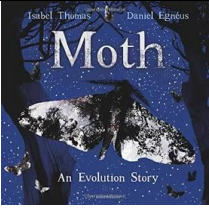
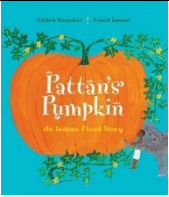
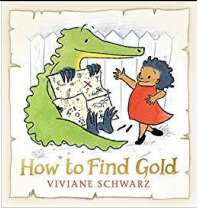



YEAR 2 CURRICULUM OVERVIEW

| | Term 1 (8 Weeks) | Term 2 (7 Weeks) | Term 3 (6 Weeks) | Term 4 (5 Weeks) | Term 5 (6 Weeks) | Term 6 (7 Weeks) |
|------------------------|---|--|--|--|--|---|
| English (POR Books) |  <p><u>Rapunzel</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally □ sequence sentences to form short narratives □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events □ reread and evaluate writing to check it makes sense and make simple revisions □ read writing aloud with appropriate intonation to make the meaning clear □ use new and familiar punctuation correctly □ use sentences in different forms |  <p><u>The Magic Finger</u> <u>The Adventures of the Egg Box Dragon</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; |  <p><u>The Bee Who Spoke</u> <u>Moth</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally □ sequence sentences to form short narratives □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events □ reread and evaluate writing to check it makes sense and make simple revisions □ read writing aloud with appropriate intonation to make the meaning clear □ use new and familiar punctuation correctly □ use sentences in different forms □ expand noun phrases to describe and specify □ use past and present tense correctly and consistently; |  <p><u>Wild</u> <u>Pattan's Pumpkin</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; |  <p><u>How to find Gold</u> <u>The Secret of Black Rock</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; |  <p><u>The Storm Whale</u></p> <ul style="list-style-type: none"> □ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally; □ sequence sentences to form short narratives; □ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; □ reread and evaluate writing to check it makes sense and make simple revisions; □ read writing aloud with appropriate intonation to make the meaning clear; □ use new and familiar punctuation correctly; □ use sentences in different forms; □ expand noun phrases to describe and specify; |

YEAR 2 CURRICULUM OVERVIEW



| | | | | | | |
|------------------------|---|--|---|--|--|--|
| | <ul style="list-style-type: none"> □ expand noun phrases to describe and specify □ use past and present tense correctly and consistently □ use simple conjunctions to link subordinate and co-ordinating clauses | <ul style="list-style-type: none"> □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses. | <ul style="list-style-type: none"> □ use simple conjunctions to link subordinate and co-ordinating clauses | <ul style="list-style-type: none"> □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses. | <ul style="list-style-type: none"> □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses. | <ul style="list-style-type: none"> □ use past and present tense correctly and consistently; □ use simple conjunctions to link subordinate and co-ordinating clauses. |
| Spelling |  Y2 NC PoS.docx | | | | | |
| Speaking and Listening | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers □ ask relevant questions to extend knowledge and understanding □ consider and evaluate viewpoints, attending to and building on the contributions of others □ participate in discussions, performances, role-play, improvisations and debate about what has been read □ use spoken language to develop understanding through imagining and exploring ideas | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role play, improvisations and debate about what has been read; □ use spoken language to develop understanding through imagining and exploring ideas. | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers □ ask relevant questions to extend knowledge and understanding □ consider and evaluate viewpoints, attending to and building on the contributions of others □ participate in discussions, performances, role-play, improvisations and debate about what has been read □ use spoken language to develop understanding through imagining and exploring ideas | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role play, improvisations and debate about what has been read; □ use spoken language to develop understanding through imagining and exploring ideas. | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role-play, improvisations and debate about what has been read; □ use spoken language to develop understanding through imagining and exploring ideas. | <ul style="list-style-type: none"> □ listen and respond appropriately to adults and peers; □ ask relevant questions to extend knowledge and understanding; □ consider and evaluate viewpoints, attending to and building on the contributions of others; □ participate in discussions, performances, role-play, improvisations and debate about what has been read; □ use spoken language to develop understanding through imagining and exploring ideas. |