

Year 2 Autumn 1

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Text:	Significant Individuals: Bessie Coleman		The Great Fire of London Emma Adams			A Walk in London Salvatore Rubbino		
Genre/Writing Outcome	Recount		Non Fiction/ Information			Non Fiction/Information		
Purpose Audience	To inform/entertain Year 2 classmates Historians/people interested in history		To inform Year 2 classmates Historians/people interested in history			To inform/advise/persuade Year 2 classmates Visitors to Sheffield		
SPaG Features	Use of past tense Capital letters for names and proper nouns First person recount Use of time connectives (Then, After that, Finally, etc.) Expanded noun phrases (e.g. "a brave young woman") Correct punctuation (commas, full stops, question marks)		Capital letters, full stops, question marks Present and past tense Expanded noun phrases Subordination and coordination (e.g. because, and, but) Time adverbials (e.g. In 1666, Then, After that) Correct use of headings, question-style subheadings			Capital letters and full stops Question marks for subheadings Expanded noun phrases (big green plants, shiny metal work) Coordinating conjunctions (and, but) Subordinating conjunctions (because, if, when) Present tense Time adverbials (First, Next, Then, After that) Bullet points for listing information		
WAGOLL	<p>Last week, we learned about a very brave woman called Bessie Coleman. She was the first African-American woman to become a pilot. I found her story exciting and inspiring!</p> <p>First, we read a book about her life. Bessie was born in America in 1892. She grew up in a small house with a big family. Life was hard for her because of the colour of her skin, but she didn't give up on her dreams.</p> <p>Next, we watched a video that showed Bessie flying an aeroplane. I was amazed when I saw her do tricks in the sky! She had to go all the way to France to learn to fly because schools in America wouldn't teach her. That was unfair, but she didn't stop trying.</p> <p>After that, we wrote facts about her in our books. I wrote, "Bessie Coleman was a clever and determined woman." I also drew a picture of her in her pilot's outfit. She looked so confident and strong!</p> <p>Finally, we acted out flying planes in the playground. I pretended to be Bessie flying over the clouds. I felt proud, just like she must have felt.</p> <p>I really enjoyed learning about Bessie Coleman. She taught me that I should never give up, even</p>		<p>What was the Great Fire of London? The Great Fire of London was a huge fire that burned for four days in the city of London. It happened in the year 1666. The fire destroyed many buildings and homes.</p> <p>Where did it start? The fire started in a bakery on Pudding Lane. The bakery belonged to a man called Thomas Farriner. A spark from the oven set the bakery on fire during the night.</p> <p>Why did it spread so quickly? The fire spread quickly because the houses were made of wood and were built very close together. It was also a windy day, so the flames moved fast from house to house.</p> <p>How did people stop the fire? There were no fire engines like we have today. People used buckets of water, fire hooks and gunpowder to stop the fire. They pulled down buildings to stop the fire from spreading.</p> <p>Who wrote about the fire? Samuel Pepys was a man who wrote a diary. He wrote about what he saw during the fire. His diary helps us learn what really happened.</p> <p>What happened after the fire? After the fire, new houses were built from brick and stone. Streets were made wider. The people of London worked hard to rebuild their city.</p> <p>Did you know? The fire lasted for four days. Over 13,000 houses were burned down.</p>			<p>A Walking Guide to Sheffield</p> <p>Welcome to Sheffield! Sheffield is a busy city in South Yorkshire. It has parks, museums and lots of places to explore. This guide will help you enjoy a walk around Sheffield!</p> <p>Where should I go first? Start your walk in the Peace Gardens. You can see fountains, flowers and people relaxing. It's a good place for a picnic because there are lots of benches.</p> <p>What can I see in the city centre? Walk to the Winter Garden. Inside, you will find big green plants and a glass roof. Next door is the Millennium Gallery. You can see shiny metal work and lovely paintings.</p> <p>Do you like nature? If you walk to Norfolk Park, you can find trees, grass and a playground. There are squirrels, birds and even butterflies in summer. Take your camera!</p> <p>Where can I stop for a treat? There are lots of cafés in Sheffield. Try Graves Park Café or get an ice cream near the Botanical Gardens. Don't forget to bring some money!</p> <p>Top Tips for Your Walk</p> <ul style="list-style-type: none"> • Wear comfy shoes • Take a bottle of water • Always stay with an adult • Look for the red trams! 		

