Jane Considine Education

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Year 2

NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS	UNIT PLAN TITLE																								
	NARRATIVE								NON-FICTION														POETRY	
	THE CROW'S TALE	LITTLE RED READING HOOD	THE OWL WHO WAS AFRAID	STARDUST	THE BUILDING BOY	GEORGE AND THE DRAGON	MY CHRISTMAS STAR	THE MARVELLOUS FLUFFY	NEIL ARMSTRONG	THIS IS HOW WE DO IT	GRACE DARLING	SINGAPORE	PLANTS	THE GREAT FIRE OF LONDON	PIRATES	BIG CATS	THE DAY THE CRAYONS QUIT	HIBERNATION	IN MY HEART: A BOOK OF FEELINGS	HOW TO MAKE A BIRD FEEDER	MEERKAT CHRISTMAS	HABITATS	MALALA'S MAGIC PENCIL	IF I WERE IN CHARGE OF THE WORLD	DESK DIDDLER
SPOKEN LANGUAGE: Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓		✓	✓	✓		✓		
SPOKEN LANGUAGE: Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SPOKEN LANGUAGE: Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SPOKEN LANGUAGE: Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓															✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓
SPOKEN LANGUAGE: Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SPOKEN LANGUAGE: Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓		
WRITING COMPOSITION: Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.									✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
WRITING COMPOSITION: Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.																								✓	✓
WRITING COMPOSITION: Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
WRITING COMPOSITION: Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WRITING COMPOSITION: Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WORD: Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]						✓	✓	✓				✓													
WORD: Formation of adjectives using suffixes such as –ful, –less					✓				✓		✓		✓				✓								
WORD: Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs			✓	✓	✓		✓	✓				✓		✓		✓		✓		✓					
SENTENCE: Subordination (using when, if, that, because) and co-ordination (using or, and, but)			✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
SENTENCE: Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓		
SENTENCE: How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
TEXT: Correct choice and consistent use of present tense and past tense throughout writing	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓
TEXT: Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]					✓	✓	✓			✓	✓	✓	✓	✓								✓	✓			✓
PUNCTUATION: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓		
PUNCTUATION: Commas to separate items in a list	✓				✓			✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓	✓	
PUNCTUATION: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	✓	✓	✓	✓	✓		✓				✓	✓	✓	✓								✓		✓		