
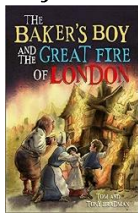
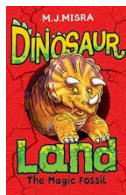
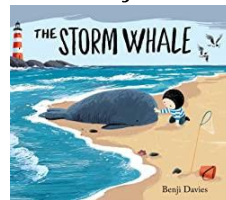


# Year 2 Long Term Overview (Cycle B)

Autumn 1: ONCE UPON A TIME IN THE DEEP DARK WOOD How can you tell wrong from right?	Autumn 2: LONDON'S BURNING <i>Why did London Burn?</i>	Spring 1: TOADS IN TROUBLE <i>Is it our responsibility to protect the Natterjack Toad?</i>	Spring 2: DISCOVERING DINOSAURS <i>Should we remember Mary Anning?</i>	Summer 1: COMMOTION IN THE OCEAN <i>Does the ocean matter?</i>	Summer 2: ST MATTHEW'S DETECTIVES <i>What makes the place we live in special?</i>
Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	Learning Journey 1	One Text, Several Outcomes
<p>Text: <i>Into the Forest</i> By Anthony Browne.</p>  <p><b>Purpose:</b> To describe <b>Outcome:</b> A letter to Mrs PH describing to her the forest we have found. <b>Audience:</b> Mrs PH/ Visitors to St. Matthew's describing the woods.</p>	<p>Text: <i>A Walk Through London</i> By Salvatore Rubbino Use alongside <a href="https://www.literacyshed.com/puddinglane.html">https://www.literacyshed.com/ puddinglane.html</a></p>  <p><b>Purpose:</b> To Inform <b>Outcome:</b> A Non-Chronological Report about London in 1666. <b>Audience:</b> Special Friends (Y5) (Site of Application: Instruction: How to build a cardboard London landmark)</p>	<p>Text: <i>The bee book</i> by Charlotte Milner</p>  <p><b>Purpose:</b> To Inform <b>Outcome:</b> Non-chronological report (leaflet informing others about toads near the pond. <b>Audience:</b> All classes in the school (so they understand the importance of the Bee Garden) (Site of Application: To recount: the visit of the bee man from their point of view)</p>	<p>Text: <i>Dragons and Other Beastie Poems</i> 'What am I?' By James Carter</p>  <p><b>Purpose:</b> To describe <b>Outcome:</b> To use the structure in the poem 'What am I?' to write own Kenning Poem <b>Audience:</b> Year 5 Buddies (who are writing Kenning Poems next term)</p>	<p>Video Text: <i>Bubbles – Literacy Shed – Fantasy Shed</i></p>  <p><b>Purpose:</b> To recount <b>Outcome:</b> Recount the journey of the girl <b>Audience:</b> The new girl  (Site of Application: To entertain – where did the bubble take the next girl?)</p>	<p>Text: <i>Tidy by Emily Gravett.</i></p>  <p><b>Outcome 1</b> <b>Purpose:</b> To inform <b>Outcome:</b> Information Leaflet about how to keep our school grounds clean, tidy and safe. <b>Audience:</b> Children of St. Matthews.  <b>Outcome 2</b> <b>Purpose:</b> To entertain <b>Outcome:</b> To write a narrative of a different area being tidied e.g. the sea/the school) <b>Audience:</b> Life guards</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p><b>YEAR ONE (recap)</b> Compose a sentence orally before writing it</p> <p>To join clauses with 'and'.</p> <p>To use capital letters and full stops.</p> <p><b>YEAR TWO (new learning)</b> To write expanded noun phrases to describe and specify</p>	<p><b>YEAR ONE (recap)</b> To write expanded noun phrases to describe and specify</p> <p>Use co-ordinating conjunctions or/and/but.</p> <p><b>YEAR TWO (new learning)</b> Write questions</p> <p>Write statements</p> <p>To use capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p><b>YEAR ONE/TWO (recap)</b> To write questions and statements.</p> <p><b>YEAR TWO (new learning)</b> Selection of relevant content shows an awareness of purpose and an emerging awareness of their audience.</p> <p>Use subordinating conjunctions – when, if, that, because (in the middle of a sentence)</p>	<p><b>YEAR TWO (new learning)</b> Use adventurous vocabulary appropriate to the task</p> <p>Use the suffix 'er' and 'est' in adjectives</p> <p>To use commas to separate items in a list.</p>	<p><b>YEAR TWO (new learning)</b> Use a range of prepositions (behind, before, above, along)</p> <p><b>YEAR TWO (recap).</b> Link related sentences through the use of pronouns and adverbials where appropriate.</p> <p>Use the progressive form of past tense correctly and consistently e.g. he was shouting.</p>	

