

Whole School. Last updated 2025.

EYFS

	Autumn Term															
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
EYFS	Topic Overview: Myself BASELINE ASSESSMENTS s, a, t, p, l, n, m, d, g, o, c, k, e, u, r, h, b. f. l. <i>is, I, the</i> • Orally blend and segment. • Read and write my name. • Begin to read and make simple CVC words. • Form some recognisable letters matched to sounds, with support.								Topic Overview: Space Ff, ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, nk, -s /s/ & /z/ <i>put, pull, full, as, and, has, his, her, go, no, to, into, she, push, he, of, we, me, be</i> • Read words containing known digraphs, with support • Form most letters correctly • Form some recognisable letters matched to sounds. • Begin to write a simple phrase.							
	Spring Term															
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk 11					
	Topic Overview: The Natural World Ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, er, double leters, longer words <i>was, you, they, my, by, all, are, sure, pure</i> • Read and spell CVC words containing Phase 3 digraphs, with support • Write simple sentences containing learnt Phase 3 digraphs, with support.						Topic Overview: Our Planet Review Phase 3, words with two or more diagraphs, longer words, s in the middle, -s /z/, -es • Read and spell CVC words containing Phase 3 digraphs • Write simple sentences containing Phase 3 digraphs									
Summer Term																
Wk1	Wk 2	Wk3	Wk 4	Wk5	Wk6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12					
Topic Overview: Water Short vowels CVCC, CCVC, CCVCC, CCCVC, CCCVCC, longer words, compound words, root words ending in -ing, -ed /t/ /id/ /ed/, -est <i>said, so, have like, some, come, love, do, were, here, little, says, there, when, what, one, out, today</i> • Write a sequence of simple sentences using any taught digraphs/trigraphs, with support						Topic Overview: Sun, Sea and Sand Long vowel CVCC, CCVC, CCCVC, CCV, CCVCC, Phase 4 words ending in -s /s/ & /z/ /z/, Phase 4 words ending -es, longer words, root word ending -ing, -ed /t/, /id/, /ed/ & /d/ Root word ending -er, -est, longer words • Write a sequence of simple sentences using any taught digraphs/trigraphs.										

Year 1

Autumn Term																								
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16								
Y1	<u>Penguins, Possums and Pigs</u>								<u>Fire Fire</u>															
	<u>Stories by the same author</u> <i>Lost & Found by Oliver Jeffers</i> Say and write simple sentences.				<u>Non-chronological reports</u> Information poster or booklet.			<u>Poems on a theme:</u> <i>The animals went in two by two...</i> Rhymes Singular & Plural.		<u>Poems on a theme</u> <i>Bonfire night.</i> Four-line poem including -ed endings.		<u>Range of Non-Fiction texts:</u> <i>The Great Fire of London</i> To ask and write questions. To write information.		<u>Repetitive patterned stories:</u> <i>Zog by Julia Donaldson</i> Write sentences that can be read by themselves and others.										
	Spring Term																							
	Wk1		Wk2		Wk3		Wk4		Wk5		Wk6		Wk 7		Wk 8		Wk 9		Wk 10		Wk 11			
	<u>Growth and Green Fingers</u>								<u>Robots</u>															
	<u>Classic Stories:</u> <i>The Tale of Peter Rabbit by Beatrix Potter</i> Write about characters and settings.				<u>Instructions:</u> To write instructions			<u>Traditional Rhymes:</u> <i>Pat a Cake.</i> <i>Hot Cross Buns</i>		<u>Stories with fantasy settings:</u> The Three Little Aliens & the Big Bad Robot by MM. To write a story about a robot			<u>Recounts:</u> Write about how to make a robot.			<u>Poems to learn by heart:</u> I'm a Little Robot								
	Summer Term																							
	Wk1		<u>Wk 2</u>		Wk 3		<u>Wk 4</u>		Wk5		Wk6		Wk 7		Wk 8		Wk 9		Wk 10		Wk 11		Wk 12	
	<u>The great outdoors</u>								<u>Family Album</u>															
	<u>Stories with familiar settings:</u> <i>Maisie Goes Camping by Lucy Cousins.</i> To write an opening, middle and end of a story.				<u>Non-Fiction texts - Booklets:</u> To write an information booklet about camping				<u>Traditional Rhymes:</u> <i>Ring a Ring of Roses.</i> Perform traditional rhymes		<u>Traditional Tales:</u> <i>A range of Traditional Tales.</i> Use connectives to link ideas				<u>Recounts:</u> Write a family recount.									

