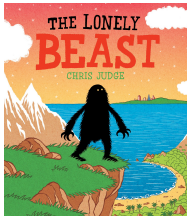
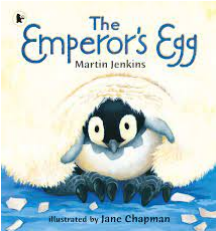
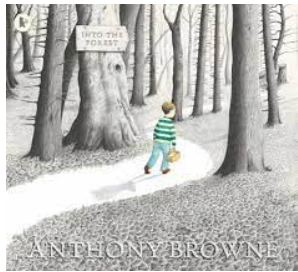


# Learning Adventure Overview

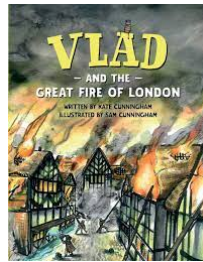
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Into the Woods</b>	<b>London's Burning</b>	<b>Frozen Kingdom</b>	<b>Once Upon a Time</b>	<b>Oh I do like to be beside the seaside</b>	<b>Spectacular Savannah</b>
<b>Stunning Start: Who lives here?</b>	<b>Stunning Start: Bakers for the day</b>	<b>Stunning Start: Famous historical person day</b>	<b>Stunning Start: Fairy Tale Day</b>	<b>Stunning Start: Gardeners for the day</b>	<b>Stunning Start: Artists for the day</b>
<b>Marvellous Middle: Where the wild things are creatures</b>	<b>Marvellous Middle: Fire Brigade visit</b>	<b>Marvellous Middle: Ernest Shackleton ice investigation</b>	<b>Marvellous Middle: Design and create a sweet house</b>	<b>Marvellous Middle: Punch and Judy show</b>	<b>Marvellous Middle: Visit from Sunny</b>
<b>Fabulous Finish: Woodland Day</b>	<b>Fabulous Finish: Burning Tudor houses</b>	<b>Fabulous Finish: RNLI visit</b>	<b>Fabulous Finish: Mad Hatter's Tea party</b>	<b>Fabulous Finish: Beach trip</b>	<b>Fabulous Finish: Performance of Maliswe</b>
 <p>The Lonely Beast by Chris Judge</p>	 <p>Toby and the Great Fire of London by Margaret Nash and Jane Cope</p>	 <p>The Emperor's Egg by Martin Jenkins</p>	 <p>Rumpelstiltskin by Mara Alperin and Kate Daubney</p>	 <p>The Lighthouse Keepers Lunch by Ronda and David Armitage</p>	 <p>Meerkat Mail by Emily Gravett</p>



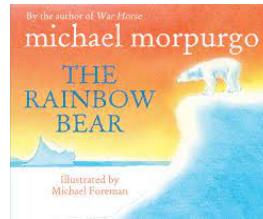
Where The Wild Things Are  
by  
Maurice Sendak



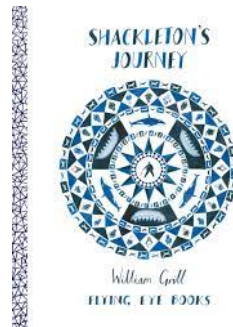
Into the Forest by Anthony  
Browne



Vlad and the Great Fire of  
London by Kate  
Cunningham



The Rainbow Bear by  
Michael Morpurgo



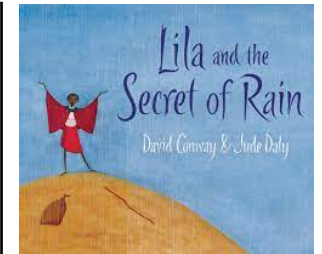
Shackleton's Journey by  
William Grill



Hansel and Gretel By  
Josephine Collins



The Pirate Cruncher by  
Jonny Duddle



Lila and the Secret of Rain by  
David Conway and Judy Daly

## Writing

Writing in Year 2 is based upon the term's learning adventure wherever possible, and is therefore often driven by the related core text. However, writing planning may also result from topical events and real-life experiences and therefore, genres covered and writing outcomes change year on year.

We use an 'Effective Writing Sequences' document - developed by Swale senior English leaders and used across all Swale primary schools in Eastbourne - which is mapped closely to the writing composition and vocabulary, grammar and punctuation requirements of the National Curriculum. This document is structured according to specific writing genres and determines a series of lessons, all of which follow the same sequence: text analysis based upon a good example; a series of skills-based scaffolding lessons; drafting; editing and finally redrafting.

