

TERM 2 OVERVIEW YEAR 1 – English

Week 1

Term 2 Book – Man on The Moon

Topic(s) - Haiku		Guide Time = 1 week
Assessment:	Teacher assessment against extended writing grids. Spelling test. Phonics reading screening and assessment. Counting syllables in a word	Very Important Points (VIPs): <ul style="list-style-type: none"> - Sentences begin with a capital letter. - Sentences end with some punctuation, like a full stop. - A space must be left between each word. - Phonics can be used to spell words effectively. - Syllables are the number of 'counts/beats' in a word. - Haiku's have 3 lines. - Haiku's consist of 2 lines of 5 syllables and 1 line of 7 syllables. Fat Questions: <ul style="list-style-type: none"> - What other types of punctuation can we use in a Haiku? - Does a Haiku have to rhyme? How would this change the poem? - How could you turn this type of poem into a song?
Links to prior learning (sequencing) and canon book	Last term, children continued to learn basic graphemes and can apply these as the prime approach for spelling words, and have learned to spell some Year 1 common exception words. They have continued to practice basic punctuation such as finger spaces, capital letters and full stops. They have had experience of encapsulating an idea in a sentence.	
Links to other learning (cross fertilisation)	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u> What planets are in the solar system? What else is in space? Moon, stars? How can we travel in space? Who has?</p> <p><u>The World Around Us:</u> What jobs/careers are related to space? What other jobs have a strict routine?</p> <p><u>Modern Britain:</u> How does this book link to our British Values? What does this book teach us about being a positive member of society?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can we help keep our minds healthy? How do we support others with their mental health?</p>	

	<p>Culture: What country does Bob live in? Which countries have been to space?</p> <p>Technology in Action: What technology do we have that helps us explore space?</p>	
Links to future learning	The skills learned this week will be built upon over the course of the year as children become more proficient writers. Children will learn different types of poetry and compare; writing their own and performing.	
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. 50 things: - Performing in front of an audience	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/ Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1: Poetry Sentence writing/ syllable counting	<p>To count syllables in words.</p> <p>To write a Haiku about Bonfire Night.</p>	<p>Sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Begin to form lower case letters in the correct direction, starting and finishing in the right place.</p>	<p>Sentence</p> <p>Word</p> <p>Letter</p> <p>Finger space</p> <p>Capital letter</p> <p>Full stop</p> <p>Handwriting</p> <p>Phonics</p> <p>Spelling</p> <p>Poem</p> <p>Haiku</p>	<p>GD:</p> <p>Counting syllables for each sentence to create own template.</p> <p>Spellings accurate and focus on checking work</p>	<p>Confusion between a line and a sentence.</p> <p>Confusion between a letter and a word.</p> <p>Thinking that each line of text needs a full stop.</p> <p>Always capitalising the word 'the'.</p>	<p>Lesson 1: Introduction to Haiku's and where they come from. Explore different types of poetry and look at the layout of Haiku's. Explain how they are made using 'syllables'. Watch the video to further explain syllables.</p> <p>http://www.watchknowlearn.org/Video.aspx?VideoID=31928&CategoryID=5529</p> <p>Variety of carpet time / table activities to cement syllable understanding. Look at syllables in a variety of fireworks/bonfire related words. Mindmap lots of words and separate into one, 2 and 3 syllable</p>

		<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>Spell some words using the phonemes taught.</p>	<p>Syllable Count/ beat</p>	<p>by reading it back,</p> <p>SEND: Structured template with single syllable words missing. Focus on firework related words to extend childrens vocabulary and spelling – pop, bang, crash, whizz.</p>	<p>Confusing over syllables and whole words.</p>	<p>words. Children to collect a word bank of 1,2 and 3 syllable bonfire related words for this week.</p> <p>Lesson 2: Explore Haiku's together and count the syllables on each line. Use strategies from yesterday to remember how to count syllables. Fill in some missing words to make the correct amount of syllables on each line. Have a go at this independently on a variety of Haiku's given – bonfire related (provide lots of wagolls for tomorrow).</p> <p>Lesson 3: Children to write own Haiku using their word banks and some templates from yesterday. Extend GD to setting their own structure. Provide templates for WT to recognise syllables missing and fill gaps.</p> <p>Lesson 4 – option to publish work and perform in front of an audience to develop speaking and listening skills.</p>

Context (big picture learning)

The poems written link to the wider event of Bonfire Night. They will be displayed and shared alongside history work taught about Guy Fawkes and art pieces created on fireworks.

