**Spring Term Overview Year 2 – English**

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| **Spring Term Book – One Day On Our Blue Planet...In the Antarctic** | | |
| **Topic(s) - Diary** | | **Guide Time = 2 weeks** |
| **Assessment:** | Independent piece of writing at the end of the topic will be assessed. Writing to be assessed against Y2 objectives and end of KS1 outcomes. | **Very Important Points (VIPs):**   * A diary is a book where a person writes about events and experiences. * Diary entries begin with the date and are addressed 'Dear diary'. * All sentences begin with a capital letter. * Statements end with a full stop. * Questions end with a question mark. * Adjectives describe a noun. * A noun is a person, place, name or an object.   **Fat Questions:**  Why do people write diaries?  Do you think diaries are important? Explain your answer.  Do you know of any famous people that have wrote diaries?  Why are their diaries important to us now? |
| **Links to prior learning (sequencing) and canon book** | In Year 1, children have built their stamina in order to write simple sentences in order to form short narratives.  Throughout their time in Year 2, the children have been introduced to different punctuation, subordination and co-ordination, different sentence types and expanded noun phrases to expand their ideas. |
| **Links to other learning (cross fertilisation)** | Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.  Spelling patterns should still be taught in discrete phonics sessions every day.  Thematic Links  The World Beyond Us:  What kind of creatures live in Antarctica?  What can we do to protect the creatures that live in Antarctica?  The World Around Us:  How long would it take to get to Antarctica from Pontefract?  How would you travel to Antarctica?  Modern Britain:  How does this book link to our British Values?  Healthy Bodies & Healthy Minds:  How can we help keep our minds healthy? How do we support others with their mental health?  Culture:  How does Antarctica compare to where we live?  Technology in Action:  What technology do we have that helps us travel to places such as Antarctica?  What technology do we have that enables us to see what life is like in Antarctica? |
| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year. SpaG skills will be revistited and embeded each half term. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| Week 1  Non-Fiction  Text Type: Diary  *Diary of a penguin in Antarctica.* | L1: To sequence.  L2: To identify features of a diary.  L3: To ask and answer questions.  L4: To use expanded noun phrases. | Discussing the sequence of events in books and how items of information are related.  Understand both the books that they can already read accurately and fluently and those that they listen to by: answering and asking questions  Listen and respond appropriately to adults and their peers  Consider what they’re going to write before beginning by I. saying out loud what they’re going to write about and ii. Writing down ideas.  Learn how to expanded noun phrases to describe and specify | Diary  Full stop  Capital letter  Question mark  Past, present and future  Question  Sentence  Noun  Adjective  Expanded noun phrase | GD: Encourage higher lever language / adjectives and use of conjunctions.  SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops. | The difference and definitions of each word class: noun, adjective, conjunction.  Using full stops at the end of questions instead of question marks. | Lesson 1: Introduce the children to the story stopping at different points to make predictions / ask questions. Children to discuss in pairs or groups where the penguin went, what she did, what she saw, how she might have felt etc. Children to sequence the images from the story in the correct order.  Lesson 2: Show the children some examples of different diaries. Discuss common features and how they are written. Children to work in pairs to identify features of the different diaries and complete the grid. Children to create a checklist of what they want their diaries to include.  Lesson 3: Recap the story. Role play activity - children to imagine that they are the penguin and are going on an ‘adventure’ into the Antarctic. Stick photographs / visual clues up around the classroom. Children to walk around commenting on what they can see / how they feel etc. Children to write questions to ask the penguin. Hot seating activity -children to take it in turns to ask the ‘penguin’ questions.  Lesson 4: Recap the story and previous lesson. Children to imagine they are the penguin and create a ‘senses map’ to describe how they felt, what they could see, hear, smell etc on their Antarctic adventure. Share WAGOLL and model use of expanded noun phrases to describe. |
| Week 2  Non-Fiction  Text Type: Diary  *Diary of a penguin in Antarctica.* | L1: To plan a diary entry.  L2: To use the correct tense.  L3: To use conjunctions.  L4: To edit and improve. | Use past and present tense correctly, including verbs in the continuous form.  Writing narratives about personal experiences and those of others (real and fictional).  Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  make simple additions, revisions and corrections to their own writing by:  evaluating their writing with the teacher and other pupils |  | GD: Children to use a question and an exclamation sentence in their writing. Children to be encouraged to use commas in a list.  SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops. |  | Lesson 1: Recap learning from last week. Children to imagine they are the penguin and discuss what they saw, how they felt etc on their Antarctic adventure. Children to plan their diary on to a planning grid using time adverbials to sequence.  Lesson 2: Children to use their planning grids to draft the first part of their diary. Share WAGOLL focussing on the use of correct tense. Encourage children to use expanded noun phrases to extend their ideas and correct punctuation.  Lesson 3: Children to use their planning grids to draft the second part of their diary. Share WAGOLL and address any misconceptions from yesterday. Focus on the use of conjunctions to extend ideas whilst encouraging the use of different punctuation and expanded noun phrases.  Lesson 4: Recap previous learning. Look at some different examples of diaries (children’s or teacher made). Discuss how they could be improved. Model editing and improving drafts to create a final piece of writing. |

