

Y2 Medium Term Plan

Autumn Term

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<p>Ruby's Worry by Tom Percival</p> <p>is about Ruby, who discovers a growing worry and learns that sharing her feelings is essential to overcoming it'. When she meets another child with their own 'worry,' she realizes the importance of talking about her concerns</p>	<p>The key themes are worries, anxiety, and the importance of sharing and talking.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Demonstrate their understanding. • Participate in a discussion about books to explore understanding of the key themes. • Link the key themes to own experiences (building on Y1) • Answer questions about the text with support and with relevant scaffold ask questions about the characters 	<p>Within a simple postcard to main character giving advice.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Sequence their composition sentence by sentence and orally rehearse. • Use peer support to improve sentences. • Thoroughly check what they have written utilising capital letters and full stops 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> • Sequence simple sentences to form a short letter. • Personal pronouns as subjects and objects 	<p>Whole class discussion of text</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Ask relevant questions to find out more about a character. • Build on others' ideas and offer multiple suggestions. • Make connections between characters and their own experiences 	<p>Consolidation of Year 1 GPCs:</p> <p>/y+oo/ as in unicorn short /oo/ as in push /y+oo/ as in cube long /oo/ as in flute /y+oo/ as in statue long /oo/ as in blue /y+oo/ as in news long /oo/ as in screw /ur/ as in herbs /ur/ as in bird /ou/ as in cloud /oi/ as in toy</p> <p>Consolidation of Year 1 CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<ul style="list-style-type: none"> • Practising diagonal to join to ascender:th,ch • Practising diagonal join, no ascender ai, ay • Practising diagonal join, no ascender: ir, er • Practising horizontal join to ascender: wh, oh • Practising horizontal join, no ascender: ow, ou • Introducing diagonal join to e: ie, ue • Introducing horizontal join to e: oe, ve • Introducing ee • Practising diagonal join, no ascender: le • Writing numbers 1-100
<p>"Jim and the Beanstalk" by Raymond Briggs</p> <p>is a delightful retelling of the classic tale, where Jim discovers a beanstalk outside his window, climbs it, and encounters an unexpected castle and a giant in need of a friend.</p>	<p>The key themes are friendship, problem-solving and kindness.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Identify common features between two texts. • Identify structural patterns in storytelling. • Make inferences based on what they have read using evidence from text, pictures, and knowledge of traditional tale. 	<p>Within a character description of the giant</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Structure a plan for their writing using new vocabulary. • Utilise the expanded vocabulary evident in the text in their own writing. • Read aloud what they have written with appropriate intonation to make the meaning clear 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> • Comparative adjectives • The correct tense maintaining this throughout their writing 	<p>Within a group, perform the description of the giant.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Take opportunities to try out new language. • Use vocabulary appropriately and alter tone of voice appropriate to the audience. • Speak clearly and confidently to peers. 		
