



## English Yearly Overview Year 2 2019



	Advent		Lent		Pentecost	
<b>Narrative</b>	Traditional tales - fairy tales		Stories with recurring literary language		Traditional tales – myths (creation stories)	
<b>Grammar focus</b>	W4, S1, S2, S3, T4, P1, W1, W2, W3, P4		W4, S1, S2, S3, T4, P1, W2, T5, P2, P3		W4, S1, S2, S3, T4, P1, W2, W3, T5, P4	
<b>Final written outcomes</b>	Write a retelling of a traditional story.		Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g. How the Leopard Got His Spots	
<b>Book based (Herts)</b>	Rapunzel by Bethan Woolvin (2 weeks diary entry from Rapunzel's perspective)				15 Things Not To Do With a Puppy by Margaret McAllister (2 weeks, advert, poster, commands, poetry)	
<b>Book based</b>	Mufaro's Beautiful Daughters by John Steptoe Jamil's Clever Cat: a folktale from Bengal (4 weeks mixed genre narratives)		On The Way Home by Jill Murphy The Enormous Crocodile by Roald Dahl (4 weeks mixed genre narratives)		Just So Stories: How The Leopard Got His Spots (and others in the series) - Shoo Rayner (4 weeks mixed genre narratives)	
<b>Non-fiction</b>	<b>Explanations</b>	<b>Recounts</b>	<b>Report</b>		<b>Explanations</b>	<b>Instructions</b>
<b>Grammar focus</b>	W4, S1, S2, S3, T4, P1, T5	W4, S1, S2, S3, T4, P1, P2, P3	W4, S1, S2, S3, T4, P1, W1, W3, P4		W4, S1, S2, S3, T4, P1, W1, P3	W4, S1, S2, S3, T4, P1, P2
<b>Final written outcomes</b>	Following practical tasks, produce a simple flow chart or cyclical diagram and record a series of sentences to support the explanation	Write first person recounts retelling historical events, using adverbs of time to aid sequencing, and maintaining consistency in present tense	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Produce a flow chart ensuring content is clearly sequenced	Write a series of fiction-based instructions (i.e. 'How to trap an ogre') including diagrams
<b>Book based (Herts)</b>		Voices In The Park by Anthony Browne (2 weeks recount, historical recount)	Questions and Answers About Nature by Kingfisher/Macmillan DK Find Out! Sharks by Sarah Fowler DK Eyewitness Shark by Miranda MacQuilty (4 week non-chronological reports)		Monsters: An Owner's Guide by Jonathan Emmet and Mark Oliver (3 weeks flow chat, explanations)	
<b>Cross-curriculum opportunities</b>	Explanations linked to wider curriculum experiences (2 weeks flow chart, cyclic diagram)					Instructions linked to wider curriculum experiences (1 week fiction based instructions)
<b>Poetry</b>	<b>Structure – calligrams</b>	<b>Vocabulary building - list poems</b>	<b>Structure - calligrams</b>	<b>Vocabulary building</b>	<b>Vocabulary building</b>	<b>Take one poet, poetry appreciation</b>
<b>Final written outcomes</b>	Write own calligrams (based on single words) (1 week)	Read list poems. Write and perform own versions (1 week)	Write own calligrams shape poems (2 weeks)	Read, write and perform free verse (1 week)	Read, write and perform free verse (1 week)	Personal responses to poetry Recite familiar poems by heart (1 week)
<b>Poetry based Herts</b>	The Puffin Book of Fantastic First Poems selected by June Crebbin (1 week)					
<b>Visual literacy</b>	Zahara (1 week character description, Literacy shed)		Caterpillar Shoes (2 week non-chronological report, Literacy shed)		Adventures Are The Pitts (1 week narrative, Literacy shed)	