



## Year Two English Overview for the Year

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Term 1</b>  <b>Fantastic Mr Fox</b>	<b>Fact File</b>  <b>Lesson 1:</b> <b>LO:</b> To introduce the characters of the book and understand how words can be used to describe what someone is like. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC2e, EN SL 11.  <b>Lesson 2:</b> To make up their own funny poem or song about Boggis, Bunce and Bean. Y2EN RC2a, Y2EN RC1a, Y2EN W C3b, EN SL 9.  <b>Lesson 3:</b> To write a fact file about a fox. Y2EN RC2a, Y2EN RC1b, Y2EN W C1d, Y2EN RC1a, Y2EN W C2a, Y2EN W C3C.	<b>Newspaper Report</b>  <b>Lesson 1:</b> <b>LO:</b> To use evidence from the text to find answers. Y2EN RC1a, EN SL 5, EN SL 1, Y2EN W C2b.  <b>Lesson 2:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read. Y2EN RC2a, Y2EN RC1b, Y2EN RC2c, EN SL 11.  <b>Lesson 3:</b> <b>LO:</b> To recreate the setting the foxes have found themselves in and to think about how they might be feeling. Y2EN RC2e, EN SL 5.	<b>Lesson 1:</b> <b>LO:</b> To understand the main sequence of the story and re-enact what they have read so far using sound effects. Y2EN RC1a, Y2EN RC1b, Y2EN W C2b, EN SL 11, EN SL 9, EN SL 1.  <b>Lesson 2:</b> <b>LO:</b> To use more challenging vocabulary to extend understanding. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC2e, Y2EN RC1f,  <b>Lesson 3:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC1f.	<b>Non-Fiction</b>  <b>Lesson 1:</b> <b>LO:</b> To be able to create a simple map with a key to represent where the Foxes went. Y2EN RC1a, Y2EN RC1b.  <b>Lesson: 2</b> <b>LO:</b> To make a 3D representation of their maps. Y2EN RC1a, Y2EN RC1b.  <b>Lesson 3:</b> <b>LO:</b> Write a non-fiction text about one of the other animals in the story and proofread and edit their own work. Y2EN W C1d Y2EN RC1d, Y2EN W C1d, Y2EN W C2b, Y2EN W C2a, EN SL 9, Y2EN W C4 EN SL 1.	<b>Poetry</b>  <b>Lesson 1:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC2e.  <b>Lesson 2:</b> <b>LO:</b> To make a pictorial representation of the great feast. Y2EN RC2a, Y2EN RC1a, EN SL 1, EN SL 11.  <b>Lesson 3:</b> <b>LO:</b> To learn a poem by heart. Y2EN W C4, EN SL 9, EN SL 1.	<b>Narrative</b>  <b>Lesson 1:</b> <b>LO:</b> To answer questions and make predictions. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b Y2EN RC2c, Y2EN RC2e, Y2EN RC3 Y2EN RC2d, Y2EN W C2b, Y2EN RC4 EN SL 11.  <b>Lesson 2:</b> <b>LO:</b> To write a letter for one of the Small Foxes to their Grandmother. Y2EN RC2a, Y2EN RC1a, Y2EN W C1d, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3b, Y2EN W C3C, Y2EN W C4, EN SL 11.  <b>Lesson 3:</b> <b>LO:</b> To write a dictated sentence. Y2EN W VGP2a, Y2EN W TS2, Y2EN W TS1e, Y2EN W VGP1a, Y2EN W C3c.