# Year 2 Long Term Overview (Cycle B)

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Text, Several Outcomes
<p><b>Text: The Three Wolves and the Big Bad Pig.</b> By Eugene Trivizas</p>  <p><b>Purpose:</b> To Entertain</p> <p><b>Outcome:</b> Create their own innovated story using different characters and/or settings.</p> <p><b>Audience:</b> Parents/Year 5 Buddies</p> <p><i>(Site of Application: To describe the characters of the wolves and/or the pigs)</i></p>	<p><b>Text: The Baker's Boy and the Great fire of London</b> by Tom and Tony Bradman Use</p>  <p><b>Purpose:</b> To Recount</p> <p><b>Outcome:</b> A recount from the boy's point of view.</p> <p><b>Audience:</b> Year 5 Buddies</p> <p><i>(Site of Application: To inform: Fire safety leaflet to inform)</i></p>	<p><b>Text: The bee book</b> by Charlotte Milner</p>  <p><b>Purpose:</b> To Persuade</p> <p><b>Outcome:</b> A letter to Mrs PH and the School Governors asking for money to develop a bee friendly environment</p> <p><b>Audience:</b> Mrs PH and the School Governors</p> <p><i>(Site of Application: To instruct: How to make a bee garden/look after the bee garden)</i></p>	<p><b>Text: Dinosaur Land – The Magic Fossil</b> by M J Misra</p>  <p><b>Purpose:</b> To Entertain</p> <p><b>Outcome:</b> Develop their own innovated story about a dinosaur adventure using the 'magic fossil'.</p> <p><b>Audience:</b> Readers in the Borden Library (children go to present their books)</p> <p><i>(Site of Application: To recount: the moment that the fossil was found and he was transported to dinosaur land)</i></p>	<p><b>Text: The Storm Whale</b> by Benji Davies (Literacy Shed)</p>  <p><b>Purpose:</b> To instruct</p> <p><b>Outcome:</b> To write instructions about how to get the whale back into the sea.</p> <p><b>Audience:</b> People watching the news. <i>(Site of Application: To recount from the girl's point of view – finding the whale)</i></p>	<p><b>Text: The Night Gardener</b> by The Fan Brothers</p>  <p><b>Outcome 1:</b> <b>Purpose:</b> To recount <b>Outcome:</b> To write a diary entry from the viewpoint of the night gardener. <b>Audience:</b> New parent and children to St. Matthew's</p> <p><b>Outcome 2:</b> <b>Purpose:</b> To instruct <b>Outcome:</b> Instructions about how to look after the flower beds. <b>Audience:</b> Caretaker/Children in St. Matthews.</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p><b>YEAR ONE (recap)</b> Write reliably formed simple and compound sentences.</p> <p>To use capital letters and full stops.</p> <p><b>Year TWO (new learning)</b> Use co-ordinating conjunctions or/and/but.</p> <p>Use the present and past tenses correctly and consistently.</p>	<p><b>YEAR TWO (recap)</b> Use the present and past tenses correctly and consistently.</p> <p>Use -ly to turn adjectives into adverbs.</p> <p><b>YEAR TWO (new learning)</b> Link related sentences through the use of pronouns and adverbials where appropriate.</p>	<p><b>YEAR TWO (recap)</b> Use subordinating conjunctions – when, if, that, because (in the middle of a sentence)</p> <p><b>YEAR TWO (new learning)</b> Use the suffixes -er, -est in adjectives.</p> <p>Write exclamatory sentences starting with 'what' and 'how'.</p>	<p><b>YEAR TWO (recap)</b> Use adventurous vocabulary appropriate to the task.</p> <p>Use commas to separate words in a list.</p> <p><b>YEAR TWO (new learning)</b> Use the progressive form of past tense correctly and consistently e.g. he was shouting.</p> <p>To use apostrophes to mark singular possessions in nouns.</p>	<p><b>YEAR TWO (recap)</b> To use subordinating and co-ordinating conjunctions.</p> <p>Use sentences with different forms: statement, question, exclamation, command</p> <p>To use capital letters, full stops, question marks and exclamation</p>	

