

Year 2	Autumn		Spring		Summer	
	<i>Land Ahoy</i>	<i>Street Detectives</i>	<i>Towers, Tunnels and Turrets</i>	<i>Magnificent Monarchs</i>	<i>The Scented Garden</i>	<i>Coastline</i>
Text	<i>The Pirates Next Door</i>	<i>Town Mouse, Country Mouse</i>	The Clocktower Film Unit Tunnel Rapunzel	The Cat and the King	Jim and the Beanstalk Caterpillar Shpes Film	The Snail and the Whale
Trip[<i>The Golden Hinde</i>	<i>Avenue House Spike Milliagn Statue</i>	Tower of London	Buckhingahm Palace	Local Area - Gardens	Beach Visit
Literacy (<i>opportunities for writing link to topic</i>)	Story Writing The Pirates Next Door Writing Unit Diary Writing as a Pirate	Adverts for local shops or houses Spike Milligan Poems – Avenue House Statue Letters of complaint about local area.	Narrative The Clocktower Film Unit Non Chronolgical Reports on Castles Repoted Speech for Newspaper	Instructions – How to make a paper crown Letter writing to the Prince Charles Biogrpahy Writing of Monarchs	Diary writing as Jim as the giant. Poetry Narrative based on Jim and th Beanstalk	Books and Film Reviews Narratives
SPAG	Nouns Vowels and Consonants Demarcating Sentences Forming Nouns using ‘ness’ Punctuatig Sentences	Adejectives Compound Words Adjectives with –er and –est Subordiantion Statements and exclamations	Noun Phrases Homophones Forming adjectives using –ful and –less Questions and Commands Sentence Writing	Verbs Singular and Plural Adverbs with –ly Commas in Lists Changing adjectives into adverbs	Adverbs Word Classes Coordiantion Apostrophes for possession Past and Present Tense	Recapping Pronouns Forming Nouns using –er Progressive Tense Apostophes for Contractions Uplevelling Sentences
Geography	Surrounding Seas Identify seas and oceans surrounding the UK using maps and satellite imaging. Make simple sketch maps to show the UK and the location of each sea or ocean. Navigate for Captain Cook : Locate Hawaii, Australia, New Zealand, Tahiti and the province of Newfoundland on a world map or globe. Help Captain Cook to plan his journey by colouring in these places on a world map. Provide him with a simple key too.	Becoming Street Detectives : Explain that the children are detectives looking for clues about the past and the present to find out about changes that have taken place in the area over the years. Provide a simple map showing a specific route for children to follow around local streets. They can take photographs of each street on arrival and look out for the different features of each street, such as trees, a post box, a church, a playground or shop, drawing these on the map.	Great Towers From Around the World : Look at pictures and photographs of great towers from around the world. Match the tower to its location using world maps and globes. Using a simple key, show the locations of the towers on a world map. Bridges in the area : Working in groups, ask the children to think about the bridges in the local area – perhaps canal bridges, motorway bridges or rope bridges. Look at local maps to identify the symbol used to show a bridge on a map, and spot a number of bridges in their area.	Royal Residences : Use the Royal residences map to show the children the locations of royal residences around the United Kingdom and Ireland. Encourage the children to use the key to read the names of the residences and identify the different types. Point out residences that are closest to their location and ask the children to share any experiences of visiting them. Working in pairs, ask the children to read one information sheet from the Royal residences information pack to gather further information about one of the residences. After reading, direct the	A community walk : Take a walk around the local community, park or meadow to see what plants and flowers are growing there. Capture interesting images using cameras or tablets. Make a list of the plants and flowers seen, recording their findings in a simple table. Make maps and plans of the walk, recalling and sequencing what was seen, using the images as a reference. Include a key, identifying geographical features, such as the school, shops, post office, road, park and woodland.	Introductory Knowledge : Set out a range of large world maps, globes and atlases for the children to explore. Challenge them to find the names and locations of seas and oceans around the world, including those that surround the UK. Then, encourage the children to look at the United Kingdom map . Explain that the United Kingdom is made up of many islands and therefore has a vast and expansive coastline. Use the map to clarify the names and locations of the bodies of water that surround the UK and challenge them to use this information to

