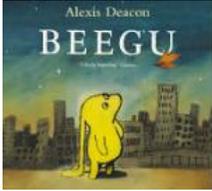
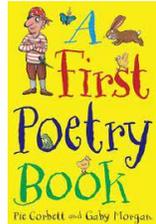
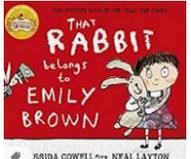
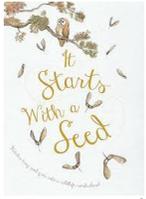
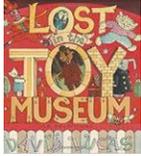
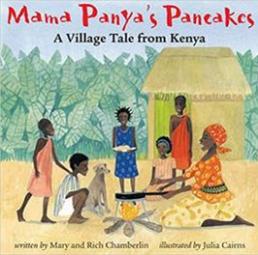
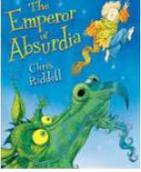
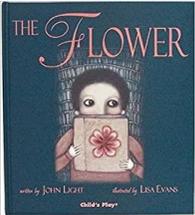
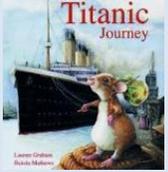
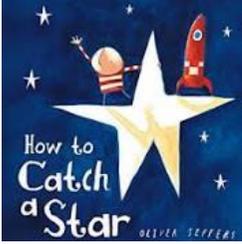
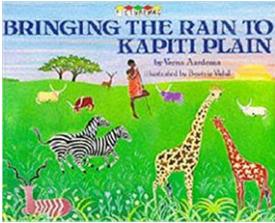
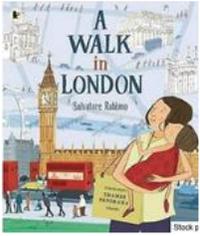
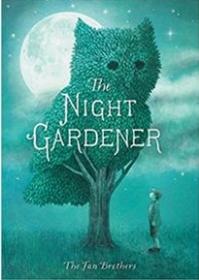


## Year 2 Long Term Overview (Cycle A)

Autumn 1: To Boldly Go	Autumn 2: What's in the Toybox?	Spring 1: Whatever the weather (Kenya)	Spring 2: Long Live the Queen	Summer 1: Take One Picture! (plants)	Summer 2: I've Got a Sinking Feeling!
<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>Learning Journey 1</b>	<b>One Book Several Outcomes</b>
<p><b>Text:</b> Beegu By Alexis Deacon</p>  <p><b>Purpose:</b> To recount <b>Audience:</b> Beegu's Mum <b>Outcome:</b> Write a letter from Beegu to his mum, explaining how she feels at different points in the story</p>	<p><b>Text:</b> Sniff, Sniff (p198 – The First Poetry Book) Sounds (p. 192 – The First Poetry Book. The Sound of Music (p. 186 – The First Poetry Book.</p>  <p><b>Purpose:</b> To describe <b>Audience:</b> <b>Outcome:</b> A senses poem about different toys.</p>	<p><b>Text:</b> Float by Daniel Miyares.</p>  <p><b>Purpose:</b> To recount <b>Audience:</b> The boy's mum <b>Outcome:</b> The boy telling his mum what happened to him. <b>Site of Application:</b> To inform</p>	<p><b>Text:</b> That Rabbit Belongs to Emily Brown By Cressida Cowell</p>  <p><b>Purpose:</b> To persuade <b>Audience:</b> The queen <b>Outcome:</b> Write a letter to the Queen asking for her bunny back. Write a letter from the Queen to Emily, persuading her to give up her precious bunny wunny. <b>Site of Application:</b> To instruct</p>	<p><b>Text:</b> It starts with a seed by Laura Knowles</p>  <p><b>Purpose:</b> To entertain/describe <b>Outcome:</b> Create poetry showing a natural process, eg the growth of a flower <b>Site of Application:</b> To inform</p>	<p><b>Text:</b> The Lighthouse (Literacy Shed animation)</p>  <p>To incorporate the key End of Year Learning Objectives: Bare in mind EOY expectations</p> <p><b>Outcome 1:</b> <b>Purpose:</b> To recount <b>Audience:</b> Lighthouse keeper's family <b>Outcome:</b> A letter from the lighthouse keeper describing how he felt living in the lighthouse.</p> <p><b>Outcome 2:</b> <b>Purpose:</b> To entertain <b>Audience:</b> Special Friends <b>Outcome:</b> Narrative to accompany the story.</p>
<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	<b>Key NC Statements</b>	
<p><b>Year 1:</b> Joining clauses using 'and' (recap)</p> <p>Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' (recap)</p> <p>Use the prefix –un (recap)</p> <p>Can add prefixes and suffixes (est) where no change is needed in the spelling of root words. (recap)</p> <p><b>Year 2:</b> Writing down ideas and/or key words including new vocabulary. (new)</p> <p>Use adventurous vocabulary appropriate to the task (new)</p>	<p><b>Year 1:</b> Using the prefix un (recap)</p> <p><b>Year 2:</b> Write expanded noun phrases to describe and specify (new)</p> <p>Use commas to separate items in a list. (new)</p> <p><b>Note:</b> if they use 2 adjectives you can show them how to use a comma – might help to have this introduced if not specifically taught.</p> <p>Use the present and past tenses correctly and consistently (recap)</p>	<p><b>Year 2:</b> To use apostrophes for contracted forms and the possessive (singular) (new)</p> <p>Use subordinating conjunction (when/ if/ that because) – at the beginning of sentences (new)</p> <p>Use the suffixes –er, -est, in adjectives (new)</p> <p>Write exclamatory sentences starting with 'what' or 'how' (new)</p>	<p><b>Year 2:</b> Use the possessive apostrophe (singular) [for example, the girl's book. (new)</p> <p>Use subordinating conjunctions (when/ if/ that because) – at the beginning of sentences and in the middle (recap)</p> <p>Write questions beginning with who/what/when/where/how. (recap)</p>	<p><b>Year 2:</b> To recognise that words contain syllables and that the number of syllables varies depending on the word. (reading)</p> <p>Write expanded noun phrases to describe and specify (recap)</p>	

Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	Learning Journey 2	One Book Several Outcomes
<p><b>Text:</b> <i>Man on the Moon</i> By Simon Bartram</p>  <p><b>Purpose:</b> To entertain <b>Audience:</b> Year 3 <b>Outcome:</b> A narrative about a character's journey to a different planet. <b>Site of Application:</b> To recount – A diary entry from the man's POV.</p>	<p><b>Text:</b> <i>Lost in the Toy Museum</i> By David Lucas</p>  <p><b>Purpose:</b> To entertain <b>Audience:</b> The toy museum <b>Outcome:</b> Write an innovated story about a toy getting lost <b>Site of Application:</b> To describe (the character/museum)</p>	<p><b>Text:</b> <i>Mama Panya's Pancakes</i> A Village Tale from Kenya</p>  <p><b>Purpose:</b> To instruct <b>Audience:</b> People in the village <b>Outcome:</b> A recipe for making pancakes <b>Site of Application:</b> To recount from a character's point of view.</p>	<p><b>Text:</b> <i>The Emperor of Absurdia</i> By Chris Riddell</p>  <p><b>Purpose:</b> To entertain <b>Audience:</b> Special friends <b>Outcome:</b> Innovated Narrative about the Emperor's Hunt for a new object or the dragon again. Perform in a puppet show (link to DT) or to read at the Queen's Tea Party. <b>Site of Application:</b> To persuade the dragon not to eat him</p>	<p><b>Text:</b> <i>The Flower</i> by John Light</p>  <p><b>Purpose:</b> To instruct <b>Audience:</b> Buyers of the seed packet <b>Outcome:</b> Design a new plant/flower and write the instructions about how to grow them. <b>Site of Application:</b> To describe</p>	<p><b>Text:</b> <i>Samson's Titanic Journey</i> by Lauren Graham</p>  <p>To incorporate the key End of Year Learning Objectives: Bare in mind EOY expectations</p> <p><b>Outcome 1:</b></p> <p><b>Purpose:</b> To describe <b>Audience:</b> Mouse friends <b>Outcomes:</b> A letter describing what Samson saw – describing the Titanic</p>
<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	<p><b>Key NC Statements</b></p>	
<p><b>Year 1:</b> Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions. (recap)</p> <p>Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (recap)</p> <p>Demonstrate simple and compound sentences reliably (recap)</p> <p><b>Year 2:</b> Appropriately sequence ideas (new)</p> <p>Use co-ordinating conjunctions (or/and/but) – in the middle of sentences. (new)</p> <p>To use exclamation Marks (link to Year 1) (recap)</p> <p>Use the present and past tenses correctly and consistently. (new)</p>	<p><b>Year 1:</b> Use the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs (recap)</p> <p>Sequencing sentences to form short narratives (recap)</p> <p><b>Year 2:</b> Write Statements (new)</p> <p>Write expanded noun phrases to describe and specify (recap)</p> <p>Use co-ordinating conjunctions (or/and/but) – in the middle of sentences. (recap)</p>	<p><b>Year 2:</b> Use a range of prepositions (behind, before, above, along) (recap)</p> <p>Use co-ordinating conjunctions to create compound sentences reliably. (recap)</p> <p>Use –ly to turn adjectives into adverbs (link to Imperative verbs) (new)</p>	<p><b>Year 2:</b> Distinguishing between homophones and near homophones (new)</p> <p>Add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly (new)</p> <p>To use the present and past tenses correctly and consistently (recap)</p>	<p><b>Year 2:</b> Use apostrophes to mark singular possession in nouns. (recap)</p> <p>Use sentences with different forms...commands/questions (imperative verbs)</p> <p>To use time conjunctions at the beginning of sentences. (recap)</p> <p>To use commas to separate items in a list. (recap)</p>	<p><b>Outcome 2:</b></p> <p><b>Purpose:</b> To inform <b>Audience:</b> Titanic museum <b>Outcome:</b> A non-chronological report about the Titanic.</p>

Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	Learning Journey 3	One Book Several Outcomes
<p><b>Text: How to catch a star by Oliver Jeffers</b></p>  <p><b>Purpose:</b> To instruct  <b>Audience:</b>  <b>Outcome:</b> Write a set of instructions on how to...  Fly in a rocket, lasso it, climb a long ladder, jump on a trampoline etc..)  Include labelled diagrams.  <b>Site of Application:</b> To entertain</p>	<p><b>Text: The Dragon Machine By Helen Ward/What on Earth by Stewart Mcpherson</b></p>  <p><b>Purpose:</b> To inform  <b>Audience:</b> Send to the 'What on Earth' book company to add to the book  <b>Outcome:</b>  Write a non-chronological report about a dragon of their choice to be added to the Encyclopaedia of dragon's that George finds.  <b>Site of Application:</b> To entertain</p>	<p><b>Text: Bringing the rain to Kapiti Plain by Verna Aardema</b></p>  <p><b>Purpose:</b> To entertain  <b>Audience:</b>  <b>Outcome:</b> Write their own riddle about an animal of their choice, including the four different sentence types.  <b>Site of Application:</b> To entertain</p>	<p><b>Text: A Walk in London by Salvatore Rubbino</b></p>  <p><b>Purpose:</b> To inform  <b>Audience:</b>  <b>Outcome:</b> A non-chronological report about London  <b>Site of Application:</b> To entertain</p>	<p><b>Text: The Night Gardener by the Fan Brothers</b></p>  <p><b>Purpose:</b> To entertain  <b>Audience:</b> The boy  <b>Outcome:</b>  Write a sequel to the text.  <b>Site of Application:</b> To instruct</p>	
<p><b>NC Statements</b></p>	<p><b>NC Statements</b></p>	<p><b>NC Statements</b></p>	<p><b>NC Statements</b></p>	<p><b>NC Statements</b></p>	
<p><b>Year 1:</b>  Suffixes: Using -ing, -ed, -er and -est where no change is needed in the spelling of root words. (recap)  Some awareness that ideas/events may be put into an appropriate order, e.g. use of simple time related words, numbers, ordering of pictures/captions (recap)  <b>Year 2:</b>  Use coordinating conjunctions (or/and/but) (recap)  Use a range of prepositions (behind, before, above, along) (new)  To use imperative verbs (new).</p>	<p><b>Year 2:</b>  Use subordinating conjunction (when/ if/ that because) – in the middle of sentences (new)  Write expanded noun phrases to describe and specify. (recap)  Write questions (beginning with who/what/where/when/how) (new)  Write sentences with different forms: statement, question, exclamation. (recap)</p>	<p><b>Year 2:</b>  Use sentences with different forms: statement, question, exclamation (recap)  Write expanded noun phrases to describe and specify (recap)  Use commas to separate items in a list (recap)</p>	<p><b>Year 2:</b>  Use commas to separate words in lists. (recap)  Use apostrophes to mark where letters are missing in spelling. (Contraction) (recap)  To link related sentences through the use of pronouns and adverbials were appropriate. (new)  Use the present and past tenses correctly and consistently. (recap)</p>	<p><b>Year 2:</b>  Use a range of prepositions (behind, before, above, along) (recap)  To use apostrophes to mark singular possession in nouns. (recap)  Use sentences with different forms: statement, question, exclamation, command. (recap)  Add suffixes to spell longer words – ment, - ness (recap)</p>	

