YEAR 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Books	Lion in the Meadow Lizzie and the Birds (Local Author) ZAHRA cultural work – Short Film POETRY 10 Things inside a Wizards Pocket All about Me (Simile poem)	**Information** – Polar including Inuit Information The Day the Crayon's Quit Letters and Postcards.	The Invisible – Tom Percival The Sea Saw – Tom Percival The River – Tom Percival **Instructional Texts** Monster's – An owners Guide Life Cycle Alien's an Owner Guide	**Poetry/Verse:** *The Laughter Forecast* by Sue Cowling The Magic Pebble by Roger McGough **Persuasive Texts** Let's Explore – Safari Websites advertising Safari Holidays	Lost and Found The Way back Home The Quest **Explanations** From Egg to Bee From Caterpillar to Butterfly	The three little Wolves and the Big Bad Pig The true story of the three Little Pigs Variety of Riddles including Edward Lear and Spike Milligan
UNIT A	**Narrative** (Stories with a variety of settings)	**Information Texts**	**Stories by the Same Author – Tom Percival**	Poetry – Happy Poems	**Quest/ Animal Adventure Stories**	**Traditional Tales with a Twist**
	Grammar Secure the use of full stops and capital letters. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Identify, generate and effectively use noun phrases for description Select, generate and effectively use adjectives. Select generate and effectively use nouns Use past tense for narrative.	**Grammar** Use present tense for non-chronological reports and persuasive adverts. Identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification). Select, generate and effectively use verbs. Select, generate and effectively use adjectives.	**Grammar** Use subordination for time, e.g. building on *when*, extend to: *while, before, after*. Use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll Use past tense for narrative. Select, generate and effectively use adverbs Use suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully. Use past tense for narrative	**Grammar** Use subordination for time, e.g. building on *when*, extend to: *while, before, after*. Select, generate and effectively use verbs. Select, generate and effectively use adjectives. Add suffixes ness and er to create nouns eg happiness sadness, teacher baker	**Grammar** Add suffixes ful or less to create adjectives e.g. playful, careful, careless, hopeless. Say, write and punctuate simple and compound sentences using the joining words and, but, so and or (co-ordination). Use subordination for time, e.g. building on *when*, extend to: *while, before, after*. Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.	**Grammar** Say, write and punctuate simple and compound sentences using *and, but* Select, generate and effectively use verbs Use past tense for narrative Use apostrophes for singular possession in nouns, e.g. the girl's name.
Unit B	**Poetry**	**Letters/Recounts**	**Instructions**	**Persuasive Text**	**Explanations**	**Poetry Riddles**
	Grammar Use present tense for non-chronological reports and persuasive adverts. Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat.	**Grammar** Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Create compound words using nouns, e.g. whiteboard and football. Use commas to separate items	**Grammar** Use the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day. Use commas to separate items in a list. Select, generate and effectively use verbs.	**Grammar** Explore the progressive form of verbs in the present tense (e.g. she is drumming) and past tense (e.g. he was shouting) to mark actions in progress. Select, generate and effectively use nouns.	**Grammar** Use subordination for reason using because and if e.g. I put my coat on because it was raining. Because it was raining, I put on my coat. Secure the use of full stops, capital letters, exclamation marks and question marks.	**Grammar** Use subordination for time, e.g. building on *when*, extend to: *while, before, after*. Select, generate and effectively use verbs. Select, generate and effectively use adjectives.

	Secure the use of full stops, capital letters, exclamation marks and question marks. Use sentences with different forms: statement, question, command, exclamation.	in a list. Select, generate and effectively use verbs. Select, generate and effectively use adjectives. Select, generate and effectively use adverbs	Select, generate and effectively use adjectives. Select, generate and effectively use adverbs Identify, generate and effectively use noun phrases for specification eg (large pinch of salt)	Use sentences with different forms Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest.	Use sentences with different forms: statement, question, command, exclamation.	Select, generate and effectively use adverbs
Writing Opps	**Scaffolded Outcomes** Character Description – Describing Lizzie and the Birds Short story- African child as main character	Letter from another Crayon Recount- Trip Recount	**Scaffolded Outcomes** Descriptions of Characters	**Non-chronological Reports** **Scaffolded Outcomes** Information poster/persuasion- African Safari advert/Booklet Poem – Writing in a similar style	**Scaffolded Outcomes** Quest/Animal Adventure Stories – own short story about a Quest Scaffolded Outcomes Information leaflet- Bees	**Scaffolded Outcomes** Character conversation- Pig apologises to the Wolves Traditional tale in chapters- The Three Little….. Persuasive- Wolf in Little Red Riding Hood really evil? For and against Poem- Scaffolded Riddles on Different topics
	Independent Outcomes Letter from Cat to say Sorry poem- Giant's Rucksack Poem Letter – Diary / Letter from Neil Armstrong or Christopher Columbus	Recount- Pantomine Recount	Independent Outcomes And the Wind Saw story	**Independent Outcomes** Information poster/persuasion- African Safari advert/Booklet	**Independent Outcomes** Quest/Animal Adventure Stories – own short story about a Quest Independent Outcomes Information leaflet- Butterflies Thank you Letter – Visit from Bee Centre	**Independent Outcomes** Story – Story as to prove the innocent of Goldilocks/Wolf etc Poem- Riddles
Enrichment						
Cross Curricular Links	Links to Geography through Variety of Settings (Africa)	Science- Life Cycles Non-chronological Reports linked to History (Christopher Columbus and Neil Armstrong) and Science History – Explorers	RE – Major World Faiths SEMH – The Invisible	Geography – Contrasting Locality Links to Geography through Variety of Settings (Africa)	Science- Habitats	DT – Food