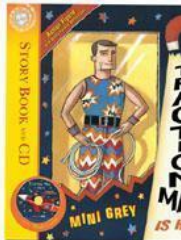
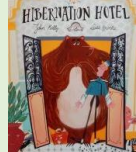
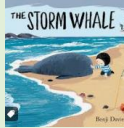
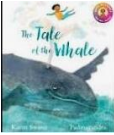


Year 2:											
	Autumn 1		Autumn 2		Spring 1		Spring 2	Summer 1		Summer 2	
Topic:	‘Superheroes’ 		Toys 		‘Down Under’ 		‘Animals’ 	Living things and their habitats 		‘Eco Warriors’ 	
Whole class texts:	Traction Man by Mini Grey 	Superdad's Day Off by Phil Earle 	The Clockwork Dragon by Jonathan Emmett 	The Lonely Christmas Tree by Chris Naylor-Ballesteros 	Grandad's Island 	Meerkat Mail 	Rabbit and Bear  NF Poetry - What am I?	Hibernation hotel 	The Storm Whale 	The Tale of the Whale 	Clean Up! 
	➤ Superworm ➤ A superhero like you ➤ Supertato		➤ The Magic Paintbrush-Julia Donaldson		➤ The Koala Who Could ➤ How to Survive Anywhere (NF)		➤ Gaspard the fox ➤ Gorilla	➤ The Sandman and The Turtles ➤ Diary of a Killer cat		➤ Sona Sharma, Looking After Planet Earth ➤ Wild Wild Wood	

			➤ One Day on Our Blue Planet... in the Outback (NF)	➤ The owl who was afraid of the dark ➤ Wanted: The Perfect Pet		➤ The Coral Kingdom (NF)
Rationale:	Age appropriate texts Traction Man - Link to Bader Values. Topic link. Award winning- engages children. Superdad's day off- Link to topic. Familiar setting. <u>Fundamental British Values links:</u> • The Rule of Law <u>Rights Respecting School (RRS) links:</u> • Article31- Rest, play, culture arts <u>Protected characteristics links:</u> • Age (main character similar age)	Age appropriate texts Clockwork Dragon Topic link - Toys DT - structures Lonely Christmas Tree – Seasonal The Magic Paintbrush- Multicultural text <u>Fundamental British Values links:</u> • Mutual Respect <u>Rights Respecting School (RRS) links:</u> • Article31- Rest, play, culture arts <u>Protected characteristics links:</u>	Age appropriate texts Link to topic <u>Fundamental British Values links:</u> • Mutual Respect & Individual liberty <u>Rights Respecting School (RRS) links:</u> • Article 6- Life, survival and development. <u>Protected characteristics links:</u> • Grandad's Island - Protected characteristic 'Age' and 'disability'	Age appropriate texts Rabbit and Bear- Bader Value 'Respect' Animals theme Owl Who was Afraid of the Dark - Y2 key text. Link to science <u>Fundamental British Values links:</u> • Mutual Respect and Individual Liberty <u>Rights Respecting School (RRS) links:</u> • Article 13- Freedom of expression	Age appropriate texts Hibernation hotel - Link to hibernation (Science) The Storm Whale - Bader value determination. Coastal habitat (Science) <u>Fundamental British Values links:</u> • Mutual Respect and Individual Liberty <u>Rights Respecting School (RRS) links:</u> • Article12 - Respect for children's views. • Article 18- Responsibility of parents.	Age appropriate texts Eco/environment theme. Variety of genre - Non fiction <u>Fundamental British Values links:</u> • Mutual Respect • The Rule of Law <u>Rights Respecting School (RRS) links:</u> • Article 12- Respect for children's views • Article 24- Health, Water, Food, environment. • Article 29- Aims of Education •

		- Race - Religion				
Cross curricular links:	Science-Materials	History- Toys in the past Science - Plants	Geography - Non European study Australia and New Zealand	Science- Animals including Humans	Science-Living things and their Habitats Plants	Geography - Eco theme
Pupil termly reading outcomes:	<u>Familiarity with texts:</u> - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. <u>Understanding:</u> - Discuss the sequence of events in books and how items of information are related. - Draw on what they already know or on background information and vocabulary provided by the teacher. <u>Inference:</u> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. <u>Prediction:</u> - Predict what might happen from details stated		<u>Familiarity with texts:</u> - Recognise simple recurring literary language in stories and poetry. <u>Poetry and Performance:</u> - Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. <u>Non-Fiction:</u> - Be introduced to non-fiction books that are structured in different ways. <u>Understanding:</u> - Make links between a current book and those already read.		<u>Non-Fiction:</u> - Be introduced to non-fiction books that are structured in different ways. <u>Discussing reading:</u> - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. <u>Vocabulary and word meanings:</u> - Discuss their favourite words and phrases. <u>Understanding:</u> - Check that the text makes sense to them as they read and correct inaccurate reading.	

	and implied. <u>Discussing reading:</u> Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say.	<u>Vocabulary and word meanings:</u> - Discuss and clarify the meanings of words and link new meanings to known vocabulary. <u>Inference:</u> - Justify inferences with evidence.	
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