Year Group/Phase- Year 2					
Term	**Topic**	**Knowledge /skills**	**TfW link**	**Link to curriculum intent** *(indicative not exclusive)*	**Link to evidence for learning/specification framework as applicable** (*indicative not exclusive)*
1	Exploring Autumn - Fiction	To use symbols / signs /objects to retell story. Explores mark making using a range of tools and materials.	***The Little Red Hen*** – Paul Galdone ***Dear Zoo*** **-** Rod Campbell ***Jaspers Beanstalk*** - Nick Butterworth ***The Tiny Seed*** – Eric Carle ***Where the Wild Things are*** - Maurice Sendak ***Commotion in the Ocean*** – Giles Andreae	S2. To recognise and respond to a language rich environment S3. To begin to develop core gross and early fine motor skills needed for writing. To express feelings/preferences. S4. To recognise that language is reciprocal and to begin to use it appropriately.	Communicates basic needs using signs, symbols, or objects. Points to or looks at objects when named, showing developing understanding. Makes large directional strokes, lines, and circles to build fine motor control.
2	Sparkle and Shine - Fiction	Intentional mark making. To hold a book the correct way.			Looks at peers or adults when they are talking and recognises changes in tone of voice. Begins to add marks or symbols to pictures to communicate meaning. Matches symbols to real objects as a step toward early symbolic representation.
3	Once Upon a Time - Fiction	To use symbols / signs /objects to retell story. To use symbols to express feelings.			Looks at peers or adults when they are talking and recognises changes in tone of voice. Matches symbols to real objects as a step toward early symbolic representation. Beginning to understand that marks and symbols can carry meaning.
4	Sunshine and Sunflowers - Fiction	To recognise the "Who" in a story. To recognise the "What doing" in a sentence. To use symbols / signs/ objects to retell story. Basic imitation of drawing characters.			Looks at peers or adults when they are talking and recognises changes in tone of voice. Matches symbols to real objects as a step toward early symbolic representation. Beginning to understand that marks and symbols can carry meaning.

5	Dinosaur Planet - Fiction	To listen with intent. To imitate the story using signs / symbols/ objects. To hold a pencil.			Listens and responds to familiar voices, adults, and environmental sounds. Adds marks to a picture with growing intention (e.g., symbols or lines). Overwrites writing patterns in various colours to build motor memory. Experiences adults writing for various purposes and begins to understand that writing carries meaning.
6	On the Beach - Fiction	To listen with intent. To retell the story with their preferred method. To make marks with a pencil.			Copies a range of writing patterns and movements. Creates patterns and simple drawings to communicate or represent ideas. Begins to associate marks, names, and pictures with specific meanings or messages.