














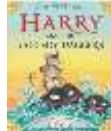











English Year 1/2 Overview 2024 – 2025	
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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
Autumn Core Texts	English Link - History - Changes within living memory - toys							Geography – Local Area Y2- The needs of humans/animals to survive, including keeping healthy							
	<p>The bear who nothing to wear – Willis &amp; Fitzgerald</p> 	<p>Boris starts school – Weston &amp; Warnes</p> 	<p>Already have a class teddy that goes missing. Day 2 other bears go missing &amp; there are foot prints.</p> <p>The teddy robber – Beck</p>		<p>Have a teddy bears picnic to celebrate finding the bear</p> <p>Watch clip &amp; voiceover</p> <p>Fact page about teddy bears</p>	<p>(Bears coming to life eg. Winnie the Pooh)</p> <p>What's in the box? Millum</p> <p>The toy's playtime – Mitton</p>	<p>Link to geog. topic</p> <p>Watch a walk around the local area / Google maps</p> <p>Maya's Walk – Butterfield &amp; Geyer/ Chasing rainbows – Grant</p>  	<p>Bog Baby – Willis</p> <p>Don't show front cover until later</p> 		<p>Whiffy Wilson the wolf that wouldn't wash – Hart &amp; Lord</p>  <p>Image of a clean wolf!</p> 					
Writing Outcomes	<p>Discuss how bear felt in his different outfits – use images of him/emoji for emotions – Design an outfit that you think bear would love – write a simple sentence</p>	<p>Opportunities to write in simple sentences</p> <p>Draw the class teddy and write a simple sentence about it.</p> <p>Write a sentence about why the animals are scared.</p> <p>He is big.</p> <p>He has claws.</p> <p>He had huge claws and sharp teeth (Yr 2)</p> <p>How did Boris feel?</p> <p>Speech bubble from a rat.</p>	<p>A missing poster for our class bear.</p>	<p>A story map of the journey from Tom's house to the Giant's door – orally retell/ write a simple narrativ e.</p>	<p>Giant sends a thank you letter to Tom for helping him find his teddy.</p>	<p>An information page / booklet about the history of bears.</p>	<p>A list poem about the toys coming to life</p> <p>Eg The doll danced.</p> <p>Developed in Yr 2</p> <p>The monkey jumped out. (using prepositions / adjectives)</p> <p>The cheeky monkey jumped out.</p>	<p>A recount of a walk around the local area .</p>	<p>A list poem about all the different things that she sees in the story</p>	<p>Verbally explore travelling through the woods looking for the pond.</p> <p>Have you seen a Bog Baby poster? (character description)</p>	<p>Instructions for looking after Bog Baby:</p> <p>Eg. Cuddle the Bog Baby</p> <p>Cuddle the Bog Baby so he feels happy.</p>	<p>Discuss why they think Bog Baby is ill and what they should do.</p> <p>3 sentences about him being poorly.</p> <p>Speech bubble as the Bog Baby telling them how he feels and asking for help.</p>	<p>Make own Bog baby.</p> <p>Yr 1 retell the story simply.</p> <p>Yr 2 Create a story about the day the Bog Baby came to the school</p> <p>Story map the idea and write a simple story. (see modelled text in file)</p>	<p>A speech bubble from Dotty telling him why it is important that he is clean.</p> <p>A letter of apology from Whiffy to his Mum explaining that he will not be naughty again</p>	<p>Tell the story about his cousin Wolffy who is always clean. Whiffy &amp; Dotty want to show him how to enjoy being muddy! Work together to create a story that pupils can recreate.</p>
GPS	<p>Speak in sentences</p> <p>Hold a sentence</p> <p>See simple sentences modelled</p>	<p>Consolidate prior learning - The demarcation of a simple sentence with capital letters and full stops that include a subject (noun) and verb (is).</p>		<p>Orally rehearse simple prepositions (looking for the giant's bear) eg. under...</p> <p>Yr 2 - A series of demarcated sentences.</p>		<p>Check that the sentences make sense.</p> <p>Yr 2 include co-ordinating/ subordinating conjunctions</p>	<p>Each</p>	<p>Use the personal pronoun I with capital letter.</p> <p>Use 'and' to join ideas</p>	<p>Yr 1 Use simple adjectives if appropriate</p> <p>I saw a red leaf.</p> <p>Yr 2 superlatives</p> <p>I saw the reddest leaf.</p>	<p>Yr 1 Simple sentences</p> <p>describing the Bog Baby</p> <p>Yr 2</p> <p>Developing the use of noun phrases to describe.</p>	<p>Yr 1 Question sentence at beginning of instruction.</p> <p>Eg Do you want to find the map?</p> <p>Yr 2 include co-ordinating conjunctions</p>	<p>Yr 1 Use of co-ordinating conjunction and</p> <p>Yr 2 Use of sub-ordinating conjunction because</p>	<p>Yr 2 Use story language to give the text a strong structure</p> <p>eg. First, then, next</p>	<p>Yr 1 Use of question sentences</p> <p>Yr 2 subordinating conjunctions</p> <p>eg If you do not wash you will stink!</p>	<p>Yr 1 Superlatives to describe Wolffy the wolf</p> <p>Yr 2 Using co-ordinating and subordinating conjunctions</p>
Wrap around	<p>Everywhere Bear – Donaldson &amp; Cobb</p> 			<p>Old Bear/ Little Bear and the silver star – Hissey</p>  			<p>On the way home – Murphy</p> 		<p>The King of the tiny things – Willis</p> 		<p>Whiffy Wilson – the wolf who wouldn't go to bed! – Hart &amp; Lord</p> 				

