

English Scheme of Work

Year 1 – Autumn 1

Topic: Incredible Me and my Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Children to have a go at writing something about themselves. My name is... I am I like ...</p> <p>2. Make a small book about themselves.</p> <ol style="list-style-type: none"> label a picture of themselves – use a ruler make a list of likes/dislikes write a sentence to describe themselves and their family <p>3. Discuss likes and dislikes linked to food. Use DTP program to draw, label and write a sentences about the foods that they like.</p> <p>4. Handwriting practise</p> <ol style="list-style-type: none"> i, l, t, j r, n, m, h <p>5. Complete a 'Sense Walk'. Record what they have seen, heard, touched, smelt, tasted. (Linked to Science Week)</p> <p>6. Select materials from a 'Feely Bag'. Generate a word bank of adjectives to describe what they can feel. (Linked to Science Week)</p> <p>7. Make a 'Feely Book'. Add materials and a sentence to describe each material. (Linked to Science Week)</p>	<p>To say aloud what they are going to write about. To compose a sentence orally before writing it.</p> <p>Spell some words in a phonically plausible way, even if sometimes incorrect.</p> <p>To read words that they have spelt.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly.</p>	Assessment Opportunities
		Resources

English Scheme of Work

Year 1 – Autumn 2

Topic: Incredible Me and my Super Senses

Activities	Intended Outcomes	Key Vocabulary and Questions
1. Read the story The Day the Crayons Quit. a) Sequence the days of the week b) Write a sentence using the pronoun I e.g. I like green because c) Write a sentence using days of the week e.g. On Monday 2. Discuss significant personal events – (Fireworks and Bonfire) 3. Make a Poster (Safety Poster about Fireworks) 4. Add illustrations to a poem about fireworks. 5. Make a word bank of nouns/adjectives linked to fireworks.	Use simple sentence structures.	
	Recognise and use the terms letter, capital letter, word, sentence, full stop.	
	To use adjectives to describe.	
	To sequence sentences to form short narratives.	Assessment Opportunities
	To spell days of the week correctly.	
6. Read the story The Lighthouse Keeper's Lunch a) draw and label a sandwich b) discuss ingredients c) make a list (Link to ICT use Purple Mash) d) investigate the format of instructions – order/numbering/bullet points e) make sandwich (take photographs of the process) f) resequencing photographs, work with talk partner to describe sequence and prepare/verbally rehearse for writing g) write a set of instructions (Link ICT – use BeeBot to follow instructions) 7. Write a personal message for a Christmas Card. 8. Linked to RE. To write a recount of the Christmas Story	Listen to and discuss a wide range of fiction, non-fiction and <u>poetry</u> at a level beyond that at which they can read independently.	
	Link what they have read or have read to them to their own experiences.	Resources
	Join in with discussions about a text, taking turns and listening to what others say.	
	Discuss word meaning and link new meanings to those already known.	
	Begin to make simple inferences.	
	Recite simple poems by heart.	
	To say out loud what they are going to write about.	
	To compose a sentence orally before writing it.	

English Scheme of Work

Year 1 – Spring 1 Topic: I'll Huff and I'll Puff

Activities	Intended Outcomes	Key Vocabulary and Questions
1. Discuss vocabulary linked to new topic (Houses and Homes). Make a class word bank for the Learning Wall. (Link to Geography – Walk the local area for first hand experiences).	Discuss word meaning and link new meanings to those already known.	
2. Investigate different types of letters – formal/informal.	Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.	
3. Write a letter to explain what they like about their own home.	Start to engage readers by using adjectives to describe.	Assessment Opportunities
4. Investigate different leaflets – link to previous work on Firework Poster. a. Focus on Estate Agents Leaflets b. Look at online formats c. Discuss the need to use persuasion	To say out loud what they are going to write about. To compose a sentence orally before writing it.	
5. Write an Estate Agents leaflet, including specific vocabulary and descriptive language.	To sequence sentences to form short narratives.	Resources
6. Discuss familiar stories and Fairy Stories. Verbally retell the story of the Three Little Pigs as a class.	To discuss what they have written with the teacher or other pupils. To reread their writing to check that it makes sense and to independently begin to make changes.	
7. Make a story map of the Three Little Pigs, include a. settings b. characters c. speech bubbles	To read their writing aloud clearly enough to be heard by their peers and the teacher.	
8. Experience and explore stories through drama and role play.	Link what they have read or have read to them to their own experiences.	
9. Write a recount of a familiar story.	Retell familiar stories in increasing detail.	
10. Read alternative versions of the Three Little Pigs stories. a. discuss and compare	Join in with discussions about a text, taking turns and listening to what others say.	

