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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 phrases  Fronted 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 sentence  Sentences 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 |