English Curriculum Map							
Year: 2	Class: Hay	ydock	Year: 2024-2025			St Mary's & St Benedict's RC Pirruy School	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Timescale	6.4 weeks	7.4 weeks	6 weeks	6 weeks	4.3 weeks	6.4 weeks	
Τσρίς	Stories with a familiar setting. A non-chronological report linked to Scottish Isles. Poems about a theme Scotland/Islands.	Poetry as creating interest. (Poems about fairies) Traditional Tales with a Twist. Instructions linked to growing plants. (Science)	Poetry as creating interest. (Underwater poems) Stories by the same author. Recount-letters. (To the astronaut and King Neptune in the fiction texts.) Riddles-as part of guided read	Poetry as creating interest. (Farm poems) Stories with a familiar setting. Persuasive text. Riddles-as part of guided read	Animal Adventure Stories. Classic Poems	Stories as a theme Explanations.	
Focus Texts (picture/bk/author)	The Jolly Postman by Janet and Allan Ahlberg.	Prince Cinders by Babette Cole	June Peak Dougal's Deep Sea Diary by Simon Bartram	Mudpuddle Farm by Michael Morpurgo.	The Wind in the Willows by Kenneth Grahame	The Lighthouse Keeper's Lunch by Rhonda and David Armitage	

	Information relating to Isle of Coll	Make a Bottle Garden by Claire Llewellyn.	The Day the Crayons Quit by Oliver Jeffers	* TED'S * ADVENTURE	Duck's Ditty by Kenneth Grahame	
	Range of poems about Scottish Islands.		Dragon Post by Emma Yarlett	Persuasive texts about farms		Explanation texts about beach formation.
Link Texts	Katie Morag-Mairi Hedderwick Range of non- chronological reports about Scottish Islands. Poems about Scotland and Scottish Isles.	The True Story of the Three little Pigs by Jon Scieszka and Lane Smith Red Riding Hood and the Sweet Little Wolf by Rachael Mortimer. Range of instruction writing.	Bob and The Moon Tree Mystery, The Man on the Moon-both by Simon Bartram. The Day the Crayons Quit by Drew Daywalt.	Farmer Dan and his Big Brother Stan (series of Jarm stories) by Rod Simpson Range of posters and leaflets from local attractions including farms and farm shops e.g. Farmer Ted's Farm Park. A range of non- fiction books to support the gathering of information. Farmer Ted's website.	Beatrix Potter's animal tales, e.g, Tom Kitten. Animal poems by Jennifer Curry	Billy's Bucket by Kez Gray Examples of explanation texts and texts on beach formation and rock pools.

				Windmill Animal		
				Farm website.		
Enrichment/visits/ Authors etc	Roald Dahl Day 13th September 2024	Anti-Bullying Week 11 <sup>th</sup> -15 <sup>th</sup> Nov	Brilliant Book Awards	Brilliant Book Awards	KS1 trip	Lancashire Summer Reading Challenge in Libraries
	National Poetry Day-3rd Oct 2024					
Unit 1 scaffolded	Stories with a	Traditional Tales	Stories by the	Stories with a	Animal Adventure	Poems on a theme
outcome	Familiar Setting	with a Twist	Same Author	Familiar Setting	Stories	<u>Purpose:</u>
	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	To write their own
	To write a story set	To write an	To write an	To write their	To write their	story with a seaside
	in Bamber Bridge,	innovated tale	explorer story	own story set on	own animal	theme, based on a
	based on model.	with a twist,	based around the	a farm based on	adventure story	model.
	Segmenting into	based on model.	character and	model. Include	based on The	Use apostrophes for
	phonemes and	Write simple and	settings from an	range of	Wind in The	contraction. Use –
	representing by	compound	existing series.	adjectives and	Willows. Include	ness and –er
	graphemes. Use of	sentences using	Include time	favourite words	subordination for	suffixes.
	conjunctions. Using	and, but and or.	connectives-	and phrases. Use	time and reason.	
	-when		while, as before,	suffixes -ful and	Use -ly suffix to	
			after.	-less.	turn adjectives	<u>Audience:</u>
	<u>Audience:</u>	<u>Audience:</u>	Use apostrophes		into adverbs.	Marsden Class
	Peers	Benedict Class	for contraction.	Audience: Beesley		
			0	Class	Audience:	
			Audience:		Peers	
			Class library			
Unit 1 independent	Incidental writing	Incidental	Incidental	Incidental	Incidental	Incidental writing
outcome	<u>task</u>	<u>writing task</u>	<u>writing task</u>	<u>writing task</u>	<u>writing task</u>	<u>task</u>
	<u>Purpose:</u>	Purpose:	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>
	To write a	Diary entry to	To write a	Job advert for a	To describe a new	To write an
	description of their	explain the	description of the	new farmer.	setting that Wind	explanation about
	new main	character's	underwater world	<u>Audience:</u>	in the Willows	what lighthouse are
	character.	thoughts and	(From Dougal's	Share with peers.	characters may	used for and the job
	<u>Audience:</u> Share	feelings.	Deep Sea Dive		visit.	of a lighthouse
	with peers.	Audience: Share	text)	Assessed write:	<u>Audience:</u>	keeper.
		with peers.	<u>Audience:</u>	<u>Purpose:</u>	Share with peers.	<u>Audience:</u>
	<u>Assessed write:</u>	-	Share with peers.	To write their		Share with peers.
	<u>Purpose:</u>	Assessed write:		own farm story	<u>Assessed write:</u>	

