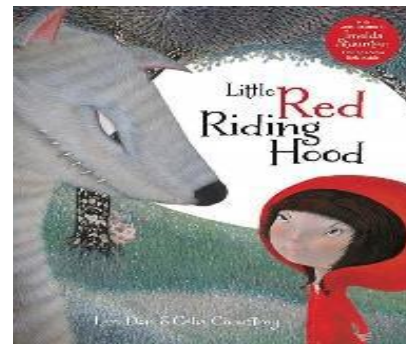
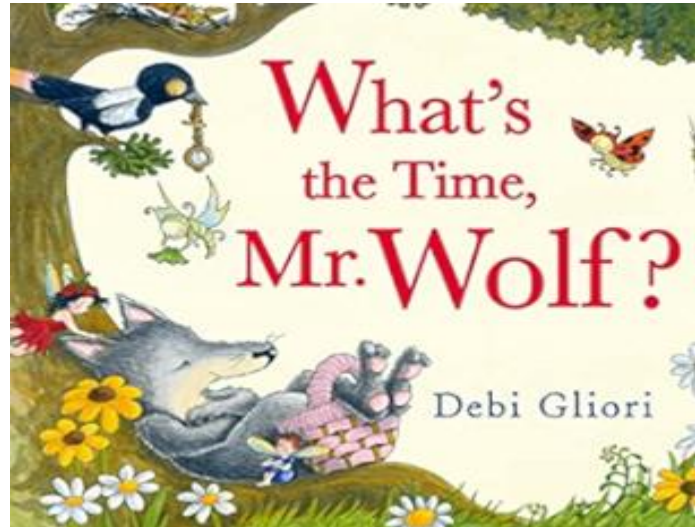


Wolves



Outcome: Write an alternative ending

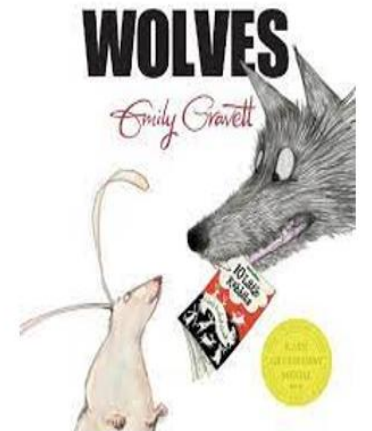
Purpose: To entertain

Audience: Friends in
Marchwood C of E Infant School

Form: Narrative

WAGOLL: Examples of
alternative stories

Application piece: A wanted
poster for the Rabbit

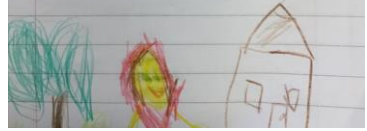


Year 2 Autumn 1 2025

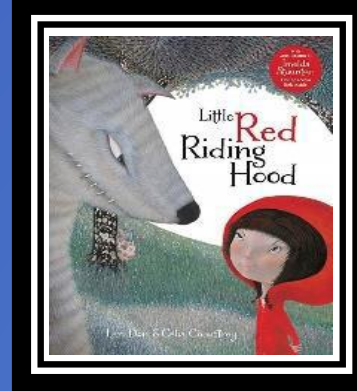
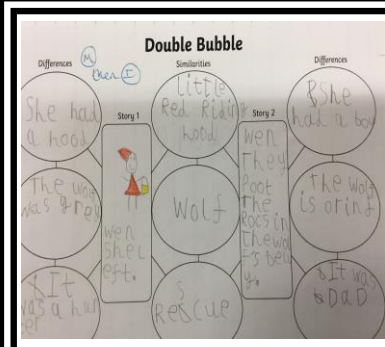
To predict what I think the story might be based on clues from the text. ✓

I think the story
could be Little Red
Riding Hood because
she sings to go to her
grandmother's house ✓

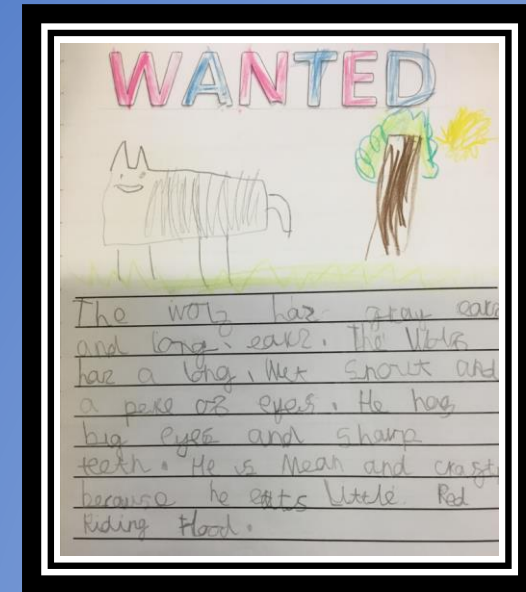
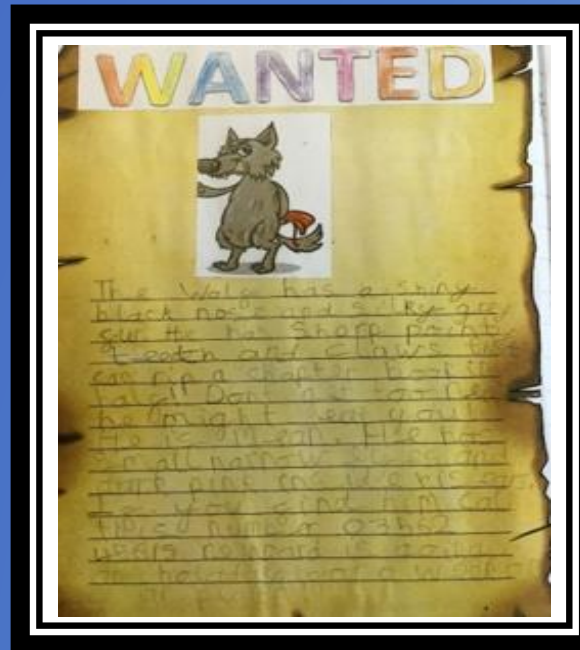


We found some clues in our classroom from a story. We tried to guess which story they were from.