	<p><u>Locating RNLI stations:</u> Use information gathered from the RNLI website to locate the UK's RNLI stations. Identify these locations on maps, which cities they are closest to and in which countries of the UK they are based. Where is their nearest station? Where are the most RNLI stations located and why?</p> <p><u>Treasure Maps:</u> Look at real and imaginary treasure maps to identify a range of human and geographical features. Make an imaginary treasure map, adding lots of exciting features and giving them pirate themed names. Include a compass for describing locations and create a simple key. Where is the best place to hide treasure?</p>	<p><u>Explaining Preferences:</u> Choose a street visited during their expedition; draw what they saw and add descriptive captions. Talk about what they liked about that street and describe more about what they saw there.</p> <p><u>Community Data:</u> Go out into the local community to collect data about human features, including shops, libraries, housing, car parks, bridges, schools and churches. Record how many of each feature they can find on a simple table and work together to analyse results and identify the most common feature. Consider why this feature is the most common and others are less common.</p> <p><u>Exploring Aerial Images:</u> Use satellite imaging tools to look at a number of aerial images of the local area and describe what they can see. Talk about how they think the photograph was taken and what they can tell about the way that local land is used.</p> <p><u>Familiar Routes:</u> Make a map of a familiar route they take regularly, remembering features and signs passed along the way. Draw their maps and plans and design a simple key to show the route's physical features.</p>	<p>What are the different bridges for? What are they made from and what shapes are they?</p> <p><u>World Famous Tunnels:</u> Look at and describe images of world famous tunnels. Think about what the tunnels are made from and how they think they are used. Consider why tunnels are needed and suggest reasons why they might have been built.</p> <p><u>Amazing structures around the World:</u> Look at pictures of amazing structures from around the world, including the Statue of Liberty, the Empire State Building, Stonehenge, the Millau Viaduct, the Pyramids of Giza, the Great Wall of China, the Petronas Twin Towers and the Sydney Opera House. Choose two structures – one European and one non-European – and show children their locations on a world map. Encourage the children to make comparisons between the structures' locations, such as hemispheres, distance from the equator and continent. Write a postcard home, imagining that they are visiting the structure as part of a holiday trip.</p>	<p>children to answer the corresponding questions from the Royal residences question sheet. Encourage them to share their answers and find out more about their chosen residence by visiting its official website. To summarise, ask questions, such as 'What are the residences of the monarchy like? Why do you think there are so many? Why are they situated around the United Kingdom and Ireland? Why are they so big? What different uses do the residences have today?'</p> <p><u>Royal Homes:</u> Provide the children with computers or tablets, access to Google Maps and the Royal residences cut outs. Instruct them to read the names of the residences, find their location using Google Maps and then pinpoint and label their location on a map of the United Kingdom.</p>	<p><u>Rainforest Flora:</u> Find out about plants and flowers that grow in a non-European location, such as the Brazilian rainforest. Use books, video and pictures to gather information about different types of plants and flowers, including how the climate affects how and where plants grow. Locate the rainforests on a world map, particularly in relation to the equator.</p>	<p>complete the labels on the United Kingdom recording sheet. Ask the children to work with a partner to check that they have correctly labelled their maps.</p> <p><u>Alternative Start:</u> Show the children the Features of the coastline video. After watching, ask the children, 'Have you ever been to the coast in the United Kingdom? Where did you go? What did you see?' Discuss whether they have seen any of the features mentioned in the video and encourage them to describe them. Highlight coastal locations the children have visited on a map of the UK and discuss their positioning. Challenge the children to work in pairs to read and sort the Physical and human features picture cards into two groups: physical features and human features. Walk around each group to check that the children have classified the picture cards correctly.</p> <p><u>Map Readers:</u> Show children the United Kingdom coastline map. Draw their attention to the compass and read the words north, south, east and west. Explain that compass points can describe a location or the direction of travel.</p>
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		<p>Old and New Maps: Look at a range of old street maps and talk about how they are similar to or different from more modern maps. Look closely and describe what they can see. Try spotting any significant street names or buildings.</p> <p>Leisure Time: Visit a local leisure centre and investigate how people enjoy their leisure time and keep fit in their locality. Survey users to help them describe the centre's size, location and function in the local community.</p> <p>Traffic Surveys: Find out which vehicles use the road or streets near to school. Undertake a traffic survey, counting and tallying the numbers of cars, vans, trucks and any special vehicles, such as ambulances, bin lorries and police cars, in a given period of time. Present their findings in a pictogram.</p>				<p>Use the map to explore the position of various coastal locations. For example, 'Where on the UK coast is Whitby? On which part of the UK coastline is Poole located?' Extend to questions about direction of travel. For example, 'In which direction will I travel from Whitby to Portsmouth?' Give two or three more examples, then ask the children to complete the Compass directions question sheet. Invite the children to share their answers and discuss any misconceptions.</p> <p>Reading Keys: Show the children the Coastal town map picture card. Point out the symbols on the map and explain that each one represents a physical or human feature. Ask the children to make suggestions for what each symbol might represent, encouraging them to give reasons for their suggestions. Then, show the Coastal town map that includes a key. Ask 'Were any of your suggestions correct?' Recap on the purpose of a key and ask the children to work in pairs to look more closely at the map and complete the Coastal town map question sheet provided.</p>
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						<p>which also recaps on direction of travel.</p> <p><u>Physical Processes: Erosion</u> - Show the children the <u>Coastal erosion presentation</u>. After sharing the presentation, ask the children to describe what erosion is and how the coastline erodes. Demonstrate how waves cause coastal erosion by following the <u>Coastal erosion demonstration teacher instructions</u>. Ask the children to look carefully at the waves of water as they hit the sand and to describe what is happening. Encourage them to use vocabulary such as 'washing away', 'crumbling', 'breaking' and 'eroding' in their descriptions. Challenge the children to draw diagrams and write sentences to record their learning. Ask, 'What effects do you think erosion can cause to a coastal location over time?'</p> <p><u>Human Features of a coastal town</u>: Introduce the coastal town of Whitby by sharing its location on a map, and ask if anyone has visited. In pairs, invite the children to explore the town's physical and human features by looking in detail at</p>
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						<p>the Whitby map, using the key to help. Encourage the children to think back to their coastal visit, identifying and discussing any similarities and differences between the location they visited and Whitby. Provide children with the Similarities and differences recording sheet to record their thinking.</p> <p>Comparing Past and Present: Show the children the Whitby then and now Pinterest board. Look at each picture and ask questions to help guide the children's observations. For example, 'What are the people doing? What human features can you see? How do you know that this picture shows Whitby in the past?' Ask them to feedback any changes they observe between Whitby in the past and Whitby in the present and begin to suggest some of the reasons for the changes. Record the children's comments on a class data table. After collecting their thoughts, ask the children to choose one element that has changed and complete the Past and present recording sheet. Children could use Google</p>
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						<p>Maps and Street View to explore present-day Whitby further.</p> <p>Tourism: Show the children the Visiting Whitby video. After watching the video, explain that tourism is an industry that provides services and amenities for people who are visiting or on holiday (tourists). Ask the children to discuss some of the reasons that tourists might visit Whitby. Ask, 'What can people do in Whitby? What would they see?' Offer the children maps of Whitby, including the Whitby map from earlier in the project, to identify and locate tourist facilities, including museums, the lifeboat station, the abbey, shops, hotels and beaches. Ask, 'Do you think Whitby makes a good holiday destination?' Encourage the children to use the Visiting Whitby writing frame to record their thinking.</p> <p>Coastal Rescue: Show the children the Find my nearest lifeboat station interactive map on the RNLI website. Encourage children to explore the map using the interactive tools and ask questions, such as 'Can you find a lifeboat</p>
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					<p>station on the east coast beginning with S? Can you find an all-weather lifeboat station on the south coast?' Give the children a copy of the RNLI lifeboat stations recording sheet and ask them to use the RNLI's interactive map to help them to fill in the missing lifeboat stations, using the key to add the correct colours for each site. Encourage the children to add two or three lifeboat stations of their choosing. Share and mark the maps together at the end of the session, using the RNLI lifeboat stations answer sheet, and talk about why they think there are so many lifeboat stations on the UK coastline.</p> <p>Saltwick Nab: Use the Google Earth search tool to locate Whitby. Encourage the children to comment on and make observations about any physical and human features they observe, based on their prior learning. Then search for Saltwick Nab. Explain that this is a rocky platform situated off the coast of Whitby, which is, at times, hidden by the sea. Provide the Saltwick Nab picture card for the children to observe its</p>
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						<p>shape and form. Ask them to consider the dangers of such a feature, and play the Story of SS Rohilla audio as an example. Challenge the children to write sentences to describe Saltwick Nab, including its location and the reasons it can be dangerous.</p> <p>Why is Whitby special? Show the children the United Kingdom map template. Ask them to locate Whitby on the map and encourage them to describe which coast it is on and name the sea. Provide small groups of children with the Talking points question sheet and ask them to take turns to pick a question, read it aloud and start a discussion. When the children have discussed each question, ask them to use their ideas to answer the question 'Why is Whitby special?', recording their ideas as a sentence. At the end of the session, use the children's sentences to create a 'Why is Whitby special?' display.</p>
History	<p>Timeline of Sea Explorers Make a timeline to show and chronologically sequence significant sea explorers, including</p>	<p>Old and New Houses Look at pictures, slides and photographs of old and modern homes (Victorian homes compare</p>	<p>Castle Visit: Visit a local castle, exploring its different parts. Find out how many towers it has, how many turrets and</p>	<p>English and British Monarchy Timeline: Use the Historical periods timeline cut outs to introduce the concept of</p>		<p>Jobs in the Past: Explain that in the past, the people who lived in Whitby used the sea, the physical features of the</p>

