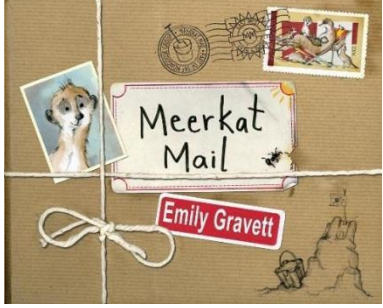

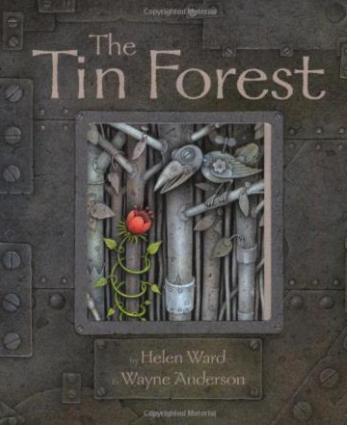
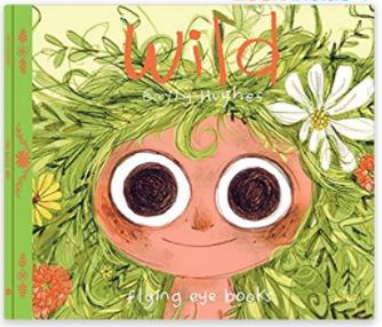
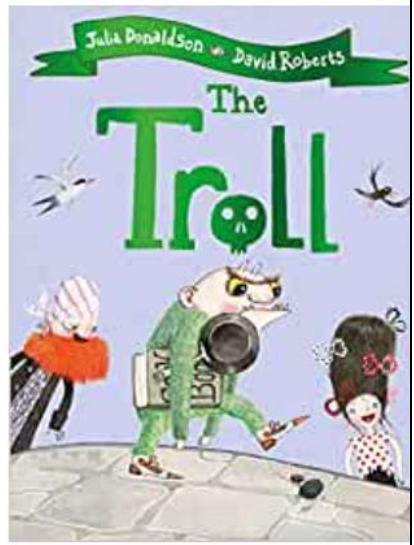
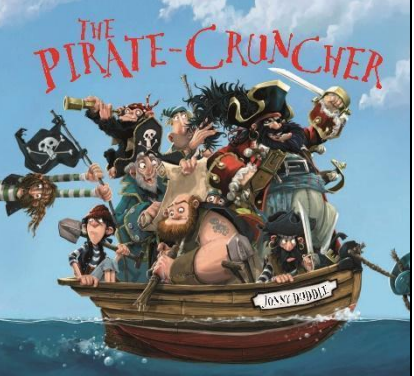
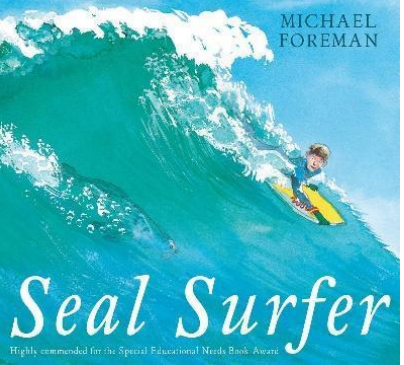


| Year 2   | 'Hot and Cold places – who lives in a place like this?'  |  | Why is our World Wonderful?   |  | Coast to Coast  |  |
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|  | Autumn 1   | Autumn 2   | Spring 1  | Spring 2   | Summer 1  | Summer 2   |
| <p><b>English Focus Text:</b></p>                        |  <p>Meerkat Mail - Emily Gravett</p>  |  <p>Little Red Reading Hood – Lucy Rowland</p>   |  <p>The Tin Forest – Helen Ward</p>  |  <p>Wild - Emily Hughes</p>   |  <p>The Troll - Julia Donaldson</p><br> <p>The Pirate Cruncher – Jonny Duddle</p>          |  <p>The Seal Surfer - Michael Foreman</p>   |
| <p><b>Other possible texts for extra class read:</b></p> | <p><b>PICTURE BOOKS</b><br/>                     The Rainbow Bear by Michael Morpurgo &amp; Michael Foreman<br/><br/>                     Penguin Huddle by Ross Montgomery &amp; Sarah Warburton<br/><br/>                     Greta and the Giants by Zoë Tucker &amp; Zoe Persico</p> | <p><b>PICTURE BOOKS</b><br/>                     Inside the Villains by Clotilde Perrin<br/><br/>                     The Emerald Forest by Catherine Ward &amp; Karin Littlewood<br/><br/>                     Three Little Wolves And The Big Bad Pig by Eugene Trivizas<br/><br/>                     Other flipped fairy tales<br/> <b>NON FICTION BOOKS</b></p> | <p><b>PICTURE BOOKS</b><br/>                     The Great Paper Caper by Oliver Jeffers<br/><br/>                     Jim and the Beanstalk by Raymond Briggs<br/><br/>                     A Little Guide to Wild Flowers by Charlotte Voake<br/><br/>                     The Tunnel by Anthony Browne<br/>                     The Last Wolf by Mini Grey</p> | <p><b>PICTURE BOOKS</b><br/>                     The Little Gardener – Emily Hughes<br/><br/>                     Little Evie in the Wild Wood by Jackie Morris<br/><br/>                     A Bear’s Guide to Beekeeping Pip Cornell &amp; Alex Griffiths<br/><br/>                     The Wall and the Wild by Christina Dendy &amp; Katie Rewse</p> | <p><b>PICTURE BOOKS</b><br/>                     Billy and the Pirates by Nadia Shireen<br/><br/>                     Captain Flinn and the Pirate Dinosaurs by Giles Andreae &amp; Russell Ayto<br/><br/>                     Dear Greenpeace by Simon James</p> | <p><b>PICTURE BOOKS</b><br/>                     The Storm Whale by Benji Davies<br/><br/>                     Dear Earth by Isabel Otter &amp; Clara Anganuzzi<br/><br/>                     Clean Up! by Nathan Bryon &amp; Dapo Adeola<br/><br/> <b>NON FICTION BOOKS</b></p> |

