

# Newington Green Primary School Curriculum Map



Year 2	Autumn 1: Writing to entertain		
	My Healthy Life		
Core Text	Example Poems	Willy the Wimp (Anthony Browne)	Gorilla (Anthony Browne)
Text Type	Kenning Poem	Letter	Narrative
Suggested Hook	Fruit and vegetable tasting session	Share the Harry Potter scene with the Boggart and discuss what each child's Boggart would look like	
Writing Skills to Teach	<ul style="list-style-type: none"> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Demarcating sentences correctly with <b>capital letters</b> and <b>full stops</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> <li>Using appropriate spacing between words with letters correctly sat on the line</li> <li>Forming <u>all</u> capital letters and lowercase letters are the correct size, relative to one another</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Demarcating sentences correctly with <b>capital letters</b> and <b>full stops</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> <li>Using appropriate spacing between words with letters correctly sat on the line</li> <li>Forming <u>all</u> capital letters and lowercase letters are the correct size, relative to one another</li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Demarcating sentences correctly with <b>capital letters</b> and <b>full stops</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> <li>Using appropriate spacing between words with letters correctly sat on the line</li> <li>Forming <u>all</u> capital letters and lowercase letters are the correct size, relative to one another</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Spelling their own name correctly</li> <li>Writing on the line</li> <li>Using finger spaces</li> <li>Using capital letters for names of people, places and days of the week and for the personal pronoun <b>I</b></li> </ul>	<ul style="list-style-type: none"> <li>Using the past tense accurately when orally rehearsing sentences</li> <li>Spelling their own name correctly</li> <li>Writing on the line</li> <li>Using finger spaces</li> <li>Using capital letters for names of people, places and days of the week and for the personal pronoun <b>I</b></li> </ul>	<ul style="list-style-type: none"> <li>Using the past tense accurately when orally rehearsing sentences</li> <li>Spelling their own name correctly</li> <li>Writing on the line</li> <li>Using finger spaces</li> <li>Using capital letters for names of people, places and days of the week and for the personal pronoun <b>I</b></li> </ul>
Final Written Outcome	Writing a Kenning Poem describing a healthy food item	Writing a letter in role as Willy	Write a sequel to the book e.g. Describe another of Hannah and Gorilla's adventures.
Audience & Purpose	Children perform their poems for parents	Children write a letter as Willy explaining why they need the 'Don't be a Wimp' package.	Children create their own little storybooks (with illustrations) to be displayed in the book corner.
Independent Writing	Retell a traditional story: The Ugly Duckling		

# Newington Green Primary School Curriculum Map



Year 2	Autumn 2: Writing to inform		
	The Great Fire of London		
Core Text	Non-fiction books on The Great Fire of London (IELS)		
Text Type	Newspaper	Recount	Instructions
Suggested Hook	Visit to the Museum of London		Children make fairy cakes/ xmas biscuits
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Sequencing sentences to write short narratives (real or fictional)</li> <li>• Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>• Writing consistently accurately in the past tense</li> <li>• Punctuating sentences correctly with <b>capital letters, full stops, exclamation marks and question marks</b></li> <li>• Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>• Using words in the contracted form <b>e.g. don't, can't</b></li> <li>• Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>• Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Sequencing sentences to write short narratives (real or fictional)</li> <li>• Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>• Writing consistently accurately in the past tense</li> <li>• Punctuating <u>most</u> sentences correctly with <b>capital letters, full stops, exclamation marks and question marks</b></li> <li>• Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>• Using words in the contracted form <b>e.g. don't, can't</b></li> <li>• Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>• Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> <li>• Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Sequencing sentences to write short narratives (real or fictional)</li> <li>• Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>• Writing consistently accurately in the past tense</li> <li>• Punctuating <u>most</u> sentences correctly with <b>capital letters, full stops, exclamation marks and question marks</b></li> <li>• Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>• Using words in the contracted form <b>e.g. don't, can't</b></li> <li>• Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>• Spelling <u>most</u> Y1 common exception words correctly <b>e.g. I, the, he, said, of</b></li> <li>• Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>• Using appropriate spacing between words with letters correctly sat on the line</li> <li>• Forming <u>all</u> capital letters and lowercase letters at the correct size, relative to one another</li> <li>• Using capital letters for names of <b>people, places</b> and days of the week and for the personal pronoun <b>I</b></li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate spacing between words with letters correctly sat on the line</li> <li>• Forming <u>all</u> capital letters and lowercase letters at the correct size, relative to one another</li> <li>• Using capital letters for names of <b>people, places</b> and days of the week and for the personal pronoun <b>I</b></li> </ul>	<ul style="list-style-type: none"> <li>• Using appropriate spacing between words with letters correctly sat on the line</li> <li>• Forming <u>all</u> capital letters and lowercase letters at the correct size, relative to one another</li> <li>• Using capital letters for names of <b>people, places</b> and days of the week and for the personal pronoun <b>I</b></li> </ul>
Final Written Outcome	Newspaper recount of the Great Fire of London	Recount of their trip to the Fire exhibition	Instructions for making cakes
Audience & Purpose	Children's newspaper reports to be collated to create a class newspaper	Children's recounts to be sent home as a class newsletter, along with pictures from the trip.	Instructions to go in the school newsletter
Independent Writing	Diary as Samuel Pepys		

