

TERM 5 OVERVIEW YEAR 2 – English

WEEKS 1-2

Term 5 Book – Lila and the Secret of Rain

Topic(s) – Fiction – Narrative		Guide Time = 2 weeks
Assessment:	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision. 1 week has been allocated for assessments/SATs.	Very Important Points (VIPs): <ul style="list-style-type: none"> • Features of a narrative include; character description, setting description and a clear beginning, middle and end. • Adjectives describe a noun. • A noun is a person, place, name or an object. • Expanded noun phrases use one or more adjectives to describe a noun. • Proper nouns (names, places, days of the week) always need a capital letter. • Conjunctions link two words or phrases together. • All sentences begin with a capital letter. • Sentences can end with a full stop, exclamation mark or question mark. • The four types of sentences are: command, question, statement and exclamation. Fat Questions: <ul style="list-style-type: none"> • Do you think Lila and the Secret of Rain is fiction or non-fiction. Why? • Where do you think Lila lives? Why? • How do you know Lila lives near the equator? • What would you tell the cloud to make it rain?
Links to prior learning (sequencing) and canon book	Children have experience of writing for a range of purposes including narrative, information texts, poetry, letters, diaries and more. They have learnt most of the required SpaG related skills including sentence types, expanded noun phrases, question marks, exclamation marks, subordinating and coordinating conjunctions and more. All learning this half term will link directly or indirectly to the canon book. Children may also make connections and reference to previous canon books.	
Links to other learning (cross fertilisation)	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u> <u>The World Beyond Us:</u> What would it be like to live in Lila's village? What animals do you think live near Lila? <u>The World Around Us:</u> How does Lila's village differ to where you live? <u>Modern Britain:</u></p>	

	<p>Do you think the book is set in recent times or a long time ago? Why?</p> <p><u>Healthy Bodies & Healthy Minds:</u> How can weather affect our health?</p> <p><u>Culture:</u> What other stories from other cultures do you know? What is a folk tale? How does the life of Lila differ to yours?</p> <p><u>Technology in Action:</u> What technology do you think Lila's village may benefit from?</p>	
Links to future learning	<p>As the children head into Summer term, they become independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of narrative each half term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for Key Stage 2.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Children will gain a number of skills including creative story telling, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1 Fiction Text Type: Narrative Learning the story.	<p>To listen to folk stories that originate from Africa including Lila and the Secret of Rain and the Tinga Tinga tales.</p> <p>Read and comprehend stories using retrieval and inference skills as well as predicting and understanding vocabulary choices.</p> <p>Learn about traditional folk tales from around the world.</p> <p>Listen to a Tinga Tinga Tale about an African animal and sequence the story.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of stories at a level beyond that at which they can read independently</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary and discussing their favourite words and phrases</p>	Story Narrative Folk tale Cultural African Story map	<p>GD: More challenging inference questions with reasoning needed. Challenge to use higher level conjunctions.</p> <p>SEND: Work with partner/group/adult to answer questions orally or through use of simplified text and tick boxes. Sequence/story map with some pictures already provided.</p>	<p>Incorrectly sequencing the story.</p> <p>Not giving the correct solution to the problems in the story.</p> <p>Uncertainty regarding vocabulary used in folk tales.</p>	<p>Lila and the Secret of Rain – YouTube</p> <p>Lesson 1: Listen to Lila and the Secret of Rain and answer comprehension questions. Focus on cultural differences.</p> <p>Lesson 2: Use conjunctions to make comparisons between Lila's life/village and their own.</p> <p>Lesson 3: Learn about folk tales and try match folk tales to the countries they originate from. Including Tinga Tinga Tales.</p> <p>Lesson 4: Listen to a Tinga Tinga Tale, sequence pictures and sentences.</p>

<p>Week 2</p> <p>Fiction</p> <p>Text Type: Narrative</p> <p>Retell Tinga Tinga Tale</p>	<p>To use story map to write chosen Tinga Tinga Tale, including a setting and character description, problem and solution.</p>	<p>Write a (fictional) narrative about the experiences of others (an African animal).</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</p>	<p>Story Narrative</p> <p>Folk tale</p> <p>Cultural African</p> <p>Story map</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Problem</p> <p>Solution</p>	<p>GD: Use dictionaries and knowledge of synonyms to make an ambitious word bank for other children to use when writing their own version of the story. Ensure up levelling and proof reading is happening.</p> <p>SEND: Use sentence starters and word banks to support story writing. Where appropriate use Colourful Semantics.</p>	<p>Incorrect use of vocabulary when up levelling.</p> <p>Children rushing and not completing their work correctly.</p>	<p>Lesson 1: Children identify words, phrases and expanded noun phrases from the book they wish to 'magpie'. Children to add other key vocabulary including up levelled adjectives, adverbs and expanded noun phrases</p> <p>Lesson 2: Children to listen to WAGOLL of story intro – identify key features that make it 'wow'. Focus on character and setting description. Children to then begin their own story introduction.</p> <p>Lesson 3: Children to listen to WAGOLL of story middle (including the problem)– identify key features that make it 'wow'. Children to then continue the next part of their story.</p> <p>Lesson 4: Children to listen to a WAGOLL of the story ending - identify key features that make it 'wow'. Children to then complete their story. Children then work with a partner to read and up-level their work.</p>
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Context (big picture learning)
 To learn more about other cultures and ways of life – drawing on knowledge from the cannon book as well as geography, history, art and PSHE learning.

