> <p><u>Instructions</u> Stimulus - How to wash a woolly mammoth Model – teacher written model Outcome – Writing instructions to wash another animal <i>Focus: planning, writing in order and using correct tenses (present)</i></p> <p><u>Recount</u> Stimulus – The Lion King (film) Model – teacher written model of a recount based on the day Simba meets Pumba Outcome – to write a recount based on a part of the Lion King where Simba meets a different character <i>Focus: Understand structure of recount (chronological) and character’s emotions</i></p> <p><u>Poetry – learn by heart</u> Stimulus – The Owl and the Pussycat Outcome – to recite a poem by heart</p>	<p><u>Alternative traditional tales</u> Stimulus – The True Story of the Three Little Pigs Model – teacher written adapted model Outcome – to write an alternative to another traditional fairy tale <i>Focus: Character and plot – developing to a 5 part story</i></p> <p><u>Diary recount</u> Stimulus: Great fire of London Model: Teachers model of diary recount Outcome: Write a diary entry as if they were there <i>Focus: planning, writing in order and using correct tenses</i></p> <p><u>Non chronological report</u> Stimulus – Living things and their habitats science unit Model – teacher written model about an animal/habitat they have studied Outcome – to write an information report about an animal <i>Focus: collect ideas, write for a purpose and use new vocabulary</i></p> <p><u>Poetry – Take One Poet - Allan Ahlberg</u> Short burst writing opportunities: see grammar end points</p>
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<p>Year 3</p>	<p><u>Conflict and resolution story</u> Stimulus – The Day the Crayons Quit Model – teacher adapted model Outcome – to write their own conflict and resolution story e.g. The Day the Clothes Quit – focus on characterisation <i>Focus: Characterisation, setting and plot structure for 5 part stories</i></p> <p><u>Poetry</u> Stimulus – Wish (a spell) – Brian Moses <i>Outcome – opportunities for short burst writing to develop grammar and editing skills</i></p> <p><u>Persuasion</u> Stimulus – Fantastic Mr Fox Model – Teacher written letter to Boggis/Bunse/Bean Outcome – Children write persuasive letter to alternative character from teacher model</p> <p><u>Portal Story</u> Stimulus – Leon and The Place Between Model – teacher written model of a setting when Leon disappears Outcome – to write a new SETTING description <i>Focus: setting description</i></p>	<p><u>Losing tale – focus on characterisation</u> <u>Grandpa’s teeth</u> Stimulus – Grandpa’s teeth Model: Teacher model of losing tale Show what character is like what they do, what they say and how they say it Outcome: To write a losing tale <i>Focus: Characterisation through dialogue</i></p> <p><u>Persuasion</u> (letter writing) Stimulus – Grandpa’s teeth Model – letter from the Policeman, from Pearly White Outcome – letter to grandpa that he doesn’t need his teeth <i>Focus: Planning and organising information</i></p> <p><u>Poetry – learn by heart</u> Stimulus – Wind on the Hill by A. A. Milne</p> <p><u>Portal Story</u> Stimulus – The Tunnel Model – teacher adapted model Outcome – to write an alternative version of the Tunnel – setting to convey atmosphere <i>Focus: Characterisation – how a character changes through a story</i></p>	<p><u>Character transformation</u> Stimulus – I’ll take you to Mrs Cole Model – teacher adapted model Outcome – to write their own character transformation story <i>Focus: Characterisation through dialogue and linking the end of a story to the beginning</i></p> <p><u>Non chronological report writing</u> Stimulus – The Kapok Tree and Animals including humans - Science Model – teacher written report about an animal Outcome – to write a report another habitat with animals <i>Focus: Simple, compound and complex sentences and organising information/sub headings/bullet points</i></p> <p><u>Poetry – Take One Poet</u> Roger McGough</p> <p><u>Portal Story</u> Stimulus – Jumanji (film) Model – Teacher written model based on Jumanji scene Outcome – to write a portal story based on Jumanji <i>Focus: building suspense through the plot, characterisation</i></p>
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<p>Year 4</p>	<p><u>Monster Tale</u> <u>(overcoming a monster)</u> Stimulus – The Wild Girl – Chris Womell Model – teacher adapted model Outcome – to write a sequel of a further adventure for Wild Girl <i>Focus: atmosphere; 5 part story linking the events</i></p> <p><u>Recount - diary</u> Stimulus – The Christmas Truce Model – teacher model of the story Outcome – to retell the Christmas truce from a soldier’s point of view - diary <i>Focus: time adverbials and the affect on the reader</i></p> <p><u>Poetry</u> Stimulus – A range of winter poems Outcome – Short burst writing opportunities – description and emotion <i>Focus: Effect on the reader / vocabulary choices – literal and figurative language</i></p> <p><u>Persuasion</u> Stimulus – The Dancing Bear – Michael Morpurgo Model – teacher written model of the film crew persuading Roxanne to go with them Outcome – to write a persuasive letter from the bear persuading Roxanne to stay</p>	<p><u>Setting and Character</u> Stimulus – Moana - film Model – teacher adapted model of setting and character descriptions Outcome – to write a setting and character description based on when Moana meets Te Fiti</p> <p><u>Playscript</u> Stimulus - Play Model – teacher written adapted scene Outcome – to perform a play</p> <p><u>Non-chronological report</u> Stimulus – The Lion, the Witch and the Wardrobe Model – teacher written report about a mythical place Outcome – to write an information report about Narnia</p> <p><u>Poetry – Take One poet</u> <u>Valerie Bloom</u> Outcome – Short burst writing opportunities – description and emotion <i>Focus: Effect on the reader / vocabulary choices – literal and figurative language</i></p> <p><u>Class story: Harry Potter and the Philosopher’s Stone</u></p>	<p><u>Fantasy</u> Stimulus – Harry Potter and the Philosopher’s Stone Model – The Night Fairy Outcome – to write a finding tale set in a fantasy world</p> <p><u>Explanations</u> Stimulus – How to catch a dragon Model – teacher adapted model Outcome – to write an explanation of how to How to trap a glass goblin (link to D+T) <i>Focus: Paragraphs with topic sentences for cohesion and linking information with conjunctions</i></p> <p><u>Discussion</u> Stimulus – The Field Guide / The Seeing Stone (Spiderwick Chronicles) – Holly Black Model – teacher written discussion: Should trolls be slaughtered? Outcome – a discussion text answering another Should question related to another one of the creatures from the class text</p> <p><u>Poetry – learn by heart</u> Stimulus – the Jabberwocky Outcome – to recite a poem by heart</p>
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Year 5	<p><u>Myth</u> Stimulus – A range of myths (Theseus and the Minotaur, etc) – looking at character development, moral messages, 5 part story Model – Krakow and the Dragon by Pie Corbett Outcome – (as well as lots of short burst writing) to write an extract from their own myth which develops character and links ideas across paragraphs <i>Focus: Vocabulary up-levelling</i></p>	<p><u>Fiction</u> Stimulus – The War of the Worlds (retold – Usborne) H.G. Wells Model – teacher written model of an action scene Outcome – to write an action scene <i>Focus: Using grammar and vocabulary to have an effect on the reader</i></p>	<p><u>Suspense tale</u> Stimulus – Lucinda’s Secret (Spiderwick chronicles) – Holly Black Model – teacher written opening and build up Outcome – to write an opening and build up to a fantasy story creating suspense <i>Focus: Dialogue, action and description to tell the opening and build up to a story</i></p>
	<p><u>Persuasion</u> Stimulus – Macbeth Model – teacher written model persuasive argument about whether Macbeth should become king Outcome – to write a persuasive argument to Macbeth as to whether he should or shouldn’t kill Banquo <i>Focus: varying tenses, range of cohesive devices</i></p>	<p><u>Poetry – learn by heart</u> Stimulus – Tyger by William Blake Outcome – to recite a classic poem from memory and opportunities for short burst writing</p>	<p><u>Discussion</u> Stimulus – Free Willy - film Model – teacher written model should an animal (not whales) be kept in the zoo? Outcome – to write a discussion about whether whales should be kept in captivity <i>Focus: cohesive devices and editing to improve writing</i></p>
	<p><u>Non-chronological report</u> Stimulus – Oliver Twist Model – teacher written report about the Victorian times Outcome – to write an information report about an aspect of Victorian life <i>Focus: cohesive devices</i></p>	<p><u>Autobiography</u> Stimulus – Coming to England / The Unforgotten Coat Model – teacher written model of an autobiography based on one of the characters Outcome – children write an autobiographical accounts of some times in their lives <i>Focus: Linking ideas across paragraphs and up-levelling vocabulary</i></p>	<p><u>Meeting Tale</u> Stimulus – This Morning I met a Whale Model – adapted model descriptive language Outcome – to write a meeting tale where the character learns an important message <i>Focus: Dialogue, action and description to tell a story</i></p>
	<p><u>Poetry</u></p>	<p><u>Biography – Ruby Bridges</u> Stimulus – Rosa Parks Model – Teacher model of Rosa Parks biography Outcome – Ruby Bridges biography <i>Focus: Linking ideas across paragraphs and up-levelling vocabulary</i></p>	<p><u>Poetry – Take One Poet</u> Joseph Coelho</p>

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<p>Year 6</p>	<p><u>Tale of Fear / Suspense</u> Stimulus - Skellig Model – Zelda Claw and the Rain Cat by Pie Corbett Outcome – to write the build up and ending of a story with suspense <i>Focus: writing with the audience in mind – grammar and vocab choices</i></p> <p><u>Adventure</u> Stimulus – Percy Jackson Model – The Library Outcome – to write their own adventure story with a chasing /hiding plot</p> <p><u>Persuasion</u> Stimulus –Neville Chamberlain's declaration of war Model – teacher adapted version Outcome – to write a persuasive speech for Winston Churchill (Battle of Britain). <i>Focus: Editing for sense and up-leveilling with the audience in mind</i></p> <p><u>Poetry</u> Stimulus – The Highwayman Outcome – To perform the Highwayman <i>Focus: short burst opportunities for writing: description and action (viewpoints and motivation fed into narrative)</i></p>	<p><u>Discussion</u> Model – teacher written model Should children wear school uniform? Outcome – Discussion text: Should children be allowed to use tik/tok / facebook / etc?</p> <p><u>Flashback</u> Stimulus – The Piano – Literacy Shed video Model – Teacher model of a different flashback Outcome – Write a flash back story based on The Piano</p> <p><u>Adventure story</u> Stimulus – Chaperon Rouge – Literacy Shed Outcome – Short pieces of writing: setting descriptions, action scenes, character descriptions (focus on independent writing)</p> <p><u>Poetry – learn by heart</u> Stimulus – Macavity by T. S. Eliot</p>	<p><u>Extended Fiction unit</u> Stimulus - Lord of the Rings - film Model – teacher written model Outcome – to write a range of fictional writing covering setting / dialogue / characterisation</p> <p><u>Short burst writing</u> Persuasion – holiday adverts Persuasion – Brochure for Mordor (LOTR) Letters of complaint Short burst descriptive writing based on Spiderwick field guide</p> <p><u>Poetry – take one poet</u> Benjamin Zephaniah</p>
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