

	Title: Feathers and Scales Text: KrindleKrax Film: Croc Man- documentary Song: Trip: Reptile Visitor						
Year 2 targets	4.1.21	11.1.21	18.1.21	25.1.21	1.2.21	8.2.21	Total time
English Genre	Fiction	Fiction	Discussion Text	Discussion Text	Poetry	Poetry	62.5
English Composition	<p>Draft and write narratives, creating settings, characters and plot. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Proof-read for spelling and punctuation errors – including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.</p>	<p>Draft and write narratives, creating settings, characters and plot. Read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Proof-read for spelling and punctuation errors – including full stops, apostrophes, commas, question marks, exclamation marks and inverted commas for speech.</p>	<p>Begin to use paragraphs as a way to group related material</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Plan his/her writing by discussing and recording ideas within a given structure</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p>	<p>Evaluate and edit by assessing the effectiveness of his/her own writing</p> <p>Draft and write non-narrative material, using headings and sub-headings to organise texts</p> <p>Express time, place and cause using co-ordinating and subordinating conjunctions e.g. when, before, after, while, so, because, adverbs e.g. then, next, soon, therefore, or prepositions e.g. before, after, during, in, because of</p> <p>Evaluate and edit by proposing changes to grammar and vocabulary linked to the use of a/an, conjunctions, adverbs and prepositions</p> <p>Draft and write by organising writing into paragraphs as a way of grouping related material</p> <p>Plan his/her writing by discussing and</p>	<p>Draft and write by composing and rehearse sentences orally, building a varied and rich vocabulary and using sentences structures from (English Appendix 2)</p> <p>I can plan my writing by talking about the important parts to have in a story, poem, an explanation or non-fiction piece and I can re-edit it</p> <p>I can draft and write descriptive work that creates settings, characters and plots</p>	<p>I can re-read my work to improve it for my audience</p> <p>I can re-read my work to improve it by thinking about changes to vocabulary and grammar to make it more interesting</p>	

				<p>recording ideas within a given structure</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure and vocabulary</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>		
English Grammar	<p>I can create new words using a range of prefixes including super-, anti-, auto-</p>	<p>I can create new words using a range of prefixes including super-, anti-, auto-</p>	<p>I can create new words using a range of prefixes including super-, anti-, auto-</p>	<p>Time conjunctions</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p>	<p>Prepositions</p> <p>I can rewrite my work making improvements by saying the work out loud, using the best words I know and making sure I: use conjunctions such as when, before, after, while; use adverbs such as then, next and soon; use prepositions such as before, after, during, in and because</p>	<p>Consolidation</p> <p>I can use speech marks correctly sometimes</p>
English Reading (DR/DSR)	<p>Predicting</p> <p>I can predict what might happen from clues in what I have read.</p> <p><i>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible</i></p>	<p>Questioning</p> <p>I can ask questions about the texts that I have read to help me understand them</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their</p>	<p>Evaluating</p> <p>I can tell you what a book that I am reading is about</p> <p>I can read aloud poems and perform play scripts.</p>	<p>Inference</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</p> <p>I can read aloud poems and perform play scripts.</p> <p>I can talk about books and poems and I can take</p>	<p>Predicting</p> <p>I can predict what might happen from clues in what I have read.</p> <p><i>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making plausible</i></p>	<p>Summarising</p> <p>I can tell someone about the main ideas in a paragraph</p> <p>Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>

