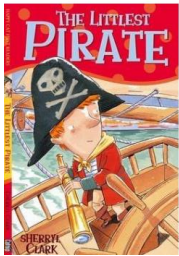
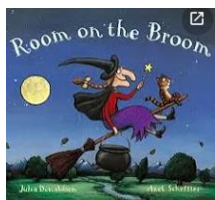
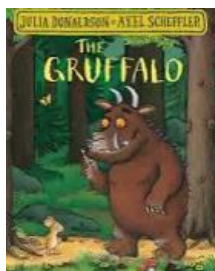




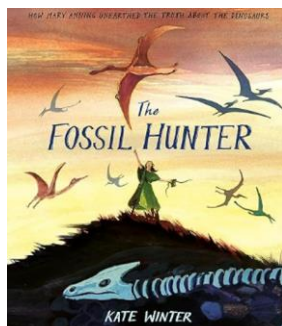



# Badger Class year 1/2 LTP English Overview (Cycle 1) Purley C of E Primary School

	Autumn Term		Spring Term		Summer Term	
Topic Title	Ship Ahoy!	What is in the box?	Up in the air	How have toys changed?	What can you see at the coast?	How did we learn to fly?
<p><b>Text/s:</b></p>	<p>The Littlest Pirate – Sherryl Clark</p>  <p>All about Pirates (teacher made)</p>	<p>Room on the broom – Julia Donaldson</p>  <p>Gruffalo – Julia Donaldson</p>  <p>Stick man – Julia Donaldson (Literacy shed+)</p> 	<p>A cloudy lesson – (Literacy shed animation)</p>  <p>Clouds – National Geographic</p> 	<p>Goldilocks and the 3 bears</p> <p>Little Red Riding Hood</p> <p>Non Fiction – DK Teddy bears</p> 	<p>All about dinosaurs (teacher made)</p> <p>The Fossil Hunter – Kate Winter</p> 	<p>Man on the Moon – Simon Bartrum (Literacy Shed+)</p>  <p>Poetry</p>

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<b>Genre:</b>	Fiction: Adventure  Non-Fiction:	Fiction: Stories by the same author  Adventure	Fiction: Stories with a familiar setting	Fiction: Traditional stories  Non-fiction	Non Fiction	Fiction: Adventure  Poetry
<b>Writing Opportunities (text type):</b>	<b>Writing to entertain:</b> Alternative version  <b>Writing to inform:</b> Labels, headings, facts	<b>Writing to entertain:</b> Character descriptions (witch and Gruffalo)  <b>Writing to inform:</b> Wanted posters about the Gruffalo  <b>Writing to inform:</b> Write a postcard from stickman to his family telling them about one of his adventures.	<b>Writing to inform:</b> Instructions on how to blow the perfect cloud  Instructions on how to work a weather machine  <b>Writing to inform:</b> Labelled diagram	<b>Writing to entertain:</b> Retelling story as if Goldilocks  <b>Writing to inform:</b> Sorry letter from Goldilocks to bears  <b>Writing to inform:</b> Explanations	<b>Writing to inform:</b> Labels, headings, facts  <b>Writing to entertain:</b> Dinosaur riddles  <b>Writing to inform:</b> Non-Chronological	<b>Writing to entertain:</b> Setting description  <b>Writing to entertain:</b> Write own version of a story
<b>Purpose:</b> <b>Audience:</b>	Alternative version: Playing with a story to share with a class friend  Facts about pirates: To share information about the life of a pirate with our friends.	Character description: To know and celebrate the iconic characters of Julia Donaldson.  Wanted posters – To inform our friends about this character on the loose in the woods.  Postcard: To entertain a family member	Instructions: To teach a friend how to work your weather machine.  Labelled diagram: To explain the formation of clouds and present orally to class using their diagrams (weather reports to class)	Retelling: To know what it feels like to be Goldilocks.  Letter: To say sorry to baby bear  Explanations: Bring in their own teddy into school for the day and compare past teddies with present teddies.	Fact files: To build up a presentation of information about dinosaurs for the classroom.  Non-Chronological Report: To inform our parents about the life of Mary Anning	Setting description: Describe the setting as a guided tour of the moon for your friend. Use adjectives and their senses to describe the setting.  Alternative version: Write own narrative story based on a day in the life of an alien to share with class friends.
<b>Composition</b>	<ul style="list-style-type: none"> <li>• Saying out loud what they are going to write about.</li> <li>• Composing a sentence orally before writing it.</li> </ul>					

