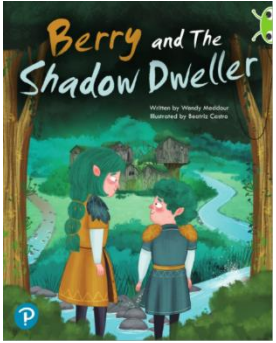
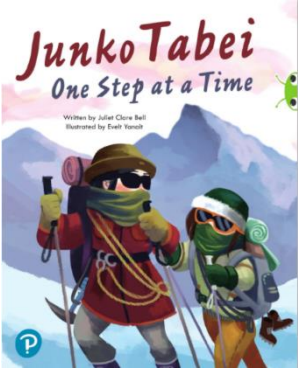



Year 2 Reading Curriculum

Autumn 1

		<p>Genre: Fiction National Curriculum references Discuss the sequence of events in books and how items are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions about a text Predict what might happen on the basis of what has been read so far Participate in discussion about books</p>			
	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1	✓	✓		✓	
Week 2	✓		✓	✓	✓
		<p>Genre: Fiction National Curriculum references Discuss the sequence of events in books and how items are related Discuss and clarify the meanings of words, linking new meanings to known vocabulary Draw on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense to them as they read, and correcting inaccurate reading Make inferences on the basis of what is being said and done Answer and ask questions about a text Predict what might happen on the basis of what has been read so far Participate in discussion about books</p>			
Week 3	✓	✓		✓	✓
Week 4	✓	✓	✓	✓	

Zebra finches



1. Finches are found in many parts of the world, but the zebra finch is native to Australia. Zebra finches have been kept in cages all around the world for about 200 years. This is because these beautiful, lively birds were caught and sent overseas by the first settlers, soon after they arrived in Australia. Now there is a ban on sending any more of them overseas.
2. Zebra finches are very attractive, colourful birds and they make a delightful chirping noise. They are very popular with people who keep and breed birds.
3. There are many zebra finches still living in the wild in Australia. These small birds can be seen in grasslands across most of the country, but not where it is very cold or wet. They eat grass and seeds off the ground. They also enjoy green vegetables and fruit such as apples and bananas.
4. Zebra finches are about 10 centimetres in length and come in many bright colours. The males are more colourful and make more noise. They have a tan patch on each cheek and along their sides, with some white spots. There are black stripes across their chests and their belly is white. Their backs are grey and their tails are black and white. Their beaks are red. The females have more grey and they don't have the tan patches. Their skulls are smaller. Their beaks are not as red and they are more pointed.
5. Zebra finches' nests are round and they like to put feathers in them. Their four to six eggs are white and they take 12-14 days to hatch. The young birds are able to care for themselves by the time they are 18 days old. They can start to breed when they are three months old. They live for 2-3 years.
6. Zebra finches or 'babblers' are easy birds to look after and they breed very well in cages. A man posted an interesting story on a zebra finch website. He said that when he was young, he left three pairs of zebra finches in a large cage and went away for six months. When he came back, he found there were 15 in his cage.
7. Another man said that if you stood inside a zebra finch cage for more than 15 minutes, they would make a nest in your coat pocket.
8. It is not surprising that these beautiful little birds are so popular.

Genre: Non-fiction (Reading card Emerald 4)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

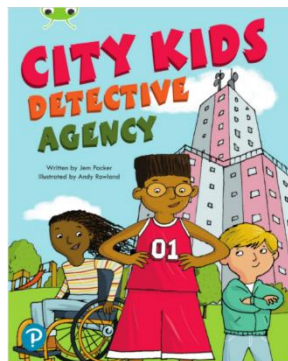
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓		✓	
Week 6	✓	✓	✓	✓	

Autumn 2

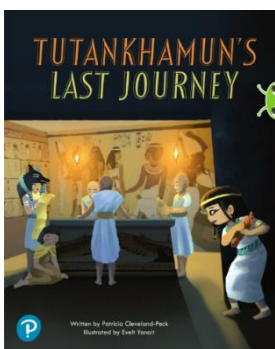


Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-9	✓	✓		✓	✓
Week 2 Pgs 10-15	✓	✓	✓		✓



Genre: Fiction


National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

Week 3 Pgs 2-7	✓	✓		✓	✓
Week 4 Pgs 8-15	✓	✓	✓	✓	✓

Perfect pavlovas

1. Have you ever made a dessert called a pavlova? It is made of meringue—egg on the outside and soft in the middle. Whipped cream and chopped fruit are put on top. Read the recipe to find out how to make this delicious dessert.



