



“**H**uman beings  
are curious.”

Daniel T Willingham



**S**tories

**P**eople

**A**dventure

**R**elationships

**K**nowledge

Please read on to find out how we **spark** curiosity  
in...

**Class Two!**

# Stories



The brain privileges stories which is why our curriculum is bursting with stories. What better way to understand about the famous artists who have brought joy and wonder; to find out about scientists who have changed our world for the better; or to simply get lost in other worlds and meet extraordinary characters!

Read on to find out all the amazing stories which Class Two explore over the year...

## Y2 Cycle A AUT 1 Shared Reading

<u>Vehicle Fiction Text:</u> Lost and Found Oliver Jeffers		<u>Story Type:</u> finding Tale
<u>Non-fiction topics:</u> Human Body & senses; Romans; Maps		<u>Non-fiction Genre:</u> Recount/ Diary: Diary of a Penguin
Class text: The Climbers & Einstein The Penguin		
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<b>The Way Back Home Oliver Jeffers</b> Compare vehicle text. <b>Bog Baby Jeanne Willis</b> Character idea for invention: Bog Baby Compare to finding penguin – should we keep it?	<b>Professor Astro Cat's Human Body Odyssey</b> Support science curriculum
WK2	<b>Billy The Beast Nadia Shireen</b> Character idea for invention: monster Diversity & link to her chapter books <b>The Bear and The Piano David Litchfield</b> Compare theme of loneliness.	<b>Professor Astro Cat's Human Body Odyssey</b> Support science curriculum
WK3	<b>Lights on Cotton rock David Litchfield</b> Finding tale to compare to vehicle text. <b>Up and down Oliver Jeffers</b> Sequel to the vehicle text	<b>Professor Astro Cat's Human Body Odyssey</b> Support science curriculum
WK4	<b>The Night Gardener The Fan Brothers</b> Innovation content <b>The Barnabus Project The Fan Brothers</b> Invention/ innocation content & PSHE	<b>Martha Maps it Out Leigh Hodgkinson</b> Support Spatial Sense unit
WK5	<b>Paddington at The Tower Michael Bond</b> Support invention ideas <b>The Lion Inside Rachel Bright</b> Support innovation idea & PSHE	<b>This Beach is Loud Samantha Coterill</b> Support science curriculum & protected characteristics
WK6	<b>Hansel &amp; Gretal Bethan Woolvin</b> Y2 Fairytale to support AUT2 Y2 & Hansel & Gretal KS2 <b>Into The forest Anthony Browne</b> Compare to story of Hansel & Gretal	<b>The Boy Who Loved Maps</b> Support Spatial Sense unit



## Y2 Cycle A AUT 2 Shared Reading

Vehicle Fiction Text: The Three Little Pigs		Story Type: Defeating The Monster
Wider curriculum: Romans, Animals and their needs		Non-fiction Genre: Big Bad wolf NCR
Class text: Grimwood Nadia Shireen		
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<p><b>The Three Little Wolves and The Big Bad Pig Eugene Trivizas</b> Compare with original version</p> <p><b>The Clockwork Dragon by Jonathan Emmet</b> Compare defeating the monster text type</p>	<p><b>Meet The Ancient Romans</b> James Davies Vocab:</p>
WK2	<p><b>Jim and The Beanstalk Raymond Briggs</b> Build ideas for twisting original fairytales</p> <p><b>Goldilocks and just one bear Leigh Hodgkinson</b> Create ideas for new settings</p>	<p><b>Meet The Ancient Romans</b> James Davies Vocab:</p>
WK3	<p><b>The Last wolf Mini Grey &amp; The Pea and The Princess Mini Grey</b> Alternative Fairy Tale</p> <p><b>Cinnamon Neil Gaiman</b> Inspiration for invention ideas – swap wolf for tiger?</p>	<p><b>You Wouldn't Want To Be a Roman Gladiator</b> John Malam Vocab:</p>
WK4	<p><b>Born Bad Stephen Smith</b> Support NCR &amp; PSHE</p> <p><b>Beware of The Storybook Wolves Lauren Child</b> Support non-fiction genre</p>	<p><b>Wolves by Emily Gravett</b> Support non-fiction genre</p>
WK5	<p><b>Inside the villains</b> Ideas for innovation/ invention</p> <p><b>The Tree Next Door Charlie Moyler</b> Love of nature – value of school</p>	<p><b>Big Book of Beasts</b> Support Science</p>
WK6	<p><b>Lost</b> Compare to Lost &amp; found from AUT1</p> <p><b>Cyril and Pat Emily Gravett</b> PSHE</p>	<p><b>The Rainforest Book</b> Support science focus on rainforest habitat</p>
WK7	<p><b>The Empty Stocking Richard Curtis &amp; Rebecca Cobb</b> PSHE Message</p> <p><b>Meerkat Christmas Emily Gravett</b> Christmas story</p>	<p><b>The Tree of Wonder</b> Support science focus on rainforest habitat &amp; school love of trees</p>