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	<p><b>Lesson 4:</b> To be able to recreate a character. Y2EN RC2a, Y2EN RC1a, EN SL 9, EN SL 1, Y2EN RC2.</p> <p><b>Lesson 5:</b> To be able to recognise where correct punctuation is needed and why it is used. Y2EN W h1c, Y2EN W VGP1a, Y2EN W C3b, Y2EN W C4.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To be able to use sentences with different forms. Y2EN W VGP2a, EN SL 5, EN SL 1.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a newspaper report. Y2EN W VGP2a, Y2EN RC1b, Y2EN RC2c, Y2EN W C2b, Y2EN W C2a, Y2EN W C3, Y2EN W C3C, Y2EN W C4.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To understand the main differences between fiction and non-fiction texts. Y2EN RC2a, Y2EN RC1a, Y2EN RC1d, EN SL 9 EN SL 1, Y2EN RC2d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to use an apostrophe for possession. Y2EN W TS1e, Y2EN W TS2.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To be able to use regular noun suffixes –s and –es. Y2EN W TS2, EN SL 7, Y2EN W C4.</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to answer, ask questions and find evidence. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC1c, EN SL 11.</p>	<p><b>Lesson 4:</b> <b>LO:</b> Write a published poem about a Fox. Y2EN W C4, EN SL 9, EN SL 1, Y2EN W C2b, Y2EN W C2a, Y2EN W C3, Y2EN W C3b, Y2EN W C1d Y2EN W C2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to use suffixes –er and –est in adjectives. Y2EN W TS2.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To write a narrative from Mr Fox’s perspective to show what life would be like for the animals now they have decided to stay underground. Y2EN RC2e, Y2EN W C1d, Y2EN W C2b, Y2EN W C2a, Y2EN W C3, Y2EN W C3c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To use discussion skills to explore and answer ‘what makes someone fantastic?’ Y2EN RC4, Y2EN RC2d, Y2EN W C2b, EN SL 11.</p>
<b>SPAG</b>	<p><b>Ready to Write</b></p> <p>Capital Letters <b>Y2:G5.1</b> Full Stops <b>Y2:G5.2</b></p>	<p><b>Ready to Write</b></p> <p>Question Marks <b>Y2:G5.3</b> Exclamation Marks <b>Y2:G5.4</b></p>	<p><b>Ready to Write</b></p> <p>Question Marks <b>Y2:G5.3</b> Exclamation Marks <b>Y2:G5.4</b></p>	<p><b>Commas</b></p> <p>Commas in a list <b>Y2:G5.5</b></p>	<p><b>Word Classes</b></p> <p>Noun Phrases <b>Y2:G3.2</b></p>	<p><b>Assessments/Revision</b></p>
<b>Term 2 Tin Forest</b>	<p><b>Character Description</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To make predictions based on what you have read. <b>Y2:RC2.5, Y2:RC1.1,</b></p>	<p><b>Lists – to write lists of mini-beasts</b></p> <p><b>Lesson 1:</b></p>	<p><b>Instructions – to write instructions on how to plant a seed</b></p> <p><b>Lesson 1:</b></p>	<p><b>Leaflet/poster – to write an information text</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To discuss and clarify meanings of words.</p>	<p><b>Fiction</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To use conjunctions. <b>Y2:G2.4, Y2:WC4</b></p>	<p><b>Narrative</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To write the beginning of a story. <b>Y2:WC1, Y2:WC1.1,</b></p>



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	<p><b>Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:WC2.1, Y2:W C4</b></p> <p><b>Lesson 2:</b> <b>LO:</b> To discuss the sequences of events in a book. <b>Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:RC1.2</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To discuss the sequences of events in a book. <b>Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2: RC1.2, Y2:RC2.3</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To make inferences based on what is being said and done. <b>Y2: RC1.1, Y2: RC2.3, Y2:RC1.1, Y2:RC1.6, Y2:RC1.7, Y2: RC3, Y2:WC2.1, Y2:W C4</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To discuss and clarify meanings of words. <b>Y2: RC1.6, Y2:RC1.7, Y2:RC3,</b></p>	<p><b>LO:</b> To use commas in a list. <b>Y2:G1.1, Y2:WC4, Y2:RC1.1, Y2:WC1.2</b></p> <p><b>Lesson 2:</b> <b>LO:</b> To use expanded noun phrases. <b>Y2:G2.2, Y2:WC4, Y2:RC1.1, Y2:WC1.2</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To compare and contrast two descriptions. <b>Y2:RC1.1, Y2:G2.2, Y2: WG1.1</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To plan what you are going to write. <b>Y2:WC2, Y2:WC2.2, Y2:WC4, Y2:W C1.2, Y2:G2.2, Y2E:WC2.3</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To write a description using expanded noun phrases and commas in a