

English Coverage 2024/25

Year Group	Term	Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
FS	Autumn	Where am I? - Our school, Burton Joyce and Nottingham - Body Parts/Keeping healthy What happens when the sun sets? - Space - Light - Nocturnal animals	Fiction	Not a box, The Dot, Some Dogs Do The Brilliant Beast Whatever Next Peace at Last Letter to Santa Goldilocks and the 3 bears	Writing speech bubbles Writing captions Sequencing stories Assign meaning to marks made. Read writing to an adult. See highlighted blue skills on writing curriculum document.	Browsing boxes of favourite authors: Peter H. Reynold stories Julia Donaldson stories Oliver Jeffers stories Jill Murphy Stories Drawing Club table with activities linked to traditional tales, animations and stories. See highlighted purple skills on writing curriculum document.
			Non-fiction	My History My Body Day and Night animals Light and Dark Diwali	Learning facts Using ebooks and internet for research Writing lists Writing labels	
			Poetry	Bonfire Night Poetry How the grinch stole Christmas	Hearing rhymes Matching initial phonemes to spoken sounds	
	Spring	Castles - Materials & properties Our Farms - Living things and growth (farm animals, life cycles)	Fiction	Robin Hood George and The Dragon Rapunzel The Princess and The Pea Farmer Duck What The Ladybird Heard Oliver's Vegetables Oliver's Milkshake	Writing sentences Writing story openers Sequencing traditional tales Writing speech bubbles Taught to write with spaces, full stops, capital letters. -Composing a sentence orally before writing it -Story mapping using pictures/drawings	Adding books to provision boxes linked to traditional tales and characters from other farm themed stories Drawing Club table with activities linked to traditional tales, animations and stories. See highlighted purple skills on writing curriculum document.

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					See highlighted green skills on writing curriculum document.	
			Non-fiction	My Bean Diary Castles Jasper's Beanstalk A Year on a Farm	Write fact and information	Adding books to provision linked to castles and buildings
			Poetry			
	Summer	<p>Nottinghamshire's Forests - Living things and growth (forest & arctic creatures)</p> <p>The River Trent and The Seaside - Materials (floating & sinking) - Living things and growth (sea creatures)</p>	Fiction	Greta and the Giants LRRH Gruffalo Where the Wild things are Sharing a Shell Mrs Armitage and The Big Wave	Write imaginative stories about the forest and the beach Taught to write with spaces, full stops, capital letters. See highlighted yellow skills on writing curriculum document.	Add new books to Oliver Jeffers and Julia Donaldson books Drawing Club table with activities linked to traditional tales, animations and stories. See highlighted purple skills on writing curriculum document.
			Non-fiction	Trees Dear Green Peace The Little Rain Drop Rivers	Write fact and information -Composing a sentence orally before writing it -Story mapping using pictures/drawings	
			Poetry	Rhyming pairs in The Gruffalo Poems on a theme	Hearing rhymes Matching initial phonemes to spoken sounds	
1/2	Autumn	<p>Autumn 1 - What is special about our place? Animals</p> <p>Autumn 2 – Why is the iPad more fun than Grandma and Grandpa's toys?</p>	Fiction	Autumn 1 - Susan Laughs – handwriting. Simple sentences. (1 weeks) Max the Brave	Autumn 1 - -Begin to form lower case letters. - Form lower case letters of the correct size relative	-Saying out loud what they are going to write about -Composing a sentence orally before writing it

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	Animals		<p>2 weeks (character description), story with patterned language)</p> <p>Autumn 2- Lights on Cotton Rock (3 Weeks) Write the narrative for pages with no text.</p>	<p>-structuring simple sentences. -Capital letter for proper nouns and pronouns Question marks</p> <p>Autumn 2- Re-telling the main events of the story. Writing in the past tense together using and -Conjunction- and, but, so -Adjectives -expanded noun phrases</p>	<p>-Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, Draft writing – including new vocabulary - Self assessment (purple pen) Comparison of texts by the same author.</p>
		Non-fiction	<p>Autumn 1- Lower case & upper case letter matching. (1 week – linked to Susan Laughs)</p> <p>Autumn 2- non-chronological report on toys (2 weeks)</p>	<p>Autumn 1- Nouns Capital letters Full stops</p> <p>Autumn 2- Different types of sentences – questions and statements Commas in a list Verb suffixes – ing and ed</p>	
		Poetry	<p>Autumn 1 – riddles based on animals – Who am I? publish Autumn 2 – Performance poetry</p>	<p>Creating, presenting and performing Question marks and exclamation marks</p>	
Spring		Fiction	<p>Spring 1-Tin Forest (2 weeks) Queens Hat (2 weeks) Setting description</p>	<p>Spring 1- Regular plural noun suffix – s/es Suffix to build new words (Year 2)</p>	
		<p>Spring 1 – What is unique about London? Materials Spring 2 – How did London change after the great fire?</p>	<p>-Saying out loud what they are going to write about -Composing a sentence orally before writing it</p>		