Y2 Cycle A SPR1 Shared Reading

Vehicle Fiction Text: George and The Dragon		Story Type: Defeating The Monster
Wider curriculum: British Isles & Seasons and Weather		Non-fiction Genre: Instructions: How to Trap a Dragon
Class text: ??		
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<b>George and The Dragon</b> Vehicle Text <b>Katie in London</b> James Mayhew <b>Secrets of Black Rock</b> WCGR – Example Defeating the Monster tale	Big Book of The UK
WK2	<b>Not now Noor!</b> Support RE <b>Rhythm of The Rain</b> Support Science <b>Once upon a dragon's fire</b> – WCGR	Big Book of The UK
WK3	<b>The Proudest Blue</b> Support RE <b>Lila and The Secret of Rain</b> Support Science <b>The Dragon Machine</b> Helen Ward WCGR	Big Book of The UK
WK4	<b>The Groitlyn</b> – <b>Benji Davies</b> Inspiration for instructions & Author Focus <b>The Storm Whale</b> – <b>Benji Davies</b> Author focus <b>The Minpins</b> WCGR & inspiration for instructions	Weather and The Seasons DK
WK5	<b>Marvellous Moon Map</b> – <b>David Litchfield</b> PSHE Friendship <b>We are water protectors</b> – Science <b>The Minpins</b> WCGR & inspiration for instructions	Weather and The Seasons DK
WK6		
WK7		



Y2 Cycle A SPR2 Shared Reading

<u>Vehicle Fiction Text:</u> The Tiger who Came To Tea		<u>Story Type:</u> Meeting tale
<u>Wider curriculum:</u> Tudors and Taking Care of our Earth		<u>Non-fiction Genre:</u> Discussion, Should the tiger be sent to jail?
Class text:		
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<b>The Tiger who came to Tea Judith Kerr</b> T4W vehicle text <b>There's a Tiger in the Garden</b> Meeting Tale <b>The Tiger Child WCGR</b>	British Kings and Queens: A Ladybird Book
WK2	<b>A boy and a Jaguar Alan Rabinowitz</b> Empathy and protected characteristics <b>Tin Forest Helen Ward</b> Link to taking care of earth <b>One plastic bag Miranda Paul WCGR</b>	British Kings and Queens: A Ladybird Book
WK3	<b>Nen and the Lonely Fisherman Ian Eagleton</b> PSHE friendship & meeting tale <b>There's a Rang-Tan in my bedroom James Sellick</b> Link to taking care of earth <b>Anita and The Dragons Hannah Carmona WCGR</b>	The Tudors Kings and Queens Marcia Williams
WK4	<b>Rabbit and Bear Jim Field</b> PSHE Friendship & Meeting tale <b>Rabbit and Bear Jim Field WCGR</b>	What a Waste Jess French (DK)
WK5	<b>Ducks overboard pollution Markus Motum</b> Link to taking care of earth <b>Dread Cat Michael Rosen WCGR</b>	What a Waste Jess French (DK)
WK6	<b>Dear Earth Isabel Otter</b> Link to taking care of earth	What a Waste Jess French (DK)



Y2 Cycle A SUM1 Shared Reading

<u>Vehicle Fiction Text:</u> The Papaya that spoke	<u>Story Type:</u> Meeting tale
<u>Wider curriculum:</u> Northern Europe & Plants	<u>Non-fiction Genre:</u> Persuasion, Join Our super Vegetable Crew!

