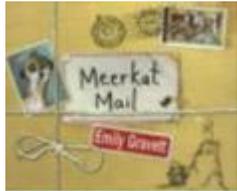
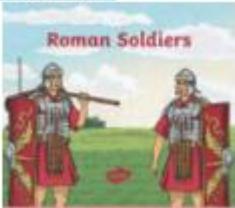
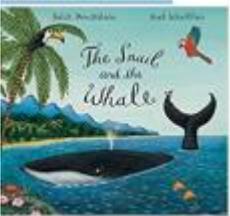




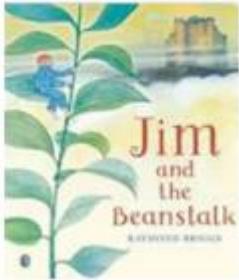
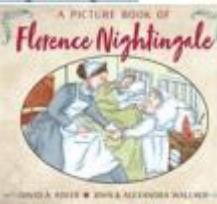
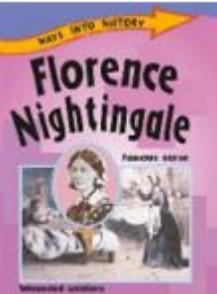
Year 2 Long Term English Plan

Term	Texts	Overview of Topic	Sequence of Writing - Talk for Writing	Key Skills	Challenge/ Grammar	Spelling/Tier 3 Vocabulary
A1	Location, Location, Location 	<p>We will be investigating the Kalahari Desert and Colchester as locations focusing on geographical features.</p> <p>We will be using Meerkat Mail to innovate and create our own narrative.</p>	<ul style="list-style-type: none"> ➤ Develop pleasure in reading. ➤ Storytelling using tales toolkit symbols. ➤ Model texts ➤ Text mapping. ➤ Worked examples ➤ Innovating and planning our ideas. 	<ul style="list-style-type: none"> ➤ Capital Letters and full stops. ➤ Implementing phonic knowledge ➤ Finger spaces ➤ Letter formation ➤ Orally rehearsing our sentences before writing them. ➤ Use adjectives ➤ Sequencing sentences to form short narratives. 	<ul style="list-style-type: none"> ➤ Expanded Noun Phrases ➤ Use 'because' to expand sentences. 	location meerkat Kalahari desert eco-system urban rural vegetation CEW because grass would water
A2	Historic Events and Celebrations 	<p>We will be investigating the historical event and writing a report about the Gunpowder Plot in the context of religion, conflict and legacy.</p> <p>We will also be looking at the Christmas Story from the perspective of the sheep who witnessed it!</p> <p>We will be writing instructions for how to make Christmas decorations too.</p>	<ul style="list-style-type: none"> ➤ Investigate and interpret the past. ➤ Planning and orally rehearsing our ideas. ➤ Write about real events, understanding chronology. ➤ Research the past through artefacts and recounts. ➤ Learn about reports and instructions. ➤ Read and follow instructions ➤ Write instructions/ reports. 	<ul style="list-style-type: none"> ➤ Questions and commands. ➤ Expanded noun phrases. ➤ Imperative verbs. ➤ Using coordination (e.g. or/and/but) and subordination (e.g. when/if/that/because). ➤ Use present and past tense. ➤ Use adverbs. 	<ul style="list-style-type: none"> ➤ Use joined up handwriting. ➤ Dictated sentences to apply knowledge. 	Protestant Catholic Conspiracy Conspirators Treason Houses of Parliament. CEW old who poor find Christmas past



<p>Sp1</p>	<p>Colchester – Then and Now!</p> <p>Colchester - Then and Now!</p> 	<p>We will be retrieving knowledge from Autumn 1 to develop our knowledge of Colchester as it is now and comparing it to Roman Colchester.</p> <p>We will be writing as historians but also as scientists when we research materials and Roman armour!</p>	<ul style="list-style-type: none"> ➤ Investigate and interpret the past. ➤ Write about real events. ➤ Write a report, retrieving knowledge of the features of reports. 	<ul style="list-style-type: none"> ➤ Using coordination (e.g. or/and/but) and subordination (e.g. when/if/that/because). ➤ Use present and past tense. 	<p>Camulodunum Society Empire Conquered Invaded Boudicca Settlement</p> <p>CEW cold grass improve money past</p>
<p>Sp2</p>	<p>Animals and Habitats - The Snail and the Whale</p> 	<p>We will be using Snail and the Whale to innovate and create our own narrative.</p> <p>We are also going to be scientists and learn all about animal habitats and the food chains associated with them!</p>	<ul style="list-style-type: none"> ➤ Discuss the sequence of events in books. ➤ Generate effective sentence starters to support narrative writing. 	<ul style="list-style-type: none"> ➤ Contracted forms ➤ Using coordination (e.g. or/and/but) and subordination (e.g. when/if/that/because). ➤ Begin to apply a more extensive choice of vocabulary. 	<ul style="list-style-type: none"> ➤ Make simple additions, revisions and proof-reading corrections. <p>Food chain Habitat Micro habitat Eco system Predator Prey Carnivore Omnivore Herbivore Consumer Producer Adapted Evolve</p> <p>CEW beautiful whole move after</p>



<p>Su1</p>	<p>Jim and the Beanstalk - Growth Conditions.</p> 	<p>We will be using Jim and the Beanstalk to innovate and create our own narrative. We will continue to be scientists and learn about plants and suitable growth conditions.</p>	<ul style="list-style-type: none"> ➤ Retrieve skills needed to effectively write instructions. ➤ Ask and answer scientific questions. 	<ul style="list-style-type: none"> ➤ Possessive Apostrophes ➤ Using coordination (e.g. or/and/but) and subordination (e.g. when/if/that/because). ➤ Use question marks and exclamation marks mostly correctly. 	<ul style="list-style-type: none"> ➤ Possessive apostrophes ➤ questions ➤ statements ➤ exclamation marks ➤ sentences 	<p>Observation Prediction Suitability Healthy Evaluate Experiment Germination Photosynthesis</p> <p>CEW plant sure prove fast both</p>
<p>Su2</p>	<p>Be Happy, Be Healthy - Florence Nightingale</p>  	<p>We will be writing reports all about Florence Nightingale using the 5 W's! Who, what, why, when, where. We will be thinking about Florence Nightingale's legacy and how life has changed because of her.</p> <p>We will also be learning about how to be physically and mentally healthy. We will be investigating the human body and the effects exercise and diet has on us.</p>	<ul style="list-style-type: none"> ➤ Investigate and interpret the past. ➤ Retrieve skills needed to effectively write a report. ➤ Research the past using artefacts and recounts from people who were alive. ➤ Ask and answer questions. 	<ul style="list-style-type: none"> ➤ Using coordination (e.g. or/and/but) and subordination (e.g. when/if/that/because). ➤ Use present and past tense. 	<p>Using questions statements contracted forms expanded noun phrases in one piece of work.</p> <p>Editing and rephrasing to make improvements.</p>	<p>Unhygienic Hygiene Disastrous Stench Foul Crimea War Soldiers</p> <p>CEW children floor kind told bath</p>