We read 2
different versions
of the story and
compared them.

please help
us to find
little red rid-
ing hood! she
has a blong
red dress and she has soft
ginger ^{hair} ~~hair~~. she also has a
yellow basket in the bascit
is very yuhny cake's



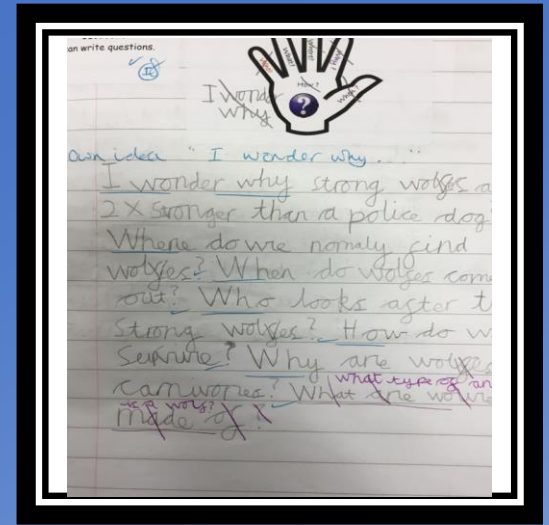
We used our wonderful noun phrases to make a wanted a poster for the wolf.....who we thought had hidden Little Red Riding Hood!

We thought of some great noun phrases to describe the wolf and Little Red Riding Hood.

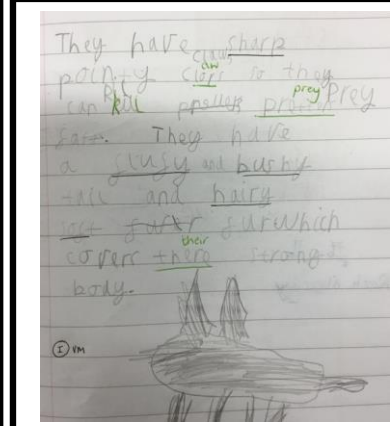
English

Wolves, by Emily Gravett

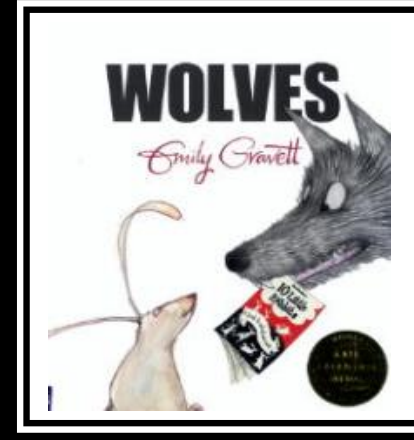
We found an animal footprint and a strange looking library card in our classrooms. We thought about who they might belong to. The clues took us to the library where we found an interesting looking new book. The main characters were a wolf and a rabbit.



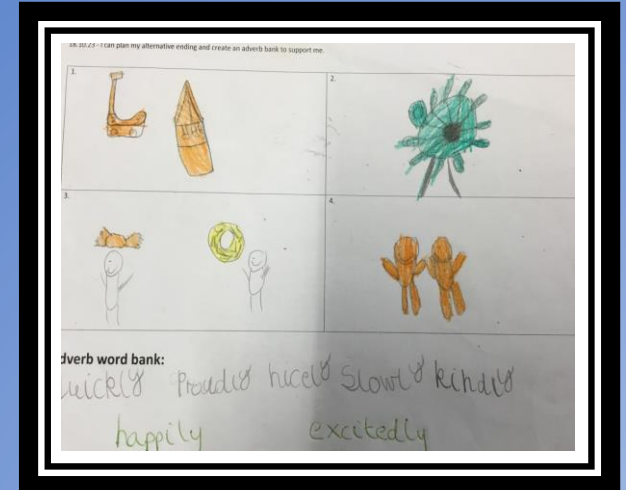
We asked questions about the story.



We learnt lots of interesting facts about wolves!

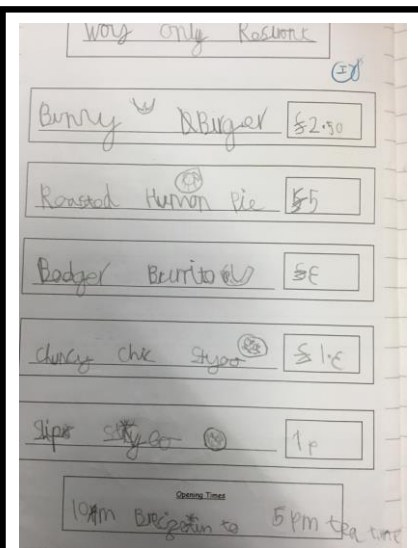


After a few days we discovered that the story had a surprising ending. Not at all what we all expected!



We consolidated our learning about adjectives and started learning about adverbs. We wrote our own alternative ending for the story and tried hard to include some great adjectives and adverbs in our writing.

We looked closely and found some interesting post on the rabbit's doormat, including a menu for the local takeaway. We designed our own menus fit for a hungry wolf!



