

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vehicle for Learning	Wonderful Wilderness	Wonderful Wilderness	The Great Fire of London	The Great Fire of London	The Potteries through the ages	The Potteries through the ages
Maths	Unit 1: Numbers to 100 Unit 2: Addition and subtraction (1) Unit 3: Addition and subtraction (2)	Unit 4: Money Unit 5: Multiplication and division (1) Unit 6: Multiplication and division (2)	Unit 7: Statistics Unit 8: Length and height	Unit 9: Properties of shapes Unit 10: Fractions	Unit 11: Position and direction Unit 12: Problem solving and efficient methods	Unit 13: Time Unit 14: Weight, volume and temperature
English	Non- Fiction Persuasive Letter Non-Fiction Non-Chron Report	Retell: Adventure Poetry: Appreciating and reciting poetry.	Shakespeare week (2 week) Non-Fiction Diary Narrative: Legend	Poetry Focus: Classic poetry for learning by heart and performance	Shakespeare (1 week performance) Narrative: Traditional Tale	Non-Fiction Non-Chron report Poetry Focus: Structure, riddles, shape and calligrams (1 week) Assessment week (1 week)
Science	<p>Living Things and their habitats:</p> <p>I can explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>I can identify that most living things live in a habitat.</p> <p>I can identify a range of habitats and the animals and plants they belong to.</p> <p>I can describe how habitats provide the basic needs for different kinds of plants and animals.</p> <p>I can understand what a microhabitat is.</p> <p>I can describe how animals obtain their food from plants and other animals.</p> <p>I can create simple food chains to identify different sources of food.</p> <p>(Previous learning: see N & R coverage)</p>		<p>Animals including humans:</p> <p>I can understand how animals, including humans, have offspring that grow into adults.</p> <p>I can describe what animals, including humans, need in order to survive.</p> <p>I can understand and describe the importance of exercise for humans.</p> <p>I can understand and describe the importance of a healthy diet for humans.</p> <p>I can understand and describe the importance of good hygiene for humans.</p> <p>(Previous learning: see N, R & Y1 coverage)</p>	<p>Uses of everyday materials:</p> <p>I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>I can investigate how some solid shapes can be changed.</p> <p>I can explain the types of solid shapes that can be changed and the actions that caused this (squashing, bending, twisting and stretching).</p> <p>(Previous learning: see N, R & Y1 coverage)</p>	<p>Plants:</p> <p>I can observe how seeds and bulbs mature into plants.</p> <p>I can describe how seeds and bulbs mature into plants.</p> <p>I can investigate what a plant needs to grow and stay healthy.</p> <p>I can describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>(Previous learning: see N, R & Y1 coverage)</p>	<p>Consolidation</p>

Geography

Map work

I can locate the seven continents.

I can locate the equator.

I can locate the tropic of Cancer and the Tropic of Capricorn on a world map or globe.

I can locate areas where rainforests are found.

I can locate the five oceans

(Previous learning: see N, R & Y1 coverage)

Field work

I can study photos of countries and explain whether they are close/far from the equator.

Developing knowledge of the local area

I can investigate the different weathers through the seasons.

I can understand a map of my local area, discussing the human and physical features.

Developing knowledge of the world

I can discuss differences between oceans and seas.

I can name the five oceans.

I can name the tropics.

I can differentiate between a continent and a country.

I can compare and contrast a tropical rainforest to a UK temperate forest.

I can compare and contrast the features of a locality in the UK to a locality in a different continent.

I can name the seven continents.

I can discuss whether a country is hot/cold based on its location in relation to the equator and the poles.

I can name some non-European countries.

Developing knowledge of the United Kingdom

I can identify where the United Kingdom is on a world map, globe and atlas.

I can name and locate the four countries of the United Kingdom.

I can identify the capital cities of each country in the United Kingdom.

I can name the seas surrounding the United Kingdom (North, Irish, Celtic, Channel).

I can discuss the characteristics of the four countries and capital cities of the United Kingdom.

(Previous learning: see N, R & Y1 coverage)

Developing knowledge of the local area

I know my own address including postcode.

I can draw a simple map before a local area visit, and track our route after the visit.

I can use basic symbols to make a key for my map.

I can devise a simple map of a familiar place with a basic key.

I can describe the features of the locality, including what jobs people do.

