
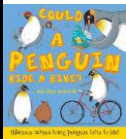




Woodlands Park Primary School – Curriculum Map English Year 2 (2020-2021)

Term 1		Term 2		Term 3	
	Objectives		Objectives		Objectives
The Hungry Caterpillar – fiction narrative 	Reading [EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related. Expanded noun phrases using adjectives. Sentence construction using CL, finger spaces and full stops.	How to wash a Woolly mammoth – instructions	Reading Be introduced to non-fiction books that are structured in different ways (Y2). Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves (Y2). Writing Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about	The Gruffalo	Reading <ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions being introduced to non-fiction books that are structured in different ways discussing the sequence of events in books and how items of information are related continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

	<p>Writing</p> <p>EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing longer narratives about personal experiences and those of others (real and fictional) that are suitable for the audience. Develop positive attitudes towards and stamina for writing by writing for different purposes. ↳ GD objective: Develop positive attitudes towards and stamina for writing by writing for different purposes in a range of contexts. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about. ↳ GD objective: Consider what they are going to write before beginning by planning in detail or saying out loud what they are going to write about. Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. ↳ GD objective: Consider what they are going to write before beginning by writing down creative ideas and, or key words, including new vocabulary and linking ideas. Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. ↳ GD objective: Make a range of additions, revisions and corrections to their own writing independently by carefully proof-reading to check for errors in spelling, grammar and punctuation [for example: ends of sentences punctuated correctly]. Use grammatical terminology for Year 2 learning how to use commas for lists. ↳ GD objective: Use and apply grammatical terminology for Year 2 confidently and accurately using commas for lists within a short paragraph. [EXS] [KEY] Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]. ↳ GD objective: Understand and use effective expanded noun phrases to describe and specify [for example: the light blue butterfly].</p>		<p>writing down ideas/key words, including new vocabulary (Y2). Make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils (Y2).</p> <p>Learn how to use both familiar and new punctuation, including full stops, capital letters, exclamation marks and question marks (Y2). Sentence types – commands and statements Subordination – if and when</p>		<p>Writing</p> <p>segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly ♣ learning to spell more words with contracted forms ♣ planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary sentences with different forms: questions, commands, statements</p>
<p>Could a Penguin Ride a Bike? Non fiction</p> 	<p>Reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary understanding by: discussing word meanings, linking new meanings to those already known (Y1) discussing and clarifying the meaning of words, linking new meanings to known vocabulary (Y2) listening to and discussing a wide range of non-fiction at a level beyond that at which they can read independently (Y1/2) being encouraged to link what they read or hear read to their own experiences (Y1/2).</p>	<p>My Cat Likes to Hide in Boxes – poetry</p>	<p>Reading:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	<p>Animal Riddles – key text written by school about rabbits - poetry</p>	<p>Reading:</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently ♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>

	<p>Writing</p> <p>planning or saying out loud what they are going to write about (Y2)</p> <p>sequencing sentences to form short narratives (Y2).</p> <p>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, and commas for lists (Y2).</p> <p>Sentence types – statements, questions.</p> <p>Conjunctions to links clauses</p>		<p>Writing:</p> <p>Develop positive attitudes towards and stamina for writing by writing poetry.</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.</p> <p>[EXS] [KEY] Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.</p> <p>Rhyming sentences, lists of phrases.</p>		<p>Writing</p> <p>Sentence types – commands, statements, exclamations, questions</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>♣ form lower-case letters of the correct size relative to one another</p> <p>♣ 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</p> <p>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</p> <p>♣ use spacing between words that reflects the size of the letters.</p> <p>writing poetry</p> <p>♣ writing for different purposes</p> <p>evaluating their writing with the teacher and other pupils</p> <p>♣ 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</p>
		<p>This is How We Do It – report and explanation</p>	<p>Reading</p> <p>discussing the sequence of events in books and how items of information are related (Y2)</p> <p>being introduced to non-fiction books that are structured in different ways (Y2)</p> <p>discussing and clarifying the meaning of words, linking new meanings to known vocabulary (Y2).</p> <p>Writing</p> <p>writing for different purposes (Y2).</p> <p>planning or saying out loud what they are going to write about (Y2)</p> <p>writing down ideas and/or key words, including new vocabulary (Y2)</p> <p>encapsulating what they want to say, sentence by sentence (Y2).</p> <p>Make simple additions, revisions and corrections to their own writing by:</p> <p>evaluating their writing with the teacher (Y2)</p> <p>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the progressive form (Y2)</p> <p>proofreading to check for errors in spelling, grammar and punctuation (Y2)</p> <p>reading aloud what they have written with appropriate intonation to make the meaning clear (Y2).</p> <p>commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>using the present tense correctly and consistently</p>		
<p>Neil Armstrong – non chronological report</p>	<p>Reading:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways.</p>	<p>Enormous Turnip</p>	<p>Reading:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories.</p>	<p>Underwater explorers – key text written by school about ‘Bicycles’.</p>	<p>Reading:</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately</p> <p>being introduced to non-fiction books that are structured in different ways</p> <p>answering and asking questions</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
	<p>Writing:</p> <p>[EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p> <p>Develop positive attitudes towards and stamina for writing</p>		<p>Writing:</p> <p>EXS] [KEY] Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].</p> <p>[EXS] [KEY] Learn how to use the pre Make simple additions, revisions and corrections to their own writing by proof-reading to</p>		<p>Writing</p> <p>add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</p> <p>write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words</p>

	<p>by writing about real events. Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. [EXS] [KEY] Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).</p>		<p>check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. sent and past tenses correctly and consistently.</p> <p>Consider what they are going to write before beginning by planning or saying out loud what they are going to write about.</p> <p>Consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary. [EXS] [KEY] Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).</p>		<p>and punctuation taught so far. writing for different purposes – real events Sentence with different forms – exclamations, statements, questions 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)</p>
Fireworks poetry.	<p>Writing Adding suffixes to spell longer words (we focussed on ‘ing’ – although this is y1 objective, it was a good starting point as they had missed this section of y1 due to lockdown). Writing poetry Planning or saying out loud what they are going to write about.</p>				
Man on the Moon – fiction story writing	<p>Reading Listen to and discuss a wide range of texts Discuss the significance of the title and events Make inferences based on what is said and done Explain and discuss their understanding of texts</p>	Listen, Listen performance poetry	<p>Reading: Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in poetry. Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases. Read aloud what they have written with appropriate intonation to make the meaning clear.</p>	Newspaper Reports – Key text written by school about Transition day.	<p>Reading: listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p>
	<p>Writing Consider what they are going to write before beginning by: composing a sentence orally before writing it (Y2) planning or saying out loud what they are going to write about (Y2) Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional) (Y2). Expand noun phrases to describe and specify (Y2). Learn how to use familiar and new punctuation correctly (Y2).</p>		<p>Writing: Develop positive attitudes towards and stamina for writing by writing poetry. Onomatopoeia, alliteration.</p>		<p>Writing: writing about real events – newspaper 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</p>