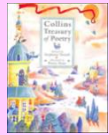


English Curriculum Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Themes and Curricular Focus	From the Equator to the Poles Would you rather live in a hot or a cold place?	Let's Explore! How have explorers changed the world?	Wonders of the World What are some of the wonders of the world?	Up, Up and Away! How did we learn to fly?	Majestic Monarchs What is a monarch? What was life like in a castle?	The Coastline of Kent What are some human and physical features of our coastline?
Science	Animals' Needs for Survival Humans	Materials Sustainability: Plastics	Plants (Light and Dark) Living Things and Their Habitats	Living Things and Their Habitats Plants (Light and Dark)	Plants (Bulbs and Seeds) Growing Up	Wildlife Plants (Bulbs and Seeds) Growing Up
Jigsaw PHSE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Fiction Poetry and Rhyme Information/topic-linked texts	Core Texts	Core Texts	Core Texts	Core Texts	Core Texts	Core Texts
Reading Curriculum Year 2 Children develop reading enjoyment, motivation, vocabulary, and understanding by: Listening to and discussing a wide range of classic and contemporary poetry, stories, and non-fiction above independent reading level. Discussing story sequences and how information is related. Becoming familiar with and retelling various stories and traditional tales. Exploring differently structured non-fiction books. Recognizing recurring literary language. Clarifying word meanings and linking to known vocabulary. Sharing favourite words and phrases. Learning, appreciating, and reciting poems with expressive intonation. Understand both read and heard texts by: Using prior knowledge and teacher-provided vocabulary. Ensuring comprehension and self-correcting reading errors. Making inferences from text. Asking and answering questions. Predicting outcomes based on reading. Participate in discussions by: Taking turns and listening to others. Explain and discuss their understanding of texts they read or hear.	Autumn Term  Clarice Bean, That's Me by Lauren Child The Colour Monster by Anna LLenas Lila and the Secret of Rain by David Conway and Jude Daly Meerkat Mail by Emily Gravett	Spring Term  The Great Explorer by Chris Judge Man On The Moon, A Day in the Life of Bob by Simon Bartram The Boy Who Sailed the World by Julia Green	Summer Term  Rosie Revere Engineer by Andrea Beaty Amelia Earhart by Maria Isabel Sanchez Vegara (Little People Big Dreams) The Dark by Lemony Snickett	Summer Term  Fantastic Mr Fox by Roald Dahl Queen Victoria's Bathing Machine by Gloria Whelan The Puffin Keeper by Michael Morpurgo Grandad's Secret Giant by David Litchfield The Barnabus Project by the Fan Brothers		
	Supporting Texts and Reading Across the Curriculum	 Who Was David Livingstone the Legendary Explorer? By Amanda Mitchison The Great Kapok Tree by Lynne Cherry Iceberg by Claire Saxby	 A Planet Full of Plastic by Neal Layton Bats Love the Night by Nicola Davies Walk With a Wolf by Janni Howker Tigress by Nick Dowson Ice Bear by Nicola Davies	 Fantastically Great Women Who Changed the World: Kate Pankhurst The Skies Above My Eyes by Charlotte Guillain Queen Elizabeth II and the Kings and Queens of Great Britain by Rachael Saunders	 The Big Book of the Blue by Yuval Zommer Big Blue Whale by Nicola Davies	