	<p>predictions about what and might happened on the basis of what has been read so far.</p> <p>Inferring- English</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</p>	<p>actions, and justifying inferences with evidence</p> <p>Inferring- writing</p> <p>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</p>	<p>I can talk about books and poems and I can take turns in telling people about them.</p>	<p>turns in telling people about them</p>	<p>predictions about what and might happened on the basis of what has been read so far.</p>	<p>justifying inferences with evidence</p> <p>Understand what he/she reads independently by predicting what might happen from details stated</p>	
English Spelling	<p>7.5</p> <p>The long vowel /a/ sound spelled 'ai'</p> <p>Possessive apostrophe (singular).</p>	<p>9.5</p> <p>The long /a/ vowel sound spelled 'ei.'</p>	<p>9.5</p> <p>The long /a/ vowel sound spelled 'ey.'</p> <p>Use the suffix -ly</p> <p>Spell words with endings sounding like 'zh' and 'ch' e.g. treasure, measure, picture, nature</p> <p>Spell words with endings which sound like 'zhun' e.g. division, decision</p> <p>Proof-read for spelling errors and for punctuation - including capital letters and full stops, question marks, exclamation marks, commas for lists and apostrophes mostly correctly</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and</p>	<p>9.5</p> <p>Adding the suffix -ly. Adding the -ly suffix to an adjective turns it into an adverb.</p> <p>Spell homophones brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, mail/male, main/mane, meat/meet, peace/piece, plain/plane</p> <p>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</p>	<p>9.5</p> <p>Homophones – words which have the same pronunciation but different meanings and/or spellings.</p>	<p>9.5</p> <p>The // sound spelled '-al' at the end of words.</p>	

			punctuation taught so far				
Maths	<p>4 Addition and Subtraction</p> <p>Estimate the answer to a calculation and use this and inverse operations to check answers.</p> <p>Add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.</p>	<p>5 Addition and Subtraction</p> <p>Add and subtract money, giving change and using pounds and pence. I can do this with real coins and notes.</p> <p>Add and subtract: lengths (m/cm/mm).</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p>	<p>5 Addition and Subtraction</p> <p>Interpret and present data using bar charts, pictograms and tables.</p> <p>Solve one-step and two-step questions e.g. 'How many more?' and 'How many fewer?', using information presented in scaled bar charts, pictograms and tables.</p>	<p>5 Multiplication and Division</p> <p>Recall and use multiplication and division facts for the 3, 4 and 8 times tables.</p>	<p>5 Multiplication and Division</p> <p>Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</p> <p>Multiplication and division-sharing</p>	<p>5 Multiplication and Division</p> <p>Calculate multiplication and division problems, both mentally and in writing, using the times tables, including two digit numbers times one digit numbers.</p> <p>Multiplication and division-sharing</p>	33
Science		<p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can ask questions and use different types of scientific enquiries to answer them. I can explain why humans and some other animals have skeletons and muscles. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>5.5</p>	<p>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. I can ask questions and use different types of scientific enquiries to answer them. I can explain why humans and some other animals have skeletons and muscles. I can identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</p> <p>5.5</p>				11

	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	<p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance.</p> <p>I can explain what I am doing well and I have begun to identify areas for improvement.</p> <p>6 love</p>	
PSHE	<p>0.75</p> <p>tell you about a person who has faced difficult challenges and achieved success</p> <p>respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability)</p>	<p>0.75</p> <p>identify a dream/ambition that is important to me</p> <p>imagine how I will feel when I achieve my dream/ambition</p>	<p>0.75</p> <p>enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>break down a goal into a number of steps and know how others could help me to achieve it</p>	<p>0.75</p> <p>be motivated and enthusiastic about achieving our new challenge</p> <p>know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge</p>	<p>0.75</p> <p>recognise obstacles which might hinder my achievement and take steps to overcome them</p> <p>manage the feelings of frustration that may arise when obstacles occur</p>	<p>0.75</p> <p>evaluate my own learning process and identify how it can be better next time</p> <p>be confident in sharing my success with others and store my feelings in my internal treasure chest</p>	3.25
MFL	<p>0.75</p> <p>- Show that he/she recognises words and phrases heard by responding appropriately</p>	<p>0.75</p> <p>- Read some familiar words aloud using mostly accurate pronunciation</p>	<p>0.75</p> <p>- Read some familiar words aloud using mostly accurate pronunciation</p>	<p>0.75</p> <p>- Use mostly accurate pronunciation and speak clearly when addressing an audience</p>	<p>0.75</p> <p>- Ask and answer simple questions, for example about personal information</p>	<p>0.75</p> <p>- Recognise some familiar words and phrases in written form</p>	3.75
IDEAS							
TRIPS/ VISITORS		Visitor – reptile					
TOTAL TIME	19.5	24	24	24	24	19.5	