Year 2

Autumn Term																								
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16								
Y2	<u>The Place where I live</u>								<u>Fighting Fit</u>															
	<u>Stories with familiar settings:</u> <i>The Jolly Postman</i> by Janet and Allan Ahlberg. Innovated narrative based on a model.				<u>Non-chronological reports:</u> A report linked to an aspect of Loughborough		<u>Poems on a theme:</u> <i>School Poems</i> Write a poem based on a model.		<u>Traditional tales with a twist:</u> <i>Prince Cinders</i> by Babette Cole (and a variety of twisted tales). Writing an innovated traditional tale with a twist.				<u>Instructions:</u> To write a set of instructions for a new playground game.											
	Spring Term																							
	Wk1		Wk2		Wk3		Wk4		Wk5		Wk6		Wk 7		Wk 8		Wk 9		Wk 10		Wk 11			
	<u>Explorers</u>								<u>The Farm Shop</u>															
	<u>Stories by the same author:</u> <i>Books</i> by Simon Bartram - 'Man on the Moon' A story based on a model.				<u>Non-chronological reports:</u> <i>Information texts about explorers</i> A class information book on the theme of explorers and exploring for the school library.				<u>Stories with familiar settings:</u> Farmer Duck by Martin Waddell (And a variety of farm-based stories) Innovated narrative with a farm setting.				<u>Persuasion:</u> <i>Farm attractions and leaflets</i> Persuasive leaflet or poster.				<u>Riddles</u> <i>Animal Riddles</i> Fruit or vegetable riddle							
	Summer Term																							
	Wk1		<u>Wk 2</u>		Wk3		<u>Wk4</u>		Wk5		Wk6		Wk 7		Wk 8		Wk 9		Wk 10		Wk 11		Wk 12	
	<u>Wind in the Willows</u>								<u>Buckets and Spades</u>															
	<u>Animal adventure stories</u> <i>The Wind in the Willows</i> by Kenneth Grahame Own animal adventures story.				<u>Recount: letters</u> <i>The Day the Crayons Quit</i> by Drew Daywalt. Recount, written in role as a character from a story, in the form of a letter.				<u>Classic poems</u> Own verse based on a classic poem		<u>Story as a theme</u> A written narrative, based on a film with a seaside setting.				<u>Explanations</u> An explanation text linked to a process that happens at the seaside.				<u>Poems on a theme</u> A seaside poem.					

Year 3

Autumn Term																
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Y3	<u>Healthy Humans</u>								<u>Rock and Roll</u>							
	<u>Fables</u> Fable based on a structure.				<u>Poems with a structure</u> Poem/s with structure: shape, calligrams		<u>Persuasion: letters</u> Persuasive letter.		<u>Narrative based on theme</u> <i>Stig of the Dump/Stone Age boy</i> Narrative based on text read.				<u>Poems on theme</u> Poem linked to theme/structure.		<u>Discussion</u> Discussion presenting different points of view.	
	Spring Term															
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7		Wk 8		Wk 9		Wk 10		Wk 11	
	<u>The Iron Man</u>						<u>There's No Place Like Home</u>									
<u>Novel as a Theme:</u> <i>The Iron Man by Ted Hughes</i> Story based on a plot structure from the focus text.					<u>Recount – diaries</u> <ul style="list-style-type: none">– Diary entries which include those written from own experience.– in role as a character.			<u>Folk tales</u> Innovation of The Lancashire Giant. Presentation of innovated narrative to an audience using props, images, actions etc.					<u>Recount – Biography</u> Biography of a regional/local hero.			
Summer Term																
Wk1	Wk 2	Wk3	Wk4	Wk5	Wk6	Wk 7		Wk 8		Wk 9		Wk 10		Wk 11		Wk 12
<u>What the Romans Did for us</u>								<u>How does your Garden Grow?</u>								
<u>Playscripts</u> Play script based on a film				<u>Non-chronological reports</u> Non-chronological report.		<u>Classic poetry</u> Written responses to poetry.		<u>Mystery, adventure or fantasy story</u> A mystery, adventure or fantasy story.				<u>Explanation</u> An explanation linked with the theme.				

Year 4

Autumn Term																
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Y4	<u>Sparks might Fly</u>								<u>The great plague</u>							
	<u>Explanation</u> Oral explanation of a process. Written explanation of a process.			<u>Fantasy</u> Innovated narrative based on a model.			<u>Film & Playscript</u> Script based on a short film.		<u>Fairy Tales</u> Innovated narrative based on a model			<u>Classic Narrative Poetry</u> Learn a poem by heart for performance.		<u>Recount: Newspapers</u> Newspaper report.		
	Spring Term															
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11					
	<u>Water Water everywhere</u>								<u>The Art of Food</u>							
	<u>Stories with a theme</u> Narrative based on text read.				<u>Poems with a structure</u> Linked to the theme of water.		<u>Information Booklets</u> Booklet of information e.g. welcome brochure		<u>Issues and Dilemmas</u> Story based on a plot structure from text read.				<u>Persuasion</u> Persuasive advert.			
	Summer Term															
Wk1	Wk 2	Wk3	Wk 4	Wk5	Wk6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12					
<u>Passport to Europe</u>								<u>Hunted</u>								
<u>Novel as a theme</u> Story based on a plot structure from a focus text.				<u>Non-Chronological Reports</u> Information poster with flip-flap facts.				<u>Folk Tales</u> Narrative based on the studied text.				<u>Debate</u> Formal debate. Discussion text.				

