

## TERM 1 OVERVIEW YEAR 2 – English

Term 1 Book – Man on the Moon (A day in the Life of Bob)		
Topic(s) - Haiku Poetry (link to Bonfire Night/Fireworks)		Guide Time = 1 week
<b>Assessment:</b>	Initial teacher assessment in order to baseline children's writing-what can they already do and where are the gaps?	<p><b>Very Important Points (VIPs):</b></p> <ul style="list-style-type: none"> <li>- A haiku is a Japanese style of poem that is put together by a certain number of sounds (syllables)</li> <li>- A haiku is shared into three lines of 5, 7 and 5 syllables.</li> <li>- A syllable is the number of counts or beats in a word. <u>jump ing</u></li> <li>- A haiku poem is about something and usually has a theme.</li> <li>- The final line of a Haiku poem is a comment or observation of the theme. Adjectives describe a noun- this is called a noun phrase</li> <li>- A noun is a person, place, name or an object.</li> <li>- All sentences begin with a capital letter.</li> <li>- Sentences can end with a full stop, exclamation mark or question mark.</li> </ul> <p><b>Fat Questions:</b></p> <p>What is a syllable? Which words can you break up into syllables? Which word can you think of that has the most syllables?</p> <p>Do sentences always end in full stops even in poems?</p> <p>What other types of punctuation can we use in a Haiku?</p> <p>Does a Haiku have to rhyme? How would this change the poem?</p> <p>How could you turn this type of poem into a song?</p>
<b>Links to prior learning (sequencing) and canon book</b>	In Year 1, children have built their stamina in order to write simple sentences in order to form short narratives. They are beginning to use full stops to indicate where a sentence ends and this will be built upon throughout Year 2.	
<b>Links to other learning (cross fertilisation)</b>	<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>Spelling patterns should still be taught in discreet phonics sessions every day.</p> <p><u>Thematic Links</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?          How do we get different seasons?</p> <p><u>The World Around Us:</u>          What jobs/careers are related to space?          What is NASA and how do we find out more about them?          Which 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 &amp; 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 and how do we know?          Which other countries have sent people to space?</p> <p><u>Technology in Action:</u>          What technology will help us to explore space?          When was space last visited by humans?</p>	

	<b>How is a rocket made and launched?</b>	How do poems make you feel? How does the poet help to do this?
<b>Links to future learning</b>	The skills learnt 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 poetry each term over the year to develop their poetic skill. SpaG skills will be revisited and embedded each half term, linked to the book and themes where possible.	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	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) <ul style="list-style-type: none"> <li>- To perform in front of an audience</li> <li>- To explore famous poets and watch their performances</li> </ul>	

## 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 Text Type: Haiku <i>A Haiku poem with the theme of Bonfire night</i>	To write a Haiku about Bonfire Night. To edit and improve our poems. To plan ideas for our poems. To use exciting adjectives in in our poems.	<b>Speaking</b> Listen and respond to adults and their peers (performing poetry) To articulate and justify opinions. To speak audibly and fluently. To participate in performances and gain the	Full stop Capital letter Letter Past, present and future Rules Sentence Noun Proper Noun Adjective Conjunction	GD: Encourage the use of. Higher level vocabulary to describe sounds and sights of SEND: Provide children with sentence lines of a Haiku poem and spaces to fill in missing words.	Which words need a capital letter and which do not? Children choosing words with too many syllables.	<b>Lesson 1:</b> Introduction poetry- what are poems? How do we know if a piece of writing is a poem? Are there any poems that you know and can remember? Are songs poem? Why? Explore some ideas and show examples on the IWB, discussing features and giving opinions about the poems. Encourage children to give ideas in small groups and listen to others. Explain that 'poetry' covers a wide range and this week we will focus specifically on one style. Then introduce Haiku's and explain that they are a type of poem. Show 2 or 3 examples- what do they have in common? What do you notice? How are they different? Discuss and brainstorm ideas in small groups or on whiteboards, feedback as a whole class after 5/10 minutes. Example of a Haiku in their books- can they label the features (Supported as a group for LA chn and photograph as evidence?) Did anybody notice anything about the types of words? Explain the syllables rule for a Haiku poem in more detail- show the children an example of the IWB to cement understanding. Identify the words as having syllables- what is a syllable? Can anyone explain? Watch the clip below and then ask the chn to



