



Year 2 English Overview 2022

Year 2 Overview

Genres: **Classic Poetry** **Contemporary Poetry** **Traditional Tales** **Classics** **Visual/Graphic** **Non-Fiction**

Themes: **Other Cultures/ Refugee** **Our Diversity** **Mental Health** **Environment**



Link Texts – for use in WCR, Class Novel, Essential Texts in book areas book areas or to exchange with core if necessary based on cohort. See also Essential Texts list

Year	Concept	Aut 1	Concept	Aut 2	Concept	Spring 1	Concept	Spring 2	Concept	Sum 1	Concept	Sum 2
2	Actions and consequences	<p>Inside the Villains</p> <p>Anansi variety (Anthology of Traditional tales)</p> <p>(Unicorn Theatre Anansi 20.1.23 – 25.2.23)</p>	Different Worlds / Metaphorical & Literal Journeys	<p>The Tunnel</p> <p>Coming Home</p> <p>Night Before Christmas (poetry)</p>	Belonging & Purpose	<p>The Day the Crayons Quit</p> <p>Sofia Valdez Future Prez</p>	Environmental Changes	<p>The Climbers chapter book – Ali Standish</p> <p>The Invisible</p>	Roles & Responsibilities - Impact of Great Fire	<p>Great Fire of London</p> <p>Vlad and the Great Fire of London</p> <p>The role of people from different cultures during fire</p>	Curiosity	<p>Hattie & Olaf</p> <p>The Day War Came /</p> <p>My Name is Not Refugee</p>
2 Link		<p>Red Riding Hood (Dahl WCR poem)</p> <p>Traditional Tales variety (WCR)</p> <p>True Story of 3 Little Pigs (link)</p>		<p>A Night at the Frost Fair</p> <p>Emma Carroll</p> <p>Non-fiction robins</p>		<p>The Boy Who Grew Dragons (WCR)</p> <p>(The questioniers – Sofia Valdez)</p> <p>The Twits</p>		<p>Wangari's Trees of Peace (link)</p> <p>Tin Forest (link)</p> <p>Into the Forest (link)</p> <p>Stories by Anthony Browne</p>		<p>Fire Safety Leaflets</p>		

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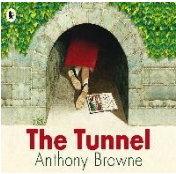




Autumn 1



Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts (see also the Essential Text list)	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Inside the Villains</p>  <p>Anansi variety (Anthology of Traditional tales)</p> 	<p>Actions and consequences</p>	<p>Wild, climb, move, people, old any, many, find, busy, most, sugar</p> <p>Cultural Capital</p> <p>(Unicorn Theatre Anansi 20.1.23 – 25.2.23) Book now for partnership if interested</p> <p>Oral storytellers from other cultures – Black History Month</p>	<p>Red Riding Hood (Dahl WCR poem)</p> <p>Traditional Tales variety (WCR)</p> <p>Into the Forest – Anthony Browne</p>	<p>Inside the Villains</p> <ul style="list-style-type: none"> ● Character descriptions ● Comparisons between ● Retell a story from villain’s point of view ● Sequel ● Alternative from Wolf point of view <p>Anansi</p> <ul style="list-style-type: none"> ● Predictions based on the front cover ● Thought bubbles ● Children write statements about events in the story, retell the story as a class and match the sons’ reasons for wanting the prize in ‘Who Said What?’ ● Story map - annotate with key language. <p>Retelling the Anansi stories</p> <ul style="list-style-type: none"> ● What might the world look like from a spider’s point of view ● Go on a web or spider hunt- Create Lost Posters ● Spider poems ● Look at non-fiction texts about spiders ● Labelling spider or other mini-beast or creature ● Fact box on spider or other creatures ● Think about why people are afraid of spiders? What other creatures might people be afraid of? Why? spiders/webs/movement ● Write a booklet about spiders describing some real attributes (eg 8 legs) alongside some imagined ones (making people laugh, being kind) 	<p>Traditional West African call and response songs</p> <p>Traditional Tales including other cultures e.g. Tinga Tinga Tales, Aboriginal dreamtime,</p> <p>Aaaarrggg Spider!</p> <p>True Story of 3 Little Pigs</p> <p>The Last Wolf-Mini Grey</p> <p>Three Little Wolves and the Big Bad Pig</p> <p>Wolves – Emily Gravett</p> <p>Whose Afraid of the Big Bad Book</p>	<p>Little Red – Y1</p> <p>Animals & minibeasts topics FS</p> <p>Traditional Tales FS</p>	<p>Oral storytellers from other cultures – Black History Month</p> <p>Science- Animals including Humans</p>