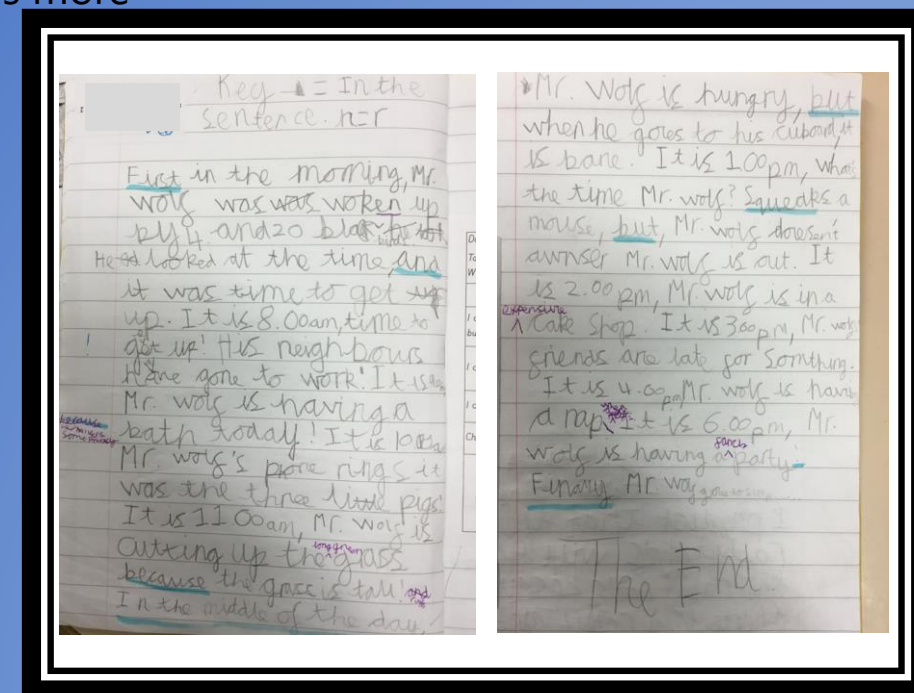
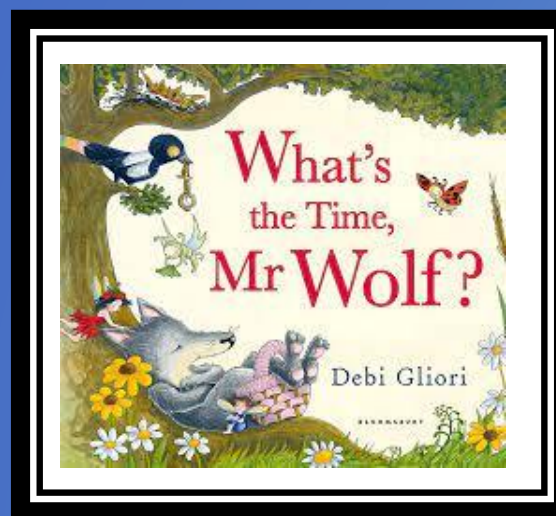
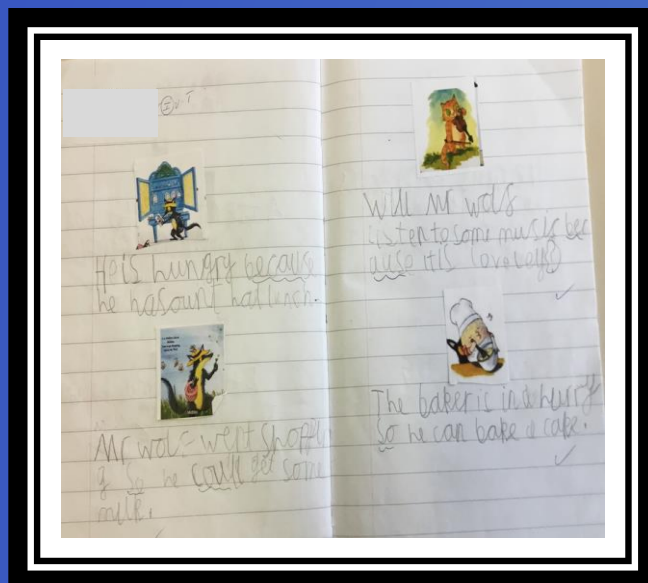
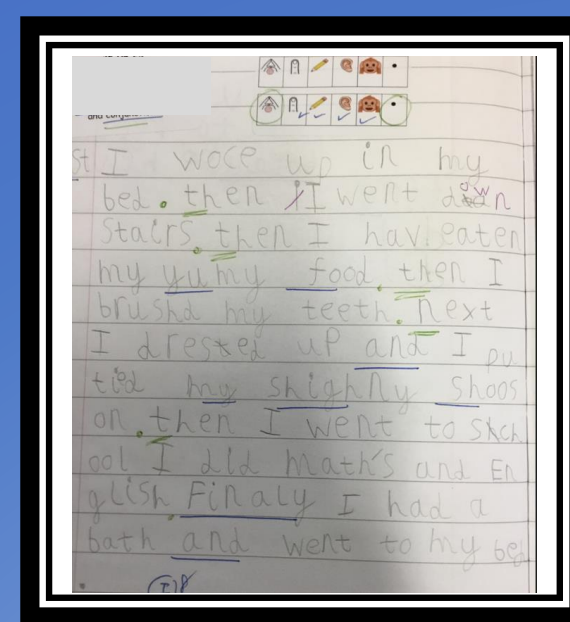
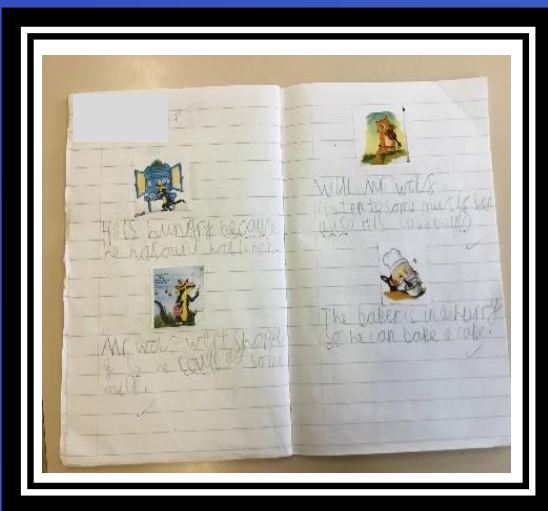
English