	<p>interest of the listeners when performing.</p> <p><b>Writing</b></p> <p>To develop a positive attitude and stamina for writing poetry.</p> <p>Consider what they're going to write before beginning by saying out loud what they're going to write about and writing down ideas.</p> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To proof read writing to check for errors in spelling, grammar and punctuation.</p> <p><b>Reading</b></p> <p>To listen to, discuss and</p>	<p>Provide pre-made word banks.</p> <p>Focus on letter formation, finger spaces and full stops.</p>	<p>explain to their shoulder partner. Can they clap out the syllables in their own names? Then flash pictures on the IWB- Can they clap the syllables for the objects being shown? <a href="https://www.bbc.co.uk/teach/supermovers/ks1-english-syllables-with-joe-tracini/znt4nrd">https://www.bbc.co.uk/teach/supermovers/ks1-english-syllables-with-joe-tracini/znt4nrd</a></p> <p>Quick activity- give each table differentiated set of words, can they sort them into 1, 2 and 3 syllable words?</p> <p>Then explain that our haiku poem will have a Bonfire theme this week so we have to create a word bank to help us to write these poems. What do we think of when we think of Bonfire night? Look at clips/listen to sounds and brainstorm together initially as a class. Tell the children that we would like to see exciting words and phrases used- adjectives and noun phrases. Look at some examples</p> <p>Then children to work in pairs and use the laminated pictures of Bonfire night to help them to brainstorm ideas and create a word bank- mind maps in pairs and then children to sort into 1, 2 and 3 syllable columns in books.</p> <p><b>Lesson 2:</b> Show the children a Haiku and recap- what is it? What special features does it have? Read through a number of examples and identify the features. How many syllables in the first line and so on? Look at a bonfire themed haiku and identify the amount of syllables on each line- 5, 7 and 5. Explain that the children's poems have to follow the same structure. Give the children a selection of Haiku poems and ask them to read and sort into ones that follow the 5, 7, 5 structure and those that do not. Can they change those that do not so they now do? Feedback as a class. 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 (differentiated)</p> <p><b>Lesson 3:</b> Recap learning from this week so far and remind the chn what a Haiku is. Tell the children they will write their poem today. Read a number of WAGOLLs and encourage the children to comment on the poetry- likes, dislikes. Draw attention to the final line of the poem- what is the job of this final line? (a comment or observation of the theme), can the chn identify this?</p>
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		express views about poetry.  To begin to recognise literary language in poetry				<p>How could we write a final line similar? Model, children provide ideas and scribe on the IWB.          Children to then write their own Haiku using their word banks, provide structure and template for LA writers.</p> <p><b>Lesson 4:</b> Children to publish their poems. Model how to re-read, check and edit on the IWB. Then the chn will perform their poetry today, what makes a successful performance? How can we engage the audience? What does this mean to engage them or grab their attention? Watch some examples of poetry performances and comment on them. Which did you like best and why? Encourage children to give their opinions and justify.  <a href="https://www.bbc.co.uk/bitesize/topics/z4mmn39/resources/1">https://www.bbc.co.uk/bitesize/topics/z4mmn39/resources/1</a>          Children then to perform their poems to each other- make it into a bit of a performance celebration to each other- invite guests from in school and accompany the poetry with some Bonfire themed art work to hold up and show whilst performing. Encourage chn/staff to evaluate performances.</p>
Context (big picture learning)						

Link to resources (Trust Shared → Primaries → Departments → KS1 → Planning Cycle B → Autumn 2 → English → Year 2 → Poetry

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Folder name (Poetry)