list. <b>Y2:GP2.2, Y2: G1.1, Y2:WC2.3, Y2:WC2, Y2:W C4, Y2:WC1.2, Y2:WC3.1, Y2:WC3.2</b></p>	<p><b>LO:</b> To answer questions based on a text. <b>Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2: RC2.4, Y2: RC2,5</b></p> <p><b>Lesson 2:</b> <b>LO:</b> To ask questions about the text. <b>Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2:RC2.4</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To tell someone how to plant a seed. <b>Y2:WC2, Y2:WC2.1, Y2:WC1.4</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To write instructions. <b>Y2:WC1.4, Y2:WC1.2, Y2:WC3.1, Y2:WC3.2, Y2: WC1, Y2:G1.1</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To edit own writing. <b>Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:WC3.3</b></p>	<p><b>Y2:RC1.6, Y2:RC1.7, Y2:RC3, Y2:WC4, Y2:RC1.1, Y2:RC4</b></p> <p><b>Lesson 2:</b> <b>LO:</b> To proof-read to check for errors in spelling, grammar and punctuation. <b>Y2:WC3.3, Y2:WC3, Y2:WC3.1, Y2:WC3.2</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To edit and improve sentences. <b>Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:G2.2</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To research a topic. <b>Y2:WC2.2</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To write a non-fiction text. <b>Y2:WC1.4, Y2:WC1</b></p>	<p><b>Lesson 2:</b> <b>LO:</b> To answer questions about a text. <b>Y2:RC2.1, Y2:RC2.2, Y2:RC2.3, Y2:RC1.6, Y2:RC2.4, Y2:RC2.5</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To explore ideas. <b>Y2:WC2, Y2:WC2.1, Y2:WC2.2</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To use expanded noun phrases. <b>Y2:G2.2, Y2:WC2.1</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To plan a story. <b>Y2:WC2, Y2:WC2.1, Y2:WC2.2</b></p>	<p><b>Y2:G2.2, Y2:G1.1, Y2:G2.4</b></p> <p><b>Lesson 2:</b> <b>LO:</b> To continue writing a story. <b>Y2:WC1, Y2:WC1.1, Y2:G2.2, Y2:G1.1, Y2:G2.4</b></p> <p><b>Lesson 3:</b> <b>LO:</b> To write the ending of a story. <b>Y2:WC1, Y2:WC1.1, Y2:G2.2, Y2:G1.1, Y2:G2.4</b></p> <p><b>Lesson 4:</b> <b>LO:</b> To proof-read to check for errors in spelling, grammar and punctuation. <b>Y2:WC3.3, Y2:WC3.1, Y2:WC3.2, Y2:G2.1</b></p> <p><b>Lesson 5:</b> <b>LO:</b> To edit and improve sentences. <b>Y2:WC3, Y2:WC3.1, Y2:WC3.2, Y2:G2.1</b></p>
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	<b>Y2:WC4, Y2:RC1.1, Y2:RW3, Y2:RW4.</b>	<b>Lesson 6:</b> <b>LO:</b> To answer questions based on a text. <b>Y2:RC2.1, Y2E: RC2.2, Y2:R2.3, Y2:RC2.4, Y2:RC2.5,</b>				
<b>SPAG</b>	<b>Conjunctions</b>  Co-Ordination (using or, and, but) <b>Y2:G3.3</b>  Subordination (using when, if, that, because) <b>Y2:G3.4</b>	<b>Conjunctions</b>  Subordination (using when, if, that, because) <b>Y2:G3.4</b>	<b>Conjunctions</b>  Consolidation <b>Y2:G3.4</b>	<b>Sentence Types 1</b>  Question <b>Y2:G2.2</b> Command <b>Y2:G2.3</b>	<b>Sentence Types 1</b>  Command <b>Y2:G2.3</b>	<b>Assessment/Revision</b>
<b>Term 3</b>  <b>The Tale of Jemima Puddle-Duck</b>	<b>Non-fiction writing - to make observations about a chick's development.</b>  <b>Instructions - to write instructions about how to look after a chick.</b>  <b>Lesson 1:</b> <b>LO:</b> To understand the main sequence of the story.	<b>Fact file - to write and present a fact file on different aspects of Beatrix Potter's life.</b>  <b>Diary entry</b>  <b>Lesson 1:</b> <b>LO:</b> Use questions to prepare children to think about what they have read. <b>Y2EN RC2a, Y2EN RC1a, Y2EN RC2c.</b>	<b>Advert - to write an advert for a safe place for Jemima to lay her egg.</b>  <b>Lesson 1:</b> <b>LO:</b> To find evidence and information. <b>Y2EN RC2, Y2EN RC2c, Y2EN RC2d, EN SL 11.</b>  <b>Lesson 2:</b> <b>LO:</b> To be able to make a comparison between	<b>Chronological Diary</b>  <b>Lesson 1:</b> <b>LO:</b> To compare where Jemima lives to where the children live. <b>Y2EN RC4, EN SL 5, EN SL 1 Y2EN W C2b.</b>  <b>Lesson 2:</b> <b>LO:</b> To use comprehension questions to prepare children to think about what they have read.	<b>Script - to write a short script based on the story</b>  <b>Lesson 1:</b> <b>LO:</b> To read with fluency and expression. <b>Y2EN RC1a, Y2EN RC1b, Y2EN RC1c, Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC2a, Y2EN RC2e.</b>  <b>Lesson 2:</b> <b>LO:</b> To be able to use an	<b>Character Description</b>  <b>Story about an animal character from their experience or imagination - to entertain</b>  <b>Lesson 1:</b> <b>LO:</b> To recognise key characteristics of the animals in the story. <b>Y2EN RC1a, Y2EN W C2b, EN SL 11, EN SL 1.</b>