What's the Time Mr Wolf?

We shared this story and used it to help us learn about the past tense and using time words to sequence our ideas.

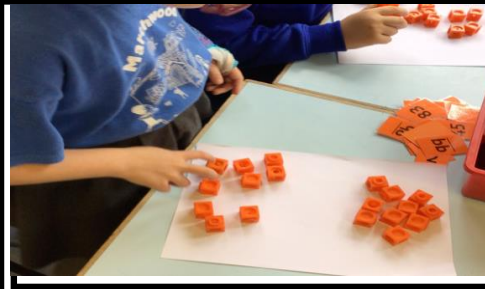
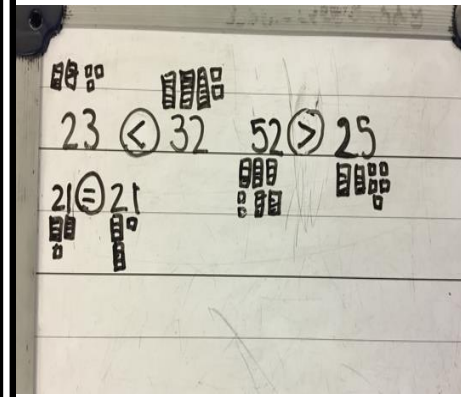
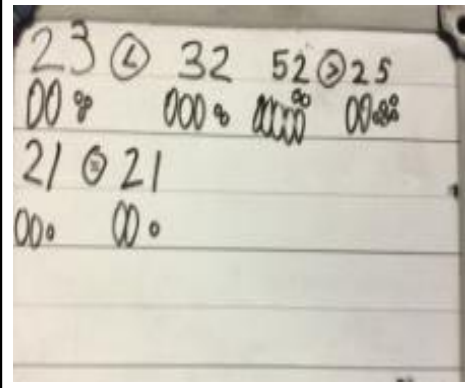
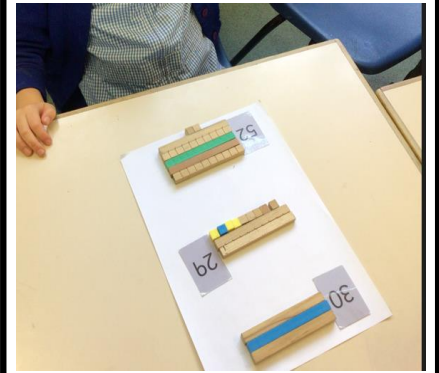
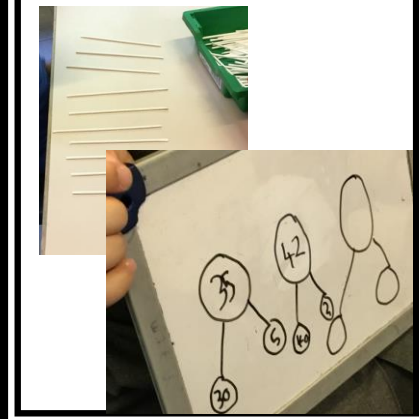
We learnt the about the suffix 'ed' and how it sends verbs into the past.

We sequenced our own days and the day of Mr Wolf using time words like first, then, later in the day, in the afternoon, finally to help put events in the correct order. We also thought about how to make our sentences more interesting by using 'because, so' and 'and'.