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				<p>Expanded noun phrases for description and specification Using capital letters for names and places</p> <p>Spring 2- Exclamation marks</p>	<ul style="list-style-type: none"> -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns - Draft writing – including new vocabulary - expanded noun phrases
			Non-fiction	<p>Spring 1- instructions – how to make a Chinese lantern (2 weeks) linked to Chinese new year.</p> <p>Spring 2- Diary (2 weeks) Samuel Pepys</p> <p>Letter to the king (2 weeks) publish</p>	<p>Spring 1 Standard English Verbs Sentence types – command</p> <p>Spring 2- Past tense Time conjunctions Un – prefix to change adjectives and adverbs</p>
			Poetry		
	Summer	<p>Summer 1 – How is the weather in the UK different to other parts of the world? Seasons</p> <p>Summer 2 – What has changed in Nottingham?</p>	Fiction	<p>Summer 1- The search for the giant arctic jellyfish. (3 weeks)</p> <p>Summer 2- Jack and the Beanstalk (3 weeks)</p>	<p>Summer 1- -some variation of sentence openings (not always starting with the subject) Sentences with different forms – questions Setting description- expanded noun phrases</p> <p>Summer 2- -Apostrophes for omission & singular possession</p>
					<ul style="list-style-type: none"> -Saying out loud what they are going to write about -Composing a sentence orally before writing it -Writing down ideas and/or key words, including new vocabulary -Rereading to check that their writing makes sense - Leaving spaces between words -Beginning to punctuate sentences using a capital letter and a full stop, - nouns/proper nouns

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					-exclamation mark	- Draft writing – including new vocabulary - expanded noun phrases
			Non-fiction	<p>Summer 1- non-chronological report about weather in different parts of the world. (2 weeks)</p> <p>Summer 2- Castle Trip recount (2 weeks)</p>	<p>Summer 1- Different sentence forms – statements and questions. Features and layout</p> <p>Summer 2- Writing about real events linked to school trip. Subordinating conjunctions (using when, if, that, or because)</p>	
			Poetry	Summer 2- Poetry about seasons (2 weeks)	Summer 2- Rhyming	
3/4	Autumn	<p>Autumn 1-How is our community different from others? (Nottingham and Bagamoyo)</p> <p>Autumn 2-Who first lived in Britain? (Stone Age, Bronze Age, Iron Age)</p>	Fiction	<p>Autumn 1 *The Papaya that spoke (adventure)- narrative (3 weeks)</p> <p>Autumn 2 *Stone age boy (historical fiction) (character description) 3 weeks</p>	<p>- inverted commas</p> <p>- Yr4 use surrounding speech punctuation.</p> <p>- expanded noun phrases</p> <p>- adverbs (manner)</p> <p>-question marks</p> <p>-commas in a list</p> <p>- Powerful verbs</p> <p>-range of pronouns-avoid repetition</p> <p>- sentence structure</p> <p>- Fronted adverbials for time- use of commas after FA</p>	<p>- planning, group related material, discuss and record ideas</p> <p>- drafting</p> <p>- editing</p> <p>- handwriting</p> <p>- spelling</p> <p>- vocabulary</p> <p>- question marks/ exclamation marks</p> <p>- awareness of the audience</p> <p>-Consistently uses capital letters accurately.</p> <p>- Use of full stops is mostly accurate within extended pieces.</p> <p>- Most sentences are cohesive and make sense.</p>
			Non-fiction	Autumn 1 *The Big 5 fact file (information text ,	<p>- present tense</p> <p>- paragraphs to organise information</p>	

