

# Overview: Topic/ English -year 2- 2021/22

	Week 1	Week2	Week3	Week4	Week5	Week6	Week7	Week8
<b>Autumn 1</b> <b>Seaside</b> <b>Castles</b> (science – materials)	<b>Non-fiction Recounts (1 day)</b> Summer holidays Fiction: Contemporary Story	<b>Fiction</b> Lucy and Tom at the Seaside by Shirley Hughes	<b>Fiction</b> Lucy and Tom at the Seaside by Shirley Hughes	<b>Poetry</b> <b>List poems</b>	<b>Poetry</b> <b>List poems</b>	<b>Fiction – Traditional tales</b> (Range of tales from different cultures)	<b>Fiction – Traditional tales</b> <i>The Magic Paintbrush</i>	<b>Fiction – Traditional tales</b> <i>Finn MacCool and the Giant's Causeway</i>
	<ul style="list-style-type: none"> <li>Discussions about our holidays</li> <li>Writing about our holidays</li> <li>Read story (Lucy and Tom at the Seaside)</li> </ul>	<ul style="list-style-type: none"> <li>Grammar focus (past tense)</li> <li>Vocabulary</li> <li>Sentence structure</li> <li>Write a postcard</li> </ul>		<ul style="list-style-type: none"> <li>Reading a range of list poetry</li> <li>Performing a range of poems</li> <li>Writing our own list poems</li> </ul>		<ul style="list-style-type: none"> <li>Reading a range of traditional tales and selected books (etc Mufalo's Beautiful Daughters, The Magic Paintbrush, The Tiger Child, Jamil's Clever Cat, The Willow Pattern Story, Finn MacCool)</li> <li>Describing characters from the books</li> <li>Using drama to retell the stories</li> <li>Retelling and writing our own traditional tales</li> </ul>		
<b>Autumn 2</b> <b>Watford</b> (science – materials, local habitat)	<b>Non-fiction – Historical recount</b> Guy Fawkes and the Gunpowder Plot (Big Book)	<b>Non-fiction – Historical recount</b> Guy Fawkes (Big Book)	<b>Fiction – Stories with recurring texts</b> <i>A Dark Dark Tale</i> by Ruth Brown	<b>Fiction – Stories with recurring texts</b> <i>On the Way Home</i> by Jill Murphy	<b>Non-fiction report</b> Non-fiction big book text on reports  Watford	<b>Non-fiction report</b> (International school link)	<b>The Nativity Story Xmas</b>	
	<ul style="list-style-type: none"> <li>Reading books about Guy Fawkes</li> <li>Describing Guy Fawkes</li> <li>Acting out the Gunpowder Plot</li> <li>Writing a recount on the Gunpowder Plot</li> </ul>		<ul style="list-style-type: none"> <li>Reading stories as listed above</li> <li>Using drama to retell the stories</li> <li>Writing our own version of the stories</li> <li>Focus on grammar and verbs</li> </ul>		<ul style="list-style-type: none"> <li>Talking and describing ourselves</li> <li>Planning a report</li> <li>Write a report about Watford</li> <li>Writing a report on ourselves to our schools in France</li> </ul>		<ul style="list-style-type: none"> <li>Retell the Nativity story</li> </ul>	
<b>Spring 1</b> <b>Habitats/Africa</b> (science – animals, habitats, plants)	<b>Fiction – Traditional creation tales</b> Tinga Tinga stories e.g. How the Zebra got his Stripes, How the Lion got his Roar or Why Elephant has a long trunk etc	<b>Fiction – Traditional creation tales</b> Tinga Tinga stories e.g. How the Zebra got his Stripes, How the Lion got his Roar or Why Elephant has a long trunk etc	<b>Fiction – Traditional creation tales</b> Traditional tales (Anansi stories e.g. <i>Why Anansi has Eight Long Legs</i> ,		<b>Non-fiction –Report writing</b> Information books on habitats			
	<ul style="list-style-type: none"> <li>Reading a range of Tinga Tinga tales</li> <li>Reading a range of Anansi stories</li> <li>Describing characters (Anansi)</li> <li>Using drama to retell the stories</li> </ul>	<ul style="list-style-type: none"> <li>Planning own stories</li> <li>Writing our own stories based on Tinga Tinga and Anansi</li> </ul>			<ul style="list-style-type: none"> <li>Reading books on different habitats</li> <li>Writing a report on habitats</li> </ul>			

