

## Year 2 English Curriculum (2024–2025)

	Autumn 1 <sup>st</sup> half	Autumn 2 <sup>nd</sup> half	Spring 1 <sup>st</sup> half	Spring 2 <sup>nd</sup> half	Summer 1 <sup>st</sup> half	Summer 2 <sup>nd</sup> half
<b>Timescale</b>	7 weeks	8 weeks	6 Weeks	6 weeks	5 weeks	7 weeks
<b>Outcomes</b>	Poems on a theme (1) Stories with familiar settings (4) Non-chronological reports (2)	Traditional tales with a twist (4) Instructions (3)	Stories by the same author (3) Non-chronological reports (3)	Persuasion (2) Poetry – Riddles (1) Stories with familiar settings (3)	Story as a Theme – Integrated Unit (5)	Animal Adventure stories (3) Classic poems (2) Recount: Letters (2)
<b>Core Texts</b>	Paddington by M.Bond. 	Jim and The Beanstalk by R.Briggs   Three Little Pigs by J. Scieszka and L. Smith 	Man on the Moon by S. Bartram   Non Chronological Report – Linked to History 	Farmer Dan Stories by R. Simpson 	Aladdin 	The Owl Who Was Afraid Of The Dark by J. Tomlinson   Ducks Ditty by K. Grahame 
<b>Class Novel</b>			Zefra Giraffa by Dianne Hofmeyr 	Mudpuddle Farm by Michael Morpurgo 	The Twits by Roald Dahl 	Hotel Flamingo by Alex Milway 
<b>Each Friday is Non Fiction Friday</b>						

Key Events	W/C 23/9/24 150th Anniversary	11th–15th November Nursery Rhyme Week (EYFS)	30th Jan Multicultural Book Day linked to Asian History	6th March World Book Day		June TBC Refugee Week
<b>Grammar Focus</b>	<p>–say, write and punctuate sentences using the joining words and, but.</p> <p>–select, generate and effectively use nouns, building on prior learning from Y1.</p> <p>–say, write and punctuate simple and compound sentences using the joining words and, but, so</p> <p>–focus on compound words using nouns, e.g. whiteboard and football.</p> <p>–select, generate and effectively use adjectives</p> <p>–focus on identifying and generating noun phrases, e.g. the shimmering blue butterfly (for description).</p>	<p>–focus on writing and punctuating simple and compound sentences using the joining words and, but, so and or.</p> <p>–select, generate and effectively use verbs. Link to using the past tense for narrative.</p> <p>–selecting, generating and effectively using adverbs</p> <p>–using the suffix ly to turn adjectives into adverbs e.g. slowly, gently, carefully</p>	<p>–subordination for time using when, before and after. E.g. We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</p> <p>–apostrophes for contracted forms e.g. don't, can't, wouldn't, you're, and I'll</p> <p>–focus on subordination for reason using because and if e.g. I put on my coat because it was raining. Because it was raining, I put on my coat.</p> <p>–focus on identifying past and present tense (Note: –use present tense for non-chronological reports and past tense for historical reports).</p>	<p>–selecting, generating and effectively using adjectives.</p> <p>–adding suffixes –ful or –less to create adjectives e.g. playful, careful, careless, hopeless.</p> <p>–use of present tense for persuasive adverts. Also explore the progressive form of verbs in the present tense (e.g. she is drumming) to mark actions in progress.</p> <p>–building on earlier work on adjectives and suffixes, focus on using the suffixes –er and –est to create adjectives e.g. faster, fastest, smaller, smallest</p> <p>–build on existing knowledge of nouns to identify, generate and effectively use noun phrases, e.g. the blue butterfly with shimmering wings (for description), granulated sugar (for specification).</p> <p>–focus on subordination for time using when, before and after and reason using because and if</p>	<p>– using noun phrases and 'and' and 'or' to join clauses.</p> <p>–Using subordination within sentences to join clauses.</p> <p>–Use past and present tense correctly within sentences.</p> <p>–Use subordination for reason using because.</p> <p>–Use subordination for time using when.</p> <p>–Punctuate simple and compound sentences using the joining word ... but (coordination).</p>	<p>–using the subordinating conjunction that in a sentence, e.g. I hope that it doesn't rain on sports day.<sup>4</sup></p> <p>–select, generate and effectively use adverbs.</p> <p>–revise the use of apostrophes for contracted forms, e.g. don't, can't, wouldn't, you're, I'll, and for singular possession in nouns, e.g. the girl's name.</p> <p>–focus on the revision of selecting, generating and effectively using nouns.</p> <p>–extend to include adding suffixes ness and er to create nouns, e.g. happiness, sadness, teacher, baker.</p> <p>–focus on selecting, generating and effectively using verbs.</p> <p>–focus on creating compound words using nouns, e.g. whiteboard and football.</p>

<b>Unit 1 Scaffolded Outcomes</b>	<b>Purpose</b> – Innovated poem based on a model <b>Audience</b> – Publish a poem and make a class book for the reading area.	<b>Purpose</b> – Innovated short story based on a model. <b>Audience</b> –Re-enact their innovative story to partner class.	<b>Purpose</b> –Story based sound the character and setting from shared text. <b>Audience</b> – Publish stories for display	<b>Purpose</b> – Persuasive leaflet <b>Audience</b> – Distribute leaflets to another class encouraging to visit.	Outcomes may include: <ul style="list-style-type: none"> <li>• Setting description</li> <li>• Diary entries in role</li> <li>• Poetry</li> <li>• Persuasive letter</li> <li>• Persuasive poster</li> <li>• Narrative – an additional chapter in the story.</li> </ul>	<b>Purpose</b> – Innovated verses based on a classic poem <b>Audience</b> – Poetry recital for a defined audience, e.g. an assembly, another class or parents.
<b>Unit 2 Scaffolded Outcomes</b>	<b>Purpose</b> –Innovated short story based on a model. <b>Audience</b> –Present narrative to an audience using oral retelling	<b>Purpose</b> –Write a set of instructions for a new playground game. <b>Audience</b> – Each child contributes their instructions in a class booklet which can be used by younger children. Video the children playing the games to present to younger children.	<b>Purpose</b> –A class information book on the theme of explorers. <b>Audience</b> – Register information book on school library system	<b>Purpose</b> – Riddle based of fruit/veg <b>Audience</b> – Read poems for parents on dojo		<b>Purpose</b> –An adventure story <b>Audience</b> – Read stories to Year 1 classes
<b>Unit 3 Scaffolded Outcomes</b>	<b>Purpose</b> – A set of instructions for a new playground game for younger children. <b>Audience</b> –Video of children playing games for a younger audience to watch.					<b>Purpose</b> – Letters written in the role of an animal. <b>Audience</b> –Collection of letters in a file