Class text: The Magic Finger Roald Dahl

Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
------------------------------	------------------------------

WK1	<p><b>What did the Tree See Charlotte Guillain &amp; Sam Usher</b>                  History concept of past &amp; link to science  <b>Quiet Tom Percival &amp; Richard Jones</b>                  PSHE – finding your voice  <b>Grandma and The Great Gourd Chitra Divakaruni WCGR</b></p>	Big book of Bloom
-----	--	-------------------

WK2	<p><b>Sparky Jenny Ofill &amp; Chris Appelhans</b>                  Empathy  <b>Sylvia and Bird Catherine Rayner</b>                  Friendship  <b>Diary of a Killer Cat WCGR</b></p>	Wild Animals of The North
-----	---	---------------------------

WK3	<p><b>Bloom Anne Booth</b>                  Link to geography  <b>The Sea Swallow and The Humpback Whale Catherine Barr</b>                  Link to geography  <b>Harold Snipperpot's Best Disaster Ever WCGR</b></p>	Wild Animals of The North
-----	--	---------------------------

WK4	<p><b>Leaf Sandra Deickmann</b>                  Link to geography  <b>Secret Sky Garden Linda Sarah</b>                  PSHE making a change  <b>Swallow Journey Vivian French WCGR</b></p>	Book of Bears – Brown Bear
-----	---	----------------------------

WK5	<p><b>The Climbers Ali Standish</b>                  Short chapter book  <b>Adoette Lydia Monks WCGR</b>                  PSHE protected characteristic age  <b>Tear Thief WCGR</b></p>	Big Book of Bloom
-----	---	-------------------

WK6	<p><b>Ning and The Night Spirits Adriena Fong</b>                  Diversity  <b>The cockerel and the Fox Helen Ward</b>  <b>The Garden Giant Fiona Rose WCGR</b></p>	I Ate Sunshine for Breakfast
-----	---	------------------------------