<p><b>Spring 2</b></p> <p><b>Habitats</b> (science – animals/habitats, plants, environmental issues)</p>	<p><b>Poetry –</b> Shape poems</p>	<p><b>Poetry –</b> Shape poems</p>	<p><b>Non-fiction Report</b> Alexander Graham Bell</p>	<p><b>Contemporary Fiction</b> <i>Tiddler</i> – Julia Donaldson <i>The Storm Whale</i> by Benji Davies</p>	<p><b>Non Fiction</b> Selection of books on (endangered) animals and environment – link to house animal (tiger, polar bear, turtle, giraffe)</p>		
<ul style="list-style-type: none"> <li>• Read a range of shape poems</li> <li>• Perform the shape poems</li> <li>• Create our own shape poems</li> </ul>	<ul style="list-style-type: none"> <li>• Reading about the life of Bell</li> <li>• Writing facts to create report on Bell</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on verbs (-ed, ing and irregular verbs)</li> <li>• Writing and using these verbs in sentences</li> <li>• Use of punctuation and sentence structure</li> <li>• Issues in the story</li> <li>• Poster on</li> <li>• Writing a recount on our Kew Garden visit</li> </ul>	<p>Report on chosen animal and environment</p>				
<p><b>Summer 1</b></p> <p><b>Superheroes</b> (science – humans, medicine, plants)</p>	<p><b>Non-Fiction</b> Picasso report writing</p>	<p><b>Fiction</b> <b>Contemporary stories</b> <i>Traction Man</i> by Mini Grey <i>Supertato</i> by Paul Linnet Stories on Superheroes (e.g. Spiderman, Marvel characters)</p>	<p><b>Non-fiction Instructions</b> <b>Poetry – Calligrams</b> Superhero city pictures. Becoming a good superhero.</p>	<p><b>Non-fiction – Historical recount</b> Florence Nightingale</p>			
<ul style="list-style-type: none"> <li>• Read and write facts on Picasso</li> </ul>	<ul style="list-style-type: none"> <li>• Reading a range of stories on superheroes</li> <li>• Using drama to retell a story</li> <li>• Describing a character (e.g. Spiderman)</li> <li>• Creating our own superhero character</li> <li>• Creating our own superhero story</li> <li>• Writing our own superhero story</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of instructions</li> <li>• Follow instructions</li> <li>• Write a set of instructions</li> <li>• Investigating one-word calligrams</li> <li>• Drawing one-word calligram poems!</li> </ul>	<ul style="list-style-type: none"> <li>• Read non-fiction texts on FN</li> <li>• Write a historical recount on FN</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>			
<p><b>Summer2</b></p> <p><b>Keeping fit and healthy!</b> (science – keeping healthy, food, plants, humans)</p>	<p><b>Non-fiction Reports</b></p> <p>Big book on healthy eating / exercise</p>		<p><b>Fiction</b> <i>George’s Marvellous Medicine</i> by Roald Dahl</p>	<p><b>Fiction</b> <i>Horrid Henry</i> by Francesca Simon</p>			
<ul style="list-style-type: none"> <li>• Read a range of topic books</li> <li>• Create leaflets on healthy eating/keeping fit</li> <li>Write a report on healthy eating/keeping fit</li> </ul>	<ul style="list-style-type: none"> <li>• Class reading of GMM</li> <li>• Describing a character</li> <li>• Use drama</li> <li>• Writing instructions on creating a marvellous medicine</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of Horrid Henry books</li> <li>• Describe Horrid Henry</li> <li>• Use drama to retell a story</li> <li>• Use drama to create your own story</li> <li>• Write your own Horrid Henry story</li> </ul>					

***It will still be possible to do further report writing within the science lesson (or the foundation subjects) as well as in English lesson.***