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	<p>Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC1c, EN SL 11.</p> <p><b>Lesson 2:</b> <b>LO:</b> To be able to answer, ask questions and find evidence. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC1c, EN SL 11.</p> <p><b>Lesson 3:</b> <b>LO:</b> To make observations about a chick's development. Y2EN W C1d, Y2EN W C2b, Y2EN W C4 EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To be able to recognise where correct punctuation is needed and why it is used. Y2EN W VGP1a, Y2EN W C4, Y2EN RW8, Y2EN RW1.</p>	<p><b>Lesson 2:</b> <b>LO:</b> To be able to write and present a fact file on different aspects of Beatrix Potter's life. Y2EN W C1d, EN SL 11, EN SL 7, EN SL 1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To recognise different conjunctions and their effect in writing. Y2EN W VGP2d, EN SL 7, EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To use more challenging vocabulary to extend understanding. Y2EN RC2c, Y2EN RC1f, Y2EN RC2e.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a diary entry for Jemima. Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN RC2e, Y2EN RC1f.</p>	<p>fiction and non-fiction texts. EN SL 9, EN SL 1, Y2EN RC2d.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write an advert for a safe place for Jemima to lay her eggs. Y2EN W C1d, Y2EN W C2, Y2EN W C3, EN SL 9, EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To be able to recognise different types of sentences. Y2EN W VGP2a, EN SL 7, EN SL 7.</p> <p><b>Lesson 5:</b> <b>LO:</b> To make predictions using evidence from the text. Y2EN RC1, Y2EN RC1f, Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC2e.</p>	<p>Y2EN RC2a, Y2EN RC1a.</p> <p><b>Lesson 3:</b> <b>LO:</b> To be able to use the correct tense (past and present tense). Y2EN W VGP2c, EN SL 7, EN SL 1, EN SL 5, Y2EN W C4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a simple chronological diary of how the chicks develop. Y2EN W C1d, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, EN SL 1.</p> <p><b>Lesson 5:</b> <b>LO:</b> To find an alternative way of looking after the ugly duckling. Y2EN RC1c, EN SL 11, EN SL 9 EN SL 1.</p>	<p>apostrophe for possession and omission. Y2EN W VGP1a, Y2EN W TS1d, Y2EN W TS1e Y2EN W TS2.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write a short script based on the story changing one aspect. Y2EN W C2, Y2EN W C3, Y2EN W C3c, Y2EN W C1d Y2EN W C4, Y2EN RC1b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To perform their adapted story for others. Y2EN RC1c, EN SL 11, EN SL 9, EN SL 1.</p> <p><b>Lesson 5:</b> <b>LO:</b> To use comprehension questions to prepare children to think about what they have read. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC2c, Y2EN RC2e.</p>	<p><b>Lesson 2:</b> <b>LO:</b> To write a description of the bushy long-tailed gentleman as if he had escaped. Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN RC2a, Y2EN RC1a.</p> <p><b>Lesson 3:</b> <b>LO:</b> To recognise different types of sentences using extracts from the text. Y2EN W VGP2a EN SL 7, EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write story about an animal character from their experience or imagination. Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN RC2a, Y2EN RC1a, EN SL 9, EN SL 1, Y2EN W TS3 Y2EN W VGP1.</p>
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	<p><b>Lesson 5:</b>  <b>LO:</b> To write instructions about how to look after a chick.            Y2EN RC1d, Y2EN W C1d, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3c, Y2EN W VGP1 Y2EN W VGP1a.</p>					<p><b>Lesson 5:</b>  <b>LO:</b> To understand the key messages of <i>The Tale of Jemima Puddle-Duck</i>.            Y2EN RC1a, Y2EN RC2d, Y2EN W C2b, Y2EN RC4 EN SL 11.</p>
<b>SPAG</b>	<p><b>Word Classes 2</b>            Adjectives to Adverbs using -ly <b>Y2:G1.6</b></p>	<p><b>Word Classes 2</b>            Adjectives to Adverbs using -ly <b>Y2:G1.6</b></p>	<p><b>Apostrophes</b>            Singular possession  <b>Y2:G5.8</b></p>	<p><b>Apostrophes</b>            Singular possession  <b>Y2:G5.8</b></p>	<p><b>Apostrophes</b>            Singular possession  <b>Y2:G5.8</b></p>	<p><b>Assessment/Revision</b></p>
