



“**H**uman beings
are curious.”

Daniel T Willingham



Stories

People

Adventure

Relationships

Knowledge

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

Class Two

2024-25

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



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>The Three Little Wolves and The Big Bad Pig Eugene Trivizas Compare with original version</p> <p>The Clockwork Dragon by Jonathan Emmet Compare defeating the monster text type</p>	<p>Meet The Ancient Romans James Davies Vocab:</p>
WK2	<p>Jim and The Beanstalk Raymond Briggs Build ideas for twisting original fairytales</p> <p>Goldilocks and just one bear Leigh Hodgkinson Create ideas for new settings</p>	<p>Meet The Ancient Romans James Davies Vocab:</p>
WK3	<p>The Last wolf Mini Grey & The Pea and The Princess Mini Grey Alternative Fairy Tale</p> <p>Cinnamon Neil Gaiman Inspiration for invention ideas – swap wolf for tiger?</p>	<p>You Wouldn't Want To Be a Roman Gladiator John Malam Vocab:</p>
WK4	<p>Born Bad Stephen Smith Support NCR & PSHE</p> <p>Beware of The Storybook Wolves Lauren Child Support non-fiction genre</p>	<p>Wolves by Emily Gravett Support non-fiction genre</p>
WK5	<p>Inside the villains Ideas for innovation/ invention</p> <p>The Tree Next Door Charlie Moyler Love of nature – value of school</p>	<p>Big Book of Beasts Support Science focus on types of animals</p>
WK6	<p>Lost Compare to Lost & found from AUT1</p> <p>Cyril and Pat Emily Gravett PSHE</p>	<p>Amazing animal homes Support science focus on habitats</p>
WK7	<p>The Empty Stocking Richard Curtis & Rebecca Cobb PSHE Message</p> <p>Meerkat Christmas Emily Gravett Christmas story</p>	<p>Amazing animal homes Support science focus on habitats</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	George and The Dragon Vehicle Text Katie in London James Mayhew Secrets of Black Rock WCGR – Example Defeating the Monster tale	Big Book of The UK
WK2	Not now Noor! Support RE Rhythm of The Rain Support Science Once upon a dragon's fire – WCGR	Big Book of The UK
WK3	The Proudest Blue Support RE Lila and The Secret of Rain Support Science The Dragon Machine Helen Ward WCGR	Big Book of The UK
WK4	The Groitlyn – Benji Davies Inspiration for instructions & Author Focus The Storm Whale – Benji Davies Author focus The Minpins WCGR & inspiration for instructions	Weather and The Seasons DK
WK5	Marvellous Moon Map – David Litchfield PSHE Friendship We are water protectors – Science The Minpins 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	The Tiger who came to Tea Judith Kerr T4W vehicle text There's a Tiger in the Garden Meeting Tale The Tiger Child WCGR	British Kings and Queens: A Ladybird Book
WK2	A boy and a Jaguar Alan Rabinowitz Empathy and protected characteristics Tin Forest Helen Ward Link to taking care of earth One plastic bag Miranda Paul WCGR	British Kings and Queens: A Ladybird Book
WK3	Nen and the Lonely Fisherman Ian Eagleton PSHE friendship & meeting tale There's a Rang-Tan in my bedroom James Sellick Link to taking care of earth Anita and The Dragons Hannah Carmona WCGR	The Tudors Kings and Queens Marcia Williams
WK4	Rabbit and Bear Jim Field PSHE Friendship & Meeting tale Rabbit and Bear Jim Field WCGR	What a Waste Jess French (DK)
WK5	Ducks overboard pollution Markus Motum Link to taking care of earth Dread Cat Michael Rosen WCGR	What a Waste Jess French (DK)
WK6	Dear Earth Isabel Otter 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)
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WK1	<p>What did the Tree See Charlotte Guillain & Sam Usher History concept of past & link to science Quiet Tom Percival & Richard Jones PSHE – finding your voice Grandma and The Great Gourd Chitra Divakaruni WCGR</p>	Big book of Bloom
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WK2	<p>Sparky Jenny Ofill & Chris Appelhans Empathy Sylvia and Bird Catherine Rayner Friendship Diary of a Killer Cat WCGR</p>	Wild Animals of The North
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WK3	<p>Bloom Anne Booth Link to geography The Sea Swallow and The Humpback Whale Catherine Barr Link to geography Harold Snipperpot's Best Disaster Ever WCGR</p>	Wild Animals of The North
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WK4	<p>Leaf Sandra Deickmann Link to geography Secret Sky Garden Linda Sarah PSHE making a change Swallow Journey Vivian French WCGR</p>	Book of Bears – Brown Bear
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WK5	<p>The Climbers Ali Standish Short chapter book Adoette Lydia Monks WCGR PSHE protected characteristic age Tear Thief WCGR</p>	Big Book of Bloom
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WK6	<p>Ning and The Night Spirits Adriena Fong Diversity The cockerel and the Fox Helen Ward The Garden Giant Fiona Rose WCGR</p>	I Ate Sunshine for Breakfast
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Y2 Cycle A SUM2 Shared Reading

