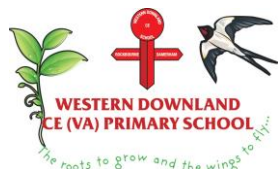
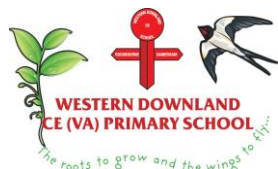


Overview Yr 2	Autumn Term		Spring Term		Summer Term	
Stimulus themes /topics	The Magic Toymaker	Winter Wonderland	Amazing Adventurers	The secret garden	Real Wild	Heavenly Habitats
Reading for pleasure and reading independence (daily x3 stories) Reading aloud and reading workshop	Dogger Non- fiction books related to Toys from the past	Starlight Winnie in Winter Range of winter poems The magic unicorn	Pirate school Simplified stories of adventurers	Jim and the beanstalk Extracts from the secret garden	Project X books 1-5 Non fiction animal books	Non fiction sea animal books
Reading range and focus: whole class	Reading instructions for tumbling acrobat and jumping jack The magic paintbrush	Poems:- Star, Snow,Christmas How to celebrate a birthday in Y2 Information books/film clips - how people celebrate Christmas around the world	Narrative - where the wild things are Discussion text who was the most successful explorer? Verbal unit (Neil Armstrong and Christopher Columbus)	Poems:- plant poems No grumpy giant machine explanation text	The udala tree Project X - The web	The quest Lost and found Sea animals non chronological reports
Writing Purpose and range (30 mins a day min in year 1)	The children will be labelling and writing descriptions of the toys for the toy museum. They will write a list of questions to ask their grandparents about the toys they used to play with in the past.	Poems:- The children will be writing poems about stars/angels/light (depending on their design choice) Audience - anthology of poems for bookshop. Book of responses for the public. Was it successful? Information:- Purpose:- Writing a report, poster, Audience - Christmas around the world for parents/grandparents in the hall.	Discussion - planning for viewpoint and conclusion to support oral presentation Narrative - adventure story innovation on where the wild things are, then independent story	Children to write a poem about an imaginary plant grown in the secret garden Children write an explanation for a machine of their choice	Narrative based on the Udala Tree - focus on addressing an audience	Non chronological report A quest story
Sentence grammar and punctuation skills linked to reading models and writing	Use of capital letters, full stops, to demarcate sentences	Use of capital letters, full stops, to demarcate sentences	Use of question marks to demarcate sentences	Use of exclamation marks to demarcate sentences	Commas to separate items in a list	Apostrophes to mark contracted forms in spelling



<p>journeys</p>	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)</p>	<p>Sentences with different forms: statement, question, exclamation and command</p>	<p>Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)</p>	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p>	<p>Use of the suffixes -er and -est to form comparisons of adjectives and adverbs</p>	<p>Formation of nouns using suffixes such as -ness, -er</p> <p>Formation of adjectives using suffixes such as -ful, -less</p>
<p>Spoken Language - Talk: skills, opportunities and outcomes</p>	<p>The children will ask questions to establish each child's favourite toy and present their findings in an oral presentation to year 1.</p>	<p>Gain, monitor and maintain attention - poetry, nursery rhymes and joke recitals in reading workshop.</p> <p>Drama - puppet story telling in reading workshop, Give well-structured narrative</p> <p>Participate in role play and improvisation - role play session in reading workshop</p> <p>The children will pose questions linked to the theme :- Christmas - Jesus as a gift from God</p>	<p>Ask questions related to space exploration and send them to NASA</p>	<p>Poetry recital to parents</p>	<p>Visit from Mrs Sulman to share her experience in South Africa - focus on habitat and animals that live there. Children pose questions. (SPand L)</p>	<p>Visit from Mrs Witt to share her experience on African safari - focus on habitat and animals that live there. Children pose questions. (SPand L)</p>
<p>Special Events</p>	<p>Mystery letter from Toymaker in a magic mailbox arrives. Children will be asked to design a toy which will be sent to the Toymaker. He will reply</p>	<p>Mystery letter arrives from the new stable boy worried that he will not be able to teach the reindeers how to navigate around the world. One of the reindeer has eaten his map (have a</p>	<p>Visit from circumnavigator Ian Geraghty. Postcard arrives from a circumnavigator who wants the children to help plan the route for a circumnavigation of</p>	<p>Market garden</p> <p>Create the new Y2 outside secret garden</p> <p>Poetry recital</p>	<p>First forest footstep visit</p> <p>Water board visit</p>	<p>Visit to blue reef aquarium</p> <p>Butterfly farm</p> <p>Stick insect hotel</p>