Y2 Cycle A SUM2 Shared Reading

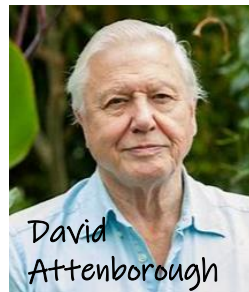
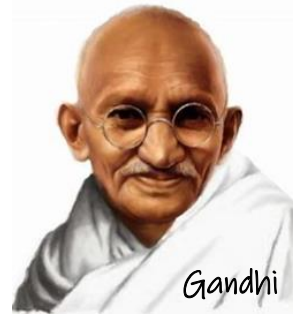
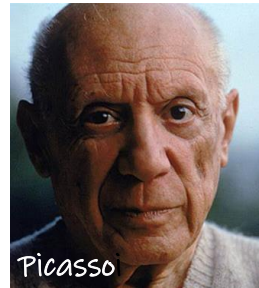
Vehicle Fiction Text: The Lighthouses Keeper's Lunch		Story Type: Defeating The Monster
Wider curriculum: Powerful Voices & Materials		Non-fiction Genre: Explanation – Why Are Seagulls a Nusiance?
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<p><b>The Lighthouse Keeper's Lunch Sylvia Clements</b> Vehicle text <b>The lighthouse keeper's breakfast Sylvia Clements</b> Compare to vehicle text <b>The Light House Keeper's catastrophe Sylvia Clements WCGR</b></p>	<p><b>People Power Peaceful Protest that changed the World</b></p>
WK2	<p><b>Captain Flinn and The Pirate dinosaur</b> Defeating The Monster (innovation ideas) <b>The Pirates Next Door Jonny Duddle</b> Inspiration for innovation – intro to author <b>Harry And The Jaggedy Daggers WCGR (Defeating The Monster)</b></p>	<p><b>Rosa Parks</b> <b>Martin Luther King Jnr</b></p>
WK3	<p><b>The King of Space Jonny Duddle</b> Compare to Pirates Next Door book by same author <b>Stella And The Seagull Georgina Stevens</b> PSHE make a difference linked to powerful voices <b>The Jolly Rogers and the Ghostly Galleon Jonny Duddle WCGR</b></p>	<p><b>Malala's Magic Pencil</b></p>
WK4	<p><b>Friendship Bench Wendy Meddour</b> Transition PSHE <b>Maybe You Might Imogen Foxell</b> Empowerment link to History Powerful Voices <b>Shu Lin's Grandpa Matt Goodfellow transition</b> <b>Chocolate Cake poem and the Seagull Poem WCGR</b></p>	<p><b>Greta and The Giants</b></p>
WK5	<p><b>Once Upon An Ordinary School Day</b> Transition PSHE <b>Sudden Hill Benji Davies</b> PSHE friendship <b>Dolphin boy Michael Morpurgo WCGR</b></p>	<p><b>Nano: The Spectacular Science of the Very (Very) Small (New Condition)</b></p>
WK6	<p><b>The Something Rebecca Cobb</b> <b>The Paper dolls Rebecca Cobb</b> PSHE kindness &amp; local illustrator <b>The Lonely Sea Dragon WCGR Helen Dunmor &amp; Rebecca Cobb</b></p>	<p><b>You are 25% banana</b></p>



# P eople

In order to form our own opinions and thoughts we need to know the very best that has already been said and thought about - both in the here and now and in the distant past. We ensure that children meet a diverse and inspiring collection of people to bring the realities of our curriculum alive.

Here are some of the people **Class Two** meet over the year...



# Adventure



We treasure childhood and believe they need to be full of adventures not least because adventures are fun but also because we believe they build resilience, are the perfect platform for discovering new skills and providing even more curious questions whilst also allowing friendships and memories to be made. Through every year group opportunities to visit new places, use new technology and thrive in our Wild Passport Forest School programme are well-planned and prioritised.

Here are some of adventures **Class Two** have over the year...



# Relationships

Underpinning all that our curriculum has to offer; all of our high-expectations; and all of our academic success are strong, meaningful relationships. Here is our team who will guide you through new and exciting pastures with compassion, expertise and passion!



Mrs Barker  
Class Two Teacher



Luci  
C2 Teaching Assistant



Mrs Ainsley  
Music Teacher



Mr Parker  
Class Three Teacher



Mrs Ashby  
Class One Teacher



Miss Williams  
Class Four Teacher



Hayley  
C1 Teaching Assistant



Nat  
C1 Teaching Assistant



Vickie  
C3 Teaching Assistant



Julia  
C1 Teaching Assistant



Fi  
C4 Teaching Assistant



Gemma  
C1 Teaching Assistant



Digby Dog



Mrs O'Kane  
Headteacher



Leanne  
School Secretary



Helen Carver  
Forest School Lead



Diane  
Cook



# Knowledge

Powerful knowledge provides the platform all children need to not only achieve their dreams but most importantly, to create their dreams in the first place: we need to know 'stuff' to be able think and wonder. We preserve the integrity of all subjects to ensure children understand the features of each subject.

Read on to find out about what you will know by the time you end your time in **Class Two**...