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|  | <p><b>CHAPTER BOOKS</b><br/>The Butterfly Lion by Michael Morpurgo</p> <p>Nellie Choc-Ice, Penguin Explorer by Jeremy Strong &amp; Jamie Smith</p> <p><b>NON FICTION BOOKS</b><br/>The Rainforest Book by Charlotte Milner</p>  | <p>The Big Book of the Blue by Yuval Zommer</p>  | <p>King of the Swamp by Catherine Emmett &amp; Ben Mantle</p> <p>Tidy by Emily Gravett</p> <p><b>CHAPTER BOOKS</b><br/>The enchanted wood by Enid Blyton</p>   | <p><b>NON FICTION BOOKS</b><br/>Fantastically Great Women Who Saved the Planet by Kate Pankhurst</p> <p>A Climate in Chaos by Neal Layton</p>  | <p>Pirate Blunderbeard Worst<br/>Pirate Ever- Amy Sparkes</p> <p><b>CHAPTER BOOKS</b><br/>Flat Stanley by Jeff Brown &amp; Rob Biddulph</p> <p><b>NON FICTION</b><br/>Look What I Found at the Seaside by Moira Butterfield &amp; Jesus Verona</p>  | <p>Beside the Seaside: Seaside Holidays Then and Now by Clare Hibbert</p> |
| <p><b>Text type being covered:</b></p>   | <p><b>Non-fiction:</b><br/>- Postcard</p>   | <p><b>Narrative</b><br/>- Retell</p>   | <p><b>Narrative</b><br/>- Setting description</p>  | <p><b>Non-fiction</b><br/>- Instruction/ recount?</p>  | <p><b>Narrative</b><br/>- Character description<br/>- Message in a bottle</p>   | <p><b>Non-fiction</b><br/>- Non-chronological report</p>                  |
| <p><b>Poetry:</b><br/>(see poetry progression document for suggested poems to study and teaching sequence)</p> | <p><b>Poetry</b><br/>Free Verse<br/>- Onomatopoeia &amp; alliteration</p> <p>Children to write firework/bonfire night poetry.</p>   |  | <p><b>Poetry</b><br/>Visual<br/>- Diamantes</p> <p>Children write their own linking to a chosen 'noun' / subject</p>   |  | <p><b>Poetry</b><br/>Structures<br/>- Acrostic</p> <p>Children write their own acrostic poem linked to their topic.</p>   |   |
| <p><b>Curriculum links:</b></p>  | <p><b>Science:</b><br/><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> </ul> | <p><b>Science:</b><br/><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>describe how animals obtain their food from plants and other</li> </ul> | <p><b>Science:</b><br/><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> </ul> <p><b>Geography:</b></p> | <p><b>Science:</b><br/><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for</li> </ul> | <p><b>Geography:</b><br/><b>What is it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast</li> </ul> | <p><b>Art:</b><br/><b>Painting</b><br/>Monet</p>                          |

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|  | <ul style="list-style-type: none"> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <p><b>Geography:</b></p> <p><b>Would you prefer to live in a hot or cold place?</b></p> <ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</li> </ul> <p><b>Art:</b></p> <p><b>Painting and drawing</b></p> <p>Picasso</p> <p>Henri Rousseau – science links to habitats/ animals/ plants</p> | <p>animals, using the idea of a simple food chain, and identify and name different sources of food</p> <p><b>DT:</b></p> <p><b>Textiles - Glove puppets</b></p> <p><i>End point:</i> Design, make and evaluate a glove puppet from a well-known traditional tale, using running stitch</p> | <p><b>Why is our world wonderful?</b></p> <ul style="list-style-type: none"> <li>To identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map.</li> </ul> <p><b>DT:</b></p> <p><b>Mechanisms - wheels and axels</b></p> <p><i>End point:</i> Design, make and evaluate a wheeled vehicle (New Car for Paddington to use when moving round North America)</p> | <p>survival (water, food and air)</p> <ul style="list-style-type: none"> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><b>Art:</b></p> <p><b>Sculpture</b></p> <p>Arko Japanese straw sculptor.</p> <p><b>RE</b></p> <p><b>How can we look after the planet?</b></p> <p><i>Christianity, Islam and a non-religious view</i></p> | <p>is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.</p> <p><b>Cooking and Nutrition</b></p> <p><i>End point:</i> Design and create and evaluate a healthy dip and dipper? Hygienically using chopping/ slicing and mixing with close supervision.</p> |  |
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