Serenity School

Inclusion- Independence- Self-worth

KEY STAGE 2 Semi-Formal Yearly Overview 2026-2027	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Core Text/Reading	Baseline Assessments Ravi Roars By Tom Percival Lila and the Secret of Rain By David Conway	Beegu – Alexis Deacon Mae Among the Stars by Roda Ahmed	The Tunnel by Anthony Browne The Dot by Peter H Reynolds How to Hide a Lion – Helen Stephens	The Day the Crayons Quit – Drew Daywalt The Journey Home from Grandpa's – Jemima Lumley	The Boy who Biked the world by Alastair Humphreys, The trilogy The Boy Who Biked the World: On the Road to Africa The Boy Who Biked the World: Riding the Americas The Boy Who Biked the World: Flying Home Through Asia	Broken, rock, paper scissors (animated video) Or The Legend of Rock Paper Scissors by Drew Daywalt, Cyber Kicks animation or The Kick Off! – Dan Freedman *Chocolate Cake* and Other Poems – Michael Rosen
Writing Outcomes- Linked to Functional Skills.	Ravi Roars By Tom Percival To retell events from a story in order To identify a character's feelings To use adjectives to describe a character To use powerful verbs and adverbs ToTo write in first person To plan what I am going to write about To write a story using expanded noun phrases for effect To write a story using powerful verbs To write a story which details the feelings of a character ask questions To read and respond to a story Lila and the Secret of Rain By David Conway To analyse a character To create expanded noun phrases to describe a setting To write an effective setting description	Beegu – Alexis Deacon I am learning to use scientific vocabulary to describe a specific setting (Space). I am learning to write a narrative recount. I am learning to use contrasting vocabulary. I am learning to use prepositions to express time, place and cause. I am learning to select vocabulary to advance the action. I am learning to use different clauses to extend sentences (main, subordinate, relative). I am learning to identify and use fronted adverbials. I am learning to identify and record relevant information. I am learning to identify the key features of a specific writing genre (non-	The Tunnel I can predict what might happen from details stated or implied. I can describe and compare a character's traits. I can use short, snappy sentences to build suspense. I can use 'show, don't tell' to build suspense. I can use metaphors and personification to add to the suspense. I can use a range of features to build tension and suspense. I understand the features of a balanced argument. I can discuss both sides of an argument I can use PEE to present an argument. I can write a balanced argument. I can write a balanced argument.	The Day the Crayons Quit – Drew Daywalt I can identify the main idea in each paragraph I can understand that emotive language is used to show how the writer is feeling I can work in a group to write a reply to a letter of complaint I can use persuasive sentence starters I can use conjunctions in a persuasive paragraph I can plan a formal letter I can write the addressed and introductory paragraph in a formal letter I can write separate paragraphs for each point I can write a formal letter, including a concluding paragraph I can edit mine and a peer's	I am learning to make inferences about characters, based on what I have read I am learning to understand the difference between first, second and third person I am learning to expand noun phrases using adjectives and preposition phrases. I am learning to write a diary entry. I am learning to use impersonal language I am learning to write a set of instructions I am learning to identify the features of an explanation text. I am learning to use skimming and scanning skills. I am learning to write an explanation I am learning to make inferences based on what I have read. I am learning to understand what is meant by viewpoint I am learning to use single-clause and multi-clause	Broken, rock, paper scissors (animated video) Or The Legend of Rock Paper Scissors by Drew Daywalt, I am learning to use inference to identify and explain the range of character roles in a story. I am learning to write expanded noun phrases. I am using inference to decipher a character's personality and traits I am learning to link a character's movements and actions to their intentions. I am learning to select vocabulary that links a character's appearance to their personal. I am learning to select vocabulary that implies a character's personality and traits. I am learning to select emotive vocabulary that enhances mood and atmosphere

