

Year Group: 2 Spring Term 1	Core Text: Traction Man by Mini Grey	Topic Links: Science – Use of everyday materials History – Toys from the past	
Unit Written Outcomes: New adventure for Traction Man with the scissors Information text on materials		Application: Recount of any trip or experience if appropriate Instructions – How to look after a scrubbing brush pet Report on old and new toys	
Reading: Comics/comic books Traction Man and Turbo-Dog Machine Poems			
Spoken Language	Reading	Writing - Composition	Writing - Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Know that there are different kinds of stories. Recognise key ideas in a text. Make predictions about possible events and characters' behaviour. Give reasons for characters' actions or behaviour. Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find favourite words and phrases. Talk about favourite words and phrases. Talk about books or poems read. Give an opinion on books or poems read. Learn a poem by heart. Recite or perform a poem making the meaning clear.</p>	<p>Objectives Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Understand that different language is needed for different types of writing. Use a modelled or suggested planning format to map out ideas for writing. Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.</p>	<p>Objectives Know that the past tense is used to talk about something that has already happened. Know that the present tense is used to talk about something that is happening now. Find past and present tense verbs in reading and own writing. Use the past and present progressive tenses in oral sentences. Use the past and present progressive tenses in own writing. Check that the tense in own writing is consistent. Choose effective adjectives to expand nouns and select the most effective. Use noun phrases in own writing to add detail. Evaluate the effectiveness of noun phrases used in own writing. Use commas to punctuate sentences where there are items in a list. Know that the job of an apostrophe of contraction is to take the place of letters in a word and find examples in text. Match contracted forms with complete forms. Use apostrophes of contraction in writing.</p>
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Year Group: 2 Spring Term 1	Core Text: The Owl and the Pussycat by Edward Lear The Further Adventures of the Owl and the Pussycat by Julia Donaldson	Topic Links: Geography - human and physical features of localities	
Unit Written Outcomes: Developed narrative version of Owl and Pussycat Information text on Edward Lear		Application: Recount of any trip or experience if appropriate Instructions – Recipe for wedding cake Fact file on seaside	
Reading Focus: Core text The Further Adventures of the Owl and the Pussycat by Julia Donaldson Edward Lear poems			
Spoken Language	Reading	Writing - Composition	Writing -Grammar and Vocabulary

<p>Objectives Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p>	<p>Objectives Know that there are different kinds of stories. Recognise key ideas in a text. Make predictions about possible events. Use prior knowledge and reading experiences to understand texts. Ask questions to clarify understanding. Find favourite words and phrases. Talk about favourite words and phrases. Retell stories with the key events in the correct sequence. Talk about the meaning of different poems. Recognise that a poem can tell a story. Learn a poem by heart. Recite or perform a poem making the meaning clear.</p>	<p>Objectives Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Understand that different language is needed for different types of writing. Use a modelled or suggested planning format to map out ideas for writing. Annotate plan with key language. Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing. Make changes following suggestions or with support.</p>	<p>Objectives Check that the tense in own writing is consistent. Choose effective adjectives to expand nouns and select the most effective. Use noun phrases in own writing to add detail. Evaluate the effectiveness of noun phrases used in own writing. Know when to use and use different sentence types in writing. Evaluate whether sentences are used appropriately. Use earned conjunctions in own writing.</p>
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