

English Curriculum – Year 2 Autumn						
Unit:	Fiction: Stories in familiar settings	Non-Fiction: Post cards and letters	Poetry: Songs and repetitive poems	Fiction: Traditional tales	Non-Fiction: Information texts	Poetry: Traditional poems for young people
Term:	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 1: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks	Autumn 2: 2 Weeks
What We Will Learn	Pupils will learn about familiar settings through Margaret Mahy's story A Lion in the Meadow. Pupils will generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation and story problems and solutions.	Pupils will listen to and read read letters with fantastic excuses by reading John Patrick Norman McHennessy and by John Burningham. They will create an illustrated letter describing an amazing adventure based Dear Teacher by Amy Husband. They will also discuss other forms of communication such as telegrams and emails.	In this unit of work pupils will read and enjoy poems with repeating patterns. Then write some of their own about what you see when walking to school, focussing on using fantastic adjectives. Look at patterns in songs by learning, singing, writing and performing rounds.	Pupils will learn about fables. They will read and listen to different traditional fables and discuss the content. They will find out some factual information about two animals. Pupils will focus on dialogue between characters.	In this unit about pets, pupils will read the lovely books, Dogs and Matilda's Cat. They will compare these books to information texts before researching and creating their own information pages on an unusual pet!	Pupils will read, enjoy and learn by heart, Edward Lear's wonderful nonsense poem The Owl and the Pussycat. They will find out about Edward Lear and explore some of his limericks. Read limericks written by other people and have fun writing a limerick with support.
What We Will Do	Pupils will discuss and describe a character, list a range of settings. They will think of a problem and find a resolution, then go on to plan and write a simple story, describing the character/animal and the setting using a range of adjectives and the correct punctuation.	Pupils will generate some fantastic excuses why they cannot come to school/late. They will identify features of a postcard/letter. They will write notes about their ideas and finally write a letter with some of the key features in it, using full stops, exclamation and question marks in their writing. Pupils will compare their letter to an email and spot similarities and differences.	Pupils will listen to a range of poems and as a group think about how to extend a poem. They will write expanded noun phrases using a variety of adjectives. They will look at repetitive language and compare poems. Pupils will plan and write their own repetitive poem.	Pupils will research and write about some animal facts. They will think about themselves and write some facts about themselves. They will discuss dialog between to characters and write out dialog using speech bubbles. Pupils will debate and explore the type of characters in fables. They will use drama to explore dialog. They will plan and write a short fable including speech.	Pupils will research facts about dogs and write down some factual sentences. They will discuss the story and compare fact from fiction. Pupils will research their own choice of animal. They will look at the layout of information texts and plan their own information text using the features of an information text in their own writing.	Pupils will listen to and join in and recite a familiar poem. They will take notes of the poem and add/change an adjective to change a phrase and write a new version of the poem. Pupils will listen to limericks and compare them, they will use a writing frame to write a limerick using rhyming words. Pupils will discuss and distinguish between homophones and near homophones throughout this unit.
Text(s):	A Lion in the Meadow by Margaret Mahy. You Choose by Nick Sharratt and Pippa Goodhart. The Pet that Flew	John Patrick Norman McHennessy by John Burningham. Dear Teacher by Amy Husband. The Three Guinea Fowl	The Works chosen by Paul Cookson	The Ant and the Grasshopper youtube/audio	Dogs by Emily Gravett Matilda's Cat by Emily Gravett. Boris and Sid find a tiger – Group Readers Chicken and Shark	The Works chosen by Paul Cookson
Skills Learned	Pupils will be able to compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Pupils will be able to develop their writing skills and enhance understanding of letters/postcards being an alternative form of communication. Pupils will be able to understand the format of a letter/postcard and say how it differs from an email.	Pupils will be able to discuss words and phrases they will be able to discuss repetitive language. They will develop their confidence in reading aloud to their peers.	Pupils will be able to identify speech within the text. They will develop their confidence in speaking and listen to be able to perform to their peers.	Pupils will be able to recognise features of an information text. They will be able to identify the structure of a non-fiction text and its purpose is to inform.	Pupils will develop their self-confidence. They will rehearse how to perform a poem and read aloud, showing understanding through intonation, tone, volume and action.

