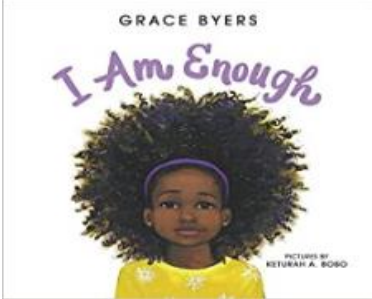









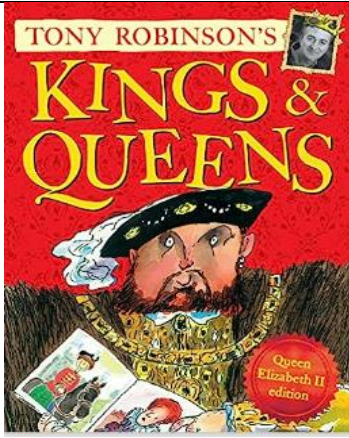
Wellington
Primary

Year 2 Autumn

Core Texts	Written Outcomes	Cross curricular links over the term
 <p>Themes: -Kindness -Acceptance -Self confidence -Celebrating differences</p>	<p>-Create poems including similes.</p> <p>- Performing using expression and actions.</p>	  <p>Magnificent Monarchs (History)</p> <p>Habitats (Science)</p>
 <p>Themes: - Perseverance</p>	<p>-Creating a character description using adjectives and accurate punctuation (Queen Victoria).</p> <p>-Making predictions on the basis of what has been read so far and previously read (written/oral).</p> <p>-Making inferences on the basis of what is being said and done.</p> <p>-Writing a diary using the pronoun I and consistent past tense (as Queen Victoria).</p>	  <p>Magnificent Monarchs (History)</p> <p>Habitats (Science)</p> <p>-Write an argument for who the most significant monarch was.</p> <p>-Write a letter in role as a royal advisor.</p>



Wellington



Themes:
-Learning

-Writing statements in a fact file all about Kings and Queens.

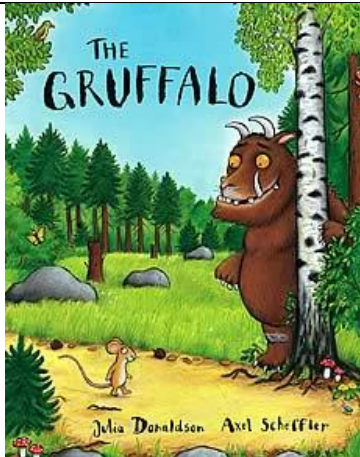


Magnificent Monarchs (History)

Habitats (Science)

-Writing in role as King or Queen with consistent past tense and sequencing historical events.

-Write a recount of their trip to Hampton Court Palace.



Themes:
-Tackling fear
-Being brave

-Making predictions on the basis of what has been read so far and previously read (written/oral).

- Asking and answering questions about the text.

-Describing a setting.

-Comparing characters using vocabulary from the text.

-Retelling a story using time connectives and key vocabulary from the text.

-Creating an acrostic poem by planning what they are going to write first.

-Writing instructions (Owl Ice cream) using command sentences.



Magnificent Monarchs (History)

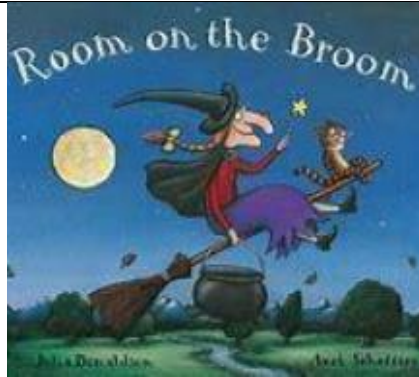
Habitats (Science)

-Explaining why a habitat is suited to an animal.

-Reporting and concluding based on an investigation.



Wellington



Themes:

- Making friends and helping friends
- Over coming intimidation
- Working together to solve problems

-Making predictions on the basis of what has been read so far and previously read (written/oral).

-Comparing texts by the same author using comparative language.

-Composing a character description as a missing poster using expanded noun phrases.

-Describing character's feelings using subordination (when, if, that, because).