	when things are difficult.	Only six people were recorded to have died, but many more may have been	
Success Criteria	<p>Use past tense to write about something that already happened</p> <p>Write in first person (use "I", "my", "we")</p> <p>Use capital letters for names (e.g. Bessie Coleman) and to start sentences</p> <p>Use full stops and question marks correctly</p> <p>Use time words (e.g. First, Next, After that, Finally) to order events</p> <p>Use expanded noun phrases (e.g. a brave pilot, a small house)</p> <p>Use conjunctions to join my ideas (e.g. and, because, so)</p> <p>Use neat handwriting with finger spaces</p> <p>Check my spelling using my phonics and word wall</p>	<p>Write in full sentences with capital letters and full stops</p> <p>Use headings and subheadings to organise my writing</p> <p>Use expanded noun phrases (e.g. a huge fire, wooden houses)</p> <p>Use past tense to explain what happened</p> <p>Use question-style subheadings (e.g. Where did the fire start?)</p> <p>Use conjunctions to join ideas (e.g. because, and, but, so)</p> <p>Use time words (e.g. In 1666, After that, Next)</p> <p>Use topic words from history (e.g. bakery, Pudding Lane, Samuel Pepys)</p> <p>Write to inform the reader with clear facts</p> <p>Think about my audience – I am writing for children in Year 2</p>	<p>Use headings and subheadings to organise my writing</p> <p>Write in the present tense (e.g. "You can see...")</p> <p>Use question-style subheadings (e.g. Where should I go first?)</p> <p>Use bullet points to give helpful tips or lists</p> <p>Vocabulary and Sentences</p> <p>Use expanded noun phrases (e.g. a big green park, a busy café)</p> <p>Use conjunctions to join my ideas:</p> <ul style="list-style-type: none"> • and, but (coordinating) • because, if, when (subordinating) <p>Use adjectives to describe places clearly</p> <p>Grammar and Punctuation</p> <p>Use capital letters and full stops in every sentence</p> <p>Use question marks for subheadings or questions</p> <p>Use commas in a list (challenge)</p> <p>Audience and Purpose</p> <p>Write to inform and guide someone who is visiting Sheffield</p> <p>Think about the reader – make my writing clear and helpful</p> <p>Challenge (if you're ready!)</p> <p>Include time adverbials (e.g. First, Next, After that)</p> <p>Add a fun fact or extra tip</p> <p>Include a glossary or map for readers</p>
Tier 2 Vocabulary (High-frequency words used across subjects – useful for reading comprehension and expressive language and writing skills)	<p>Brave - Not scared, even when something is hard or scary</p> <p>Determined - Keep trying, even when it's difficult</p> <p>Inspired - Made to feel excited to do something</p> <p>Confident - Feeling sure of yourself</p> <p>Journey - A trip from one place to another</p> <p>Amazing - Really great or surprising</p> <p>Unfair - Not kind or equal</p> <p>Proud - Feeling good about something you did</p> <p>Dream - Something you really want to do or be</p> <p>Strong - Powerful or not easily broken or stopped</p>	<p>Destroyed Broken or ruined completely</p> <p>Spread Moved or grew across a space</p> <p>Quickly Fast or in a short amount of time</p> <p>Dangerous Not safe or could hurt you</p> <p>Famous Known by many people</p> <p>Important Something that matters a lot</p> <p>Event Something that happens (often big or important)</p> <p>Disaster A very bad thing that causes damage or trouble</p> <p>Escape To get away from something unsafe</p> <p>Rebuild To build something again after it has been broken</p>	<p>Busy Full of people, noise or activity</p> <p>Explore To look around and find out more about a place</p> <p>Famous Known by many people</p> <p>Guide A person or book that helps you learn about a place</p> <p>Journey A trip from one place to another</p> <p>Tour A walk or trip to visit interesting places</p> <p>Visitor Someone who goes to a place they don't live in</p>
Tier 3 Vocabulary (Subject-specific words)	<p>Pilot - A person who flies an aeroplane</p> <p>Aeroplane - A flying machine with wings that carries people or things</p> <p>Aviation - The work or activity of flying planes</p> <p>Biography - A true story about someone's life</p> <p>Civil rights - The rights people have to be treated fairly</p> <p>Segregation - When people are unfairly kept apart because of their race</p> <p>Equality - When everyone is treated the same and fairly</p> <p>Role model - Someone who sets a good example for others</p>	<p>Pudding Lane</p> <p>Bakery</p> <p>Thomas Farriner</p> <p>London</p> <p>Samuel Pepys</p> <p>Diary</p> <p>Fire hook</p> <p>Gunpowder</p> <p>St Paul's Cathedral</p>	<p>Landmark</p> <p>Monument/Statue</p> <p>Museum</p> <p>Cathedral/Church</p> <p>River Sheaf</p> <p>Parks</p>
End of Year 1 Fundamentals	<p>To be able to hold a dictated sentence in their heads</p> <p>To be able to write a dictated sentence</p> <p>To be able to segment for spelling</p> <p>To be able to correctly form all letters of the alphabet.</p>	End of Year 2 Fundamentals	<p>To be able to write a sentence with basic vocabulary</p> <p>To be able to use finger spaces and basic punctuation of full stops, capital letters and questions and exclamation marks.</p>