## WEEKS 2-3

### Term 1 Book – Man on the Moon

Topic(s) - Non Fiction- Non Chronological Report		Guide Time = 2 weeks
<b>Assessment:</b>	Continue to assess children's work against the outcomes for Year 2 English. Continue to identify any gaps from Year 1 that children continue to have, and incorporate these as lessons where appropriate to ensure secure before the end of the Autumn term.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>- A non chronological report is a text that isn't written in time order.</li> <li>- A non-chronological report gives facts and information about a subject or event.</li> <li>- A title tells the reader what the report is about</li> <li>- Subheading is a mini title that tells the reader what an individual paragraph is about.</li> <li>- An apostrophe is a punctuation mark that can be used to show that one thing belongs to or is connected to something.</li> <li>- A <b>question</b> is a type of <b>sentence</b> that we ask or write to gain further information from a person or people responding.</li> <li>- A statement is a type of sentence that expresses fact, opinion or ideas, statements do not ask questions, make request or give commands.</li> <li>- Proper nouns (names, places, days of the week) always need a capital letter.</li> <li>- Conjunctions link two words or phrases together. A co-ordinating conjunction links two words that are of equal importance (e.g. fish <b>and</b> chips), whereas a subordinating conjunction introduces a subordinate clause (I will eat my lunch <b>when</b> my brother gets home).</li> <li>- Subordinating clauses do not make sense on their own, but main clauses do.</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	During the first half term of year 2 the children have started to work on building their stamina to write a series of simple sentences in order to form short narratives. They are more frequently using full stops and capital letters to punctuate sentences and doing so without fewer reminders or prompts. They can confidently write simple sentences and usually join them with 'and' and other conjunctions following work covered in Autumn 1. Children are beginning to add detail to descriptions using adjectives and noun phrases.	
<b>Links to other learning (cross fertilisation)</b>	<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>Spelling patterns should still be taught in discreet phonics sessions every day.</p> <p><u>Thematic Questions:</u></p> <p><u>The World Beyond Us:</u></p> <p>What planets are in the solar system?</p> <p>What else is in space? Moon, stars?</p> <p>How can we travel in space? Who has?</p> <p>How do we get different seasons?</p> <p><u>The World Around Us:</u></p> <p>What jobs/careers are related to space?</p> <p>What is NASA and how do we find out more about them?</p>	
		<b>Fat Questions:</b>