<p>"Please Mrs. Butler" by Allan Ahlberg</p> <p>humorously portrays a student's plea for help with a classmate copying their work, but the teacher encourages self-reliance instead</p>	<p>The key themes are problem-solving and comedy.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Identify the two voices and how the poet has structured the poem in line with the speaker. • Explore the structure of child/teacher voices including the repeated refrain. • Analyse the teachers use of imperative verbs at the start of each line. • Independently identify the juxtaposition between the terms of endearment and the advice given 	<p>Write a two-voice poem between teacher and child.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Conform to the structure of the call and response poem. • Utilise a range of terms of endearment. 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> • Utilise a range of imperative verbs. • Consistently and accurately use the correct proper nouns and question marks (consolidating Y1) 	<p>Within a pair:</p> <ul style="list-style-type: none"> • Adapt how to speak in different situations according to the audience and level of formality. • Deliver a short pre-prepared poem in pairs up their peers 	<p>Consolidation of Year 1 GPCs;</p> <p>/or/ as in astronaut /or/ as in strawberry /oa/ as in shoulder long /oo/ as in soup short /oo/ as in should /ar/ as in father and palm /ur/ as in pearl and world /eer/ as in deer and here /air/ as in square, bear and there /or/ as in ball /or/ as in four /or/ as in core /or/ as in door /or/ as in daughter</p>	
<p>"Dougal's Deep-Sea Diary" by Simon Bartram</p> <p>is a delightful picture book told in diary format, chronicling Dougal's underwater adventures as he searches for the lost city of Atlantis, encounters hidden mermaids and mermen, and retrieves treasure from a shipwreck</p>	<p>The key theme is adventure and exploration.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Understand how narration is used as a device for storytelling. • Recognise how the sequence of events is specific to this text. • Explore why the author has use bolded text to emphasise words that convey the character's most important thoughts and emotions. 	<p>Within a diary entry:</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> • Write with an awareness of the structure of a diary entry. • With the help of an adult, read their own writing to check it makes sense. 	<p>The Children will learn to identify and use:</p> <ul style="list-style-type: none"> • Write in the first-person using the pronoun I. • Recognise and capitalise proper nouns when naming seas and cities. • Carefully select adjectives to add more detail to nouns used. 	<p>Individual performance of a short piece of writing.</p> <ul style="list-style-type: none"> • Speak clearly and confidently when reading aloud to peers. • Use appropriate volume to signify key moments/feelings. 	<p>Consolidation of Year 1 CEWs: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	

Text	Reading	Writing	Grammar	Oracy	Phonics	Handwriting
<p>“Waiting for Froggo” by Alice Courtley</p> <p>is a minimalist and humorous picture book inspired by Samuel Beckett’s “Waiting for Godot.” Rabbit and Mouse eagerly anticipate Froggo’s arrival, but as more animals join them, chaos ensues. Mouse poses the biggest question: What if Froggo doesn’t come?</p>	<p>The key themes are patience and the ups and downs of waiting.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recognise the pattern of turn taking in conversation. Identify the role of each speaker – to ask questions/to answer. Identify the disproportionate balance between the build-up and climax. 	<p>Within dialogue in speech bubbles.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Sequence sentences to create a simple conversation between two characters. Orally rehearse these sentences to ensure they complement one another. Read their writing to check the correct tense is maintained throughout. 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> Utilise a range of progressive verb forms ending in ‘ing’. Consistently write in the present tense. (Consolidating Y1) Use question marks accurately to demarcate questions. (Consolidating Y1) 	<p>Paired performance of a conversation.</p> <ul style="list-style-type: none"> Adapt how to speak in different situations according to the audience – having a conversation. Vary their voice to show when a different character is speaking. 	<p>Consolidation of Year 1 GPCs:</p> <p>/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother</p> <p>Consolidation of Year1 CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	
<p>“The Bear and the Piano”</p> <p>tells the story of a young bear who discovers a mysterious instrument in the forest, teaches himself to play it, leading him on a journey to New York where he realises he misses his friends.</p>	<p>The key themes are belonging and exploration, change and success.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of the text by making inferences based on what the character does. Express their views about what they think the main character should do. Use clues from the illustrations to identify how the bear is feeling. 	<p>Personal viewpoint - Should the bear stay in the city or go back to the forest.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their writing by mapping the key points they want to include. Write statements that express their views. Read aloud what they have written to check it makes sense before. 	<p>The children will learn to identify and use:</p> <ul style="list-style-type: none"> Utilise a range of technical vocabulary from their reading and prior knowledge. Coordinating conjunctions such as ‘and’ and ‘so’ to join 2 simple sentences together. 	<p>Group debate with others who differ in views.</p> <ul style="list-style-type: none"> Use sentence stems to challenge the ideas of others. ‘I don’t agree because...’ With support from an adult, recognise peers who have not yet spoken and involve them in the conversation by using a simple prompt. 		