In Year 2, children may write according to any of the following genres: descriptive pieces, narrative, poetry, instructions, recounts or information texts.

## Reading



Vocabulary



Inference



Prediction



Explanation



Retrieval



Sequence

5 minutes

**Starter: Tier 2 Vocabulary**

Introduction of a new tier 2 vocabulary word, taken from that day's text.  
The word is defined, presented in context and then explored further (for example by looking at associated grammatical rules, images and drama).

5-10 minutes

(The order of these may swap.)

**Reading Extract:**

Introduce extract (one per child).

Read together:

Text-marking (year group dependent)

Teacher-led

- Pupil-led
- Read to partner
- Choral
- Echo
- Jump
- Small group
- Whisper etc.

Suggested structure for text choice (teachers ensure a balance of genres):

Week 1:	Week 2:	Week 3:
Fiction	Non-Fiction	Poetry
Week 4:	Week 5:	Week 6:
Fiction	Non-Fiction	Poetry

**Skimming or scanning activities:**

Skimming - Looking at the extract quickly in order to have a general idea of the content.

Scanning - Looking at a text to find a particular word, group of words or piece of information.

15-20 minutes

**Comprehension questions:**

Completed on whiteboards or paper template (year-group dependent).

**VIPERS** questions related to extract, the first of which will always be a vocabulary question based upon that day's Tier 2 word.

**Year 2 Progression in Comprehension Teaching (Terms 1 to 4)**

2x per week starters focus on sight vocabulary.

2x per week starters focus on Tier 2 vocabulary.

**Day 1**

- First text for the week introduced.
  - Teacher modelling and children record responses on whiteboards.

**Day 2**

- First text is used again.
  - Re-reading (focus on fluency).
  - Written responses on template sheets.

**Day 3**

- Second text for the week – a continuation of the first text.
  - Written responses on template sheets.

**Day 4**

- The first and second texts are combined to create an extended piece (focus on reading stamina).
  - Different questions given in a SATs-style and children record written answers on template sheets.

**From Term 5**, the children are instead given an unfamiliar text on **Day 4** in preparation for the demands of the KS1 SATs test.

## Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value			Number: Addition and Subtraction					Measurement: Money		Number: Multiplication and Division	Consolidation
Spring	Number: Multiplication and Division				Statistics		Geometry: Properties of Shape			Number: Fractions		
Summer	Measurement: Length and Height		Geometry: Position and Direction		Consolidation and problem solving		Measurement: Time		Measurement: Mass, Capacity and Temperature			Consolidation

The order in which maths topics are covered is subject to change this year and will be based upon catch-up needs identified as result of last year's school closures.

Science					
Working Scientifically					
Living things and their habitats	Living things and their habitats	Uses of Everyday Materials	Uses of Everyday Materials	Plants	Animals including Humans
Computing					
Information Technology	Computer Science 1	Electronic safety	Data handling	Computer Science 2	Digital Creator
Geography					
Local Environment Fieldwork	UK countries, capitals and seas		Local Environment Fieldwork		Continents - Hot and Cold areas of the World
History					
	The Great Fire of London	Significant People Ernest Shackleton		Seaside Holidays in the Past	
PSHE					
Being me in my world	Celebrating difference	Dreams and Goals	Relationships	Changing me	Healthy me

Art					
Printing	Painting skills	Drawing	3D	Artist study and college	Artist study and painting
Design & Technology					
Structures		Mechanics		Textiles	
RE					
	Christianity		Judaism		Christianity
PE					
Football	Tag Rugby	Quick Cricket	Gymnastics and Dance	Basketball	Athletics
Music					
Composing	Listening, singing and performing	Musicianship Pulse, rhythm and pitch	Musicianship Pulse, rhythm and pitch	Composing	Singing and performing
Outdoor Learning					

<b>Orienteering</b>	<b>Fires</b>	<b>Expedition</b>	<b>Fairy Tales</b>	<b>Seaside</b>	<b>Weather</b>
<b>Visits and Visitors</b>					
<b>Shinewater Park</b>	<b>Fire Bridge</b>	<b>RNLI visit</b>	<b>Storyteller</b>	<b>Beach trip Punch and Judy show</b>	<b>Drusillas/meerkat visit Teem meeting with gamekeeper</b>