	<p>Marco Polo, Christopher Columbus, Sir Francis Drake, Sir Walter Raleigh, Henry Hudson, Captain Cook and modern day sea explorers, such as Ellen MacArthur.</p> <p>Famous Sea Explorers: Find out more information about another famous sea explorer identified on the timeline. Work in pairs to find out where they sailed, explored and discovered and present their findings to others in a simple non-chronological report. Consider and explain who is the most significant explorer and why.</p> <p>A Pirates Life: Use a range of information books and the web to find out more about famous pirates. Brainstorm their understanding of what a pirate is and learn about the pirate code, clothing and punishment. Make a fact file about a pirate's life.</p> <p>The Life of Grace Darling: Work in groups to act out a scene from the life of Grace Darling or one of the significant explorers, showing one of their dramatic adventures on the seas and their historical</p>	<p>interestingly with more contemporary homes), identifying differences, including materials from which they are built. Discuss why they think particular materials have been used and consider what eco homes are. Make drawings of old and new houses, adding captions and labels to identify their features or use suitable software to add captions and labels to digital photographs.:</p> <p>Old and New Shops: Look at pictures of shops in the past and compare them to shops today. Talk about how the old fashioned baker's shop differs from today's large supermarkets and make a class list of differences. Ask the children for their opinions on the positive and negative effects of large supermarkets on small, independent retailers.</p> <p>School Days: Find out about the history of their school. Investigate when the school was built and whether any of their parents or family went to the school in previous years. Invite into the classroom community members who are former pupils of the school, to talk about memories of their school days and how the school has changed over the years.</p>	<p>whether it has any secret tunnels or passages. How did the castle help to defend the people living inside its walls? Take digital photographs of the castle's different areas and interesting features and talk to experts to discover more about the people who lived and worked there. Find out what daily life might have been like, then get into the spirit of castle life by dressing up for role play activities. Be a lord, an archer, a prisoner, a cook or a maid.</p> <p>Castles through the Ages: Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later motte and bailey and stone castles. Order the castles from oldest to newest and explain their sequence. Peg images on a washing line, sequence on a timeline or drag and drop into place using appropriate software to show the castles in historical order.</p> <p>A Great Escape: Learn about one of the significant events of the Second World War, the 'Great Escape', made by allied soldiers from the prisoner of war camp,</p>	<p>historical periods. Encourage children to construct the timeline and emphasise the chronology of dates and the sequence of historical periods. Introduce the children to the English and British monarchs information sheets and show them where to locate relevant historical information, including the dates and duration of each monarch's reign and the name of the historical period in which they were sovereign. Organise the children into historical period groups using the timeline colour coding. Challenge the children to work in their groups to order the information sheets from their chosen period chronologically. When complete, ask the children to work together as a larger group to construct the full timeline. Offer support where needed and encourage debate and discussion. When complete, use the English and British monarchs teacher information to check the children's sequencing. Ask summary questions, such as 'Did we sequence the monarchs correctly? What was the most challenging aspect of this task? Where are the Anglo-Saxon</p>		<p>coastline and the natural resources around the coast to make a living. Play the Jobs in the past audio to help the children understand more about jobs in Whitby's history. Encourage them to listen carefully to the recording and ask questions, such as 'What job did James do? Why were ships built in Whitby? Would you have liked to work with Albert the fisherman?' Ask the children to write captions on the Jobs in the past recording sheet to record their learning.</p> <p>Captain James Cook: Show the children the Captain Cook video. After watching the video, talk with the children about Captain Cook, his life and his link to Whitby. Ask questions to explore the children's understanding. For example, 'Why is Captain Cook significant? What is his connection to Whitby? Why do you think the people of Whitby built a statue of Captain Cook? How else do the people of Whitby remember Captain Cook? What is his legacy?' Invite the children to take on the role of Captain Cook as part of a hot seating activity to consolidate their ideas, then ask</p>
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	<p>impact. Use a simple script and make use of props, costumes or music to enhance the atmosphere. Film the finished work to share with an audience.</p>		<p>Stalag Luft III, including the three tunnels known as Tom, Dick and Harry, how the heroic men dug and disposed of the earth from the tunnels and the impact of the event. Present their learning in either a story, play or non-chronological report.</p>	<p>monarchs? Which monarch reigned the longest time ago – Henry VIII or Queen Victoria? What have we learned about the chronology of the English and British monarchy?' The number of English and British monarchs information sheets can be reduced to simplify the activity.</p> <p>Introductory Knowledge: Display the Historical vocabulary word cards. Invite the children to read each word and phrase aloud and begin to suggest definitions for each. Revisit familiar terms and introduce new project-specific vocabulary, giving examples of each in context. Challenge the children to work individually to match the words and phrases to the correct definition using the Historical vocabulary drag and drop template. Mark their work together, using the Historical vocabulary answer sheet to address any mistakes and misconceptions.</p> <p>Power and Rule: Recap on the meaning of the terms 'power' and 'rule'. Explain to the children that they will be exploring the power of different monarchs over</p>		<p>them to record what they remember by drawing pictures and writing about him.</p>
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				<p>time. Use the Power of the monarchy presentation to present the information, allowing time for children to ask and answer questions and to find out the meaning on any unusual words. Instruct the children to compare the power of each monarch using the Power of the monarchy recording sheet. Gather the children together to share and compare their work encouraging them to explain their thinking. To summarise, ask the children 'Who do you think was the most or least powerful monarch?'</p> <p>Sovereigns Timeline: Share the Six significant sovereigns picture cards. Direct the children to work together to place the rulers in chronological order, using the dates shown on each image. Encourage the use of historical vocabulary, such as past, present, period, decade, century, AD and years, while arranging the cards. Ask the children to name the monarchs and share any knowledge they have of them from the project so far. Encourage them to use the Sovereigns timeline drag and drop template to order the sovereigns in</p>		
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				<p>chronological order before adding information to each box using text boxes. Print a copy of their work as reference. Explain that they will be learning more about the lives of these six monarchs and the significance of their reign during the project.</p> <p>Significant People - Alfred the Great</p> <p>Introduce the children to The life of Alfred the Great non-fiction text with or without the support of The life of Alfred the Great audio. After reading the story, ask the children to recount the events chronologically. Ask the children to describe the impact Alfred had on England and why they think he was given the name Alfred the Great. Give children the Significance of Alfred the Great recording sheet and ask them to choose the five achievements of Alfred the Great that they feel he would be most proud. At the end of the session, invite the children to share and compare their work and give reasons for their choices. Summarise by asking the children the questions 'Why was Alfred the Great significant? What was the impact of his reign</p>		