	<p>Which 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?  <u>Healthy Bodies &amp; Healthy Minds:</u>          How can we help keep our minds healthy? How do we support others with their mental health?  <u>Culture:</u>          What country does Bob live in and how do we know?          Which other countries have sent people to space?  <u>Technology in Action:</u>          What technology will help us to explore space?          When was space last visited by humans?          How is a rocket made and launched?</p>	<ul style="list-style-type: none"> <li>- Does every question need an answer?</li> <li>- If you could create your own place in outer space what would it look like and what would live there?</li> <li>- Other than a report, how could people find out about the moon?</li> <li>- Is there life in outersapce? How do we find out?</li> </ul>
<p><b>Links to future learning</b></p>	<p>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 revisited and embedded each half term.</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<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. They will discuss jobs, roles and aspirations for when they leave school and 'grow up'. Discussions will be held about what the children are interested in and how this can lead to certain career paths, including the knowledge and skills needed.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
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	Key Question					
Week 1 Non-Fiction Text Type: Non Chronological Report <i>Researching, fact finding, skim reading and recording relevant and interesting information.</i>	To compare fiction and non-fiction texts . To use a question marks correctly in writing. Correct use of apostrophes. To research a topic and record findings.	To become familiar with a new story and answer questions about it. To research and write down ideas and/or key words including new vocabulary. To write about real events (non-fiction). To identify question sentences and create their own questions. To use the possessive apostrophe and to spell words applying this rule. To identify sentences with different forms,	Facts Questions Question mark Apostrophe Possession Sentence type Setting Characters Adjective Noun phrase	GD: Encourage extended, longer and more sustained pieces of writing, with sentences that have greater detail including adjectives and noun phrases. SEND:. Provide word banks, sentence starters and writing frames to support independent writing. Focus on letter formation, finger spaces and full stops and creating short, simple sentences.	Noun phrases and expanded noun phrases are the same. The difference and definitions of each word class: noun, adjective, conjunction. Which words need a capital letter and which do not (proper nouns).	<p><b>Children to complete comprehension sheet/verbal questions in a reading for purpose session prior to the first English session so that the children are familiar with the story.</b></p> <p><b>Lesson 1:</b> Re-read the new story the 'Man on the Moon' and discuss. Is this a fiction or non-fiction book? How do we know? What are the features? Quickly brainstorm ideas as a class. What is it about? Who is the main character? What do we learn about him? What is his job? What does he do? Does he enjoy it? How do you know? What would we like to ask him about his job/role? If we are writing a question what punctuation mark should be at the end of this type of sentence? Discuss what a question is and look at some examples on the IWB(consolidate/recap this from Y1) <a href="https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv">https://www.bbc.co.uk/bitesize/topics/z8x6cj6/articles/zcm3qhv</a> Can they identify question sentences? Quick activity – the children to work in mixed groups to think of and record as a group, 5 questions that they would like to ask Bob – put on post it notes and then feedback as a class. Model this beforehand and discuss question starters- Who, What, Where, Why and When. Independent tasks- AA children to write a letter to Bob asking him questions about his job/role/the moon- read a WAGOLL with this group beforehand. MA- write their own questions remembering to use a ? mark at the end. LA- Write their own questions to ask Bob but using sentence starters and prompts to support their writing.</p> <p><b>Lesson 2:</b> Recap previous learning and begin with a quick question mark recap SPAG task on the IWB to further consolidate prior learning- can they identify those sentences that are question sentences. What are the others? How do we know? Tell the children that we will be thinking more about the character of Bob today- what he has and what he does. Tell them that Bob is always looking out for Aliens and asking his visitors to the Moon to look out for them too, show them a wanted poster that Bob has written about one of the aliens he is looking for. Read the sentences on the wanted poster (For example-the alien's horns are bright green). Draw the children's attention to the punctuation. Does anybody notice any different punctuation used in the sentences today? Identify the apostrophes for possession. Discuss what they are. Go through the sentences on the slides</p>