**WEEKS 3-4**

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| **Spring Term Book – One Day On Our Blue Planet** | | |
| **Topic(s) - Information Text** | | **Guide Time = 2 weeks** |
| **Assessment:** | Independent pieces of writing at the end of each topic.  Writing to be assessed against objectives and end of KS1 outcomes. | **Very Important Points (VIPs):**   * An information text is a non-fiction text. * An adjective is a describing word. * An adjective describes a noun. * A conjunction joins two sentences together. * All sentences begin with a capital letter. * Statements end with a full stop. * Questions end with a question mark. * Adjectives describe a noun. * A noun is a person, place, name or an object.     **Fat Questions:**  What are information texts used for?  Where might you see an information text?  Are information texts important? Explain your answer. |
| **Links to prior learning (sequencing) and canon book** | In Year 1, children have built their stamina in order to write simple sentences in order to form short narratives.  Throughout their time in Year 2, the children have been introduced to different punctuation, using subordination and co-ordination and expanded noun phrases to expand their ideas. |
| **Links to other learning (cross fertilisation)** | Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.  Spelling patterns should still be taught in discrete phonics sessions every day.  Thematic Questions:  The World Beyond Us:  What kind of creatures live in Antarctica?  What can we do to protect the creatures that live in Antarctica?  The World Around Us:  How long would it take to get to Antarctica from Pontefract?  How would you travel to Antarctica?  Modern Britain:  How does this book link to our British Values?  Healthy Bodies & Healthy Minds:  How can we help keep our minds healthy? How do we support others with their mental health?  Culture:  How does Antarctica compare to where we live?  Technology in Action:  What technology do we have that helps us travel to places such as Antarctica?  What technology do we have that enables us to see what life is like in Antarctica? |
| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year. SpaG skills will be revistited and embeded each half term. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| Week 3  Non-Fiction  Text Type: Information Text  *Fact file of an Antarctic animal.* | L1: To identify features of fact files.  L2: To research information.  L3: To use punctuation.  L4: To research information. | Develop their understanding of the concepts set out in English Appendix 2: learning how to use both familiar and new punctuation correctly. | Fact file  Information  Research  Habitat  Diet  Punctuation | GD: Use of commas in a list and apostrophes.  SEND: Provide children with sentence starters for them to complete. Focus on letter formation, finger spaces and full stops. | Notes don’t need to be full sentences.  The difference between different types of punctuation.  Commas can be use instead of ‘and’ when writing a list. | Lesson 1: Look at a selection of fact files about Arctic animals. Children to work in pairs / small group to identify the different features of the fact files.  Lesson 2: Children to choose an animal from the text to research (Antarctic fur seal/Humpback whale/Emperor penguin). Children to use books, fact sheets and the internet to research the habitat of their chosen animal. Children to make notes.  Lesson 3: Recap what the children found out yesterday. Share WAGOLL. Children to write up what they have found out about their animal’s habitat using correct punctuation.  Lesson 4: Children to use books, fact sheets and the internet to research the diet of their chosen animal. Children to make notes. |
| Week 4  Non-Fiction  Text Type: Information Text  *Fact file of an Antarctic animal.* | L1: To use conjunctions.  L2: To use different sentence types.  L3: To draft my work.  L4: To edit and improve my work. | Learn how to use:  - Subordination and co-ordination  - sentences with different forms: statement, question, exclamation, command  make simple additions, revisions and corrections to their own writing by:  -evaluating their writing with the teacher and other pupils | Conjunction  Sub-ordinating conjunction  Co-ordinating conjunction  Sentence types  Statement  Question  Exclamation | GD: Consolidate the above, ensuring sentences are extended where possible. Encourage use of varied sentence openers.  SEND: Children to write simple sentences about their chosen animal. | The difference between subordinating and coordinating conjunctions.  The difference between different sentence types. | Lesson 1: Recap what the children found out last week about their chosen animal’s diet. Share WAGOLL. Children to write up what they have found out using conjunctions to extend their ideas.  Lesson 2: Children to research some “other interesting facts” about their chosen animal.  Look at some different sentence types together – Children to write a statement, a question and an exclamation sentence about their chosen animal.  Lesson 3: Recap what the children have found out about their chosen Arctic animal. Share WAGOLL and model writing a fact file on to the fact file template.  Lesson 4: Recap previous learning. Look at some different examples of fact files (children’s or teacher made). Discuss how they could be improved. Model editing and improving drafts to create a final piece of writing. |

