

Cycle B

Year ½ Curriculum Overview : Year 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------------------------|---|---|---|---|---|---|
| Topic | Would you go down in the woods today? | Toy Story | Awesome Animals | Man on the Moon | Fe Fi Fo Fum! | Iceberg Ahead! |
| Key text driver | Little Red Wolves- Emily Gravett | Lost in the Toy Museum | The Cow that Laid an Egg | Bob the Man on the Moon Man on the Moon (NF) | Jack & the Beanstalk | Samson's Titanic Journey |
| Other texts | | The Old Toy Room Toys in Space Traction man | Click Clack Moo | Beegu The Great Explorer Smeds and the Smoos | Jack & the Incredibly meanstalk | Charles' Grand Adventure Titanic (Usborne book) |
| | Seasonal links: The Leaf Thief The Squirrels who Squabbled Little acorn Life cycles conker to oak tree | | Seasonal links: Cubs First Winter One Snowy Night | | Seasonal links: Busy Spring-nature wakes up | |
| Writing | Fiction Retelling a story Inform Labels/ captions Instructions | Fiction Description of toys Inform Recount | Fiction Setting description Inform Non chron report Poetry | Fiction Character description Persuade Visit the Moon | Fiction Openings and Endings Inform Instructions (How to grow a magic beanstalk) | Inform Explanation (How did the Titanic sink) Poetry |
| Grammar and punctuation. | Revision of Year 1 skills. | Expanded noun phrases for description and specification. Precise and greater range of adjectives used (and drawn from reading) Use of coordination (or/ and/but/so) to join clauses Prepositions of time | How the grammatical patterns in a sentence indicate its function as a statement/ question/ exclamation or command. Begin to use the 5W's and how for a range of questions. Write exclamations but including but not limited to those beginning with what and how. | Commas in lists Use of subordination (when/ if/ that/ because) to join clauses Use of simple adverbs formed from adjectives. Some use of expanded noun phrases with two adjectives before the noun (if previous objective is secure) | Varying use of sentence openers. Different sentence types as required according to audience and purpose. Range of imperative verbs used for commands. | Consistent use of past/ present tense including the progressive form. Full range of punctuation taught at KS1 used mostly correctly in sequenced writing. Use of coordination and some subordination to join clauses. Simple adverbials of time and place. |

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| <p>Composition</p> | <p>Develops ideas through reading and talk. Plan/rehearse writing by saying out loud ideas and sentences. Jot down ideas for writing, and use this to help with knowing what they are going to write, sentence by sentence. Writes coherent narratives about personal experiences and those of others (real or fictional) Sentences are sequenced logically in non fiction texts. A brief, appropriate opening and ending used. Writes for different purposes, selecting features, details and words for effect, drawing on what they have read. More ambitious word choices show increasing awareness of the audience and purpose. Re read to check for sense (e.g. verb tense) Makes simple additions, revisions and corrections.</p> | | | | | |
| <p>Spelling- ELS</p> | <p>Vowels and consonants Spellings of /ai/ /ee/ /igh/ /oa/ (y)/oo/ /j/ spelled <g> <ge> <dge> /n/ spelled <kn> <gn> /r/ spelled <wr> /ee/ spelled <ey> /s/ spelled <c> /l/ spelled <il> /or/ spelled <oor> /igh/ spelled <i> /u/ spelled <o> /o/ spelled <a> /or/ spelled <a> / <ai></p> <p>Revision of ELS HRS words.</p> | <p>/zh/ spelled <s> <si> /ur/ spelled <or> /or/ spelled <ar> /j/ spelled <g> <ge> <dge> /n/ spelled <gn> <kn> /s/ spelled <c> /ee/ spelled <ey> /u/ spelled <o> /r/ spelled <wr> /oo/ spelled <o> /h/ spelled <wh> /ai/ spelled <ea> /o/ spelled <a> /or/ spelled <a> <ai></p> <p>Homophones</p> | <p>/l/ spelled <el> <le> <al> /oa/ spelled <o> /e/ and /ee/ spelled <e> /oa/ spelled <o></p> <p>Doubling consonants of CVC words when adding a suffix –ed /id/ /t/ and /d/ Doubling consonants of CVC words when adding a suffix –er Doubling consonants of CVC words when adding a suffix –y Doubling consonants of CVC words when adding a suffix –est Doubling consonants of CVC words when adding a suffix –ing</p> | <p>Apostrophes for contraction Apostrophes for possession Drop <e> and add suffix –ing Drop <e> and add suffix – ed /id/ /t/ and /d/ Drop <e> and add suffix – er Drop <e> and add suffix – y Drop <e> ad add suffix –est</p> | <p>How suffixes affect the verb Suffix -ment Suffix –ly Suffix –ful Suffix- less Adding –ly after another suffix (-ful / -less) Suffix –ness</p> | <p><y> spelling /igh/ or /ee/ Drop the <y>, add an <i> add –ed where <y> spelling is /igh/ and when spelling is /ee/ Plurals where dropping <y> add an <i> and –es Drop the <y> add an <i> add –es where <y> spelling is /igh/ and /ee/ Comparatives vs superlatives Drop the <y> add an <i> add –er / add –est</p> |

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| | | Revision of ELS HRS words. | Homophones Revision of ELS HRS words. | <a> spelled /ar/ -tion endings HRS words- busy, water, people, should, could, would | | Doubling consonants of CVC words when adding a suffix -y Where root word has a doubled consonant and added <y> drop the <y> add an <i> add -er / add -est HRS words sugar/ eye/again/ any/many/ beautiful/ hour/ parents/ sure/ clothes |
| Handwriting | Lower case letters are consistently and appropriately sized. Spaces between words is consistent and reflects letter sizing. | | Capital letters and digits are oriented correctly to one another and to lower case letters. | | Use the diagonal and horizontal strokes needed to join some letters (e.g.digraphs) | |