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Year 2	Spring 1: Writing to entertain	
	Africa	
Core Text	Emmanuel's Dream (Laurie Thompson)	Giraffes Can't Dance (Giles Andreae)
Text Type	Diary	Narrative
Suggested Hook	<b>Africa Day – Children explore the different cultures and features of some countries e.g. Kenya, Egypt, Nigeria &amp; South Africa</b>	<b>Children put on a talent show showcasing their unique talents.</b>
Writing Skills to Teach	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Sequencing sentences to write short narratives (real or fictional)</li> <li>• Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>• Using the past <u>and</u> present tense accurately in a piece of writing</li> <li>• Punctuating <u>most</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>• Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>• Using words in the contracted form <b>e.g. don't, can't</b></li> <li>• Using commas to separate items in a list</li> <li>• Using phonetically plausible spellings</li> <li>• Using compound words <b>e.g. superman, whiteboard, playground</b></li> <li>• Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>	<ul style="list-style-type: none"> <li>• Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>• Sequencing sentences to write short narratives (real or fictional)</li> <li>• Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>• Using the past <u>and</u> present tense accurately in a piece of writing</li> <li>• Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>• Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>• Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>• Using words in the contracted form <b>e.g. don't, can't</b></li> <li>• Using commas to separate items in a list</li> <li>• Using phonetically plausible spellings</li> <li>• Using compound words <b>e.g. superman, whiteboard, playground</b></li> <li>• Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>
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Final Written Outcome	Diary entry writing in role as Emmanuel	Writing a narrative in the same style (e.g. elephants can't skip)
Audience & Purpose	Children to orally perform their entries to the class.	Children create little books with illustrations
Independent Writing	Instructions: How to make the perfect.... teacher/ pet/ imaginary friend	

# Newington Green Primary School Curriculum Map



Year 2	Spring 2: Writing to entertain		
	Amazing Animals		
Core Text	The Owl Who Was Afraid of the Dark (Jill Tomlinson)		The Bear and the Piano (David Litchfield)
Text Type	Setting Description	Narrative	Letter
Suggested Hook	Children have a slumber party in the classroom		Children attend an Orchestral Performance
Writing Skills to Teach	<ul style="list-style-type: none"> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Using the <b>present tense</b> accurately in a piece of writing</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using phonetically plausible spellings</li> <li>Using compound words <b>e.g. superman, whiteboard, playground</b></li> <li>Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Using the <b>past tense</b> accurately in a piece of writing</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using phonetically plausible spellings</li> <li>Using compound words <b>e.g. superman, whiteboard, playground</b></li> <li>Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Using the <b>present tense</b> and the <b>past tense</b> accurately in a piece of writing</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using phonetically plausible spellings</li> <li>Using compound words <b>e.g. superman, whiteboard, playground</b></li> <li>Spelling <u>some</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences logically and/or chronologically</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences logically and/or chronologically</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>
Final Written Outcome	Writing a (positive or negative) description of the night time.	Writing a narrative in the same style (e.g. The duck who was afraid of water)	Writing in role as the bear describing his time in the Big City
Audience & Purpose	Children to publish their descriptions alongside related illustrations	Children to create their own story books	Children to 'post' their letters and receive a response.
Independent Writing	Retell the story of The Bear and the Piano from the point of view of the bear		

