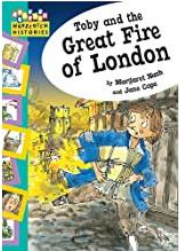
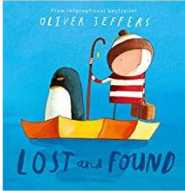
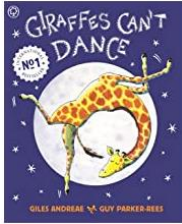
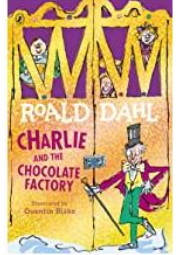
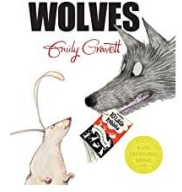
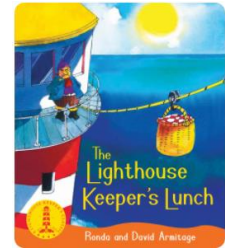





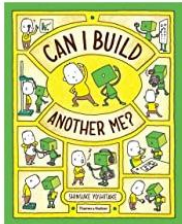

Year 1/2 English Long Term Overview (with other key drivers for Learning Quest) CYCLE A

to inform

to entertain

to instruct

Autumn 1 Why is London Burning?	Autumn 2 How do you travel around the world on a sleigh?	Spring 1 Can animals dance?	Spring 2 Does chocolate grow on trees?	Summer 1 What makes me ME!?	Summer 2 What was life like at the Seaside?
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1
<p>Why is London burning?</p> <p>history: significant national events beyond living memory Science: materials</p> <p>Text Driver A: <i>Toby and the Great Fire of London</i> by Margaret Nash COURAGE (Core Value) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: The King and the Great Fire of London (Hopscotch texts) themes and conventions</p> <p style="color: green;">to inform and to entertain Apprentice Writes: labelling and sequencing the events/pictures of TGFOL-order images to create a</p>	<p>How do you travel around the world on a sleigh?</p> <p>geography: Locational Knowledge (continents and countries) Place Knowledge, Human and Physical, skills and fieldwork</p> <p>history and British Values: Significant Individual nationally (Guy Fawkes)</p> <p>Text Driver A: <i>Lost and Found</i> by Oliver Jeffers LOVE (Core Value) FELLOWSHIP (Core Value) DIVERSITY (Big idea)</p>  <p>Parallel Text: Poles Apart by Jeanne Willis</p>	<p>Can animals dance?</p> <p>science: How have we changed since we were babies? Animals including humans / Living things and their habitats</p> <p>Text Driver A: <i>Giraffes can't Dance</i> by Giles Andreae LOVE (Core Value) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: The Lion Inside, The Squirrels who Squabbled and The Koala who Could, The Way Home for Wolf– all by Rachel Bright theme, watch the Tinga Tinga Tales</p> <p style="color: red;">to entertain</p>	<p>Does chocolate grow on trees?</p> <p>geography: Place knowledge, human and physical, skills and fieldwork, Fairtrade and study of a contrasting country</p> <p>Text Driver A and B: <i>Charlie and the Chocolate Factory</i> by Roald Dahl FELLOWSHIP (Core Value) CONFLICT (Big idea) ENVIRONMENT (Big idea)</p>  <p>Parallel texts: Other books by Roald Dahl, The Whizz Pop Chocolate Shop AUTHOR STUDY</p> <p style="color: red;">to entertain</p>	<p>What makes me ME!?</p> <p>science: Animals including humans</p> <p>Text Driver A: <i>Wolves</i> by Emily Gravett COURAGE (Core Value) CONFLICT (Big idea)</p>  <p>Parallel texts: Wolf won't bite by Emily Gravett, Inside the Villains by Clotilde Perrin. The Way home for Wolf, Little Red, The True Story of the Three Little Pigs (see Literacy shed film as well)</p> <p style="color: green;">to inform and to instruct and to entertain Apprentice Writes: Instructions on how to look after wolves as part of a non-</p>	<p>What was life like at the Seaside?</p> <p>history: changes within living memory (the seaside)</p> <p>LOVE (Core Value) COURAGE (Core Value) ENVIRONMENT (Big idea)</p> <p>Text Driver A: <i>The Lighthouse Keeper's Lunch</i></p>  <p>Parallel texts: Other books in the series. Other books about seaside</p> <p style="color: red;">to entertain Apprentice Writes: write diary entry as Mr Grinling.</p> <p>OUTCOME: Write letters to each other in the lunchbox.</p>