<p>b. discuss preference</p> <p>11. Read Mr Wolf's pancakes. (Linked to Food Technology and R.E. Lent)</p> <ul style="list-style-type: none"> a. Link to the Wolf in previous story b. Predict what might happen c. investigate recipes d. write a list e. write instructions 	<p>Discuss the significance of titles and events.</p> <p>Begin to make simple inferences.</p> <p>Predict what might happen based on what has been read so far.</p>	
--	--	--

English Scheme of Work

Year 1 – Spring 2

Topic: Topic: Make, Create and Wonder

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Read Squash and a Squeeze.</p> <ul style="list-style-type: none"> a. Discuss the patterned language and repeated phrases b. Re-read and encourage the children to join in with the patterned language and repeated phrases. c. Link the words that rhyme to taught spelling patterns d. Make a snap game to play with partner/small team e. Link handwriting to spelling patterns f. Re-sequence illustrations from the story- retell the story to a partner. g. Sequence a set of pictures from the story and write captions for each picture, add as much detail/patterned language as possible. <p>2. Investigate the layout of a cartoon strip. Use this format as template for a story planner.</p> <ul style="list-style-type: none"> a. Discuss the characters in the story and the format of the old man giving advice, followed by the old woman acting on it. b. Discuss alternative things that the old man might suggest. c. Use the beginning/end of the original story – plan two suggestions for own story. d. Brainstorm rhyming words to link to own suggestions. <p>3. Write an alternative story to A Squash and a Squeeze. Try to include:</p> <ul style="list-style-type: none"> a. repeated phrases from the original story. b. capital letters c. finger spaces d. phoneme fingers to sound out words e. 'and' to link ideas and sentences f. words that rhyme (if you can) g. full stops 	<p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>Recognise vowel digraphs, which have been taught, and the sounds, which they represent.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>Understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</p> <p>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Start to engage readers by using adjectives to describe.</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p>	Assessment Opportunities
		Resources

<p>4. Discuss the 'Blurb' from Harry and the Jaggedy Daggers</p> <ol style="list-style-type: none"> With Talk Partners Discuss what might happen in the story. Draw and illustration of what the story might be about. <p>5. Read the story through and discuss how the predictions match the actual story.</p> <ol style="list-style-type: none"> Draw a detailed map of Bottlenose Bay (Linked to Geography). Discuss characters in the story. Select a character and brainstorm adjectives, noun phrases to describe them. - (add language to Learning Wall) Write a character description of chosen character. <p>6. Read a selection of poems; discuss language/rhythm/rhyme.</p> <p>7. Discuss layout of poems, shape, text types etc.</p> <ol style="list-style-type: none"> Encourage the children to join in with the poems as they become more familiar with them. <p>8. Read 'When the Wind Blows' – learn and join in with the poem</p> <ol style="list-style-type: none"> Enhance the poem in a small group with actions and use of voice Investigate different phrases linked to things that happen when the wind blows – adults to scribe ideas Practise and perform the enhanced poem to the class Select own preferred phrases and write a poem independently Add illustrations to enhance poem. Make a class book Perform poems to other classes in year group Include examples in class assembly or Year Group Concert <p>9. Re read Harry and the Jaggedy Daggers</p> <ol style="list-style-type: none"> Recap the character and events in the story. Discuss the other characters – How might they need to be rescued? Invent a new character for the story Plan a story with beginning/middle/end Write an alternative adventure for Harry (Assessment Writing) 	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Use simple sentence structures.</p> <p>Use the joining word (conjunction) 'and' to link ideas and sentences.</p> <p>Begin to form simple compound sentences.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	
---	--	--