(Previous learning: see N, R & Y1 coverage)

Field work

I can create a simple map with a key.

I can use NESW to describe the features on a map.

I can use NESW to describe a route on a map.

I can follow a route using NESW and point out features on a map with a simple key.

I can devise a simple map of a familiar place with a basic key.

I can investigate the different weathers through the seasons.

(Previous learning: see N, R & Y1 coverage)

<p>History</p>			<p>National history</p> <p>I can identify the impact the Great Fire had on London and the importance of Samuel Pepys within it.</p> <p>Historical knowledge</p> <p>I can recognise why people did things, why events happened and the results</p> <p>I can identify differences between ways of life at different times</p> <p>Historical interpretation</p> <p>I can compare two versions of a past event</p> <p>I can compare pictures or photographs of people or events in the past</p> <p>I can discuss the reliability of photos/accounts/stories</p> <p>(Previous learning: see N, R & Y1 coverage)</p>		<p>Local history</p> <p>I can explore the importance of Josiah Wedgwood to our local area.</p> <p>Historical enquiry</p> <p>I can use a sources to answer questions about the past</p> <p>Historical knowledge</p> <p>I can identify differences between ways of life at different times</p> <p>(Previous learning: see N, R & Y1 coverage)</p>
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<p>Computing</p>		<p>Online safety</p> <p>I can identify how we can be safe, responsible, and respectful online.</p> <p>I can identify why it is important to listen to my feelings when using technology.</p> <p>I can identify how we can stay safe when visiting a website or app.</p> <p>(Previous learning: see R & Y1 coverage)</p> <p>Systems and networks</p> <p>I can recognise the uses and features of information technology</p> <p>I can identify information technology in the home and beyond</p> <p>I can explain how information technology benefits us</p> <p>I can recognise that choices are made when using information technology</p> <p>(Previous learning: see Y1 coverage)</p>	<p>Computing science and programming</p> <p>I can describe a series of instructions as a sequence</p> <p>I can explain what happens when we change the order of instructions and identify the importance of the start and outcome.</p> <p>I can use logical reasoning to predict the outcome of a program (series of commands)</p> <p>I can explain that programming projects can have code and artwork</p> <p>I can design an algorithm</p> <p>I can create a program using a given design and improve this design</p> <p>I can create, debug and improve a program that I have written</p> <p>(Previous learning: see R & Y1 coverage)</p>	<p>Digital photography</p> <p>I can identify what devices can be used to take photographs</p> <p>I can use a digital device to take a photograph</p> <p>I can describe what makes a good photograph and how to improve them</p> <p>I can recognise that images can be changed and change using tools</p> <p>Data</p> <p>I can recognise that we can count and compare objects using tally charts</p> <p>I can recognise that objects can be represented as pictures and create a pictogram</p> <p>I can select objects by attribute and make comparisons</p> <p>I can recognise that people can be described by attributes</p> <p>I can explain that we can present information using a computer</p> <p>Digital music</p> <p>I can identify that there are patterns in music using technology</p> <p>I can describe how music can be used, with technology, in different ways</p> <p>I can show how music is made, in a computer program, from a series of notes</p> <p>I can use technology to create music for a purpose and review it</p> <p>(Previous learning: see R & Y1 coverage)</p>
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<p>Art</p>	<p>Drawing</p> <p>I can control pressure when using drawing implements to create darker and lighter tones and marks such as when sketching.</p> <p>I can shade areas neatly without spaces or gaps.</p> <p>I can identify and draw detail, texture, pattern.</p> <p>I can use hard and soft pencils, crayons, felt tips, charcoal and chalk, digital media, inks and other materials such as wire, wool, straws, cotton buds, feathers, sticky tape to create expressive drawings.</p> <p>I can create drawings from my own interests, observations and secondary sources.</p> <p>Sketchbooks</p> <p>I can use my sketch book to practise and develop my ideas.</p> <p>I can compare ideas, methods and approaches in my own and others' work, e.g., talk about the features I like in a piece of artwork.</p> <p>Henri Rouseeau</p> <p>I can recognise the styles of artists, craft makers or designers and use this to inform my own work.</p> <p>I can talk about the similarities and differences between different artists, craft makers or designers</p> <p>(Previous learning: see N, R & Y1 coverage)</p>	<p>Painting</p> <p>I am developing my brush control.</p> <p>I can use different types of paint and painting surfaces</p> <p>I can identify different types of paint brush and painting equipment</p> <p>I can paint neatly without leaving gaps or messy edges</p> <p>I can mix and measure paints</p> <p>I can apply paint sensitively with control</p> <p>I can experiment with paint on different types of media – cartridge paper, card, coloured paper, fabric, textured surfaces.</p> <p>I can create paint effects – stippling, splattering, dripping, pouring to paint expressively.</p> <p>I can create tertiary paint colours</p> <p>I understand why darker objects look closer to us and lighter colours look further away and explore this in their own art – perspective</p> <p>Understand the importance of outlines and paint more sophisticated shapes.</p> <p>(Previous learning: see N, R & Y1 coverage)</p> <p>I can use my sketch book to practise and develop my ideas.</p> <p>I can compare ideas, methods and approaches in my own and others' work, e.g., talk about the features I like in a piece of artwork.</p>	<p>Sculpting - Clay Modelling</p> <p>I can cut, form, tear, join and shape a range of materials such as clay, card, plastic, wire, found and natural materials to create forms and make things that I have designed, invented or seen.</p> <p>I can use my sketch book to practise and develop my ideas.</p> <p>I can compare ideas, methods and approaches in my own and others' work, e.g., talk about the features I like in a piece of artwork.</p> <p>(Previous learning: see N, R & Y1 coverage)</p>
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Puppets

