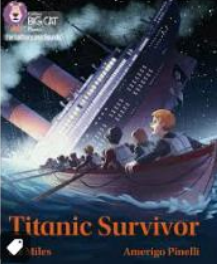
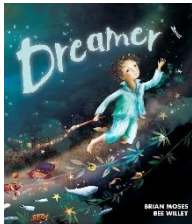
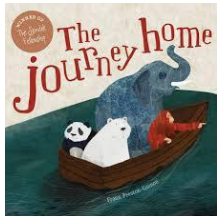
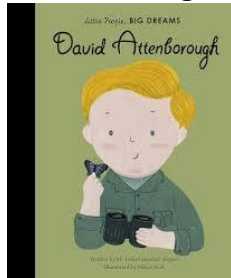
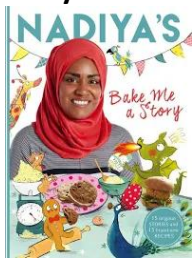


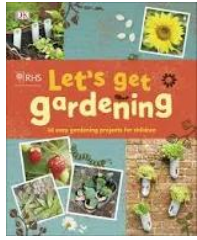
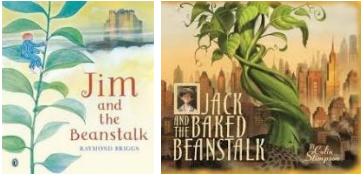

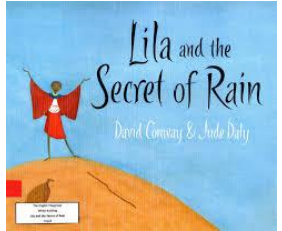
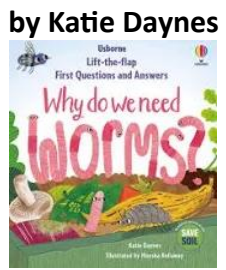
Westdale Infants Long Term English Overview (2025-2026)



Year 2

<p>Autumn 1</p> <p>Sailing the Seven Seas</p> <p>Geography links – Human/physical features</p>	<p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">The Treasure of Pirate Frank – by Elspeth Graham</p>  <p style="text-align: center;">Outcome: retelling a narrative – use of noun phrases to describe characters and places. Innovation of journey and character.</p>	<p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">Lost and Found – by Oliver Jeffers</p>  <p style="text-align: center;">Outcome: complete innovation of story (animal, journey & destination). Use of noun phrases and time adverbials to sequence (First, Next, Then, Later).</p>	<p style="text-align: center;"><u>Poetry</u></p> <p style="text-align: center;">I Wish I was a Pirate – by Tony Bradman</p>  <p style="text-align: center;">Outcome: performance poetry. Write their own verse “If I was a pirate, I’d...” using picture stimulus.</p>	<p style="text-align: center;"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • The Pirates Next Door - Johnny Duddle • The Pirate Cruncher – Jonny Duddle • Pirates Love Underpants – Clare Freedman • Don’t Disturb the Pirate – Rhiannon Findlay • Captain Flynn and the Pirate Dinosaurs – Giles Andreae • Class Three All At Sea – Julia Jarman
<p>Autumn 2</p> <p>The Titanic</p>	<p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">Samson’s Titanic Journey -</p>  <p style="text-align: center;">Outcome: text during Hook day and immersion week. Exposure to life on board.</p>	<p style="text-align: center;"><u>Fiction</u></p> <p style="text-align: center;">Titanic Survivor – by Liz Miles (decodable turquoise)</p>  <p style="text-align: center;">Outcome: Diary recount, first person, suffix -ed for</p>	<p style="text-align: center;"><u>Non-Fiction</u></p> <p style="text-align: center;">National Geographic Kids – Titanic – by Melissa Stewart</p>  <p style="text-align: center;">Outcome: Newspaper / historical report, capital letters for dates, people and places.</p>	<p style="text-align: center;"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • If You Were a Kid Aboard the Titanic- Josh Gregory • Titanic (Young Reading) – Anna Claybourne • The Story of the Titanic for Children – Joe Fullman • Tragedy at Sea: The Sinking of the Titanic – David Long • Titanic - The Lost Ship – Savin Sarig • RNLI water safety posters/information