		<p>focussing on question sentences and statements.</p> <p>Develop their understanding of the concepts set out in English Appendix 2: learning how to use both familiar and new punctuation correctly.</p>			<p>and on the fact page WAGOLL. Where is the apostrophe used? Why is it used there? Why should it go there? Identify the correct and incorrect use of the apostrophe on the sentences on the wanted poster. Quick challenge- give each pair a fact sheet- can they mark and correct the use of apostrophes. Feedback as a class and discuss.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zy9ydxs">https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zy9ydxs</a></p> <p>Quick activities on whiteboards to consolidate this- Flash a picture of an alien up on the IWB. Can the children create their own sentence about one of the aliens and use an apostrophe for possession? AA- read the fact poster and put the apostrophe for possession in the correct place. Then create their own wanted poster (pictures of aliens for the children to choose, glue into their books and record the sentences underneath) Encourage the GD children to use noun phrases in their wanted descriptions too. MA- As above with word bank support. LA- sorting activity-can, the children glue and stick the correct sentences onto the poster?</p> <p><b>Lesson 3:</b> Recap the story so far and discuss the setting. Where is most of the story set? (The moon). Is the moon a real place? Look at pictures of the moon- what do we know about it already? Explain that some of what we learn from Bob is fictional because it is a story. What would we like to find out about the moon? List questions in small groups, feedback as a class and scribe ideas on the IWB. Watch the clip below to prompt thinking and question stems.</p> <p><a href="https://www.bbc.co.uk/bitesize/clips/zy89wmn">https://www.bbc.co.uk/bitesize/clips/zy89wmn</a></p> <p>Tell the children that over the next week we will be creating a non-chronological report about the Moon and we have to gather some facts and statements to put into our report about the moon. What is a fact? What is a statement? Look at examples on the IWB.</p> <p>Use a variety of media in today's lesson to research- books, iPads and printed, differentiated information sheets. Children to work in pairs to find the answers to the questions we thought of and record them on a template that will form the basis for the facts the children will need for writing their reports (leave one section about Neil Armstrong for tomorrow's lesson). Remind the children what statements and facts are throughout.</p> <p><b>Lesson 4:</b> Recap prior learning with a quick SPAG warm up on the IWB- Sentences about the moon including some apostrophes for possession- can the children identify the correct and incorrect</p>
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						<p>use? Then tell the children that we will be continuing to find facts and information for our non-chronological reports that we will be writing next week. Show the children a picture of Neil Armstrong- who is this? What did he do? Why is he important when thinking about the Moon?</p> <p>Watch the following clip  <a href="https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr">https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr</a>          Explain to the children that one section of our report will be about Neil Armstrong and that we need to find and include some interesting and relevant facts and statements about him. What would be interesting and relevant? Show some examples and why some facts we would not include- discuss. Research and collect facts so by the end of the two 'research lessons' we have enough information to include in our non-chronological reports next week.</p>
<p>Week 2</p> <p><i>Non-Fiction</i></p> <p>Text Type: Non Chronological report</p> <p><i>A fact page about the Moon.</i></p>	<p>To use headings, sub-headings and titles to organise writing.</p> <p>To draft and write a non-chronological report.</p>	<p>Writing</p> <p>To develop positive attitudes and stamina for writing by writing for different purposes.</p> <p>Consider what to write beforehand.</p> <p>Say out loud what to write about and write down ideas including new vocabulary.</p> <p>To proof read writing to check for errors in spelling,</p>	<p>Conjunction</p> <p>Sub-ordinating conjunction</p> <p>Co-ordinating conjunction</p> <p>Sentence openers</p> <p>Heading</p> <p>Title</p> <p>Sub heading</p> <p>Facts</p> <p>Information</p> <p>Question sentence</p>	<p>GD:</p> <p>Encourage the use of subordination to extend and deepen writing</p> <p>Introduce the term 'paragraph' and explain that these help to organise writing into different sections.</p> <p>Encourage GD children to write sentences in greater detail</p> <p>SEND:</p> <p>Provide children with sentence starters and</p>	<p>The difference between subordinating and coordinating conjunctions.</p> <p>The difference and definitions of each word class: noun, adjective, conjunction.</p> <p>Children may write a narrative about the moon rather than facts.</p> <p>Children will be unable to distinguish between different sentence types.</p>	<p><b>Lesson 1:</b> Quickly SPAG warm up- Apostrophes for possession again from last week- have the children retained this information? Tell the children that we will be putting our facts into a Non Chronological Report for other children to read and learn about the Moon. What is a non-chronological report? Read a WAGOLL example all linked to space. Work in groups to identify the features and label (stuck on to large sheets of paper) headings, sub-headings, title, fact boxed, pictures, bold writing and so on.  <a href="https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw">https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-how-to-write-a-non-chronological-report/zvbtscw</a>          Children to complete this work independently for a different report and write a list of features in their own books.</p> <p><b>Lesson 2:</b> Quick SPAG warm up- focus on different sentence types, recap question sentences from the previous week and to link with today's work on writing an introduction.  <a href="https://www.bbc.co.uk/bitesize/articles/z97r2nb">https://www.bbc.co.uk/bitesize/articles/z97r2nb</a></p> <p>Explain that our non-chronological reports will contain different types of sentences – mostly statements. What is a statement? Discuss ideas and read examples on the IWB. Why are there more statement sentences in a non-chronological report? Sorting activity on the IWB with sentences linked to the Moon- can children identify the sentences that are statements and explain why the others are not? Then show the children a range of pictures on the IWB from the book- can they write a statement about the picture, continually reminding the children a statement expresses fact, idea or opinion?</p>