10. To investigate Play Scripts		
---------------------------------	--	--

English Scheme of Work

Year 1 – Summer 1

Topic: Here, There and Back Again

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Read We're Going on a Bear Hunt</p> <ul style="list-style-type: none"> a. Discuss the language used, focus on 'onomatopoeia'. b. Work with Talk Partner – make a list of words used linked to sounds. c. Discuss settings d. Role Play in Outside Environment linked to the settings in the story e. Discuss Positional Language used in the story f. Use small world equipment, Beebot to explore Positional Language – (Linked to Mathematics) g. Make a large-scale story map for Beebot to follow - (Linked to ICT) h. Re-sequence illustrations from the story - Discuss events and language associated with time, in the beginning, first, next, then, after that, in the end, finally i. Children to select three events from the story, re-sequence them and write a sentence/description linked to each event j. Read a selection of descriptions to Peer Assess k. To write an additional location for the story. To include alliterative words as in the original story. l. Discuss the ending of the original story m. Assessment Writing – Children to write their own ending for the story. What would they like the bear to do/go at the end of the story? <p>2. Read Balloon for Grandad</p> <ul style="list-style-type: none"> a. Discuss time positional language b. Discuss adjectives and settings c. Make a collection of these words for the Learning Wall d. Settings – Mountains. Whole class word-bank, add adjectives, nouns, noun phrases, adult to scribe (Linked to Science – Animals & Habitats) 	<p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Link what they have read or have read to them to their own experiences.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Predict what might happen based on what has been read so far.</p> <p>To take part in the process of segmenting spoken words into phonemes before choosing graphemes to represent those phonemes.</p> <p>Write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.</p> <p>Sit correctly at a table, holding a pencil comfortably and correctly</p> <p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p>	Assessment Opportunities
		Resources

<p>e. Settings – Sea. With a Talk Partner discuss and make a word bank, draw on whole class session from previous session. Write a descriptive sentence using words from word bank.</p> <p>f. Settings – Desert. Independent work, make a word bank including as much detail as possible</p> <p>g. Children to choose which location they would like to write about. Write a detailed description including capital letters, finger spaces, known phonemes, keywords, time words, positional language, adjectives, noun phrases and full stops.</p> <p>h. Plan story using a Story Mountain template. Children to decide plot the original story on the Mountain</p> <p>3. Explore and Learn - Blow some large bubbles in the playground- children to use their imagination about where the bubble might go and what might happen to it. Children to write about the adventure of their bubble! Where does it go? What will happen to it?</p> <p>a. Freeze Frame - generate ideas for alternative locations for the balloon to visit. Include thoughts, speech and use senses to describe. What can you see, feel, hear, touch, smell?</p> <p>b. Shared Writing – Model completing own Story Mountain. Where will it start, visit finish at. Capture interesting vocabulary to be used.</p> <p>c. Talk partners – Children to verbally rehearse the story that they want to tell. What location/setting will their balloon visit</p> <p>d. Assessment Writing – Children to write their own story.</p> <p>4. Linked to Science – Classification of Animals</p> <p>a. Discuss layout and features of non-fiction fact file.</p> <p>b. Children to complete a Fact File containing all of the key information/characteristics of a common amphibian, bird, fish, mammal or reptile.</p>	<p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p> <p>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>Start to engage readers by using adjectives to describe.</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Use simple sentence structures.</p> <p>Use the joining word (conjunction) ‘and’ to link ideas and sentences.</p> <p>Begin to form simple compound sentences.</p> <p>Use capital letters for names, places, the days of the week and the personal pronoun ‘I’.</p> <p>Use finger spaces.</p> <p>Use full stops to end sentences.</p> <p>Begin to use question marks and exclamation marks.</p> <p>To say out loud what they are going to write about.</p>	
---	---	--

--	--	--

English Scheme of Work

Year 1 – Summer 2

Topic: Nature Detectives

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Linked to History – Lives of significant individuals</p> <ul style="list-style-type: none"> a. Discuss what children know about aeroplanes. <i>Have they ever been on one? What did it look like? Where did they go to? What was it like?</i> b. Homework - Find out about aeroplanes from the past. c. Watch videos linked to old and new aeroplanes. d. Make a list of similarities and difference between the Wright Brothers’ plan and a modern aircraft e. Write a brief description about The Wright Brothers and why they were important. Include comparisons with today's planes. <p>2. Linked to Local History</p> <ul style="list-style-type: none"> a. Homework - find out information about key buildings in local area with historical stories attached. <ul style="list-style-type: none"> i. Butlins ii. Thomas-a Beckett Church iii. Hotham Park iv. Old Fire Station b. Small group discussions to share information about historical buildings c. Timeline - plot historic buildings in the local area on a timeline associated with 1903 and the Wright Brothers d. In small groups prepare a presentation about what they have found out. Record their presentation with ChatterPix. Focus on clear speaking voice, consideration of audience, sequence of statements, turn taking. (Linked to ICT) 	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>Reread texts to build up fluency and confidence in word reading.</p> <p>Check that a text makes sense to them as they read and to self- correct.</p> <p>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p> <p>Discuss word meaning and link new meanings to those already known.</p>	Assessment Opportunities
		Resources