Link to resources: T:\Primaries\Departments\KS1\Planning Cycle B\Summer 1\English\Year 2\Week 1 and 2 Narrative

WEEKS 3-4

Term 5 Book – Lila and the Secret of Rain

Topic(s) – Poetry		Guide Time = 2 weeks
Assessment:	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision. 1 week has been allocated for assessments/SATs.	Very Important Points (VIPs): <ul style="list-style-type: none"> • Not all poems need to rhyme. • Onomatopoeia is when a word sounds like the noise it makes. • Alliteration is when a string of words start with the same sound. • Adjectives describe nouns. Fat Questions: <ul style="list-style-type: none"> • Can you use onomatopoeia for something that is silent? • Can you use alliteration with any word? • Could you use onomatopoeia and alliteration at the same time? • What personality would you give to the sun, wind and rain?
Links to prior learning (sequencing) and canon book	Children have experience of writing for a range of purposes including narrative, information texts, poetry, letters, diaries and more. They have learnt most of the required SpaG related skills including sentence types, expanded noun phrases, question marks, exclamation marks, subordinating and coordinating conjunctions and more. All learning this half term will link directly or indirectly to the canon book. Children may also make connections and reference to previous canon books.	
Links to other learning (cross fertilisation)	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u> <u>The World Beyond Us:</u> How can you predict the weather? Where is the hottest and coldest places on Earth? <u>The World Around Us:</u> What makes the weather change? What can you do in one type of weather that you can't do in another? Do any poets live in Pontefract? <u>Modern Britain:</u></p>	

	<p>Do people still write poems? How has weather forecasts changed? <u>Healthy Bodies & Healthy Minds:</u> How can weather affect our health? <u>Culture:</u> Do other cultures write poems? How do you think they could be similar or different to poems from our culture? <u>Technology in Action:</u> How has technology changed how we predict the weather? How has technology changed how we can share poetry?</p>	
Links to future learning	<p>As the children head into Summer term, they become independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of poetry each term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for Key Stage 2 where they will write more complex forms of poetry.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Children will continue to develop their appreciation for poetry. They will gain a number of skills including creative poetry writing, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 3 Non-Fiction Text Type: Poetry	<p>To read and comprehend weather poems.</p> <p>To identify features of poetry.</p> <p>To use similes to describe the weather.</p> <p>To use adverbs to show how, where and when a verb is done.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	Poem Poet Poetry Onomatopoeia Alliteration Rhyming Adjectives Adverbs Description Weather Sun Rain Wind Snow	<p>GD: Read with flair and expression. Support peers with reading. Could look at personification.</p> <p>SEND: Work with partner/group/adult to answer questions orally or through use of simplified text and tick boxes. Could use colourful semantics to support how/when/where adverb sentences.</p>	<p>Misreading poetry and not checking what they've read.</p> <p>Misunderstanding of different adverbs.</p> <p>Confusing alliteration for rhyming.</p> <p>Confusing onomatopoeia and alliteration.</p>	<p>Lesson 1: Read collection of poems and discuss how they are similar and different. Identify key features including rhyming, alliteration and onomatopoeia.</p> <p>Lesson 2: Read weather poems and answer a range of comprehension questions drawing on their retrieval, inferences, vocabulary and grammar knowledge and skills.</p> <p>Lesson 3: Revise similes. Write similes using 'like' and 'as'.</p> <p>Lesson 4: Recap understanding of 'how' adverbs. Add how adverbs into sentences. Learn about where and when adverbs. Practice applying these into sentences.</p>