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Autumn 2

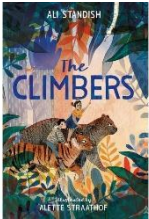
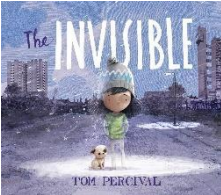

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Tunnel</p>  <p>The Tunnel Anthony Browne</p> <p>Coming Home (Waitrose advert & text)</p>  <p>Night Before Christmas (poetry)</p> 	<p>Different Worlds / Metaphorical & Literal Journeys</p>	<p>Both, gold, hold, told, father, grass, pass, plant, path, sure, who, Mr, Mrs, parents, money Christmas, poor, class, kind, child, children, only, cold, after, last, past and fast</p>	<p>A Night at the Frost Fair Emma Carroll</p> <p>Non-fiction robins</p> <p>Night Before Christmas (poetry)</p>	<p>The Tunnel</p> <ul style="list-style-type: none"> Character profiles at different points. Comparison at the end think about how changed. How feel towards each other Role play & speech and actions Description of objects on the waste ground (investigate real examples in class). Write an explanation which explains how they got there (GDS write in 1st person as object) Hidden clues about beyond the tunnel. Tunnel description & surrounding environment – clue what lies beyond Conscience alley & persuasive - for / against entering tunnel Predict what might happen next Immersive experience - a tunnel found in school & photos of different tunnels. Where does it lead? What clues around it? Write a new story with the title 'The Tunnel'. Who are the characters? Where does the tunnel lead to? <p>Coming Home</p> <ul style="list-style-type: none"> Describe the Robin using interesting adjectives Describing the temperament of the Robin Storyboard of events in the story – 1st person / 3rd person Prologue of the Coming Home story Facts & non-chronological report (link RSPB day) <p>'Twas the Night before Christmas</p> <ul style="list-style-type: none"> Traditional vocabulary & meanings Description, adjectives Focus on few lines, in-depth analysis (Bob Cox style) Rewrite specific section as alternative – modern day comparison / alternative event (Night before Diwali) 	<p>Poetry</p> <p>Focus-Robin Redbreast William Allingham</p> <p>Piping Robin Annette Wynne https://discoverpoetry.com/poems/annette-wynne/pipin-g-robin/</p> <p>Non-fiction robins</p> <p>Traditional tales</p> <p>Snow witch</p> <p>Where the Wild Things Are</p>	<p>Owl who was Afraid of the Dark</p> <p>The Suitcase Y1</p> <p>PSHCE (Year 1) Health and Wellbeing Keeping safe; people who help us</p> <p>PSHCE (Y2) Living in Wider World- Ourselves & others, world around us & caring for others</p> <p>Science (Y2)- Living things Habitats</p> <p>Geography Y1 Four Seasons Changes in weather and day length</p>	<p>PSHCE Relationships – Friendship, feeling lonely, managing arguments, behaviour and respect for others</p> <p>Geography - Weather in the UK</p>
		Cultural Capital					
		<p>Immersive experience - Tunnel in the classroom to crawl through</p> <p>Experiencing snow- Snow tray/ tasting, smelling mince pies www.birdmandisplays.com</p> <p>Birds of Prey Alan 07712866743</p>					