	<p>Use a number of simple features of different text types and to make relevant choices about subject matter and appropriate vocabulary choices.</p> <p>To compose a sentence orally before writing it.</p> <p>To sequence sentences to form short narratives.</p> <p>To discuss what they have written with the teacher or other pupils.</p> <p>To reread their writing to check that it makes sense and to independently begin to make changes.</p> <p>To read their writing aloud clearly enough to be heard by their peers and the teacher.</p>	
--	---	--

English Scheme of Work

Year 2 – Autumn 1

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Read Mable's Magical Garden</p> <ul style="list-style-type: none"> a. Writing Assessment – Select an illustration and complete unaided writing b. Mind map – Talk Partners -What do we know about Plants/Seeds c. Write and illustrate a list about what plants/flowers need d. Investigate various different illustrated garden designs e. Draw and label a garden design f. Write a diary tracking the progress of group garden - (Linked to Science) g. Senses walk in the school grounds. Write about what they can hear, see, feel, smell h. Write a descriptive sentence about the flowers (What can you see/smell) - (Links to Art and observational drawing) i. Investigate alternative words for 'said' j. Role play characters talking to each other k. Use speech bubbles to record the dialogue l. Investigate how to join two sentences with 'and' to extend a sentence <p>2. Read Christopher Nibbles</p> <ul style="list-style-type: none"> a. Talk Partners – make a list of plants that we eat, fruits and vegetables - (Linked to science – healthy diets) b. Make a menu starter/main meal/ desert/ drinks, all plant based c. Discuss the key features of instructions (bossy verbs) d. Write instructions on how to plant potatoes <p>3. Guided Reading</p> <ul style="list-style-type: none"> a. MA - Seeds to Sunflowers, Acorn to Oak Tree, How to make a po-up card, Crunch and Munch b. A – The Crab Dragon, The Grass House c. LA – Seasons, Seeds, How to make fruit salad 	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Recognise that non- fiction books are often structured in different ways.</p> <p>To encapsulate what they want to say, sentence by sentence.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>Use the present tense and the past tense mostly correctly and consistently.</p> <p>Form sentences with different forms: statement, question, exclamation, command.</p>	Assessment Opportunities
		Resources

<p>4. Explore and Learn – Have pictures as a stimulus for creative writing. Story, poem or descriptive sentences.</p> <p>5. Read Pumpkin Soup</p> <ol style="list-style-type: none"> Discuss the story and characters Whole class - Make a collection of words and adjectives to describe the duck for the Learning Wall Children to make their own list of words/adjectives to describe squirrel or cat. include appearance, behaviour and personality Write a short but detailed character description about their chosen character Hot Seat the duck – Discuss the questions to ask the duck. make a list of question words Write questions – remember capital letter and question marks at the end of sentence Shared Reading – of a Pumpkin Soup recipe <ol style="list-style-type: none"> Prepare the ingredients and follow the recipe to make the soup Draw illustration of the different stages of process Make a list of adjectives to describe the taste of the soup Play a variety of games linked to following instructions Explore various different types of instructions Write a simple set of instructions for making pumpkin soup Write a recount of Pumpkin Soup 	<p>Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen based on what has been read so far in a text.</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary</p> <p>To segment spoken words into phonemes and to then represent all of the phonemes using graphemes in the right order for both for single-syllable and multi-syllabic words. To self-correct misspellings of words that pupils have been taught to spell (this may require support to recognise misspellings).</p>	
--	--	--

To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.

To reread to check that their writing makes sense and that the correct tense is used throughout.

To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).