<p>Week 4</p> <p>Non-Fiction</p> <p>Text Type: Poetry</p>	<p>To use onomatopoeia</p> <p>To use alliteration</p> <p>To plan a weather poem</p> <p>To write and perform poetry to an audience.</p>	<p>Develop positive attitudes towards and stamina for writing by writing poetry.</p> <p>Consider what they are going to write before beginning by writing down ideas, key words and new vocabulary.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear</p>	<p>Poem Poet Poetry Onomatopoeia Alliteration Rhyming Adjectives Adverbs Description</p> <p>Weather Sun Rain Wind Snow</p>	<p>GD: Proofreading and up-lelling. Higher level vocabulary choices. Support peers with proof-reading their work and suggest improvements.</p> <p>SEND: Guided use of onomatopoeia and alliteration using prompts and word banks.</p>	<p>Confusing alliteration for rhyming.</p> <p>Confusing onomatopoeia and alliteration.</p> <p>Overcomplicating sentences making them overly descriptive or grammatically incorrect.</p>	<p>Lesson 1: Revise and identify onomatopoeia. Write sentences using onomatopoeia, including some linked to weather.</p> <p>Lesson 2: Learn what alliteration is and how to identify this. Write some alliterative word strings linked to the weather.</p> <p>Lesson 3: Plan a weather poem using onomatopoeia, alliteration, expanded noun phrases and adverb:verb combinations.</p> <p>Lesson 4: Write weather poems out neatly – focus on presentation. Check for mistakes and then perform in small groups.</p>
<p>Context (big picture learning)</p> <p>Children will have deepened their knowledge of poetry and the skills required for this while also embedding a larger understanding and appreciation form other cultures based around the canon book and other subject materials linked to this topic.</p>						

Link to resources: T:\Primaries\Departments\KS1\Planning Cycle B\Summer 1\English\Year 2\Week 3 and 4 Poetry

WEEK 5

Term 5 Book – Lila and the Secret of Rain

Topic(s) – Setting Description		Guide Time = 1 week
Assessment:	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision. 1 week has been allocated for assessments/SATs.	Very Important Points (VIPs): <ul style="list-style-type: none"> • Commas are used to separate items in a list. • A simile is when you compare one thing to another, using "as" or "like". • Adjectives describe a noun. • You can use your senses to make a setting description more detailed. Fat Questions: <ul style="list-style-type: none"> • Do similes always include adjectives? • Can you write a setting description without adjectives/verbs?
Links to prior learning (sequencing) and canon book	Children are now familiar with the canon book and other tales from Africa. They have already used some description within their narrative writing this half term and have previously written detailed setting descriptions in previous half terms.	
Links to other learning (cross fertilisation)	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u> <u>The World Beyond Us:</u> How much it feel to live through a draught? If you looked out of your bedroom window and found you were in Africa – what would you see? How would you feel? <u>The World Around Us:</u> How does Pontefract feel in the summer? How does it make you feel? What do you do for fun? <u>Modern Britain:</u> What do you do when you are thirsty? Has this always been possible (through history). <u>Healthy Bodies & Healthy Minds:</u></p>	

	<p>What happens to your body when you don't drink enough water?</p> <p><u>Culture:</u> What are the differences between living in England and Africa? How is life different? How do you think school differs? Which would you prefer? Why?</p> <p><u>Technology in Action:</u> What technology do you have that could help Lila and the draught?</p>	
Links to future learning	<p>As the children move through Summer term, they become independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of descriptive writing each term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for Key Stage 2 where they will write more complex forms of writing.</p>	
Character/Wider Development ('50 things', cultural capital, skills)	<p>Children will continue to develop their appreciation for narrative and descriptive writing. They will gain a number of skills including descriptive writing, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 5 Setting Description	<p>L1: To create a senses map based on an image.</p> <p>L2: To use similes</p> <p>L3: To use two expanded noun phrases within a sentence.</p> <p>L4: To write a setting description.</p>	<p>Spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns</p> <p>Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils</p>	<p>Setting Place Senses See Hear Smell Taste Feel Verbs Adjectives Similes Expanded noun phrases Commas</p>	<p>GD: Children will effectively edit and revise their work using a range of quality resources to support them.</p> <p>SEND: Write using sentence starters and word banks</p>	<p>Children may use inaccurate similes based on what they can see (blue like a jumper, as orange as a pencil)</p> <p>Children may incorrectly use commas in expanded noun phrases – or may incorrectly add commas to two adjectives at the end of a sentence (the beach was hot, dry).</p>	<p>Lesson 1: Children to watch videos and look at images of a certain landscape in Africa (eg the dessert or the plains etc). Children to discuss and then list what they think they would be able to see, hear, smell, taste and feel.</p> <p>Lesson 2: Children to read similes and discuss if they make sense. Children to complete similes linked to their setting.</p> <p>Lesson 3: Children to revise expanded noun phrases with 1 adjective then recap how these can be improved using 2 adjectives. Then teach how these sentences can be extended further using words such as 'with'. Children to fill in blanks on expanded noun phrases to describe pictures of nouns (lions, trees, people) and then have a go at writing their own.</p> <p>Lesson 4: Children to recap their learning from this week – similes and noun phrases. Children to share their best ideas with the group/class to inspire others – did anyone have an idea you could magpie? Children then to independently write their setting description based on an image (or video).</p>
<p>Context (big picture learning) To learn more about other cultures and ways of life – drawing on knowledge from the canon book as well as geography, history, art and PSHE learning.</p>						

Link to resources: T:\Primaries\Departments\KS1\Planning Cycle B\Summer 1\English\Year 2\Week 5 Setting Description