# Newington Green Primary School Curriculum Map



Year 2	Summer 1: Writing to inform		
	Environmental Activist		
Core Text	Dear Greenpeace (Simon James)		The Tin Forest (Helen Ward)
Text Type	Letter	Recount	Non-Chronological Report
Suggested Hook	Visit to London Zoo		Monitoring recycling across the school
Writing Skills to Teach	<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Writing accurately in the correct tense</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using sentences in different forms <b>e.g. statement, questions, commands and exclamations</b></li> <li>Using phonetically plausible spellings</li> <li>Using apostrophes for possession</li> <li>Spelling <u>most</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> <li>Using suffixes e.g. <b>-ment, -ful, -less, -ly</b></li> </ul>	<ul style="list-style-type: none"> <li>Write simple, coherent narratives about personal experiences and those of others (real or fictional)</li> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Writing accurately in the correct tense</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using sentences in different forms <b>e.g. statement, questions, commands and exclamations</b></li> <li>Using phonetically plausible spellings</li> <li>Using apostrophes for possession</li> <li>Spelling <u>most</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> <li>Using suffixes e.g. <b>-ment, -ful, -less, -ly</b></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Writing accurately in the correct tense</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using sentences in different forms <b>e.g. statement, questions, commands and exclamations</b></li> <li>Using phonetically plausible spellings</li> <li>Using apostrophes for possession</li> <li>Spelling <u>most</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> <li>Using suffixes e.g. <b>-ment, -ful, -less, -ly</b></li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Sequence sentences logically and/or chronologically</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences logically and/or chronologically</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Sequence sentences logically and/or chronologically</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>
Final Written Outcome	A letter enquiring about an endangered animal	Recount of the trip to London Zoo	Information text about recycling in Britain
Audience & Purpose	Letters to be posted to a local politician or charitable organisation	Recounts to be sent home in a year group newsletter	To be displayed as information leaflets and given to the school council
Independent Writing	Non chronological report: Animal fact file		

# Newington Green Primary School Curriculum Map



Year 2	Summer 2 : Writing to entertain	
	The Blitz	
Core Text	George's Marvellous Medicine (Roald Dahl)	
Text Type	Character Description	Instructions
Suggested Hook	Member of staff visits the class, dressed as Grandma	Teacher acts out deliberately bad instructions
Writing Skills to Teach	<ul style="list-style-type: none"> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Writing accurately in the correct tense</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using apostrophes for possession</li> <li>Using phonetically plausible spellings</li> <li>Spelling <u>most</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> <li>Using suffixes e.g. <b>-ment, -ful, -less, -ly</b></li> </ul>	<ul style="list-style-type: none"> <li>Sequencing sentences to write short narratives (real or fictional)</li> <li>Planning their writing by discussing ideas with an adult or partner and recording them on a given plan</li> <li>Writing accurately in the correct tense</li> <li>Punctuating <u>all</u> sentences correctly with <b>capital letters, full stops, exclamation marks</b> and <b>question marks</b></li> <li>Using expanded noun phrases <b>e.g. big, red dog</b></li> <li>Using co-ordinating conjunctions <b>e.g. or, and, but</b></li> <li>Using subordinating conjunctions <b>e.g. when, if, that, because</b></li> <li>Using commas to separate items in a list</li> <li>Using apostrophes for possession</li> <li>Using phonetically plausible spellings</li> <li>Spelling <u>most</u> Y2 common exception words correctly <b>e.g. climb, grass, find, after</b></li> <li>Using suffixes e.g. <b>-ment, -ful, -less, -ly</b></li> </ul>
Skills to Introduce	<ul style="list-style-type: none"> <li>Using subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>Use paragraphs to organise writing</li> <li>Using the correct determiner a or an</li> </ul>	<ul style="list-style-type: none"> <li>Using subordinating conjunctions [<b>when, if, that, because</b>] to join clauses</li> <li>Use paragraphs to organise writing</li> <li>Using the correct determiner a or an</li> </ul>
Skills to Consolidate	<ul style="list-style-type: none"> <li>Writing a complete sentence</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>	<ul style="list-style-type: none"> <li>Writing a complete sentence</li> <li>Using <b>and</b> to join words and sentences</li> <li>Separating words with finger spaces</li> <li>Using capital letters for names of people, places, days of the week and for the personal pronoun I</li> </ul>
Final Written Outcome	Contrasting character descriptions of George and Grandma. (Alliterate descriptions in the style of Roald Dahl)	Instructions for making a magical concoction
Audience & Purpose	Published alongside illustrations of the 2 characters	Children act out making the recipe and self-assess their instructions
Independent Writing	Writing a letter in role as an evacuated child	