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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 verbsTime adverbials to help sequenceAdverbs for how to do something.  | **What words will help children to describe this content knowledge?**Contraction words with apostrophe useAdjectives 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 sentencesUse 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 sentenceSentences written in present tense. Join ideas with coordinating and subordinating conjunctions.  |