<b>Term 4</b>  <b>The Way Home for Wolf</b>	<p><b>PowerPoint presenting an aspect of a wolf's life.</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To understand the main sequence of the story.            Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, Y2EN RC4, EN SL 11.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To use vocabulary to extend understanding.</p>	<p><b>Poetry</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To answer test framework questions to think about what they have read.            Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, Y2EN RC1b, EN SL 7, EN SL 1.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To use vocabulary related to winter.</p>	<p><b>Chronological Report</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To be able to use subordinating conjunctions.            Y2EN RC2a, Y2EN RC1a, Y2EN RC1f, EN SL 5, EN SL 11, EN SL 1.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To be able to make comparisons using a Venn diagram.</p>	<p><b>Instructions</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To be able to use and understand verbs.            Y2EN RC1c, EN SL 9.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To understand vocabulary in context.            Y2EN RC2a, Y2EN RC1f, EN SL 5, Y2EN RC1a, EN SL 11, EN SL 1.</p> <p><b>Lesson 3:</b></p>	<p><b>Fact Sheet – Why there are no wolves in Britain anymore</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To compare different stories and characters.            Y2EN RC2a, Y2EN RC1a EN SL 5, Y2EN W C2b.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To write and present a fact sheet about why there aren't wolves in Britain anymore.</p>	<p><b>Alternative Ending to Wolf' Adventure</b></p> <p><b>Diary Entry - 'I knew I was home because...'</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To write an alternative ending to Wilf's adventure.            Y2EN RC1b, Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN W C1a EN SL 9, EN SL 1.</p>





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	<p>Y2EN RC2a, Y2EN RC2c, Y2EN RC1f, Y2EN W C2b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To create a PowerPoint presenting an aspect of a wolf's life. Y2EN RC2a, Y2EN RC2c, Y2EN RC1f.</p> <p><b>Lesson 4:</b> <b>LO:</b> To be able to use commas in lists. Y2EN RC1a, Y2EN W C1d, Y2EN W C2, Y2EN W C3c, EN SL 9, EN SL 1.</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to empathise with the character. Y2EN W VGP1a, EN SL 7, EN SL 1</p>	<p>Y2EN RC1a, Y2EN RC2c, Y2EN RC2e, Y2EN RC1c, EN SL 11.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write a winter poem. Y2EN RC2a, Y2EN W C2b, Y2EN RC1f.</p> <p><b>Lesson 4:</b> <b>LO:</b> To be able to refine and learn to use proofreading and editing skills. Y2EN RC1f, Y2EN W C2, Y2EN W C2a, Y2EN W C1d, Y2EN W C2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To understand Wilf's character. Y2EN RC1h, EN SL 9, EN SL 1, Y2EN W C3c, Y2EN W C3.</p>	<p>Y2EN W VGP2d, EN SL 5, EN SL 1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write a chronological account of an ice investigation. Y2EN RC2a, Y2EN RC1b, Y2EN W C2b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To answer test framework questions to think about what they have read. Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN W C2b, Y2EN W C1d.</p> <p><b>Lesson 5:</b> <b>LO:</b> To recreate a dance to show how the different animals/creatures move. Y2EN RC2a, Y2EN RC1a, Y2EN RC1b, EN SL 11.</p>	<p><b>LO:</b> To understand what 'teamwork' means. EN SL 5, EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write simple instructions on teamwork for the leader of the wolf pack. Y2EN W C1d, Y2EN W C2, Y2EN W C2b Y2EN W C2a, Y2EN W C3, Y2EN W C3c.</p> <p><b>Lesson 5:</b> <b>LO:</b> To answer test framework questions to think about what they have read. Y2EN RC1b, Y2EN RC2c, EN SL 11.</p>	<p>Y2EN W C1d, EN SL 11, EN SL 5, EN SL 1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To be able to edit and proofread a summary. Y2EN W C3c, Y2EN W C3b Y2EN W VGP1a.</p> <p><b>Lesson 4:</b> <b>LO:</b> To adapt a familiar story. EN SL 9 EN SL 1, Y2EN W C1d, Y2EN W C2b.</p> <p><b>Lesson 5:</b> <b>LO:</b> To answer test framework questions to think about what they have read. Y2EN RC1a, EN SL 11, Y2EN RC2d.</p>	<p><b>Lesson 2:</b> <b>LO:</b> To be able to write sequencing questions. Y2EN RC1b, EN SL 11, Y2EN RC2d, EN SL 1, Y2EN W C2b.</p> <p><b>Lesson 3:</b> <b>LO:</b> To be able to use past and present tense. Y2EN W VGP2c, Y2EN W C2b, EN SL 1</p> <p><b>Lesson 4:</b> <b>LO:</b> To make a mind map of where home is. EN SL 5, EN SL 11, EN SL 1 Y2EN W C2b</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a diary entry for Wilf at the end of the story. Y2EN W C1d, Y2EN W C2, Y2EN W C3, Y2EN W C4, Y2EN RC1a, Y2EN RC2e, Y2EN RC1f.</p>
