

**English Curriculum – Year 2 and Year 3 Autumn B**

<b>Unit:</b>	<b>Fiction: Fantasy Stories</b>	<b>Non-Fiction: Non-Chronological Reports</b>	<b>Poetry: Poetry around the world</b>	<b>Fiction: Traditional Tales</b>	<b>Non-Fiction: Letters</b>	<b>Poetry: Journeys</b>
<b>Term:</b>	<b>Autumn (1)</b>	<b>Autumn (1)</b>	<b>Autumn (1)</b>	<b>Autumn (2)</b>	<b>Autumn (2)</b>	<b>Autumn (2)</b>
<b>What We Will Learn</b>	Pupils will share and read a set of fiction and non-fiction texts, they will learn how to draw factual information from a non – fiction text. They will learn terminology of noun, noun phrase and adjective when studying texts in class.	Pupils will study a non-chronological report they will learn about how to identify textual features of non-chronological reports. They will learn about different forms of non-motorised transport, using non-fiction books and websites.	Pupils will learn about poetry from different cultures, they will study different nursery rhymes in their native language alongside an English translation.	Pupils will learn about traditional tales and immerse themselves in three classic witch tales, they will use each as the springboard to a range of stimulating reading and writing activities.	Pupils will read and enjoy Amnesty International's lively Dreams of Freedom, they will discuss their rights and what is meant by 'freedom'. They will learn how to structure and write a letter.	Pupils will learn about poetry based on a Journey, they will write their own poetry and also comment and review the poetry of others.
<b>What We Will Do</b>	Pupils will be able to retell a story that they have heard in class using story pegs. They will imagine new dialogue for familiar characters using speech bubbles and direct speech. Using a writing template they will write a simple 'opening-middle-ending' structure for a short composition.	Pupils will identify features of a non-fiction text, they will become familiar with the vocabulary and be able to find and select information and make notes to record research. Pupils will be confident at using conjunctions and prepositions in writing and also understand how to use apostrophes for contraction and possession.	Pupils will identify nouns, adjectives and adverbs within a text, they will write out a traditional rhyme from memory. Pupils will discuss past and present tense. They will read, sing, perform and discuss multi-national verse, then write poetry inspired by their favourites.	Pupils will make predictions as to a folk story's conclusion based upon what has been read so far. They will discuss characters and produce character profiles of well-known figures from classic folk stories. Pupils will use role play to develop familiarity with characters from texts studied in class. They will plan a story using the template, where, when, which, what, how, what, how.	Pupils will discuss their freedoms they value most. They will list some of the freedoms and rank them in order selecting one freedom as being more important than others and they will explain their choice. They will define and identify clauses, understanding that a clause has an active verb. Pupils will read completed letters aloud to the class, changing volume, speed and tone to suit the setting and/or the audience's needs.	Pupils will identify the motivation and consequences of going on a journey. They will use a story board to help them retell the journey. Pupils will further develop an understanding of verb tenses, how to use the perfect verb form and will begin to consider how adverbs provide further information about verbs. Identify and write expanded noun phrases to enhance the description in their writing. They will develop their understanding of speech punctuation. They will complete a poetry review and share their thoughts/opinions with an audience.
<b>Texts</b>	Swallow's Journey – Animated Tale & Group Reader The Lion and the Bird by Marianne Dubuc. The Flat Rabbit by Bárður Oskarsson	Bicycle Facts – Animated Facts A range of non-fiction texts about bikes, scooters, sledges and carriages.	My Village: Rhymes from around the World by Danielle Wright Frosty Rhymes – Group Reader	Baba Yaga and Vasilisa the Brave by Marianne Mayer, with illustrations by K Y Craft Hansel and Gretel by Anthony Browne. The Worst Witch by Jill Murphy	Dreams of Freedom in words and pictures by Frances Lincoln Being Free – Group Reader	<i>Various poems – provided</i>
<b>Skills Learned</b>	Pupils will be able to identify fact from fiction. They will be able to construct an extract of a story and be able to identify main elements of a story.	Pupils will analyse and structure a non-fiction report. They will be able to consider and evaluate different viewpoints.	Pupils will read aloud and perform, showing understanding through intonation, tone, volume and action.	Pupils will be able to identify fact from fiction. They will be able to construct a sentence/paragraph and be able to identify main elements of a story	Pupils will be able to develop their writing skills and enhance understanding of letters/postcards being an alternative form of communication.	Pupils will use relevant strategies to build their vocabulary and be able to write a poem based around a journey.