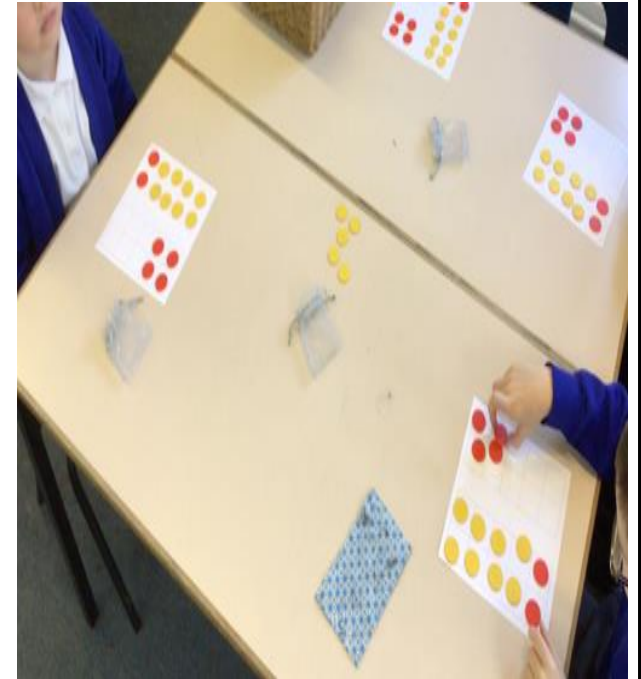
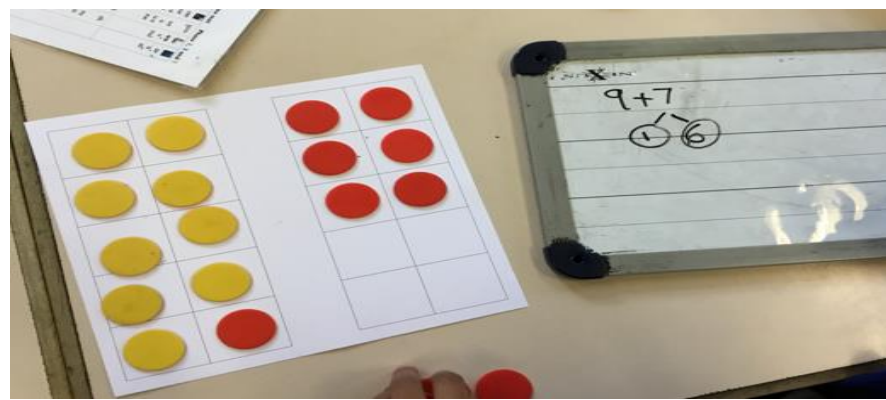
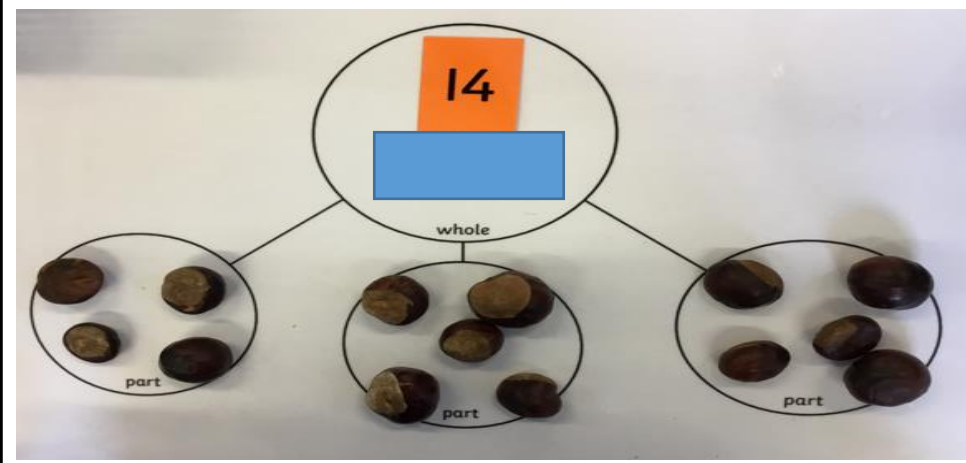
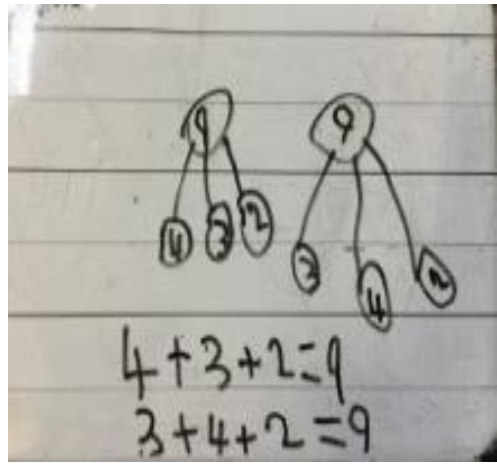


Maths

We have been developing our understanding of place value through thinking about groups of ten, then tens and ones. We've thought about how these numbers can be represented in different ways. We've been using sentence stems to help us explain what we know about numbers. We've thought about equality and compared numbers using mathematical symbols. We have also been applying our knowledge of place value to add numbers using numbers lines and partitioning.



Maths

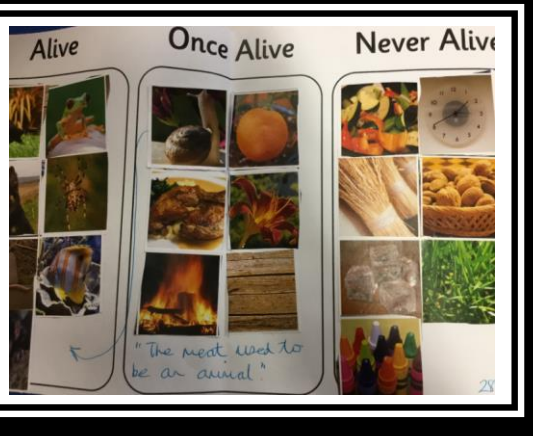


We also thought about efficient ways to add numbers mentally and have been using counters to support us to add and subtract when bridging through ten. We've used part, part, part whole models to help us partition numbers into smaller parts.

Science

We have been thinking about life processes in science.

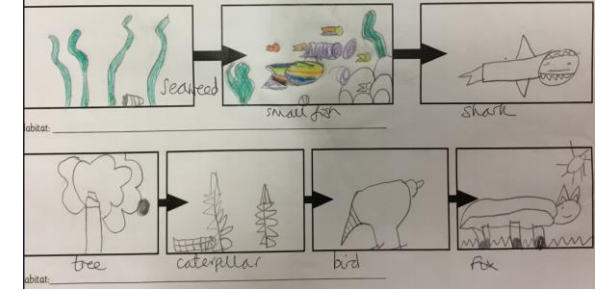
We sorted objects according to whether they are alive, once alive or have never been alive. We had interesting discussions in our classes about our ideas.



Food Chains

I can use a food chain to show how animals get their food.

