

## English Map –Year 2

	Term 1 (Pirates/Victorians)		Term 2 (Africa/Imaginary Worlds)		Term 3 (Great Fire of London/ Traditional Tales)	
<b>Narrative</b>	Stories with recurring literary language: (4 weeks -or 2 weeks + 2 weeks)		Traditional Tales-Myths (creation stories) (4 weeks- or 2 weeks + 2 weeks)		Traditional Tales-Fairy Tales (4 weeks-or 2 weeks + 2 weeks)	
<b>Suggested final written outcome</b>	Use a familiar story as a model to write a new story.	Key texts: <b>Captain Beastlie’s Pirate Party by Lucy Coats</b> <b>Major Glad, Major Dizzy by Jan Oke</b>	Write a creation myth based on ones read e.g. how the zebra got his stripes.	Key texts: <b>Just So Stories by Rudyard Kipling</b> <b>Meerkat Mail by Emily Gravett</b>	Write a re-telling of a traditional story. Innovate a traditional tale.	Key texts: <b>Jack and the Beanstalk (across EYFS/KS1)</b> <b>The Three Little Wolves and the Big Bad Pig</b>
<b>Non-Fiction</b>	<b>Instructions</b> 2 weeks <b>Experience– How to make a pirate hat/ pirate biscuits.</b>	<b>Recount</b> 2 weeks <b>Experience– Visit to Holdenby House (Victorian topic)</b>	<b>Report</b> 2 weeks <b>Experience-Meerkat visit.</b>	<b>Explanations</b> 2 weeks <b>How to fly a hot air balloon (Disney’s UP)</b>	<b>Report</b> 2 weeks <b>Based on the Great Fire of London</b>	<b>Explanations</b> 2 weeks <b>Experience-Making and burning houses.</b>
<b>Suggested final written outcome</b>	Following a practical experience, write up the instructions for a recipe or craft activity.	Write first person recounts re-telling historical events, using adverbs of time to aid sequencing, and maintaining consistency in tense and person.	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.	Assemble information on a subject, sorting and categorising information; use comparative language to describe and differentiate.	Produce a simple flowchart or cyclical diagram and record a series of sentences to support the explanation.
<b>Poetry</b>	<b>Vocabulary building (sound poems) 2 weeks</b>	<b>Structure – simile poems (1 week)</b>	<b>Vocabulary building 1 week</b>	<b>Structure-riddles 2 weeks</b>	<b>Vocabulary building (cinquains) 1 week</b>	<b>Structure – descriptive poetry (2 weeks )</b>
<b>Suggested final written outcome</b>	Read sound poems . Write and perform own versions.  <b>Key text: The Sound Collector by Roger McGough</b>	Write own poem linked to <b>World Poetry Day Theme-Change.</b>  (4th Oct 2018)	Read, write and perform free verse.	Write own riddles based on African animals.  <b>Key text: Who am I?</b>	Write/perform fire cinquains. E.g. Fire! Hot, orange, scorching, raging, burning ...  (fire shaped poems)	Write a poem using adjective, noun, verb, adverb structure.  E.g. <b>A golden flame burning brightly.</b>