Design

I can follow design criteria to come up with my own project

I can discuss my design ideas as part of a group

I can create a detailed design of my product using accurate labels to show what materials and tools I am using

I can think about the purpose and use of my product

I can create simple adverts for my product focusing on the quality, design and benefits

I can create animated slideshows (power points) to 'advertise' my product

Make

I can make my [product] based on my own design

I can select the correct materials from a range to create my [product]

I can select the correct tool to create my [product]

I can tools and equipment safely and accurately to create my [product]

I can safely use a needle and thread to sew and attach

I can use simple sewing skills, i.e. running stitch, to create a [product]

I can use a glue gun safely

Evaluate

I can discuss existing products and evaluate their purpose

Fire Engine

Design

I can follow design criteria to come up with my own project

I can discuss my design ideas as part of a group

I can create a detailed design of my product using accurate labels to show what materials and tools I am using

I can think about the purpose and use of my product

I can create simple adverts for my product focusing on the quality, design and benefits

I can create animated slideshows (power points) to 'advertise' my product

Make

I can make my [product] based on my own design

I can select the correct materials from a range to create my [product]

I can select the correct tool to create my [product]

I can tools and equipment safely and accurately to create my [product]

I can safely use a needle and thread to sew and attach

I can use simple sewing skills, i.e. running stitch, to create a [product]

I can use a saw and woodblock safely

I can use a glue gun safely

Evaluate

I can discuss existing products and evaluate their purpose

I can talk about existing products and how they are appealing to their audience

I can evaluate my own, and the work of others, and discuss WWW and EBI

I can consider if my product fits its purpose, function and appeal in my evaluation

Technical Knowledge

I understand the terms purpose functionality and product

Perfect Pizza

Food & Nutrition

I can apply hygiene rules when handling food

I can use a variety of equipment safely and for the correct process such as, cutting, peeling and grating

I can use scales to measure ingredients with support

I can measure the volume of liquids with support

Technical Knowledge

I can name a variety of equipment used for food preparation and know their uses

I can understand the importance of hygiene when handling food

(Previous learning: see N, R & Y1 coverage)

