

St Lawrence C of E Primary School Year Two - English Units – with suggestions

Autumn Term (Castles)		Spring Term (Local Study inc. Weather)		Summer Term (Under the Sea)				
Narrative	Traditional Tales and Fairy Tales (4 weeks or 2 + 2 weeks)	Take One Book Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities.	Stories with recurring literacy language (4 weeks or 2 + 2 weeks)	Take One Book Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities.	Traditional Tales – Myths (creation stories)	Take One Book Topic based planning using a text as a stimulus ('Take One Book'): allowing a wider creative freedom and an enhanced opportunity to focus on the 'reading for pleasure' element of the curriculum. One book is chosen, and from this, a variety of outcomes linked with units already covered in the term. Use this approach for assessment opportunities.		
Suggested Final Written Outcome	Write a re-telling of a traditional story.		Use a familiar story as a model to write a new story.		Write a creation myth based on ones read e.g. how the zebra got his stripes.			
Non - Fiction	Explanations (2 weeks)		Instructions (2 weeks)		Report (4 weeks)		Explanations (2 weeks)	Recount (2 weeks)
Suggested Final Written Outcome	Following Practical tasks, produce a simple Flowchart or cyclical diagram and record a series of sentences to support the explanation		Write a series of fiction-based instructions (i.e. 'How to trap an ogre'), including diagrams.		Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate		Produce a flowchart, ensuring content is clearly sequenced.	Write first Person recounts retelling Historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person
					Suggested Text Children's newspapers and magazines – e.g. National Geographic			
Poetry	Vocabulary building (list poems)	Structure - Calligrams	Vocabulary building	Structure - Calligrams	Vocabulary building	Take one poet – poetry appreciation		
Suggested Final Written Outcome	Read list poems. Write and perform own versions.	Write own calligrams (based on single words)	Read, write and perform free verse	Write own calligrams (shape poems)	Read, write and perform free verse	Personal responses to poetry Recite familiar poems by heart		
Topic links	Telescope from the Moon Everyday Materials		Eye on London Basic human needs and exercise		Summer Safari Plants, Living things and Habitats			