<p>“The Twelve Days of Christmas”</p> <p>is a cumulative song where each verse builds upon the previous ones, describing gifts given by “my true love” on each of the twelve days of Christmas, with strong Christian allusions and themes of peace and religion</p>	<p>The key themes are generosity and goodwill.</p> <p>The children will learn to:</p> <p>Recognise simple recurring literary language in this poem.</p> <p>Recognise the chronological structure of the poem.</p> <p>Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>Within a new version of The Twelve Days of Christmas</p> <p>The children will learn to:</p> <p>Collate their ideas for writing in a plan and evaluate this with an adult before moving on.</p> <p>Write coherently for the purpose of entertaining.</p> <p>Read what they have written to an adult.</p>	<p>The children will learn to identify and use:</p> <p>An appropriate choice of adjectives to describe the noun.</p> <p>Utilise a range of progressive verbs to describe the action of the subject.</p> <p>Use commas accurately in a list.</p>	<p>Perform a new poem, as part of a group.</p> <p>Prepare and recite a short refrain from a poem for a group of people.</p> <p>Speak clearly and confidently in turn.</p>		
<p>“The Santa Trap” by Jonathan Emmett and Poly Bernatene</p> <p>is a humorous children’s book where Bradley, a greedy boy, sets elaborate traps to catch Santa, but his plans hilariously backfire</p>	<p>The key themes are belief and imagination, and generosity and goodness.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Understand why the author has chosen to portray the main character in the way they did. Discuss and express their views on the main character. 	<p>Within a report for Santa’s naughty list</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Conform to the non-fiction structure of a report. Use adventurous vocabulary to enhance a description. Reread their sentences aloud to check they make sense. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Generate carefully chosen adjectives to describe a character. Maintain the present tense when writing. (Consolidating year 1) 	<p>Present aloud to Santa</p> <ul style="list-style-type: none"> Deliver with confidence and appropriate volume. 		

Text	Reading	Writing	Grammar	Oracy	Phonics	Handwriting
Spring Term						
<p>“The Great Explorer” by Chris Judge</p> <p>is a thrilling adventure story that blends elements of both a picture book and a graphic novel, following a young boy named Tom as he embarks on a daring journey across the treacherous icy terrain of the North Pole to find his missing explorer father</p>	<p>The key themes are courage, determination and resourcefulness.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Explore the images in this text. Appreciate the authors use of descriptive language. Recognise the emphasis the author places on the problem in this story in relation to the resolution. 	<p>Within a setting description</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan what they are going to write by mind mapping ideas for each noun. Write a sequence of sentences that form a description. Evaluate what they have written with an adult and improve. 	<p>The children will learn to</p> <ul style="list-style-type: none"> Utilise common nouns ending with s/es. Use one or more adjectives to describe the noun. Accurately use commas in between adjectives when there is more than one. 	<p>Record their voices over an image of their setting.</p> <ul style="list-style-type: none"> Adapt their voices to speak in different situations: for a recording. Speak slowly and clearly 	<p>Consolidation of Year 1 GPCs:</p> <p>/s/ as in celery /j/ as in giraffe /e/ as in bread /s/ as in house /s/ as in fence /k/ as in school /sh/ as in chef /j/ as in bridge /j/ as in package /uh/ as in mother</p>	<ul style="list-style-type: none"> Introducing diagonal join to anticlockwise letters: ea Practising diagonal join to anticlockwise letters: igh Practising diagonal join to anticlockwise letters: dg, ng Introducing horizontal join to anticlockwise letters: oo, oa Practising horizontal join to anticlockwise letters: wa, wo Introducing mixed joins for three letters: air, ear Practising mixed joins for three letters: oor, our Practising mixed joins for three letters: ing, Size and spacing