Magnificent Monarchs (History)

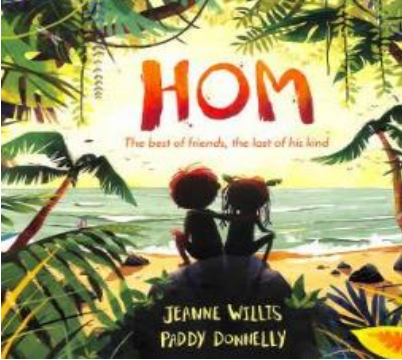

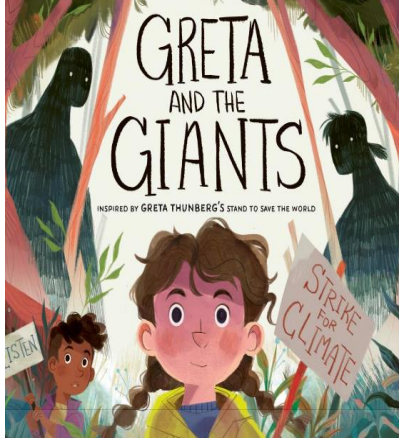



Animal Survival (Science)





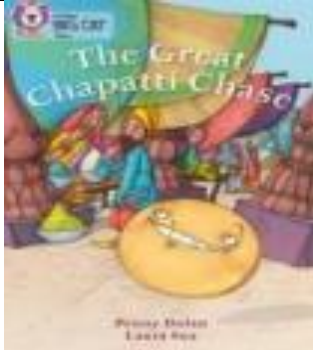

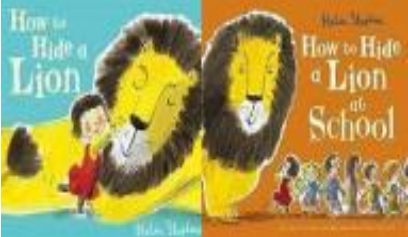

Wellington

Year 2 Spring

Core texts	Written outcomes	Cross curricular links over the term
 <p>Themes: -Friendship -Achievement -Learning</p>	<ul style="list-style-type: none"> -Making predictions on the basis of what has been read so far and previously read (written/oral). -Creating thought and speech bubbles to express how a character feels using the pronoun I -When writing in a role describe and explain how the character is feeling (message in a bottle). -Make direct character comparison using comparative language. 	 <p>Movers and shakers (History) Let's explore the world (Geography) Animals Survival (Science)</p>
 <p>Themes: -Achievement -Working together</p>	<ul style="list-style-type: none"> -Create a story map and use this to retell the story orally. -Ask questions to a character based on what they have read so far. -Write an explanation about the importance of looking after the planet (pollution, recycling). -Present simple arguments from different viewpoints and write about a real event that you have taken part in (protest). 	 <p>Movers and shakers (History) Let's explore the world (Geography) Animals Survival (Science)</p> <p>-Create a poster with the theme of 'saving the planet' - how can we ensure the survival of our planet?</p>



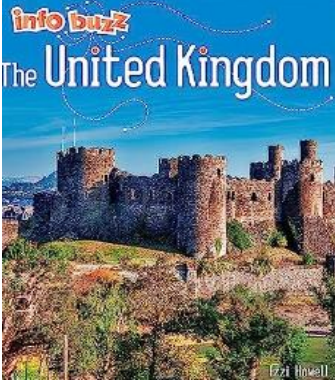

Wellington

 <p>Themes: -Dealing with uncertainty -Coping with anxiety and fear -Belonging</p>	<ul style="list-style-type: none"> -Making predictions on the basis of what has been read so far and previously read (written/oral). -Plan and compose a setting description using expanded noun phrases. - Make inferences from an image and answer questions about what they have read. -Compose a fictional 3-part narrative (alternative fairy tale ending). 	 <p>Movers and shakers (History) Let's explore the world (Geography) Animals Survival (Science)</p> <ul style="list-style-type: none"> - Create detailed descriptions of seasonal change.
 <p>Themes: -Determination</p>	<ul style="list-style-type: none"> -Making predictions on the basis of what has been read so far and previously read (written/oral). -Comparing the text to previously read traditional tales. 	 <p>Movers and shakers (History) Let's explore the world (Geography) Animals Survival (Science)</p>
 <p>Themes: -Changing perspective</p>	<ul style="list-style-type: none"> -Write a narrative recount in role (Iris' day hiding the lion) -To create a fictional newspaper article including who, what, where, when. - Write instructions for how to hide a lion with some expansion about something they know 	 <p>Movers and shakers (History) Let's explore the world (Geography)</p>



