
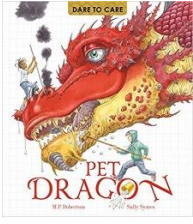
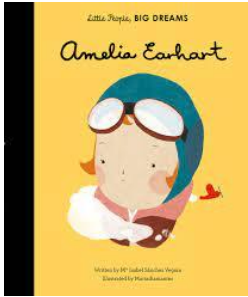
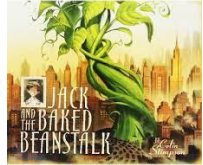
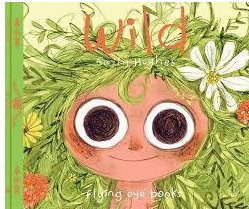
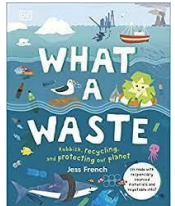
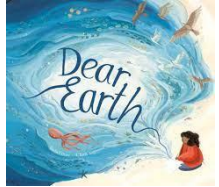


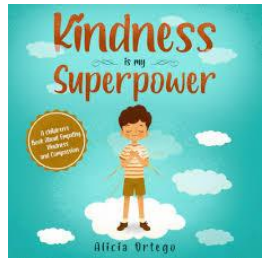
English Overview Year 2 2025

<p>Autumn 1 From Kilburn to Kenya - where would you prefer to live?</p>	<p>Autumn 2 What makes a magnificent monarch?</p>	<p>Spring 3 How did we travel from then to now?</p>	<p>Spring 4 Who lives in a habitat like this?</p>	<p>Summer 5 How does your garden grow?</p>	<p>Summer 6 Why should we protect our planet?</p>
<p>Key texts:</p>  	<p>Key texts:</p>   	<p>Key texts:</p>  	<p>Key texts:</p>  	<p>Key texts:</p>   	<p>Key texts:</p>   

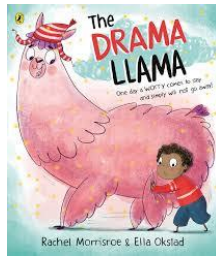
<p>Other texts:</p> 	<p>Other texts:</p> 	<p>Other texts:</p> 	<p>Other texts:</p>	<p>Other texts:</p>  	<p>Other texts:</p>  
<p><u>Writing outcomes/</u> <u>grammar focus</u> <u>Narrative -</u> <u>retelling a story</u> (capital letters, full stops, finger spaces, CL for proper nouns, using 'and' to join sentences)</p> <p><u>Narrative -</u> <u>descriptive</u> <u>writing -</u> <u>setting/character</u> (Same as above plus using adjectives)</p>	<p><u>Writing</u> <u>outcomes/</u> <u>grammar focus</u> <u>Poem</u> (commas in a list and expanded noun phrases)</p> <p><u>NF - Non-</u> <u>chronological</u> <u>report</u> (word classes)</p>	<p><u>Writing</u> <u>outcomes/</u> <u>grammar focus</u> <u>Narrative - write</u> <u>the ending to a</u> <u>story</u> (Sentence types, question marks and exclamation marks)</p> <p><u>NF -</u> <u>Information</u> <u>report</u> (coordinating conjunctions)</p>	<p><u>Writing</u> <u>outcomes/</u> <u>grammar focus</u> <u>Narrative</u> <u>recount</u> (past tense including progressive form)</p> <p><u>NF - Explanation</u> (apostrophes for possession)</p>	<p><u>Writing outcomes/</u> <u>grammar focus</u> <u>Narrative recount</u> (diary) (subordinating conjunctions)</p> <p><u>NF - Instructions</u> (apostrophes for contraction)</p>	<p><u>Writing</u> <u>outcomes/grammar</u> <u>focus</u> <u>NF - Letter</u> (persuasive) (present tense including progressive form)</p> <p><u>NF - Leaflet</u></p>