<p>“The Owl and the Pussycat”</p> <p>is a whimsical children’s poem by Edward Lear, featuring an owl and a cat who fall in love, sail to the land “where the Bong-Tree grows,” and get married with the help of a friendly pig and turkey</p>	<p>The key themes are love and companionship, happiness and joy.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Enjoy the whimsical nature of the poem. Participate in discussion about the unfamiliar and unusual language in the poem. Demonstrate an understanding of the poem through their comments and answers to questions. Discuss their favourite words and phrases 	<p>Within a review of a poem</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Structure a plan to include a summary and evaluation of what they have heard. Write for the purpose of expressing their personal view. Read their poem aloud with intonation to ensure the meaning of what they have written is clear. 	<p>The children will learn to</p> <ul style="list-style-type: none"> Write statements that express their views, opinions and recommendations. Join sentences with coordinating conjunctions to facilitate reasoning. Maintain correct subject/verb agreement. 	<p>Perform a poem to music.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recite a well-known poem showing an awareness of their audience. Adapt how to speak in terms of volume when they are performing to music. 	<p>Consolidation of Year1 CEWs: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	
<p>“Queen Victoria’s Bathing Machine” by Gloria Whelan</p> <p>is a delightful rhyming picture book based on Prince Albert’s real invention—a contraption designed to preserve the queen’s modesty while she enjoyed swimming—offering a charming lesson on how necessity drives innovation</p>	<p>The key themes are modesty, privacy and invention.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Make links between this text and other texts they have read on this subject. Show understanding of the text by drawing on what they already know. Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. Notice the rhyme and rhythm of the text. Focus particularly on a key part of the text. 	<p>Within a set of instructions to build a bathing machine.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Utilise a range of new topic related vocabulary. Use images from the text to assist writing. Sequence commands chronologically. 	<p>The children will learn to</p> <ul style="list-style-type: none"> Include imperative verbs to direct. Write a series of sequenced commands. Utilise a range of auxiliary verbs to enhance the meaning of the main verb. 	<p>Hot seat Prince Albert about his invention.</p> <ul style="list-style-type: none"> Use new vocabulary confidently and knowledgeably when talking to others. Pose or answer questions based on what they have read. 	<p>Consolidation of Year 1 GPCs;</p> <p>/ul/ as in bottle /t/ as in mixed /d/ as in drilled /m/ as in comb /n/ as in knot /n/ as in sign /r/ as in writing /ch/ as in hatching /zh/ as in tresure</p> <p>Year 2 CEW: refer to National Curriculum Year 1/2 word list.</p>	
<p>“Speak Up!” by Nathan Bryon, illustrated by Dapo Adeola</p> <p>follows Rocket—a bookworm inspired by Rosa Parks—who organizes a peaceful protest to save her local library from closing down, celebrating the power of finding our voices and speaking up</p>	<p>The key themes are finding your voice, community and persistence.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Discuss the content of this text. Express their views on the subject matter. Understand the key message from the author which identifies the importance of speaking up for what is right. 	<p>Within a fact file about someone who speaks up – Rosa Parks.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Use information from prior learning to group and assemble information. Write a series of statements to describe the actions of a person. Evaluate their writing with an adult to check for accuracy and sense. 	<p>The children will learn to</p> <ul style="list-style-type: none"> Write statements to describe a person. Include coordinating conjunctions to join clauses together. 	<p>Speak up about a topic that you feel strongly about.</p> <ul style="list-style-type: none"> Prepare material to confidently share with an audience. Speak with appropriate volume and pace. Ask questions about the topics others speak up about. 		

Text	Reading	Writing	Grammar	Oracy	Phonics	Handwriting
<p>“The Owl Who Was Afraid of the Dark” by Jill Tomlinson</p> <p>tells the story of Plop, a young barn owl who fears the dark. Through seven chapters, Plop learns that the dark can be exciting, kind, fun, necessary, fascinating, wonderful, and beautiful</p>	<p>The key themes are curiosity and courage.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify repetitive patterns in a story. Recognise that this story has five parts. Understand what happens in each of the five parts. Discuss what happens in each of the five key parts. 	<p>Within a retell of a short story.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their writing by plotting the key events of a story using a story mountain. Write using repetitive patterns of language. Re read their story as they write to ensure it makes sense. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Ensure they are maintaining correct subject/verb agreement when writing with singular /plural subjects. Accurately use an apostrophe for contractions. 	<p>Read a story that they have written.</p> <ul style="list-style-type: none"> Read aloud what they have written to a small group of younger children. Read with an awareness of the audience. 		