	To use similes to effectively describe the weather To plan an alternative version of a story To use time adverbials to write the beginning of a story To use a range of conjunctions to join clauses To write an effective story ending To prrof read and make edits to my narrative writing	chronological report). I am learning to use subheadings and paragraphs to organise information. I understand what it means to persuade I can deisgn a product for a persuasive advertisement I can create effective slogans I can use rhetorical questions for effect I can write a persuasive advertisement I can discuss my own point of view I can use a range of persusaive techniques for effect I can introduce my persuasive letter I can write a persuasive letter I can evaluate and edit my persuasive writing Skills to be taught / LO: Mae Among the stars I can retrieve and record information from non fiction I can identify the features of a biography I can use organisational features to group related information I can choose nouns and pronouns appropriately to avoid repetition I can use conjunctions, adverbs and prepositions to make the order of events clear I can plan a biography I can use the possessive apostrophe to indicate possession I can use a range of sentence structures in my writing I can assess the effectiveness of my own writing I can ask and answer questions based on a biography	The Dot To explore synonyms. To explore angry language and how anger is expressed in literature. To write a poem about anger. To punctuate speech accurately To write a short dialogue. To generate story ideas. To plan a story. To write a story which includes descriptions and speech. To complete and edit a story. To tell the boy's story. How to Hide a Lion – Helen Stephens I can identify the purpose of a range of instructions I can identify the structure of instructions I can identify the features of instructions I can use imperative verbs and adverbs for effect I can use time conjunctions and fronted adverbials to order instructions I can identify the purpose of a range of instructions I can identify the structure of instructions I can identify the features of instructions I can use imperative verbs and adverbs for effect I can use time conjunctions and fronted adverbials to order instructions I can use simple organisational devices	formal letter The Journey Home from Grandpa's – Jemima Lumley I can fiand the different features of a diary I can create a word bank I can write descriptive sentences I can work in a team to group write a paragraph for a diary I can use fronted adverbials into my writing I can plan a diary entry I can write the main body of my diary I can complete my diary entry I can edit my diary. *Around the World Serenity- Using texts from origins within the classroom:* I can learn about different countries I can locate different countries in the world I can talk about traditions and culture I can learn about diversity I can learn about tolerating different cultures and traditions	sentences. I am learning to use viewpoint in a letter. I am learning to use commas after fronted adverbials I am learning to improve my word choice by using a thesaurus. I am learning to use persuasive language I am learning to identify persuasive devices I am learning to take my own notes using skimming and scanning techniques I am learning to write a persuasive text. I am learning to evaluate and edit my work I am learning to articulate and justify my opinions I am learning to write a Haiku I am learning to use apostrophes for plural possession I am learning to identify the features of a biography. I am learning to plan a biography. I am learning to write a biography I am learning to retrieve and record information from nonfiction I am learning to identify the features of a magazine article. I am learning to write a magazine article I am learning to use inference about a character's feelings, thoughts and actions in my writing.	I am learning to use a range of language and vocabulary devices to infer a shift in mood and atmosphere I am learning to select vocabulary that suggests a specific genre/ persona I am learning to select vocabulary that links a character's movements and actions to their intentions. Cyber Kicks animation or The Kick Off! – Dan Freedman I am learning to recognise the features and language of advertisements I am learning how alliteration and rhyme are used in advertisements I am learning to write effective slogans I am learning about the impact of positive and negative language I am learning about the impact of objective and subjective language. I am learning to use intensifiers to persuade I am learning how to directly appeal to the reader to persuade. I am learning to use conjunctions effectively in an advertisement I am learning to plan a persuasive advertisement. I am learning to write a persuasive advertisement *Chocolate Cake* and Other Poems – Michael Rosen I can use volume and expression to change the impact of a poem. I can study a poem to understand what it means and how it should be performed. I can plan a performance of a