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				<p>on England? How did this change the course of history?’</p> <p>Significant People – William the Conqueror: Introduce the children to the second significant sovereign, William the Conqueror. Share the story of his invasion using the William the Conqueror video. After watching the video, challenge the children to sequence the story using the Bayeux tapestry cut outs. Play the video again to see if the children have sequenced the events shown on the tapestry correctly.</p> <p>Hierarchy and Power: Explain that William the Conqueror’s invasion had a major impact on the way the people of England lived. Share and discuss the Feudal system presentation to show how society was organised under Norman rule. Allow the children to ask and answer questions to consolidate their understanding of the different social groups, before completing the Feudal system recording sheet using the Feudal system cut outs. At the end of the session, invite the children to share what they have learned about the feudal system.</p>	
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				<p>Ask questions, such as 'Why do you think the monarch is at the top of the feudal system? Why were serfs at the bottom of the feudal system? How were serfs different to slaves? What did the tenants-in-chief give to the people who were lower down the hierarchy? What did the tenants-in-chief receive in return? If you lived in England in Norman times, where would you like to be in the feudal system?'</p> <p>Significant People – Henry VIII: Share the Henry VIII non-fiction text. Highlight the important things that Henry VIII did throughout his reign and explain the impact of his actions. Invite the children to ask and answer questions about the information and discuss whether they believe his actions led to a positive or negative impact on the people of England. Challenge the children to work in pairs to sort the Henry VIII sorting cards under the headings 'positive' or 'negative'. At the end of the session, ask the children to share their work and compare opinions. To consolidate their knowledge, ask questions, such as 'Why was Henry VIII a</p>	
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				<p>significant monarch? Which of his actions had a positive impact? Which had a negative impact? Do you think Henry VIII was a good or bad king?’</p> <p>Significant People – Elizabeth I: Introduce the children to Elizabeth I by watching the Queen Elizabeth I video. After watching the video, challenge the children to recap the facts and information they consider important. Ask the children to say why they think Elizabeth I is regarded as one of the most significant queens in British history by discussing their ideas and drawing conclusions from the information in the video. Invite the children to consolidate their understanding of Elizabeth I's impact by completing the Elizabeth I actions and impact matching sheet. Ask questions, such as 'Which one action do you think had the biggest impact on the people of England? Were Elizabeth I's actions similar to her father Henry VIII's actions? How would you describe Elizabeth's reign in three words?'</p> <p>Significant People - Queen Victoria: Ask the children to recall any</p>		
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				<p>facts they know about Queen Victoria from previous projects. Introduce more details about her life and rule using the Queen Victoria presentation. Encourage the children to discuss the important things that Queen Victoria achieved during her reign and suggest how her rule is different to those of monarchs they have already studied. Invite the children to record their ideas on the Queen Victoria's reign recording sheet.</p> <p>Significant People – Elizabeth II; Ask the children to recall and write down as many facts as they can remember about Elizabeth II from previous learning. Explore The Royal Family website to find out more. Talk about the Queen's life and work, then invite the children to use the Diamond ranking drag and drop template to rank the Queen's actions from most to least important. When complete, encourage the children to share and debate their answers. Encourage the children to discuss and explain what they consider to be Elizabeth II's most significant actions and why.</p>		
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				<p>Who was the Most Significant sovereign ? Display the Six significant sovereigns picture cards. Ask the children to work with a partner to draw conclusions about the sovereigns, using the Dawson's model recording sheet. Once complete, ask the children to share their assessments and discuss their views and opinions about each ruler. Ask the children to vote for the most significant monarch of all time – can the children agree?</p> <p>Bayeux Tapestry: Give the children the opportunity to watch the William the Conqueror video independently. Provide laminated copies of the Bayeux tapestry writing frame and dry wipe pens for writing captions and organising into chronological order.</p> <p>Timeline Challenge: Provide small groups of children with a selection of laminated pages from the English and British monarchs information sheets. Instruct the children to draw timelines on the playground using jumbo chalks, and then order</p>		
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				the information sheets according to when the monarchs lived using the dates on the cards.		
Science	<p>Materials Monster</p> <p>Investigating Materials Look at images of different boats, identifying and naming the materials from which they are made. Explore the properties of different materials, such as wood, plastic, metal, glass, brick, paper and card, to see which materials float and which sink.</p> <p>Floating Boats: Explore which shapes float by moulding and reshaping a lump of plasticine. First test whether the lump floats, then squash, squeeze and bend the plasticine, moulding it into a variety of shapes, such as sausage, flat and cup shaped, testing and recording at each stage how well the new shape can float.</p> <p>Abandon Ship: Explore how much cargo a toy boat or raft can carry before</p>	Healthy Me	Move it	<p>Little Maserchefs</p> <p>Investigating Mixing: Investigate a range of everyday materials, such as salt, wax, flour, cornflour, clay, sugar, cooking oil, glitter and shaving foam, to find out how each one changes when mixed with water. Make predictions before mixing and create a simple table or chart to record their results.</p> <p>Exploring Measures: Fill a variety of plastic bottles with coloured water to investigate capacity. Guess which containers will hold the most water, then label and order them. Measure 100ml of water into containers of different shapes and sizes and compare how the water looks in each container. Use a litre measure to find out and label which containers hold more or less than a litre. Use the correct mathematical vocabulary, including words such as more, less, full, empty, litre and millilitre.</p>	<p>Young gardeners:</p> <p>Testing the senses: Explore a range of garden herbs using all the senses. Talk about how herbs feel, smell and taste (where appropriate). Describe which smells they like and don't like and explain why. Grind herbs with salt or on their own using a pestle and mortar to release a stronger smell. Order the smells according to preference or strength.</p> <p>The Importance of senses: Match the five senses to images of body parts that we use for each sense. Imagine what it might be like to lose one or more of their senses by wearing a blindfold and trying to eat cereal, blocking their ears and trying to follow an instruction or holding their nose and eating an apple or onion. Talk about what it feels like to lose a sense.</p> <p>Windowsill Garden: Grow a windowsill garden using food scraps such as carrot tops and shrivelled</p>	Mini Worlds

