

YEAR 2 SUMMER ODD YEARS

TERM/ TOPIC	SUMMER 1 - Seaside	SUMMER 2 - Seaside
Unit	1B – Familiar settings 5B – Explanation 1B – Captions and information	1B Poetry - Using Senses 1B – Familiar settings
Core texts	The Storm Whale – Benji Davies Making Ice-Cream – Explanation Lighthouse Keeper Lunch – David and Ronda Armitage Grace Darling – Newspaper Reports	Captain Flinn and the Pirate Dinosaurs - Giles Andreae Somebody Swallowed Stanley - Sarah Roberts Sea Poetry
Range of writing outcomes	<p><u>The Storm Whale</u> Explore emotions of the characters Describe how characters feel Use prepositional language to describe a setting Continue a story Describe a setting using adjectives Plan and write a narrative -what might happen to the Whale</p> <p><u>Making Ice-Cream – Explanation</u> Write lists using bullet points and imperative verbs Make a glossary Write an explanation of how to make ice-cream Character description</p> <p><u>Lighthouse Keeper Lunch - David and Ronda Armitage</u> Character description – Mr Grinling Commas in lists – what can go in a lunch Use inverted commas to write a dialogue Explore and use synonyms Order the events in a story Write a diary entry</p> <p><u>Grace Darling – Newspaper Reports</u> Newspaper report</p>	<p><u>Captain Flinn and the Pirate Dinosaurs</u> Use adjectives to describe captain T-Rex Write verbs to describe actions of the T-Rex Write a character description Write a letter from Flinn to his mum Plan a pirate adventure Write a pirate adventure in the third person</p> <p><u>Somebody Swallowed Stanley</u> Write thought bubbles using conjunctions Write a persuasive text- why we should be more careful with plastic Create a new character in the story Plan and write own version of a litter story.</p> <p><u>Sea Poetry</u> Write a descriptive poem.</p>
Unit objectives	<p><u>Narrative</u></p> <ul style="list-style-type: none"> ✓ Capital letters finger spaces and full stops. ✓ Prepositions and determiners the, a, an /Adjectives, nouns & plural nouns and 1st or 3rd person pronouns/ Conjunctions – and. ✓ Present tense or past tense verbs. ✓ Commas in a list, use of exclamation marks and question marks. ✓ Events are sequenced to create texts that make sense. <p><u>Recount – diary and Information text</u></p> <ul style="list-style-type: none"> ✓ Past tense - past progressive form & past perfect ✓ Conjunctions – and, so because, but / Prepositions /Adverbs /Noun phrases ✓ First or third person, present tense, sometimes in past tense if historical. ✓ Questions can be used to form titles/ Question marks are used to denote questions 	<p><u>Narrative</u></p> <ul style="list-style-type: none"> ✓ Capital letters finger spaces and full stops ✓ Prepositions and determiners the, a, an ✓ Adjectives, nouns & plural nouns and 1st or 3rd person pronouns ✓ Present tense or past tense verbs ✓ Conjunctions – and / commas in a list, use of exclamation marks and question marks ✓ Events are sequenced to create texts that make sense <p><u>Poetry</u></p> <ul style="list-style-type: none"> ✓ Write creatively using adjectives and expanded noun phrases ✓ Use adverbs to add description ✓ Use the 5 senses for description
Outcomes	<p><u>Familiar settings</u></p> <ul style="list-style-type: none"> ✓ Write a simple story based on their own personal experience. ✓ Retell a story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Write a story in sentences, with a beginning, middle and end. <p><u>Explanation</u></p> <ul style="list-style-type: none"> ✓ Work independently to plan and write their own sustained story with a logical sequence of events set in a fantasy setting. ✓ Make predictions about a text and discuss the way characters develop across a story. ✓ Plan a story that has a logical sequence of events. 	<p><u>Senses</u></p> <ul style="list-style-type: none"> ✓ Write suitable words and phrases to describe particular experiences ✓ Listen to poems and identify words/ phrases that describe the five senses ✓ Identify details of their sensory experience and start to select suitable words/phrases to describe these. ✓ Hear, read and respond to poems and write their own simple poems or passages. <p><u>Familiar settings</u></p> <ul style="list-style-type: none"> ✓ Write a simple story based on their own personal experience ✓ Retell a story in chronological order using story language. ✓ Discuss the appearance, behaviour, characteristics and goals of characters. ✓ Write a story in sentences, with a beginning, middle and end.

	<ul style="list-style-type: none"> ✓ Write an extended narrative with: a logical sequence of events, sentences grouped together, connectives, consistent use of the third person and past tense. <p>Captions and information</p> <ul style="list-style-type: none"> ✓ Use the main features of a non-chronological report ✓ 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. 									
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</p> <p>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. 									

