

English Modules – Year 2

| | Autumn Term | | Spring Term | | Summer Term | |
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| Topic focus | Bounce (PE) | Street Detectives (History) | Wriggle and crawl (Science) | Towers, tunnels and turrets (DT) | Beat band boogie (Music) | Beachcombers (Science) |
| Unit | List poem (1 week) | Nursery Rhymes (1 week) | Traditional Poems [based on minibeasts] (1 week) | Calligrams (1 week) | Raps & Lyrics Gran can you rap? Jack Ousby (1 week) | Sea shore tongue twisters (1 week) |
| Skills focus | Best adjectives, word play, humour W4, S1, S2, S3, T4, P1 | Rhyme W4, S1, S2, S3, T4, P1 | Write a class poem W4, S1, S2, S3, T4, P1 | Shape poetry W4, S1, S2, S3, T4, P1 | Alliteration, rhyme W4, S1, S2, S3, T4, P1 | W4, S1, S2, S3, T4, P1 |
| Final outcome | List poem about favourite sport Use Olympic poems book | Rhyming couplets based on baking Historical nursery rhymes eg Five currant buns, Little Jack Horner | Hurt no living thing; There's a worm at the bottom of the garden; Incy Wincy Spider; Ladybird Ladybird, Come in to my parlour said the spider to the fly | Design own calligram for a bridge, tower or other structure | Own rap eg Dad can you rap? performance | Create own tongue twister. |
| Unit | Recount (2 weeks) | Instructions (2 weeks) | Explanation (2 weeks) | Persuasive Writing/Letter (2 weeks) | News report (2 weeks) | Non chronological report (3 weeks) |
| Skills focus | Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person W4, S1, S2, S3, T4, P1 P2, P3 | Write a series of instructions based on a recipe that they have followed W4, S1, S2, S3, T4, P1, P2 | Following practical tasks, produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation W4, S1, S2, S3, T4, P1 W1, P3 | W4, S1, S2, S3, T4, P1 P2, P3, P4 | W4, S1, S2, S3, T4, P1 W1, W3, P4 | Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate W4, S1, S2, S3, T4, P1 W1, W3, P4, T5 |
| Final outcome | Newspaper style recount of classroom incident whereby coloured balls are released and the children then report what has happened to an interviewer. | Instructions for how to make bread | Leaflet- information about mini beast including explanation of life cycle following Kingfisher Education workshop How to create and care for worm farm | Reasons for and against going into the tunnel. Write a letter from Rose to her brother to tell him not to go into the tunnel. | Retell the events of The Pied Piper of Hamelin as a newspaper report. Based on Natalia Vasquez version –lift the flap | Following study of beach and sea, children write an information book about the seashore |

Power Of reading

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| Unit | Narrative (2 weeks) | Narrative: fictional diary (2 weeks) | Narrative: creation myth (2 weeks) | Traditional Tales - Fairy Tales (3 weeks) | Narrative (2 weeks) | Narrative - being a beach creature (2 weeks) |
| Skills focus | W4, S1, S2, S3, T4, P1 T5, P2, P3 | Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person W4, S1, S2, S3, T4, P1, T5, P4 | W4, S1, S2, S3, T4, P1, T5, P4 | S1, S2, S3, T4, P1, W4 P4 | W4, S1, S2, S3, T4, P1 W1, W2, W3, P4 | W4, S1, S2, S3, T4, P1, T5, P4 |
| Final outcome | Use a familiar story as a model to write a new story. Eg Wonder Goal by Michael Foreman or Football Star by Mina Javaherbin | Use a diary account of Pepys life in London to create own street diary (set during Fire of London) | Write a creation myth based on ones read e.g. how the zebra got his stripes. How the bee got his stripes; How the ladybird got its spots | Write a re-telling of a traditional story: Rapunzel | Write own version of finding an instrument in the woods based on The Bear and The Piano- David Lichfield | Write a narrative from the point of view of a beach creature. |
| | Adverts for sporting equipment | | Bee and Me by Elle McGuinness; The Bee Movie/ Bugs Life | Instructions in DT about their bridge or turret/ Poster labelling a famous structure | | Letters in bottles |