	<p>it sinks. Choose a piece of cargo to load on a toy boat. How many of each unit can be loaded on the boat before it sinks? Use standard weights or non-standard measures, making predictions and recording their findings in simple tables and charts.</p>			<p>Soapy Fun: Test different soap products, such as washing up liquid, soap flakes, bubble bath, hand wash, a bar of soap, and non-biological washing powder, to find out which creates the best bubbles. Make predictions before testing, then use whisks, straws, potato mashers and sponges to create bubbles. Find out which creates the longest lasting, biggest, smallest and foamiest bubbles.</p> <p>Investigating melting: Carry out an investigation to observe the melting process. Select a range of foods, including butter, chocolate, marshmallows, ice cream, cheese and sugar. Use their knowledge to predict which foods will melt and in what order. Measure or weigh the same quantity of each food item then put them in bowls in a sunny location, or in a cupcake tray in a warm oven (100°C). Observe the food at regular, short intervals, recording which have changed or melted. Remove the foods to let them cool and continue recording observations. Order the foods in terms of which</p>	<p>potatoes. Observe how these scraps grow roots and shoots to form a new plant. Talk about what plants need in order to grow well (such as light and water) and set up a control to see what happens to scraps which don't get these essentials. Describe and record observations.</p> <p>Naming Plant Parts: Observe and name different parts of plants and flowers by taking them apart carefully. Count the petals and leaves, compare sizes, colours and patterns. Use scientific vocabulary to describe the different parts of the plants and flowers, including petal, root, shoot, stem, flower head, buds and leaf.</p> <p>Rainbow of Flowers: Find out how plants and flowers transport water by creating a rainbow of flowers. Carefully place the stems of white carnations in coloured water and watch what happens. Explain what they have observed using simple scientific vocabulary.</p> <p>Cacti Characteristics: Explore a range of cacti of different shapes and sizes. Group them according to their features and talk about why they have sorted</p>	
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				<p>melted fastest and slowest.</p> <p>Ice Cream in a Bag: Make ice cream in a bag. Pour a cup of whole milk into a medium sized, zip sealed bag and add a tablespoon of sugar. Seal and gently swirl the mixture. Half fill a large zip seal bag with ice cubes and add six tablespoons of salt. Seal and shake the mixture. Open the large bag and put the sealed bag of sweetened milk inside so that it is surrounded by the salty ice cubes. Seal the large bag and work in teams to gently shake the bags for five minutes. Remove and open the medium bag and enjoy the frozen dessert! Discuss the changes and evaluate the success of their ice cream.</p> <p>Squash, bend, twist and stretch Make bread or pizza dough and investigate its properties by rolling, twisting, flattening, cutting and imprinting items into its surface. Add lavender, lemon rind, cinnamon or herbs to alter its scent. Explore what happens when more flour or water is added – how and why does the consistency change?</p>	<p>them in a particular way. Find out their different features, characteristics and the conditions they need to grow well. Use a range of information sources, such as books, leaflets and the web and record findings in different ways.</p>	
Art	Sketching Boats: Draw a boat from first hand	Urban Landscapes: Look at the work of artists who				