<p><b>SPAG</b></p>	<p style="text-align: center;"><b>Sentence Types 2</b></p> <p>Statement <b>Y2:G2.1</b></p>	<p style="text-align: center;"><b>Sentence Types 2</b></p> <p>Exclamation <b>Y2:G2.4</b></p>	<p style="text-align: center;"><b>Tenses</b></p>	<p style="text-align: center;"><b>Tenses</b></p>	<p style="text-align: center;"><b>Tenses</b></p>	<p style="text-align: center;"><b>Suffixes 1</b></p> <p>Formation of nouns using suffixes -er, -ness</p>



## Year Two English Overview for the Year

			Present and past tense including progressive form. Y2:G4.2	Present and past tense including progressive form. Y2:G4.2	Present and past tense including progressive form. Y2:G4.2	Formation of adjectives using suffixes -ful, -less. Y2:G6.3
<p><b>Term 5</b></p> <p><b>The Diary of a Killer Cat</b></p>	<p><b>Diary entry for Dad on Thursday evening.</b></p> <p><b>Theory for why Tuffy brought Thumper through the cat flap and into the house.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To introduce the characters and how they may be feeling. Y2EN RC2a, Y2EN RC1a, EN SL 11</p> <p><b>Lesson 2:</b> <b>LO:</b> To write a diary entry for Ellie's father on Thursday evening. Y2EN RC1e, Y2EN RC2e, Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C3, Y2EN RC1f, Y2EN W C3c.</p>	<p><b>Instructions for cleaning up the rabbit.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To devise an aerial plan to show Ellie's father's route to return Thumper. Y2EN W C2b, EN SL 11.</p> <p><b>Lesson 2:</b> <b>LO:</b> To write instructions for cleaning up a toy rabbit. Y2EN W C1d, Y2EN W C2 Y2EN W C2b, Y2EN W C2a Y2EN W C3c.</p> <p><b>Lesson 3:</b> <b>LO:</b> To be able to refine and learn to use proofreading and editing skills. EN SL 9, EN SL 1, Y2EN W C3c, Y2EN W C3, Y2EN W C3b.</p>	<p><b>Write a blurb for a sequel to <i>The Diary of a Killer Cat</i>.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To compare the writing style of <i>The Diary of a Killer Cat</i> with other texts. Y2EN RC2a, Y2EN RC2e, Y2EN RC1f, Y2EN W C2b, EN SL 11, Y2EN RC4, EN SL 1.</p> <p><b>Lesson 2:</b> <b>LO:</b> To use test framework questions to prepare to think about what they have read. Y2EN RC2a, Y2EN RC2e, Y2EN RC1f, Y2EN W C2b, EN SL 11, Y2EN RC4, EN SL 1.</p> <p><b>Lesson 3:</b> <b>LO:</b> To recreate a dance to show different ways cats might move.</p>	<p><b>Letter from the vet to Ellie's family.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To create a disguise for Tuffy. Y2EN W C1d, Y2EN W C1a, Y2EN W C1d, Y2EN W C2b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c: Y2EN W C3, Y2EN W C3b, Y2EN W C3c Y2EN W C4.</p> <p><b>Lesson 2:</b> <b>LO:</b> To make a chart of what is alive, what is dead and what has never been alive. Y2EN W C2b, Y2EN W C1d EN SL 5 Y2EN RC1a.</p> <p><b>Lesson 3:</b> <b>LO:</b> To use test framework questions to prepare</p>	<p><b>Pamphlet for a new cat owner on how to look after their pet.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To plan Thumper's funeral. Y2EN RC1b Y2EN RC1c, EN SL 11, EN SL 1, Y2EN RC1f.</p> <p><b>Lesson 2:</b> <b>LO:</b> To make a class timeline to show the different ways cats have been represented in history.</p> <p><b>Lesson 3:</b> <b>LO:</b> To write a pamphlet for a new cat owner on how to look after their pet.</p>	<p><b>Letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of.</b></p> <p><b>Lesson 1:</b> <b>LO:</b> To be able to use the progressive form of verbs. Y2EN W VGP2a, Y2EN W VGP3, Y2EN W VGP2c, Y2EN W C2b.</p> <p><b>Lesson 2:</b> <b>LO:</b> To draw and paint different kinds of domestic cats using colours and patterns. Y2EN RC1d, EN SL 11, EN SL 1, Y2EN W C2b.</p> <p><b>Lesson 3:</b></p>





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	<p><b>Lesson 3:</b> <b>LO:</b> To be able to use commas in lists. Y2EN W VGP1a, EN SL 5, EN SL 1.</p> <p><b>Lesson 4:</b> <b>LO:</b> To be able to ask and answer questions and find evidence. Y2EN RC2a, Y2EN RC2c, Y2EN RC1c EN SL 2, EN SL 11.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a theory of why they think Tuffy brought Thumper through the cat flap. Y2EN RC2a, Y2EN RC2c, Y2EN W C2a Y2EN W C2b EN SL 11 EN SL 1.</p>	<p><b>Lesson 4:</b> <b>LO:</b> To present information in a simple table or pictogram. EN SL 1, EN SL 11 Y2EN W C1a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To recognise punctuation errors and correct an extract. Y2EN W VGP1a, Y2EN W h1c, Y2EN W TS1e.</p>	<p>Y2EN RC4, Y2EN RC1c, EN SL 9.