<p>PE</p>	<p>Games</p> <p>I can confidently send the ball to others in a range of ways.</p> <p>I can begin to apply and combine a variety of skills (to a game situation).</p> <p>I can develop strong spatial awareness.</p> <p>I can begin to develop my own games with peers.</p> <p>I can understand the importance of rules in games.</p> <p>I can develop simple tactics and use them appropriately.</p> <p>I can begin to develop an understanding of attacking/defending. (Previous learning: see N, R & Y1 coverage)</p>	<p>Dance</p> <p>I can copy and explore basic movements with clear control.</p> <p>I can vary levels and speed in a sequence. I can vary the size of body shapes.</p> <p>I can add a change of direction to a sequence.</p> <p>I can use space well and negotiate space clearly.</p> <p>I can describe a short dance using appropriate vocabulary.</p> <p>I can respond imaginatively to stimuli. (Previous learning: see N, R & Y1 coverage)</p>	<p>Gymnastics</p> <p>I can explore and create different pathways and patterns.</p> <p>I can use equipment in a variety of ways to create a sequence.</p> <p>I can link movements together to create a sequence.</p> <p>(Previous learning: see N, R & Y1 coverage)</p> <p>Appraise and evaluate I can give comments on how to improve performance</p> <p>I can use appropriate vocabulary when giving feedback (Previous learning: see R & Y1 coverage)</p>	<p>Athletics</p> <p>I can change speed and direction whilst running.</p> <p>I can jump from a standing position with accuracy. I can perform a variety of throws with control and co-ordination.</p> <p>(Previous learning: see Y1 coverage)</p>	<p>Healthy Lifestyles</p> <p>Consolidation</p>
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Music

See Charanga scheme for objectives and previous coverage

Exploring simple patterns

Focus on dynamics and tempo

Exploring feelings through music

Inventing a musical story

Music that makes you dance

Exploring improvisation

<p>RE</p>	<p>What did Jesus teach us?</p> <p>I can remember something Jesus said or did to be kind.</p> <p>I can talk about issues of good and bad, right and wrong arising from stories.</p> <p>I can explain why we should be kind with reasons.</p> <p>I can explain that Christians believe that Jesus was a gift from God</p> <p>(Previous learning: see Y1 coverage)</p>	<p>Why did God give Jesus to the world?</p> <p>I can discuss why Christians gave Jesus to the world.</p> <p>I can ask some questions about believing in God and offer some ideas of their own.</p> <p>I can ask and suggest answers to questions arising from stories across more than one faith.</p> <p>(Previous learning: see Y1 coverage)</p>	<p>How important is it for the Jewish people to do what God asks them to do?</p> <p>I can talk about Jewish practices Explain how Jewish people show commitment to God.</p> <p>I can suggest the most and least important things Jewish people do that God asks them to do.</p> <p>I can talk about something that is important to Jewish people.</p> <p>I can ask and suggest answers to questions arising from stories across more than one faith.</p> <p>(Previous learning: see Y1 coverage)</p>	<p>Is it true that Jesus came back to life again?</p> <p>I can recall what Christian's believed happened on Easter Sunday.</p> <p>I can offer my own opinion about the empty tomb on Easter Sunday.</p> <p>(Previous learning: see R & Y1 coverage)</p>	<p>How special is the relationship Jews have with God?</p> <p>I can explain what happens when Muslims pray and go to the mosque.</p> <p>I can discuss how a Muslim feels a sense of belonging when they are praying.</p> <p>(Previous learning: see Y1 coverage)</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>I can ask and suggest answers to questions arising from stories across more than one faith.</p> <p>I can respond to examples of cooperation between different people.</p> <p>(Previous learning: see Y1 coverage)</p>
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Friendship

I can know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

I can learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships

Friendship

I can learn about the importance of sharing as part of friendship and kindness

Fairness

I can recognise what is fair and unfair

I can learn to take part in discussions with the whole class

Communities

I can understand our role in the class community

I can contribute to the life of the classroom

Communities

I can understand that I belong to various groups and communities

Communities

I can develop a sense of belonging in the wider Community

(Previous learning: see N & R coverage)

Right and Wrong

I can understand the difference between right and wrong

Consequences

I can understand that all actions have consequences
I can take responsibility for our actions
I can learn from experiences
I can recognise what is right and wrong and how behaviour affects other people

Aspirations

I can think about themselves, learn from experiences and recognise what they are good at
I can recognise choices that they can make and value their achievements
I can set simple goals and targets for themselves

Co-operation

I can recognise the importance of listening to other people
I can understand the importance of being able to work cooperatively
I can understand the concept of negotiation

Co-operation

I can recognise the importance of listening to other people
I can understand the importance of being able to play and work cooperatively

Co-operation

I can take part in a simple debate about topical issues
I can communicate feelings to others
I can share opinions and explain their views
I can listen to other people

Keeping Clean

I can learn about the importance of and reasons for bathing and showering
I can understand the importance of maintaining personal hygiene

Skin

I can learn about the importance of and reasons for bathing and showering
I can understand the importance of maintaining personal hygiene