	<p>observation, looking carefully at shapes and form. Draw from different angles, above, sideways, from the front and, if possible, from the inside. Select from a range of drawing materials, such as a pen, pencil and marker pen.</p> <p>Pirate Flags: Look at examples of pirate flags, talking about the shapes, patterns and colours used. Design a motif for a pirate flag, choosing colours that would stand out from afar. Make a simple printing block using materials such as card, string, foam or polystyrene tiles. Use their blocks to make single or repeat prints.</p>	<p>drew or painted the urban landscapes of their locality. Talk about what the artist has drawn or painted and what they think they might see, hear and smell if they walked into the place in the painting. Make drawings, paintings and collages of buildings or statues in the local area.</p>				
Computing	Computing systems and networks – IT around us	Creating Media – Digital photography	Creating Media – Making Music	Data and Information – pictograms	Programming A – Robot algorithms	Programming B – An introduction to quizzes
Guided Reading Resources	The Pirates Next Door VIPER Guide:	Town Mouse. Country Mouse VIPERS	Rapunzel How to ride a dragon Comprehension:	The Cat and the King	Jim and the Beanstalk Jack and the Beanstalk SATs Practice	The Storm Whale
French (Primary Languages)						
Music	Hands, Feet, Heart	Ho Ho Ho	I want to play in a band	Zootime	Friendship Song	Reflect, Rewind and Replay
Maths	Autumn 1 Place Value Addition and Subtraction	Autumn 2 Addition and Subtraction Money Multiplication and Division	Spring 1 Multiplication and Division Statistics	Spring 2 Properties of Shape Fractions	Summer 1 Length and Height Position and Direction	Summer 2