Equipment

- large bowl
- egg beater
- wooden spoon
- measuring cup
- tablespoon
- teaspoon
- baking tray
- baking paper

Ingredients

- 4 egg whites
- cream (temperature or they will not beat well)
- 1/2 cup caster sugar
- 1/2 cup caster sugar mixed with 1 tablespoon cornflour
- 1 teaspoon white vinegar
- whipped cream
- strawberries, kiwifruit, passion fruit

Method

1. Beat egg whites until stiff peaks form.
2. Add 1/2 cup sugar bit by bit. Beat well until sugar is dissolved.
3. Tip in sugar and cornflour mixture. Tip in vinegar.
4. Mix lightly with wooden spoon until just mixed in.
5. Tip mixture onto baking tray lined with baking paper.
6. Spread mixture with wooden spoon to about the size of a dinner plate. Leave to dry in the middle.
7. Place in 130 °C oven for 30 minutes.
8. Turn off oven. Leave pavlova to cool inside. (It will sink if it cools too quickly.)
9. Add whipped cream, chopped strawberries, chopped kiwifruit and passion fruit on top.

3. **Did you know?** A pavlova is also called a pav for short. It is named after Anna Pavlova, who was a famous ballerina. The dessert is light and airy, just like Anna's beautiful dancing.

Genre: Non-fiction (Reading card Apricot 2)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

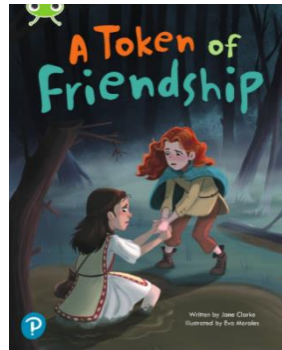
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓	✓	✓	✓
Week 6	✓	✓	✓	✓	

Spring 1



Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-9	✓	✓		✓	✓
Week 2 Pgs 10-15	✓	✓	✓		



Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

Week 3 Pgs 2-9	✓	✓		✓	✓
Week 4 Pgs 10-15	✓	✓	✓		

Teeth enemies experiment

1. We all know that brushing our teeth is important. It helps prevent tooth decay from damaging our teeth. When certain foods and drinks are left in your mouth after eating and drinking, bacteria (germs) grow on the whitened film. The bacteria form a clear film called plaque that sticks to your teeth. The plaque contains acid which eats away the white enamel covering of your teeth. This is called tooth decay. Brushing your teeth twice each day helps to get rid of the plaque.

2. The following experiment shows how tooth enamel can harm our teeth. It uses a hard-boiled egg to represent our teeth. Vinegar is used to represent the acid made by the plaque.

You will need:

- 1 hard-boiled egg
- egg cup
- glass jar with a lid
- newspaper
- flat table
- vinegar

What to do:

- Step 1. Place newspaper on table.
- Step 2. Place egg in egg cup.
- Step 3. Lower egg and egg cup into jar.
- Step 4. Pour vinegar into jar until it covers egg cup. Some of the egg will be covered in vinegar and some will be uncovered.
- Step 5. Put lid on jar.
- Step 6. Leave covered for two days.
- Step 7. Take egg out of vinegar.



What will happen?

1. The part of the egg that was not in the vinegar will look the same. The shell will feel hard if you tap it. The part that was in the vinegar will be pitted (have tiny dents in it). The shell will feel soft if you tap it.

The same thing will happen to our teeth over time if we don't brush regularly and go to the dentist for a proper clean. The acid caused by the plaque will weaken the enamel just like the vinegar did to the eggshell. Cavities can form.

Extra facts:

• Eggshells and tooth enamel are similar. They are about the same colour. They are made mostly from a mineral called calcium. They are a covering that protects softer parts underneath. Both can be eaten away by acid.

Genre: Non-fiction (Reading card Jade 4)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

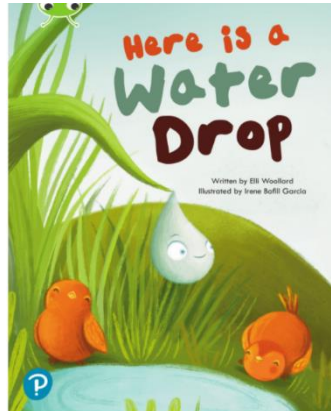
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓	✓	✓	
Week 6	✓	✓		✓	

Spring 2

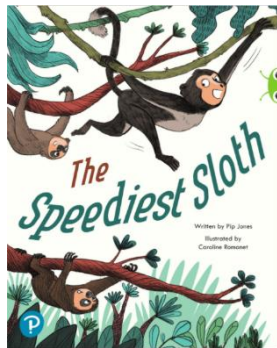


Genre: Poetry

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-9	✓	✓			✓
Week 2 Pgs 10-15	✓	✓	✓	✓	✓



Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

Week 3 Pgs 2-7	✓	✓		✓	
Week 4 Pgs 8-15	✓	✓	✓	✓	✓

Ants are stronger than elephants

1. Good afternoon girls and boys. Here's a simple question for you to answer. Is an ant or an elephant bigger? An elephant, of course! Everyone knows that and I'm sure you all get that one right. But what about this next question. Which is stronger, an ant or an elephant? What's your answer to this one? Well, you may not agree, but I believe that ants are stronger than elephants. Allow me to tell you why. I'm sure you'll share my opinion. So listen carefully while I explain it to you.

2. Could an elephant lift another elephant? No, of course it couldn't. Even with three of its friends helping, they would still find it really hard work. But when I looked on the internet I found out that an ant can lift the weight of a lot more than just one ant. In fact most ants could lift about fifty other ants. Amazing! I read that the African weaver ant can lift 1000 times its own weight. Can you imagine one elephant lifting 1000 other elephants? No, that wouldn't happen. So obviously ants are stronger.

3. Lifting weight isn't the only way to show how strong you are. Being able to jump and change direction quickly need strength too. Ants can do this, but elephants can't. An ant could jump down from a very high place, like the top of a tall building, and walk away. But if an elephant stood on top of some rocks, even if they weren't very high, and fell off, it would be likely to break many of the bones in its body. That's not being very strong is it?

4. Being able to carry a load a long distance and climbing with it takes a lot of strength. When ants do this, it's a bit like a mouse walking five kilometres carrying a small can on its back. Now that's what I call strength! What an incredibly strong animal an ant is!

5. So you'll have to agree with me. Elephants are big heavy animals and they can lift heavy weights, but nothing they can do compares with a little ant. These tiny creatures are strong, really strong. They can do amazing things and are so much stronger than elephants.



Genre: Non-fiction (Reading card Scarlet 4)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

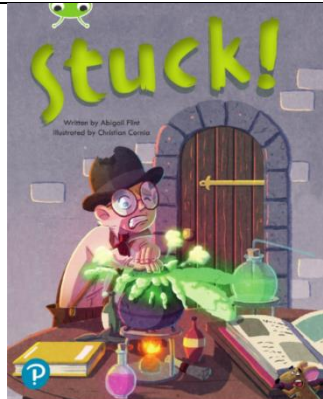
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓			✓
Week 6	✓	✓	✓	✓	

Summer 1

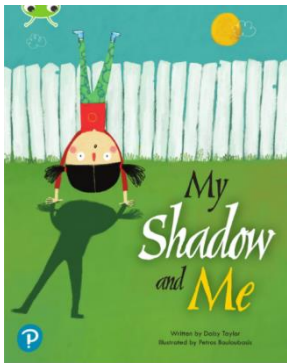


Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-9	✓	✓		✓	✓
Week 2 Pgs 10-15	✓	✓	✓	✓	✓



Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
- Make inferences on the basis of what is being said and done
- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

Week 3 Pgs 2-9	✓	✓		✓	✓
Week 4 Pgs 10-15	✓	✓	✓	✓	✓

What big eyes you have!

1. This unusual animal with the very large brown eyes is called a tarsier. Each eye is bigger than its brain. One of its eyes is even bigger than its stomach. Its eyes look like frog pupils.
2. The tarsier is found in south-east Asia. It lives in rainforests and bamboo forests. The tarsier spends all its life in trees. It travels by leaping between its limbs. The tarsier catches its food. It hops during the odd times it is on the ground.
3. A tarsier's body is between 8 and 15 centimetres long. Its long tail adds another 15 to 20 centimetres. A tarsier is about the same size as a squirrel.
4. The fur on a tarsier's body is very soft and thick. The colour varies from grey to brown and is lighter on the belly. The tail has a tuft of hair at the end.
5. The tarsier has flat pads on the tips of its fingers and toes. These, and its nails, help it to climb trees. It also uses these to cling to a tree branch where it sleeps during the day.
6. The tarsier's large eyes are excellent for seeing at night. They do not work very well during the day. A tarsier's ears pick up very slight sounds. It moves its ears to help catch these sounds. A tarsier's nose is amazing. It can turn its head right around to see what is behind it. And it does this without moving its body.
7. You will not see a tarsier see plants. It only eats insects—mostly beetles, ants and worms. However, it also eats and the spiders, lizards and geckos. Some tarsiers even eat fish and small crabs.
8. The tarsier is an amazing jumper. It can leap as far as five or six metres! The tarsier is able to do this because it has very long, strong hind legs. Like a frog's, in fact, when a tarsier is leaping, it looks like a large, furry frog.

