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| **Year 2**  **ADVENT TERM**  **(Approx.13 weeks)** | **2 weeks** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)**  **BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| POETRY-Performance | NON-FICTION (writing to inform) | FICTION (Adventure narrative) | FICTION (familiar setting) |
| ***Text*** | Oracy skills to perform poem  Owl and the pussycat | Recount diary entry from Samuel Pepys  Link to History-Great Fire of London | Where the wild things are | Shirley Hughes- |
| ***Structure*** | **How will we organise this piece of writing?**  Learn each verse as part of telling story of characters | **How will we organise this piece of writing?**  Write sentences based on a given theme.  Recognise diary/recount features- orientation, events and conclusion.  Write in 1st person and past tense. | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, middle and end.  Recognise how story links fantasy of real world and Max’s fantasy worlds- see similarities between them. | **How will we organise this piece of writing?**  Sequenced sentences to form a short narrative.  Recognising repetitive phrases from characters. |
| ***Knowledge*** | **What knowledge will children need to have in order to write this successfully?**  Know words that rhyme/sound the same.  Know animals in poem and what they look like/sound. | **What knowledge will children need to have in order to write this successfully?**  Know events of the Great Fire of London- what happened, when it happened, how it happened, where it happened and why it happened?  Know what London was like in 1666 and how different to modern day.  Know who Samuel Pepys was and his like to Great Fire of London.  Know what a diary is and see examples of this. | **What knowledge will children need to have in order to write this successfully?**  Know how families can act with one another/feel towards each other-sharing own experiences.  Know what a forest is and what it looks like. | **What knowledge will children need to have in order to write this successfully?**  Know words that rhyme/sound the same.  Know town setting and what is there.  Know what a giant is and how appear different to others.  Know names of body parts and locate where these are.  Know clothes we wear and where these go on our body. |
| ***Word*** | **What words will help children to describe this content knowledge?** | **What words will help children to describe this content knowledge?**  Topical vocabulary linked to Great Fire of London.  Time adverbials for sequencing  Emotive language to describe how feel about event.  Proper nouns and use of capital letters for these words. | **What words will help children to describe this content knowledge?**  Reporting verbs for talking.  Prepositional language. | **What words will help children to describe this content knowledge?**  Expanded noun phrases for description of a Giant and friends.  Expanded noun phrases for description of places Giant travels around town.  Contraction words with apostrophe use. |
| ***Sentence*** | **How will children compose well-written eloquent sentences?**  Read aloud sentences clearly enough to be heard by peers and teacher. | **How will children compose well-written eloquent sentences?**  Use of past tense explaining events of what happened.  Use coordinating conjunctions to join clauses together.  Fronted time adverbials to begin sentences | **How will children compose well-written eloquent sentences?**  Use coordinating conjunctions to join clauses.  Dialogue between characters, using correct punctuation to demarcate.  Use capitalisation for emphasis in speech sentences with shouting. | **How will children compose well-written eloquent sentences?**  Consider what they are going to write about before beginning.  Use of present progressive tense  Range of sentence types including questions, statements and exclamations**.** |