Draw two food chains in the spaces below. Which habitat would you find this food chain in?



Habitats and Food Chains

We learnt about different types of habitats and what sort of creatures we might expect to find in different habitats.

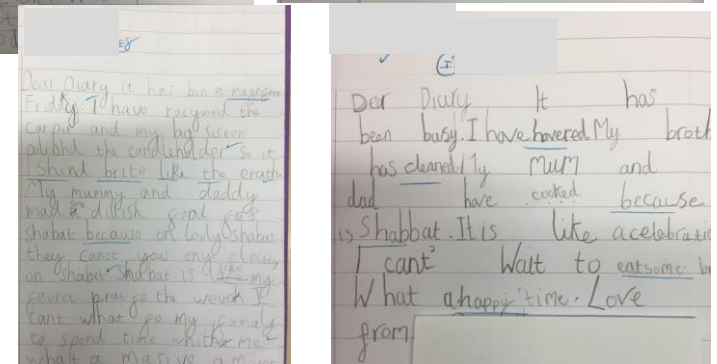
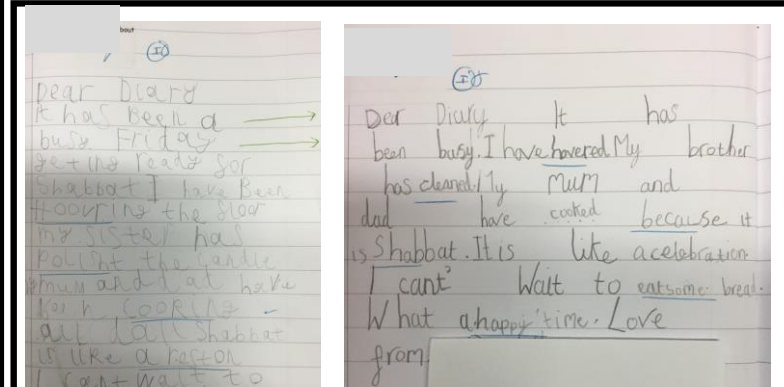
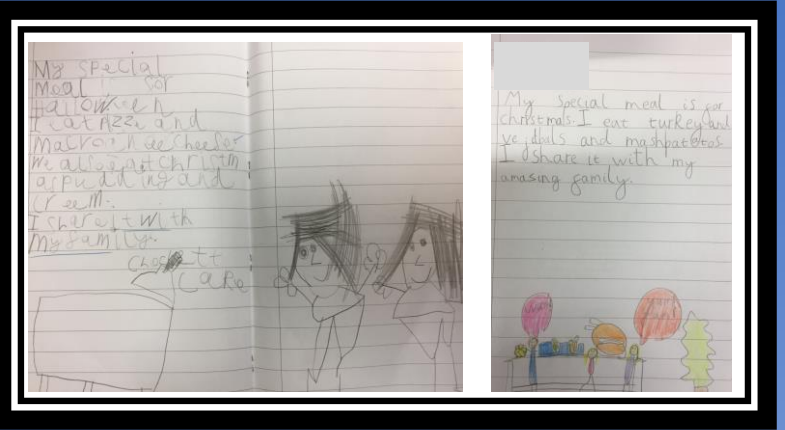
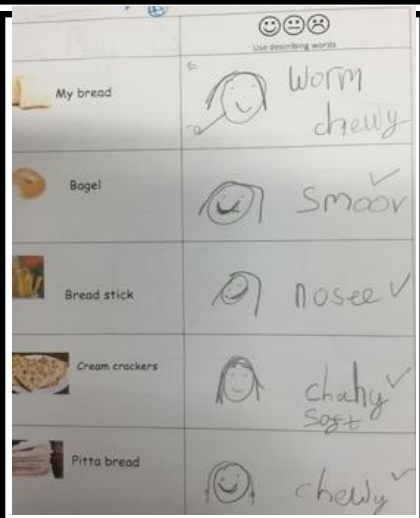
We thought about different food chains, how energy is transferred through the food chain and what would happen if one part of the chain was missing.

We also got planting!

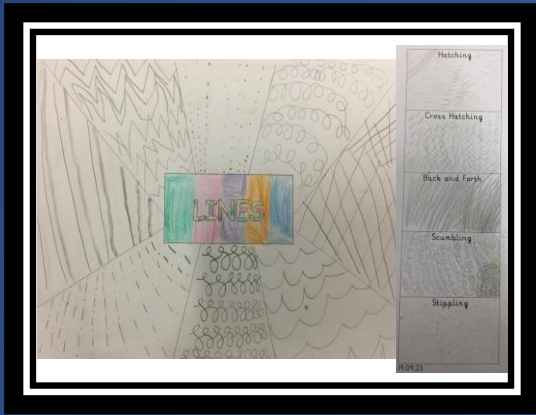
We planted broad bean seeds and learnt about what a seed needs to grow into a healthy plant!