English Scheme of Work

Year 2 – Autumn 2

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>1. Investigate Fairy Tales</p> <ul style="list-style-type: none"> a. Discuss pictures and props from a variety of Fair Tales b. Write a list of known fairy tales c. Read and discuss The Three Little Pigs What do they remember from the previous year? d. Read a selection of different fairy tales <ul style="list-style-type: none"> i. What makes it a traditional tale? ii. Discuss similarities/differences - likes/dislikes - hero/heroine/villains - settings/familiar themes e. Make a bar chart/pictogram of favourite stories <p>Linked to Science and History</p> <p>2. Discuss types of material that might have been available in 1666</p> <ul style="list-style-type: none"> a. Make a collection of materials to go into a metal tin b. Discuss what might happen to these materials if they are heated in a fire c. Write a predictive sentence about what might happen – include personal experiences/scientific knowledge and ‘because’ <p>3. Retrieve the tin from the fire pit and examine under the visualiser</p> <ul style="list-style-type: none"> a. What happened? Was it what you expected? b. Write a few descriptive sentences to describe what happened, link it to the original prediction <p>4. Investigate Then and Now illustrations</p> <ul style="list-style-type: none"> a. Label the pictures with observed features b. Write brief notes about what they found out <p>5. Watch video about The Great Fire of London</p> <ul style="list-style-type: none"> a. Make notes about when and how the fire started. b. Use your notes to answer the following questions: c. When did the Great Fire Start? d. How did the fire start? e. How did the fire spread? <p>6. Read Comprehension - about fighting the fire and answer the following questions</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise that non- fiction books are often structured in different ways.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	Assessment Opportunities
		Resources

<p>a. How did the people of London try to stop the fire?</p> <p>b. Draw label and write about what was used to try and stop the fire</p> <p>7. Watch the video of Pudding Lane</p> <p>a. Discuss descriptive language to explain what it was like</p> <p>b. Write about it</p> <p>i. What can you see?</p> <p>ii. How does the music make you feel?</p> <p>iii. How do you think the people felt who lived there?</p> <p>iv. Can you describe the buildings and streets?</p> <p>c. Role play – Can you be a bake like Thomas Farynor?</p> <p>i. What ingredients would you need?</p> <p>ii. Make a basic bread recipe – linked to previous work ion lists/instructions</p> <p>d. Music/Dance link – Listen to Adele ‘Set Fire to the Rain’ or Alicia Keys ‘Girl on Fire’ Discuss how the music makes you feel.</p> <p>8. Watch Magic Grandad – Focus on Samuel Pepys</p> <p>9. Research him further?</p> <p>10. Include the answers to the following questions in your writing.</p> <p>a. Who was Samuel Pepys?</p> <p>b. Why was he famous?</p> <p>c. What did he do during The Great Fire of London?</p> <p>11. Read the poem – Fire</p> <p>a. Write a poem in similar style. Each verse could have:</p> <p>i. 4 lines containing adjectives and description about a fire.</p> <p>ii. Remember it could have repetition and it doesn’t have to rhyme.</p> <p>iii. Illustrate to enhance</p> <p>12. West Sussex Fire Service – visit or video</p> <p>a. Watch, listen and discuss safety issues</p> <p>b. Make a Safety Poster – think of the type of language required</p> <p>c. Art link – draw a portrait of one of the key people linked to the Great Fire.</p> <p>13. Investigate Newspaper format</p> <p>a. Plan and write a newspaper report</p> <p>b. Try to include</p>	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>Using co-ordination (or/and/but).</p> <p>Use some subordination (when/if/ that/because).</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To write about real events. To write simple poetry.</p> <p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p>	
---	---	--

<p>i. The appropriate language tone of a newspaper report.</p> <p>c. Think about answering questions:</p> <ul style="list-style-type: none"> i. When did this event take place? ii. Where did it happen? iii. How? iv. Who was involved? v. What did you see happening? vi. How did the people feel? vii. Why did it take so long to stop? viii. How did people help? <p>d. Music link – Listen to and learn the song London's Burning add percussion with body and untuned percussion instruments for the rhythm.</p> <p>14. Listen to the story Isobell's Escape</p> <ul style="list-style-type: none"> a. Discuss what Samuel Pepys saved? b. Discuss the things that are important to you and your family. What would you take with you or try to save? Draw a picture and label it with some of the things you would take/save. <p>15. Discuss the format of a diary.</p> <ul style="list-style-type: none"> a. Plan and write a diary of first-hand experience of the Great Fire of London. Include: <ul style="list-style-type: none"> i. Where were you?/ What were you doing? ii. How did you find out about the fire? iii. What did you see, smell and hear? iv. How did it make you feel? v. Did you do anything to help? vi. How did you and your family escape? vii. What did you take with you/save? viii. Where did you go? <p>16. Link to D&T – Make a timber framed house using a cardboard box as base.</p> <p>17. Write a set of instructions to make a timber framed house. Include:</p> <ul style="list-style-type: none"> a. Bullet points b. Sequential order c. Bossy verbs and time words d. Illustrations to clarify 	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll.</p> <p>To learn the possessive singular apostrophe (e.g., the girl's book).</p>	
--	--	--