<p>“Someone” by Walter de la Mare</p> <p>is a short, eerie poem that describes a mysterious visitor knocking at the persona’s cabin door in the dark woods, leaving them puzzled and without answer</p>	<p>The key theme is mystery.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Read and appreciate the mysterious nature of the poem. Recognise that there is a pattern of rhyme in this poem which is used to represent the knocks knocking repeatedly on the door. Make inferences about the mysterious visitor and who he or she could be. 	<p>Within writing modelled on the poem</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their writing by carefully choosing the vocabulary they would like to use. Replace elements of the poem with new, appropriate vocabulary choices. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Utilise an appropriate range of verbs and adjectives. Include expanded noun phrases. 	<p>Recording of a poem.</p> <p>The children will:</p> <ul style="list-style-type: none"> Understand they should speak slowly and clearly. Use expression in their voice. 		
<p>In “Tadpole’s Promise” by Jeanne Willis,</p> <p>a tadpole and a caterpillar fall in love, but their promise to never change is tested as they both undergo metamorphosis</p>	<p>The key themes are metamorphosis and change.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recognise the changing tone in the dialogue between the two main characters. Through discussion, understand that some promises can’t be kept, and some changes are inevitable. Draw on what they already know about life cycles. 	<p>Within an explanation about the life cycle of a frog</p> <p>The children will learn to</p> <ul style="list-style-type: none"> Use information from the text to group and assemble information. Identify key vocabulary to use accurately in their writing. Utilise an effective non-fiction style of writing with the purpose of informing others. 	<p>The children will learn to:</p> <p>Write statements of fact. Include expanded noun phrases to aid description.</p>	<p>Teach younger children about a life cycle.</p> <p>The children will be able to</p> <ul style="list-style-type: none"> Share what they have written with an audience. Be aware of the needs of a different audience. 		
<p>“The Day the Crayons Quit” by Drew Daywalt</p> <p>is a heartwarming and humorous tale where Duncan, a young boy, discovers a stack of letters from his rebellious crayons, each detailing their grievances and reasons for quitting</p>	<p>The key themes are self-expression, fairness and equality.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Understand that a series of letters can form a narrative. Recognise how each letter is related and find similarities in each one. Make inferences on the basis of what is being said and done. Notice the way the author structures this text differently from the typical five-part story. 	<p>Within a story introduction:</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their ideas about how to introduce this story based on an initial image from the text. Write with an awareness of how to introduce a story based on past reading. Work with an adult to check their writing is accurate. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Ensure subject/verb agreement is correct with plural subjects. Expand writing using co-ordinating conjunctions. 	<p>Read out the letters from the crayons that were sent to Duncan.</p> <ul style="list-style-type: none"> Read aloud with an awareness of the audience. Read with appropriate place and volume. 		

Text	Reading	Writing	Grammar	Oracy	Phonics	Handwriting
Summer Term						
<p>"Flat Stanley" <i>follows the adventures of Stanley Lambchop, a young boy who is flattened by a falling bulletin board, enabling him to be mailed in an envelope and experience a series of unique and exciting adventures.</i></p>	<p>The key themes are unexpected changes, friendship and loyalty.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Discuss the sequence of events in this book and how items of information are related. Make inferences based on what is being said and done. Explore the illustrations and use as inspiration for their own ideas for writing. 	<p>If you were flat like Stanley, what would you do?</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Write from their imagination for the purpose of entertaining the reader. Express their own ideas through a series of sentences. Check their writing for errors that they need to adjust. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Ensure all proper nouns are capitalised correctly. Include adverbs of manner to add a greater level of description to my writing. Construct sentences using auxiliary verbs and verb phrases. 	<p>Use the speech in this story to perform as a short playscript.</p> <ul style="list-style-type: none"> Prepare to deliver part of this playscript to an audience. Show an awareness of the other speakers and their roles. 	<p>Consolidation of Year 1 GPCs:</p> <p>/ch+u/ as in picture /i/ as in pyramid /s/ as in scissors /s/ as in whistle /o/ as in watch /sh/ as in station /sh/ as in musician /sh/ as in percussion</p> <p>Year 2 CEW: refer to National Curriculum Year 1/2 word list.</p>	<ul style="list-style-type: none"> Building on diagonal join to ascender: ck, al, el, at, il, ill Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip Building on horizontal join to ascender: ok, ot, ob, ol Building on horizontal join, no ascender: oi, oy, on, op, ov Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag Building on horizontal join to anticlockwise letters: oc, og, od, va, vo Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks Practising joining ed and ing Capitals