Dental Hygiene

I can know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
I can learn about the importance of effective teeth cleaning and good dental hygiene
I can know about the importance of a healthy lifestyle

Dental Hygiene

I can know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
I can learn how to take care of teeth, in addition to brushing
I can understand the importance of dental hygiene

Dental Hygiene

I can know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or

Similarities and differences

I can identify and respect similarities and differences between boys and girls
I can learn about the process of growing from young to old

The Human Body

I can learn the names for different parts of the body
I can recognise similarities and differences based on gender

Growing Up

I can learn about the physical changes in our bodies as we grow
I can understand emotional changes as we grow up
I can know that they have rights over their own bodies

Changing Needs

I can learn about how our needs change and grow as we develop

Physical Activity

I can understand how muscles work
I can learn to make simple choices that improve their health and well-being

Exercise

I can know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
I can know the importance of building regular exercise into daily and weekly routines and how to achieve this
I can understand the importance of physical activity and rest as part of a balanced, healthy lifestyle

(Previous learning: see N & R coverage)

Behaviour

I can know how to ask for advice or help for themselves or others, and to keep trying until they are heard
I can know about different types of bullying, the impact of bullying, responsibilities of bystanders and how to get help
I can understand who can help if someone is affected by bullying
I can understand that there are different types of bullying, that bullying is wrong and how to get help to deal with bullying.

Behaviour

I can understand that family and friends should care for each other

Teasing

I can learn strategies to cope with unfair teasing
I can understand that there are different types of teasing and bullying

Local Citizenship

I can understand the role of the local community

Local Citizenship

I can develop a strong relationship within the local community
I can understand the importance of shared responsibility within all communities

Responsibility

I can learn to take responsibility for our actions
I can learn to be responsible for another living thing

(Previous learning: see N & R coverage)

Emotions

I know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
I can learn about a range of different feelings and emotions
I can understand that it is acceptable to feel a range of emotions

Love

I can know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
I can learn about the importance of love
I can recognise, name and deal with feelings in a positive way

Sadness

I can know that that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
I can understand and be aware of the different ways to show sadness
I can understand about coping with change and loss

Money

I can understand the importance of managing money carefully

Choices

I can understand the importance of choices and

You can merge columns together if things run over the whole term. Consider what themes areas of learning you are focussing on. What is your vehicle for teaching? - e.g. the Mayas. This might cover the history and geography but it is not going to link with science and computing; these subjects will have a different vehicle for teaching. We need to move away from thinking about things as topics.

	Autumn 1 7 weeks			Autumn 2 7 weeks		Spring 1 7 weeks		Spring 2 5 weeks		Summer 1 6 weeks		Summer 2 7 weeks	
Text name	Baseline assessment writing (1 day)	The day the crayons quit	Habitats	The Owl Who Was Afraid of the Dark	Poetry: Appreciating and reciting poetry. Assessment week + overflow week	Shakespeare week (2 week)	The Great Fire of London	George and the Dragon	Poetry Focus: Classic poetry for learning by heart and performance Assessment Week (1 week)	Shakespeare (1 week performance)	Little Red Reading Hood	Singapore	Poetry Focus: Structure, riddles, shape and calligrams Assessment week (1 week)
Genre/Text Covered		Non-Fiction Persuasive Letter	Non-Fiction Non-Chron Report	Retell: Adventure			Non-Fiction Diary	Narrative: Legend			Narrative: Traditional Tale	Non-Fiction Non-Chon report	
Independent writing opportunity		The children must write a persuasive letter to persuade the items to return to the classroom.	Liz for forestry school session (see plan).	Continuation with plot: Plop, the baby barn owl helps a newborn owl who is also scared of the dark.			Write a diary as Christopher Wren or Samuel Pepys	Same characters/Different plot: George and the dragon join forces to become a united team to overcome an evil monster that has emerged from the sea.			Write a story about a well known fairytale character e.g. Gingerbread Man, Goldilocks or Jack (from the beanstalk) who is obsessed with books.	Pupils use 'Singapore Travel for Kids' to write their own non chronological report on Singapore.	
Cross curriculum links		Drama	Geography - Local area Science - Habitats	Science - properties of London			History - significant figures, key events	Citizenship - British values.			Mapping (Geography) PSHE (right and wrong)	Human and physical (geography) Weather (geography) PSHE (culture)	