C2 CA		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y2	Hist		<b>Romans in Britain:</b> 1. The Roman Empire was an ancient civilisation 2. The Roman armies were large and well-organized 3. The Romans invaded Britain and why Boudicca is significant 4. Romans built towns across Britain 5. What was the Roman legacy?		<b>Henry VIII:</b> 1. Life in Tudor England was different to life in England 2. Find out about Henry VIII using sources 3. Henry VIII became head of the Church of England 4. Why is Mary I significant? 5. What is the Golden age of the Tudors?		<b>Powerful Voices:</b> 1. Why is Gandhi significant? 2. What is Rosa Parks' and Martin Luther King's legacy? 3. How has Malala Yousafzai changed the world? 4. How has Greta Thunberg contributed to the world? 5. Who is significant in Cornwall and why?
Y2	Geog	<b>Spatial Sense (Y2)</b> 1. My School Site 2. Drawing a map of my school 3. Maps of the local area 4. Using maps to plan a route 5. Identifying locations on a globe or world map, the equator		<b>The British Isles (Y2)</b> 1. The United Kingdom 2. The British Isles and England 3. Scotland 4. Wales 5. Ireland & physical and human features		<b>Northern Europe (Y2)</b> 1. Countries in Northern Europe 2. Human and physical features of Northern Europe 3. Climate in Northern Europe 4. Animals found in Northern Europe 5. Roald Amundsen	
Y2 (with C1)	Sci <i>Y1 content</i>	<b>The Human Body (Y1)</b> Senses, sight focus, hearing focus, sensory impairment Helen Keller. Extend Y2.	<b>Animals and their Needs (Y1)</b> Name common animals, grouping, animal diet, needs of animals. Extend Y2; living things and their environment	<b>Seasons and Weather (Y1)</b> Seasonal and daily weather changes, meteorologists & forecasting, clouds,	<b>Taking Care of the Earth (Y1)</b> Pollution, natural and manufactured resources, renewable and non-renewable resources, logging, reuse & recycle	<b>Plants (Y1)</b> Conditions for growth, parts of a plant, seed production, deciduous and evergreen trees, plants we eat (fruit & vegetables) Extend Y2.	<b>Materials and Magnets (Y1)</b> Everyday materials, properties and uses, introduction to property of magnetism; magnetism a force we cannot see.

C2 CA		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y2	DT		Cooking		Mechanisms – slots and sliders		Sewing – pencil cases
	Comp	Online safety	Computing systems and networks: Word processing OS: Using the internet safely (Y1)	Creating media: stop frame animation  OS: Online emotions (Y1)	What is a computer?  OS: Always be kind	Programming: Scratch Junior (iPads) (merge with algorithms and debugging)  OS: Posting and sharing	Data handling  OS: As appropriate
	PSHE	Family & Relationships	Health & Wellbeing	Safety & the Changing body	Citizenship	Economic Wellbeing	Transition
Y1/2	PE	Unit 1 – Personal FUNS 10 & 1  Cricket	Unit 2 – Social FUNS 6 & 2	Unit 3 Cognitive FUNS 5& 7  Gymnastics	Unit 4 Creative FUNS 9 & 7	Unit 5 Physical FUNS 8 & 12	Unit 6 Health & fitness FUNS 11 & 3
Y2	Music	Introduction to Notation	Singing and Christmas Music	Getting to know and play our instruments	Songs from Stories	Recorders 1	Introduction to composing (inspiration Spring with Stravinsky and Vivaldi or <i>Whole Class violin inspirations project</i> )
Y2	RE	<b>1.4</b> What is the ‘good news’ Christians believe Jesus brings?	<b>1.7</b> Who is Jewish and how do they live?	<b>1.6</b> Who is a Muslim and how do they live?	<b>1.6</b> Who is a Muslim and how do they live? Part 2.	<b>1.8</b> What makes some places sacred to believers? (C,M)	<b>1.9</b> How should we care for the world and for others, and why does it matter? (C, J, NR)
Y2	Art	<b>Colour and shape Media:</b> 3d Form, painting & drawing	<b>Colour, Shape and Texture Media:</b> collage & drawing	<b>Portraits and Self Portraits Media:</b> drawing & painting	<b>Landscape &amp; symmetry Media:</b> mixed media (drawing & painting)	<b>History Painting Media:</b> sculpture	<b>Murals and Tapestries Media:</b> printing & textiles