Week 2-3

Term 2 Book – Man on The Moon

Topic(s) - Non-Chronological Report		Guide Time = 2 weeks
Assessment:	Continued teacher assessment against extended writing grids. Use of prefix 'un' taught last term and use of 'and' to join clauses. Assess new skill of using a question mark.	Very Important Points (VIPs): <ul style="list-style-type: none"> - Sentences begin with a capital letter. - Sentences end with some punctuation, a full stop or questions mark. - A space must be left between each word. - Phonics can be used to spell words effectively. - A question mark is used when we ask a question. - A question is a sentence that needs an answer. - Non-fiction means true facts/information. - Opinions are what you think. Fat Questions: <ul style="list-style-type: none"> - Do we have to give an answer to every question asked? - Why do we ask questions?
Links to prior learning (sequencing) and canon book	Children have already had one week of focussed work on writing a sentence. Recap use of prefix 'un' and 'and' to join clauses.	
Links to other learning (cross fertilisation)	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u> What planets are in the solar system? What else is in space? Moon, stars? How can we travel in space? Who has?</p> <p><u>The World Around Us:</u> What jobs/careers are related to space? What other jobs have a strict routine?</p> <p><u>Modern Britain:</u> How does this book link to our British Values? What does this book teach us about being a positive member of society?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can we help keep our minds healthy? How do we support others with their mental health?</p> <p><u>Culture:</u> What country does Bob live in? Which countries have been to space?</p> <p><u>Technology in Action:</u> What technology do we have that helps us explore space?</p>	

Links to future learning	<p>The skills learned this half term will be built upon over the course of the year as children become more proficient writers. Children are beginning to learn they can write for a variety of different purposes.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>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.</p> <p>Through the work based on this canon text, children will develop their understanding of what it means to have a daily routine and career as an adult. They can explore the aspect of being responsible for keeping an environment clean and having other responsibilities.</p>	

OVERVIEW OF TEACHING SEQUENCE

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 Non-Chronological report Research and fact finding	To compare fiction and non-fiction texts. To ask a question using a question mark. To research a topic using different media.	To use a question mark. Say out loud what they are going to write about. Compose a sentence orally before writing it. Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop.	Finger space Capital letter Full stop Sense Handwriting Question mark Understand Answer True False Fact Opinion	GD: Independent reading and recording skills and develop consistency in spelling and handwriting. SEND: Children with SAL difficulties will find questions difficult – lots of questioning work about themselves and picture cards.	Understanding if their sentence requires an answer. Questions can start with a variety of different words. Children may believe that because it is their opinion, something must be true.	Lesson 1: Explore the new story Man on the Moon. (This lesson may extend to 2 lessons if the book has not been read and explored in Reading for Purpose.) Discuss the story and the fiction elements. How do we know this is a story? Compare to non-fiction texts and explore/record the differences together. In groups explore a non-fiction text and identify the features that we don't normally see in story books. Record on enlarged sheet together and photograph. Lesson 2: Explore what a question is with the children. Identify question starter words. Pick questions out of a range of sentence types. Ask partners questions. Write a question for to ask class teacher on your whiteboard. Practice writing the symbol ? Look at a picture of the moon. Mindmap things we don't know about it. At tables turn these unknowns into questions using word mat of question starter works e.g. What is the moon made from? Lesson 3: Use a variety of media to research the moon. Non-fiction books, ipads, printed information differentiated for groups. Children to share facts and knowledge. Find answers to yesterday's questions. Present children with a variety of non-fiction books, including those on moon landing missions and Neil Armstrong. Lesson 4: Build on from last lesson, introducing the Apollo 11 space mission and introduce Neil

