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| sd | **English Year 1/2 Overview 2024 – 2025** | | | | | | | | | | | | | | | | | | | | | | | | | |  |
|  | **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** | | | | | | | | | | | | | **Our local area** | | | | | | | | | | | | | |
| **The bear who nothing to wear –** Willis & Fitzgerald | | **Boris starts school –**  Weston & Warnes | | | **Already have a class teddy that goes missing. Day 2 other bears go missing & there are foot prints.**  **The teddy robber** – Beck | | | | | **Have a teddy bears picnic to celebrate finding the bear**  **Watch clip & voiceover**  **Fact page about teddy bears** | | (Bears coming to life eg. *Winnie the Pooh*)  **What’s in the box?** Millum  **The toy’s playtime –** Mitton | **Link to geog. topic**  **Watch a walk around the local area / Google maps**  **Maya’s Walk –** Butterfield & Geyer/ **Chasing rainbows –** Grant  IMG_4520 | | | | **Bog Baby** – Willis  Don’t show front cover until later | | | | | | | | **Whiffy Wilson the wolf that wouldn’t wash –** Hart & Lord    Image of a clean wolf! | |
| **Writing Outcomes** | **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** | | **Opportunities to write in simple sentences**  **Draw the class teddy** and write a **simple sentence** about it.  Write a sentence about **why the animals are scared**.  *He is big.*  *He has claws.*  *He had huge claws and sharp teeth (Yr 2)*  **How did Boris feel?**  **Speech bubble from a rat.** | | | **A missing poster** for our class bear. | **A story map** of the journey from Tom’s house to the Giant’s door – *orally retell/*  *write a simple narrative.* | | **Giant sends a thank you letter** to Tom for helping him find his teddy**.** | | **An information page / booklet** about the history of bears. | | A list poem about the toys coming to life  *Eg The doll danced.*  ***Developed in Yr 2***  *The monkey jumped out*. (using prepositions  / adjectives)  *The cheeky monkey jumped out.* | **A recount of** a walk around the local area **.** | | **A list poem about all the different things that she sees in the story** | | **Verbally explore travelling through the woods looking for the pond.**  **Have you seen a Bog Baby poster?**  **(character description)** | | **Instructions for looking after Bog Baby:**  *Eg. Cuddle the Bog Baby*  *Cuddle the Bog Baby so he feels happy.* | | **Discuss why they think Bog Baby is ill and what they should do.**  **3 sentences about him being poorly.**  **Speech bubble** as the Bog Baby telling them how he feels and asking for help. | | **Make own Bog baby.**  **Yr 1 retell the story simply.**  **Yr 2 Create a story about the day the Bog Baby** came to the school  Story map the idea and write a simple story. (see modelled text in file) | | **A speech bubble** from Dotty tellling him why it is important that he is clean . | Tell the story about his cousin Wolfy who is always clean. Whiffy & Dotty want to show him how to enjoy being muddy! Work together to create a story that pupils can recreate. |
| **A letter of apology** from Whiffy to his Mum explaining that he will not be naughty again |
| **GPS** | *Speak in sentences*  *Hold a sentence*  *See simple sentences modelled* | | *Consolidate prior learning - The demarcation of a simple sentence with capital letters and full stops that include a subject (noun) and verb (is).* | | | *Orally rehearse simple prepostions (looking for the giant’s bear) eg. under…*  *Yr 2 - A series of demarcated sentences.* | | | | | *Check that the sentences make sense. Yr 2 include co-ordinating/ subordinating conjunctions* | | ***Each*** | *Use the personal pronoun I with capital letter. Use ‘and’ to join ideas* | | *Yr 1 Use simple adjectives if appropriate*  *I saw a red leaf.*  *Yr 2 superlatives*  *I saw the reddest leaf.* | | ***Yr 1 Simple sentences*** *describing the Bog Baby*  ***Yr 2*** *Developing the use of noun phrases to describe.* | | *Yr 1 Question sentence at beginning of instruction.*  *Eg Do you want to find the map?*  *Yr 2 include co-ordinating conjunctions* | | *Yr 1 Use of* ***co-ordinating conjunction and***  *Yr 2 Use of sub-ordinating conjunction because* | | *Yr 2 Use* ***story language*** *to give the text a strong structure*  *eg. First, then, next* | | *Yr 1 Use of* ***question sentences***  *Yr 2* ***subordinatin g conjunctions*** *eg If you do not wash you will stink!* | *Yr 1* ***Superlatives*** *to describe Wolfy the wolf*  *Yr 2**Using* ***co-ordinating*** *and* ***subordinating conjunctions*** |
| **Wrap around** | **Everywhere Bear –** Donaldson & Cobb **Old Bear/ Little Bear and the silver star –** Hissey | | | | | | | | | | | | | **On the way home** – Murphy | | | | **The King of the tiny things –** Willis | | | | | | | | **Whiffy Wilson –** the wolf who wouldn’t go to bed! –  Hart & Lord | |