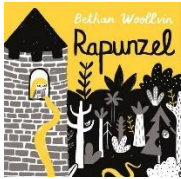
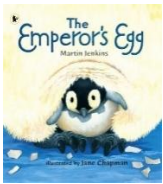
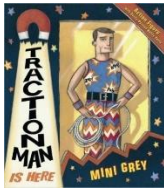
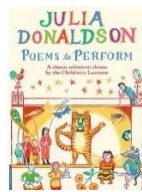

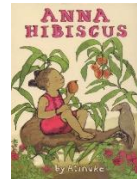


YEAR 2 POWER OF READING CURRICULUM MAP

	Autumn I	Autumn II	Spring I	Spring II	Summer I	Summer II
Year 2	<p>'Rapunzel' Bethan Woollvin</p> 	<p>'Emperor's Egg' Martin Jenkins, Jane Chapman</p> 	<p>'Traction Man is Here' Mini Grey</p> 	<p>'Poems to Perform' Julia Donaldson, Clare Melinsky</p> 	<p>'One Day on Our Blue Planet: In the Savannah' Ella Bailey</p> 	<p>'Anna Hibiscus' Atinuke, Lauren Tobia</p> 
Human Theme	Challenging stereotypes	Awe and wonder in the natural world	Being imaginative	Expressing ourselves	Animal Conservation	Families and belonging
Literary Form	Traditional tale	Narrative non-fiction	Picture book with comic book illustration	Poetry anthology	Non-fiction	Illustrated novel
National Curriculum Cross-curricular links	<p>Design and Technology: Design and make a ladder for Rapunzel and evaluate other methods of escape including flying machines and / or pulley systems</p> <p>Science: Explore and investigate forest habitats and wildlife, including seasonal changes, types of trees, edible and inedible plants and food chains</p> <p>Computing: Record storytelling; film role-play; use digital photographs to make books or present ideas.</p> <p>PSHE: Show determination and bravery</p>	<p>Science: Investigating materials to make egg cosies to keep an unhatched chick warm. Habitats - investigating how animals are adapted to the environment in Antarctica</p> <p>Geography: Study of Antarctica; locate on the globe / world map. Investigate physical features; study of weather / climate / seasons</p> <p>Music: Compose soundscapes to accompany scenes of penguins moving on the ice and swimming.</p> <p>PSHE: Discussion around different types of families and the children's own experiences.</p>	<p>Geography: Look at the immediate local environment; investigate the features and make maps of the environment.</p> <p>PSHE: Explore the idea of friendship, loyalty and helping others. Talk about and children's own experiences and different feelings they have experienced.</p> <p>Science: Explore different materials, comparing and contrasting the different materials the characters are made from.</p> <p>Art and Design: Explore the work of Mini Grey; use a range of materials creatively; use drawing and sculpture to develop and share ideas, experiences and imagination</p>	<p>Science: Identify and describe characteristics of animals and habitats; learn animals' basic needs for survival, how to look after animals. Investigate, and discuss the changing seasons.</p> <p>Music: Listen and respond to recorded music related to the poetry explored, e.g. Vaughan William's 'The Lark Ascending'.</p> <p>P.E: Compose, rehearse and perform a dance in role as the Skylark, using simple movement patterns.</p> <p>PSHE: Use poems as a means to express oneself</p>	<p>Science: Investigate different kinds of animals and habitats. Explore, name and describe the different plant life that can be found in each different habitat. Relate these to what can be found in the local environment.</p> <p>Geography: Investigate the physical features of the African Savannah. Explore maps and early map work.</p> <p>PSHE: Think about what can be done for animal conservation; why is this important?</p>	<p>Science: Animals of Nigeria, their habitat and simple food chains; differences in climate between Nigeria, Canada and the UK.</p> <p>PSHE: Explore the notion of family; consider differences between being alone and feeling lonely.</p> <p>Geography: Investigate the climate, physical and human features of Nigeria; compare it to Canada and the school's location in the UK.</p> <p>Design and Technology: Make printing blocks for their fabric; create a simple menu inspired by the setting.</p> <p>Music: Study music from Nigeria; explore a range of African instruments.</p>
Reading: Experience,	Voice sounds	Develop breadth of reading	Instrumental and voice sound discrimination	Support fluence with rhythm and rhyme	Environmental and instrumental sound	Environmental sound discrimination