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

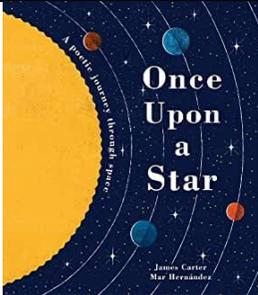
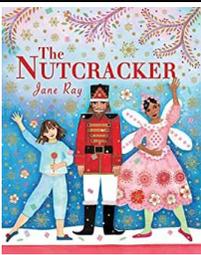
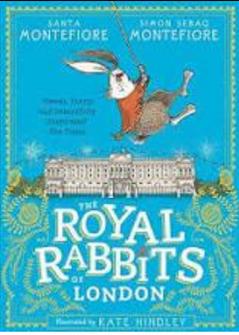
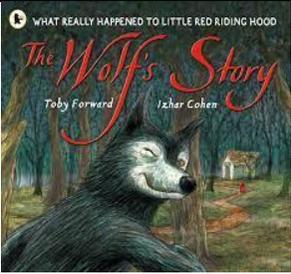
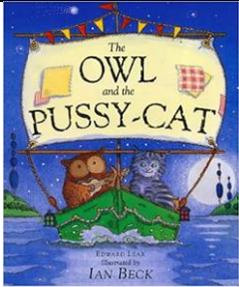
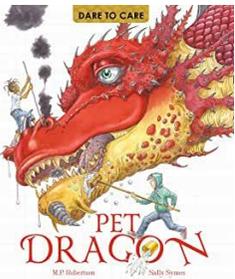
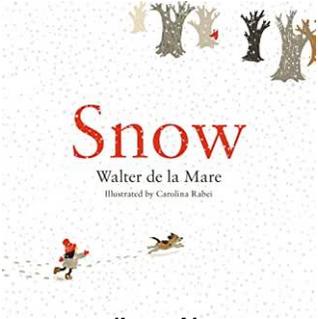
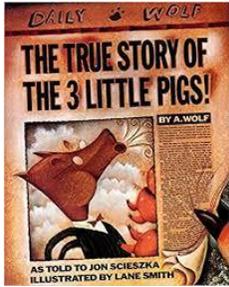
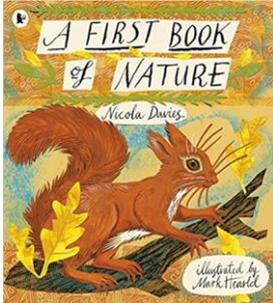
Make simple additions, revisions and corrections to their own writing by:

- 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.

*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.*

Linked Reading	Linked Reading	Linked Reading	Linked Reading	Linked Reading:	Linked Reading
<p>These parallel texts could be used as group guided reading sets, or in whole-class shared reading lessons. Guided Reading should be the main pedagogy in teaching reading in KS1. These suggested linked texts should be read in addition to banded and decodable books. These suggested books should be made available in the reading environment.</p>					
 <p><b>Once Upon a Star</b> James Carter Max Hernández</p> <p>(poetry)</p>	 <p><b>The NUTCRACKER</b> Jane Ray</p> <p>(Fiction)</p>	 <p><b>Weather</b> NATIONAL GEOGRAPHIC KIDS</p> <p>(Non-Fiction)</p>	 <p><b>THE ROYAL RABBITS OF LONDON</b> Illustrated by KATE HINDLEY</p> <p>(fiction)</p>	 <p><b>The Wolf's Story</b> Toby Forward Izhar Cohen</p> <p>(fiction)</p>	 <p><b>The OWL and the PUSSY-CAT</b> Edward Lear Illustrated by IAN BECK</p> <p>(Poetry – Heritage)</p>
 <p><b>The WAY BACK HOME</b> From international bestseller OLIVER JEFFERS</p> <p>(Fiction)</p>	 <p><b>PET DRAGON</b> M.P. Robertson Sally Struss</p> <p>(Non-fiction)</p>	 <p><b>Snow</b> Walter de la Mare Illustrated by Carolina Rabe</p>	 <p><b>THE TRUE STORY OF THE 3 LITTLE PIGS!</b> BY A WOLF AS TOLD TO JON SCIESZKA ILLUSTRATED BY LANE SMITH</p> <p>(fiction)</p>	 <p><b>A FIRST BOOK OF NATURE</b> Nicola Davis Illustrated by Nicky Hatfield</p> <p>(poetry)</p>	 <p><b>Titanic</b> NATIONAL GEOGRAPHIC KIDS Melissa Stewart</p> <p>(Non-Fiction)</p>