RE

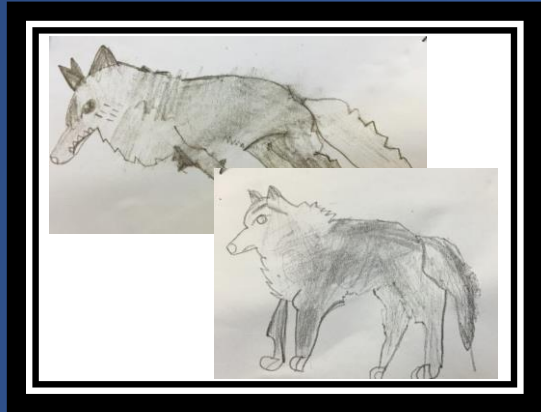
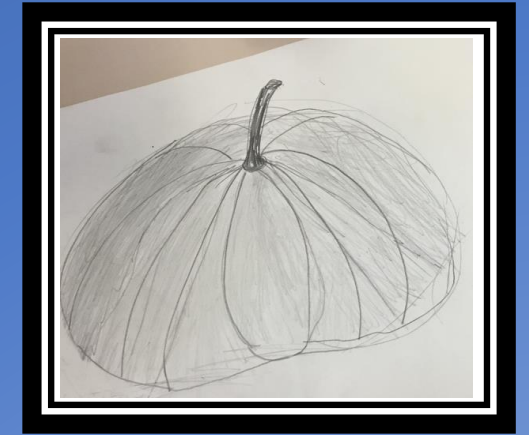
In RE this half term our key concepts were symbolism and sharing. We thought about how bread is a symbol in Christianity and talked about stories from the bible where bread is shared. We made our own bread and thought about the Christian festival of Harvest and related this to sharing. We then explored the Jewish day of rest, Shabbat. We learnt how Jewish people share Challah bread with their family on this special day of rest. We pretended to have our own Shabbat meal and spent special time with our friends, sharing the Challah bread just as Jewish people would do.



Art



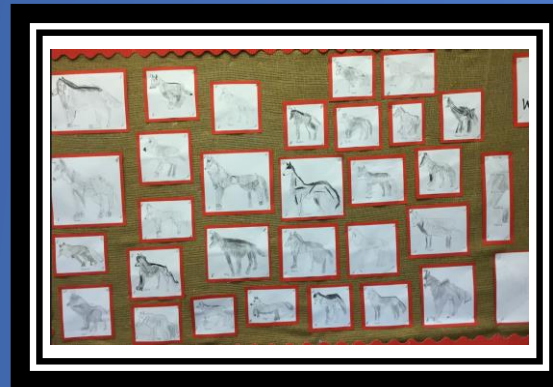
This term, as part of our Wolves topic we have been drawing wolves using pencil.



We have been shading and hatching and have used our new skills in our final drawing of a wolf to add texture and depth.

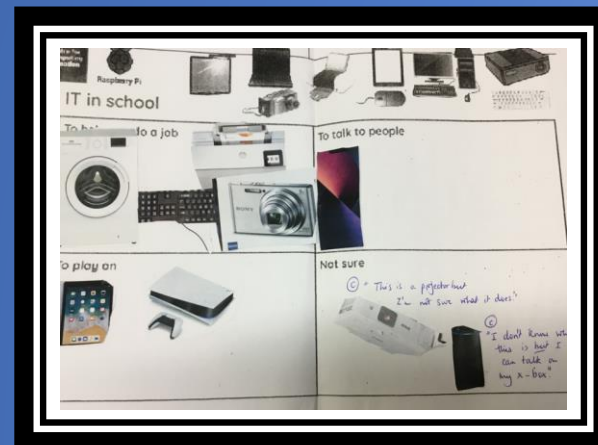
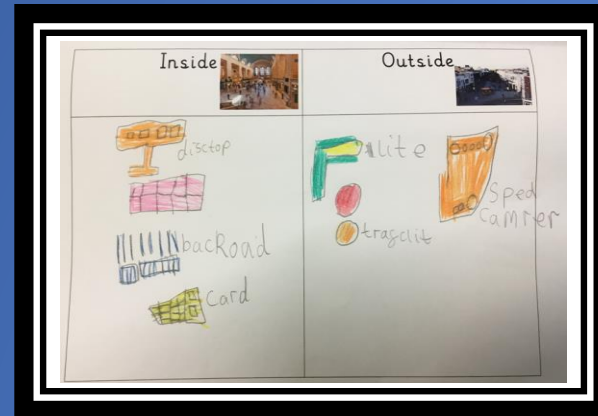


We practised the shading skills that we had learnt when we did observational drawings of the pumpkins we were using for our Harvest Service.



Computing

In computing we thought about the objects that use information technology to make them work. We thought about how information technology is useful and how it can be used for different purposes. We also learnt rules that we need to stick to when using IT and how to stay safe on the internet.



Y2 Computing: Technology around us and Word Processors

I can identify different information Technology in the school and say what is similar or different between them.

It is portable so you can use it in different places.

It has a camera and takes photographs.

I can correctly use the following keys: shift, backspace, enter, full stop to type a sentence on Google Docs.

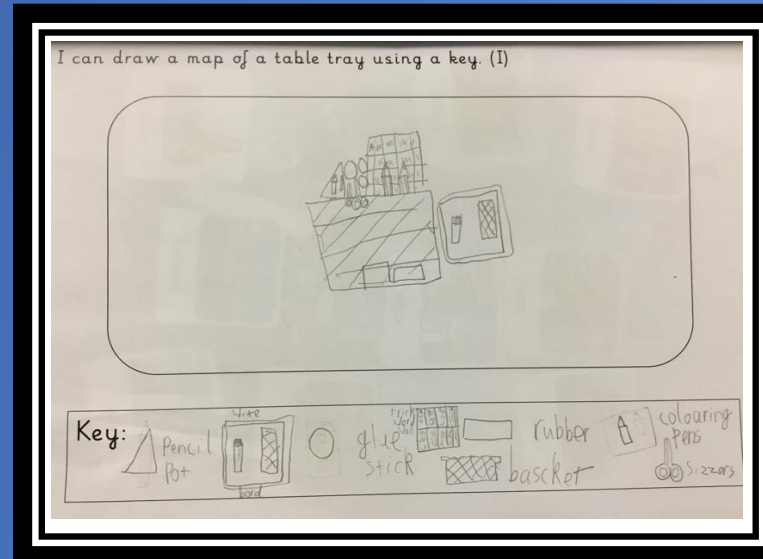
I can format my text by changing either the: style, size or colour.