		grammar and punctuation.  Develop their understanding of the concepts set out in English Appendix 2: learning how to use both familiar and new punctuation correctly.		boxes with sub-headings and titles already decided for them to complete and record simple sentences and labelling for those still working on sentence construction		<p>Remind the children that we will draft the introduction- what is an introduction? Read good and bad examples. What is the job of an introduction? What does it do for the reader? What makes this one a good/bad one and why? Encourage children to share their ideas. Children then to draft their introductions and give their report a title using a variety of support materials for those who need it including writing frames and word banks. Share work with shoulder partners at the end, reading to one another and discussing critically.</p> <p><b>Lesson 3 and 4-</b> Quick SPAG warm up- look at the use of conjunctions (drawing on work completed in Autumn 1) Go through examples on the IWB that are linked to sentences that could be used in their own reports. Read WAGOLL and identify features drawing attention to the sub-headings. Decide what should go in each box and create sub-headings. Children to use questions or 'Did you know....?' as their sub headings. Children to continue to draft the other sections of their reports Use a variety of word banks and writing frames to support and the facts sheets that they created the week before.</p> <p><b>Lesson 5:</b> Edit and then publish writing. Take an example of a child's work and work as a class (under the visualiser/whiteboard) to improve the piece together. Anonymise if necessary. Discuss any missing full stops, capital letters and spellings that children should know. Children then take some time to edit and improve their own work. Spend time modelling this process and provide a focus. Provide GD children with a checklist to use when doing so.</p>
Context (big picture learning)						

## WEEKS 4- 5

### Term 1 Book – Man on the Moon

Topic(s) - Persuasive Letter		Guide Time = 2 weeks
<b>Assessment:</b>	Persuasive letter assessed against Year 2 writing grids. Half termly spelling assessments. Teacher assessment.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>- A persuasive letter is a letter written to encourage someone to do something and have the same viewpoint as the person writing the letter.</li> <li>- A letter is information sent from one person or place to another.</li> <li>- Questions are sentences that need an answer.</li> <li>- Questions always end with a question mark.</li> <li>- Proper nouns (names of people or places) always need a capital letter.</li> <li>- Conjunctions link two words or phrases together. A co-ordinating conjunction links two words that are of equal importance (e.g. fish <b>and</b> chips), whereas a subordinating conjunction introduces a subordinate clause (I will eat my lunch <b>when</b> my brother gets home).</li> <li>- Subordinating clauses do not make sense on their own, but main clauses do.</li> <li>-</li> </ul> <b>Fat Questions:</b>
<b>Links to prior learning (sequencing) and canon book</b>	In Year 1 pupils have been taught to spell words containing each of the 40+ phonemes already taught, the days of the week and many common exception words. They will have been taught the –s/es, -ing, -ed, -er and est suffixes where no changes are needed in spelling the root word. They will also have been taught to sequence sentences and re-read what they have written to check it makes sense.	
<b>Links to other learning (cross fertilisation)</b>	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 discreet phonics sessions every day. <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? How do we get different seasons? <u>The World Around Us:</u> What jobs/careers are related to space?	