Poetry Diamante Free verse Shape poems Repeated patterns Performance poetry	Free verse Collins Treasury of Poetry – selected by Stephanie Nettell  Diamante Kenn Nesbitt Poetry 4kids.com	Shape poems Word Whirls by John Foster Apes to Zebras: An A-Z of Shape poems by Roger Stevens  The Song Thru by Liz Brownlee Classic Poetry The Jumblies by Edward Lear	Performance poetry Revolting Rhymes by Roald Dahl  Poems Not To Be Missed by Susan Hill 	Classic poetry My Shadow by Robert Louis Stevenson Repeated patterns Nursery rhyme – A Sailor Went to Sea I Went to a Wishing Well by Kenn Nesbitt Down Behind the Dustbins by Michael Rosen	Classic poetry The Lion and Albert by Marriott Edgar	Classic poetry Wind on the Hill by A.A. Milne List poems Bleezer's ice Cream by Jack Prelutsky
Decoding/Word Reading	FFT Success For All Phonics/Routes to Reading Fluency	FFT Success For All Phonics/Routes to Reading Fluency	FFT Success For All Phonics/Routes to Reading Fluency	FFT Success For All Phonics/Routes to Reading Fluency	FFT Success For All Phonics/Routes to Reading Fluency	FFT Success For All Phonics/Routes to Reading Fluency
Possible Writing Outcomes	Narrative Poetry Fact file, Description – setting, character	Narrative Advertisement Instructions Poetry Performance	Description Diary Poetry Non-chronological report	Narrative Magazine writing Descriptive writing Poetry	Character Building sentences Newspaper Diary	Narrative Newspaper Editing Non-chronological report Poetry
Spelling Curriculum taught through Spelling With the Jungle Club	Compare long vowel spellings Prefix un- Homophones Contractions Common exception words	ph, wh, Words beginning with wr Apostrophes for possession Compare vowel digraphs and trigraphs spellings Suffixes –ful, -less Homophones Contractions Common exception words	Words ending in –le, -el,, -al, -il, -y Adding endings to single-syllable words ending in a single consonant, e.g. pat/patted Contractions Common exception words	Adverbs ending in -ly Irregular plural nouns and rule for –s/-es Apostrophes for possession Compare spellings: j/g/ge/dge; se/c//ce ; -y/-ey Suffixes –ful, -less Homophones and near homophones Contractions Common exception words	'or' phoneme – fall, talk 'u' phoneme – mother 'o' phoneme – want 'er' phoneme – work 'or' phoneme – warm 'n' phoneme spelt 'kn' or 'gn' Suffixes –ment, -ness -tion endings on words Homophones	's' pronounced 'z' Compare 'ch' spellings, e.g. nature/stretcher Homophones Review and consolidation

Year 2 Statutory Spelling Curriculum – Common Exception Words Year 2

Year 1: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our

Year 2: door, floor, poor, because, find, kind, mind, behind, child, children, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas

Year 2 Writing Curriculum

Transcription - Spelling Spell by: segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly; learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones Learning to spell common exception words Learning to spell more words with contracted forms Learning the possessive apostrophe (singular) [for example, the girl's book] Distinguishing between homophones and near-homophones Add suffixes to spell longer words, including –ment, –ness, –ful, –ly Apply spelling rules and guidance, as listed in English Appendix 1 Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.	Transcription - Handwriting Sit correctly at a table, holding a pencil comfortably and correctly begin to form lower-case letters in the correct direction, starting and finishing in the right place Form capital letters Form digits 0-9 Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Composition Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher.
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Writing – Vocabulary, Grammar and Punctuation taught discretely through *Literacy Shed / Spelling With the Jungle Club* and applied within writing genres as appropriate

Word (Spelling With the Jungle Club)	Punctuation (Literacy Shed)	Sentence (Literacy Shed)	Text (Literacy Shed)	Statutory Terminology For pupils
Formation of nouns using suffixes such as –ness, –er and by compounding (e.g. whiteboard, superman)	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	Subordination (using when, if, that or because) and coordination (using or, and, or but)	Correct choice and consistent use of present tense and past tense throughout writing.	noun, noun phrase adjective, adverb,
Formation of adjectives using suffixes such as –ful, –less (Full list of suffixes in English Appendix 1) and taught through Spelling With the Jungle Club	Commas to separate items in a list	Expanded noun phrases for description and specification (e.g. the blue butterfly, plain flour, the man in the moon)]	Use the progressive form of verbs in the present and past tense to mark actions in progress (e.g. she is drumming, he was shouting)	statement, question, exclamation, command compound, suffix
Use the suffixes –er, est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (e.g. the girl's name)	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command		verb tense (past, present) apostrophe, comma