	<p>with letter and cakes</p> <p>Children will bring in their present toys and toys from their past</p> <p>Visit to Red house museum</p>	<p>half-eaten map, snow and glitter inside the envelope). Can the children help?</p> <p>Role play - ice cave in the North Pole</p> <p>The children to plan a 'Christmas around the world' presentation in the hall for parents/grandparents. Each group prepare information on a country ie. flag, currency, continent, food etc. Also how that country celebrate Christmas.</p>	<p>the world.</p> <p>Treasure hunt and ship role play</p> <p>Children will bring in photos/postcards from countries visited around the world</p>			
<p>Spelling: phase objectives (will be enhanced with AfL induced sub-group targets and teaching)</p>	<p>Revision of Y1 (as required)</p> <p>The /i:/ sound spelt -ey</p> <p>key, donkey, monkey, chimney, valley</p> <p>The /aɪ/ sound spelt -y at the end of words cry, fly, dry, try, reply, July</p> <p>adding -es to nouns and verbs ending in consonant-letter-y flies, tries, replies, copies, babies, carries</p> <p>The /ʒ/ sound spelt s television, treasure, usual</p> <p>Words ending in -tion</p>	<p>The /l/ or /əɪ/ sound spelt -al at the end of words metal, pedal, capital, hospital, animal</p> <p>The /ɔ:/ sound spelt a before l and ll all, ball, call, walk, talk, always</p> <p>The /n/ sound spelt kn and (less often) gn at the beginning of words knock, know, knee, gnat, gnaw</p> <p>The /ɪ/ sound spelt wr at the beginning of words write, written, wrote, wrong, wrap</p>	<p>Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny</p> <p>Adding -ed, -ing, -er and -est to root words ending in consonant-letter-y copied, copier, happier, happiest, cried, replied ...but copying, crying, replying</p> <p>Adding the endings -</p>	<p>The suffixes -ment, -ness, -ful and -less enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness)</p> <p>The /l/ or /əɪ/ sound spelt -le at the end of words table, apple, bottle, little, middle</p> <p>The /l/ or /əɪ/ sound spelt -el at the end of words camel, tunnel, squirrel, tinsel, travel, towel</p> <p>The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y</p>	<p>The /ɪ/ sound spelt a after w and qu want, watch, wander, quantity, squash</p> <p>Words ending -il pencil, fossil, nostril</p> <p>The /ʌ/ sound spelt o other, mother, brother, nothing, Monday</p> <p>The /ɜ:/ sound spelt or after w word, work, worm, world, worth</p> <p>The /ɔ:/ sound spelt ar after w war, warm, towards</p> <p>The /s/ sound spelt c before e, i and y race, ice, cell, city, fancy</p>	<p>Contractions</p> <p>can't, didn't, hasn't, couldn't, it's, I'll</p> <p>The possessive apostrophe (singular nouns)</p> <p>Megan's, Ravi's, the girl's, the child's, the man's</p> <p>Homophones and near-homophones</p> <p>there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight</p>



	station, fiction, motion, national, section		ing, -ed, -er, -est and -y to words ending in vowel-letter-consonant-letter-e hiking, hiked, hiker, nicer, nicest, shiny	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy		
Site of Application opps.	<p><u>Autumn 1</u> The children will be writing a description of the toys they have sorted including the different materials and relevant adjectives.</p> <p>Missing toy poster</p> <p>The children will be writing instructions to tell someone how to play their board game</p>	<p><u>Autumn 2</u> Entertain - narrative write a story about how Rudolph's nose became so bright (link to electricity circuit) Discuss/persuade - which country you would rather spend Christmas in - orally</p> <p>Explain - oral Christmas around the world presentation to parents</p> <p>Instruct - how to catch Jack Frost (use Jack Frost)</p> <p>Advise Describe - Christmas card message (rhyming couplets)</p>	<p><u>Spring 1</u> Write a plant diary to record findings</p> <p>Write letters to the www.circumnavigators club UK explaining different routes they have chosen for the sailors to circumnavigate around the world</p> <p>Write a list of items needed for sculpture</p> <p>Write a program for a Beebot 'adventurer' to follow to circumnavigate around the world or to reach each planet in the solar system</p> <p>Make a poster including the different ways to say hello for the ship (role play)</p> <p>Write a set of new year resolutions</p>	<p><u>Spring 2</u> Write an explanation to explain how plants grow. Children to choose recording outcome eg. poster, book, letter</p> <p>Children to write a poem about an imaginary plant grown in the secret garden</p> <p>Children will make a collaborative class calming down book and re-evaluate the calming down area</p>	<p><u>Summer 1</u> Draw and label keys on maps Write a set of instructions for SiaJetta to navigate a route around the Udala tree village.</p> <p>Children will write reasons why they chose a child for the superstar class award and putting them on display board.</p> <p>Word process mini secret poems or quest stories</p>	<p><u>Summer 2</u> Word process mini secret poems or quest stories</p>