

English curriculum class 2

Academic Year 2019-20

Autumn Term

Theme	Texts used	Text types explored through this theme	Comprehension opportunities	SPAG	Outcomes
Bamboo	Adverts for bamboo products – toilet roll and kitchen roll Information texts about bamboo	Persuasive writing: adverts Non-fiction information about use of bamboo and impact on environment Language used for analysing and evaluating (linked with science investigations)	Research, retrieve and record factual information for use in their own adverts	Consolidation of features such as rhetorical questions, alliteration, similes.	Plan adverts for a specific bamboo product Present their investigation findings, focusing on analysis and evaluation
The Industrial revolution and Victorians	Street Child (main class book) Street Child (play version) The Midnight Hour (additional class book for most confident readers) Charles Dickens 'A Tale of Two Cities' Usborne version Oliver (film) Children's voices : extracts from real life children working in the mills and in the factories (the Children who built Britain BBC4.) Songs (music hall texts) Street market rhymes Wanted adverts	Historical fiction Playscripts Character descriptions Wanted adverts Setting description Non-fiction historical accounts (written in the first person.) Quotations and what they tell us about a person's character.	Retrieve, record and present information from nonfiction texts including personal accounts. Predicting what might happen from details stated and implied provide evidence as to why. (point, evidence, explanation) Drawing inferences such	Alternatives for said Past tense verbs ending in 'ed' Adjectives to describe characters. Cockney dialect	Create a wanted advert for Grimy Nick. Did the Juglini's tell on Jim? (providing evidence for their reasoning from the text.) Perform a scene from Street Child (circus scene.) Read parts and act out a short play (Humorous History Plays) Write facts about the working conditions for children in factories / the mills providing quotes from real sources as evidence. Having visited the potteries museum and read real life accounts from

	<p>Victorian play (Humorous History plays)</p> <p>Children in Staffordshire Potteries – real life accounts from children (BBC legacy website.)</p> <p>You wouldn't want to be a coal miner in Victorian Times (picture book)</p>		<p>as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>		<p>children working in Staffordshire potteries, pretend they are a child working there in Victorian times and write an account of their day.</p> <p>Complete a book review of 'Street Child'</p> <p>Description of going in a lift at the coal mine for the first time.</p>
<p>Street Children today</p>	<p>Leaflets from Toy Box about street children in other countries</p> <p>Information about the Street Kids cricket world cup 2019.</p> <p>We are all born free : the universal declaration of human rights in pictures.</p>	<p>Information texts and leaflets Reports</p> <p>Illustrated children's books</p>	<p>Retrieving key points from a text and summarising</p>		<p>Reporting back on research</p> <p>What would they put in a leaflet of our own?</p> <p>Match up children's rights to artwork</p>
<p>Improving Biff and Chip</p>	<p>Biff and Chip stage 8 books (Pirate Adventure.)</p>	<p>Fiction books to help children learn to read.</p>		<p>Revisiting use of fronted adverbials, adverbs, adjectives, extending sentences using a conjunction, expanded noun phrases.</p>	<p>Improve sections of the book to create a new version of the story for older children.</p>
<p>Pantomime</p>	<p>Pantomime character introduction (model)</p> <p>Pantomime sketches from Cinderella</p> <p>Jokes</p>	<p>Character descriptions</p> <p>Rhyming text</p> <p>Texts to engage audience (features to encourage audience participation)</p>			<p>Character description</p> <p>Write their own pantomime character introduction</p> <p>Use knowledge to co-develop Christmas performance, encouraging audience participation. Perform in front of an audience.</p>

Spring Term

Theme	Texts used	Text types explored through this theme	Comprehension opportunities	SPAG	Outcomes
Shopping challenge	Supermarket leaflets	Leaflets to advertise products		Use of repetition, alliteration, adjectives, similes and metaphors. Use of questions.	Having been on a shopping challenge visit, take part in a team challenge to convince people that their choices are the best given their criteria. Pose questions to challenge others.
Sharks	Various information texts and clips.	Information texts	Retrieve, record and present information from nonfiction texts Reading comprehension on sharks		Using the information provided during the Shark Guardian's visit and additional texts, create an information poster on the computer and a video testimonial to send to shark guardians.
Who lives on the river?	The Wind in The Willows Play version Graphic Novel Version Comparison of 2 film versions Biography of Kenneth Graeme	Graphic novels Plays Songs from the play Classic stories Biographies Letter writing News items Procedures (court room) Epilogues Poems and rhymes	Use text extract about mole to focus on inference Use text extract on mole to focus on predication	Present and past progressive (link to setting a scene) Revisit phrases including expanded noun phrases Clauses (main, subordinate, relative) Direct speech	Use pictures from graphic novel to make up dialogue Set the scene using present progressive. Compare the situation for woodland animals at the time Wind in the Willows was written with today by using news extracts about woodland creatures nowadays. Create and perform a play scene adapted from an extract of the book. Write an epilogue

				Apostrophes for possession Revisit modal verbs (upper KS2) Passive voice (upper KS2)	Debate the trial of toad, writing a speech and use persuasion to convince a jury.
Can Podkin save rabbitkind?	Podkin One Ear book	Adventure book / quest		As above	

Summer Term : developed via remote learning sessions including daily sessions taught on Microsoft Teams.