

## English curriculum class 2

Academic Year 2020-21



### Spring Term ( Key elements)

Theme	Texts used	Text types explored through this theme	Specific Comprehension opportunities	SPAG	Outcomes
Flight / Balloons	<p>Rumblestar: section where Casper travels in Zip, the balloon</p> <p>Chitty Flies again: section where Sneezy ( Chitty) first flies</p> <p>Various information texts on Sir Isaac Newton</p>	<p>Instructions: safety announcements</p> <p>Information poster</p> <p>Story writing</p> <p>Playscript</p> <p>Biographical writing</p>	<p>2 or 3 small group reading sessions per week for older children reading Rumblestar with focused comprehension tasks.</p>	<p>Instructional text</p>	<p>Create a poster for their inaugural flight.</p> <p>Write safety instructions for their vehicle eg. balloon.</p> <p>Story writing. Write the beginning of a story about their magical flying vehicle including safety announcements.</p> <p>Older children – re-write the chapter with Zip as a playscript.</p> <p>Write an account of Sir Isaac Newton’s life.</p> <p>Adapt the refreshment options in the transport in Rumblestar (balloon and canoe) to create menus. Create a description of snow pie and instructions for making snow pie.</p>
Describing characters	<p>Rumblestar</p> <p>A Hero’s Journey: models</p>	<p>Emotion graph</p> <p>Story structure for a hero’s journey.</p>			<p>Create an emotion graph for Utterly for the chapter when she explains what happened to her sister. (Older children)</p> <p>Explore adventure or fantasy stories they know and map a character onto a hero’s journey.</p>

	<p>Character descriptions: World Book Day</p>	<p>Character descriptions</p> <p>Using quotes from the text</p> <p>Analysing.</p> <p>Using Point, Evidence, Explain when writing</p>			<p>Adapt the model of a hero's journey to consider to what extent Casper was a hero.</p> <p>Description of a character from their favourite book</p> <p>Create a map of 'Utterley's journey' identifying key quotes.</p> <p>A piece of writing about how the character of Utterley develops throughout the book, using key quotes to support their analysis.</p> <p>Create interviews with the 3 main characters in Rumblestar.</p>
<p>Dragons</p>	<p>Dragonology</p> <p>Letters to Bjorn</p> <p>Tell Me a Dragon</p> <p>Model postcard from Lorna to the class when she went off on her adventures to find dragons.</p> <p>Rumblestar (Arlo the dragon)</p>	<p>Poems</p> <p>Letter and postcard writing</p> <p>Description writing</p>	<p>Focus on inference using letters from Bjorn.</p>		<p>Create a description of their own having learnt about different dragons round the world.</p> <p>Create a dragon passport.</p> <p>Use the Tell Me a Dragon story to provide ideas to write a poem about their dragon.</p> <p>Write a postcard from their journey to find their dragon.</p>

	<p>The Boy Who Grew dragons (younger children)</p> <p>Legend of the dragon fruit</p> <p>Text to describe Toothless (How to train your Dragon)</p> <p>Article about the release of the Disney film Raya and the last Dragon</p>		<p>2 /3 small group reading sessions per week.</p> <p>Focus on vocab. development, choosing 4 words per chapter. Applying these in writing.</p>	<p>Imperative verbs. Adverbials of time to support sequencing</p> <p>Adjectives to describe dragons</p>	<p>Create a manual for how to look after dragons ( how to teach a dragon to skip, sing, fly how to feed a dragon etc.)</p> <p>Story writing – what happened when their dragon fruit hatched.</p>
<p>The Stuarts</p>	<p>Various models for tasks (outcomes) and information powerpoints created specifically for lessons.</p>	<p>Diary entries</p> <p>Information texts. Primary and secondary sources of information</p> <p>Information and persuasive posters</p> <p>Comic Strips</p> <p>Speeches (trials)</p>			<p>Create a recruitment poster for the Cavaliers or Roundheads.</p> <p>Create a comic strip for the civil war</p> <p>Write a speech -verdict and sentence for King Charles I</p> <p>Compare and contrast : Civil War and revolutions</p> <p>Create a Bill of Rights for your own country</p> <p>Identify which sources are information are most reliable and provide evidence as to why.</p> <p>Describe the history of the King Charles Spaniel in a paragraph</p>

					<p>Research and write an information text about royal pets.</p> <p>Produce a poster to persuade people to vote for or against Scotland uniting with England in Queen Anne's reign.</p>
Leaders and current affairs	<p>Newspaper articles: Martin Luther King Day</p> <p>Various information texts about leaders including Nelson Mandela, Martin Luther King and Mahatma Ghandi</p> <p>Newspaper article about School lunches</p>	<p>Newspaper articles</p> <p>Information text</p>		<p>Nouns and adjectives to describe leadership qualities</p>	<p>Present research on a famous world leader</p>