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			<p>class book) (2 weeks)</p> <p>Autumn 2 *Mary Anning (Biography) (2 weeks) *Skara Brae (newspaper report) 2 weeks</p>	<ul style="list-style-type: none"> - headings/subheadings - Uses a range of subordinating conjunctions. -1st and 3rd person 	<ul style="list-style-type: none"> - Past and present tenses used correctly and consistently -Organisational devices -proof reading, propose changes to own and others work -Read aloud own writing
		Poetry	<p>Autumn 1 Visual poetry based on harvest theme (1 week)</p>	<ul style="list-style-type: none"> - Features of poems Structure, rhyme, alliteration, simile -Vocabulary choices 	
Spring	<p>Spring 1-What is special about the UK?</p> <p>Spring 2- What were the achievements of the Ancient Egyptians and how were they different to those of Britain?</p> <ul style="list-style-type: none"> - Europe -Ancient Egyptians - Light - Digestive system 	Fiction	<p>Spring 1 The Barnabus project (Mystery, suspense- setting description) (2/3 weeks)</p> <p>Spring 2 Egyptian Cinderella (Playscripts) 2 weeks</p>	<p>-Y3 Apostrophes used for singular possession and contraction</p> <p>-Y4 - Apostrophes used accurately for contraction, singular possession and starting to for plural possession</p> <ul style="list-style-type: none"> -expanded noun phrases -Fronted adverbials <p>place</p> <ul style="list-style-type: none"> -correct use of determiner a/an <ul style="list-style-type: none"> -Playscript features -Adverbs -1st or 3rd person used correctly 	<ul style="list-style-type: none"> - planning, group related material, discuss and record ideas - drafting - editing - handwriting - spelling - vocabulary - question marks/ exclamation marks - awareness of the audience <p>-Consistently uses capital letters accurately.</p> <p>- Use of full stops is mostly accurate within extended pieces.</p> <p>- Most sentences are cohesive and make sense.</p>
		Non-fiction	<p>Spring 2</p>	<ul style="list-style-type: none"> -Vocabulary choices 	

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			<p>Recount school visit to Cresswell Craggs (1 week)</p> <p>(Instruction texts) How to mummify your dear friend (2 weeks)</p>	<ul style="list-style-type: none"> - Commas used in lists. -organisational devices - Mostly accurate and appropriate use of question marks and exclamation marks -Fronted adverbials- cause 	<ul style="list-style-type: none"> - Past and present tenses used correctly and consistently -Organisational devices -proof reading, propose changes to own and others work -Read aloud own writing
		Poetry	<p>Spring 1- Structured poem Rap (1 week)</p>	<ul style="list-style-type: none"> - Prepare poems and write to perform - Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling tone and volume so the meaning is clear 	
Summer	<p>Summer 1- Why do people go to Europe on holiday?</p> <p>Summer 2- What happened to the Indus civilisation?</p> <ul style="list-style-type: none"> - Indus - Plants & Animals 	Fiction	<p>Summer 1-The day the crayons quit (letter) (3 weeks)</p> <p>Summer 2- Journey – Diary writing</p>	<ul style="list-style-type: none"> -Effective vocabulary used to bring characters to life. -extend sentences with more than one clause using wider range of co-ordinating/subordinating conjunctions - Effective language used to help reader picture a setting 	<ul style="list-style-type: none"> - planning, group related material, discuss and record ideas - drafting - editing - handwriting - spelling - vocabulary - question marks/ exclamation marks - awareness of the audience -Consistently uses capital letters accurately.

