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| **Year 2** **Pentecost term****(Approx.13 weeks)**  | **4 weeks (2 weeks to complete from last term)** | **4 weeks** | **4 weeks** | **2 weeks** |
| NON-FICTION (writing to inform) | FICTION (Traditional Tale) | NON-FICTION (writing to inform) | POETRY |
| ***Text***  | Explanation text on butterflies.**CONTINUED FROM ADVENT**  | Traditional Tale | Letter to Hartsholme Park based on school trip | Shape poems and acrostics  |
| ***Structure*** | **How will we organise this piece of writing?**Write in chronological order Write in stages to explain what happens at each step  | **How will we organise this piece of writing?**Sequenced sentences with beg, build up, middle and end. Recognise in traditional tale that good wins over evil in the end.  | **How will we organise this piece of writing?**Writing a letter to thank people at Hartsholme for pleasant trip.Use features including address, who sending to and signing off. Use envelope and stamp to send letter.  | **How will we organise this piece of writing?**Recognise how shape poems can be created in a given shape to theme- as outline or filled in shape. Look at calligrams for individual words can look like the word.  |
| ***Knowledge*** | **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.  | **What knowledge will children need to have in order to write this successfully?**Know the story of Jack and the beanstalk.Know what a beanstalk is and how it grows from a seed.  | **What knowledge will children need to have in order to write this successfully?**Know what a letter looks like and how set out. Know why we might send letters. Know how to send a letter to someone. Know what did on the school trip.  | **What knowledge will children need to have in order to write this successfully?**Know what shape poems look like.  |
| ***Word*** | **What words will help children to describe this content knowledge?**Scientific vocabulary linked to butterflies Time adverbials for sequencing | **What words will help children to describe this content knowledge?**Expanded noun phrasesFronted adverbials Interesting verb choices for Max moving in the story. Prepositional language for how Max moves. | **What words will help children to describe this content knowledge?**Formal language Topical vocabulary about what children did on trip. Expanded noun phrases to describe what done.  | **What words will help children to describe this content knowledge?**Topical vocabulary-either linking to world in geography or flight in History.  |
| ***Sentence*** | **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.  | **How will children compose well-written eloquent sentences?**Fronted adverbial sentences.Dialogue between characters.Extended sentences using conjunctions to join clauses. Use past tense.Exclamatory sentences with exclamations | **How will children compose well-written eloquent sentences?**Formally laid out sentences.1st person and personable phrases. | **How will children compose well-written eloquent sentences?**Poem set out in shape of given theme  |