<p>In "The Sound Collector" by Roger McGough, <i>a mysterious visitor takes away all the familiar sounds from a household, leaving behind an eerie silence.</i></p>	<p>The key themes are appreciating the mundane</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify the rhyme scheme utilised in this poem. Recognise the sorrowful nature of the poem. Understand the contrast between the noise and silence. Compare this poem to others they have studied. 	<p>Within a version of the poem in which the verbs are replaced.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan to use a range of appropriate vocabulary to include in their poem. Check for errors in grammar with the support of an adult if necessary. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Utilise a range of progressive verbs ending in 'ing' 	<p>Perform their version of The Sound Collector in a group using instruments for effect.</p> <ul style="list-style-type: none"> Adapt how to speak depending on the context of the line. Use expression in their voice to make explicit the feelings and 		
<p>"The Queen on Our Corner" <i>tells the story of a young girl who befriends a homeless woman, seeing her as a queen and showing the transformative power of kindness and imagination in changing perceptions within a community.</i></p>	<p>The key themes are homelessness, kindness and community.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Through discussion, empathise with the plight of the character. Ask questions about the sensitive subject matter of the book. Through discussion, understand the events in each of the five key parts of the story and how they are linked together by the author. 	<p>Within a simple newspaper report</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their writing to include the key facts of the story. Conform to the style of a simple newspaper report. Re read their work to check for accuracy 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Confidently write in the past tense. Consolidate Y1) Experiment with a range of adverbs of manner to describe the actions of a character. Use proper nouns to name places, organisations etc. 	<p>Interview the Queen on our corner as a reporter.</p> <ul style="list-style-type: none"> Ask questions to find out more about a subject. Use body language to show active listening when paying attention to each reply. 	<p>Revision of Year 2 Spelling Rules:</p> <ul style="list-style-type: none"> Revise adding suffix -es to nouns and verbs ending in -y, e.g., flies, babies Revise adding suffixes -ed, -ing, -er, and -est to a root word ending in -y with a consonant before it, e.g., copied, copier, copying Revise adding suffixes -ed, -er, -est and -y to words ending in -e with a consonant before it, e.g., hike, hiking, hiked, hiker 	
<p>"Dragon Post" <i>follows a young boy named Alex who discovers a dragon in his basement and writes letters to various experts for advice on how to care for it, learning valuable lessons about responsibility and friendship along the way.</i></p>	<p>The key themes are friendship and connection, persuasion and argument.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Compare this text to other letter-based texts we have read. Express views about the action of the main character. 	<p>Persuasive writing – I want a pet dragon.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Plan their writing by writing down their ideas to address a key question. Use techniques in writing aimed to persuade. Write a series of statements that give reasons. Work with an adult to check their writing makes sense. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Join two simple sentences with a coordinating conjunction such as 'but'. Write statements that express their views and opinions. 	<p>Present an argument for owning a pet dragon.</p> <ul style="list-style-type: none"> Speak with confidence to deliver an argument. Use a range of coordinating conjunctions in speech to give reasons for an argument. 	<ul style="list-style-type: none"> Revise adding suffixes -ing, -ed, -er, -est, and -y to words of one syllable, e.g., pat, patting, patted /ɔ:/ sound spelt a before l and ll, e.g., all, ball Year 2 CEW: refer to National Curriculum Year 1/2 word list. 	