Year 2 Autumn 1				
• Narrative Writing – Following The Pirates Next Door				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Simple connectives and, but, then, so, when link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
• Diary Writing				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	
<p>Brief introduction and conclusion.</p> <p>Written in the past tense e.g. I went... I saw...</p> <p>Main ideas organized in groups.</p> <p>Ideas organized in chronological order using connectives that signal time.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened...</p> <p>Some modal verbs introduced e.g. would, could, should.</p> <p>Use simple adverbs e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. large tiger.</p>	<p>Afterwards</p> <p>After that</p> <p>When</p> <p>Suddenly</p> <p>Just then</p> <p>Next</p> <p>Much later</p> <p>I found it interesting when</p> <p>I found it boring when</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p>	

		I didn't expect	Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.
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Year 2 Autumn 2				
Adverts – Writing for persuasion				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written In the present tense. Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.	The biggest The greatest The longest The tallest I think that I believe that Extraordinary Remarkable	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.
Poetry				
Listen, Discuss and Respond	Understanding	Composition	Vocabulary, grammar and Punctuation	Possible Outcomes
Listen to, discuss and express views about a wide range of contemporary and classic poetry	Draw on what they already know or on background information and vocabulary provided by the teacher	Develop positive attitudes towards and stamina for writing by: - writing poetry	Explore exclamation marks, question marks, commas for	Performing Contemporary and classic poetry

<ul style="list-style-type: none"> - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	<ul style="list-style-type: none"> - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear. 	<p>lists, apostrophes (contraction and possessive)</p> <ul style="list-style-type: none"> - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) 	<p>Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps Creating Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humourous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation</p>
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Letters of Complaint				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.</p>	<p>Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week Use simple noun phrases e.g. angry mum</p>	<p>I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...</p>	<p>Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense.</p>	<p>Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly.</p>

	<p>Uses rhetorical questions.</p> <p>Uses ambitious adjectives to grab the reader's attention.</p>		<p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb.</p>	<p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
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Year 2 Spring 1				
Narrative The Clocktower Film Unit				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Sentences organised chronologically indicated by time related words e.g. finally</p> <p>Divisions in narrative may be marked by sections/paragraphs</p> <p>Connections between sentences make reference to characters e.g. Peter and Jane/ they</p> <p>Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting</p>	<p>Subject/verb sentences</p> <p>e.g. He was...</p> <p>They were...</p> <p>It happened...</p> <p>Simple connectives and, but, then, so, when</p> <p>link clauses</p> <p>Speech-like expressions in dialogue e.g. Chill out!</p> <p>Use simple adverbs</p> <p>e.g. quickly, slowly.</p> <p>Use simple noun phrases e.g. massive field</p>	<p>Year 2 ambitious vocabulary used</p> <p>Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise</p> <p>Conjunctions: who, because</p> <p>Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description. Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb.</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>
Non- Chronological Report - Castles				

Text Level	Sentence Structure	Useful Vocabulary	Word Classes	
Brief introduction and conclusion. Written in the appropriate tense. e.g. Sparrow's nest... Dinosaurs were... . Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.	They like to They can It can Like many I am going to There are two sorts of They live in The ___ have but the ___ have ____	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	
Newspaper Report				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written in the past tense. Main ideas organised in groups. Using sequencing techniques – time related words. A photo with a caption.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, today. Use simple noun phrases e.g. red shoes	It was a terrible... The scene was... Many passers by... Some children were... Shocking Awful Amazing Incredible Afterwards	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

			'ly' added to adjective to form adverb.	
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Year 2 Spring 2

Instructions – How to make a paper crown

Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>A goal is outlined – a statement about what is to be achieved.</p> <p>Written in sequenced steps to achieve the goal.</p> <p>Diagrams and illustrations are used to make the process clearer.</p>	<p>Imperative verbs are used to begin sentences.</p> <p>Use simple adverbs e.g. slowly, quickly.</p> <p>Use simple noun phrases e.g. long stick.</p>	<p>First of all</p> <p>To start with</p> <p>Firstly</p> <p>Lastly</p> <p>Finally</p> <p>Carefully</p> <p>Gently</p> <p>Slowly</p> <p>Softly</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p> <p>Add 'er' and 'est' to adjectives where no change is needed to root word.</p> <p>Connectives/conjunctions</p> <p>Subordination – when, if, that, because</p> <p>Coordination – or, and, but.</p> <p>Tense</p> <p>Correct and consistent use of past and present tense.</p> <p>Adverbs</p> <p>'ly' added to adjective to form adverb</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate</p>

