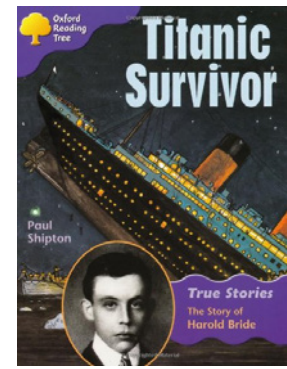
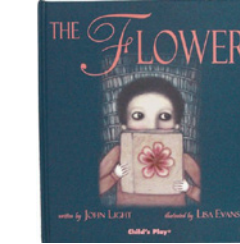
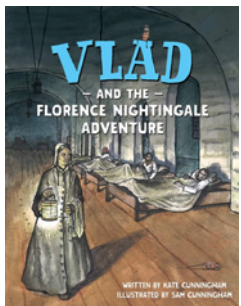
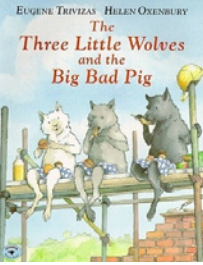
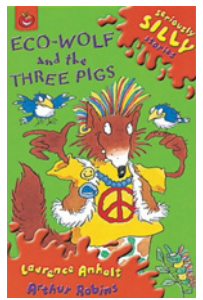
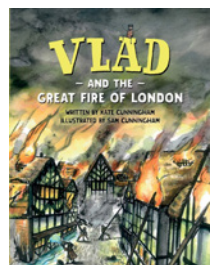
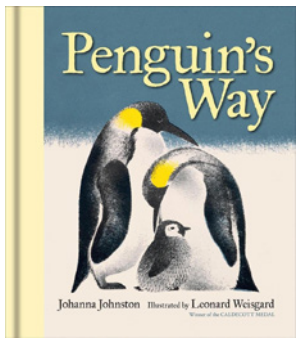


Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
History/ Geography focus	<p>Hot and Cold</p> <p>I know the four compass points NSEW ('explore cardinal directions' lesson National Geo)</p> <p>I know where in the world the North and South Poles and Equator are.</p> <p>I can identify hot & cold areas of the world (using globes and atlases) in relation to the Equator & North & South Poles.</p> <p>I can describe some differences between places near the equator and at the poles.</p> <p>I can use atlases, maps (scaled 1:1000 - 1:1250) and globes to identify and describe some features and places.</p> <p>I can use aerial images to help me describe what a place is like and locate key features.</p>	<p>Fire Fire</p> <p>Great Fire of London Look at how things changed as a result of the fire eg. houses, fire brigade etc Guy Fawkes</p>	<p>Continents and Seas</p> <p>I know the four compass points NSEW ('explore cardinal directions' lesson National Geo)</p> <p>I can identify, name and locate the 7 continents.</p> <p>I can name, locate and identify the 5 oceans.</p> <p>I can name, locate and identify the seas surrounding the UK .</p> <p>I can use globes and atlases to assist me.</p>	<p>Nurses</p> <p>*Refer back to Year 1 - Queen Victoria</p> <p>Florence Nightingale Mary Seacole Royal Victoria Country park</p>	<p>Home and Away – (comparing local area with a non-European country)</p> <p>I can compare places at a local scale (Southampton and Jinja in Uganda) using the following vocabulary: coast, ocean, port, harbour, river, forest, mountain, weather, vegetation, city/town/village.</p> <p>I recognise and describe simple patterns in the environment (eg the variations in traffic during the day, seasonal changes).</p> <p>I can investigate my locality through fieldwork and collect data to help me describe and compare places.</p> <p>I can use atlases, maps (scaled 1:1000 - 1:1250) and globes to identify and describe some features and places.</p> <p>I can make and use simple maps and plans (paper and digital) to help me investigate and compare places.</p>	<p>Titanic</p> <p>*Revisited in Year 5</p> <p>How Southampton was linked to the Titanic How it changed cruise ships eg life jackets/lifeboats</p>
Science focus	Materials	Materials	Living things and their habitats	Living things and their habitats	Plants	Plants
Group Reading	<p>Little Wandle Group Reading Children are assessed on their phonics knowledge and will read phonetically decodable books that match their assessments. Children will read with an adult 3 times a week and then take this book home.</p>		<p>Little Wandle Group Reading Children are assessed on their phonics knowledge and will read phonetically decodable books that match their assessments. Children who did not pass the phonics screening will read with an adult 3 times a week. Children who did pass, will read with an adult 2 times a</p>		<p>Little Wandle Group Reading Children are assessed on their phonics knowledge and will read phonetically decodable books that match their assessments. Children who did not pass the phonics screening will read with an adult 3 times a week. Children who did pass, will read with an adult 2 times a</p>	

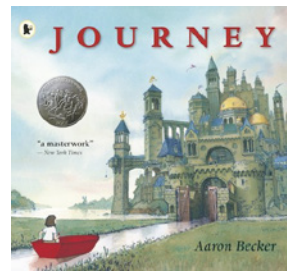
week and then complete a comprehension task about the book. All children will take home the book to read at home.