I can insert a web based image into my document.

We started to learn some simple word processing skills by finding our way around a keyboard. We also learnt how to insert a simple picture into a document.

Geography

In Geography we have been thinking about physical and human features. We explored maps and used Google Maps and Earth to learn about our place in the world and features of maps. We made our own maps and we devised a key to show what our symbols meant. We also thought about which features were physical and which were human. We discussed what an aerial view was as well as thinking about the points on a compass too.



Human and Physical Features of Little Red Riding Hood's Journey		
Feature	Human Feature	Physical Feature
forest		✓ ✓
bench	✓ ✓	✓
church	✓	
bridge	✓ ✓	
vegetation		✓

geography word 'human' means... it means it is made by humans

geography word 'physical' means ... it means it was all really there

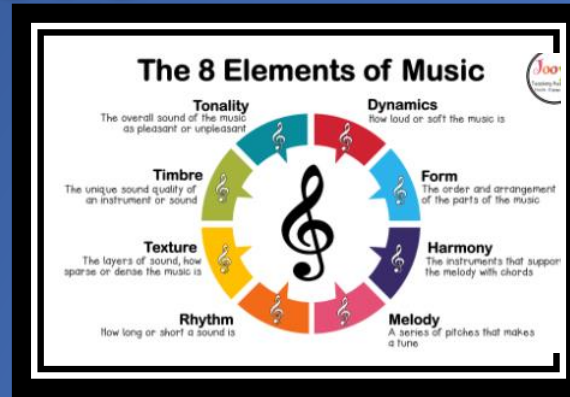
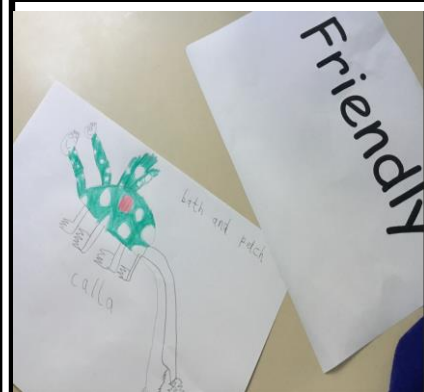
Music

PSHE



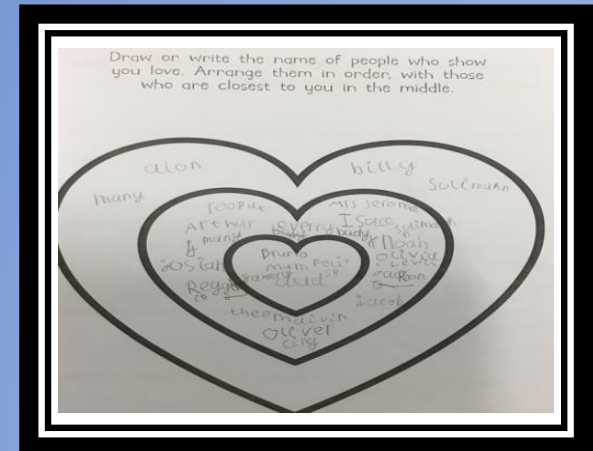
In Music we have been looking at Dynamics and Tempo, through our Music Unit on Dragons.

We have learnt about Forte and Piano (loud and quiet) and have moved and drawn pictures to interpret different types of music.



This term we have been working with Boris the Robot to get HeartSmart.

Children have been learning how to use their heart power in Positive ways, how decisions we make can effect our hearts and the hearts of other people. We thought about the people who cared about us and how we could show other people what we cared about them.



W/C 8th September 2025

We sat in a circle and invited one child (the "seeker") to leave the room.

Whilst the seeker is outside we hid a shaky/"dragon" egg by asking another child to "sit" on it.

When the seeker entered the room again s/he looks for the egg.

The class clapped to help the seeker - slower and quieter if s/he gets closer, faster and louder as s/he gets further away.

Once the egg had been found, the seeker returns to their place and the child who was sitting on the egg became the new seeker.

This really helped us embed the new vocabulary of Forte and Piano.

PE

In PE we have been developing our fundamental movement skills through Real PE.

The children have really enjoyed keeping their bodies fit and healthy in our PE lessons whilst also developing key learning behaviours to help them feel successful in other areas of the curriculum.

We've also really enjoyed keeping our bodies fit and healthy and improving our muscle strength by using circuits on the apparatus.

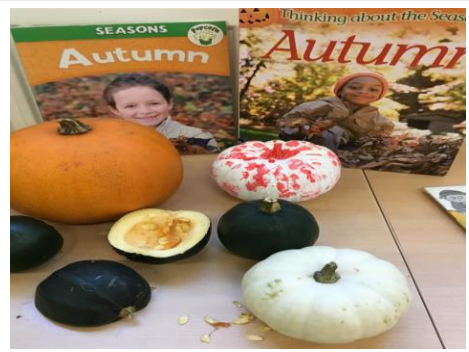


Harvest and Worship

We celebrated the Harvest at St John's Church. We brought in food that would be shared with the Waterside Food Bank. We also enjoyed singing "Conkers" at the Church. We decorated pumpkins



We really enjoyed decorating our pumpkins to show in the church. We used some of the techniques we'd learnt in art.



It was the turn of Sycamore Class to lead worship. We thought about the season Autumn, the changes that happen in our environment and what we liked most about this season. We went for a walk around our school grounds to spot signs of Autumn.

