


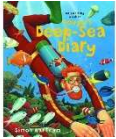
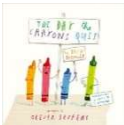
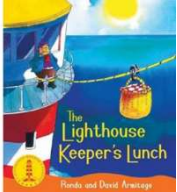
English Curriculum Map

Year: 2

Class: Haydock

Year: 2024-2025



	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
Topic	<p>Stories with a familiar setting.</p> <p>A non-chronological report linked to Scottish Isles.</p> <p>Poems about a theme Scotland/Islands.</p>	<p>Poetry as creating interest. (Poems about fairies)</p> <p>Traditional Tales with a Twist.</p> <p>Instructions linked to growing plants. (Science)</p>	<p>Poetry as creating interest. (Underwater poems)</p> <p>Stories by the same author.</p> <p>Recount- letters. (To the astronaut and King Neptune in the fiction texts.)</p> <p>Riddles-as part of guided read</p>	<p>Poetry as creating interest. (Farm poems)</p> <p>Stories with a familiar setting.</p> <p>Persuasive text.</p> <p>Riddles-as part of guided read</p>	<p>Animal Adventure Stories.</p> <p>Classic Poems</p>	<p>Stories as a theme</p> <p>Explanations.</p>
Focus Texts (picture/bk/author)	 <p>The Jolly Postman by Janet and Allan Ahlberg.</p> 	 <p>Prince Cinders by Babette Cole</p> 	 <p>Dougal's Deep Sea Diary by Simon Bartram</p> 	 <p>Mudpuddle Farm by Michael Morpurgo.</p>	 <p>The Wind in the Willows by Kenneth Grahame</p> 	 <p>The Lighthouse Keeper's Lunch by Rhonda and David Armitage</p>

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

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



	<p>Diary entry about living on a Scottish island.</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> Non-chronological report about Scottish Islands. Use of conjunctions- because and so</p> <p><b>Audience:</b> Peers in Haydock</p>	<p>To write a set of instructions for a fire drill (linked to history topic).</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> To write a set of instructions about how to look after plants (linked to science topic). Include imperative verbs and commas in a list.</p> <p><b>Audience:</b> Produce an instruction booklet for KS1</p>	<p>To write a character description for Dougal.</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> 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.</p> <p><b>Audience:</b> Send letters to Marsden Class.</p>	<p>Diary entry for a day on a farm.</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> 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.</p> <p><b>Audience:</b> Peers in Haydock</p>	<p>Describe the setting of the river and the riverbank.</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> To write a poem based on the classic poem 'A Duck's Ditty'. Include different types of sentence. Use of effective adjectives and verbs</p> <p><b>Audience:</b> A class poetry anthology for the reading corner.</p>	<p>Letter to a friend from a child about visiting the beach and investigating rockpools.</p> <p><b>Audience:</b> Share with peers.</p> <p><b>Assessed write:</b></p> <p><b>Purpose:</b> To write an explanation about how beaches are formed. Include time and causal conjunctions. Use of -ly suffix to turn adjectives into adverbs.</p> <p><b>Audience:</b> Peers in Haydock</p>
<p>Unit 3 scaffolded outcome</p>	<p>Poems on a theme</p> <p><b>Purpose</b> To produce their own poem about Scottish Islands.</p> <p><b>Audience:</b> A class poetry anthology for the reading corner.</p>					