18. Grammar – Possessive apostrophes		
--------------------------------------	--	--

English Scheme of Work

Year 2 – Spring

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Modern day London - Links to Geography</p> <ol style="list-style-type: none"> Design a poster about all the things you know or have already found out about the city of London. You could include things like historical events, places you have visited or have seen on the television, where it is the capital city of, what river runs through it etc. Investigate Buckingham Palace. <ol style="list-style-type: none"> Write a detailed description about one of the rooms in the palace. Include adjectives and noun phrases Read the poem – The Magic London Bus. Discuss the language and rhyming words used. Write descriptive sentences about London landmarks Research and collect facts about London landmarks Make a 'lift the flap' fact sheet about the London landmarks Read and discuss Acrostic poems – write an acrostic poem linked to London. Design a postcard – use appropriate language to persuade someone to visit London <p>Art link – Chose a media to make a London landmark</p> <p>Dragons</p> <ol style="list-style-type: none"> Shared reading of the letter from the Dragon <ol style="list-style-type: none"> Write a letter to The Secret Dragon. Include: <ol style="list-style-type: none"> What do you think our dragon likes to do? Where does he go? Who does he see? What does he eat? What type of dragon is he? Read Tell Me a Dragon. <ol style="list-style-type: none"> Discuss the story and answer questions: <ol style="list-style-type: none"> Why might it be called 'Tell me a dragon'? 	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise that non- fiction books are often structured in different ways.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	Assessment Opportunities
		Resources

<ul style="list-style-type: none"> ii. What else might it have been called? iii. Which one is your favourite dragon? Why? iv. What do you think that dragon could be called? v. What does he look like? vi. How does it behave? vii. Look at the pebbles /dragon's eggs. Which one is theirs? Why? <ul style="list-style-type: none"> b. Create a dragon and make a passport for it. Art Link – design and draw a variety of dragons. c. Write a detailed description of the dragon in the style of Tell Me a Dragon. d. Design a Wanted poster for your missing dragon e. Make a word-bank of descriptive language linked to dragons f. Write a descriptive poem about a dragon g. Make a story map about a dragon h. Discuss the story – verbally retell it to a talk partner to prepare for writing i. Write a dragon story – Include three main parts of paragraphs and the key elements - characters, problem and resolution j. Write a list of instruction about – How to care for your Dragon. k. Watch video Zog – write a timetable for Dragons at Dragon school. l. Make a comic strip m. Write a persuasive letter to explain why we would like to keep a dragon in school <ul style="list-style-type: none"> 3. Reading Comprehension – Dragons in the City – Linked to Chinese New Year 4. Write a Book Review – Linked to World Book Day 5. Grammar – Prefixes and suffixes (comparative/superlative) ful, less 6. Read The Egg <ul style="list-style-type: none"> a. Discuss and answer questions about the illustrations b. Predict and write a short description about what might be inside the egg c. Investigate the footprints left in the school grounds 	<p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p> <p>Using co-ordination (or/and/but).</p> <p>Use some subordination (when/if/ that/because).</p> <p>Use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.</p> <p>Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.</p> <p>To write about real events. To write simple poetry.</p> <p>Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p>	
---	---	--

<ul style="list-style-type: none"> d. Speculate where they might have come from, who or what made them e. Watch dragon sighting video – discuss the style of news reporting f. Work in small groups to make a new report <p>The Easter Story – Linked to R.E.</p> <ul style="list-style-type: none"> 1. Read PowerPoint of the Easter Story 2. Watch video/animation 3. Make puppets and role play the story to sequence events 4. Read a version of the story from a children's bible 5. Decide who to retell the story <ul style="list-style-type: none"> i. Zig zag book ii. Story string iii. Comic strip iv. News report 	<p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll</p> <p>To add suffixes to spell most words correctly in their writing, e.g. –ment, –ness, –ful, –less, –ly.</p>	
---	---	--

English Scheme of Work

Year 2 – Summer

Topic:

