

Year 2 English Medium Term Plan 2019-2020

Term 1	Term 2	Term 3
<p>Theme: Oliver's Vegetables (Healthy Choices)</p> <p><u>Oliver's Vegetables by Vivian French.</u> <u>Apple Pie by Kate Greenaway.</u></p> <p>Children find out about and discuss healthy eating by reading stories and non-fiction books and use this knowledge in their writing. Children read and write recipes. They identify the key features of posters in order to create their own. They write a thank you letter for their food. They read poems about food before writing their own alphabetical poem.</p> <p>Handwriting: caterpillar letters (c, a, s, d, e).</p> <p>Spelling:</p> <ul style="list-style-type: none"> the j sound spelt as ge (cage) and dge (badge) at the end of words, and sometimes spelt as g (magic) the s sound spelt c before e, i and y (city) the n sound spelt kn and (less often) gn at the beginning of words (knife, gnome). <p>Grammar and Punctuation: simple sentences (with capital letters, spaces between words, full stops and that make sense); apostrophes for contraction; commas in a list; nouns; verbs; adjectives; noun phrases.</p>	<p>Theme: The Greatest Stories Ever Told (Traditional Tales, Legends and Myths)</p> <p><u>A selection of traditional tales and legends, including Hansel and Gretel and the legend of the Loch Ness Monster</u></p> <p>Children explore traditional tales and discuss their common vocabulary and features. They use these ideas in their own planning, writing and editing of a traditional tale. They return to instructions and create their own board game based on a traditional tale. They write a character description for a fictional River Welland Monster.</p> <p>Handwriting: caterpillar letters (o, g, f, qu).</p> <p>Spelling:</p> <ul style="list-style-type: none"> the ul or el sound spelt le at the end of words (bottle) the ul or el sound spelt el (less often) at the end of words (camel) the ul or el sound spelt al (less often) at the end of words (metal) the ul or el sound spelt il (less often) at the end of words (fossil) the igh sound spelt y at the end of words (fly) adding ed, ing, er and est suffixes to words ending in y with a consonant before it (happy -> happier). <p>Grammar and Punctuation: types of sentences (statements, commands, questions, exclamations); present and past tense; adverbs.</p>	<p>Theme: Over in Australia</p> <p><u>Zoo by Anthony Browne.</u> <u>A selection of leaflets about zoos, including Taronga Zoo in Sydney, Australia.</u> <u>A range of non-fiction texts.</u></p> <p>Children talk and read about visiting zoos (from narratives and non-fiction books) and then use their own ideas to write recounts. They write a fact file about their favourite Australian animal. They read, learn and recite poems about zoo animals and perform poems that they have written as a group.</p> <p>Handwriting: ladder letters (l, t, i, y, j).</p> <p>Spelling:</p> <ul style="list-style-type: none"> adding ed, ing, er and est suffixes to words ending in e with a consonant before it (love -> loved) adding ed, ing, er, est and y suffixes to words of one syllable ending in a single consonant letter after a single vowel letter (hop -> hopped) the or sound spelt a before l and ll (walk, all). <p>Grammar and Punctuation: compound sentences (with coordinating and subordinating conjunctions).</p>

Year 2 English Medium Term Plan 2019-2020

Term 4	Term 5	Term 6
<p>Theme: Watch Me Grow (Life Cycles)</p> <p><u><i>Funny Bones by Janet and Allan Ahlberg.</i></u> <u><i>A range of non-fiction texts.</i></u></p> <p>Children research how animals (and humans) grow, using fiction and non-fiction texts. They talk about feelings and senses and write descriptive sentences for non-chronological reports and poems.</p> <p>Handwriting: one-armed robot letters (r, n, m, h, k, b, p).</p> <p>Spelling:</p> <ul style="list-style-type: none"> • the u sound spelt o (mother) • the zh sound spelt s (treasure, usual) • words ending in tion (station) • the o sound spelt a after w and qu (want, quantity) • the er sound spelt or after w (work) • the or sound spelt ar after w (warm). • adding es suffix to nouns and verbs ending in y (carry -> carries) • the ees sound spelt eys for plurals (donkeys). <p>Grammar and Punctuation: types of sentences (statements, commands, questions, exclamations); apostrophes for contraction; apostrophes for singular possession.</p>	<p>Theme: Dinosaurs in My School</p> <p><u><i>Dinosaurs in my School by Timothy Knapman.</i></u> <u><i>Dear Dinosaur by Chae Strathie.</i></u></p> <p>Children interrogate and interpret the fiction texts and plan, write and edit their own stories. They read poems about dinosaurs before writing their own shape poem.</p> <p>Handwriting: zig-zag monster letters (v, w, x, z).</p> <p>Spelling:</p> <ul style="list-style-type: none"> • the suffixes ment, ness, ful, less and ly. <p>Grammar and Punctuation: consolidation of all grammar and punctuation for Year 2.</p>	<p>Theme: Yo Ho Ho! A-Pirating We'll Go!</p> <p><u><i>Yo Ho Ho! A-Pirating We'll Go by Kaye Umansky.</i></u> <u><i>A range of fictional stories and poems.</i></u></p> <p>Children read, learn and recite pirate poems and create group performances. This leads on to writing their own pirate poems and performing them. They explore pirate stories and discuss their common vocabulary and features. They explore real and imaginary pirate characters and discuss how they dress and speak. Finally, they write their own adventure stories using all the expected features of grammar, punctuation and spelling.</p> <p>Handwriting: form capital and lower-case letters and spaces of the correct size, relative to each other.</p> <p>Spelling:</p> <ul style="list-style-type: none"> • contractions (can't, didn't, hasn't, couldn't, it's, I'm, I'll, she'll, etc) • possessive apostrophes for singular nouns (The girl's dress is blue.) • homophones and near-homophones (see/sea, sun/son, to/too/two, quite/quiet, etc) <p>Grammar and Punctuation: consolidation of all grammar and punctuation for Year 2.</p>