	A story set in a	<u>Purpose:</u>	Assessed write:	but with different	<u>Purpose:</u>	
	familiar setting,	A short story	<u>Purpose:</u>	characters,	To write their	<u>Assessed write:</u>
	based on model.	based on a	To write an	problem and	own animal	<u>Purpose:</u>
	Segmenting into	traditional tale,	explorer story	resolution.	adventure story	To write their own
	phonemes and	with new ending.	with an	Include range of	based on The	seaside story based
	representing by	Write simple and	alternative	adjectives and	Wind in The	on a model. Use of
	graphemes. Use of	compound	ending. Include	favourite words	Willows but with	effective adjectives
	conjunctions. Using	sentences using	time connectives-	and phrases. Use	an alternative	and -ful, -less
	-when	and, but and or.	while, as before,	suffixes -ful and	ending. Include	suffixes.
		<u>Audience:</u>	after.	-less.	subordination for	
		Class book of	Use apostrophes	<u>Audience:</u>	time and reason.	
		short alternative	for contraction.	Video of children	Use -ly suffix to	
		stories.	<u>Audience:</u>	reading their	turn adjectives	
			Peers in Haydock	story to go on	into adverbs.	
				class webpage.	<u>Audience:</u>	<u>Audience:</u>
					The rest of their	Finch Class
					guided reading	
					group.	
Unit 2 scaffolded	Non-chronological	Instructions	Recount-Letters	Persuasion	Classic Poems	Explanations
outcome	report	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>	<u>Purpose:</u>
	<u>Purpose:</u>	To write a set of	To write a letter	To produce a	To produce a new	To write an
	Non-chronological	instructions about	back home, to	persuasive poster	verse for the	explanation about
	report about	how to plant a	recount the	or leaflet to	classic poem 'A	how rock pools are
	Scottish Islands.	variety of plants	explorer's	encourage other	Duck's Ditty'.	formed. Include time
	Use of	(linked to science	adventures.	children to visit a	Include different	and causal
	conjunctions-	topic). Include	apostrophes for	farm. Use of the	types of sentence.	conjunctions. Use of
	because and so	imperative verbs	contraction. Use	present tense and	Use of effective	-ly suffix to turn
	Audience:	and commas in a	of effective verbs.	use of -er and -	adjectives and	adjectives into
	Peers in Haydock	list.	Use suffixes –	est to create	verbs	adverbs.
		<u>Audience:</u>	ness and –er to	adjectives.	Audience:	<u>Audience:</u>
		Peers	create nouns.	Audience:	Peers in Haydock.	Peers in Haydock.
			<u>Audience:</u>	Leaflets for		
			Class book of	writing area in		
Unit 2 independent	Tueidontal	Incidental	letters.	classroom.	Incidental	Incidental
Unit 2 independent	<u>Incidental writing</u> task	<u>Incidental</u> writing task	<u>Incidental</u> writing task	<u>Incidental</u> writing task	<u>Incidental</u> <u>writing task</u>	<u>Incidental writing</u> task
outcome		<u>writing task</u> <u>Purpose:</u>	<u>writing task</u> Purpose:	<u>Writing task</u> <u>Purpose:</u>	<u>Writing task</u> <u>Purpose:</u>	<u>tase</u> Purpose:
	<u>Purpose:</u>	<u>rupuse:</u>	<u>rmpose:</u>	<u>rupuse:</u>	<u>rupuse:</u>	<u>rmpuse:</u>

	Diary entry about living on a Scottish island. Audience: Share with peers. Assessed write: Purpose: Non-chronological report about Scottish Islands. Use of conjunctions- because and so Audience: Peers in Haydock	To write a set of instructions for a fire drill (linked to history topic). <u>Audience:</u> Share with peers. <u>Assessed write:</u> <u>Purpose:</u> To write a set of instructions about how to look after plants (linked to science topic). Include imperative verbs and commas in a list. <u>Audience:</u> Produce an instruction booklet for KS1	To write a character description for Dougal. <u>Audience:</u> Share with peers. <u>Assessed write:</u> <u>Purpose:</u> To write a letter to King Neptune, to recount Dougal's new adventures since staying. Use apostrophes for contraction. Use of effective verbs. Use suffixes – ness and – er to create nouns. <u>Audience:</u> Send letters to Marsden Class.	Diary entry for a day on a farm. <u>Audience:</u> Share with peers. <u>Assessed write:</u> <u>Purpose:</u> To produce a persuasive poster or leaflet to encourage other children to visit a play barn. Use of the present tense and use of -er and -est to create adjectives. <u>Audience:</u> Peers in Haydock	Describe the setting of the river and the riverbank. <u>Audience:</u> Share with peers. <u>Assessed write:</u> <u>Purpose:</u> To write a poem based on the classic poem 'A Duck's Ditty'. Include different types of sentence. Use of effective adjectives and verbs <u>Audience:</u> A class poetry anthology for the reading corner.	Letter to a friend from a child about visiting the beach and investigating rockpools. <u>Audience:</u> Share with peers. <u>Assessed write:</u> <u>Purpose:</u> To write an explanation about how beaches are formed. Include time and causal conjunctions. Use of -ly suffix to turn adjectives into adverbs.
Unit 3 scaffolded outcome	Poems on a theme <b>Purpose</b> To produce their own poem about Scottish Islands. <u>Audience:</u> A class poetry anthology for the reading corner.					