English Curriculum – Year 2 and Year 3 Spring B						
Unit:	Fiction: Stories about getting angry	Non-Fiction: Newspaper Report	Poetry: Poems on a theme: fur and feathers	Fiction: Fantasy	Non-Fiction: Recounts	Poetry: Space
Term:	Spring 1: 2 Weeks	Spring 1:2 Weeks	Spring 1: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks	Spring 2: 2 Weeks
What We Will Learn	In this unit of work pupils will learn about their emotions through a fictional text. They will read and enjoy animal stories from the book <i>The Day No one was Angry</i> which explores issues around anger in a humorous way. Learn about verbs and the different ways they are used. Write a story with a message about anger and how we can deal with it.	Pupils will learn how to be journalists and write a report for <i>The Traditional Tale Times</i> newspaper. Using <i>Goldilocks Rocks</i> , <i>The True Story of The Three Little Pigs</i> and <i>Jack's Beanstalk Stinks</i> , explore familiar stories with new twists. They will learn how to write a report for a class newspaper and become more confident in their writing.	In this Fur and Feather poetry unit, children will have the opportunity to explore many poems all about pets and birds and even dragons! With the emphasis on direct speech and powerful imagery, they will collaborate to learn, perform and write their own versions of the poems they have enjoyed.	In this unit of work Fantasy Fiction pupils will learn how to explore their imagination as children read <i>The Wonder</i> , <i>The Flower</i> and <i>Imagine that!</i> They work on clauses, conjunctions and phrases as they unleash their creative powers in new versions of the stories they have read in class.	Pupils will learn that a Recount is a retell of something that has already happened! In this unit pupils will use <i>Just a Dream</i> by Chris Van Allsburg and <i>Quest</i> by Aaron Becker to learn the features of a recount. They will learn how to extend sentences using conjunctions and how to make them more interesting. Finally they will write their own recount of a dream and learn how to edit and improve their writing before publishing it.	Pupils will learn about Space Poems, they will read some poems about our solar system and find out about the planets and compose a variety of different style poems.
What We Will Do	Pupils will listen to and discuss how the book <i>The Day No one was Angry</i> explores different sorts of anger. They will identify and explore the past and present tense as well as past/present continuous tense through the use of a writing frame/template. They will make a poster to remind other people about strategies to help deal with anger. They will plan a story and write a draft version of a story based on <i>The Day No one Was Angry</i> .	Pupils will discuss, compare and contrast the same story told from different perspectives. They will draw a picture and write a caption summarising part of a newspaper report. Pupils will write a report for a class newspaper. They will write a past tense recount, include speech, using correct punctuation.	Pupils will discuss different poems around a theme, they will explore why we use sentences and the different types of sentences to be able to identify statements, commands, exclamations and questions. They will use a writing frame to plan and write their own poem.	Pupils will discuss and make credible predictions as to a character's future actions based on what has been read about them so far. They will express their own ideas clearly and listen to the ideas of others. They will write labels and captions to provide detail for simple sketches or diagrams. Pupils will edit and improve their own writing and read aloud to their peers/class.	Pupils will discuss and understand that events are retold in chronological order. They will practise sequencing events from familiar stories and use time adverbials to indicate the sequence to readers. They will understand how to add detail and description to their writing using prepositions and prepositional phrases. They will write a book review and they will complete a story-mountain of a familiar story. They will use a flow chart to write down their ideas and convert them from a plan into a first draft of a recount.	Pupils will discuss and generate some ideas about space and the vocabulary used, they will listen to a poem about the solar system and they will write an ending verse (two lines) adding in their own ideas. Pupils will read some amazing facts about the solar system. They will identify nouns and adjectives in the text and they will write a riddle poem. Pupils will start a draft list poem about the planet Earth which includes noun phrases and illustrate it. Finally they will read and write some interesting facts about the sun and write their own shape poem about the sun.
Texts	<i>The Day No one was Angry</i> by T Tellegen and M Boutavant	<i>Believe Me</i> , <i>Goldilocks Rocks</i> by N Loewen. <i>The True Story of the Three Little Pigs</i> by J Scieszka <i>Trust Me: Jack's Beanstalk Stinks</i> by E Braun. <i>News Story... Police Error</i> -Group Readers	<i>Required poems with plan</i>	<i>The Wonder</i> by F Hanson <i>The Flower</i> by J Light <i>Imagine that!</i> -Group Readers	<i>Just a Dream</i> by C Van Allsburg <i>Quest (Journey Trilogy 2)</i> by A Becker <i>Dream On</i> -Group Readers	<i>Space Poems</i> by G Morgan
Skills Learned	Pupils will be able analyse a story through being able to retell and write a structured narrative, identifying the main elements of a story.	Pupils will be able to recognise features of a report identify persuasive language they will sequence sentences to form a short narrative to produce a report.	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination.	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination. They will organise their writing based around a theme.	Pupils will be able to identify the features of a recount and use this to write their own structured recount using their imagination.	Pupils will be able to discuss words and phrases that capture the reader's interest and imagination.