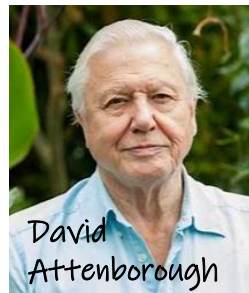
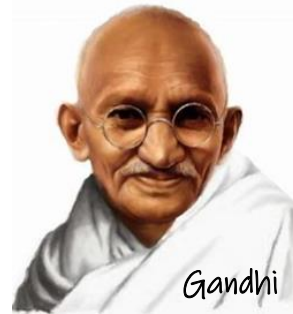
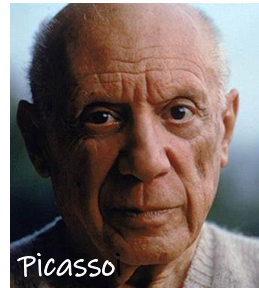
Vehicle Fiction Text: The Lighthouses Keeper's Lunch		Story Type: Defeating The Monster
Wider curriculum: Powerful Voices & Materials		Non-fiction Genre: Explanation – Why Are Seagulls a Nuisance?
	Supporting Texts (Bookshelf)	Reading to learn (Bookshelf)
WK1	<p>The Lighthouse Keeper's Lunch Sylvia Clements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

Image coming soon!

Mrs Short
Class One Teacher
Early Reading & RE Lead

Image coming soon!

Miss Trewartha
Class Two Teacher
DT Lead & Oracy Champion



Mr Parker
Class Three Teacher
Science & Geography Lead



Miss Williams
Class Four Teacher
Maths, Computing & PE Lead



Mrs Ainsley
Music Teacher & Music Lead



Mrs Barker
PPA Teacher & Art Lead

Image coming soon!

Tom
Class One HLTA

Image coming soon!

Sophie
Class One Teaching Assistant

Image coming soon!

Lisa
Class One Teaching Assistant & PE Coach



Hayley
C2 Teaching Assistant



Gemma
C2 Teaching Assistant



Julia
C2 Teaching Assistant



Fi
C3 Teaching Assistant



Vickie
C4 HLTA
Thrive Lead & SEND support



Digby Dog



Mrs O'Kane
Headteacher
English, PSHE & History Lead



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 CB		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y1/2	Hist		Romans in Britain (Y2): 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?		Henry VIII (Y2): 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?		Powerful Voices (Y2): 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?
Y1/2	Geog	Spatial Sense (Mixed Age Plan) 1. Maps tell us the location of different places and use an aerial view 2. Compass points are used to show direction. 3. Features of the local area: human and physical 4. Creating maps with symbols 5. Know what makes a good map.		The British Isles (Y2) 1. The United Kingdom 2. The British Isles and England 3. Scotland 4. Wales 5. Ireland & physical and human features		Northern Europe (Y2) 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	
Y1/2	Sci	The Human Body (Mixed age Plan) 1. Introduction to Our Body 2. Ears and Hearing (Cycle B) 3. Food, touch, taste and smell 4. Our skin, skeleton and muscles 5. Taking Care of our Bodies	Animals and their Needs (Mixed age Plan) 1. Amazing Animals (Introduction to Animals) 2. Grouping animals: Fish, amphibians, reptiles, birds and mammals 3. Grouping animals: carnivores, herbivores and omnivores 4. Animals as pets 5. What is a habitat? 6. Additional	Astronomy (Y2) 1. Introduction to Astronomy 2. Model the Solar System 3. Orbit and Rotation The Moon and its Phases 4. Constellations	Materials and Matter (Y2) 1. Materials and Their Uses 2. George de Mestral and Velcro 3. Matter Under the Microscope 4. Changing Solid Objects 5. Liquids and Their Properties	Plants (Mixed age Plan) 1. What plants need 2. Parts of plants 3. Seeds and bulbs 4. Deciduous and evergreen plants 5. Food and farming	Electricity (Y2) 1. Introduction to Electricity 2. Safety 3. Exploring Circuits Part 1 4. Exploring Circuits Part 2 5. Investigating Conductive and Non-Conductive Materials