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	<ul style="list-style-type: none"> <li>• Sequencing sentences to form short narratives.</li> <li>• Re-reading what they have written to check that it makes sense.</li> <li>• Consistent use of present tense versus past tense throughout texts.</li> <li>• Use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> </ul>		
<p><b>Vocabulary, Punctuation &amp; Grammar</b></p> <p><b>Y1 - Terminology to be introduced:</b></p> <ul style="list-style-type: none"> <li>• word</li> <li>• sentence</li> <li>• letter</li> <li>• capital letter</li> <li>• full stop</li> <li>• punctuation</li> <li>• singular</li> <li>• plural</li> <li>• question mark</li> <li>• exclamation mark</li> </ul> <p><b>Y2 – Terminology to be introduced:</b></p> <ul style="list-style-type: none"> <li>• verb</li> <li>• tense past and present</li> <li>• adjective</li> <li>• noun</li> <li>• noun phrase</li> <li>• adverb</li> <li>• statement</li> </ul>	<p><b>Y1 content –</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences.</li> <li>• How <b>and</b> can join words and join sentences.</li> <li>• Separation of words with spaces.</li> <li>• Introduction to the use of capital letters and full stops to demarcate sentences.</li> <li>• Capital letter for the personal pronoun I</li> <li>• Introduction to the use of question marks to demarcate questions sentences.</li> </ul> <p><b>Y2 content –</b></p> <ul style="list-style-type: none"> <li>• Capital letters, full stops, question marks and exclamation marks to demarcate sentences.</li> <li>• Capital letters for names.</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, or but)</li> <li>• Plurals – s and es</li> <li>• Identifying nouns and adjectives in a sentence.</li> <li>• Verbs – past tense</li> </ul>	<p><b>Y1 content –</b></p> <ul style="list-style-type: none"> <li>• How words can combine to make sentences.</li> <li>• Separation of words with spaces.</li> <li>• Capital letter for the personal pronoun I.</li> <li>• Use of capital letters, full stops and question marks to demarcate sentences.</li> <li>• Suffix <b>ing</b> that can be added to verbs.</li> <li>• Singular plural noun suffixes -s or -es.</li> <li>• Identifying question sentences.</li> <li>• How the prefix <b>un</b> changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li>• Capital letters for names of people, places, days of the week and for the personal pronoun I.</li> </ul> <p><b>Y2 content –</b></p> <ul style="list-style-type: none"> <li>• Identify nouns and adjectives in a sentence.</li> <li>• Use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>• Commas to separate items in a list.</li> <li>• Apostrophes to mark contracted forms in spelling.</li> <li>• Formation of adjectives using suffixes such as <b>-ful, -less</b></li> </ul>	<p><b>Y1 content –</b></p> <ul style="list-style-type: none"> <li>• Suffixes <b>er</b> and <b>est</b> that can be added to verbs.</li> <li>• How words can combine to make sentences.</li> <li>• Introduction to the use of exclamation marks.</li> <li>• Joining words and joining clauses using <b>and</b>.</li> <li>• How <b>and</b> can join words and join sentences.</li> <li>• Use of capital letters, full stops, exclamation marks and question marks to demarcate sentences.</li> <li>• Singular plural noun suffixes -s or -es.</li> <li>• How the prefix un changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> <li>• Capital letters for names of people, places, days of the week and for the personal pronoun I.</li> <li>• Suffixes <b>ing</b> and <b>ed</b> that can be added to verbs.</li> </ul> <p><b>Y2 content –</b></p> <ul style="list-style-type: none"> <li>• Identifying nouns and adjectives in a sentence.</li> <li>• Use of the continuous/ progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</li> <li>• Sentences with different forms: statement, question, exclamation, command.</li> <li>• Capital letters, full stops, question marks and exclamation marks to demarcate</li> </ul>