Year 5

Autumn Term

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Y5	<u>Faster Higher Stronger</u>								<u>A Kingdom United</u>							
	<u>Myths</u> A myth.				<u>Reports:</u> A non-chronological report about an aspect of the Olympics.			<u>Poems with figurative language:</u> based on a model	<u>Narrative writing: Legends of the British Isles:</u> Plan and write a legend of their own based on a model. Tell their story to an identified audience.				<u>Persuasive writing:</u> Persuasive Film/TV broadcast about a country within the British Isles. A formal presentation.			
	Spring Term															
	Wk1		Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7		Wk 8	Wk 9	Wk 10	Wk 11			
	<u>Amazon Adventure</u>								<u>Earthlings</u>							
	<u>Stories from other cultures:</u> <i>Journey to the river Sea Eva Ibbotson</i> A story set in the rainforest.				<u>Debate:</u> A persuasive speech. A debate			<u>Poems with a structure:</u> poem drawing on structure(s) of those studied.	<u>Science fiction Stories:</u> A science fiction story to entertain an identified audience.			<u>Information booklets:</u> An information booklet which includes more than one non-fiction text type, e.g. non-chronological report, instructions and explanation				
	Summer Term															
	Wk1		<u>Wk 2</u>	Wk3	<u>Wk 4</u>	Wk5	Wk6	Wk 7		Wk 8	Wk 9	Wk 10	Wk 11	Wk 12		
	<u>Inventors and Inventions</u>								<u>Food Glorious Food</u>							
	<u>Novel as a theme:</u> <ul style="list-style-type: none">A range of writing outcomes linked to the novel, e.g. diary, letter, internal monologue, summary, prediction.An action scene about an invention.A short story or chapter for a novel about an invention.				<u>Magazine information Text Hybrid:</u> <ul style="list-style-type: none">A page for a magazine which includes a range of text types.A presentation based on reading and research.				<u>Stories with historical settings:</u> New chapter or scene linked to novel/story with historical setting. Presentation linked to reading, e.g. <i>Is Fagin a hero or a villain?</i>				<u>Film and play scripts:</u> Write a play script for a new scene of a familiar film or book (storyboard, detail to include camera angles, direction etc).		<u>Classic Narrative Poetry:</u> poem, or verse, based on a model.	

Year 6

Autumn Term

	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15	Wk 16
Y6	<u>Survival</u>								<u>Super Sleuths</u>							
	<u>Novel as a theme</u> A debate related to an issue from the chosen text. A survival/adventure story.				<u>Biography</u> Carry out research, write and present a biography		<u>Poetry – Songs & Lyrics</u> Oral presentation Reflections to songs and poems.		<u>Poems with Imagery</u> Poem(s) which use powerful imagery.		<u>Detective/Crime Fiction</u> A detective story to entertain and intrigue children in another class.			<u>Explanations</u> An explanation linked to learning experiences in another subject,		
	Spring Term															
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11					
	<u>Heroes and Villains</u>							<u>Britten's Got Talent</u>								
	<u>Older Literature: Shakespeare</u> A scene for a story or a new chapter, drawing on the writing style of a particular author.		<u>Information Text Hybrid</u> An information text containing a mixture of non-fiction text types and forms, e.g. a speech containing elements of persuasion, recount and report.				<u>Balanced Argument</u> Plan and write formal debates and balanced arguments.		<u>Classic Fiction</u> A new story or chapter using characters and/or plot structures from a classic novel			<u>Persuasion: A formal Review</u> A formal review of a live theatre or a live music performance.				
	Summer Term															
	Wk1	Wk 2	Wk3	Wk 4	Wk5	Wk6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12				
	<u>Oh I do like to be beside the Seaside</u>															
	<u>Short Stories with flashbacks</u> A story told in flashback.				<u>Discussion and debate</u> A discursive essay. A formal debate.		<u>Classic Narrative Poetry</u> Response to the poem in another text type		<u>Novel as a Theme</u> <ul style="list-style-type: none">A range of writing outcomes linked to the novel, e.g. <i>diary, letter, internal monologue, summary, prediction.</i>Character description(s) written in the style of the author. A chapter for a novel.			<u>Recount: Autobiography</u> <ul style="list-style-type: none">A fictional person linked with the seaside, A character from the class novel.			<u>Poems on a Theme</u> A poem based on a model.	