



## ARDEIGH GREEN INFANT SCHOOL YEAR 2 ENGLISH OVERVIEW

Pupils should be taught to develop positive attitudes towards and stamina for writing by:   writing narratives about personal experiences and those of others (real and fictional)   writing about real events   writing poetry   writing for different purposes

Term/Topic	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Autumn 1<sup>st</sup></b> <b>Movers and Shakers</b>	<b>Real Events</b> <i>Florence Nightingale</i> SPAG and Letter writing	<b>Fiction Narrative</b> <i>Traditional Tales</i> <i>Goldilocks and the Three Bears</i> <i>Little Red Riding Hood</i>			<b>Poetry</b> <i>National Poetry Week</i> Themes TBC annually	<b>Fiction Narrative</b> <i>Disney film 'Up'</i> composition ( <i>assessment writing</i> )
<b>Autumn 2<sup>nd</sup></b> <b>Muck, Mess and Mixers</b>	<b>Real Events</b> <b>Remembrance Day</b> <b>Guy Fawkes</b> Recount and reports ( <i>assessment writing</i> )	<b>Writing for a Purpose</b> <b>*George's Marvellous Medicine/ Revolting Recipes - Roald Dahl</b> <i>Instructional - making potions/medicines</i>		<b>Fiction Narrative</b> <i>Polar Bears Surprise</i> <i>Northern Lights</i> <i>descriptions</i>	<b>Poetry</b> <b>*Tasty Poems</b> <i>Food riddles &amp; rhymes</i>	<b>Narrative</b> <b>Christian Nativity</b> <i>Scripts and storyboards for performance</i>
<b>Spring 1<sup>st</sup></b> <b>Bright Lights Big City</b>	<b>Real Events</b> <b>London</b> <b>Our Capital City and Royal Family</b> <i>Descriptive recounts, diary, letters &amp; reports</i>	<b>Real Events</b> <b>Great Fire of London</b> <i>Descriptive recounts, leaflets, diary, letters &amp; reports</i>	<b>Writing for a Purpose</b> <b>*Paddington at the Palace</b> <i>Study of London and Transport through City</i> <i>Adventures exploration</i>		<b>Fiction Narrative</b> <b>Toby and the Great Fire of London</b> <i>Diary Entry</i>	<b>Fiction Narrative</b> <b>Sammy the Street Dog</b> <i>Writing and editing</i> ( <i>assessment writing</i> )
<b>Spring 2<sup>nd</sup></b> <b>Land Ahoy!</b>	<b>Real Events</b> <b>*Captain Cook</b> <i>Comprehension</i> <i>Information retrieval &amp; recounts</i>	<b>Writing for Purpose</b> <b>*Reading Postcards</b> <i>Upscaling vocabulary</i>	<b>Fiction Narrative</b> <b>*The Pirate Cruncher</b> <i>All at Once – verbs &amp; time adverbials</i>	<b>Fiction Narrative</b> <b>*Meerkat Mail</b> <i>Letters &amp; Posters</i> ( <i>assessment writing</i> )	<b>Poetry</b> <b>*Rescue Poem</b> <i>Alliterative phrases</i>	<b>Poetry</b> <b>Easter/Spring</b> <i>Imagery using the senses</i>
<b>Summer 1<sup>st</sup></b> <b>Wriggle &amp; Crawl</b>	<b>Writing for Purpose</b> <b>Life cycles – worms and butterflies</b> <i>Labels, lists and captions</i>		<b>Non-Fiction Reading</b> <i>Comprehension</i> <i>Qs focus on insects</i>	<b>Fiction</b> <b>SATS Exemplification</b> <i>TBC annually</i>	<b>SATs/Interim Evidence SPAG focus</b> ( <b>End of Key Stage assessments</b> )	
<b>Summer 2<sup>nd</sup></b> <b>Beach Combers</b>	<b>Fiction Narrative</b> <b>*Winnie and Wilbur at the Seaside</b> <i>Story Maps and adventure stories</i>		<b>Writing for Purpose</b> <i>Beach Persuasive writing</i> <i>Beach trip recount</i>		<b>Real Events</b> <i>Transition focus – letters and recounts</i> <i>Sun safety posters etc.</i>	

\*Denotes links to Curriculum Maestro modules and resources