YEAR 2 POWER OF READING CURRICULUM MAP

<p>Knowledge, Skills and Strategies</p>	<p>Blend and segment decodable words Developing fluency using repetitive refrain Develop visual literacy Develop inference and deduction Ask, answer and evaluate questions Make personal connections Form intertextual links Develop breadth of reading</p>	<p>Ask, answer and evaluate questions Read for information – scan and summarise Make personal connections Develop inference and deduction Make predictions Develop visual literacy Develop personal, critical and evaluative response</p>	<p>Review basic code Develop visual literacy Develop inference and deduction Make personal connections Develop personal, critical and evaluative response Reading for information - summarising</p>	<p>Looking at language Basic code and consonant clusters Match aural patterns like rhyming pairs to visual patterns by onset and rime Develop inference and deduction Form intertextual links Make prediction Read pseudo words in context Develop fluency through performance Responding to illustration</p>	<p>discrimination Ask, answer and evaluate questions Clarify and define vocabulary Review complex Code Link reading and spelling Developing fluency Reading for information - scanning Close reading Develop breadth of reading</p>	<p>Develop visual literacy Make predictions Make personal connections Develop fluency through performance Build stamina and fluency through re-reading Develop inference and deduction Form intertextual links</p>
<p>Vocabulary, Grammar, Punctuation (and Spelling) and Extended Language Competency</p>	<p>Joining words and joining clauses with ‘and’ Range of sentence structures Range of punctuation for clarity (full stop, question mark, exclamation mark) Regular plural noun suffixes Range of suffixes and compound words Storytelling language: innovated traditional tale Past tense consistency Subordination and co-ordination Adverbials Authorial intent (verb choices)</p>	<p>Explanatory and narrative voices Expanded noun phrases and descriptive language Range of sentence structures (statements, questions) Regular plural noun suffixes Joining words and clauses with ‘and’ Referential voice and formality Range of punctuation for clarity and effect Technical and scientific descriptive vocabulary</p>	<p>Present tense including progressive form Adjectives and adverbial phrases Dialogue Range of sentence structures (statement and exclamation) Practising segmenting and investigating spelling patterns Formation of nouns by compounding Use of suffixes in adjectives (-er, -est) Subordination and co-ordination Possessive apostrophes and contractions</p>	<p>Poetic language Range of sentence structures (statements, questions) Regular plural noun suffixes Expressive and figurative language Language and word play Language for effect – prosody and choice creating meaning Expanded noun phrases, adjectives and adverbial phrases Past, present perfect, progressive tense First and Third Person comparison Investigating spelling patterns</p>	<p>Joining words and joining clauses with ‘and’ Range of punctuation for clarity and effect (full stop, question mark, exclamation mark) Explanation voice Present tense including progressive form Prepositional and noun phrases Proper nouns Subordination and co-ordination (including fronted adverbials) Range of sentence structures (question and statement) Investigating spelling patterns Range of suffixes (-ed, -ly, -ing) and compound words.</p>	<p>Storytelling language Range of sentence structures (statements, exclamations) Expanded noun phrases Subordination and co-ordination Present and past tense, including progressive Dialogue Investigating spelling patterns Formation of nouns using suffixes and by compounding</p>
<p>Extended Writing Outcome</p>	<p>Writing in role – diary entries Explanatory Writing Alternative fairy tale</p>	<p>Composing poetry Setting descriptions Information writing</p>	<p>Writing in role – diary entries Caption writing Narrative - Comic book spread</p>	<p>Poetry in a range of forms</p>	<p>Narrative script writing Free verse poetry Information text</p>	<p>Writing in role – postcards Personal Explanatory texts Illustrated storybook</p>