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| **Year 2**  **Lent Term**  **(Approx.13 weeks)** | **4 week topic (2 week to complete from last term)** | **4 weeks** | **4 weeks** | **4 weeks (2 weeks in this term)**  **BEGIN THIS TOPIC THIS TERM CARRY INTO NEXT TERM.** |
| FICTION (Adventure narrative)  **CONTINUED FROM ADVENT** | NON-FICTION (writing to inform) | FICTION (narrative) | NON-FICTION (writing to inform) |
| ***Text*** | Where the wild things are | Instructions | The Tiger who came to tea. | Explanation text on butterflies. |
| ***Structure*** | **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 step by step.  New instruction, new line.  Give safety warning | **How will we organise this piece of writing?**  Follow structure of story with beginning, build up, middle and end. | **How will we organise this piece of writing?**  Write in chronological order  Write in stages to explain what happens at each step |
| ***Knowledge*** | **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 how to give instructions verbally.  Know how to… | **What knowledge will children need to have in order to write this successfully?**  Know what people might eat or drink from their fridge/cupboards.  Know what a tiger looks like. | **What knowledge will children need to have in order to write this successfully?**  Know how a caterpillar transforms into a butterfly.  Know order of what they did on the trip.  Know what an explanation text is and see examples of these. |
| ***Word*** | **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?**  Imperative verbs  Time adverbials to help sequence  Adverbs for how to do something. | **What words will help children to describe this content knowledge?**  Contraction words with apostrophe use  Adjectives for the tiger | **What words will help children to describe this content knowledge?**  Scientific vocabulary linked to butterflies  Time adverbials for sequencing |
| ***Sentence*** | **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?**  Detailed, informative sentences  Use subordinating conjunctions to add further reasons.  Begin sentences with time adverbials/numbering to show order of sentences. | **How will children compose well-written eloquent sentences?**  Use subordinating conjunctions to give reasons.  Use direct speech (with use of speech marks) | **How will children compose well-written eloquent sentences?**  Time adverbial at beginning to sequence sentence  Sentences written in present tense.  Join ideas with coordinating and subordinating conjunctions. |