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Spring Core Texts	Space						Growth							
	<p>Man on the Moon – Bartram</p> 			<p>Neil Armstrong / Mae Jemison – Little People Big Dreams – Sanchez Vegara</p>  <a href="https://youtu.be/Ea61AFJ6dk0?s=i=QBoYI8bjBRfpaVzN">https://youtu.be/Ea61AFJ6dk0?s=i=QBoYI8bjBRfpaVzN</a> <a href="https://youtu.be/fIPFIY8hEck?s=P-XDd9d7KHblAx4f">https://youtu.be/fIPFIY8hEck?s=P-XDd9d7KHblAx4f</a> (see writing models)		<p>Space Poems – Morgan/ A Rocketful of Space Poems Foster &amp; Paul</p>  <p>Star travelling - Collett</p> <p>Mr Rocket dreamed - Cookson</p>		<p>Big Bad Owl – Smallman</p> 			<p>The Great Fairy tale search – Whelon/ Mixed up Fairy Tales – Sharratt</p>  <p>The original story of Jack and the beanstalk- Hardy//</p>  		<p>Jack and the Jelly bean stalk – Mortimer &amp; Pichon</p>  <p>Plastic ivy covered in jelly beans</p>	<p>Poems about growing</p> <p>Eg. Five little seeds /Planting /Planting tiny seeds</p> <p>From Seed to plant – Schuh</p>  <p>PowerPoint – The life cycle of a sunflower</p>
		<p>You Choose in space – Goodhard &amp; Sharratt</p> 								<p>Use clip of the animated Big Bad Owl to inspire role play.</p>				
Writing Outcomes	<p>Read book and discuss all the things that Bob did before the tourists come</p> <p>Act out going to the Moon as tourist look at images to support this.</p> <p>Postcard from the child to recount the visit</p>	<p>Description of the alien that sneaked onto the rocket ship</p> 	<p>A simple narrative story of what happened when the alien sneaked back to earth with Bob. Use images from the book and props to create a class story that the children can emulate or innovate from</p>	<p>Show them different books from the Little People Big dreams series for comparison. Discuss why they have been written. Watch the clip about Neil Armstrong. Introduce the Neil Armstrong version, generate facts about him, create a timeline to help organise them, model how to write simple sentences</p> <p>A time-line about Neil Armstrong</p> <p>A simple biography about his life and achievements.</p>		<p>Enjoy different poems from the anthology</p> <p>Perform their favourites</p> <p>Class poem based on Cookson's Space Counting Rhyme</p>	<p>Setting description of the first page of the book – cupcake wood. It should capture what an amazing place it is!</p>	<p>Character description of Scowl to show how grumpy he is.</p>	<p>Pupils wear owl mask and go into role as Scowl sitting on his grumpy branch.</p> <p>Speech bubble as an angry owl explaining exactly why he is so furious!</p> <p>Speech bubble as a kind bird trying to find out why Scowl is so grumpy and give solutions to help him.</p>	<p>Letter of apology from Scowl to the animals of cupcake wood to say sorry for all his terrible behaviour.</p>	<p>Look at The Great Fairy Tale Search and discuss what story it might be. Look at Mixed up Fairy Tales. Read a version of the original story and story map it. Retell the story but focus on the climbing of the beanstalk and meeting the giant.</p>	<p>Teacher brings in jelly beanstalk and shows front cover of the book. Predict a possible storyline (eg what is at the top and what does Jack do?) &amp; use to generate story map and work together Model into coherent sentences to support their independent writing.</p>	<p>Link to the growing of a beanstalk and look at different plant life cycles. Read the poems to prompt the pupils. Show them the images of the growing sunflower, sequence and annotate with simple sentences. Create a simple explanation text.</p>	
	Yr 1: Demarcated sentences Question & statement sentences Yr 2: Co-ordinating & Subordinating conjunctions eg. because, so, when & if	Yr 1: use of adjective to describe alien in sentences. Yr 2 Expanded noun phrases using commas in a list Subordinating conjunction if If you see the alien....	Yr 1: Coordinating conjunction and Yr 2: Co-ordinating & Subordinating conjunctions Apostrophe for possession eg. Bob's rocket, Bob's bath	Yr 1: Demarcated sentences Question & statement sentences Yr 2: Co-ordinating & Subordinating conjunctions to explain how he became an astronaut eg. because, so, when & if		Yr 1: Noun phrases Yr 2 : Present tense verbs & prepositions	Year 1 Focus on the demarcation of the sentences to build up pupils' confidence. Year 2 To use subordinating and co-ordinating conjunctions in a meaningful way to embed them							
							KS1: Present tense verbs  KS 1: To use superlatives to describe the place and the animals.	KS 1: Present tense verbs/ expanded noun phrases.	Yr 2 apostrophes within contractions eg. I'm, don't	Yr 2 apostrophes within contractions eg. I'm, don't	KS1 Different sentence types that capture the story sequence.  Use appropriate verbs to describe Jack's actions.	KS 1 Use layout for a simple explanation text eg. heading, suheading, arrows, captions, verbs Yr 1 Use a question sentence as a subheading.		