Letter Writing to Prince Charles

Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
<p>Brief introduction and conclusion.</p> <p>Written in the past tense.</p> <p>Main ideas organized in groups.</p> <p>Using sequencing techniques – time related words.</p>	<p>Subject/verb sentences</p> <p>e.g. I think...</p> <p>We want...</p> <p>Some modal verbs introduced</p> <p>e.g. would, could, should.</p> <p>Use simple adverbs</p> <p>e.g. yesterday, today.</p> <p>Use simple noun phrases e.g. red shoes</p>	<p>And, then, but, so, when.</p> <p>Dear Mr/Mrs..</p> <p>Dear Sir/Madam..</p> <p>Yours Sincerely</p> <p>Yours faithfully</p> <p>Later</p> <p>Afterwards</p> <p>After that</p> <p>Eventually</p> <p>I would like to...</p> <p>We felt...</p>	<p>Noun</p> <p>Form nouns using suffixes and compounding.</p> <p>Expanded noun phrases for description.</p> <p>Add 'es' to nouns.</p> <p>Verbs</p> <p>Progressive form of verbs in the past and present tense.</p> <p>Add 'es', 'ed' and 'ing' to verbs.</p> <p>Adjectives</p>	<p>Use spaces that reflect the size of the letters.</p> <p>Use full stops correctly.</p> <p>Use question marks correctly.</p> <p>Use exclamation marks correctly.</p> <p>Use capital letters correctly.</p> <p>Apostrophes for contractions.</p> <p>Possessive apostrophes for singular nouns.</p> <p>Commas to separate items in lists.</p>

			Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.
Biography writing of a monarch			
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. He went... She travelled Main ideas organised in groups. Ideas organised in chronological order using connectives that signal time.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large crowd	As a child... As a teenager... At a young age... Many years later... One of the interesting things about...was... In my view... His/Her life was... I believe... He/She was He/She became...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.

Year 2 Summer 1			
Diary Writing as Jim or the Giant			
Text Level	Sentence Structure	Useful Vocabulary	Word Classes
Brief introduction and conclusion. Written in the past tense e.g. I went... I saw... Main ideas organized in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced	Afterwards After that When Suddenly Just then	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs

<p>Ideas organized in chronological order using connectives that signal time.</p>	<p>e.g. would, could, should. Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. large tiger.</p>	<p>Next Much later I found it interesting when I found it boring when I didn't expect</p>	<p>Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.</p>	
<p>Poetry</p>				
<p>Listen, discuss, respond</p>	<p>Understanding</p>	<p>Composition</p>	<p>Vocabulary, grammar and punctuation</p>	<p>Possible outcomes</p>
<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>	<p>Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Performing Contemporary and classic poetry Lyrics (contractions) Poems with repeated patterns and patterned structure Question and answer poems Simple raps Creating Simple structured grammar poem (adjective, noun, verb etc.). This could be used to explore tenses: past, present, incl. progressive Poems that include commands List poems Question and answer poems Calligram words/phrases Free verse: based on experiences/objects/ places/feelings/curriculum links/senses etc. Explore effective/innovative language choices Jokes/riddles/nonsense sentences/puns/humorous words and phrases/tongue twisters (jokes could link to work on homophones) Alliterative sentences</p>

				Innovated patterned structures Analysing Poem review: likes/dislikes/puzzles/patterns Consider publication and presentation
Narrative Based on Jim/James and the Beanstalk				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was... They were... It happened... Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.

Year 2 Summer 2				
Book and Film Reviews on The Snail and the Whale.				
Text Level	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Brief introduction and conclusion. Written with an impersonal style Main ideas organised in groups.	Subject/verb sentences e.g. He was... They were... It happened... Some modal verbs introduced e.g. would, could, should. Use simple adverbs e.g. yesterday, last week	I am going to... In fact... It seems... To sum this up... The opposite view of this is... Not everyone agrees with this...	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions.

	Use simple noun phrases e.g. angry mum Uses rhetorical questions. Uses ambitious adjectives to grab the reader's attention.		Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Possessive apostrophes for singular nouns. Commas to separate items in lists.
Narrative Based on Snail and the Whale				
Text Structure	Sentence Structure	Useful Vocabulary	Word Classes	Punctuation
Sentences organised chronologically indicated by time related words e.g. finally Divisions in narrative may be marked by sections/paragraphs Connections between sentences make reference to characters e.g. Peter and Jane/ they Connections between sentences indicate extra information e.g. but they got bored or indicate concurrent events e.g. as they were waiting	Subject/verb sentences e.g. He was... They were... It happened... Simple connectives and, but, then, so, when link clauses Speech-like expressions in dialogue e.g. Chill out! Use simple adverbs e.g. quickly, slowly. Use simple noun phrases e.g. massive field	Year 2 ambitious vocabulary used Time connectives: after, after that, at that moment, by next morning, in the end, one day, next morning, soon, as soon as, until, when, while, later, soon, never, now, tomorrow, finally, in the end, in conclusion, ultimately, to conclude, to summarise Conjunctions: who, because Adverbs: suddenly, quickly, slowly, carefully, nervously, excitedly, happily, lazily, angrily, slowly, truthfully	Noun Form nouns using suffixes and compounding. Expanded noun phrases for description. Add 'es' to nouns. Verbs Progressive form of verbs in the past and present tense. Add 'es', 'ed' and 'ing' to verbs. Adjectives Add 'er' and 'est' to adjectives where no change is needed to root word. Connectives/conjunctions Subordination – when, if, that, because Coordination – or, and, but. Tense Correct and consistent use of past and present tense. Adverbs 'ly' added to adjective to form adverb.	Use spaces that reflect the size of the letters. Use full stops correctly. Use question marks correctly. Use exclamation marks correctly. Use capital letters correctly. Apostrophes for contractions. Possessive apostrophes for singular nouns. Commas to separate items in lists.