Genre: Non-fiction (Reading card Scarlet 2)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

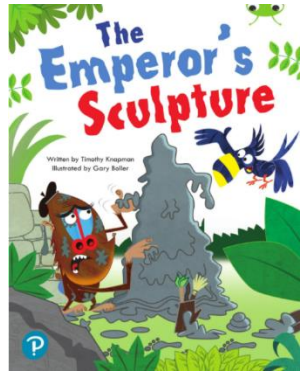
Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓	✓	✓	
Week 6	✓	✓		✓	

Summer 2

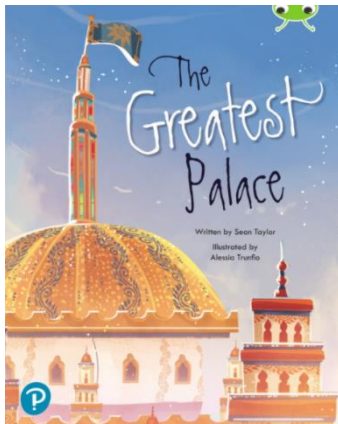


Genre: Fiction

National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
- Draw on what they already know or on background information and vocabulary provided by the teacher
- Check that the text makes sense to them as they read, and correcting inaccurate reading
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- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 1 Pgs 2-7	✓	✓	✓	✓	✓
Week 2 Pgs 8-15	✓	✓		✓	✓



Genre: Fiction



National Curriculum references

- Discuss the sequence of events in books and how items are related
- Discuss and clarify the meanings of words, linking new meanings to known vocabulary
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- Answer and ask questions about a text
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about books

Week 3 Pgs 2-9	✓	✓		✓	✓
Week 4 Pgs 10-15	✓	✓	✓	✓	

Turtle or tortoise?

1. If you came across a turtle or a tortoise, would you be able to tell the difference? They both have a shell on their back and look very similar. So how would you know?

	TURTLE	TORTOISE
Illustration		
What type of animal is it?	A turtle is a reptile. It has scales, breathes air and lays eggs. It can walk on land and swim in the water. It is cold-blooded which means its body is the same temperature as the air around it.	A tortoise is a reptile. It has scales, breathes air and lays eggs. It is cold-blooded which means its body is the same temperature as the air around it.
Habitat	A turtle lives mostly in water in hot areas of the world. It spends most of its life in the water. Some live in the ocean and others live in rivers and lakes.	A tortoise lives mostly in warm to hot areas of the world. It spends all its life on land.
Characteristics	A turtle has a flat, oval shell. Many turtles can pull their head, legs and tail inside their shell to protect themselves from enemies. A turtle has long legs and webbed feet to help it swim quickly and smoothly. A turtle that lives in the ocean can also have flippers.	A tortoise usually has a large, heavy domed-shaped shell. Many tortoises can pull their head, legs and tail inside their shell to protect themselves from enemies. A tortoise has short, sturdy, short legs with flat feet that help it move slowly across the land.
What and how does it eat?	Most turtles eat both plants and meat. A turtle does not have teeth, but has a kind of hard tongue to help it eat.	Most tortoises eat only plants. Some tortoises eat some meat, but unlike its tongue can't pull food.
How does it move?	A turtle has long legs and webbed feet. It can walk on land and swim in the water. It can also pull its head, legs and tail inside its shell to protect itself from enemies. After the eggs hatch, the baby turtle will look after themselves.	A tortoise has short legs and a heavy shell. It can walk on land and swim in the water. It can also pull its head, legs and tail inside its shell to protect itself from enemies. After the eggs hatch, the baby tortoise will look after itself.
Life span	Generally live between 20 and 40 years.	Generally live between 70 and 100 years.

Genre: Non-fiction (Reading card Jade 2)

National Curriculum references

Discuss the sequence of events in books and how items are related

Discuss and clarify the meanings of words, linking new meanings to known vocabulary

Draw on what they already know or on background information and vocabulary provided by the teacher

Check that the text makes sense to them as they read, and correcting inaccurate reading

Make inferences on the basis of what is being said and done

Answer and ask questions about a text

Predict what might happen on the basis of what has been read so far

Participate in discussion about books

	Word in context	Retrieve information	Sequence events	Make inferences	Predict
Week 5	✓	✓		✓	✓
Week 6	✓	✓	✓		