		past tense, irregular past tense, emotions, adjectives.	Information and chronological order.	
Spring 1 What a Wonderful World	<p align="center">Poetry</p> <p align="center">The Dreamer by Brian Moses</p>  <p>Outcome: write their own poem. I dreamt I was a whale and no one _____. Innovate.</p>	<p align="center">Fiction</p> <p align="center">The journey home by Fran Preston-Gannon</p>  <p>Outcome: persuasive letter asking heads to adopt an animal for the year. Save the _____.</p>	<p align="center">Non-Fiction</p> <p align="center">Little People Big Dreams David Attenborough</p>  <p>Outcome: timeline activity and short biography</p>	<p align="center"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • Oraqnguatona story looking after animals • A World Full of Wildlife: and how you can protect it (Eco Explorers) – Neal Layton • Save Our Species: Endangered Animals and How You Can Save Them – Dominic Couzens • Wildlife Crossings: Protecting Animal Pathways Around the World - Catherine Barr
Spring 2 Great Fire of London	<p align="center">Fiction</p> <p align="center">Toby and the Great Fire of London – By Margaret Nash</p>  <p>Outcome: story retell with grammar focus (suffixes -ed and irregular past tense)</p>	<p align="center">Non-Fiction</p> <p align="center">The Great Fire of London Illustrated history – By Emma Adams</p>  <p>Outcome: Chronolglcal historical report. CL for dates, times, people and places. Application of vocabulary.</p>	<p align="center">Non-fiction</p> <p align="center">Nadiya’s Bake Me a Story by Nadiya Hussain</p>  <p>Outcome: Write a recipe for bread. Bullet points, numbering, imperative verbs.</p>	<p align="center"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • The Great Fire of London (Why do we remember?) – Izzy Howell • The Fire Cats of London – Anna Fargher • Toby and The Great Fire of London – Margaret Nash • The Baker's Boy and the Great Fire of London – Tom Bradman • The Great Fire of London (Young Reading Series Two) – Suzanna Davidson • Vlad and the Great Fire of London - Kate Cunningham
Summer 1 Twisted Tales and	<p align="center">Non-fiction</p>	<p align="center">Fiction</p> <p align="center">Jim and the beanstalk – by Raymond Briggs</p>	<p align="center">Non-fiction</p> <p align="center">Bean Lifecycles – By Kirsty Holmes</p>	<p align="center"><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • The Extraordinary Gardener – Sam Broughton

<p>Garden Trails</p>	<p>RHS Let's Get Gardening</p>  <p>Outcome: Instructions for growing a plant – layout numbering, sequencing, imperative verbs.</p>	<p>Jack and the Baked Beanstalk – by Colin Stimpson</p>  <p>Outcome: Innovating their own twisted tale using fronted adverbials, connectives, expanded noun phrases and ranging punctuation.</p>	 <p>Outcome: Scientific report documenting their own beanstalk growth. Comparative language.</p> <p><i>Plant part poster / information</i></p>	<ul style="list-style-type: none"> • It Starts With A Seed – Laura Knowles • Growing Green: A First Book of Gardening – Daniela Sosa • The Girl Who Planted Trees – Caryl Hart • Plant It! Grow It, Eat It: A Kid's Guide to Gardening – Little Grasshopper Books • The Big Book of Nature Art – Yuval Zommer
<p>Summer 2 Minibeasts</p>	<p><u>Fiction / Diversity.</u> Lila and the Secret of the Rain – by David Conway</p>  <p>Outcome: innovating the story ____ and the secret of the sun etc. Includes a joke/element of humour.</p>	<p><u>Non-Fiction</u> First Questions & Answers: Why do we need worms? – by Katie Daynes</p>  <p>Outcome: Scientific fact file about worms. Writing a range of questions (what, where, when, why, how...) and use of question marks. Include information for answers.</p>	<p><u>Poetry</u> Mad about Minibeasts – By Giles Andreae</p>  <p>Outcome: write their own 4-line poetry to recite/ performance poetry.</p> <p><i>Shape poem for lifecycles – butterflies?</i></p>	<p><u>Supplementary books for story time</u></p> <ul style="list-style-type: none"> • Learning about Worms – Holly Duhig • The Big Book of Bugs – Yuval Zommer • Superworm – Julia Donaldson • Diary of a Worm – Doreen Cronin • Beetle Boy – MG Leonard • Do You Love Bugs?: The creepiest, crawliest book in the world – Matt Robertson • Harry the Poisonous Centipede: A Story to Make You Squirm – Lynne Reid Banks