

Year 2 Long Term Overview

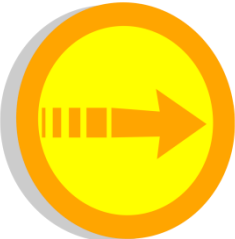
Persuade

Inform

Entertain

| Autumn 1 – Dear Zoo | Autumn 2 – Fire! Fire! Fire! | Spring 1 – African Adventures | Spring 2 – Out of this world | Summer 1 – Race around the Globe | Summer 2 – H2O |
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| Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 | Learning Journey 1 |
| <p>Text: 'Zoo' by Anthony Browne</p>  <p>Outcomes: Recount of Marwell visit (I) Letter to persuade the zoo manager in the story to treat animals in a similar way to Marwell (P)</p> | <p>Text: 'Poems About Fire' by Andrew Fusek Peters</p>  <p>Outcome: Bonfire and firework poetry (E)</p> | <p>Text: 'Mama Panya's Pancakes' by Mary Chamberlin</p>  <p>Outcomes: Instructions for pancakes (I) Diary writing linked to text (E)</p> | <p>Text: Video and multi-modal texts - Landing on the moon by Bev Long</p>  <p>Outcomes: Newspaper report on the first moon landing (I) Non-chronological report (I)</p> | <p>Texts: 'Miranda the Explorer' by James Mayhew/ 'Around the World in Eighty Days' by Jules Verne</p>  <p>Outcomes: Non-chronological report about a country (I) that informs a site of application diary entry (E)</p> | <p>Text: 'The Sea Monster' by Chris Wormell/ 'Commotion in the Ocean' by Giles Andreae</p>  <p>Outcomes: Narrative sea story (E)</p> |
| Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 | Learning Journey 2 |
| <p>Text: 'Ice Bear' by Nicola Davies</p>  <p>Outcome: Children create their own 'Ice Bear' style text for another animal (I)</p> | <p>Text: 'The Dark' by Lemony Snicket</p>  <p>Outcome: Narrative about meeting 'Fire'/'Dark'/'Wind' (Personified) (E)</p> | <p>Texts: 'The Hare and the Tortoise' by Brian Wildsmith/ 'The Boy who Cried Wolf' by Tony Ross</p>  <p>Outcome: Short story (Fable) including an animal conveying</p> | <p>Texts: 'Algy's Amazing Adventures in Space' by Kaye Umansky/ 'Monster from the Blue Planet' by Cornelia Funke</p>  | <p>Texts: 'The True Story of the Three Little Pigs' by Jon Scieszka / 'Honestly Red Riding Hood Was Rotten' by Trisha Speed Shaskan/ 'Wolves' by Emily Gravett</p>  <p>Outcome: Twisted Tales Narrative (E)</p> | <p>Text: 'Algy's Amazing Adventures at Sea' by Kaye Umansky/ 'Seaside Poems' by Jill Bennett</p>  <p>Outcome: Text to persuade people to keep the seaside litter free and protect the environment (P)</p> |

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| | | a moral (E) | Outcome: Science Fiction stories (E) | | |
| <p>Key writing skills:</p> <ul style="list-style-type: none"> • Spell by segmenting spoken words into phonemes and represent these by graphemes, spelling many correctly • Spell by learning new ways of spelling phonemes for which one or more spellings are already known • Spell common exception words taught so far • Form lower case letters of the correct size relative to one another • 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 • Consider what they're going to write before beginning by planning or saying out loud what they're going to write about • Make simple addition, revisions and corrections to their own writing with the teacher and other pupils • Re-read to check that writing makes sense e.g. verb tense • Write questions beginning with who, | <p>Key writing skills:</p> <ul style="list-style-type: none"> • Spell common exception words taught so far • Add suffixes to spell longer words, including -ly • Spell common homophones • Form lower case letters of the correct size relative to one another • 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 • Use brief opening and ending • Consider what they're going to write before beginning by planning or saying out loud what they're going to write about • Make simple addition, revisions and corrections to their own writing with the teacher and other pupils • Re-read to check that writing makes sense e.g. verb tense • Appropriately sequenced ideas • Write expanded noun phrases to describe and specify | <p>Key writing skills:</p> <ul style="list-style-type: none"> • Use the possessive apostrophe (singular) • Add suffixes to spell longer words, including -ful, -less (to create adjectives) • Spell more words with contracted forms • Distinguish between homophones and near-homophones • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • Proof-read to check for errors in spelling, grammar and punctuation • Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience • Use adventurous vocabulary appropriate to task • Link related sentences through the use of pronouns and adverbials where appropriate • Use subordinating conjunctions (when/ if/ that/ because) • Use the suffixes -er, -est, in adjective | <p>Key writing skills:</p> <ul style="list-style-type: none"> • Write exclamatory sentences starting with 'what' or 'how' • Write commands using the imperative form of a verb • Use commas to separate items in a list • Use apostrophes to mark where letters are missing in spelling (contractions) • Use the suffixes -er, -est, in adjectives • Spell common exception words taught so far • Consider what they're going to write before beginning by planning or saying out loud what they're going to write about • Make simple addition, revisions and corrections to their own writing with the teacher and other pupils • Re-read to check that writing makes sense e.g. verb tense • Use spacing between words that reflects the size of the letters • Add suffixes to spell longer words -ment, -ness • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far • Use a range of prepositions (behind, before, above, along) • Use sentences with different forms: statement, question, exclamation, command | <p>Key writing skills:</p> <ul style="list-style-type: none"> • Use a range of prepositions (behind, before, above, along) • Use sentences with different forms: statement, question, exclamation, command • Use the progressive form correctly and consistently e.g. he was shouting • Use apostrophes to mark singular possession in nouns • Form nouns using suffixes -ness, -er and by compounding e.g. whiteboard, superman <p><i>To be planned as required</i></p> | <p>Key writing skills:</p> <p><i>To be planned as required</i></p> |

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| <ul style="list-style-type: none"> • what, when, where etc. • Write statements • Use past and present tense correctly and consistently | <ul style="list-style-type: none"> • Use -ly to turn adjectives into adverbs • Use co-ordinating conjunctions (or and/ but) • Use capital letters, full stops, question marks and exclamation marks to demarcate sentences | <ul style="list-style-type: none"> • Consider what they're going to write before beginning by planning or saying out loud what they're going to write about • Make simple addition, revisions and corrections to their own writing with the teacher and other pupils • Re-read to check that writing makes sense e.g. verb tense • Use spacing between words that reflects the size of the letters • Spell common exception words taught so far | | | |
| <p>Site of Application Opportunities</p> <p>Letter to persuade people look after local habitat linked to woodland walk. (P)</p> | <p>Site of Application Opportunities</p> <p>A recount of the Great Fire of London (I)</p> | <p>Site of Application Opportunities</p> <p>Narrative about a moon mission using knowledge from space topic (E)</p> | <p>Site of Application Opportunities</p> <p>Report of African drumming workshop (I)</p> | <p>Site of Application Opportunities</p> <p>Diary entry from the view of Phileas Fogg/Miranda (E)</p> <p>Non-chronological report about Wolves (I)</p> | <p><u>Transition Unit</u></p>  |