Resources needed		Warning tape Paint colour Create a sensory tray of positive smells: chopped up lemons, banana, oranges, strawberries, vanilla essence, caramel sauce, cocoa powder, sweets and candy floss.	ICT room	Resources for a campfire: Hot chocolate, marshmallows, sticks etc.			The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams & James Weston Lewis	George and the Dragon by Christopher Wormell			Visit the school woodlands Visit a library (Clayton library)	ICT resources (media suite)	
Duration of text		4 weeks	4 weeks	4 weeks			4 weeks	4 weeks			4 weeks	4 weeks	

<p>Grammar needed to be covered additionally in your Friday session.</p> <p>Vocabulary to be covered as per NC guidance.</p>		<p>Place value of Grammar and Punctuation</p> <ul style="list-style-type: none"> • Nouns and verbs • Subject/verb identification • Full stop, question mark, exclamation mark placing. • Prepositions • Sentence types • Co-ordinating conjunctions (SABO – so, and, but, or) <p>In addition:</p> <p>Apostrophes for omission and contraction.</p>			<p><u>Word</u> Previous learning recapped.</p> <p><u>Sentence</u> Previous learning recapped. Subordinating conjunctions (or, and, but) + (when, if, that, because). Expanded noun phrases. Statement, question, command.</p> <p><u>Text</u> Past, present and progressive past/present tense.</p> <p><u>Punctuation</u> Commas in a list. Apostrophes for omission and contraction.</p>	<p><u>Word</u> Previous learning recapped. Suffixes such as -er and -ness.</p> <p><u>Sentence</u> Previous learning recapped. Subordinating conjunctions. Statement, question, command.</p> <p><u>Text</u> Previous learning recapped. Use progressive form.</p> <p><u>Punctuation</u> Previous learning recapped. Apostrophes for omission and contraction.</p>			<p><u>Word</u> Previous learning recapped. Recap -ful, -less, -ment Suffixes such as -er and -ness Cover -er, -est and the use of -ly. Expanded noun phrases</p> <p><u>Sentence</u> Previous learning recapped. Subordinating conjunctions. Statement, question, command.</p> <p><u>Text</u> Previous learning recapped.</p> <p><u>Punctuation</u> Previous learning recapped.</p>	<p><u>Word</u> Previous learning recapped. Recap -ful, -less, -ment Suffixes such as -er and -ness Cover -er, -est and the use of -ly. Expanded noun phrases</p> <p><u>Sentence</u> Previous learning recapped. Subordinating conjunctions. Statement, question, command.</p> <p><u>Text</u> Previous learning recapped. Use progressive form.</p> <p><u>Punctuation</u> Previous learning recapped. Commas in a list.</p>	
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Year 2

	Autumn 1 Wonderful Wilderness	Autumn 2 Wonderful Wilderness	Spring 1 Great Fire of London	Spring 2 Great Fire of London	Summer 1 Our Local Area	Summer 2 Our Local Area
Week 1 + 2	Jack's quest (Ninja book)	Fly girl saves the day (Ninja book)	The Great Fire of London (Ninja book)	How to ride a dragon (Grammarsaurus)	Goldilocks and the Three Bears (Ninja book)	The washed up bottle (Ninja book)
Genre/Text	Fiction Adventure	Fiction Adventure	Non-Fiction Non- <u>Chron</u> Report	Non-Fiction Instructions	Fiction Traditional tale	Fiction Mystery
Week 3 + 4	Rainforests (Grammarsaurus)	Billy McCool (Ninja book)	Bob the blob fish (Ninja book)	Should I blame my brother? (Ninja book)	Cartoons (Ninja book)	The Beast's Travels (Grammarsaurus)
Genre/Text	Non-Fiction Explanation text	Poetry	Fiction Fantasy	Fiction Dilemma	Poetry	Non-Fiction Diary
Week 5 + 6	The Jungle Disco (Ninja book)	The North Pole (Ninja book)	How to make a pancake (Grammarsaurus)		Rosa Parks (Ninja book)	Lost kite (Ninja book)
Genre/Text	Poetry	Non-Fiction Non- <u>Chron</u> Report	Non-Fiction Instructions		Non-Fiction Autobiography	Poetry