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				(3 weeks)	- Uses adverbs to express time and manner.	- Use of full stops is mostly accurate within extended pieces. - Most sentences are cohesive and make sense.
			Non-fiction	Summer 1 (Debate) – Come to Crete! (2 weeks) Summer 2- Leaflet (2 weeks) Plants	-Present tense used correctly and consistently -Paragraphs around a theme -Conjunctions- (wider range of conjunctions -organisational devices	- Past and present tenses used correctly and consistently -Organisational devices -proof reading, propose changes to own and others work
			Poetry	Summer 1- Various classic poetry by UK poets (1 Week)	-Write poetry -Various vocabulary	-Read aloud own writing
Year Group Term		Topic (geography, history & science)	Genre	Text Types/Name of text/number of weeks	Coverage	Ongoing coverage
5/6	Autumn	Autumn 1- How are parts of our world different? Autumn 2- Who lived in Britain between 450AD and 1066AD? Autumn 1 - Earth and Space Autumn 2 - Forces	Fiction	Autumn 1- The Twits by Roald Dahl 2 Weeks Autumn 2- Beowulf 2 Weeks	Autumn 1- Expanded noun phrases Character and setting descriptions Autumn 2 Show don't tell Accurately using a variety of subordinating conjunctions of increasing sophistication. Vary the position of conjunctions in a sentence. Use of expanded noun phrases with modifiers before and after the noun	- Writing for different purposes - Planning writing - Drafting writing - Links to topics and school trips - Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. -Select grammatical structures for effect

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			Non-fiction	<p>Autumn 1- Non-fiction texts about Space</p> <p>Autumn 2- Leaflet - Lindisfarne</p>	<p>Autumn 1- Non-Chronological Report Precising longer paragraphs Organisational and presentational devices to structure text</p> <p>Autumn 2- Leaflet Modal Verbs Precising longer paragraphs Using a wide range of devices to build cohesion Organisational and presentational devices to structure text</p>	<ul style="list-style-type: none"> - Using organisational features - Correct tenses -Subject verb agreement -Proof read spelling and punctuation Use of simple complex and compound sentences -Consistent use of capital letters, full stops, exclamation, question marks -Hyphenation -Apostrophes -Grammatical terminology
			Poetry	<p>Autumn 1- Autumn poems</p> <p>Autumn 2- Cloud busting</p>	<p>Autumn 1- Kennings</p> <p>Autumn 2 – shape poetry</p>	
	Spring	<p>Spring 1- Could we Survive without the Amazon Rainforest?</p> <p>Spring 2- Why was each Tudor Monarch important?</p> <p>Spring 1 & 2 – Changes and properties of materials</p>	Fiction	<p>Spring 1- The Explorer</p> <p>Spring 2- Treason</p>	<p>Spring 1- Relative clauses, Passive Voice</p> <p>Spring 2 -Perfect tense Using modal verbs and adverbs to indicate degrees of possibility</p>	
				Non-fiction	<p>Spring 1- The Explorer – Newspaper report (crash)</p> <p>Spring 2- Biography (Elizabeth I)</p>	<p>Spring 1- Precising/ Cohesion across paragraphs Colons to start a list Using semi-colons to separate clauses Passive voice Third person</p> <p>Spring 2-</p>

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					Relative clauses with who, when, where, whose, that Using perfect tense to mark relationships of time and cause	
			Poetry	Spring 1/2- Rainforest poetry	Spring 2 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning	
	Summer	Summer 1- What would you find if you explored North America? Summer 2- What were the pivotal moments in the English Civil War?	Fiction	Summer 1- Alma clip (Literacy Shed) (3 weeks) Summer 2- Macbeth	Summer 1- Beginning to select vocabulary Dialogue to advance the action and convey the character Summer 2- Building atmosphere/tension Edit and improve playscript then perform	<ul style="list-style-type: none"> - Writing for different purposes - Planning writing - Drafting writing - Links to topics and school trips - Writing is independently organised into paragraphs - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
			Non-fiction	Summer 1- Discussion – Should tourists be allowed in the National Parks? Summer 2- Recount – Y5 residential, Y6 Memories	Summer 1- Modal verbs might, should, will and must Balanced argument/discussion text Debate Spoken language Summer 2- Modal Verbs	<ul style="list-style-type: none"> -Select grammatical structures for effect - Using organisational features
			Poetry	Summer 2- Leavers Poems	Summer 2- Performing - Perform their own compositions, using appropriate intonation, volume and movement so that the meaning is clear	<ul style="list-style-type: none"> - Correct tenses -Subject verb agreement -Proof read spelling and punctuation Use of simple complex and compound sentences

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							<ul style="list-style-type: none">-Consistent use of capital letters, full stops, exclamation, question marks-Hyphenation-Apostrophes-Grammatical terminology
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