



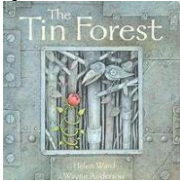
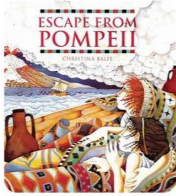
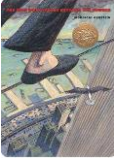
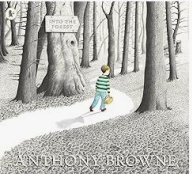


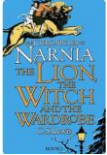

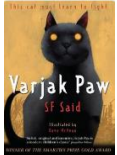
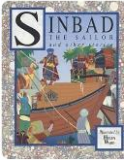

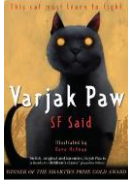


Learning Journeys LKS2

	Autumn (Trad Tales) I can tell stories		Spring (Classic) I am a child of books		Summer (Modern) An Adventure of Books	
Learning Journey 1	Hansel & Gretel 	Inside the Villains (4 weeks) 	A Child of Books Oliver Jeffers 	The Tin Forest By Helen Ward 	Escape from Pompeii 	The man who walked between two towers by Mordakai Gerstein 
Hook	Trail of breadcrumbs / sweets	Villan – every day have a new villainous word everyday.		Items from the story (book about plants, toy toucan, watering can, dungarees)	Watch the video of timelapse of Pompeii	Slack line Video of the event
Grammar	Reinforce KS1 punctuation. Introduce fronted adverbials for time. -ly adverbs Exclamatory sentence	Descriptive technical vocabulary Headings & subheadings Conjunctions Adverbs of frequency Possessive apostrophes		Headings and sub headings Paragraphs Pronouns and nouns in and across sentences. Noun phrases.	Past tense Conjunctions Noun phrases.	Emotive language Conjunctions Quotes
Outcomes	Write a recipe for a house of sweets	Create your own villain information text with creative headings. (worst habit/ best kept secret/where you might find them-stories and settings)		A new plant has been discovered in the garden. Children to write some information about their plant.	Recount of escaping from Pompeii	Eyewitness account of the walking between the towers.

<p>Learning Journey 2</p>	<p>Into the Forest by Anthony Browne</p> 		<p>The Iron Man by Ted Hughes</p> 	<p>The Lion the Witch and the Wardrobe CS Lewis</p> 	<p>The Young Cyclists Companion</p> 	<p>Varjak Paw by SF Said</p>  <p>4 weeks x 2 outcomes</p>	
<p>Hook</p>	<p>Go to forest school.</p>	<p>Villainous words</p>	<p>Iron man's arm found in the classroom</p>	<p>What portals do you know? Where would you want to end up?</p>	<p>Teacher's secret hobby Bring in one clue per teacher and match the hobby to the teacher.</p>	<p>Bring in a inanimate object and talk to children about how you would keep it a pet.</p>	
<p>Grammar</p>	<p>Noun phrases Prepositional phrases (Yr 3) Modified noun phrases (Yr 4) Speech punctuation</p>	<p>Noun phrases specific to character traits. Commas in lists</p>	<p>Adverbs, conjunctions prepositions expressing time place and cause. Paragraphs. Quotoes using speech punctuation.</p>	<p>Speech punctuation</p>	<p>Conjunctions and adverbs. Commas in lists.</p>	<p>Noun phrases Prepositional language</p>	
<p>Outcome</p>	<p>Descriptive writing – two contrasting setting descriptions based on pictures. Outcome #2</p>	<p>Character description from villains PoV (first person)</p>	<p>The back story of the iron man as a news report / recount (publish to video)</p>	<p>Write a portal story with a focus on dialogue.</p>	<p>Outcome – instructions on how to do your hobby.</p>	<p>P63 write a description of an object from the cat's point of view.</p>	
<p>Learning Journey 3</p>	<p>Arabian Nights – Sinbad the Sailor</p> 	<p>The Snow Queen (2 weeks)</p> 					
<p>Hook</p>	<p>Play the music from the film version and predict what it might be from.</p>	<p>Letter from the Snow Queen to the class telling them that some of them will have to come to work for her.</p>					<p>As above</p>

Grammar	Speech punctuation Descriptive noun phrases	Conjunctions. Paragraphs Rhetorical question			Conjunctions Choice of language Paragraphs
Outcomes	Innovate the opening to own Arabian Nights story	Persuasive letter to the Snow Queen saying if you want to go / not go to work for her.			Write a new adventure for Varjak Paw

Year 2	Year 3 & 4
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) • learn how to use: <ul style="list-style-type: none"> ○ sentences with different forms: statement, question, exclamation, command ○ expanded noun phrases to describe and specify [for example, the blue butterfly] ○ the present and past tenses correctly and consistently including the progressive form ○ subordination (using when, if, that, or because) and co-ordination (using or, and, or but) ○ the grammar for year 2 in English Appendix 2 ○ some features of written Standard English • use and understand the grammatical terminology in English Appendix 2 in discussing their writing. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • develop their understanding of the concepts set out in <u>English Appendix 2</u> by: <ul style="list-style-type: none"> ○ extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ○ using the present perfect form of verbs in contrast to the past tense ○ choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ○ using conjunctions, adverbs and prepositions to express time and cause ○ using fronted adverbials ○ learning the grammar for years 3 and 4 in English Appendix 2 • indicate grammatical and other features by: <ul style="list-style-type: none"> ○ using commas after fronted adverbials ○ indicating possession by using the possessive apostrophe with plural nouns ○ using and punctuating direct speech • use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
<p>The terms for discussing language should be embedded for pupils in the course of discussing their writing with them. Their attention should be drawn to the technical terms they need to learn.</p>	<p>Grammar should be taught explicitly: pupils should be taught the terminology and concepts set out in English Appendix 2, and be able to apply them correctly to examples of real language, such as their own writing or books that they have read.</p> <p>At this stage, pupils should start to learn about some of the differences between Standard English and non-Standard English and begin to apply what they have learnt [for example, in writing dialogue for characters].</p>

	Year 2	Year 3	Year 4
Word	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i> (A fuller list of suffixes can be found on page 46 in the year 2 spelling section in English Appendix 1) Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example <i>super-, anti-, auto-</i>] Use of the forms <i>a</i> or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock, <u>an</u> open box</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve, solution, solver, dissolve, insoluble</i>]	The grammatical difference between plural and possessive <i>-s</i> Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>) Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, <i>when, before, after, while, so, because</i>], adverbs [for example, <i>then, next, soon, therefore</i>], or prepositions [for example, <i>before, after, during, in, because of</i>]	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]	Introduction to inverted commas to punctuate direct speech	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	noun, noun phrase statement, question, exclamation, command, compound, adjective, verb, suffix adverb tense (past, present) apostrophe, comma	adverb, preposition conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')	determiner pronoun, possessive pronoun adverbial