C2 CB		AUT1	AUT2	SPR1	SPR2	SUM1	SUM2
Y1/2	DT		Cook Pizza		Build Moving pictures		Sewing Sock puppets
	Comp	Online safety (Y2)	What is a computer? OS: Using the internet safely (Y1)	Creating media: stop frame animation OS: Online emotions (Y1)	Computing systems and networks: Word processing OS: Always be kind	Programming: Scratch Junior (iPads) (merge with algorithms and debugging) OS: Posting and sharing	Data handling OS: As appropriate
	PSHE	Family and Relationships Exploring how families can be different, impact of positive friendships; learning that, people show feelings differently and that stereotyping is unfair. Developing an understanding of self-respect.	Health & Wellbeing Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth	Safety and the changing body Learning how to communicate safely with adults; learning road safety; considering hazards at home including substances; learning what to do when lost; knowing risks associated with the internet; appropriate and inappropriate contact	Citizenship Considering why we have rules; identifying similarities and differences between ourselves and others; beginning to understand how voting gives a democratic decision; learning how to share opinions on an issue.	Economic wellbeing Understanding what money is; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; understanding that skills and interests influence career choices.	Transition Year 1 consider the skills they have developed throughout the year. Year 2 ask questions to help them deal with the change ahead.
Y1/2	PE	Gymnastics	Net and Wall	Striking and Fielding			
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	1.4 What is the 'good news' Christians believe Jesus brings?	1.7 Who is Jewish and how do they live?	1.6 Who is a Muslim and how do they live? Part 1.	1.6 Who is a Muslim and how do they live? Part 2.	1.8 What makes some places sacred to believers? (C,M)	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Y1/2	Art	Colour and shape Media: 3d Form, painting & drawing Artists: Kandinsky	Colour, Shape and Texture Media: collage & drawing Artists: Matisse	Portraits and Self Portraits Media: drawing & painting Artists: Picasso and Lynette Yiadom-Boakye	Landscape & symmetry Media: mixed media (drawing & painting) Artists: Turner & Andi Goldsworthy	History Painting Media: sculpture Artists: Picasso & Banksy	Murals and Tapestries Media: printing & textiles Artists: Leonardo Da Vinci

AUT 1 Spatial Sense & the Human Body	AUT2 Romans	SPR 1 British isles	SPR 2 Tudors	SUM Northern Europe	SUM 2 Powerful Voices
<p>Hook: Find a lost penguin Story Type: Finding Tale Focus: Description, setting Innovation: Girl finds a lion cub and takes it back to Africa (can keep the boat). Toolkits:</p> <ul style="list-style-type: none"> I can use coordinating conjunctions to add more detail to the reader's imagination. To bring settings alive we can use adjectives to describe them (noun phrases) <p>Writing curriculum objectives: S1.1, S1.2, S2.2, S2.3 S2.5 P1.1, P1.3, P1.4, P2.1, P2.2 Remember objectives: ELG: write correctly formed letters Writing process focus: Plan Publishing moment:</p>	<p>Hook: Text: Three Little Pigs Story Type: Defeating the monster Focus: Traditional tale Innovation: 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. Toolkits:</p> <ul style="list-style-type: none"> To bring settings alive we can use adjectives to describe them (noun phrases) <p>Writing curriculum objectives: S2.4, S2.6, P1.5, P2.3 Remember objectives: ELG: write correctly formed letters S1.1, S1.2, S2.2 P1.1, P1.3, P2.1 Writing process focus: Draft & evaluate Publishing moment:</p>	<p>Hook: Text: George and The Dragon Story Type: Defeating The Monster Focus: Innovation: Toolkits:</p> <ul style="list-style-type: none"> I can use coordinating conjunctions to add more detail to the reader's imagination. I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences. <p>Writing curriculum objectives: S2.1, P2.6, P1.2 Remember objectives: S1.1, S.1.2, S2.2 P1.1, P1.3, P2.1 Writing process focus: Evaluate & edit Publishing moment:</p>	<p>Hook: Text: The Tiger Who Came To Tea Story Type: Meeting Focus: Characterisation through actions e.g. rushed Innovation: A different animal comes to tea or a fairy tale character. Toolkits:</p> <ul style="list-style-type: none"> We can <u>show</u> how a character is feeling and not just <u>tell</u> the reader. (Vocabulary choices - verbs) We can use the correct tense to help our reader know when the story took place. <p>Writing curriculum objectives: P2.4, P2.5, S2.1, T2.1 Remember objectives: S1.1, S.1.2, S2.2 P1.1, P1.3, P2.1 Writing process focus: Evaluate and revise (vocabulary focus) Publishing moment:</p>	<p>Hook: Text: The Papaya that spoke Story Type: journey Focus: Innovation: A girl lives in a bustling city and goes to the library where many of the objects talk. Toolkits: All remember toolkits, see below.</p> <ul style="list-style-type: none"> I can use coordinating conjunctions to add more detail to the reader's imagination. I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences. <p>Writing curriculum objectives: Remember objectives: S1.1, S.1.2, S2.2, S2.1 P1.1, P1.2, P1.3, P2.1, P2.5 Writing process focus: All</p>	<p>Hook: Text: The Lighthouse Keeper's Lunch Story Type: Defeating The Monster Focus: imagery through adjectives for description Innovation: The Pirate's Breakfast (use Captain Flinn and the Pirate dinosaurs as inspiration) Toolkits: All remember toolkits, see below.</p> <ul style="list-style-type: none"> I can use coordinating conjunctions to create a clearer picture for our reader. I can use subordinating conjunctions (if, because) to add reasons and consequences to my sentences. We can use the correct tense to help our reader know when the story took place. To bring settings alive we can use adjectives to describe them (noun phrases) <p>Writing level curriculum objectives: Remember objectives: S1.1, S.1.2, S2.2, S2.1 P1.1, P1.2, P1.3, P2.1, P.2.3, P2.5 Writing process focus: All</p>

