



English Curriculum for Panda Class (Years 2 and 3)

This is based on a two year cycle. In Each half term, a core text is selected and this generates the basis of individual lesson plans. These core texts will often be supplemented by further reading materials. See also the English subject statement for further details.

Panda (1)												
	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p>Progression of Core Texts</p> <p><i>One fiction and one non-fiction each term.</i></p> <p><i>Additional texts to be chosen by the teacher depending on the needs of the children.</i></p>	Wanted: The perfect pet (short chapter book)	Stone Age Boy (narrative with some information elements)	Dare to Care Pet Dragon		Cinderella of the Nile (ancient traditional tale)		Penguins (hybrid, non-chron)		The Paperbag Prince		Fantastically Great Women (biographical writing)	
<p>Grammar and punctuation</p>	<p>Revise punctuation from (Y1)</p> <p>Commas for lists(Y2).</p> <p>Sentences with different forms: subordination using <i>when, if, that or because</i> (Y2) and coordination using <i>and</i> (Y1) and <i>or</i> and <i>but</i> (Y2).</p>	<p>Extending range of sentences.</p> <p>Using conjunctions.</p> <p>Using fronted adverbials (comma)</p> <p>Use headings and subheadings</p> <p>Terminology</p> <p>Y3: adverb, conjunction, clause, subordinate clause</p>	<p>Present perfect form of verbs instead of the simple past tense (Y3)</p> <p>Conjunction, adverbs (then, next, soon, therefore) and prepositions (before, after, during, in because of) to express time, place</p> <p>and cause Fronted adverbials (commas Y4).</p>	<p>Express time, place and cause using conjunctions (e.g. <i>when, before, after, while, so, because</i>), adverbs (e.g. <i>then, next, soon</i>) and prepositions (e.g. <i>before, after, during, in, because of</i>) (Y3/4).</p> <p>Extend the range of sentences with more than one clause by using a wider range of conjunctions, including <i>when, if,</i></p>	<p>Use fronted adverbials (Y4).</p> <p>Use expanded noun phrases to create description for reader (Y4).</p> <p>Terminology</p> <p>adverbial phrase, expanded noun phrase</p>	<p>Paragraphing</p> <p>Subheadings and headings</p> <p>Adverbs and prepositional phrases</p> <p>Revise noun phrases from Y2</p> <p>Terminology</p> <p>Y3: adverb, preposition, clause,</p>						

	<p>Terminology</p> <p>Y1: capital letter, full stop, question mark, punctuation</p> <p>Y2: comma, noun, noun phrase, adjective, statement, question, command</p>	Y4: determiner, pronoun, possessive pronoun, adverbial	<p>Paragraphs</p> <p>Terminology</p> <p>Y3: adverb, preposition, conjunction, clause, subordinate clause, direct speech, inverted commas (or 'speech marks')</p> <p>Y4: adverbial</p>	<p><i>because and although</i> (Y3/4).</p> <p>Terminology</p> <p>Y3: conjunction, clause, subordinate clause</p> <p>Y4: revision of Y3 terminology</p>		<p>subordinate clause</p> <p>Y4: adverbial</p>
Spelling	<i>No Nonsense Spelling Programme</i>					
Handwriting	<p>Pupils taught to move on from pre-cursive to cursive using PenPals</p> <p>Pupils begin to join more of their writing legibly and consistently</p> <p>All pupils write in pen by the end of the year in Year 2 and throughout Year 3</p>					

Panda (2)													
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Progression of Core Texts	The Disgusting Sandwich		Rainforest-Rough Guide (hybrid – factfiles, emails)		The Beasties (short traditional narrative) Focus: plot		How to Invent (Chron and Non-chron reports)		Meerkat Mail		A Walk around London (Dual voice text)		
<p><i>One fiction and one non-fiction each term.</i></p> <p><i>Additional texts to be chosen by the teacher depending on the needs of the children.</i></p>													
Grammar and	Expand noun phrases to describe and specify (e.g. <i>the</i>)		Extend the range of sentences		Use a range of conjunctions		Use conjunctions, adverbs and prepositions to express time,		Indicate possession by using the		Extend the range of sentences		

<p>punctuation</p>	<p><i>blue butterfly</i> (Y2).</p> <p>Show correct choice and consistent use of tense throughout writing (Y2).</p> <p>Use and punctuate direct speech (inverted commas) (Y3).</p> <p>Terminology</p> <p>Y2: noun, noun phrase, adjective</p> <p>Y3: direct speech, inverted commas (or speech marks)</p>	<p>with more than one clause</p> <p>by using a wider range of conjunctions (e.g. <i>when, if, because, although</i>) (Y3).</p> <p>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (Y4).</p> <p>Terminology</p> <p>Y3: conjunction, clause, subordinate clause</p> <p>Y4: determiner, pronoun</p>	<p>Revise expanded noun phrases from Y2</p> <p>Adverbs and prepositions (place and time)</p> <p>Terminology</p> <p>Y3: adverb, conjunction, clause, subordinate clause</p> <p>Y4: adverbial</p>	<p>place and cause (Y3).</p> <p>Use fronted adverbials (Y4).</p> <p>Use commas after fronted adverbials (Y4).</p> <p>Extend the range of sentences with more than one clause</p> <p>by using a wider range of conjunctions, including <i>when, if, because</i> and <i>although</i> (Y3).</p> <p>Expand noun phrases by the addition of modifying adjectives, nouns and preposition phrases (Y4).</p> <p>Terminology</p> <p>Y3: adverb, preposition, clause, subordinate clause</p> <p>Y4: adverbial</p>	<p>possessive (Y4).</p> <p>Use apostrophes with singular and plural nouns (Y4).</p> <p>Revise simple and compound sentences (Y3).</p> <p>Use the present perfect form of verbs (Y3).</p> <p>Terminology</p> <p>Y2: simple sentence, compound sentence, verb, past tense, present tense, progressive form</p> <p>Y3/4: revision of Y2 terminology</p>	<p>with more than one clause</p> <p>by using a wider range of conjunctions (Y3/4).</p> <p>Use fronted adverbials (Y4).</p> <p>Use and punctuate direct speech</p> <p>– introduce inverted commas (Y3), use inverted commas and other punctuation for direct speech (Y4).</p> <p>Express time, place and cause using conjunctions, adverbs and prepositions (Y3).</p> <p>Terminology</p> <p>Y2: adverb, preposition, conjunction, sentence</p> <p>Y3: adverbial, direct speech</p>
<p>Spelling</p>	<p><i>No Nonsense Spelling Programme</i></p>					
<p>Handwriting</p>	<p>Pupils taught to move on from pre-cursive to cursive using PenPals</p> <p>Pupils begin to join more of their writing legibly and consistently</p> <p>All pupils write in pen by the end of the year in Year 2 and throughout Year 3</p>					