	<p>What is NASA and how do we find out more about them? Which 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 &amp; 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 and how do we know? Which other countries have sent people to space?</p> <p><u>Technology in Action:</u> What technology will help us to explore space? When was space last visited by humans? How is a rocket made and launched?</p>	<p>What one thing could your partner do to make their writing even better?</p>
<p><b>Links to future learning</b></p>	<p>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 revisited and embedded each half term.</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<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> <ul style="list-style-type: none"> <li>- Grow a fruit or vegetable / something to eat (Beanstalk)</li> </ul> <p>Through the work based on this canon text, children will develop their understanding of what</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
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<p><b>Week 1</b></p> <p>Fiction</p> <p><b>Text Type:</b></p> <p><i>Persuasive letter writing</i></p>	<p>To understand, recognise and use co-ordinating and subordinating conjunctions in writing.</p> <p>To use punctuation correctly including full stops, capital letters and question marks.</p>	<p>Use sentences with different forms.</p> <p>Write narratives in the form of a letter (begin to, write in Week 2 of the unit)</p> <p>Plan or say aloud what they are going to write about.</p> <p>Write sentences with co-ordinating conjunctions.</p> <p>Write sentences with subordinating conjunctions.</p>	<p>Persuade</p> <p>Persuasive devices</p> <p>Convince</p> <p>Argue</p> <p>Debate</p> <p>Inform</p> <p>Opinion</p> <p>Letter</p> <p>Question</p> <p>Statement</p> <p>Question mark</p> <p>Noun</p> <p>Adjective</p> <p>Punctuation</p> <p>Coordinating conjunction</p> <p>Subordinating conjunction.</p>	<p>GD: Higher focus on spelling and handwriting. Children encouraged to elaborate on sentences using conjunctions and description using noun phrases. Encourage to write more.</p> <p>SEND: Children could be given sentence starters or sentence prompts to complete. Focus on phonics, finger spaces and full stops.</p>	<p>Which words need a capital and which ones do not</p> <p>Writing a narrative story rather than a letter.</p> <p>Unsure of the difference between coordination and subordination.</p>	<p><b>Lesson 1:</b> Recap the story and re-read the section about visitors taking holidays to the moon. Ask the children who would like to do this? Why would this be a cool holiday to go on? Watch the following clip to support  <a href="https://www.bbc.co.uk/newsround/39115474">https://www.bbc.co.uk/newsround/39115474</a>  <a href="https://www.nasa.gov/specials/apollo50th/back.html">https://www.nasa.gov/specials/apollo50th/back.html</a>          Use the above websites to support- what might you see? What would you do there? What might it be like? How does this compare to what Bob portrays a visit to the moon to be like in the story? Explain to the children that across this unit we are going to be writing a persuasive letter to our parents asking them to take us on holiday to the moon.</p> <p>Provide the children mock holiday posters and adverts advertising the latest visit to the Moon and pictures of Bob with speech bubbles saying reasons why the Moon is a great place to visit. Children to work in pairs/small groups or with adult support to read the differentiated information and write a list of things you can do at the moon. Model how to do this on the IWB and remind the children to write short statements that can be used/added to when they write their own persuasive letters later in the unit.</p> <p>Feedback ideas at the end of the lesson as a whole class and scribe ideas on the IWB/large sheets of paper.</p> <p><b>Lesson 2:</b>          Quick SPAG warm up- look at different sentences on the IWB about the Moon- can they sort them into different forms?</p> <p>Look at the class list of reasons why we should visit the Moon. Explain that in our letter to our parents, we will need to write in full sentences and we need to add detail to our sentences. How can we do this? Show the children an example of a sentence with conjunctions in. Can the children identify them? (Will have covered this in Autumn 1)  <a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z9wvqhv</a>          Explain that conjunctions link two words or phrases together. A co-ordinating conjunction links two words that are of equal importance (e.g. fish <b>and</b> chips). Go through examples on the IWB .          Differentiated tasks linked to co-ordinating conjunctions using the canon book as a stimulus.</p> <p><b>Lesson 3</b> Quick SPAG warm up. Recap co-ordinating conjunctions to consolidate the learning from the previous lesson.</p>
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						<p>Show the chn another sentence on the IWB- this time explain simply that we want to add more detail to our sentences .What extra detail has been added to the example sentence? Show the children how we have built up from a simple sentence to a sentence with a co-ordinating conjunction and now a sentence that has a subordinating conjunction.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3">https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zqk37p3</a></p> <p>Explain that a subordinating conjunctions introduce a subordinate clause (I will eat my lunch <b>when</b> my brother gets home) and that subordinating clauses do not make sense on their own, but main clauses do. Demonstrate with examples in the context of the canon book.</p> <p>Go through examples on the IWB . Differentiated tasks linked to subordinating conjunctions using the canon book as a stimulus.</p> <p><b>Lesson 4:</b> Use this lesson to consolidate understanding of co-ordination and subordination in the context of the canon book. Recap both- in mixed groups can the children sort the sentences into two piles- sentences with coordinating conjunctions and subordinating conjunctions? Can the children explain why? Tell the children that they have to make some posters to be used at Bob's work (pictures of him with a speech bubble). Can they think of some statements of things he would say in telling tourists why they should visit the Moon. Differentiated tasks- Two statements to use coordinating conjunctions and two to use subordinating conjunctions (4 pictures of Bob with speech bubbles)</p>
<p><b>Week 2</b></p> <p>Fiction</p> <p><b>Text Type:</b></p> <p><i>Persuasive letter writing</i></p>	<p>To understand, recognise and use co-ordinating and subordinating conjunctions in writing.</p> <p>To use punctuation correctly</p>	<p>Use sentences with different forms.</p> <p>Write narratives in the form of a letter</p> <p>Plan or say aloud what they are</p>	<p>Persuade</p> <p>Persuasive devices</p> <p>Convince</p> <p>Argue</p> <p>Inform</p> <p>Opinion</p> <p>Letter</p>	<p>GD: Higher focus on spelling and handwriting. Children encouraged to elaborate on sentences using conjunctions and description using noun phrases.</p>	<p>Which words need a capital and which ones do not</p> <p>Writing a narrative story rather than a letter to persuade.</p> <p>Unsure of the difference between</p>	<p><b>Lesson 1:</b> Quick SPAG warm up using the canon book as a stimulus- read the sentences, has the correct conjunction been used? Assess what the children have retained from the previous week and remind them that we want to see a range of different sentences in the persuasive letters they will write later on this week.</p> <p>Explain that we will be writing letters to our parents to persuade them to take us on a trip to the Moon, using the ideas we thought of last week to support with our writing.</p> <p>Look at examples of a letter. What is a letter? What do letters have? Whom might we get letters from? Whom might we write letters to? Show some examples of letters and look at the features as a class on the IWB, model this so they are familiar and able to do with partners and in their independent activities too. Give them a</p>

