



As God's family, together we achieve



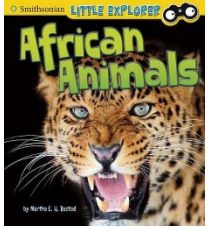
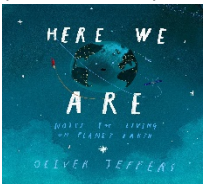
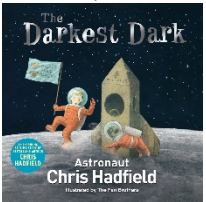
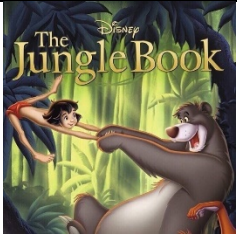
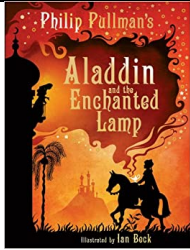
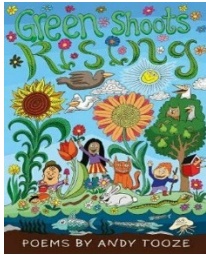
Year 2

English Curriculum

Overview

Yr2	Connector	Autumn Term		Spring Term		Summer Term	
		Native Narratives	Factual Footprints/ Elf Enterprise	Amazing Asia	Treasured Tales	Historical Heroes	Hoddlesden Globe
Weeks		7 Weeks	8 Weeks	5 Weeks	6 Weeks	6 Weeks	6 Weeks
Cross-curricular theme		Seasons (G)	Space Exploration (H)	Journeys - Food (G)	Holidays (H)	Our Local Heroes (H)	Our Wonderful World (G)
R E A D I N G							
Class Novels – Teacher reads to children 15 mins per day		Anna Hibiscus, Lauren Atinuke	Little People, Big Dreams- Neil Armstrong The Disappearing Moon, Simon Bartram	The Twits, Roald Dahl Fantastic Mr Fox, Roald Dahl	Beauty and the Beast by Michael Morpurgo	The Princess and the Pea, Mini Grey	The Owl Who was Afraid of the Dark, Jill Tomlinson
KS1 classes have 1x 20 minute Guided Reading session a day, 5 days a week. All groups of children have a focus text linked to their phonics ability. They have one session reading with the teacher then complete follow up tasks based on this text. The objectives are taken from the Lancashire Reading LAPS.							

E N G L I S H						
FOCUS TEXT FOR ENGLISH LESSONS	<i>The Ugly Five</i> (Julia Donaldson)	- Information texts on Tim Peake/Neil Armstrong – adapted for KS1. <i>A Right Royal Disaster</i> (Simon Bartram)	CYCLE A <i>The Jungle Book</i> (Ladybird/Disney adaptation)	<i>Aladdin</i> (various versions) <i>Aladdin</i> (Classic Disney)	<i>Traction Man</i> (Mini Grey)	CYCLE A A Midsummer Night's Dream: Shakespeare Stories for Chn. (Andrew Matthews)
	<i>Splash, Anna Hibiscus!</i> (Atinuke)	<i>Man on the Moon A day in the life of Bob</i> (Simon Bartram)	<i>The Jungle Book</i> film (Disney - 1967 U)	Enchanted Lamp (Philip Pullman)	The Adventures of the Dish and the Spoon (Mini Grey)	

	 African Animals 	 - Here we are: Notes for living on Planet Earth (Oliver Jeffers)  - The Darkest Dark (Chris Hadfield) 		 Film 2019  My Fly – Green Shoots Rising Text (Andy Tooze) 	- A variety of people who help us non-fiction books. - Poems Out Loud- First Poem Loved  - Hey Diddle Diddle If I Was a Superhero (Sally Grey)	CYCLE B Romeo and Juliet
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FOCUS GRAMMAR SKILLS	-Select, generate and effectively use adjectives. -To use because for reason -To use sentences in different forms (a question and an exclamation -To use first person -Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). -Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). - To use suffixes –ful and -less *Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.	- Use subordination for time using when, before and after -Select, generate and effectively use adjectives. -Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). - Use sentences in different forms as statement, questions, commands, exclamations - Children will be able to identify, generate and effectively use noun phrases for description. - to select, generate and effectively use verbs and adverbs -To use –er and –est to create adjectives *Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.	-Use subordination for time using when, before and after -Select, generate and effectively use adjectives. -Select, generate and effectively use verbs. - Use subordination for reason using because and if - Use sentences in different forms as statement, questions, commands, exclamations - Use apostrophes for contracted forms and to show possession *Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.	-Use capital letters to start sentences and for proper nouns. - Use suffixes ness and er to create nouns. - Create compound words using nouns -Select, generate and effectively use adjectives. -Use suffixes er and est to create adjectives - Use subordinating conjunction that in a sentence - Use commas to separate items in a list. - Use apostrophes for contracted forms and to show possession *Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.	- Use suffixes ness and er to create nouns. -Use suffixes er and est to create adjectives -Use suffixes ful or less -Use commas to separate items in a list. -Explore the progressive form for verbs in the present and past tense. *Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.	*** Handwriting By the end of Year 2 it is expected that children are beginning to join their letters and keep them of consistent heights.
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Scaffold Outcome Fiction	1 st person narrative of <i>The Ugly Five</i> in role as the wildebeest.	Innovated version of <i>A Right Royal Disaster</i> . Innovate the gift.	Innovated story based on <i>The Jungle Book</i> .	A setting description – Aladdin	Innovated story based on own superhero	Play Script- Romeo and Juliet
Independent Outcome Fiction	Character description of the vulture from <i>The Ugly Five</i> 1 st person narrative of <i>The Ugly Five</i> in role as the hyena.	Innovated version of <i>A Right Royal Disaster</i> . Innovate the gift.	Character description of Shere Khan	An alternate setting- Aladdin	Innovated story – change the setting	Play Script- Romeo and Juliet (change the scene)
Scaffold Outcome	1 st Person Letter Writing telling a child in Africa all about themselves.	Non-chronological report about Neil Armstrong	A set of instructions – teaching Mowgli how to play a game.	A persuasive advert – linked to holidays	Recount of the class trip	Debate? ***

Non Fiction	1 st person letter writing in role as Anna Hibiscus					
Independent Outcome Non fiction	1 st person letter writing.	Non-fiction booklet about Neil Armstrong (astronaut)	A set of instructions – teaching Mowgli how to play another game / or an imaginative game	A persuasive advert-linked to holidays. A different location.	Recount of an event in school, EG sports day	***
Scaffold outcome Poetry	Writing their own riddle about an animal after finding their own facts to use.	Innovated version of <i>Ten Things Found in a Wizards Pocket</i> as <i>Ten Things Found in an Astronauts Pocket</i> .	Innovated version of <i>Through the Jungle</i> following the word classes about their innovated villain.	***	Innovated version of 'If I were a superhero'	Performance Poetry – The Owl and the Pussy Cat.
Independent outcome Poetry	Performing the riddles	Performing the poem	Performing the poem	***	Innovated version of 'If I were a superhero'	***
Cross Curricular Outcome	1 st person narrative of a story used in another curriculum area, e.g. Topic, R.E. etc.	A retell of the Nativity story (RE)	A set of instructions about how to keep safe (PSHE)	A persuasive advert to purchase the DT product- or just the holiday one above? ***	Recount of trip – (History)	*****