<p>simple storyboard using Computing.</p> <p>OUTCOME: Diary entries – either Toby at different points within the events or (greater depth?) compare Toby and the king at different points.</p>	<p>to inform</p> <p>Apprentice Writes: Using pages 20 and 21, children to have pictures of the boy and sequence them, writing a simple sentence under each picture. Describe the boy/penguin/boat e.g. The sad boy is in a wooden boat.</p> <p>OUTCOME: Create fact files about penguins – use technology purposefully to add text to images.</p>	<p>Apprentice Writes: Choose an animal and a verb...create a rhyming string, write a letter telling the animal how it can overcome its fear, describe the animal</p> <p>OUTCOME: Write animal poetry that follows a simple pattern, e.g. a haiku or a riddle</p>	<p>Apprentice Writes: Write setting descriptions of different places in the factory, write a setting description for a new room in the factory. Character descriptions, create a new character with a personality flaw. Create a new sweet and create top trump cards to play against each other.</p> <p>OUTCOME: Write a TV report (and film these on the iPads as well as recording sound effects to accompany this) for the Golden Ticket announcement or the factory opening to the children.</p>	<p>chronological page/fact file on wolves</p> <p>OUTCOME: Write fact files about wolves</p>	
<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>	<p>Learning Journey 2</p>
<p>What is life like as a Queen?</p> <p>history: Queens – lives and times</p> <p>Geography: Locational Knowledge</p> <p>Text Driver B: <i>The Queen's Hat</i> by Steve Antony</p> <p>LOVE (Core Value)</p> <p>ENVIRONMENT (Big idea)</p>  <p>Parallel texts: The Queen's Handbag, The Queen's Knickers, The Queen's</p>	<p>Text Driver B <i>Stickman</i> by Julia Donaldson</p> <p>LOVE (Core Value)</p> <p>FELLOWSHIP (Core Value)</p> <p>ENVIRONMENT (Big idea)</p>  <p>Parallel texts: Other texts by Julia Donaldson, Stanley's Stick AUTHOR STUDY</p> <p>to instruct</p> <p>Apprentice writes Make an object out of a stick. Write captions about the stick and what it does.</p>	<p>Text Driver B: <i>What do you do if your house is a zoo?</i> by John Kelly</p> <p>LOVE (Core Value)</p> <p>COURAGE (Core Value)</p> <p>FELLOWSHIP (Core Value)</p> <p>DIVERSITY (Big idea)</p> <p>ENVIRONMENT (Big idea)</p>  <p>Parallel texts: You can't take an elephant on a bus and You can't let an elephant drive a</p>	<p>geography: Place knowledge, human and physical, skills and fieldwork, Fairtrade and study of a contrasting country</p> <p>Text Driver A and B: <i>Charlie and the Chocolate Factory</i> by Roald Dahl</p> <p>FELLOWSHIP (Core Value)</p> <p>CONFLICT (Big idea)</p> <p>ENVIRONMENT (Big idea)</p> <p>Parallel texts: Other books by Roald Dahl <i>The Whizz Pop Chocolate Shop</i></p> <p>AUTHOR STUDY</p> <p>to inform</p> <p>Apprentice Writes: Explore chocolate bar wrappers and write own information about chocolate</p>	<p>Text Driver B : <i>All About Me</i> by Shinsuke Yoshitake</p> <p>LOVE (Core Value)</p> <p>COURAGE (Core Value)</p> <p>FELLOWSHIP (Core Value)</p> <p>DIVERSITY (Big idea)</p>  <p>to inform and to instruct and to entertain</p> <p>Parallel texts: Why do I feel like this? Shinsuke Yoshitake</p> <p>Apprentice writes: Expanded drawings – writing</p>	<p>Text Driver B: <i>Something Fishy</i> (Literacy Shed short film)</p> <p>COURAGE (Core Value)</p> <p>ENVIRONMENT (Big idea)</p> <p>Parallel texts: Seaside poems by Jill Bennett, <i>Commotion in the Ocean</i>, <i>Billy's Bucket</i> by Kes Gray</p>  <p>to entertain</p> <p>Apprentice Writes: Re-write the ending of <i>Billy's Bucket</i> – what do they see</p>

<p>Present, A Walk in London, All Aboard the London Bus</p> <p>to entertain</p> <p>Apprentice writes: descriptive sentences, lists of things that have been seen on the journey, convert speech bubbles to sentences</p> <p>OUTCOME: Retell the narrative (with a new object) or for Year 2/ greater depth write the narrative with a new place as well as a new object</p>	<p>OUTCOME: Write instructions on how to turn the stick into</p>	<p>digger by Patricia Cleveland - Peck</p> <p>to inform</p> <p>Apprentice Writes: sentences with expanded noun phrases, use conjunctions to add further idea.</p> <p>Create a silly 'mix-up' animal book with descriptions for each body part.</p> <p>OUTCOME: Create an information fact file about an animal of their choice and add voice labels to an image.</p>	<p>bar/ sweet designed in previous unit.</p> <p>OUTCOME: Write a non-fiction page about chocolate. Include where it comes from, how it's made and the benefits of chocolate.</p>	<p>information about themselves and what they like etc.</p> <p>OUTCOME: Create a series of new personalised pages about themselves.</p>	<p>when they look into it? (Billy's Bucket)</p> <p>OUTCOME: Narrative from the lady's (at the launderette) POV – create a simple stop motion animation to accompany this.</p>
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