English Curriculum – Year 2 Spring						
Unit:	Fiction: Traditional tales from a variety of cultures	Non-Fiction: Instructions	Poetry: The Senses	Fiction: Stories involving fantasy	Non-Fiction: Recounts	Poetry: Humorous poems
Term:	Spring 1: 2 Weeks	Spring 1:2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	Pupils will read/listen to traditional stories. They will compare Hansel and Gretel and Baba Yaga. They will write and re-tell a traditional tale using story pegs.	Pupils will learn about instructions. They will explore features of instructions including bossy verbs. Identify exciting tricky words and discuss how to decode them. Pupils write instructions using a stimulus of the map of Fairy-tale Land.	In this unit of work pupils will explore the senses through poetry. Read a range of different poems and learn some by heart. Go on a poetry walk to the playground or nature area to collect some wonderful describing words. Write simple poems using adjectives and adjectival phrases.	The pupils are introduced to the story The Dragon Machine and other well-known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences.	In this unit of work pupils will explore recounts, based on the lovely story Diary of a Wombat, pupils use conjunctions to expand sentences before writing their own recounts in a diary form about an English animal.	This unit is based around the wonderful poem, Aliens Stole My Underpants. Pupils will memorise and perform this poem, describe objects to aliens using adjectives before finally writing their own alien poems.
What We Will Do	Pupils will have fun through drama, they will be able to improvise and act out actions and scenes from a traditional tale. They will write/draw a story map to retell a story. Pupils will then use story pegs to help them write their own story based on what they have read.	Pupils will listen to a set of instructions and will memorise and retell them. They will write and dictate simple sentences. They will plan a route through fairyland using a map and planning sheet. They will talk through their route with their peers and then write a set of instructions to follow the plan/map.	Pupils will learn a poem off by heart. Using a writing frame they will write some complex sentences. They will sequence sentences to write a poem using similes (template if needed) They will go on a poetry walk and write a list poem using their different senses.	Pupils will discuss the story and respond by discussing aspects of the story relating it to their own experiences. They will create a character profile, they will attempt to write their own extracts of a dragon story. They will plan and write a story using a story planner for support and structure.	Pupils will listen and discuss the story they will sequence events in chronological order they will discuss how to expand sentences using (a) co-ordination (longer sentences with two main clauses) (b) Subordination (sentences with a subordinate clause). They will look at features and structure of a diary, plan and write their own animal diary.	Pupils will practise and perform a poem with others. They will look at a range of objects and describe them. They will recite a familiar poem. Pupils will write a poem based on 'aliens' what they have read.
Text(s):	Hansel and Gretel by Anthony Browne, Walker. Baba Yaga and the Stolen Baby, Alison Lurie. Baba Yaga, Tony Bradman, Oxford Reading Tree Why not me?	Instructions by Neil Gaiman, Bloomsbury	The Works chosen by Paul Cookson	The Dragon Machine by Helen Ward. George and the Dragon by Chris Wormell. The Paper Bag Princess by Robert Munsch	Diary of a Wombat Jackie French. Diary of a Baby Wombat. Jackie French. Chicken's Bad Dream – group readers The dog who wouldn't stop barking – group readers	The Works chosen by Paul Cookson
Skills Learne	Pupils will be able analyse a story through being able to retell and write a structured narrative, identifying the main elements of a story.	Pupils will develop their problem solving skills by transferring their knowledge of a structured stimulus (map) and identifying the key elements to able to structure and write a set of instructions.	Pupils will develop their vocabulary knowledge, they will compare and contrast sensory poems and use interesting adjectives to describe what they hear, feel, smell, touch and taste to create a list poem.	Pupils will be able to identify fact from fiction. They will be able to construct an extract of a story and be able to identify main elements of a story.	Pupils will develop their vocabulary knowledge, sentence structure skills in the form of a recount and create a dairy.	Pupils will use relevant strategies to build their vocabulary and be able to write a humorous poem.

