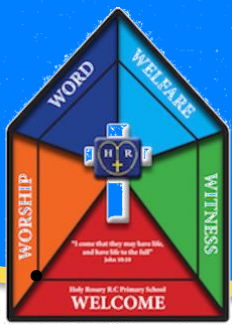


Year 2 - Autumn Term



Key Learning

Unit	Traditional Tales with a Twist	Instructions
Outcome	<ul style="list-style-type: none"> To write an innovated traditional tale with a twist. 	<ul style="list-style-type: none"> To write a set of instructions for a new playground game.
Duration	<ul style="list-style-type: none"> 3-4 weeks. 	<ul style="list-style-type: none"> 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Listen to a range of texts at a level beyond that at which they can read independently including stories. Activate prior knowledge and raising questions e.g. <i>what do we know?</i> What do we want to know? What have we learned? Make contributions in whole class and group discussion. Give opinions and supporting with reasons e.g. <i>was the Prince / Goldilocks / Jack a good or a bad character?</i> Make personal reading choices and give reasons for choices. Make inferences about characters and events using evidence from the text. 	<ul style="list-style-type: none"> Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Sequence and discuss the main events in instructions. Read a range of non-fiction texts including instructions. Make contributions in whole class and group discussion. Listen and responding to contributions from others. Consider other points of view.
Key Learning Writing	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and</i>, <i>but</i> and <i>or</i>. Select, generate and effectively use verbs. Use past tense for narrative. Plan and discuss what to write about e.g. <i>story mapping</i>, <i>collecting new vocabulary</i>, <i>key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to entertain</i>. Write about fictional events. Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Use commas to separate items in a list. Select, generate and effectively use verbs. Plan and discuss what to write about e.g. <i>key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes e.g. <i>to instruct</i>. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.
Suggested Texts	<ul style="list-style-type: none"> Prince Cinders by Babette Cole. Snow White in New York by Fiona French. The Pea and the Princess by Mini Grey. The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith. Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Jack and the Baked Beanstalk by Colin Stimpson. Ratpuzel by Charlotte Guillain. 	<ul style="list-style-type: none"> 101 Playground Games by Therese Hoyle. Hopscotch rules YouTube clip (here). How to play 'What's the Time Mr Wolf?' YouTube clip (here). Woodlands Junior School - Playground games for kids (here). Games kids play website (here).

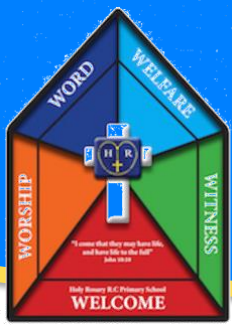
Year 2 - Autumn Term



Key Learning

Unit	Stories with Familiar Settings	Persuasion	Poetry - Riddles
Outcome	<ul style="list-style-type: none"> Innovated narrative/part of narrative, with a farm setting. 	<ul style="list-style-type: none"> Persuasive leaflet or poster. 	<ul style="list-style-type: none"> Own riddle based on a fruit or vegetable on sale at the farm shop.
Duration	<ul style="list-style-type: none"> 3 weeks. 	<ul style="list-style-type: none"> 2-3 weeks. 	<ul style="list-style-type: none"> 1-2 weeks.
Key Learning Reading	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read words containing common suffixes e.g. <i>-ness, -ment, -ful, -ly</i>. Read frequently encountered words quickly and accurately without overt sounding and blending. Listen to a range of texts at a level beyond that at which they can read independently. Retell a wider range of stories. Identify, discuss and collect favourite words and phrases. Make predictions using evidence from the text. Make inferences about characters and events using evidence from the text e.g. <i>what is a character thinking, saying and feeling?</i> Give opinions and support with reasons. Consider other points of view. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Use tone and intonation when reading aloud. Listen to a range of texts at a level beyond that at which they can read independently, including non-fiction. Read a range of non-fiction texts. Discuss how specific information is organised within a non-fiction text. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Consider other points of view. Introduce and discuss key vocabulary within the context of a text. Check that texts make sense while reading and self-correct. Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how. 	<ul style="list-style-type: none"> Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read further common exception words, noting tricky parts. Read frequently encountered words quickly and accurately without overt sounding and blending. Listen to a range of texts at a level beyond that at which they can read independently including contemporary and classic poetry. Identify, discuss and collect favourite words and phrases. Make personal reading choices and explain reasons for choices. Introduce and discuss key vocabulary within the context of a text. Make predictions using evidence from the text. Listen and respond to contributions from others.

Year 2 - Autumn Term



<p>Key Learning Writing</p>	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, command, exclamation. Use past tense for narrative. Select, generate and effectively use adjectives. Add suffixes <i>-ful</i> or <i>-less</i> to create adjectives e.g. <i>playful, careful, careless, hopeless</i>. Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Write about fictional events. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation. 	<ul style="list-style-type: none"> Use sentences with different forms: statement, question, command, exclamation. Use commas to separate items in a list. Use present tense for persuasive adverts. Select, generate and effectively use adjectives. Use suffixes <i>-er</i> and <i>-est</i> to create adjectives e.g. <i>faster, fastest, smaller, smallest</i>. Plan and discuss what to write about, e.g. <i>story mapping, collecting new vocabulary, key words and ideas</i>. Use specific text type features to write for a range of audiences and purposes, e.g. to persuade. Edit and improve their own writing in relation to audience and purpose. Evaluate their writing with adults and peers. Read aloud their writing with intonation to make the meaning clear. 	<ul style="list-style-type: none"> Say, write and punctuate simple and compound sentences using the connectives <i>and, but, or</i>. Use subordination for time, e.g. <i>when, while, as, before, after</i>. Use subordination for reason, e.g. <i>because, if, unless</i>. Plan and discuss what to write about, e.g. collecting new vocabulary, key words and ideas. Use specific text type features to write for a range of audiences and purposes. Write simple poems based on models. Evaluate their writing with adults and peers. Proofread to check for errors in spelling, grammar and punctuation.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo. Farmer Duck by Martin Waddell. The Pig in the Pond by Martin Waddell. Farmer Dan and his Big Brother Stan by Rod Simpson – animated version available on the Literacy Shed website (here). Farmyard Hullabaloo! by Giles Andreae, David Wojtowycz (a poetry text to support the setting). 	<ul style="list-style-type: none"> Range of posters and leaflets from local attractions including farms and farm shops (these may need simplifying), e.g. <ul style="list-style-type: none"> Farmer Parr's Animal World (here). Old Holly Farm (here). Greenlands Farm Village (here). Farmer Ted's Farm Park (here). Bee Bright: On the Farm (Justin Fletcher) various chapters including sheep shearing and incredible crops on YouTube (here). A range of non-fiction books to support the gathering of information, including a selection for the children to read independently, e.g. <ul style="list-style-type: none"> First Facts Farm by Dorling Kindersley. Farm (Scholastic Discover More) by Penny Arlon and Tory Gordon-Harris. 	<ul style="list-style-type: none"> Black Dot by Libby Houston (in The Works Key Stage 2 chosen by Pie Corbett). What in the Wild by David Schwartz and Dwight Kuhn. Where else in the Wild by David Schwartz and Yael Schy. Yummy Riddles (Kids can Read series) by Marilyn Helmer. <ul style="list-style-type: none"> Animal Riddles from the Meddybemps website (here).