# Year 2 Long Term Overview (Cycle B)

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Text, Several Outcomes
<p><b>Text: Jack and the Baked Beanstalk</b> By Colin Slimpson</p>  <p><b>PURPOSE:</b> To instruct <b>OUTCOME:</b> To write instructions which can go at the end of the story about how to make a baked beanstalk omelette.</p> <p><b>AUDIENCE:</b> Readers of the book/Fans of the baked beanstalk chef.</p> <p><i>(Site of Application: To retell the story of Jack and the Baked Beanstalk)</i></p>	<p><b>Text: A Year Full of Poems</b> (Snow) By Walter Delamer</p>  <p><b>Purpose:</b> To describe <b>Outcome:</b> A descriptive poem about winter/Christmas. ABAB pattern <b>Audience:</b> Parents – Christmas Card</p>	<p><b>Text: The Hodgeheg</b> by Dick King Smith</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> To write own Innovative story about an animal/new adventure for Hodgeheg. <b>Audience:</b> To our parents and other visitors to our Toad Extravaganza (parents to purchase the published stories). <i>(Site of Application: To persuade the hedgehogs to stay where they are)</i></p>	<p><b>Text: How Dinosaurs Really Work</b> by Alan Snow</p>  <p><b>Purpose:</b> To inform <b>Outcome:</b> Non-Chronological Report about a different dinosaur (Text Drivers) <b>Audience:</b> Dinosaur Museum? <i>(Site of Application: To describe the invented dinosaur)</i></p>	<p><b>Text: Lost and Found</b> by Oliver Jeffers</p>  <p><b>Purpose:</b> To Entertain <b>Outcome:</b> To write a story of how the penguin came to be at the boy's front door. How did he become lost? <b>Audience:</b> Year Three <i>(Site of Application: To instruct: How to make a boat? How to get home?)</i></p>	<p><b>Text: On Sudden Hill</b> by Linda Sarah and Benji Davies</p>  <p><b>Outcome 1:</b> Purpose: To entertain Outcome: Write the ending of the story or a friendship story. Audience: Special Friends.</p> <p><b>Outcome 2:</b> Purpose: To instruct or inform Outcome: A recipe for a good friend/ Instructions about how to make the monster creature. Audience: Your classmates/the children of the school</p>
Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	Key NC Statements	
<p><b>YEAR TWO (recap)</b> Use co-ordinating conjunctions or/and/but.</p> <p><b>YEAR TWO (new learning)</b> Write commands using imperative form of the verb.</p> <p>Use -ly to turn adjectives into adverbs – slowly/quickly</p> <p>Appropriately sequence their ideas.</p>	<p><b>YEAR TWO (recap)</b> Write expanded noun phrases.</p> <p><b>YEAR TWO (new learning)</b> Use adventurous vocabulary appropriate to task. Use commas to separate items in a list.</p>	<p><b>YEAR TWO (recap)</b> Use the present and past tenses correctly and consistently.</p> <p>Use co-ordinating conjunctions and subordinating conjunctions.</p> <p><b>YEAR TWO (new learning)</b> Use apostrophes to mark where letters are missing in spelling.</p>	<p><b>YEAR TWO (new learning)</b> To use sentences with different forms: statement, question, exclamation and command.</p> <p>To use subordinating conjunctions in the middle and at the beginning of sentences.</p> <p><b>YEAR TWO (recap)</b> Use present and past tenses correctly and consistently</p>	<p><b>YEAR TWO (recap)</b> To use the present or past tense correctly and consistently.</p> <p>Use the progressive form correctly and consistently.</p> <p>To use apostrophes to mark singular possession in nouns</p>	

## Year 2 Long Term Overview (Cycle B)

### Objectives to be taught through all learning journeys:

#### spell by: (taught through Spelling Shed and applied to writing)

- 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

#### Composition:

##### Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry

##### Writing for different purposes

- consider what they are going to write before beginning by:
- 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

##### Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- 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
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

# Year 2 Long Term Overview (Cycle B)

Guided Reading to be taught through carousel inc. Little Wandle for those chn who still haven't achieved phonics screening test and banded for those chn who have progressed beyond.  
Handwriting objectives to be taught through 'Penpals'  
Transcription Objectives to be taught through 'Spelling Shed' and applied to writing.

