

YEAR 2 SPRING EVEN YEARS

TERM/ TOPIC	SPRING 1 - Frozen Planet	SPRING 2 - Frozen Planet
Unit	4A / 4B Significant authors	2A / 2B Instructions 1A /1B Labels, lists, captions & Information 4A / 4B Non-chronological 3A/3B – Poems on a theme
Core texts	Superworm – Julia Donaldson Lost and Found – Oliver Jeffers	Emperor’s Egg – Martin Jenkins Making Pancakes – Instructions Poetry – Penguins – I’m a little Penguin/ Penguin Parade/ The Penguin
Range of writing outcomes	<p>Superworm Write rhyming strings Ask questions to a character Compare characters Write a character description Plan their own version of the story and write it</p> <p>Lost and Found Make predictions Use verbs to describe how to get to the South Pole Write conjunction for coordination to describe where the penguin had come from Write similes to describe the setting Describe character feelings at different parts of the story Plan and write their own version of a story – how the penguin got from the South Pole to the house Write Subordinating conjunctions to describe feelings Write in first person – plan and write a letter from the boy to his mum</p>	<p>Emperor’s Egg Write captions and labels – for an emperor penguin Find information from a text – answer questions by pulling out facts Write subheadings (from facts) Use time conjunctions to describe the life cycle of a penguin Plan and write a fact file about a penguin life cycle</p> <p>Making Sandwiches/Pancakes Use imperative verbs to write precise instructions Use adverbs in instructions to describe verbs Use time conjunctions to order instructions Write a set of instructions on how to make a pancake Write lists of ingredients Edit sets of instructions to improve – making them more specific</p> <p>Poetry Perform poetry Collect vocabulary (verbs and adjectives) from poems Identify syllables Write a poem to describe how a penguin moves (non-rhymes)</p>
Unit objectives	<ul style="list-style-type: none"> ✓ Adverbs, adjectives, precise nouns ✓ Third person and past tense including past progressive ✓ Apostrophes can be used for possession & contraction ✓ Sentences are demarcated using full-stops, capital letters and finger spaces ✓ Use of conjunctions, e.g. and, so, because, when, if, that, or, but to join ideas and enable subordination ✓ Use of exclamation marks to indicate emotions such as surprise or shock. ✓ Use question marks can be used to form questions. ✓ Commas can be used to separate lists of characters, ideas and adjectives in expanded noun phrases ✓ Prepositions ✓ Verbs should be chosen for effect ✓ Cohesions using nouns and pronouns 	<ul style="list-style-type: none"> ✓ Past tense - past progressive form & past perfect ✓ Conjunctions – coordination and subordination (when, if, because, that) ✓ Chronological order ✓ Adverbs – time and manner – in the morning, after that, soon, later ✓ Prepositions ✓ Noun phrases (adjectives & prepositions) ✓ First or third person ✓ Use of imperative/command sentences ✓ Commas in lists ✓ Prepositions ✓ Cohesion can be created, and repetition avoided through the use of nouns and pronouns ✓ Headings ✓ Layout devices such as bullet points, numbers or letters
Outcomes	<p>Significant Authors</p> <ul style="list-style-type: none"> ✓ Write a complete story about a familiar character. ✓ Write in the third person and past tense; include descriptions of characters and setting and try writing some dialogue ✓ Talk about a text and explain their reaction to it. ✓ Make inferences about characters and use the text to support their answers ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Work as a member of a group to discuss and reach agreement over a task. ✓ Past tense, third person and can include some dialogue and detail to add interest. ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense. 	<p>Instructions</p> <ul style="list-style-type: none"> ✓ Write a sequence of instructions using consistent tense, detailed diagrams and numbers or words indicating chronological order. ✓ Follow a series of simple instructions correctly. ✓ Give oral instructions in the correct sequence. ✓ Read and follow a simple sequence of instructions related to another curriculum area/classroom procedure. ✓ Identify key features of written instructions. ✓ Children can write a simple sequence of instructions to be followed by another child or group. They use appropriate tense consistently, indicate sequence clearly, for example through numbering or use of sequencing words, and include a detailed diagram. <p>Labels, lists, captions & Information/ Non-Chronological reports</p> <ul style="list-style-type: none"> ✓ Write simple information texts incorporating labelled pictures and diagrams, charts, lists as appropriate. Children can sequence a set of events based on their own experience and observations.

			<ul style="list-style-type: none"> ✓ identify the main features of a non-chronological report, including grammatical features and key vocabulary. ✓ Evaluate non-chronological reports, expressing their views clearly and using evidence from the text. ✓ Organise their ideas into general themes, subheadings, key details and information. ✓ Write a paragraph on a theme, using subheadings, key details and information to structure the text. ✓ Maintain consistency in non-narrative, including purpose and tense. ✓ Create an alphabetically ordered dictionary or glossary of special interest words <p>Poetry</p> <ul style="list-style-type: none"> ✓ Hear, read and respond to poems that play with language listen to and read and perform poems, identifying different patterns in their language use and structure. ✓ Perform some poems individually or together, using appropriate expression, actions and sound effects where appropriate. ✓ Plan and write their own poem 		
Composition	<p>Pupils should be taught to develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> ✓ Writing narratives about personal experiences and those of others (real and fictional). ✓ Writing about real events. ✓ Writing poetry ✓ Writing for different purposes. <p>consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> ✓ Planning or saying out loud what they are going to write about. ✓ Writing down ideas and/or key words, including new vocabulary. ✓ Encapsulating what they want to say, sentence by sentence. <p>make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> ✓ Evaluating their writing with the teacher and other pupils. ✓ Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. ✓ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ✓ Read aloud what they have written with appropriate intonation to make the meaning clear. 				
Grammar	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) ✓ Learn how to use: sentences with different forms: statement, question, exclamation, command ✓ Expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form ✓ Subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ✓ Some features of written Standard English 				
Content NC Appendix 2	<p>Word</p> <p>Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman].</p> <p>Formation of adjectives using suffixes such as –ful, –less</p> <p>Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</p>	<p>Sentence</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon].</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p>	<p>Text</p> <p>Sequencing sentences to form short narratives</p> <p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</p>	<p>Punctuation</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name]</p>	<p>Terminology</p> <p>letter, capital letter word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark noun, noun phrase, statement, question, exclamation, command compound, suffix, adjective, adverb, verb, tense (past, present), apostrophe, comma</p>
Handwriting	<p>By the end of year 2:</p> <ul style="list-style-type: none"> ✓ Form lower-case letters of the correct size relative to one another ✓ Start using some of the diagonal and horizontal strokes needed to join letters and ✓ Understand which letters, when adjacent to one another, are best left unjoined ✓ Write capital letters and digits of the correct size, orientation and relationship to one ✓ Another and to lower case letters ✓ Use spacing between words that reflects the size of the letters. 				