	<p>including full stops, capital letters and question marks.</p> <p>To write a persuasive letter</p>	<p>going to write about.</p> <p>Write sentences with co-ordinating conjunctions.</p> <p>Write sentences with subordinating conjunctions.</p>	<p>Question</p> <p>Statement</p> <p>Question mark</p> <p>Noun</p> <p>Adjective</p> <p>Punctuation</p> <p>Coordinating conjunction</p> <p>Subordinating conjunction.</p>	<p>Encourage to write more and organise their writing into paragraphs.</p> <p><b>SEND:</b> Children could be given sentence starters or sentence prompts to complete. Focus on phonics for spelling, finger spaces and full stops.</p>	<p>coordination and subordination.</p>	<p>persuasive letter example linked to the aliens in the canon book- Examples on large sheets of paper and discuss. Can they spot the features with a shoulder partner/friend? Children could have a copy in their book to label and record features.</p> <p><b>Lesson 2:</b> Ask the children what it means to persuade? What kind of things might you persuade someone to do? Remind them that they are persuading their parents to take them on holiday to the Moon. Role Play this and put the children in pairs- can they verbally persuade their parent, what might you say? Which words might you use? Use the sentence stems on the IWB.</p> <p>Look again at the WAGOLL and read through as a class, discuss and draw attention to persuasive devices such as –alliteration, giving facts and opinions, exaggerating, rhetorical questions and the use of emotional language. Compile a class/group checklist with examples as a class.</p> <p>Then model the planning process- what should we include in each paragraph/section of writing? Refer back to the WAGOLL and plan independently or in small groups with support.</p> <p><b>Lesson 3/4</b> Look at the layout and first few sentences of the letter- discuss what it includes, the format and the purpose of the opening. Children then draft this independently. Word banks/sentence openers, prompts, and writing templates differentiated are to be made available to different groups. Ask children to read their opening drafts back. Repeat for the other sections of the letters and encourage children to share their writing. Provide checklists of things to include.</p> <p><b>Lesson 5-</b> Model the editing and improving process on the IWB. Children then to do this for their writing using differentiated checklists. Publish writing- post to their parents including a walk to a post box?</p>
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Context (big picture learning)