Activities	Intended Outcomes	Key Vocabulary and Questions
<p>Read Meerkat Mail.</p> <ol style="list-style-type: none"> Discuss the various locations that Sunny visited. List adjectives to describe them. <ol style="list-style-type: none"> How would he feel? What would he see? What type of place is it? Discuss postcards - layout, headings, language, text conventions, brackets. Discuss the information they give about where he is and what his current relative is like. Collect information under headings such as: where he is / what he eats / what the weather is like / what he does / what he likes and dislikes. Discuss settings locations – use the school grounds for different locations. Group work to set up locations Write a postcard using headings Write a 'Motto' in the style of Sunny Investigate Non-Fiction leaflets Write a non-fiction fact file/leaflet about meerkats Discuss Sunny as a character <ol style="list-style-type: none"> Write descriptive sentences to include adjectives, noun phrases and conjunctions <p>Read 'Wolves' by Emily Gravett.</p> <ol style="list-style-type: none"> How is this book similar / different to Meerkat Mail? Research different animals Draw and label <ol style="list-style-type: none"> Annotate with appearance, habitat, food, characteristics, how do they spend their time? Make a non-fiction book about chosen animal 	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise that non-fiction books are often structured in different ways.</p> <p>To write narratives about personal experiences and those of others (real and fictional).</p> <p>To write about real events.</p> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p>	

The Lion and Mouse

- a. Use illustration of the mouse
 - I. Predict - Where is he? What is he doing? What might happen?
 - II. Write predictions around the picture. I think.../I predict
- b. Use illustration of Lion dangling the mouse
 - I. Roleplay/Drama/Talk partners – What conversation do you think the pair are having? What type of voice does each character have? What emotions do you think each character is feeling? (Lion: surprise/anger - is he hungry?; Mouse: frightened, worried, concerned for his family, sorry for bothering lion etc.)
 - II. Write speech bubbles to record the conversation
 - III. Shared writing to convert the speech bubbles into direct speech
- c. Use view finder to focus on small section of main illustration
 - I. Write descriptive sentences to describe setting
 - II. Predict what might happen next
 - III. Write from a personal perspective – include feelings
- d. Use Illustration of lion in the net – How could the mouse help
 - I. Write suggestions on post-it notes
 - II. Complete story – compare with predictions
- e. Talk partner – sequence the story, discuss events, setting, characters, feelings
- f. Write the story – take three sessions to write beginning/middle/end
- g. Read and celebrate great writing
- h. Discuss improvements
- i. Edit work with Purple Pens

Guided reading -

- I. Sharks
- II. Spines, Stings and Teeth
- III. Birds of Prey
- IV. Frogs

Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

Using co-ordination (or/and/but).

Use some subordination (when/if/ that/because).

Use expanded noun phrases to describe and specify (e.g. the blue butterfly).

Use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists; apostrophes to mark singular possession and contractions.

Recognise and use the terms noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, present tense, past tense, apostrophe and comma.

To write about real events. To write simple poetry.

Write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.

Use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.

Linked to Geography/History

- a. Use Chrome books to research Bognor
- b. Revisit leaflets and discuss features
 - I. Record facts on Mind Map
- c. Write a list of activities to do in Bognor
- d. Write a descriptive paragraph
 - I. Include adjectives, noun phrase, similies
- e. Write a promotional leaflet about Bognor
- f. Research Bognor in the past
- g. Watch video Seaside Holidays in the past
 - I. Label an illustration with the seaside activities/pass times
- h. Design, label and make a bathing machine (**Linked to D&T and Science**)
- i. Write up science experiments from science week
- j. Investigate a local historical figure – Mary Wheatland (**Linked to History**)
- k. Write speech bubbles and direct speech
 - I. Role play a Mary Wheatland rescue
- m. Revisit the format of a Newspaper report
- n. Write a report about a rescue
- o. Discuss memories from the past at school
- p. Write about best memories
- q. Read and discuss the format of riddles
- r. Write a riddle with a seaside theme
- s. Write a letter to new children to our school, include helpful tips and information that they might need

Reading comprehension - Sun, Sea and Beach Safety Make a Beach Safety poster

Linked to Science Write a comparison between two habitats – include a conclusion

Read aloud what they have written with appropriate intonation to make the meaning clear.

To spell more words with contracted forms, e.g., can't, didn't, hasn't, couldn't, it's, I'll

Segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically plausible attempts at others.

Recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones (e.g. bare/bear, blue/blew, night/knight).