

Y2 Long Term Curriculum Map									
Week	Book Title	Genre	Purpose	Grammar & Punctuation objectives	Composition Objectives	Specific Vocabulary	Outcome	Assessed Piece?	Text Type/Success criteria
1	Burger Boy	Stories with familiar settings	Entertain	Using capital letters for people, places, days of the week and personal pronoun I; Introduction to full stops, capital letters, exclamation marks and question marks Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification.	Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally' Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	Noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), narrative, fantasy, magic, imagine, imaginary world, creatures, adjectives, similes, time conjunctions: tomorrow, finally, at that moment, while, later, soon, etc; adverbs: slowly, suddenly, quickly, nervously, truthfully	Writing narratives	X	Written in appropriate tense (mainly consistent); Attempts at third person throughout; Divisions in narrative marked by sections; Time connectives; Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.
X									
Y									
4	Non-Chronological report	Inform	How words combine to make sentences; Joining words and clauses using 'and' Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs Subordination (using when, if, that, because) and co-ordination (using or, and, but)	Brief introduction and conclusion Main ideas organised into groups Scan texts to find specific sections (e.g. key words or phrases, subheadings) and skim-read title, contents page, illustration, chapter headings and sub-headings to speculate what a book might be about and evaluate its usefulness for the research in hand. Identify main features of non-chronological reports, including grammatical features and key vocabulary Make simple notes from non-fiction texts, e.g. key words and phrases, page references, headings, to use in subsequent writing	Report, Title, Subheading, Organise, Information, Question, Pictures, Charts, Captions, Labels, 'They like to', 'Like many', 'There are two sorts of', 'They live in...'	Non-chronological report about Kings and queens	X	Write simple non-chronological reports organising their ideas into general themes, subheadings, key details and information. Write a paragraph on a theme, using subheadings, key details and information to structure the text Maintain consistency in non-narrative, including purpose and tense	
5									Y
6	Instructions	Inform	Familiar and new punctuation Commas to separate items in a list Use of commands; full stops, question marks, exclamations and capital letters; apostrophes for contractions; commas to separate items in a list	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features.	Statement of purpose, list of materials, sequential steps, direct/imperative language. Use of adjectives and adverbs limited to giving essential information, Emotive/value-laden language not generally used	Instructions on how to make bunting	X	Compose a set of instructions with additional diagrams. Write simple instructions independently.	
7									Y
8	The Way Back Home	Stories by the same author	Entertain	Expanded noun phrases for description and specification; Co-ordination using or, and, or but. Subordinating using when, if, that or because Commas to separate items in a list Subordination (using when, if, that, because) and co-ordination (using or, and, but) How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Begin to understand elements of an author's style, e.g. books about the same character or common themes Understand that we know what characters are like from what they do and say as well as their appearance; make predictions about how they might behave; notice that characters can change during the course of the story; the way that characters speak reflects their personality; the verbs used for dialogue tell us how a character is feeling, e.g. sighed, shouted, joked. Settings are created using descriptive words and phrases; particular types of story can have typical settings – use this experience to predict the events of a story based on the setting described in the story opening.	Noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Writing Narratives	N	Written in appropriate tense (mainly consistent); Attempts at third person throughout; Divisions in narrative marked by sections; Time connectives; Write sustained stories about a character they have selected from one of the stories they have read, including details to sustain the readers interest Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes
9								Y	
10	Lost and Found	Stories by the same author	Writing to inform	Grammatical patterns in sentences which indicate its function as a question; Grammatical functions in sentences indicate its function as a command Adjectives, conjunctions and tense throughout a text	Goal is outlined - statement about what is to be achieved; written in sequenced steps to achieve the goal; diagrams and illustrations are used to make the process clearer; imperative verbs to begin sentences; simple adverbs e.g. slowly / quickly; simple noun phrases e.g. round planet	Statement of purpose, list of materials, sequential steps, Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	Instructions of how to live on planet Earth	X	Using knowledge if how to write instructions from weeks 7 & 8 the children are to write their own instructions of how to live on planet Earth.