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write the blurb for a sequel to <i>The Diary of a Killer Cat</i>. Y2EN RC2e, Y2EN W C1a, Y2EN W C1d, Y2EN W C2b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c: Y2EN W C3, Y2EN W C3b, Y2EN W C3c Y2EN W C4, Y2EN RC4 Y2EN RC1c</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to use coordinating conjunctions. Y2EN W VGP2d, EN SL 5, Y2EN RC1a, EN SL 1.</p>	<p>children to think about what they have read. Y2EN RC2a, Y2EN RC1e, Y2EN RC2c EN SL 11.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a letter from the vet to Ellie's family. Y2EN W C1d Y2EN W C3b, Y2EN W C2a, Y2EN W C4 Y2EN RC2e, EN SL 11, EN SL 9 Y2EN RC1a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To be able to recognise and use noun phrases. Y2EN W VGP2b, Y2EN W VGP2a, Y2EN W C2b.</p>	<p>Y2EN W C1d, Y2EN W C2b, Y2EN W C2a, Y2EN W C3c, Y1EN W VGPS1b, Y2EN W VGP3, Y2EN W VGP2d.</p> <p><b>Lesson 4:</b> <b>LO:</b> To use test framework questions to prepare children to think about what they have read. Y2EN RC2a, Y2EN RC1a, Y2EN RC2c, EN SL 11.</p> <p><b>Lesson 5:</b> <b>LO:</b> To use discussion skills to explore and answer 'what is fair?' Y2EN RC1a, EN SL 11, Y2EN RC2d, Y2EN W C2b, Y2EN RC4.</p>	<p><b>LO:</b> To look at different reasons why you might like to have a cat as a pet – or not. Y2EN RC2e, EN SL 11, Y2EN RC1a, Y2EN W C2b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a letter from Ellie to her grandpa. Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN RC2a, Y2EN RC1a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To decide whether Tuffy is a killer cat. Y2EN RC2a, Y2EN RC1a, EN SL 11, Y2EN W C2b.</p>
<b>SPAG</b>	<b>Suffixes 2</b>  -er and -est Y2:G.6.3	<b>Assessments - SATS</b>	<b>Assessments - SATS</b>	<b>Assessments - SATS</b>	<b>Assessments - SATS</b>	<b>Assessments - SATS</b>
<b>Term 6</b>	<b>Thought, speech and question bubbles (Session 2).</b>	<b>A persuasive letter to Pete</b>  <b>Lesson 1:</b>	<b>Balanced Argument - Has Pete changed?</b>	<b>Explanation</b>  <b>Book Review</b>	<b>List of suggestions using bullet points</b>	<b>News Recount</b>  <b>Poetry</b>



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	<p><b>Writing in role to retell the story.</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To introduce the text and to develop background knowledge.            EN SL 3, EN SL 7, Y2EN RW1, Y2EN RW2, Y2EN RC2, Y2EN RC2c.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To gain a deeper understanding of Pete, the main character.            EN SL 1, EN SL 3, EN SL 9, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC1b Y2EN RC2b Y2EN RC2a, Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC3.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To participate in 'book talk' discussions.            EN SL 1, EN SL 2, EN SL 3, EN SL 4, Y2EN RW1, Y2EN</p>	<p><b>LO:</b> To add '-ing', '-ed', '-er', '-est' and '-y' to words of one syllable ending in a single consonant after a single vowel.            EN SL 2, EN SL 4, Y2EN RW1, Y2EN RC1, Y2EN RC1f, Y2EN RC1g, Y2EN W TS3.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To work in role to understand characters feelings and viewpoint.            EN SL 1, EN SL 2, EN SL 4, EN SL 5, EN SL 7, EN SL 8, EN SL 9, EN SL 11, Y2EN W TS3, Y2EN W TS4.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To collate ideas and orally rehearse sentences in preparation for writing a persuasive letter.            EN SL 1, EN SL 2, EN SL 7, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2d.</p>	<p><b>Personal Reflection</b></p> <p><b>Lesson 1:</b>  <b>LO:</b> To know how a character's feelings have changed.            EN SL 1, EN SL 2, EN SL 3, EN SL 6, EN SL 7, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3a Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To discuss whether Pete really has changed his ways.            EN SL 1, EN SL 2, EN SL 4, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC2 Y2EN RC2a, Y2EN RC2c, Y2EN RC2d Y2EN RC2e, Y2EN RC3, Y2EN RC4.</p> <p><b>Lesson 3:</b></p>	<p><b>Lesson 1:</b>  <b>LO:</b> To use retrieval skills in reading and know that a story can have more than one message or theme.            EN SL 1, EN SL 4, Y2EN RW2, Y2EN RW3 Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC2e, Y2EN RC3, Y2EN RC4.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To know that sub-headings can be used to organise information in information texts.            