**WEEKS 5-6**

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| **Term 3 Book – One Day on our Blue Planet** | | |
| **Topic(s) - Fiction, Narrative.** | | **Guide Time = 2 weeks** |
| **Assessment:** | Independent pieces of writing at the end of each topic.  Writing to be assessed against objectives and end of KS1 outcomes. | **Very Important Points (VIPs):**   * Sentences begin with a capital letter. * Sentences end with some punctuation, like a full stop. * A story must be in order for it to make sense. * Proper nouns (names) always need a capital letter. * Traditional tales are written in the past tense. * A narrative refers to the story being told. * Features of a narrative include; character description, setting description and a clear beginning, middle and end. * Physical appearance refers to the looks of something. * Personality refers to the characteristics and qualities of a person. * An adjective is a word describing an attribute of a noun. * Effective setting description uses appropriate language to describe what can be seen, heard, felt, the weather and the time of day.   **Fat Questions:**  Why does a story have a begining middle and end?  Why do you think the topic of the Arctic is so important?  How would you change the story if you were to re write it?  How can retelling your story outloud to someone else help you check you have sequenced it correctly?  How could you make your writing even better?  Why are stories important? |
| **Links to prior learning (sequencing) and canon book** | In Year 1, children have built their stamina in order to write simple sentences in order to form short narratives.  Throughout their time in Year 2, the children have been introduced to different punctuation, using subordination and co-ordination, differenent sentence types and expanded noun phrases to expand their ideas. |
| **Links to other learning (cross fertilisation)** | Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.  Spelling patterns should still be taught in discrete phonics sessions every day.  The World Beyond Us:  What kind of creatures live in Antarctica?  What can we do to protect the creatures that live in Antarctica?  The World Around Us:  How long would it take to get to Antarctica from Pontefract?  How would you travel to Antarctica?  Modern Britain:  How does this book link to our British Values?  Healthy Bodies & Healthy Minds:  How can we help keep our minds healthy? How do we support others with their mental health?  Culture:  How does Antarctica compare to where we live?  Technology in Action:  What technology do we have that helps us travel to places such as Antarctica?  What technology do we have that enables us to see what life is like in Antarctica? |
| **Links to future learning** | The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children will continue to write different types of narrative each half term over the year.  SpaG skills will be revistited and embeded each half term. |
| **Character/Wider Development ('50 things', cultural capital, skills)** | Children will be exposed to writing for a variety of forms to instil a love of writing and expose children to the opportunities that proficient writing enables.  Through the work based on this canon text, children will develop their understanding of the world around us, the world’s oceans and animals that live in the world’s oceans. |

**OVERVIEW OF TEACHING SEQUENCE**

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| **Key Facts/Learning** | **Learning Focus or Key Question** | **Learning Outcomes (NC)** | **Key Words/**  **Vocabulary** | **Greater Depth/SEND** | **Misconceptions** | **Activities and Resources** |
| Week 5  Fiction  Text Type: Narrative  *Writing own version of ‘One day on our Blue Planet’* | L1: To describe a character.  L2: To write a setting description.  L3: To retell the story.  L4: To use expanded noun phrases. | Recognise simple recurring literary language in stories.  Write narratives about others (fictional).  Plan or say out loud what they are going to write about. | Sequence  Retell  Beginning, middle, end  Openers    Characters  Adjectives  Expanded noun phrases | GD: Children could change more than just one part of the story.  SEND: Children could be given sentence starters or sentence prompts to complete. Focus on phonics, finger spaces and full stops. | Which words need a capital letter, and which one do not  A short piece can be better than a much longer one  Getting the sequence of the story mixed up  Ending a narrative very briefly | Lesson 1: Recap the story ‘One day on our Blue Planet’. Children to look at pictures of penguins and work in pairs to describe how the penguin looks and acts. Then children to write a character description of the penguin.  Lesson 2: Recap the story ‘One day on our Blue Planet’. Children to look at pictures of the Arctic and work in pairs to describe how it. Then children to write a setting description.  Lesson 3: Share WAGOLL and model using the story maps to retell the story.  Lesson 4: Explain to the children that they are going to be writing their own version of the story. Explain that their story is going to have a different main character. Children to draw a picture of their new character and write some sentences to describe. |
| **Week 6**  Fiction  Text Type: Narrative    *Writing own version of ‘One day on our Blue Planet’* | L1: To use conjunctions.  L2 and L3: To draft.  L4: To edit and improve. | .  Write narratives about others (fictional).  Plan or say out loud what they are going to write about. | Tense  Prefix  Suffix  Spelling patterns  Plan  Proof read  Adjectives  Beginning  Middle  End  Key events | GD: make an ambitious word bank for other children to use when writing their own version of the story.  SEND: Use a long strip of paper and draw the key events from their own plan to help them write a sequenced story.  Word mats and sentence starters available.  The option of using a whole class plan so that they have a clear story to follow. | Ending a narrative very briefly. | Lesson 1: Model putting the new version of the story on to a story map using conjunctions to extend ideas.  Lesson 2: Model drafting the first half of the story using story maps created yesterday. Create a success criterion together and share WAGOLL.  Lesson 3: Model drafting the second half of the story using the story map and success criteria created yesterday.  Lesson 4: Recap previous 2 lessons. Discuss ways in which their stories could be improved. Children to write the final draft of their story. |