Y2 Fiction 2023-24					
AUT1 Spatial Sense	AUT2 Romans	SPR1 British Isles	SPR2 Tudors	SUM1 Northern Europe	SUM2 – Powerful Voices
<p><b>Text:</b> Lost and Found  <b>Story Type:</b> Finding Tale  <b>Focus:</b> Description, setting  <b>Innovation:</b> Girl finds a lion cub and takes it back to Africa (can keep the boat).</p> <p><b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>I can use coordinating conjunctions to add more detail to the reader's imagination.</li> <li>To bring settings alive we can use adjectives to describe them (noun phrases)</li> </ul> <p><b>Punc;</b> CL and full stops <u>and</u> <u>question</u> marks</p> <p><b>Remember:</b> using conjunction 'and' to join ideas (Y1)</p>	<p><b>Text:</b> Three Little Pigs  <b>Story Type:</b> Defeating the monster  <b>Focus:</b> Traditional tale  <b>Innovation:</b> Change the pigs to any other animal and the materials to other materials e.g. Or innovate who is writing it. E.g. from the wolf's perspective.</p> <p><b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>To bring a character alive we can use well-chosen words such as adverbs because these tell the reader how the character did something.</li> </ul> <p><b>Punc;</b> Exclamation marks  <b>Remember:</b> To bring settings alive I can use adjectives to describe them (noun phrases)  <b>Remember:</b> I can use coordinating conjunctions to add more detail to the reader's imagination</p>	<p><b>Text:</b> George and The Dragon  <b>Story Type:</b> Defeating The Monster  <b>Focus:</b></p> <p><b>Innovation:</b>  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences.</li> </ul> <p><b>Punc;</b> apostrophe for possession</p> <p><b>Remember:</b> To extend my ideas, I can join two sentences with the conjunction and.  <b>Remember:</b> To bring settings alive I can use adjectives to describe them (noun phrases)</p>	<p><b>Text:</b> The Tiger Who Came To Tea  <b>Story Type:</b> Meeting  <b>Focus:</b> Characterisation through actions e.g. rushed</p> <p><b>Innovation:</b> A different animal comes to tea or a fairy tale character.</p> <p><b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>We can <u>show</u> how a character is feeling and not just <u>tell</u> the reader.</li> <li>To tell the reader when something happened in the story we can use 'when' adverbs.</li> </ul> <p><b>Punc;</b> commas in a list, apostrophes for contracted words.</p> <p><b>Remember:</b> apostrophe for possession and question marks</p>	<p><b>Text:</b> The Papaya that spoke  <b>Story Type:</b> journey  <b>Focus:</b></p> <p><b>Innovation:</b> A girl lives in a bustling city and goes to the library where many of the objects talk.</p> <p><b>Toolkits:</b>  None as all <b>remember</b> toolkits, see below.</p> <p><b>Punc;</b>  <b>Remember:</b> CL and fullstops, exclamation marks, apostrophes for contracted forms e.g. didn't</p> <p><b>Remember:</b></p> <ul style="list-style-type: none"> <li>I can use coordinating conjunctions to add more detail to the reader's imagination.</li> <li>I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences.</li> </ul>	<p><b>Text:</b> The Lighthouse Keeper's Lunch  <b>Story Type:</b> Defeating The Monster  <b>Focus:</b> imagery through adjectives for description  <b>Innovation:</b> The Pirate's Breakfast (use Captain Flinn and the Pirate dinosaurs as inspiration)</p> <p><b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>To write in the past we can use past tense verbs which end in -ed.</li> <li>To paint a good picture in my reader's mind I can choose good adjectives to make noun phrases.</li> </ul> <p><b>Punc;</b>  <b>Remember:</b> Capital letters and capital letters for proper nouns, exclamation marks.  <b>Remember:</b></p> <ul style="list-style-type: none"> <li>I can use coordinating conjunctions to create a clearer picture for our reader.</li> <li>I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences.</li> </ul>