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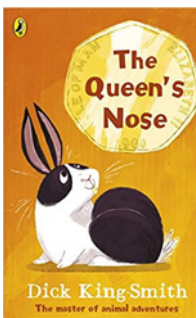
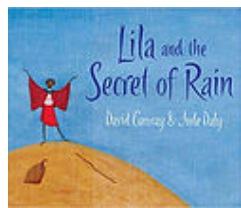
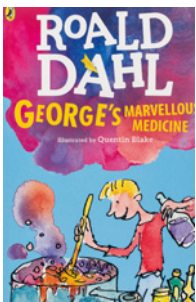
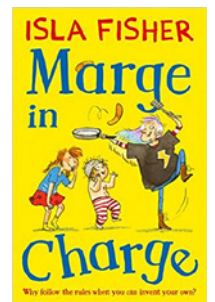
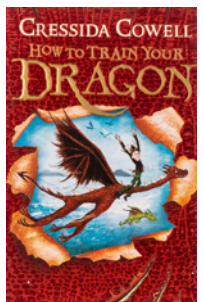
English Key Texts



(Little Wandle- fully decodable version)



Reading for pleasure



						
Poetry	Y2 Autumn 1- Poem of the Week	Y2 Autumn 2- Poem of the Week	Y2 Spring 1- Poem of the Week	Y2 Spring 2- Poem of the Week	Y2 Summer 1- Poem of the Week	Y2 Summer 2- Poem of the Week
Key texts support writing	<p>Journey 1 Simple sentences based on the book Penguins' Way.</p> <p>Journey 2 Children will write a quest letter based in Antarctica (link to Penguin's Way and Immi)</p>	<p>Journey 1 Poem is written about fire (language from knowledge of GFOL topic)</p> <p>Journey 2 Diary is written in the role of Thomas Farriner (children have read diaries from GFOL book)</p>	<p>Journey 1 The children are writing a recipe for the three little wolves from the book The Three Little Wolves and The Blg Bad Pig.</p> <p>Journey 2 Children are reading Eco Wolf and The Three Bag Pigs to help support their own twisted tale writing.</p>	<p>Journey 1 Non-chron report about our school trip to Royal Victoria Country Park where they will be learning about Florence Nightingale.</p> <p>Journey 2 Letter writing in the role of Florence Nightingale based on what they have read in Vlad and the Florence Nightingale Adventure.</p>	<p>Journey 1 Riddles will be written about trees and plants. The children will use their vocabulary from 'It starts with a seed'.</p> <p>Journey 2 Poem based on plants/ a secret garden.</p>	<p>Journey 1 Fact file will be based on the Titanic.</p> <p>Journey 2 Story will be based on a voyage. The children's learning about the Titanic and from their work on 'The Journey' will help with this.</p>
Writing skills	<p>Journey 1 Capital Letters Full Stops Use <u>and</u></p> <p>Journey 2 Connectives (sub) When, if that,because Connectives (co-or) or, and, but Verbs/Adverbs (ly)</p>	<p>Journey 1 Expanded Noun Phrases Commas in a list</p> <p>Journey 2 Past and Present Tense *Progressive form of verbs in the past and present tense</p>	<p>Journey 1 Four different sentence types Adverbs Time words</p> <p>Journey 2 Revision- Expanded noun phrases Apostrophes (contraction)</p>	<p>Journey 1 Revision- apostrophes Revision- connectives</p> <p>Journey 2 Revision- past and present tense</p>	<p>Journey 1 Connectives: when, if that, because, or, and , but Sentence Types</p> <p>Journey 2 Expanded noun phrases.</p>	<p>Journey 1 Sentence types</p> <p>Journey 2 Past tense Expanded noun phrases.</p>

		*Connectives (refresh from Aut 1)	Apostrophes (possessive)			
Writing outcomes	<p>Journey 1 Writing skills revision</p> <p>Journey 2 Purpose: Inform Audience: Year 2 Friends Form: Quest Letter set in Antarctica</p>	<p>Journey 1 Purpose: Entertain Audience: Library Form: Poem based on fire</p> <p>Journey 2 Purpose: Inform Audience: Year 2 Teachers Form: Diary written in the role of Thomas Farriner</p> <p>Time to shine write Purpose: Inform Audience: Father Christmas Form: Letter</p>	<p>Journey 1 Purpose: Inform Audience: Wolf Form: Recipe for the Three Little Wolves to follow and make to say sorry to Grandma</p> <p>Time to shine write Purpose: Inform Audience: Troll Form: Recipe for the Troll to follow.</p> <p>Journey 2 Purpose: Entertain Audience: Year 2 Friends Form: Story based on the twisted tales topic</p> <p>Time to shine write Purpose: Entertain Audience: Class teacher Form: Comparative judgement writing. Children are given a picture stimulus to write a story about.</p>	<p>Time to shine write Purpose: Inform Audience: Class teacher Form: Recount of half term</p> <p>Journey 1 Purpose: Inform Audience: Year 1 wants to go too. Form: Non- Chron Report about the trip to Royal Victoria Country Park (Florence Nightingale link)</p> <p>Journey 2 Purpose: Inform Audience: Government Form: Letter from Florence Nightingale to explain the state of the hospitals in the Crimea.</p>	<p>Time to shine write Purpose: Inform Audience: Class teacher Form: Recount of the Easter Holidays</p> <p>Journey 1 Purpose: Entertain Audience: Year 3 Children Form: Riddle based on trees.</p> <p>Journey 2 Purpose: Entertain Audience: Parents Form: Poem about flowers in a secret garden.</p>	<p>Journey 1 Purpose: Inform Audience: Older Children at school Form: Fact File about the Titanic</p> <p>Time to shine write Purpose: Inform Audience: Class teacher Form: Fact file about choice of topic</p> <p>Journey 2 Purpose: Entertain Audience: Year 2 children (book corners) Form: Story opening of The journey.</p>