EN SL 1, EN SL 9, Y2EN RW1, Y2EN RW2, Y2EN RW3 Y2EN RC1, Y2EN RC1d, Y2EN RC1f, Y2EN RC2, Y2EN RC2a, Y2EN RC2b, Y2EN W VGP1a, Y2EN W VGP3,</p> <p><b>Lesson 3:</b>  <b>LO:</b> To explain the life cycle of an oak tree.            EN SL 5, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W</p>	<p><b>Lesson 1:</b>  <b>LO:</b> To develop background knowledge and help pupils begin to understand the concept of a protest.            EN SL 1, EN SL 2, Y2EN RC1 Y2EN RC1a, Y2EN RC2, Y2EN RC2a, Y2EN RC2c Y2EN RC2d, Y2EN RC2e, Y2EN RC3, Y2EN W VGP1, Y2EN W VGP1a.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To use a zone of relevance to sort words that can be used to describe Greta.            EN SL 2, EN SL 3, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC2, Y2EN RC2a, Y2EN RC2c, Y2EN RC4.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To write a speech bubble addressed to the giants.</p>	<p><b>Lesson 1:</b>  <b>LO:</b> To plan a news report.            EN SL 1, Y2EN W TS1e, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c Y2EN W VGP1a.</p> <p><b>Lesson 2:</b>  <b>LO:</b> To write a news report about Greta Thunberg's trip to New York.            Y2EN W C1, Y2EN W C1b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c Y2EN W VGP2d, Y2EN W VGP3.</p> <p><b>Lesson 3:</b>  <b>LO:</b> To write a news report about Greta Thunberg's trip to New York.</p>
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## Year Two English Overview for the Year

	<p>RW2, Y2EN RW3, Y2EN RW4, Y2EN RC1, Y2EN RC1b, Y2EN RC1e, Y2EN RC1f, Y2EN RC2, Y2EN RC2e, Y2EN RC3, Y2EN RC4, Y2EN W TS2.</p> <p><b>Lesson 4:</b> <b>LO:</b> To sequence and summarise the main events in a story. EN SL 1, EN SL 4, EN SL 7, EN SL 11, Y2EN RC1, Y2EN RC1a, Y2EN RC1b, Y2EN RC3, Y2EN RC4.</p> <p><b>Lesson 5:</b> <b>LO:</b> To retell the events of a story, writing in role as Pete. Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2,</p>	<p><b>Lesson 4:</b> <b>LO:</b> To write a letter in role to Pete the Badger. Y2EN W TS1, Y2EN W TS1a, Y2EN W TS1c, Y2EN W TS1d, Y2EN W TS2, Y2EN W TS3, Y2EN W C1, Y2EN W C1a, Y2EN W C1b, Y2EN W C1c, Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP1, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP2e, Y2EN W VGP2, Y2EN W VGP3.</p> <p><b>Lesson 5:</b> <b>LO:</b> To proof-read and edit a letter. EN SL 1, Y2EN W TS3, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4,</p>	<p><b>LO:</b> To write a simple balanced argument. Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a personal reflection about a mistake. EN SL 1, EN SL 3, EN SL 7, Y2EN RC2, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C1a, Y2EN W C1b, Y2EN W C1c, Y2EN W C1d, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP3.</p> <p><b>Lesson 5:</b> <b>LO:</b> To read and spell words ending with the suffix ‘-ness’.</p>	<p>C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4, Y2EN W VGP1a, Y2EN W VGP2, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP2e, Y2EN W VGP2, Y2EN W VGP3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To create a glossary about trees. EN SL 3, Y2EN RW1, Y2EN RW2, Y2EN RW3, Y2EN RC1, Y2EN RC1d, Y2EN RC1f.</p> <p><b>Lesson 5:</b> <b>LO:</b> To write a book review. EN SL 1, EN SL 4, Y2EN RC1, Y2EN RC1a, Y2EN RC3, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4.</p>	<p>EN SL 5, EN SL 8, EN SL 9, Y2EN RW7, Y2EN RC2, Y2EN RC2a, Y2EN RC2b, Y2EN RC2c, Y2EN RC2d, Y2EN RC3, Y2EN RC4, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b.</p> <p><b>Lesson 4:</b> <b>LO:</b> To write a list of suggestions of things that we can do to support Greta Thunberg. EN SL 4, Y2EN RW7, Y2EN RC1, Y2EN RC1d, Y2EN RC2, Y2EN W C1, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C3, Y2EN W C3c, Y2EN W VGP1a.</p> <p><b>Lesson 5:</b> <b>LO:</b> To gather information about Greta Thunberg’s trip to New York. EN SL 1, EN SL 9, Y2EN RW7, Y2EN W C1, Y2EN W C1b, Y2EN W VGP2a.</p>	<p>Y2EN W C1, Y2EN W C1b, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W VGP1a, Y2EN W VGP2a, Y2EN W VGP2b, Y2EN W VGP2c, Y2EN W VGP2d, Y2EN W VGP3.</p> <p><b>Lesson 4:</b> <b>LO:</b> To compare <i>Tidy</i> and <i>Greta and The Giants</i>. EN SL 1, EN SL 4, Y2EN RW6, Y2EN RC2, Y2EN RC2d, Y2EN RC4.</p> <p><b>Lesson 5:</b> <b>LO:</b> To celebrate our wonderful world through poetry and song. EN SL 5, Y2EN W h1a, Y2EN W h1b, Y2EN W h1c, Y2EN W h1d, Y2EN W C1, Y2EN W C1c, Y2EN W C2, Y2EN W C2a, Y2EN W C2b, Y2EN W C2c, Y2EN W C3, Y2EN W C3a, Y2EN W C3b, Y2EN W C3c, Y2EN W C4,</p>
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