English Curriculum – Year 2 Summer

Unit:	Fiction: Quest and Adventure Stories	Non-Fiction: Information texts	Poetry: Favourite poems	Fiction: Stories by the same author: Anthony Browne	Non-Fiction: Recounts	Poetry: Really looking! Poems about birds
Term:	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks
What We Will Learn	Pupils read and listen to a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Pupils will learn how to extend their sentences/story, concluding by performing their writing to their peers.	Pupils learn about the different dinosaurs in Harry and the Bucketful of Dinosaurs. They explore the features of information texts and write a fact file about a dinosaur.	Pupils will listen to and read a range of poems of different types. They will choose their favourite poem and write it out in their best handwriting. To produce a class poetry book.	Pupils read and discuss some wonderful Anthony Browne books looking at the features that make them distinctive. They use skills of inference to interpret the stories and create characters for an illustrated story book of their own, based on The Night Shimmy.	Pupils learn about the structure and vocabulary of recounts first by listening to, reading and writing fictional recounts. Then they plan and write a recount from their own experience.	Pupils use their imagination to write a class poem about where they would go if they could fly like a bird. They look at eagles and swans and find exciting vocabulary. Then they write short poems based on haiku about birds that interest them.
What We Will Do	Pupils will create a story map together they will discuss and retell a story by sequencing story cards. They will discuss characters and think about the different ideas that the characters might be thinking. Pupils will sort sentences into 4 types (statement, exclamation, question, command) pupils will plan their own story map based off a familiar story.	Pupils will read/listen to dinosaur stories, they will discuss and write some facts about dinosaurs. They will identify and list the features of information texts, they will write factual questions and answers. Pupils will discuss that fiction is often written in the past tense and information texts are written in the present tense. Pupils will create a fact sheet.	Pupils will choose their favourite poem and explain their choice. They will answer questions about a poem and write down why they liked a certain poem. Pupils will discuss punctuation used in poetry and the features of good handwriting.	Pupils will discuss the books and write a review and give reason. They will write blurb for a back of a book using a template. They will use conjunctions if, because, when to add subordinate clauses to extend a sentence. Pupils will plan a story using a story board.	Pupils will answer comprehension questions about a story. They will recount a story by drawing pictures in a story board. They will revisit how to use conjunctions and, but and or and write longer sentences. Pupils will write a recount about themselves, using time based vocabulary.	Pupils will focus on imaginative language, they will write descriptive sentences using synonyms and elaborated language. Use similes to help write good descriptions. Following a particular theme, write a number of short descriptive sentences and produce a haiku poem.
Text(s):	Lost and Found and The Way Back Home by Oliver Jeffries We're going on a bear hunt by Michael Rosen The Quest - Group Readers	Harry and The Bucketful of Dinosaurs by Ian Whybrow Nana, what is an information text? By Ruth Mертtens. Tyrannosaurus Drip by Julia Donaldson	A selection of classic poems is provided in resources	Willy the Wimp, Gorilla, Silly Billy and The Night Shimmy All by Anthony Browne	Maisie's Dragon by Philippa Danvers on http://www.hamiltonathome.org.uk/5to7/Things2Do/WatchMe/Maisie/122	Selected websites and poems in resources.
Skills Learned	Pupils will be able to identify and discuss words and phrases that capture the reader's interest and imagination.	Pupils will be able to identify features of an information text. They will be able to research and organise their writing based around a theme.	Pupils will develop their confidence in speaking a loud they will read and perform their poem, showing understanding through intonation, tone, volume and action.	Pupils will compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.	Pupils will share, discuss and record ideas, they will be able to organise their writing to produce a structured recount..	Pupils will be able to identify some different forms of poetry and being able to recognise that some poems need to be structured in a certain way.