## Guided Reading Texts

### TEXT DRIVERS



### SCHOOL GUIDED READING

- Snow White Star Striker –
- The Red Coat – Yellow
- Lisa's Letter – Yellow
- The Cinderella Play - green
- Jack and the Giants – Orange
- Who wants to play with a troll? - Turquoise
- The Ogre's guitar – Purple
- The Wolf is coming - Gold

### SCHOOL THEME GUIDED READING

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### OXFORD READING BUDDY

- Little Red Hen – Pink
- Run, Run - Pink
- Sock Goblins (NF) – Pink
- The King and His Wish – Red
- I will get you – Red
- Rabbit on the Run – Red
- The Gingerbread Micro-Man – Yellow
- Chicken Liken – Yellow
- Hans in Luck – Blue
- 3 Rocks – Blue
- Jack and the Beanstalk – Green
- Kipper and the Trolls – Green
- Monkey's Magic Pipe – Orange
- The Frog Prince – Orange
- Yoshi the Stonecutter – Orange
- Baba Yaga – Turquoise
- Rumpelstiltskin – Turquoise
- Cinderella – Turquoise
- Tall and Tiny - Brown

### TEXT DRIVERS

### SCHOOL GUIDED READING



### SCHOOL THEME GUIDED READING

- The Royal Rabbits of London
  - The way back home
  - Snow
- ### OXFORD READING BUDDY NONFICTION
- History's Marvellous Mistakes – Turquoise
  - Top 10 worst jobs in History – White
  - Zoom in – Blue
  - Building Wembley – Purple
  - Pick your Queen – Purple

### OXFORD READING BUDDY POETRY

- Weather Poems – Red
- Special Day Poems – Green
- Season Poems – Orange
- Senses Poems – Purple

### OXFORD OWL FICTION

- Dick Whittington - Lime

### TEXT DRIVERS



### SCHOOL GUIDED READING

- On the Wing - Green
- ### SCHOOL THEME GUIDED READING

- A first book of nature
- ### OXFORD READING BUDDY NONFICTION
- My Pet – Red
  - A dog's day – Red
  - Dens and nests – Red
  - Big Animal Vet – Red
  - Things with wings – Red
  - What do bugs eat? – Blue
  - Animal Tricks – Blue
  - On the Wing – Green
  - When animals invade – Orange
  - Super Senses – Orange
  - Who eats Who? – Orange
  - Animal Magic – Turquoise
  - Things that Sting – Turquoise
  - Dangerous Creatures – Purple
  - **Mini Marvels – Purple**

### OXFORD READING BUDDY FICTION

- Toads in the Road – Yellow
- Bug Hunter – Yellow
- The minibeast Zoo – Blue
- The Frog's Tale – Green
- Doug Lugg Boy Slug - Purple

### TEXT DRIVERS



SCHOOL

### GUIDED READING

### SCHOOL THEME GUIDED READING

- Harry and his bucket full of dinosaurs

### OXFORD READING BUDDY FICTION

- My Dinosaur – Blue
- Dinosaur Safari – Purple
- The Dinosaur Hunter – Brown
- A Mammoth Task - Turquoise

### TEXT DRIVERS



### NONFICTION TEXTS

- Maps - Turquoise
- ### SCHOOL GUIDED READING
- Nobody got wet – yellow
  - The Starfish – Yellow
  - Dolphin Rescue – Blue
  - The Lighthouse Keeper's Tea - Gold

### SCHOOL THEME GUIDED READING

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### OXFORD READING BUDDY

- Off to the beach (red)
- Dive, Dive – yellow
- Queen of the waves – green
- Crab Island - Green
- Pirate Adventure – green
- The Treasure Chest – Orange
- Things that Sting – Turq
- Sandcastle – purple
- Pirates – Gold
- Pirate adventure – Gold
- Sea Stories – Brown
- Deep down weird – Orange
- Underwater Adventure - White

### TEXT DRIVERS



### NONFICTION TEXTS

- Homes in the past – blue
- A closer look at parks – green
- What's Underneath – Orange
- Rubbish – Orange

### SCHOOL GUIDED READING

- What a waste – Orange

### SCHOOL THEME GUIDED READING

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### OXFORD READING BUDDY

- On the Wing – Green
- A new Classroom – Green
- Rubbish – Orange
- Cool Buildings – purple
- Top 10 worst jobs in history.

## *Year 2 Long Term Overview (Cycle B)*