**CURRICULUM OVERVIEW 2024 – 2025**

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| **YR 2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Content** | **To write a character description**  **To write instructions**  **To plan and write a non-chronological report**  **To plan and write own version narrative** | **To write a character description**  **To write a setting description**  **To create a new character**  **To create a storyboard**  **To retell a familiar story, edit and review** | **To write a character description**  **To write a setting description**  **To write a wanted poster**  **To plan/write a newspaper report**  **To understand and use rhyme** | **To compare and contrast stories and characters**  **To write a diary entry in character**  **To engage in role play**  **To write own version narrative**  **To write an acrostic poem** | **To write speech bubbles**  **To write instructions**  **To create own character**  **To plan and adventure story**  **To write an adventure story**  **To write a book review** | **To write setting descriptions**  **To write postcards**  **To plan and write a non chronological report**  **To plan and write a letter** |
| **Key new knowledge** | To check sentences make sense  To start sentences with a capital letter  To end sentences with appropriate punctuation  To use adjectives to write a character description  To plan ideas for writing  To understand writing for different purposes  To identify and use the features of instructional text  To use simple noun phrases  To understand and use the features on a non-chronological report.  To organise main ideas into groups.  To create a basic plan of ideas for writing.  To gather subject specific vocabulary.  To write in the appropriate tense  To include a brief introduction and conclusion  To use topic specific vocabulary.  To understand the structure of a narrative.  To plan out ideas for writing.  To collect vocabulary for writing.  To use plan to support writing of own narrative  To use subject/verb sentences.  To use simple connectives such as but, then, and, so.  To write own version narrative | To check sentences make sense  To start sentences with a capital letter  To end sentences with appropriate punctuation  To use adjectives to write a character description  To check sentences make sense  To start sentences with a capital letter  To end sentences with appropriate punctuation  To use a variety of of vocabulary to add interest  To use spelling rules to spell words correctly  To write in the correct tense  To use expanded noun phrases  To use a simple 6/8 box story board to plan out own story with new character.  To use speech and thought bubbles  To use punctuation at the end of a sentence  To use story board to support writing of own narrative  To use subject/verb sentences.  To use simple connectives such as but, then, and, so.  To write own version narrative  To read own writing to an adult  To check through writing carefully  To make improvements to own writing (capital letters, punctuation, vocabulary choices) | To check sentences make sense  To start sentences with a capital letter  To end sentences with appropriate punctuation  To use a variety of of vocabulary to add interest  To understand the format and purpose of a wanted poster  To use a range of openers for beginning sentences  To use expanded noun phrases  To use setting and character descriptions to inform writing  To understand and discuss the features of a newspaper report  To know which tense to use when writing a report.  To begin to use modal verbs e.g. could, should.  To use conjunctions to extend sentences  To use capital letters for the names of people, places, days and months.  To organise writing into paragraphs  To identify rhyme in a range of poems and stories  To begin to use rhyming couplets  To form letters correctly  To read writing aloud to others and talk about it | To discuss alternative versions  To identify key differences between e.g. character and setting.  To identify key features of alternative story.  To express own preference of texts  To understand the features of a diary entry.  To organise ideas in chronological order.  To write in the past tense.  To use simple adverbs.  To use puppets to act out the story  To become familiar with traditional tales  To recognise and join in with predictable phrases  To plan out ideas for writing using a format such as a story map  To collect vocabulary for writing  To use knowledge collected from know stories to support own writing  To understand writing for different purposes  To write own version narrative  To use expanded noun phrases  To use conjunctions to extend sentences.  To understand the format of an acrostic poem  To talk about ideas for poem.  To create word bank linked to acrostic theme word  To write own acrostic poem | To talk about the characters in a story  To make inferences based on what is being said and done  To ask and answer questions  To write in the first person  To use imperative verbs to begin sentences  To use simple adverbs such as slowly, carefully etc.  To write in sequenced steps  To use commas in a list  To read writing to check it makes sense  To use expanded noun phrases  To use possessive apostrophes  To use different forms of sentences  To check work carefull and make improvements  To discuss and clarify the mearnings of words  To plan own ideas for writing  To spell Year 2 words mainly correctly  To use capital letters correctly  To mark the end of a sentence with appropriate punctuation  To check for errors in spelling, grammar and punctuation  To summarise a text  To make recommendations of a text  To spell common exception words correctly  To use capital letters correctly | To use expanded noun phrases  To use a range of sentence openers  To spell Year 2 words correctly  To form letters correctly  To use expanded noun phrases from setting description  To understand and use features of a postcard  To write in the first person  To use apostrophes for contractions  To identify and discuss the features of a non-chronological report  To plan ideas for own writing  To collect vocabulary for writing  To include a brief introduction and conclusion  To write in the appropriate tense  To use some modal verbs  To use some conjunctions to join ideas  To use simple adverbs  To organise main ideas into groups  To understand and use the features of a letter  To use simple adverbs  To write in the first person  To write in the past tense  To use time related words to show sequencing  To use adverbs |
| **Assessments** | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning | Formative assessment;  Outcome of writing to inform future teaching and learning  Evidence of prior learning included in final writing.  Low stakes quizzes  Questioning |