			within my writing I can compose and rehearse sentences orally I can discuss and record my ideas I can use a range of conjunctions to join clauses I can assess the effectiveness of my own and others' writing			poem with a partner to include effective use of volume and expression.
Maths	Place Value Addition & Subtraction Multiplication & Division	Multiplication & Division Measure Decimals	Fractions Mass & capacity Length	Shape and Space Time	Money Position and Direction	Handling Data Statistics Shape and Space
Assessments	Baselines	End of Topic Assessments for all units. End of half term Assessments	End of Topic Assessments for all units. End of half term Assessments	End of Topic Assessments for all units. End of half term Assessments	End of Topic Assessments for all units. End of half term Assessments	End of Year Assessments
My Independence/PSD	RE-Festivals – How do ancient stories influence modern celebrations? PSHE- Healthy relationships – Are friendships ever perfect?	RE- Holy Week- What do the stories say and what is their meaning? PSHE – Communities- What does it mean to be British?	RE- Rites of Passage: How do communities mark growing up? PSHE -How can I manage my emotions.	RE- Spirituality – How do music and silence express belief? PSHE- Healthy Relationships How can I help my family?	RE-Pilgrimage Why might some people visit Jerusalem, Karbala or Makkah. PSHE- Physical Health – How can I get active and eat well everyday.	RE-How is art used in religion and spirituality? PSHE-Puberty – How will I change as I grow up?
The World Around Us	History: Significant individuals: how did they change the world?	Geography: Hot places: where are they and what are they like?	History: Bronze and Iron Age Britain: how did life change during this time?	Geography: Settlements: where do people live and why?	History: Queen Victoria: how did Britain change during her lifetime?	Geography: Mountains and volcanoes: what, where and why?
Science	Introduction to the human skeleton and muscles	Rocks and Soils	Introduction to light and shadows	Living things and the environment	What Plants need and what they do?	Introduction to States of Matter and changing states.
Creativity Skills	Art- Drawing and Painting to create sketch books to record their observations and use them to review and revisit ideas. Food- understand and apply the principles of a healthy and varied diet Music- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Art- Sculpture and Digital Design. Design a New Planet for Beegu Use: Paint Sketchpad Canva for Education Adobe Express DT- Beegu Design and Make a Spaceship (Structures)	ART Perfect Patterns: drawing and design Design a New Planet for Beegu Use: • Paint • Sketchpad • Canva for Education • Adobe Express DT The Tunnel – Anthony Browne Structures – Bridges and Tunnels Investigate different	ART Art that travels: stories, land and journeys. Drawing from imagination. Using colour purposefully. Collage and mixed-media techniques. Creating maps and pathways. Evaluating and discussing artistic choices. DT- based on the day the crayons Quit Travelling Crayon Carry Case (Textiles) Skills: • Sewing • Joining fabric • Designing for a user	ART About great artists, architects and designers in history. Maps to explore identity, journeys, and imagination. DT Sewing. Music- • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	ART Collage and Mixed Mastery To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] Food- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed Music- • develop an understanding of the history of music

		• Investigate what makes a spacecraft strong and stable. • Design Beegu a new spaceship to help her return home. • Build a model using recyclable materials. DT Skills: • Designing for a purpose • Measuring and assembling • Evaluating effectiveness Music- • improvise and compose music for a range of purposes using the inter-related dimensions of music	types of tunnels and bridges. Design and make a model tunnel that is strong enough for a toy vehicle. • Explore how engineers build tunnels safely. Outcome: Create a freestanding tunnel using card, paper or recycled materials. Music- • listen with attention to detail and recall sounds with increasing aural memory	• Evaluating a finished product Design purposeful products. Generate, develop and communicate ideas. Select from and use a range of materials and components. Evaluate products against design criteria. Build structures and explore how they can be made stronger and more stable. FOOD- Design a Rainbow Fruit Salad DT Skills • Preparing ingredients safely • Peeling, cutting and slicing • Selecting healthy ingredients • Evaluating a finished product Music- • use and understand staff and other musical notations		
Physical Development	Use running, jumping, throwing and catching in isolation and in combination Swimming and water safety	Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Swimming and water safety	Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Swimming and water safety	Perform dances using a range of movement patterns. Swimming and water safety	Take part in outdoor and adventurous activity challenges both individually and within a Team. Swimming and water safety	Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Swimming and water safety

My Computing	Understand computer networks including the internet. how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Create a PowerPoint on Climate Change.	Use technology safely, respectfully and responsibly. Recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Artificial intelligence – Hand Bots – how is AI changing our world? Coding – use Scratch to create jam art. How do factories work? Where does the food we eat come from?	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Use sequence, selection, and repetition in programs, work with variables and various forms of input and output.	Select use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
Visits	Trip: Link:	Trip: Link:	Trip: Link:	Trip: Link:.	Trip: Link:	Trip: Link: