

**HOLDEN CLOUGH COMMUNITY PRIMARY SCHOOL LITERACY LONG TERM PLANNING OVERVIEW – Year 1
2020-2021**

Topic	Happily ever after (7 weeks)	NESW (3 weeks)	Come fly with me! Arctic circle (7 weeks)	Powhattan People – (3 weeks)	Unity in the community- Where I belong (7 weeks)	Dancing spy – The story of Josephine Baker	Light up the world – the sun/light and heat (7 weeks)
Book	The Three Billy goats gruff	The disgusting sandwich	The Great Explorer	The Story of Pocahontas	Meerkat mail	Spyder	The way back home
Literacy overview	3 weeks narrative 3 weeks Non -chron report 1 week poetry	3 weeks Instructions	3 weeks narrative 1 week poetry 3 weeks Non-chron report (fact file)	3 weeks narrative	3 weeks Narrative 3 weeks Recount 1 weeks Poetry	3 weeks Instructions	3 weeks Narrative 4 weeks Recount Space party
Ideas/hook for learning/ topic themes	Character description Fact file about a new fairytale character	Hook: fruit salad (describe, draw, taste fruit. Follow instructions to make a fruit salad. Make and write own instructions for a disgusting salad.	Narrative: setting description, character description. Fact file of made up artic animal	Additional writing/ cross curricular writing: fact file about Powhattan people	Narrative: Sonny visits school to find a new home. Recount: Letter writing	Instructions for how to be a spy Additional writing/ cross curricular writing: fact file about Josephine Baker	Narrative: Innovate character the boy meets/what he does to help Recount: throw a space party to thank the boy for helping.

HOLDEN CLOUGH PRIMARY LONG TERM OVERVIEW 2020-21 – YEAR 2

Year	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS	ENGLISH UNITS
2	Autumn 1 8 weeks	Autumn 2 3 weeks	Autumn 2 / Spring 1 WC 23/11/20 WC 18/1/21	Spring 1 25/1/21 – 12/2/20	Spring 2 22/2/21 – 23/4/21	Summer 1	Summer 2
	Topic 1: 7 weeks	Topic 2: 3 weeks	Topic 3: 7 weeks	Topic 4: 3 weeks	Topic 5: 7 weeks	Topic 6: 3 weeks	Topic 7: 7 weeks
Topics	The Great Fire of London	Paddington's Passport	Zero to Hero	'The Wordsmith'	'Land Ahoy'	'Jurassic Hunter'	Going Wild
ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only Suggested additional writing opportunities within English units	Core Text – The day the crayons quit by Drew Daywalt. Narrative: character descriptions linking to emotions of the colours. Colour the-saurus. Write letters (reply from Duncan). The Day the glue sticks quit. Instruction writing: link to D&T make a home for the crayons. How to make a home for a crayon.	Core Text – Paddington bear Non-fiction – recount in first person as Paddington. Sequencing the story (1c)	Core Text – Juniper Juniper Hook – Superhero day Recount Narrative: 3rd person Narrative: character description (fictional superhero), innovated superhero story. After Christmas (3 weeks) Villain Non-fiction: non chronological reports about.	Core text – Tell me a dragon by Jackie Morris Non-fiction: non chronological reports about their own dragon. (M) Setting description of their dragon home.	Core text – The pirates next door by Jonny Duddle Narrative – adventure story. (M) Setting description (M) (ocean / island) Character description of a pirate (M) 1 week after Easter Pirate poetry	Core Text - Dinosaur department store By Lily Murray Hook – Dinosaur Day Real Recount (M) Instruction writing (M) How to trap an animal.	Core Text – Where the wild things are. Hook – Wild thing day. Letter to Max about their day. Narrative: setting descriptions, character descriptions, innovated version of the story. Fictional recounts (a morning as a wild thing). Non-fiction: non chron reports on made up wild things.
Assessment Week - to assess at distance to the teaching		Made up creature – short non-fiction text. Instructions writing (tea/staying warm).					

Additional Unaided Writing (Cross-Curricular) – to consolidate learning – to revisit and apply in another context – to assess before teaching a unit (AFL)							

HOLDEN CLOUGH PRIMARY LONG TERM OVERVIEW 2020-21 – YEAR 3

Year							
3	<p>Topic 1: That's all, folks Film and animation</p> <p>7 weeks</p>	<p>Topic 2: Lindow man The story of prehistoric man</p> <p>3 weeks</p>	<p>Topic 3: A world of difference</p> <p>7 weeks</p>	<p>Topic 4: May the force be with you</p> <p>3 weeks</p>	<p>Topic 5: Athens VS Sparta Conflict in Ancient Greece</p> <p>7 weeks</p>	<p>Topic 6: Out and about</p> <p>3 weeks</p>	<p>Under the canopy Rainforests</p> <p>7 weeks</p>
<p>ENGLISH UNITS NB. 1.The order that units should be taught within each half term is flexible 2. Suggested books are examples only</p> <p>Suggested additional writing opportunities within English units</p>	<p>Core Text – Supertato</p> <p>Narrative: Story with a familiar setting – innovating Supertato text.</p> <p>Non-fiction: Instruction writing how to trap their innovated evil vegetable.</p>	<p>Core Text Stone age boy</p> <p>Non-fiction: Recount – a day as a Stone age child.</p>	<p>Core Text – The journey to the beginning of the world.</p> <p>Narrative: innovated version (writing a new chapter for the text)</p> <p>Non-fiction: Non-chronological report. Poetry x 1.5 week</p>	<p>Core Text – Rosie Revere Engineer</p> <p>Non-fiction: Explanation text – creating own invention.</p>	<p>Core Text Core Text – Theseus and the Minotaur</p> <p>Greek Myths by Marcia Williams</p> <p>Narrative – traditional tale (myth)</p> <p>Non-fiction – Report about own invented Greek monster</p>	<p>Core Text - Journey – Aaron Becker.</p> <p>Narrative: innovated version of the story – adventure story.</p>	<p>Core Text – The great Kapok tree</p> <p>Fiction: innovated version of the story – conflict story. Non-fiction: Letters – persuasive. Poetry x 1.5 week</p>
Assessment Week - to assess at distance to the teaching							
<p>Additional Unaided Writing (Cross-Curricular) – to consolidate learning - to revisit and apply in another context - to assess before teaching a unit (AFL)</p>		<p>Poetry done through topic (based on Michael Rosen's 'I was born in the Stone Age').</p>					