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<ul style="list-style-type: none"> <li>• question</li> <li>• exclamation</li> <li>• command</li> <li>• apostrophe</li> <li>• comma</li> <li>• compound</li> <li>• suffix</li> </ul>	<ul style="list-style-type: none"> <li>• Suffix <b>ing</b> that can be added to verbs.</li> <li>• Formation of nouns using suffix <b>ness</b></li> <li>• Commas to separate items in a list.</li> <li>• Capital letters for days of week.</li> <li>• Verbs – present tense</li> <li>• How the prefix <b>un</b> changes the meaning of verbs and adjectives (negation, e.g. unkind, or undoing, e.g. untie the boat)</li> </ul>		<ul style="list-style-type: none"> <li>• Plurals – <b>s and es</b></li> <li>• Sentences with different forms: statement, question, exclamation, command.</li> <li>• Capital letters for names of people, places, days of the week and for the personal pronoun I.</li> <li>• Use of the suffixes <b>-er and -est</b> to form comparisons of adjectives and adverbs.</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, or but)</li> <li>• Suffixes – <b>ly</b></li> <li>• Verbs in past tense</li> </ul>		<p>sentences.</p> <ul style="list-style-type: none"> <li>• Apostrophes to mark contracted forms in spelling.</li> <li>• Use of <b>-ly</b> to turn adjectives into adverbs.</li> <li>• Use of the suffixes <b>-er and -est</b> to form comparisons of adjectives and adverbs.</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, or but)</li> <li>• Commas to separate items in a list.</li> <li>• Formation of adjectives using suffixes such as <b>-ful, -less</b></li> <li>• Verbs – future tense</li> <li>• Capital letters for sentences, names and days of week</li> <li>• Apostrophes to mark singular possessions in nouns</li> </ul>	
<p><b>Handwriting:</b></p> <p><b>Letters family/ patterns to be taught/letter joins</b></p>	<p><b>Y1</b> 2 o' clock letter family c, a, d, g, q, s,</p> <p><b>Y2</b> Tunnel letter family h, m, n, p, b, r Joining 2 o'clock and tunnel letters</p>	<p><b>Y1</b> Tunnel letter family h, m, n, p, b</p> <p><b>Y2</b> Tunnel letter family h, m, n, p, b, r Joining 2 o'clock and tunnel letters Focus on uniform letter size.</p>	<p><b>Y1</b> Straight letters i, l, t, u</p> <p><b>Y2</b> Joining 2 o'clock, tunnel letters and straight letters.  Focus on uniform letter size.</p>	<p><b>Y1 and Y2</b> Capital letters  Revision so far</p> <p><b>Y2</b> Top joiners Joining top joiners onto 2 o' clock letters Focus on uniform letter size.</p>	<p><b>Y1</b> Odd letters e, f, j, k, y Square letters x, z</p> <p><b>Y2</b> Joining odd letters onto straight letters Focus on uniform letter size.</p>	<p><b>Y1</b> Top joiners o, r, v, w  Revision of all families</p> <p><b>Y2</b> Joining square letters onto vowels  Focus on uniform letter size.</p>
<p><b>Reading for Pleasure:</b></p>	<p>The Pirates Next Door by Jonny Duddle (Literacy Shed+)</p> <p>Giant Jelly Jaws and the Pirates by Helen Baugh and Ben Mantle</p>	<p>The smartest giant in town (Literacy shed+)</p>	<p>Lila and the Secret of Rain by David Conway (Literacy Shed+)</p>	<p>Hansel and Gretal</p> <p>Old Bear stories</p> <p>Bear shaped – Dawn coulter-Sruttenden</p>		<p>Non-Fiction – Little people, Big dreams Emilia Earheart</p>