

Long Term English Curriculum Year 2

Year Group 2	Autumn 1-7wks	Autumn 2-7wks	Spring 1-6wks	Spring 2-6wks	Summer 1-6wks	Summer 2-7wks
<b>Topic/theme</b>	<b>History-</b> Fire of London <b>Science-</b> Everyday materials: uses of	<b>Geography-</b> Oundle <b>Science-</b> Plant growth	<b>History-</b> Kings and Queens <b>Science-</b> Living things and their habitats	<b>History-</b> Kings and Queens <b>Science-</b> Animals	<b>Geography-</b> The World <b>Science-</b> Plants	<b>Geography-</b> Kenya <b>Science-</b> Food & exercise
<b>Class Reader and author</b>	<b>The BFG-</b> Roald Dahl		<b>The Boy Who Grew Dragons-</b> Andy Shepherd		<b>Around the World in Eighty Days-</b> Antonis Papatheodoulou	
<b>Stimuli for writing</b> <i>Picture books, Film, Audio (song), Poetry, Art/photo/picture, Novels</i>	Vlad and the Great Fire of London Kate Cunningham & Sam Cunningham Variety of poems about fire of London	The Great Big Enormous Turnip (Picture Mammoth)- Alexei Tolstoy and Helen Oxenbury	Rumpelstiltskin- Paul O Zelinsky	The Egg- M.P Robertson Tell Me a Dragon -Jackie Morris	Around the World in Eighty Days (Jules Verne's Adventure Stories) Antonis Papatheodoulou (Author)	The Disguising Sandwich- Gareth Edwards
<b>Writing Model/ outcome</b> <b>Approx. 80</b> Short paragraph/s entertain inform persuadediscuss  <i>Narrative/ Non-Fiction/ Poetry</i>	<b>Poetry</b> Senses poem- Heard it in the playground <b>Narrative</b> – Setting description Vlad and the Great Fire of London-story tell	<b>Non-Fiction-</b> Recount  <b>Narrative-</b> Stories with recurring literary Language – The gigantic Turnip	<b>Narrative</b> Character description Traditional Tales - Rumpelstiltskin	<b>Non fiction</b> The Egg- M.P Robertson – Non Chronological report  <b>Poetry</b> Vocabulary building Tell me a Dragon-Jackie Morris	<b>Narrative</b> Traditional Tale – Around the world in 80 days  <b>Non-Fiction</b> Recount of Science trip	<b>Non-Fiction</b> Instructions for cooking Explanation-The Disgusting Sandwich  <b>Narrative</b> Story- The Disgusting Sandwich
<b>GPS to be focused on in model texts ( add selected to Unit Cover page)</b>						
<b>Word Structure</b>	<b>Sentence Structure</b>	<b>Text Structure</b>	<b>Punctuation</b>	<b>Terminology for children</b>		
Formation of nouns using suffixes such as —ness, —er  Formation of adjectives using suffixes such as —full —less (A fuller list of suffixes can be found in the spelling annex.)  Use of the suffixes —er and —est to form comparisons of adjectives and adverbs	Subordination (using when, if, that, or because) and co-ordination (using or, and, or but)  Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)  Sentences with different forms: statement, question, exclamation, command	The consistent use of present tense versus past tense throughout texts  Use of the continuous form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	Capital letters, full stops, question marks and exclamation marks to demarcate sentences  Commas to separate items in a list  Apostrophes to mark contracted forms in spelling	singular, plural, question mark, exclamation mark  verb, tense (past, present), adjective, noun, suffix, apostrophe, comma		