Medium Term Plan – Y2 Summer 2019  **Teacher** - Mrs Brands and Miss Treacy

**Summer 1**

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| Week | Topic |
| 1 and 2  | **Owl Babies**Character description, retell stories, book reviews.To understand how different characters are feeling. To portray a character through role play.To write a character description. To use expanded noun phrases.To retell a story. To use a range of openers. To complete a fact fileTo write a book review  Grammar focus:Conjunctions, expanded noun phrases, suffixes. |
| 3 and 4 | **Quest stories** **Lost and Found** AND **The Way Back Home** by Oliver Jeffries**We’re going on a bear hunt** by Michael RosenDescription:Chn read a range of quest stories, exploring structure and language choice. They explore 4 types of sentence and experiment with tense. Chn write their own extended stories, concluding by performing their writing to a younger child.To explore and sequence events from Lost and Found through drama in small groupsGrammar focus:1. Identify and use sentences with different forms2. Use and distinguish past and present tense3. Learn how to use familiar and new punctuation |
| 5 | **Recounts and Newspaper reports**Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.**Description**To note key structural features e.g clear statement of purpose at start, sequential steps set out in list, direct language.To use models from reading to organise instructions sequentially.To write simple newspaper reports.Grammar focus:1. To use word endings ‘ing’ and ‘ed’
2. To read on sight and spell approximately 30 more words from Appendix list 1.
3. To spell common irregular words from Appendix list 1.
4. To use word endings ‘ing’ and ‘ed’
5. To read on sight and spell approximately 30 more words from Appendix list 1.
6. To spell common irregular words from Appendix list 1.
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| 6 | **SATs Week** Common exception words and sentence writing.  |

**Summer 2**

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| Week | Topic |
| 1  | **Riddles**Listen to others in class, ask relevant questions and follow instructionsWork effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving onAdopt appropriate roles in small or large groups and consider alternative courses of actionto read, respond imaginatively. recommend and collect samples of humorous poems; to discuss meaning of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies;To use humorous verse as a structure for children to write their own adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc. derived from reading; write own tongue twisters to alliterative sentences; select words with care, re-reading and listening to their effect.Grammar Focus:CommasApostrophes Homophones |
| 2 | **Poetry \_ The Owl and The Pussycat**Listen to others in class, ask relevant questions and follow instructionsWork effectively in groups by ensuring that each group member takes a turn challenging, supporting and moving onAdopt appropriate roles in small or large groups and consider alternative courses of actionto read, respond imaginatively. recommend and collect samples of humorous poems; to discuss meaning of words and phrases that create humour, and sound effects in poetry, e.g. nonsense poems, tongue-twisters, riddles, and to classify poems into simple types; to make class anthologies;To use humorous verse as a structure for children to write their own adaptation, mimicry or substitution; to invent own riddles, language puzzles, jokes, nonsense sentences etc. derived from reading; write own tongue twisters to alliterative sentences; select words with care, re-reading and listening to their effect.Grammar Focus:CommasFull stopsHomophones |
| 3 | **Non- chronological Reports – Animals** Draw together ideas and information from across a whole text, using simple signposts in the text Explain organisational features of texts, including alphabetical order, layout, diagrams, captions, hyperlinks and bullet points Explain their reactions to texts, commenting on important aspectsGrammar Focus:PunctuationSuffixesCommandsQuestions |
| 4 | **Reading comprehension** Inference skillsSequencingPredictionGrammar Focus : Sentence typesApostrophes |
| 5  | **Assessment Week**  |
| 6 | **Writing Week**Different genres of writingPoems, recounts, newspaper reports. |