<u>Poetry</u> Riddles about African animals Here is the House by Ken Nesbitt	<u>Poetry</u> Tell me a dragon Queen Of Hearts	<u>Poetry</u> Acrostic poem (Children's mental Health week) The Magnificent Men in their Flying Machines	<u>Poetry</u> Shape poem - butterfly The Caterpillar by Christina Rossetti	<u>Poetry</u> The Little Plant by Kate Brown	<u>Poetry</u> The Voices of the Water by Tony Mitton (sound poem)
<u>Editing</u> Evaluating shorter pieces of writing with an adult/peer (adult led)	<u>Editing</u> Evaluating shorter pieces of writing with an adult/peer (peer led)	<u>Editing</u> Re-reading work using monkey talk (adult led) Does it make sense? Make changes. Introduce editing stations which will be accessible from now on in the classroom.	<u>Editing</u> Re-reading work using monkey talk (independent) Does it make sense? Make changes. Editing stations x 2 half term	<u>Editing</u> Proof-reading to check for errors (independent) Editing stations x 2 half term	<u>Editing</u> Proof-reading to check for errors (independent) Editing stations x 2 half term
<u>Author of the half term</u> Jeannie Willis	<u>Author of the half term</u> Michael Bond	<u>Author of the half term</u> Aaron Becker	<u>Author of the half term</u> Tom Percival	<u>Author of the half term</u> Emily Hughes	<u>Author of the half term</u> Oliver Jeffers

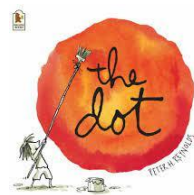
Wellbeing week



Wellbeing week



Wellbeing week



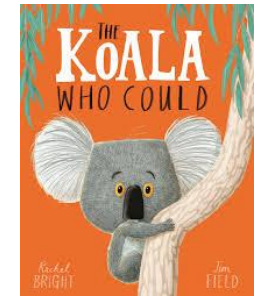
Wellbeing week



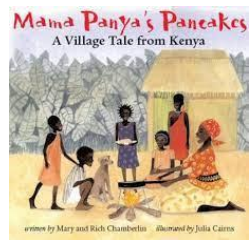
Wellbeing week



Wellbeing week



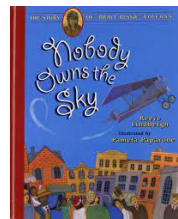
Stories from other cultures



A range of stories from Africa

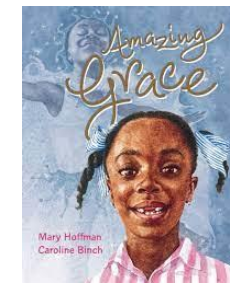
Stories from other cultures

Stories from other cultures

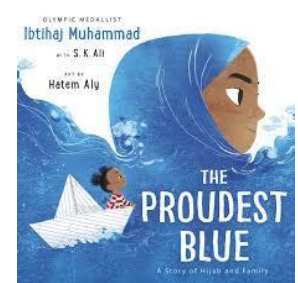


Stories from other cultures

Stories from other cultures



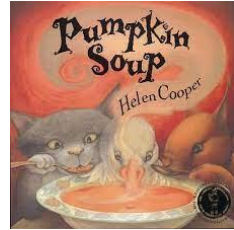
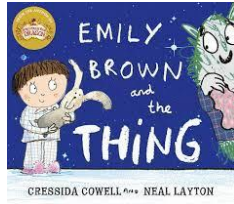
Stories from other cultures



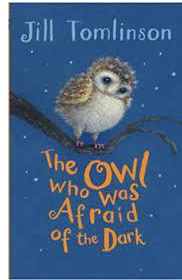
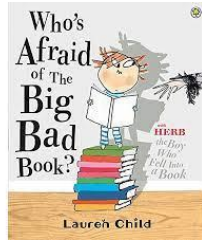
RFP



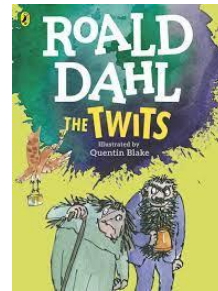
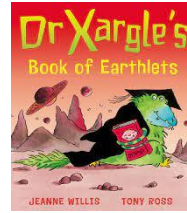
RFP



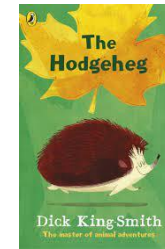
RFP



RFP



RFP



RFP

