

Y2 Autumn (8 and 8 weeks)									
Topic	Everyone's Welcome	Science – everyday materials	Science – everyday materials	Poetry week 3 rd Oct	Half term	History – Significant people	History – Significant people	Geography – Let's Go to China	Christmas week
Texts	All are welcome	Let's build a house by Mick Manning	If I built a school – Chris Van Dusen	Diamond poetry		Hoorah for Mary Seacole (Hopscotch: Histories) Florence Nightingale (78) (Little People, BIG DREAMS)	Hoorah for Mary Seacole (Hopscotch: Histories) Florence Nightingale (78) (Little People, BIG DREAMS)	The Dragon machine Theodore's Chinese Adventure by Trent Harding	The Jolly Christmas Postcard
Weeks	2 weeks	3 weeks	2 weeks	1 week		2 weeks	2 weeks	3 weeks	1 week

<p>Priority writing outcome</p> <p>Audience Purpose</p>	<p>Sentences to make others feel welcome Letter to teacher</p> <p>Class Teacher To inform class teacher about themselves</p>	<p>Instructions – how to build a house</p> <p>Year 1 To entertain and inform year 1 on how to build a house.</p>	<p>Narrative – build a school in the future</p> <p>Miss Smith To inform Miss Smith about our future school.</p>	<p>Ourselves To entertain</p>		<p>Write questions to significant people</p> <p>Diary entry</p> <p>Yr 6 To entertain yr 6 as Florence Nightingale</p>	<p>Non-Chronological report, double Page Spread</p> <p>Yr 4 To inform yr 6 about Mary Seacole</p>	<p>Narrative – retell the story Setting description (design the dragon’s ideal home)</p> <p>Yr 3 To entertain year 3 on the dragon’s ideal home.</p>	<p>Postcard</p> <p>Miss Chaudhry To inform Miss Chaudhry about Christmas</p>
<p>Additional Writing outcomes (cross curricular)</p>	<p>Class mantra (oracy outcome)</p>	<p>Sentences – what are houses made from?</p> <p>Sentences to describe houses past and present</p>	<p>Sentences to describe</p>			<p>Roleplay/hot seating (questions from above) (oracy outcome)</p>		<p>(Oracy outcome) Tourist board video</p>	

Curriculum coverage	Coordinating conjunctions - and Subordinating conjunctions – because Pronouns	Subordinating conjunctions Coordinating conjunctions Past and present Questions and questions marks Adverb Commas in a list Command Temporal connectives – next,last	Coordinating conjunctions Subordinating conjunctions Adjectives Expanded noun phrases	Adjectives Alliteration		Pronouns Subordinating conjunctions Coordinating conjunctions Suffixes Expanded noun phrases Apostrophe Complex sentences	Questions and question marks Subordinating conjunctions Coordinating conjunctions Suffixes Statement with capital letter and full stop. Subheadings	Expanded noun phrases Complex sentences Suffixes Coordinating conjunctions Subordinating conjunctions Apostrophes	Pronouns First person Expanded noun phrase Coordinating conjunction Subordinating conjunction Complex sentences
---------------------	---	---	--	----------------------------	--	---	--	--	--

Y2
Spring (6 and 7 weeks)

Topic	Science - Living things and their habitats	Science – animals including humans	Half term	History – events that changed the world	History – events that changed the world	History – events that changed the world	Poetry week – performance poetry
Texts	The Owl who was afraid of the dark	Slime it's not mine		Vlad and the great fire of London	Vlad and the great fire of London	Vlad and the great fire of London	
Weeks	4 weeks	2 weeks		2 weeks	2 weeks	2 weeks	1 week

Priority writing outcome	Character description Setting description Narrative – alternative ending/alternative animal who is afraid of something	Narrative – alternative ending		Diary entry from the perspective of Vlad	Setting description Character Description	Narrative – retell	
Audience Purpose	Talk Partners To entertain our talk partners on the character's of Owl who was afraid of the dark.	Year 1 To entertain and read our alternate ending to year 1.		Ourselves To inform and recap the great fire of London as Vlad.	Year 4 To entertain year 4 on what London and Vlad were like during the great fire of London.	Year 3 To entertain and retell the story of Vlad and the great fire of London.	Miss Chaudhry To entertain Miss Chaudhry on a performance poem on great fire of London.
Additional Writing outcomes (cross curricular)	(Oracy outcome) What are they afraid of (using subordination)	Describe feelings from a different perspective		Hot seating as Vlad or another character (oracy outcome)	Sense walk from hook (oracy activity) Recount of hook (London's burning)		
Curriculum coverage	Subordination (because) Expanded noun phrases Co-ordinating conjunctions Suffixes Simple past tense	Subordinating conjunctions Co-ordinating conjunctions Inverted commas Simple past tense Apostrophes		Simple present tense Apostrophes Suffixes Subordinating conjunctions Use first person	Expanded noun phrases Subordinating conjunction Co-ordinating conjunctions Specific nouns Simple past tense	Past tense Subordinating conjunctions Co-ordinating conjunctions Inverted commas Expanded noun phrases	Adjectives Alliteration Onomatopoeia Commas

	Similes Prepositional phrases			Co-ordinating conjunction Specific nouns	Prepositional phrases	Determiners	
--	-------------------------------------	--	--	--	--------------------------	-------------	--

Y2
Summer (4 and 6 weeks)

Topic	Science - plants	Science - plants		Science - plants	Science – Environment	Science – Environment	
Texts	Jack And the Beanstalk Jack and the Baked Beanstalk	The Green Giant		The last tree	Greta and the Giants	Window – Jeannie Baker	
Weeks	2 weeks	2 weeks		3 weeks	2 weeks	1 weeks	
Priority writing outcome	Narrative – alternative version Recount of planting a seed.	Character description		Diary entry Narrative – retell	Formal letter to MPs	Setting description Create their own narrative (oracy outcome)	
Audience Purpose	Year 5 To inform year 5 on the alternate	Year 6 To entertain and inform year 6 on		Ourselves To inform and recap the story the last tree.	Miss Smith To inform Miss Smith about	Year 1	

	ending of Jack and the Baked Beanstalk and retell how to plant a seed.	what the Green Giant looks like.			global warming and the importance of looking after the school and environment.	To entertain and describe the setting.	
Additional Writing outcomes (cross curricular)	Questions to ask characters Statements about characters	Instructions – how to grow a plant		Write a poem about a tree	(Oracy outcome) – how images of the planet make us feel	Thought bubbles (oracy outcome)	
Curriculum coverage	Subordinating conjunctions Co-ordinating conjunctions Temporal connectives Prepositional phrases Commas in a list Commands	Subordinating conjunctions Co-ordinating conjunctions Past tense Similes Use exclamation mark Apostrophes Expanded noun phrases		First person Subordinating conjunctions Co-ordinating conjunctions Use exclamation mark Expanded noun phrases Past tense	Subordinating conjunctions Co-ordinating conjunctions Command Commas Third person Specific nouns Present tense	Expanded noun phrases Past tense Subordinating conjunctions Co-ordinating conjunctions Similes Suffixes – ly, ness, er	