English Curriculum – Year 2 and Year 3 Summer B						
Unit:	Fictional text Fiction: Traditional Texts	Non-Fiction: Instructions and explanatory descriptions	Poetry: Poems about family	Fiction: Adventure Stories	Non-Fiction: Persuasive Writing	Poetry: Poems about hobbies
Term:	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 1: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks	Summer 2: 2 Weeks
<b>What We Will Learn</b>	Pupils will learn about fictional text Sinbad the Sailor and they will compare two versions of the classic tale and watch a professional storyteller perform one of the voyages to inspire them to create their own oral retellings. They will summarise, compare and learn different stories about Sinbad before inventing the next voyage he may have embarked on.	Pupils will learn all about instructions and directions. They will read and discuss Imaginary Fred. Describe what would be the ingredients for a perfect imaginary friend. Learn about audio descriptions (explanations) and write one to describe a short video clip.	In this unit pupils will learn about family and friendships, they will learn a poem by-heart and understand how to perform effectively in front of an audience. They will read a selection of different poems and discuss. They will learn how to use commas to separate items in a list, how to use apostrophes for omission and possession and how to punctuate direct speech correctly.	Pupils learn about the realm of the Red Gold Dragon on a quest to explore traditional tales, their characters and settings. Having read the stories of both Don Quixote and Mouse Quixote, children write their own knight's adventures—with dragons!	In this unit pupils use the traditional story of King of the Birds to role-play an election, write a campaign poster/leaflet and hold a class election for the new King of the birds. Pupils will write a persuasive letter that reflects their accumulated knowledge of conjunctions and prepositions.	Pupils will read a wide variety of poems about hobbies, pastimes and sports by Roger Stevens and others and use these as models for their own writing and recitals. They work on developing exciting rhymes and powerful descriptions.
<b>What We Will Do</b>	Pupils will discuss what they like about a story and give their reasons why. They will create character profiles about Sinbad. They will write a dialogue describing a paradise island. (Y2) write a paragraph re-telling an adventure in the past tense with examples of past continuous. (Y3) Revise present perfect and past perfect form of past tense Pupils will begin to plan idea for an 8th voyage in a comic book style plan using a story board.	Pupils will discuss the sequence of instructions and directions. They will watch a clip about the importance of listening to instructions. Pupils will change sentences, using imperatives to statements and requests. They will think about Fred's character and generate adjectives and then describe what ingredients they would like in an imaginary friend. Pupils will then Listen to the 2nd half of the video clip (without watching it) and write a draft audio description (explanation) about what is happening.	Pupils will discuss the poem and Identify an important adult in their life. They Justify an opinion, using because and complete a character profile about an important adult. They will write and modify a selection of poems about adults they are familiar with and review poetry with their peers. Pupils will write phrases/sentences containing an apostrophe for possession. They will write a short description of a special place. They will Identify familiar sayings associated with family/friends and write a short list poem, of the things family/friends say.	Pupils will discuss and share their ideas about dragons, they will define what is meant by a traditional tale. Pupils will sequence an oral story about dragons shared in class and write a descriptive profile of a character in the story. They will compare two familiar characters in the story using a range of conjunctions. Pupils will discuss speech and the purpose of how a character's speech contributes to a greater understanding of personality.	Pupils will retell a story, orally using a story map. They will discuss persuasive language and orally compose persuasive sentences, in the first person. They will design a poster/leaflet. Pupils will compare and contrast different versions of a familiar traditional story, discuss the text and share ideas. They will adapt a familiar story and retell an alternative version of it. They will draft a persuasive letter and edit it to improve their writing.	Pupils will listen to and discuss a wide variety of hobby poems. They will rehearse the role of the comma in separating items in a list. Pupils will recite lines from a poem to a small audience of peers, changing volume, speed and expression. They will distinguish between prepositions of place, movement and time and identify examples of alliteration in lines of poetry and be able to write alliterative lines in their work.
<b>Texts</b>	Sinbad the Sailor by Marcia Williams. The Seven Voyages of Sinbad the Sailor by Quentin Blake and John Yeoman, Sinbad's fifth voyage – Oral story – told by Wilf Merttens, Sinbad's second voyage Retold by Ruth Merttens – Group Reader	Imaginary Fred by Eoin Colfer and Oliver Jeffers, The Snowman - Group Reader	The Puffin Book of Fantastic First Poems, June Crebbin. Michael Rosen's A to Z, Michael Rosen. Quick, Let's Get Out Of Here, Michael Rosen. Read Me and Laugh, Gaby Morgan. Read Me Out Loud, Nick Toczek and Paul Cookson. The Works, Paul Cookson Bertram's Sad Day - Group Reader	The Red Gold Dragon, Hamilton Trust. Don Quixote, Usborne Young Reading Series 3, adapted by Mary Sebag Montefiore and illustrated by Andy Catling Mouse Quixote, Hamilton Trust Reception Animated Tales, St George and the Dragon, Hamilton Group Reader, The Little Story Who Didn't Want to be Told - Group Reader	The King of the Birds illustrated by Anne Holm Petersen - Group Readers <i>Online versions of King of the Birds to support the learning in this unit</i>	All the poems needed to teach this unit can be found in the plan resources.
<b>Skills Learned</b>	Pupils will be able to identify traditional language and sequence sentences to form a short narrative to produce a comic strip.	Pupils will develop their speaking and listening skills to be able to discuss and record ideas and be able to organise paragraphs around a theme.	Pupils will be able to structure a poem using rhyming couplets. They will be able to listen and respond appropriately to adults and their peers.	Pupils will be able to analyse the structure of a story. Structure and write a narrative, identifying the main elements of a story.	Pupils will be able to recognise features of a non-fiction text and use persuasive language in their writing, they will sequence sentences to form a short narrative to produce a letter.	Pupils will use relevant strategies to build their vocabulary and give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.