Wellington







Primary

<ul style="list-style-type: none">-Overcoming fear-Being protective-Embracing differences	<p>well including imperative verbs and precise language choices, commands and negative commands.</p> <p>-Create and plan a four-part new version of the story (How to Hide a Lion at Wellington) using vocabulary from the text.</p>	<p>Human Survival (Science)</p>
 <p>Themes:</p> <ul style="list-style-type: none">-Learning-British values	<ul style="list-style-type: none">- Identifying and explaining the features of a non-fiction text.-Including the features when composing a non-fiction leaflet with new taught vocabulary.	 <p>Movers and shakers (History) Let's explore the world (Geography) Human Survival (Science)</p>



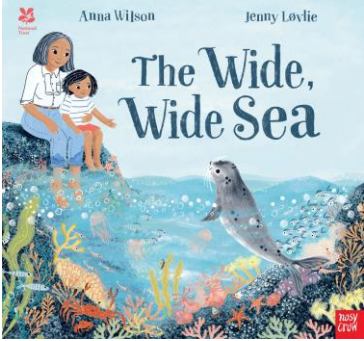

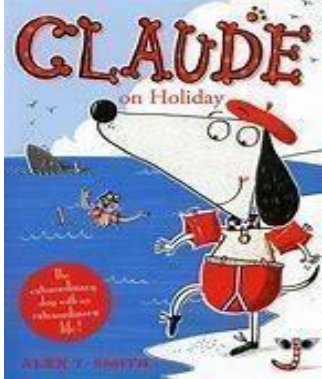

Wellington

Year 2 Summer

Year 2 Summer		
Core texts	Written outcomes	Cross curricular links over the term
 <p>Themes:</p> <ul style="list-style-type: none">-Respecting others and their feelings-Treating people fairly	<ul style="list-style-type: none">-Describe a character's feelings.-Answer questions about the text they have read.-Use language from the text to create a letter in role (as a piece of equipment in the classroom).	  <p>Coastlines (Geography) Human Survival (Science)</p>
 <p>Themes:</p> <ul style="list-style-type: none">-Being thankful-Determination	<ul style="list-style-type: none">- Write a simple persuasive piece based on a fictional book (advert for farm house).-Comparing character's appearance, personality and hobbies (Farmer Bean and the lady farmer) using language from the text.-Answering comprehension questions about what you have just read.	  <p>Coastlines (Geography) Materials (Science)</p>

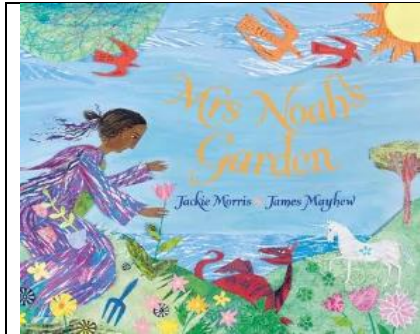


Wellington

 <p>Themes:</p> <ul style="list-style-type: none">-Working together-Achievement-Respect	<p>-Write a recount of a real event (coastal rescue center trip).</p> <p>- Compose a setting description (before and after clean-up of the beach).</p>	 <p>Coastlines (Geography) Materials (Science)</p> <p>-Compose questions for coastal rescue staff</p> <p>-Write an explanation about why we have a coastal rescue.</p>
 <p>Themes:</p> <ul style="list-style-type: none">-Friendship-Determination-Helping others	<p>-Describing a character using expanded noun phrases.</p> <p>- Writing a list of instructions (what should Claude take to the beach) using commas and contractions.</p> <p>-Plan and write a familiar story with a range of sentence types (Skye on Holiday).</p>	 <p>Coastlines (Geography) Materials (Science)</p>



Wellington



Themes:
-Respect
-Motivation

- Define vocabulary by creating a glossary.
- Create a calligram poem (shape of a flower).
- Create a wanted poster for a gardener (e.g. identifying skills required and need for knowledge of plants).



Coastlines (Geography)
Plant survival (Science)