						<p>Armstrong. Research and collect facts together. https://www.bbc.co.uk/newsround/48789792 Fact sorting activity. Children to sort the facts and opinions – building knowledge on Neil Armstrong and the Moon landing.</p>
<p>Week 2: Non-Fiction Non-Chronological report Report planning and writing</p>	<p>To draft a non-chronological report.</p> <p>To write a report.</p> <p>To write in sentences.</p> <p>To use a question.</p>	<p>To use a question mark.</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p>	<p>Finger space Capital letter Full stop Sense Handwriting Question mark Understand Answer True False Fact Opinion</p>	<p>GD: Sentence extension using 'and' and prefix from previous learning.</p> <p>SEND: Sentence support – alternative means of recording – clicker7 etc.</p>	<p>Children may use their own opinions to write sentences.</p> <p>Children may misuse ?</p> <p>Writing in different formats can cause disruption to sentences – children may write in note form or singular words.</p>	<p>Lesson 1: Explore a variety of non-chronological reports on a variety of subjects. Identify the features – headings, subheadings, diagrams, fact boxes etc. Children to plan their own template using own or given headings. Provide opportunities to read some non-fiction books on Neil Armstrong throughout the week. https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw</p> <p>Lesson 2: Draft sections of report, deciding what to write in each box and collecting information and illustrations. All children must have questions as either headings or did you know boxes. Use online resources to help support children's knowledge of Neil Armstrong and fact collecting. Model writing notes into sentences and provide WAGOLL's for each section.</p> <p>Lesson 3: Independent write optional – write up report. Word banks / success criteria for expectations of spellings, handwriting, sentence formation and punctuation. Provide templates and WAGOLL's for each section.</p> <p>Lesson 4: Continued write up / presentation of work. Read to class as a news report.</p>

Context (big picture learning)

This is the first introduction to question marks as alternative punctuation. Children will revisit the different types of sentences throughout the year; statement, exclamation and question.

Children will incorporate previously learnt spag skills; 'and' to join clauses, the prefix 'un' and grammatically correct simple sentences.

Children will also have chance to develop further skills into research collecting, using computing and technology, and exploring non-fiction texts.

Link to resources (Trust Shared → Primaries → Departments → KS1 → Planning Cycle B → Autumn 2 → English → Year 1 → Non-Chronological Reports)

Weeks 4-5

Term 2 Book – The Man on the Moon

Topic(s) - Persuasive Letter		Guide Time = 2 weeks
Assessment:	Continued teacher assessment against extended writing grids. Assess new skill of using 'ing' suffix	Very Important Points (VIPs): <ul style="list-style-type: none"> - Sentences begin with a capital letter. - Sentences end with some punctuation, like a full stop. - A space must be left between each word. - Phonics can be used to spell words effectively. - 'and' can be used to join two words or two ideas and make a sentence longer. - 'ing' is a suffix that comes at the end of a doing word. Fat Questions: <ul style="list-style-type: none"> - Can we put the suffix 'ing' onto every verb/doing word? - Why do we write letters? - What can we use instead of writing a letter in our modern world?
Links to prior learning (sequencing) and canon book	Children have had consistent teaching of writing in sentences with a variety of punctuation. Children have explored the non-fiction side of the story.	
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. <u>Thematic Questions:</u> <u>The World Beyond Us:</u> What planets are in the solar system? What else is in space? Moon, stars? How can we travel in space? Who has? <u>The World Around Us:</u> What jobs/careers are related to space? What other jobs have a strict routine? <u>Modern Britain:</u> How does this book link to our British Values? What does this book teach us about being a positive member of society?	