KS1 Non-Fiction Cycle B 2024-25

AUT 1 Spatial Sense & the Human Body	AUT 1 Spatial Sense & the Human Body	AUT 1 Spatial Sense & the Human Body	AUT 1 Spatial Sense & the Human Body	AUT 1 Spatial Sense & the Human Body	AUT 1 Spatial Sense & the Human Body
<p>NF Text: Diary of penguin NF Genre: Recount Innovation: Diary of the night gardener. (CH can invent from a character from their supporting texts in AUT1 & AUT2) Toolkits:</p> <ul style="list-style-type: none"> • I let the reader know what order the events happened in by using time adverbs. • I can use the conjunction 'because' to explain my ideas and thoughts. • I can use coordinating conjunctions to connect ideas and events together. <p>Punc; CL and fullstops and question marks</p>	<p>NF Text: Big Bad Wolf NCR NF Genre: NCR Innovation: Tiger from the Tiger who came to tea or a fairy tale pet. Toolkits:</p> <ul style="list-style-type: none"> • We can use technical vocabulary to make us sound like experts. E.g prey and canines • To help the reader read lists of nouns or adjectives we can separate them with commas. <p>Punc; Apostrophes for contraction.</p>	<p>NF Text: How to trap a dragon NF Genre: Instructions Innovation: 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 Toolkits:</p> <ul style="list-style-type: none"> • Use bossy verbs to make actions clear • Vary sentence starters to keep the reader interested • Use adverbs to make it really clear how to do something. <p>Punc; CL and fullstops</p>	<p>NF Text: Should The Tiger be sent to jail? NF Genre: Discussion Innovations: Should the witch from Hansel and Gretel be jailed? (Allows CH to use: Should the wolf be jailed in their invention) Toolkits:</p> <ul style="list-style-type: none"> • We number our reasons to help our reader follow our opinion clearly • We use the conjunction 'when' to make our evidence clear and detailed. (Subordinating conjunctions) <p>Punc; Commas in a list Remember: Cl proper nouns and use and to join sentences.</p>	<p>NF Text: Join Our Super Vegetable Crew NF Genre: Persuasion (poster) Innovation: Join Our Wicked Crew! <i>Invent could be Join Our powerful Crew, Kind Crew, Fairytale Crew, Good Guy Crew, Superhero Crew</i> Toolkits:</p> <ul style="list-style-type: none"> • Use rhetorical questions to encourage the reader to listen. • I can use coordinating conjunctions to connect ideas and events together. • I can use commands to tell my reader what to do. (Linked to bossy verbs from SPR1) <p>Punc; Remember: Question marks, exclamation marks.</p>	<p>NF Text: Why Are Seagulls a Nuisance? NF Genre: Explanation Innovation: Why are dolphins so friendly? (Dolphin Boy inspiration) OR Use a villain from a fairy tale – Why Are Trolls so Greedy? Toolkits:</p> <ul style="list-style-type: none"> • I can use generalisers to let the reader know how often or how many. • I can use subordinating conjunctions in different parts of the sentence to emphasise information. • I can choose my words precisely and carefully to ensure my reader gets a clear picture of my explanation. <p>Punc; commas between 2 adjectives exclamation marks CL and fullstops</p>