

YEAR 2 AUTUMN ODD YEARS

TERM/ TOPIC	AUTUMN 1- Great Fire of London	AUTUMN 2 - Great Fire of London
Unit	2A/2B – Senses 3A/3B - Recount 4A/ 4B - Non-Fiction Non-Chorological	3A – Traditional tales and Fairy tales 3B – Fantasy World 2A/2B – Instructions 2B – Predictable patterned language
Core texts	The Midnight Fair – Gideon Sterer (Wordless Picture Book) Vlad and the Great Fire of London – Kate Cunningham Shape/Using Senses Poems – London Burning Song	Traditional Tales – Goldilocks and the Three Bears Goldilocks and just the One Bear – Lee Hodgkinson The Polar Express – Chris Van Allsburg
Range of writing outcomes	<p>The Midnight Fair Use adjectives to describe animals Sequence a story – write a short summary of each part of the story Use verbs to describe what the animals were doing at the fair Use senses to describe what was going on at the fair Write feelings from the animal’s point of view of being at the fair Use subordinating conjunctions to describe why the characters feel that way Write persuasive sentences in the second person – why you should go to the midnight fair Plan and write a persuasive leaflet for a fair</p> <p>Vlad and the Great Fire of London Use adjectives to describe a character Write expanded noun phrases to describe the rat from the story Write a character description of the rat Sequence events of the Great Fire of London in a story Write a diary entry</p> <p>Shape/Senses Poems Describe using senses – escaping the great fire Use adjectives to describe fire Use verbs and adverbs to describe how a fire moves Write a fire poem.</p>	<p>Goldilocks and the Three Bears/ Goldilocks and just the One Bear Retell and order a traditional tell Compare two version of a traditional tale Use verbs to describe what bears are doing Write direct speech – what characters would say at different points in the story Plan and write an alternative version of the story – bear in the school</p> <p>The Polar Express Write similes to describe a setting in the story Write adjectives to describe hot chocolate Write imperative verbs Write time conjunctions Write a set of instructions to make hot chocolate Write in first and using conjunctions Write persuasive letters to the North Pole</p>
Unit objectives	<p>Narrative</p> <ul style="list-style-type: none"> ✓ Capital letters finger spaces and full stops ✓ Adjectives, prepositions and determiners ✓ Letter formation, present tense or past tense verbs ✓ Nouns & plural nouns and 1st or 3rd person pronouns ✓ Conjunctions, commas in a list, exclamation marks and question marks <p>Recount</p> <ul style="list-style-type: none"> ✓ Past tense, first or third person ✓ Conjunctions and prepositions, adverbs, noun phrases, adjectives ✓ Chronological order <p>Poetry</p> <ul style="list-style-type: none"> ✓ Nouns, adjectives, present my words to create a shape 	<p>Narrative</p> <ul style="list-style-type: none"> ✓ Capital letters finger spaces and full stops ✓ Adjectives, prepositions, conjunctions and determiners, commas in a list ✓ Letter formation ✓ Nouns & plural nouns and 1st or 3rd person pronouns ✓ Present tense or past tense verbs ✓ Use of exclamation marks and question marks <p>Instructions</p> <ul style="list-style-type: none"> ✓ Use of imperative/command sentences ✓ Nouns, conjunctions – and, so ✓ Headings, layout devices numbers ✓ Prepositions
Outcomes	<p>Senses</p> <ul style="list-style-type: none"> ✓ Listen to poems and identify words and phrases that describe the 5 senses. ✓ Identify details of their sensory experience and start to select suitable words and phrases to describe these. ✓ Listen to a recount and ask questions to support their understanding ✓ Order events correctly. ✓ Identify and explain the main features of a sentence. ✓ Use knowledge of the alphabet to locate words in simple dictionaries. 	<p>Traditional tales and Fairy tales</p> <ul style="list-style-type: none"> ✓ Identify the main events in traditional tales, sequencing them in chronological order. ✓ Retell a familiar traditional story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Write a profile of a character using visual and written text. ✓ Identify the main events in traditional tales, sequencing them in chronological order. <p>Fantasy World</p> <ul style="list-style-type: none"> ✓ Predict possible events in a narrative based on their experience of other texts.

	<ul style="list-style-type: none"> ✓ Write at least three simple sentences in the past tense, use some time conjunctions. <p>Non-Chronological</p> <ul style="list-style-type: none"> ✓ Ask simple questions. ✓ identify a contents page and an index in an information text. Use these to find the right page to answer simple questions, for example <i>Where would I find out about kittens?</i> ✓ Say what the key structural features of a simple information text are. ✓ Say whether a sentence is in an appropriate style for an information text. 	<ul style="list-style-type: none"> ✓ Orally tell an adventure narrative during role-play with the events organised sequentially into problem and resolution. ✓ Compose complete sentences correctly demarcated by capital letters and full stops. ✓ Write a short story with the events organised sequentially into problem and resolution. <p>Instructions</p> <ul style="list-style-type: none"> ✓ Write simple labels, applying phonic knowledge. ✓ Say what the purposes of lists and labels in the classroom are. ✓ Give a complete sentence as a caption for an object or picture. ✓ Write a caption for an object or picture in a complete sentence with a capital letter and full stop. ✓ Give one step in a sequence of instructions audibly and clearly ✓ Write the next in a sequence of instructions, with the support of a partner (teacher feedback). ✓ Write at least two instructions in a well-rehearsed sequence independently <p>Predictable Patterned Language</p> <ul style="list-style-type: none"> ✓ Recognise language patterns and repeated words and phrases in a text and discuss their effect. ✓ Work as part of a group, taking turns sharing ideas, listening to others and reporting their findings. ✓ Write simple sentences using patterned language, words and phrases taken from familiar stories. 			
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.