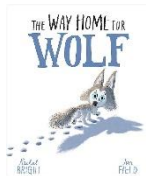
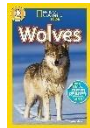
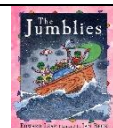




Aughton Christ Church English Curriculum Map Year Group 2

	Autumn 1 7 weeks	Autumn 2 8 weeks	Spring 1 5 weeks	Spring 2 7 weeks	Summer 1 6 weeks	Summer 2 7 weeks
<u>Cross Curricular Theme</u>	Fire, Fire!		Brilliant Books...		Home and Away.	
<u>Class Novel Reading for Pleasure</u>	The Great City, A city of Flame by Ann Turnball.		Brilliant Book Award Project		Brilliant Book Award Project Class lead class novel.	
<u>Core English Text</u>	 The Way home for Wolf by Rachel Bright.  Wolves by National Geographic.	Poems with a structure, acrostic poems.  Paddington by Michael Bond	 The Jumbies by Edward Lear  Trust me Jack Beanstalk Stink's by Eric Braun.	Persuasive adverts  Marv and the Mega Robots by Alex Falase- Koya.	 Robots by National Geographic.	 The Kitchen Disco/ The Bathroom Boogie/ The Veg Patch Party by Clare Foges.  The Owl who is afraid of the dark by Jill Tomlinson
<u>Unit 1, Text type Audience and Purpose</u>	Text Type: Stories with a theme Purpose: To write an alternative ending	Text Type: Poems with a structure Purpose: To write own acrostic poem	Text Type: Classic Poetry Purpose: To write a poem based on a classic. Audience:	Text Type: Persuasive adverts Purpose: To design and write a persuasive leaflet.	Text Type: Explanation Text Purpose: To write an explanation text	Text Type: Poem as a theme Purpose: To create a new poem with as



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	Audience: Share with Year 1 children	Audience: Share in assembly	Read to reception children	Audience: Year 5	about how robots work. Audience: To create a Year 2 non-fiction book.	similar theme following a structure. Audience: Share in assembly
Key Skills, writing unit:	Sentences demarcated using full stops, capital letters and finger spaces. Use of conjunctions – and, but, so.	Use specific text features to write for a range of audience and purpose. Use of compound sentences. To write a simple poem based on a model.	Use sentences with different forms. Select, generate and effectively use verbs. To write a verse/poem using a classic model.	Use of command sentences. Commas in a list. Present tense Rhetorical questions Effective noun phrases. Use of subordination for time – when. Use of adjectives	To use present tense. Questions can be used to form titles. Question marks used to denote Questions. Use of conjunctions – so, because.	Select, generate and effectively use adjectives. To write a simple poem based on a model. To edit and improve own writing in relation to audience and purpose.
Unit 2, Text type Audience and Purpose	Text Type: Non-chronological report Purpose: To a Year 2 non-fiction book Audience: Share with Reception children	Text Type: Recount letters Purpose: To write a letter from recounting key events. Audience: Display in classroom.	Text Type: Traditional tales with a twist Purpose: To write a simple narrative using ‘story language’ to create a purposeful sounding writing. Audience: To read to Year 1 children	Text Type: Stories with a familiar setting Purpose: To write as simple narrative using characters, settings and events imagined or real. Audience: Year 5	Text Type: Explanation Text Purpose: To write an explanation text about how robots work. Audience: To create a Year 2 non-fiction book.	Text Type: Stories by the same author Purpose: To create an alternative ending by sequencing events to create tenses that make sense. Audience: Send to the author.



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<u>Key Skills, writing unit:</u>	Use of present or past tense throughout. Questions can be used to form titles. Question marks are used to denote questions. Use of conjunctions	Personal retelling often uses the first person and past tense. Use of co-ordinating conjunctions and subordination for time. Use of exclamation marks.	To use conjunction to form compound sentences. To use subordination to create complex sentences – using subordination for time. To use apostrophe for contraction. Verbs used for effect Adjectives used to aid description.	Use of conjunctions and subordination for time and reason. Past progressive verbs. Apostrophe for possession Adjectives and comparative adjectives used to aid description.	To use past or present throughout. To use specific text features for a range of audiences and purpose. To use questions to form title. To use question marks to denote questions. Use of compound sentences and some complex sentences.	To use conjunctions to create compound sentences. To use subordination for time and reason – when, because. Noun phrases. To write stories in the third person or past tense. Use of apostrophe for contraction and possession.
Cross Curricular Writing (Text types revisited)	Science: Non-chronological report	History: Recount letters		School trip (science link) : To write a persuasive advert.	Science: Explanation text	