
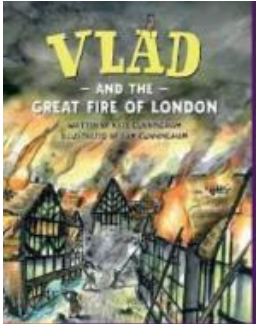
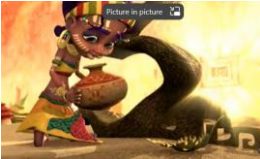
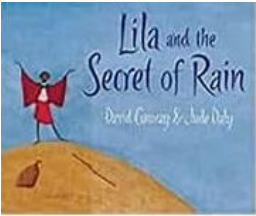
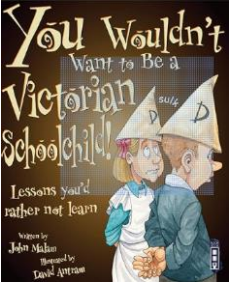

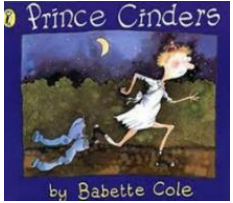
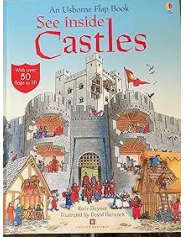


# Badger Class year 1/2 LTP English Overview (Cycle 2) Purley C of E Primary School

	Autumn Term		Spring Term		Summer Term	
Topic Title	Where am I?	What is History?	Would you prefer to live in a cold or hot place?	Please Miss	What is it like to live in Shanghai	Castles
<p><b>Text/s:</b></p>	<p>The Black Hat – By Maia Walczak (Literacy shed animation)</p> 	<p>Vlad and the Greta Fire of London - Kate Cunningham (Literacy shed+)</p> 	<p>Zahra (Literacy Shed animation)</p>  <p>Lila and the Secret of Rain -David Conway (Literacy shed)</p> 	<p>Victorian school texts (teacher made)</p> <p>You wouldn't want to be a Victorian Schoolchild – Jon Mallam</p> 	<p>The Magic Paintbrush – Julia Donaldson (Literacy Shed+)</p> 	<p>Prince Cinders – Babbett Cole (Literacy Shed+)</p>  <p>History of castles – Usborne</p> 
<p><b>Genre:</b></p>	<p>Fiction: Stories with familiar settings</p>	<p>Fiction: Historical narrative</p>	<p>Fiction: Stories set in a different culture</p>	<p>Non-fiction</p>	<p>Fiction: Narrative story</p>	<p>Fiction: Modern fairy tale</p> <p>Non-Fiction</p>
<p><b>Writing Opportunities (text type):</b></p>	<p><b>Writing to entertain:</b> Setting description</p> <p><b>Writing to inform:</b> Diary entry</p>	<p><b>Writing to entertain:</b> Poems</p> <p><b>Writing to inform:</b> Diary entry</p>	<p><b>Writing to entertain:</b> Character posters</p> <p><b>Writing to entertain:</b> Setting descriptions</p>	<p><b>Writing to inform:</b> Recount about our Victorian morning</p>	<p><b>Writing to entertain:</b> Character descriptions</p> <p><b>Writing to entertain:</b> Alternative version of story.</p>	<p><b>Writing to entertain:</b> Retell a story</p> <p><b>Writing to inform:</b> Label, captions, explanations</p>

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			<b>Writing to entertain:</b> Alternative version			
<b>Purpose:</b> <b>Audience:</b>	Setting description: To describe the setting using all senses to bring it to life for the reader.  Diary: To understand how it felt like to be the character in the story.	Poetry: Spine poems using their senses to describe a scene. Share poems to an audience.  Diary: To understand how it felt to be in London at the time of the Great Fire.	Posters: Create a character poster about Zahra including appearance and characteristics to display in class.  Setting description: To describe the setting using all senses to bring it to life for the reader.  Alternative version: Write an alternative ending of the story to share with class friends.	Recount: To share with a family member what we did in our Victorian morning	Character descriptions: Write a character description of Shen and the Emperor to entertain my teacher.  Alternative version: Write own narrative stories, using vocabulary carefully, to set the mood for the reader.	Retelling: Retell the story of Prince Cinders to act out with friends.  Explanations: Why would Prince Cinders need a castle?
<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> <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>					
<b>Vocabulary, Punctuation &amp; Grammar</b>  <b>Y1 - Terminology to be introduced:</b> <ul style="list-style-type: none"> <li>• word</li> <li>• sentence</li> </ul>	<b>Y1 content –</b> <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> </ul>	<b>Y1 content –</b> <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> </ul>	<b>Y1 content –</b> <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> </ul>			

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<ul style="list-style-type: none"> <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> <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>• 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> <li>• Suffix <b>ing</b> that can be added to verbs.</li> <li>• Formation of nouns using suffix ness</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>• 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> <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> </ul>	<ul style="list-style-type: none"> <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 <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> <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 sentences.</li> <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</li> </ul>
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			<ul style="list-style-type: none"> <li>Verbs in past tense</li> </ul>		<ul style="list-style-type: none"> <li>days of week</li> <li>Apostrophes to mark singular possessions in nouns</li> </ul>	
<b>Handwriting:</b>  <b>Letters family/ patterns to be taught/letter joins</b>	<b>Y1</b> 2 o' clock letter family c, a, d, g, q, s,  <b>Y2</b> Tunnel letter family h, m, n, p, b, r Joining 2 o'clock and tunnel letters	<b>Y1</b> Tunnel letter family h, m, n, p, b  <b>Y2</b> Tunnel letter family h, m, n, p, b, r Joining 2 o'clock and tunnel letters Focus on uniform letter size.	<b>Y1</b> Straight letters i, l, t, u  <b>Y2</b> Joining 2 o'clock, tunnel letters and straight letters.  Focus on uniform letter size.	<b>Y1 and Y2</b> Capital letters  Revision so far  <b>Y2</b> Top joiners Joining top joiners onto 2 o' clock letters Focus on uniform letter size.	<b>Y1</b> Odd letters e, f, j, k, y Square letters x, z  <b>Y2</b> Joining odd letters onto straight letters Focus on uniform letter size.	<b>Y1</b> Top joiners o, r, v, w  Revision of all families  <b>Y2</b> Joining square letters onto vowels  Focus on uniform letter size.
<b>Reading for Pleasure:</b>		Toby and The Great Fire of London  The History of the Fire of London – Emma Adams and James Weston Lewis				