

<b>Year Group: 2</b> <b>Summer Term 1</b>	<b>Core Text:</b> Lila and the Secret of Rain by David Conway and Jude Daly	<b>Topic Links: Geography</b> – area of UK and non-European country Science link to seasonal and daily weather patterns and what plants need to grow	
<b>Unit Written Outcomes:</b> Retell of story in more detail with a focus on developing character and setting Non-chronological report on Kenya and UK		<b>Application:</b> Instructions – How to Save Water Recount	
<b>Reading Focus:</b> Core text Bringing the Rain to Kapiti Plain Non-fiction texts about Kenya. – Discover Kenya by Paul Harrison, Kenya A-Z by Justine Fontes			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Recognise key ideas in a text.  Make predictions about possible events and characters' behaviour.  Know what inference - "reading between the lines" - means.  Find and explain inferences about characters' feelings and thoughts.  Give reasons for characters' actions or behaviour.  Use prior knowledge and reading experiences to understand text.  Use the context to understand texts.  Ask questions to clarify understanding.  Find and discuss the setting or time in books or stories.  Know that word choice affects meaning.  Explain why a writer has chosen a word to affect meaning.</p>	<p><b>Objectives</b>  Use a modelled or suggested planning format to map out ideas for writing.  Understand that writing needs an effective opening which will differ according to the purpose of the writing.  Understand that writing needs an effective ending which will differ according to the purpose of the writing.  Understand that writing, particularly non-narrative, needs organising into sections of related ideas.  Begin to group related ideas into sections.  Evaluate effectiveness of writing.  Make changes following suggestions or with support.</p>	<p><b>Objectives</b>  Know when to use and use different sentence types in writing.  Evaluate whether sentences are used appropriately.  Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.  Use noun phrases in own writing to add detail.  Evaluate the effectiveness of noun phrases used in own writing.  Use commas to punctuate sentences where there are items in a list.  Use apostrophes for singular possession correctly in own writing.</p>
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<b>Year Group: 2</b> <b>Summer Term 2</b>	<b>Core Text:</b> Little Evie in the Wild Wood by Jackie Morris Dragonfly out in the Sun – David Windle	<b>Topic Links:</b> Geography – local environment Science – plants and animals	
<b>Unit Written Outcomes:</b> Narrative with changed character Information text on aspects of local area including animals and plants - PowerPoint		<b>Application:</b> Recount - wood/park visit Instructions – How to grow a plant	
<b>Reading Focus:</b> Core text Other stories about wolves Simile poems Non-fiction texts on plants and animals			
<b>Spoken Language</b>	<b>Reading</b>	<b>Writing - Composition</b>	<b>Writing -Grammar and Vocabulary</b>

<p><b>Objectives</b>  Give an opinion with a reason.  Listen to others' opinions.  Use Standard English to give an opinion.  Recite/perform own compositions.</p>	<p><b>Objectives</b>  Ask questions to clarify understanding.  Find inferences about characters' feelings and thoughts  Explain inferences about characters' feelings and thoughts.  Give reasons for characters' actions or behaviour.  Make predictions about how characters might behave  Use prior knowledge and reading experiences to understand text  Use the context to understand texts.  Explain why a writer has chosen a word to affect meaning.  Find the setting or time in books or stories.</p>	<p><b>Objectives</b>  Understand that writing, particularly non-narrative, needs organising into sections of related ideas.  Begin to group related ideas into sections.  Understand that writing needs an effective opening which will differ according to the purpose of the writing.  Begin to rehearse and write openings to writing.  Understand that writing needs an effective ending which will differ according to the purpose of the writing.  Begin to rehearse and write endings to writing.  Evaluate effectiveness of writing.  Make changes following suggestions.</p>	<p><b>Objectives</b>  Know when to use different sentence types in writing.  Evaluate whether sentences are used appropriately.  Use noun phrases in own writing to add detail.  Evaluate the effectiveness of noun phrases used in own writing.  Use the past and present simple and progressive tenses in own writing.  Check that the tense in own writing is consistent.  Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction.  Know which conjunctions to use for intended meaning.  Decide whether changes are needed and make them.  Proof read writing for accurate use of learned punctuation.</p>
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