	<p><u>Healthy Bodies & Healthy Minds:</u> How can we help keep our minds healthy? How do we support others with their mental health?</p> <p><u>Culture:</u> What country does Bob live in? Which countries have been to space?</p> <p><u>Technology in Action:</u> What technology do we have that helps us explore space?</p>	
Links to future learning	<p>The skills learned this half term will be built upon over the course of the year as children become more proficient writers in narrative story telling. They will develop their spoken language skills through retelling familiar and new stories.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>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.</p> <p>Through the work based on this canon text, children will develop their understanding of what it means to have a daily routine and career as an adult. They can explore the aspect of being responsible for keeping an environment clean and having other responsibilities.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1: Fiction Persuasive letter writing Suffix 'ing'	To write a sentence with a capital letter and a full stop. To join words and phrases using 'and'. To use the suffix 'ing'. To use a question mark accurately.	Say out loud what they are going to write about. Compose a sentence orally before writing it. Leaving spaces between words. Beginning to punctuate sentences using a capital letter and a full stop. To join words and phrases using the conjunction 'and'. To use the suffix 'ing' where no change is needed to the spelling of the root word.	Sentence Word Letter Finger space Capital letter Full stop Sense Handwriting Phonics Spelling Suffix Persuade Opinion Question Convince Argue	GD: Children can be exposed to other conjunctions, and incorrect uses of 'and' that can be corrected. SEND: lots of verb work on action words and describing the action – laughing, crying, walking. Visual pictures to support.	Confusion between a line and a sentence. Confusion between a letter and a word. Thinking that each line of text needs a full stop. Always capitalising the word 'the'. Overuse of the word 'and'. Starting sentences with the word 'and'. Using 'ing' in the incorrect tense.	Lesson 1: Introduction to simple verbs and the suffix 'ing'. Space themed activity using pictures from the story book. Adding 'ing' to actions, you can do in space. Jumping, floating. Turn into sentences that Bob would say. 'I am floating;'. Lesson 2: Explore the features of a letter. Look at different letter examples and in groups identify what makes them different to a story book. Can children name addresses, recipients name, signatures etc. look further into examples of persuasive letters. Read some together, what are they trying to tell you? Lesson 3: Hot seating – Children to role play as Bob from the story. Ask Bob questions to find out what he enjoys doing on the moon and why people should visit. Children could write questions down before asking, and hot seat as a class or in groups/pairs. Lesson 4: Focus of letter – convince aliens to come to the moon –(Link the topic of the letter to the childrens interests from the book – this could be to convince aliens to come to the moon for the tourists, to convince the tourists and space men not to drop litter, to persuade more tourists to visit the moon etc.) Mindmap why the moon is so good and what Bob enjoys doing there. What would make it attractive to aliens? Explore wow words, vocabulary and suffix 'ing' to describe what the aliens could do.

<p>Week 2:</p> <p>Fiction</p> <p>Persuasive letter writing</p> <p>Suffix 'ing'</p>	<p>To draft a letter.</p> <p>To write a letter.</p>	<p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it.</p> <p>Leaving spaces between words.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop.</p> <p>To join words and phrases using the conjunction 'and'.</p> <p>To use the suffix 'ing' where no change is needed to the spelling of the root word.</p>	<p>Sentence Word Letter</p> <p>Finger space</p> <p>Capital letter</p> <p>Full stop</p> <p>Sense</p> <p>Handwriting</p> <p>Phonics</p> <p>Spelling</p> <p>Suffix</p> <p>Persuade</p> <p>Opinion</p> <p>Question</p> <p>Convince</p> <p>Argue</p>	<p>GD:</p> <p>Deepen thinking by asking children to write a sentence about why the aliens might not want to come and try to give a reason to change their mind.</p> <p>SEND:</p> <p>Alternative means of recording, verbal letter reading, pictures to aid sentences of what can be done on the moon.</p>	<p>Confusion between a line and a sentence.</p> <p>Confusion between a letter and a word.</p> <p>Thinking that each line of text needs a full stop.</p> <p>Always capitalising the word 'the'.</p> <p>Overuse of the word 'and'.</p> <p>Starting sentences with the word 'and'.</p> <p>Using 'ing' in the incorrect tense.</p>	<p>Lesson 1: Draft a paragraph together and then independently to explain to the aliens why they should visit the moon using yesterday/last weeks ideas and supportive materials to set expectations of sentence writing.</p> <p>Lesson 2: Draft a letter template and add addresses, dates and recipients names. Children to think of 3 reasons why aliens should come to the moon.</p> <p>Lesson 3: Independent letter writing using skills from previous weeks and planning templates. Expectations of suffix 'ing', questions, sentences with punctuation and 'and' to join clauses. Use template from yesterday.</p> <p>Lesson 4: 'Post' the letters to the aliens. Explore with the children how the postal service works as how a letter travels to a recipient. Write an envelope and attach a stamp. – extend to visiting a post box if possible (maybe post Christmas cards instead). Children could receive a reply next week from the aliens.</p>
<p>Context (big picture learning)</p> <p>This unit allows children to explore writing a letter and the purpose of letter writing. It allows them to see how we can communicate via letters and how to use addresses.</p>						