**Year 2 English Medium Term Plan 2021-2022**

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| **Term 1** | **Term 2** | **Term 3** |
| **Theme: Oliver’s Vegetables (Healthy Choices)**  *Oliver’s Vegetables by Vivian French.*  *What’s on my Plate? Choosing from the Five Food Groups by Jennifer Bothroyd.*  *Apple Pie by Kate Greenaway.*  Children find out about and discuss healthy eating by reading stories and non-fiction books and use this knowledge in their writing. Children read and write **recipes.** They identify the key features of **posters** in order to create their own. They write **thank you letters** for their food. They read poems about food before writing their own **alphabetical poems**.  **Handwriting**: caterpillar letters (c, a, s, d, e).  **Spelling**:   * consolidating Year 1 spellings from Letters and Sounds Phase 5. * the **j** sound spelt as **ge** (cage) and **dge** (badge) at the end of words, and sometimes spelt as g (magic) * the **s** sound spelt **c** before e, i and y (city) * the **n** sound spelt **kn** and (less often) **gn** at the beginning of words (knife, gnome).   **Grammar and Punctuation**: simple sentences (with capital letters, spaces between words, full stops and that make sense); apostrophes for contraction; commas in a list; nouns; verbs; adjectives; noun phrases. | **Theme: The Greatest Stories Ever Told**  **(Traditional Tales, Legends and Myths)**  *A selection of traditional tales and legends, including Hansel and Gretel and the legend of the Loch Ness Monster.*  Children explore traditional tales and discuss their common vocabulary and features. They use these ideas in their own planning, writing and editing of **traditional tales**. They return to **instructions** and create their own board game based on a traditional tale. They write **character descriptions** for a fictional River Welland Monster.  **Handwriting**: caterpillar letters (o, g, f, qu).  **Spelling**:   * the **ul** or **el** sound spelt **le** at the end of words (bottle) * the **ul** or **el** sound spelt **el** (less often) at the end of words (camel) * the **ul** or **el** sound spelt **al** (less often) at the end of words (metal) * the **ul** or **el** sound spelt **il** (less often) at the end of words (fossil) * the **igh** sound spelt **y** at the end of words (fly) * adding **ed, ing, er** and **est** suffixes to words ending in y with a consonant before it (happy -> happier).   **Grammar and Punctuation**: types of sentences (statements, commands, questions, exclamations); present and past tense; adverbs. | **Theme: Over in Australia**  *Zoo by Anthony Browne.*  *A selection of leaflets about zoos, including Taronga Zoo in Sydney, Australia.*  *A range of non-fiction texts.*  Children talk and read about visiting zoos (from narratives and non-fiction books) and then use their own ideas to write **recounts**. They write **fact files** about their favourite Australian animals. They read, learn and recite **poems** about zoo animals and perform poems that they have written as a group.  **Handwriting**: ladder letters (l, t, i, y, j).  **Spelling**:   * adding **ed, ing, er** and **est** suffixes to words ending in e with a consonant before it (love -> loved) * adding **ed, ing, er, est** and **y** suffixes to words of one syllable ending in a single consonant letter after a single vowel letter (hop -> hopped) * the **or** sound spelt **a** before l and ll (walk, all).   **Grammar and Punctuation**: compound sentences (with coordinating and subordinating conjunctions). |

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| **Term 4** | **Term 5** | **Term 6** |
| **Theme: Watch Me Grow (Life Cycles)**  *A range of non-fiction texts about life cycles.*  *Animal riddles.*  *The Twits by Roald Dahl.*  Children research how animals (and humans) grow, using fiction, poetry and non-fiction texts. They write descriptive sentences for **non-chronological reports** and **riddles**. They enjoy writing a **character description** of Mr Twit or Mrs Twit.  **Handwriting**: one-armed robot letters (r, n, m, h, k, b, p).  **Spelling**:   * the **u** sound spelt **o** (mother) * the **zh** sound spelt **s** (treasure, usual) * words ending in **tion** (station) * the **o** sound spelt **a** after w and qu (want, quantity) * the **er** sound spelt **or** after w (work) * the **or** sound spelt **ar** after w (warm). * adding **es** suffix to nouns and verbs ending in y (carry -> carries) * the **ees** sound spelt **eys** for plurals(donkeys).   **Grammar and Punctuation**: apostrophes for contraction; apostrophes for singular possession; engaging the reader by their use of vocabulary and by their use of various types of sentences (statements, commands, questions, exclamations). | **Theme: Dinosaurs in My School**  *Dinosaurs in my School by Timothy Knapman.*  *Dear Dinosaur by Chae Strathie.*  Children interrogate and interpret fiction texts and plan, write and edit their own stories. They read poems about dinosaurs before writing their own **shape poems** or **counting poems**.  **Handwriting**: zig-zag monster letters (v, w, x, z).  **Spelling**:   * the suffixes **ment, ness, ful , less** and **ly**.   **Grammar and Punctuation**: consolidation of all grammar and punctuation for Year 2. | **Theme: Yo Ho Ho! A-Pirating We’ll Go!**  *Yo Ho Ho! A-Pirating We’ll Go by Kaye Umansky.*  *A range of fictional stories and poems.*  Children read, learn and recite pirate poems and create group performances. This leads on to writing their own pirate **poems** and performing them. They explore pirate stories and discuss their common vocabulary and features. They explore real and imaginary pirate characters and discuss how they dress and speak. Finally, they write their own **adventure stories** using all the expected features of grammar, punctuation and spelling.  **Handwriting**: form capital and lower-case letters and spaces of the correct size, relative to each other; leave spaces between words that reflect the size of the letters.  **Spelling**:   * contractions (can’t, didn’t, hasn’t, couldn’t, it’s, I’m, I’ll, she’ll, etc) * possessive apostrophes for singular nouns (The girl’s dress is blue.) * homophones and near-homophones (see/sea, sun/son, to/too/two, quite/quiet, etc)   **Grammar and Punctuation**: consolidation of all grammar and punctuation for Year 2. |