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Summer Core Texts	Hair!				Coast and seaside					
	Me and my hair – Kinloch (a core text dipped into across the unit of work) 				Harry and the Jaggedy Daggers – Fearnley  Cbeebies version of the story narrated by Steven Graham				Poems about the seaside – chosen by Brian Moses 	
	Images of the teacher with different hair dos over the years Images of different sorts of hair <b>The hairy poem – Zetter (use the PowerPoint)</b>	<b>Invitation to a hair party</b> Core text page  <b>Daddy Hairdo – Martin &amp; Powell</b> 	<b>Hair love - Cherry &amp; Harrison</b>  Hair love animation Clips about doing hair dos/hairdresser in school Core text page 6 & 7 / pg 18 & 19 	<b>Hair Party hair parade</b> Share different stories about hair <b>Maxwell the monkey barber – Atkinson / I don't want curly hair- Anderson</b>  <b>Rapunzel – Perkins &amp; Sreenivasan/ Very Little Rapunzel – Heapy</b> 	<b>Look what I found – Butterfield</b>  clip of going to the beach Photos of the teacher at the seaside to bring the topic to life Props for small world to supplement the text eg. a mouse, the sea, a boat	Read until Harry has to avoid the big ships page.		Over the next weeks, read the rest of the story and listen to Cbeebies version of the story to create a story S to capture what happens to Harry and how he carries on his job in his new cup boat. Read up until Samina loses her beloved egg	Variety of different shells	
Writing Outcomes	<b>A list poem about the class hair.</b> Explore the different types of hair in the class – <i>look at the colour, the style etc.</i> Share the page from the fact book to help them think about how hair is different. Show them the poem and collect adjectives about the class hair to help create a class poem.	<b>A thank you letter, to the head teacher, in reply to the hair party invitation.</b> Show them the invitation to the party and discuss what sort of hair they might have. Read them <b>Daddy Hairdo</b> and show them different wonderful hair ideas. Ask them to draw their design. Model how to reply to the invitation.	<b>A short narrative</b> describing how the dad felt when he couldn't do the hair do for his daughter. <b>Instructions for helping the Dad do the girl's hair.</b> Use an old wig to try and show how hard it is to style hair. Watch a hairdresser style someone's hair. Ask pupils to give oral instructions. Model how to construct the instruction with their knowledge.	<b>Character description of Maxwell</b> the monkey barber about how wonderful he is at his job. (see the model text on the PowerPoint) Model how to use adjectives and superlatives to describe all the amazing hairdos he can do.	Open up the discussion about the seaside – show them photos of the teacher at the seaside and then share <b>Look What I found</b> with them to facilitate talk. <u>Introduce the book but not the front cover:</u> Introduce the idea of a story book about the seaside and share the map from the book and ask them to work in pairs to find everything they can about Bottlenose Bay. What do they want to find out about this story world. What do they think could happen ? Is there any danger here?  Put their ideas on the working wall.  Share the couple of pages about Harry, the	<b>Narrative of Zephyr and the Jaggedy Daggers smashing the boat.</b> Predict the next part of the story from the words on the page ' <b>But the wind and sea can make mischief too.</b> ' Read the next page and ask them to act it out and then imagine how the page would be illustrated. Show them the page to see if they are right. Read them what happens to the boat when it is smashed by the Jaggedy Daggers. Retell the story to each other making it as exciting as possible to ensure that they know it using props. Teacher models writing this part of the story out and reads it aloud to see if it's exciting enough.  Collect the verbs of destructions eg. <i>smashed, crashed, crushed</i>	<b>Speech bubble of the Jaggedy Daggers – Teacher</b> , and then children, go into role as a Jaggedy Daggers to rehearse what they are going to say to Harry to threaten him and his boat. Share other children's versions from the PowerPoint examples. Show the pupils how to use superlatives to make the Jaggedy Dagger more threatening <i>Eg I'm the meanest rock in the seven sea so beware.