**Y2 Non-Fiction 2023-24**

AUT1 Spatial Sense	AUT2 Romans	SPR1 British Isles	SPR2 Tudors	SUM1 Northern Europe	SUM2 – Powerful Voices
<p><b>NF Text:</b> Diary of penguin  <b>NF Genre:</b> Recount  <b>Innovation:</b> Diary of the night gardener. (CH can invent from a character from their supporting texts in AUT1 &amp; AUT2)  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• I let the reader know what order the events happened in by using time adverbs.</li> <li>• I can use the conjunction 'because' to explain my ideas and thoughts.</li> <li>• I can use coordinating conjunctions to connect ideas and events together.</li> </ul> <p><b>Punc;</b> CL and fullstops and question marks</p>	<p><b>NF Text:</b> Big Bad Wolf NCR  <b>NF Genre:</b> NCR  <b>Innovation:</b> Tiger from the Tiger who came to tea or a fairy tale pet.  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• We can use technical vocabulary to make us sound like experts. E.g. prey and canines</li> <li>• To help the reader read lists of nouns or adjectives we can separate them with commas.</li> </ul> <p><b>Punc;</b> Apostrophes for contraction.</p>	<p><b>NF Text:</b> How to trap a dragon  <b>NF Genre:</b> Instructions  <b>Innovation:</b> How to trap a wolf (link back to wolf from three little pigs) or from the <u>witches</u> perspective of how to catch children from the witches perspective  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• Use bossy verbs to make actions clear</li> <li>• Vary sentence starters to keep the reader interested</li> <li>• Use adverbs to make it really clear how to do something.</li> </ul> <p><b>Punc;</b> <b>CL and fullstops</b></p>	<p><b>NF Text:</b> Should The Tiger be sent to jail?  <b>NF Genre:</b> Discussion  <b>Innovations:</b> Should the witch from Hansel and Gretel be jailed? (Allows CH to use: Should the wolf be jailed in their invention)  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• We number our reasons to help our reader follow our opinion clearly</li> <li>• We use the conjunction 'when' to make our evidence clear and detailed. (Subordinating conjunctions)</li> </ul> <p><b>Punc;</b> Commas in a list  <b>Remember: Cl proper nouns and use and to join sentences.</b></p>	<p><b>NF Text:</b> Join Our Super Vegetable Crew  <b>NF Genre:</b> Persuasion (poster)  <b>Innovation:</b> Join Our Wicked Crew!  <i>Invent could be Join Our powerful Crew, Kind Crew, Fairytale Crew, Good Guy Crew, Superhero Crew</i>  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• Use rhetorical questions to encourage the reader to listen.</li> <li>• <b>I can use coordinating conjunctions to connect ideas and events together.</b></li> <li>• I can use commands to tell my reader what to do. <b>(Linked to bossy verbs from SPR1)</b></li> </ul> <p><b>Punc;</b> <b>Remember: Question marks, exclamation marks.</b></p>	<p><b>NF Text:</b> Why Are Seagulls a Nuisance?  <b>NF Genre:</b> Explanation  <b>Innovation:</b> Why are dolphins so friendly? (Dolphin Boy inspiration) OR Use a villain from a fairy tale – Why Are Trolls so Greedy?  <b>Toolkits:</b></p> <ul style="list-style-type: none"> <li>• I can use generalisers to let the reader know how often or how many.</li> <li>• I can use subordinating conjunctions in different parts of the sentence to emphasise information.</li> <li>• I can choose my words precisely and carefully to ensure my reader gets a clear picture of my explanation.</li> </ul> <p><b>Punc;</b>  <b>commas between 2 adjectives</b>  <b>exclamation marks</b>  <b>CL and fullstops</b></p>