Spring 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Day the Crayons Quit</p>  <p>Sofia Valdez Future Prez</p> 	<p>Belonging & Purpose</p>	<p>Because, every, break, steak, hour, bath, prove, improve, whole, even</p> <p>Cultural Capital</p> <p>Hook – letter / postcard from stationary in class</p> <p>Interview with Head Boy / Girl / HoS</p> <p>Application for responsibility in school</p>	<p>The Boy Who Grew Dragons (WCR)</p> <p>The Twits</p>	<p><u>The Day the Crayons Quit / Came Home</u></p> <ul style="list-style-type: none"> ● Discuss favourite words and phrases in the text. ● Annotate a letter identifying descriptive language and impactful phrases explaining why. ● Colour charts/strips brainstorming emotions, objects and language (similes) associated with the colours e.g., red-crimson-ruby are associated with heat, fire, anger, danger and love. ● Plan and practise ideas for writing. (role play) Pupils to role play being a character from the book explaining how they feel to their partner who will act as counsellor. ● Persuasive letter from a crayon in the first person. ● Problem page / Advice cards for yellow and orange ● Alternative dilemma for a crayon ● Feeling lesson / hot seat with Duncan. ● Features of a sorry letter – respond in groups. ● Write sentences using emotive language. Sorry, heartbroken, upset, sad, devastated... ● Reasons for using the crayon in that way (conjunctions, coordination, subordination). ● Comparative table. Possible resolutions. ● Letter from Duncan to the crayons ● Short story - describe what is happening in final picture <p><u>Sofia Valdez, Future Prez</u></p> <ul style="list-style-type: none"> ● Interview with Head Boy / Girl, questions ● Persuasive writing e.g. be school council, have kids yes day, caring for environment for School Newsletter, speak at assembly 	<p>The Day the Crayons Came Home</p> <p>The questioniers – Sofia Valdez</p> <p>Iggy Peck, Architect by Adrea Beaty</p> <p>The Good Egg by Jory John</p> <p>The Most Magnificent Thing by Ashley Spires</p> <p>Grace for President by Kelly DiPucchio</p>	<p>FS – Environment</p> <p>Y1 – Local Area</p>	

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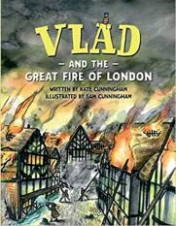
Spring 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>The Climbers chapter book – Ali Standish</p>  <p>The Invisible</p> 	Environmental Changes	<p>Mind, behind, pretty, beautiful, eye, clothes, grass</p> <hr/> <p>Cultural Capital</p> <hr/> <p>Making a difference in school e.g. planting seeds</p> <p>Visit to Oxley's Woods</p> <p>Invite premises manager / forest school lead</p>	<p>Bob Cox project- Hurt No Living Thing poem by Christiana Rossetti</p> <p>News stories about caring for environment e.g. Greta Thunberg</p>  <p>Non-fiction Bears</p>	<p>The Climbers</p> <ul style="list-style-type: none"> ● Explore concepts – belonging, home, fear ● Debate – leave or stay ● What are forests like? Compare descriptions of forests from different texts & the impact of the writer's choice of words on how we feel about them ● Describe forests in two contrasting images ● Describe forest from animal / insect point of view ● Descriptive poem about forest linked to the five senses ● How to care for a bear ● Persuade townspeople bear is safe ● Contrasting Trip Advisor reviews for forest / mountain / city ● Poster on recycling / Persuasive letter - encourage others to look after the environment <p>The Invisible</p> <ul style="list-style-type: none"> ● Explore Isabel's feelings & match to scenes ● Write diary entry from Isabel's point of view & feelings ● Explore how to help people in the community in poverty. Write a persuasive letter to the government about ways they could support people. Could use drama to form a debate. ● Poster / campaign encourage people join community events e.g. lunchtime gardening club, recycling team ● Welcome leaflet for new pupil to school / area 	<p>Wangari's Trees of Peace</p> <p>Tin Forest</p>	<p>Traditional Tales/ Fairy Tales in N, R and Year 1</p> <p>Little Red (Year 1)</p> <p>Rapunzel (Year 1)</p> <p>Caring for animals (Y1 outcomes)</p> <p>Science (Year 1) Materials Objects and properties</p> <p>PSHCE (Year 1) Living in the Wider World- The world around us</p>	<p>PSHCE Relationship s</p> <p>Friendship, feeling lonely and managing arguments</p>