Text	Reading	Writing	Grammar	Oracy	Phonics	Handwriting
<p>"A Bear Called Paddington" <i>tells the story of a kind and curious bear from Peru who is adopted by the Brown family in London, leading to a series of humorous and heartwarming adventures.</i></p>	<p>The key themes are acceptance, kindness and adaptation.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recognise links between the text they are reading and prior knowledge. Focus on an extract of a text. Imagine how the characters felt in that situation. Share their own views and opinions. 	<p>Within a journal entry based upon reflection of thoughts and feelings about an event.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Structure a plan to include feelings and emotions. Write about a sequence of events and related feelings. Re read their work to check it conveys what they want it to. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Write exclamation sentences to portray surprise. Write in the first person to describe their feelings and emotions about an event. Use auxiliary verb phrases to describe actions. 	<p>Read their journal entry to a chosen friend.</p> <ul style="list-style-type: none"> Use a range of sentence stems to describe their emotions about an event. Use gestures to support speech. Take note of exclamation marks and how to change their voice when encountering them. 		
<p>In "Chocolate Cake," Michael Rosen <i>recounts a humorous and vivid childhood memory of his irresistible longing for chocolate cake, sneaking downstairs at night to indulge in it, and the amusing consequences that follow.</i></p>	<p>The key themes are childhood joy and greediness.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recognise the chronology of this stanza. Understand the forbidden element of the poem and link it to their own experience. Identify the domestic setting of the text. Discuss their own likes and cravings with others, recalling times when they can relate to this poem. 	<p>Within a poem in the style of Michael Rosen about a food that they love.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Write a sequence of sentences in the style of the poet. Write coherently with the purpose of entertaining. Select vocabulary based on their own experiences to formulate the content of their poem. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Utilise a range of expanded noun phrases to demonstrate their love for something. Use more than one adjective to describe something and separate these adjectives with a comma. 	<p>Poetry recital.</p> <ul style="list-style-type: none"> Speak with expression to demonstrate the joy of the writer. Use body language to show support when others are reciting their own poetry. 		

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<p>"We Are Water Protectors"</p> <p><i>is a powerful and poetic picture book that follows a young Indigenous girl standing up to protect her community's water from pollution, inspired by the real-life movement to safeguard Earth's water sources.</i></p>	<p>The key themes are environmental justice and activism.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Identify the narrator of the text as the protagonist. Through discussion, express their feelings about our shared earth. Share their worries and concerns about our environment based on what they have read. Understand the authors choice of imagery 	<p>Within a page for a book - 'We are ... Protectors.'</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Structure their own writing deciding on what goes in each part of their text. Compose a sequence of sentences that explain an environmental issue and suggest a resolution to this issue. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Confidently write in the first person. Write selected statements in the future tense to describe what will happen at a later date. 	<p>Speak in a Key Stage assembly.</p> <ul style="list-style-type: none"> As part of a group, share concerns about the environment and inspire others to action by speaking clearly and knowledgeably about a subject. 		
<p>"Greta and the Giants"</p> <p><i>is a picture book inspired by Greta Thunberg, where a young girl named Greta rallies her community to save the forest from greedy giants, symbolizing the fight against environmental destruction.</i></p>	<p>The key themes are empowerment, courage and making a difference.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Analyse the text to identify events which take place in each part of the five-part narrative structure. Participate in discussion with others, expressing their views about the subject matter of the text. Understand that the author has composed this story about a real person. 	<p>Within a recount of a meeting with someone with involvement in conservation, such as a local councillor.</p> <p>The children will learn to:</p> <ul style="list-style-type: none"> Recall information they have heard in a simple plan. Write this information in a sequence of sentences. Check for mistakes in grammar, punctuation, and spelling with the support of an adult if required. 	<p>The children will learn to:</p> <ul style="list-style-type: none"> Choose the correct tense and maintain it throughout writing. Write statements based on what I have heard. Ensure all proper nouns are capitalised accurately. 	<p>As part of the class, interview a local councillor about conservation in their area.</p> <ul style="list-style-type: none"> Ask a range of questions to find out more about a subject. Use body language to show active listening when paying attention to each reply. 		