
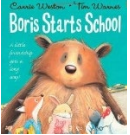
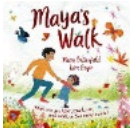
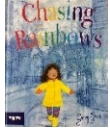

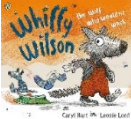


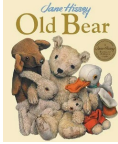

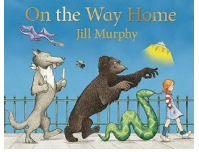

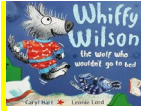


English Year 1/2 Overview 2024 – 2025

| | 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 |
|--------------------------|--|--|--|---|---|---|---|---|---|--|--|--|---|---|---|
| | English Link - History - Changes within living memory - toys | | | | | | | Our local area | | | | | | | |
| Autumn Core Texts | <p>The bear who nothing to wear – Willis & Fitzgerald</p>  | <p>Boris starts school – Weston & Warnes</p>  | <p>Already have a class teddy that goes missing. Day 2 other bears go missing & 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 & 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 & 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 & 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><i>He is big.</i></p> <p><i>He has claws.</i></p> <p><i>He had huge claws and sharp teeth (Yr 2)</i></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 narrative.</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><i>Eg The doll danced.</i></p> <p>Developed in Yr 2</p> <p><i>The monkey jumped out.</i> (using prepositions / adjectives)</p> <p><i>The cheeky monkey jumped out.</i></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><i>Eg. Cuddle the Bog Baby</i></p> <p><i>Cuddle the Bog Baby so he feels happy.</i></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 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.</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>I saw a red leaf.</i></p> <p>Yr 2 superlatives</p> <p><i>I saw the reddest leaf.</i></p> | <p>Yr 1 Simple sentences describing the Bog Baby</p> <p>Yr 2 Developing the use of noun phrases to describe.</p> | <p>Yr 1 Question sentence at beginning of instruction.</p> <p><i>Eg Do you want to find the map?</i></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 Wolfy the wolf</p> <p>Yr 2 Using co-ordinating and subordinating conjunctions</p> | | |
| Wrap around | <p>Everywhere Bear – Donaldson & 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 & Lord</p>  | | |