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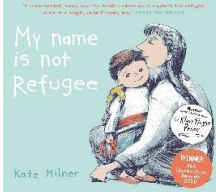
Summer 1

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Great Fire of London – Emma Adams</p>  <p>Vlad and the Great Fire of London – Kate Cunningham</p>  <p>The role of people from different cultures during fire</p>	<p>Roles & Responsibilities - Impact of Great Fire & the roles of people from different cultures</p>	<p>Door, floor, most, great, could, should, would, everybody, water, again, half</p> <p>Cultural Capital</p> <p>Visit to a fire station</p> <p>Trip to Deptford Bridge for The Great Fire of London experience</p>	<p>Fire Safety Leaflets</p> <p>Samuel Pepys diary extracts</p>	<p>Great Fire of London – Emma Adams</p> <ul style="list-style-type: none"> ● Research about The Great Fire of London ● Features of non-fiction texts ● Sequencing the Great Fire of London events ● Information book/A3 Fact page about The Great Fire of London ● Sorting/ describing fire fighting equipment used in 1666 and the equipment used today <p>Research & make notes facts about firefighting in the past and present</p> <ul style="list-style-type: none"> ● Writing paragraphs to explain the differences/ similarities <p>Fire Brigade visit</p> <ul style="list-style-type: none"> ● Writing questions for Firefighters visit ● Virtual Firefighters visit / visit to fire station ● Recount of Firefighter visit - evidence for Teacher Assessment Framework ● Identifying fire hazards in the home ● Fire safety leaflet to inform others of how prevent fires in the home <p>Vlad and the Great Fire of London</p> <ul style="list-style-type: none"> ● Eye witness accounts of the Great Fire of London ● Recount of events from Boxtor the rat's point of view ● Senses description ● Newspaper report 	<p>You wouldn't want to be in the Great Fire of London- Jim Pipe</p> <p>London's Burning rhyme</p>	<p>PSHCE (Year 2) Health and Wellbeing- Keeping safe, recognising risks; rules</p>	<p>History Significant Events- Great Fire of London and its Impact on Today (Infrastructure and Fire Brigade)</p>

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Summer 2

Text (picture, title & genre)	Key Concept	Common Exception Words / Key Vocabulary	Whole Class Reading Text	Possible Writing Outcomes (main, incidental and taster drafts)	Link Texts	Links to Prior Learning / Texts	Links to Current Foundation Learning
<p>Hattie & Olaf</p>  <p>The Day War Came</p>  <p>OR My Name is Not Refugee</p> 	<p>Curiosity/ Transitions</p>	<p>Revise all Year 2 <u>Common exception words</u></p> <p>Cultural Capital</p> <p>Visit from charity supporting refugees</p>	<p>Primary Times articles – War in Ukraine 2022</p>	<p>Hattie and olaf</p> <ul style="list-style-type: none"> ● Friendship activities ● Animal comparisons- Would you rather a horse or a donkey? Persuasive writing. ● Riddles – What am I? ● Chn write their own Adventure story focusing on dialogue between characters <p>The Day War Came</p> <ul style="list-style-type: none"> ● Newspaper reports ● Eye witness recounts ● Letters to refugees <p>Transition to Y3</p> <ul style="list-style-type: none"> ● Transition letters to new teacher moving up to Y3, explaining who they are, likes, talents, targets, things they are proud of ● Speech –what have you done today to make you feel proud? ● Write complimentary speech for someone else 	<p>Journey</p> <p>Something Else</p> <p>Primary Times articles – War in Ukraine 2022</p>	<p>PSHCE (Year 2) Living in the Wider World- Ourselves and others, the world around us and caring for others</p> <p>Science (Y2)- Living things and their Habitats</p> <p>Empathy Day/ Refugee Week</p> <p>The Suitcase (Y1)</p> <p>Lubna & Pebble (Y1)</p> <p>Beegu</p> <p>My Nana’s Garden (Y1)</p>	<p>Science- Materials- Suitability for different purposes</p> <p>PSHCE Health and Wellbeing- Feelings, mood, times of change, loss and bereavement</p>