</i> Ensure the model for Year 2 has end of year expectations eg <i>contractions, superlatives, conjunctions..</i>  Ensure pupils have the opportunity to return	Read the next nine pages and create another story S capturing the rescuing of the eggs. Pupils act out the story with the props eg. <i>eggs, spoons</i> Children read the text out loud to make sure it's gripping for the listener Use the illustrations to underpin the writing of their own version of this part of the story. Ensure pupils have the opportunity to return to their drafts to <b>proof read and edit them.</b> Create a published piece: 	Read a variety of poems from the anthology and discuss them with the children <b>Shells – Bertulis</b> Bring shells into class, sort them and talk about the colours, sizes and shapes – Introduce a word bank to extend vocabulary. Read the poem and generate ideas about creating a poem about shells. Focus on finding the appropriate <b>adjective</b> . <b>Year 2 can extend the phrasing and description</b> <b>Treasure Chest – Williams</b> A question poem full of descriptive language Pupils look at the treasure to help create the questions that	

					<p>harbour mouse and teach them how to write coherent sentences to create a character description to introduce him. Yr 1 Aim for 6 sentences &amp; Yr 2 aim for a longer piece.</p> <p>Create his world with small play.</p>		<p>to their drafts to <b>proof read and edit them.</b></p> <p><b>Narrative of the saving of Samina's eggs</b></p>		could be asked and write their own.
Text Knowledge & GPS	Yr 2 Opportunity to consolidate the end of KS 1 standards for sentence level and word choice independently. To write coherently with accurate demarcation using the different sentence types and punctuation marks. Use appropriate past and present verb tenses. Use co-ordinating and subordinating conjunctions. Ensure pupils have the opportunity to use commas in a list, apostrophe for possession/contraction and use a variety of suffixes to secure GD if appropriate for the more able writers.								
	<p>Yr 1: To begin to <b>sort adjectives about hair</b> eg colour, length</p> <p>Yr 2: Use expanded noun phrases to describe the class hair. Use <b>commas in a list to organise these adjectives.</b></p>	<p>KS 1: Use <b>expanded noun phrases</b> to describe their hairdos.</p>	<p>KS 1: <b>Past tense verbs</b> to capture the action</p> <p>Yr 2: Use <b>co-ordinating conjunctions and sub-ordinating conjunctions</b> to give more detail.</p> <p>KS 1: Use <b>present tense verbs</b> consistently</p>	<p>KS 1: Use the <b>four different sentence types with accurate punctuation. Use the conjunction and to give more details to the sentence.</b></p> <p>Yr 2: <b>Use a variety of conjunctions</b> to ensure that the <b>Use contracted form</b> to show how sorry he is in a friendly way eg. I'm</p>	<p>Response to the map</p> <p>KS 1: Use the <b>four different sentence types with accurate punctuation. Description of Harry</b></p> <p>Yr 1 1: Use <b>noun phrases</b> to describe Harry.</p> <p>Yr 2: <b>Expanded noun phrases &amp; commas in a list</b> to describe what he does.</p> <p>Eg He looks after big ships, ferries and dingies.</p>	<p>KS 1: Use their <b>story telling skills</b> to impart the tale.</p> <p>KS 1: Use the <b>four different sentence types with growing accuracy. Use past tense verbs</b> consistently to retell the story.</p> <p>Yr 2: Use <b>appropriate adjectives and verbs</b> to bring the story to life (extend more able with adverbs)</p>	<p>KS 1: Use the <b>four different sentence types with growing accuracy. Use present tense verbs</b> to threaten Harry.</p> <p>Yr 1: Use <b>conjunctions</b> for explaining the threat from the Jaggedy Dagger eg and / so.</p> <p>Yr 2: Use of the <b>contracted form</b> to capture the voice of the Jaggedy Daggers eg. I'm the meanest... you're the weakest.</p>	<p>Yr 1: Consistent use of <b>past tense verbs.</b></p> <p>Use of different sentence types to help reading aloud.</p> <p>Use of <b>adjectives and verbs</b> to bring the action alive.</p> <p>Yr 2: See above standards for end of KS 1 standards.</p>	<p>KS 1: Use <b>adjectives</b> to develop description and lead to use of expanded noun phrases.</p> <p>Use question marks accurately within the second poem.</p> <p>Yr 1: Use <b>verbs</b> to create the sounds of the seaside. Play with alliteration when describing what was in the treasure chest.</p>