11								Y	
13	Focus on phonics post COVID-19								
14	Focus on phonics post COVID-19								
15	The Day the Crayons Quit	Letter writing	Inform	Use of -ly in Standard English to turn adjectives into adverbs Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns; modal verbs introduced - should, could, would; simple noun phrases; subject/verb sentences e.g. we want / I think	Brief introduction and conclusion; written in the past tense; main ideas organised into groups; using sequencing techniques - time related words; Listen to and read a series of different informal letter types. Identify features of a letter, language and structure.	Audience; Informal tone; Personal: Conversational; Letter; Word; Dear Mr / Mrs; Yours Sincerely; Yours Faithfully; Later, Afterwards, I would like to, We felt...	Writing a letter to Duncan as one of his crayons	X	Sender's address, Date, Informal greeting, Introduction, Detail, Conclusion, Sign off with 'from' or 'best wishes' or 'love'
16								Y	
17	Writing Instructions	Inform	Apostrophes to mark where letters are missing in spelling Formation of nouns using suffixes such as -ness, -er; Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features:	Statement of purpose, list of ingredients, sequential steps, Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	Writing instructions of how to make a sandwich	Y	Compose a set of instructions with additional diagrams. Write simple instructions independently. • statement of purpose, list of materials or ingredients, sequential steps, Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	

18 - 20 (Including assessment week)	The Day the Teacher Went Batty	Poetry	Entertain	Apostrophes to mark singular possession in nouns; Function of exclamation sentences; Function of statement sentences	Talk about own views, the subject matter and possible meanings; Comment on which words have most effect, noticing alliteration, onomatopoeia, puns and word-play, as well as repeated patterns; Identify descriptive words and phrases Discuss simple poetry patterns Perform individually or together; speak clearly and audibly. Use actions and sound effects to add to the poem's meaning Express opinions about language used by the poet and the intended impact of the language Experiment with alliteration to create humorous and surprising combinations;	Poem, Rhyme, Repeat, Rhythm, Adjective, Adverb, Simile, Metaphor	Children are to write their own shape poems	N	Write a poem; Create a pattern or shape on the page; use simple repeating phrases or lines as models Use precise vocabulary to describe specific aspects in order to create a feeling of wonder and respect in the reader
21	The Worst Witch	Narrative writing	Entertain	Tenses - past and present tense used correctly and consistently including progressive form Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences; Expanded noun phrases for description and specification	Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally' Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Narrative writing - predictions based	X	Written in appropriate tense (mainly consistent); Attempts at third person throughout; Divisions in narrative marked by sections; Time connectives; Write sustained stories about a character they have selected from one of the stories they have read, including details to sustain the readers interest Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest. (e.g.) she couldn't believe her eyes
22								X	
23								Y	
24								X	
25								X	
26	Y								
27	Tiddalick the Frog	Stories from other cultures	Entertain	Reading activities designed to support revision for SATs and Assessment Gap Analysis					
28	Tiddalick the Frog	Stories from other cultures	Entertain	Correct choice and consistent use of present tense and past tense throughout writing. Expanded noun phrases for description and specification	Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally' Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Write their own version of Tiddalick the Frog.	Y	Imitate stories from other cultures by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest
30								Y	
31								Y	
32	Recounts	Inform	Inform	Formation of adjectives using suffixes such as -less; Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs; Correct choice and consistent use of present tense and past tense throughout writing	Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that', listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events,	Use of time connectives like first, next, after, when.	Write a recount of our school trip to Harlow Carr	X	Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person
31								Y	
33	Curiosity - The Story of a Mars Rover	Instructions	Inform	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list.	Listen to and follow a series of more complex instructions. Give clear oral instructions to members of a group. Read and follow simple sets of instructions such as recipes, plans, constructions which include diagrams. Analyse some instructional texts and note their function, form and typical language features: Statement of purpose, list of materials or ingredients, sequential steps, Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	Statement of purpose, list of ingredients, sequential steps, Direct/imperative language Use of adjectives and adverbs limited to giving essential information Emotive/value-laden language not generally used	Write instructions of how to make a cardboard box car.	X	Compose a set of instructions with additional diagrams. Write simple instructions independently.
34								Y	
35	Diary writing	Inform	Inform	Suffixes - use of -er and -est in adjectives	Using paragraphs to organise events; Writing about events in chronological order; Commenting on emotions, thoughts and feelings; Conclusion to sum up what has happened and what might happen next; informal language use	Diary, recount, events, emotions, feelings, thoughts, chronological order, informal language; suffix	Write a diary extract as the little boy in Grandad's Island	X	Introduction to set the scene, Past tense, Personal pronouns, time conjunctions, Talks about feelings, thoughts and emotions, Informal language - write as though 'talking' to the reader, Paragraphs to organise events
36								Y	
37	Grandad's Island	Narrative Writing	Entertain	Coverage of all Year 1 and Year 2 Grammar, Vocabulary and Punctuation objectives.	Identify the sequence: opening – something happens – events to resolution – ending; identify temporal connectives and talk about how they are used to signal the passing of time; make deductions about why events take place in a particular order by looking at characters' actions and their consequences. Settings created using descriptive words and phrases; beginning or end of the narrative clearly signalled e.g. 'one day' 'finally' Re-tell familiar stories using narrative structure and dialogue from the text; include relevant details and sustain the listener's interest; tell own real and imagined stories; explore characters' feelings and situations using improvisation; dramatise parts of own or familiar stories and perform to class or group.	Noun, noun phrase, statement, question, exclamation, suffix, adjective, adverb, verb, tense (past, present), Narrative, Fantasy, Magic, Imagine, Imaginary world, Creatures, Adjectives, Similes	Write their own sequel to Grandad's Island.	X	Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest. (e.g.) she couldn't believe her eyes.
38								Y	
39	Transition								