

Year Group: Y2/3 SO wb 6.1.20

Genre: Non-chronological report (e.g. leaflet) (Y2) / Report (Y3)

Text: Leopard Non-Chronological Report

Week One – Reading	6.1.19 Mon	PD day at Easington C of E
	7.1.20 Tue	<p>Children will be given a non-chronological report on cheetahs. They will read through the text as a class and decide on the purpose of the piece – recorded in books in comprehension style questions. Following this, pupils will analyse the text to look for information about the author’s opinion– recorded in books in comprehension style questions. Look at the lay out of the non-chronological report and discuss the key features: headings, introduction, sub-headings, real pictures, labels, captions – recorded in books in comprehension style questions. Children to locate the key features of the cheetah text using post it notes. (Pictures)</p> <p>Year 2 – Reading: Objective 1 – Can identify the main purpose of the texts. Objective 2 – Show some awareness that writers have viewpoints. Objective 10 – Understand that non-fiction texts are structured in different ways.</p> <p>Year 3 – Reading: Objective 1 – Can identify the main purpose of the texts. Objective 2 – Can identify author viewpoint with reference to text. Revision: Objective 10 – Understand that non-</p>
	8.1.20 Wed	<p>To answer comprehension questions based around retrieval skills.</p> <p>Year 2 – Reading: Objective 7 – Be able to answer and ask questions by locating information in texts.</p> <p>Year 3 – Reading: Objective 5 – Can locate key information for a purpose.</p>
	9.1.20 Thurs	<p>Thesaurus skills lesson. Children to locate words that effectively describe the cheetahs and use a thesaurus to create a word shape of a cheetah using new vocabulary. Focusing on TECHNICAL VOCABULARY.</p> <p>Year 2 – Reading: Objective 15 – Comment on language choices.</p> <p>Year 3 – Reading: Objective 15 – Can identify features that writers use to provoke readers’ reactions.</p>
	10.1.20 Fri	<p>EXTENDED WRITING: Setting description of a cheetah’s habitat using pictures on the IWB.</p> <p>Year 2: Composition: Objective 23 - Can write for different purposes.</p> <p>Year 3: Composition: Objective 24 - Can create settings, characters and plot in narratives.</p>
Week Two – SpaG	13.1.20 Mon	<p>Co-ordinating conjunctions.</p> <p>Locating them, gap filling and then using pictures to inspire their own sentences with co-ordinating conjunctions.</p> <p>Year 2: Vocabulary, Grammar and Punctuation: Objective 11 - Can use subordination (using when, if, that, because) and co-ordination (using or, and, but).</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 14 - Can express time, place and cause using conjunctions (for example, when, before, after, while, so, because), adverbs (for example then, next, soon, therefore), or prepositions (for example, before, after, during, in, because of).</p> <p>Next Step: Identifying when words like and and so are not being used as conjunctions.</p>
	14.1.20 Tue	<p>Expanded noun phrases.</p> <p>Warm up – Where’s Wally picture. Ask children to find ‘the man’ as they explain that isn’t possible add more adjectives until they can find the specific person, I am describing using expanded noun phrases. Show relevance of expanded noun phrases in descriptions.</p> <p>Hold a floppy balloon with cheetah written on it. Stretch it out a little and write ‘the’ to make ‘the cheetah. Now using a picture on IWB get children to give adjectives that we can use. With each adjective you inflate/expand the balloon. Start with adjectives of alliteration ‘the cheeky cheetah’ then progress to adding a prepositional phrase ‘the cheeky cheetah with golden fur’.</p>

		<p>Year 3 children to focus on using the picture to create expanded noun phrases for their sub-headings.</p> <p>Year 2: Year 3 revisions: Vocabulary, Grammar and Punctuation: Objective 12 - Can use expanded noun phrases for description and specification (for example, the blue butterfly, plain flour, the man in the moon).</p> <p>Year 3: Vocabulary, Grammar and Punctuation: Objective 16 - Can use headings and subheadings to aid presentation.</p> <p>Next Step: What is wrong with this expanded noun phrase? Explain why? The furry big golden cheetah.</p>
	15.1.20 Wed	<p>Apostrophes for possession.</p> <p>Show children The Wizard's poem and ask them what they notice about the punctuation? What is used a lot? Can they circle all of the examples of the apostrophe for possession? Can they write out the rule for using an apostrophe for possession? Can they create their own poem using apostrophes for possession? Can they perform the poem but dangle an apostrophe for possession (printed out) when they read an apostrophe for possession? Model whole class performing The Wizard's Spell and dangling their apostrophe for possession.</p> <p>Year 2: Year 3 revision: Vocabulary, Grammar and Punctuation: Objective 18 - Can use apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns (for example, the girl's name).</p> <p>Next step: What is wrong with this apostrophe? The dog's played in the park.</p>
	16.1.20 Thurs	<p>If + command</p> <p>Discuss different sentence types focusing on commands using riddles. Children to correctly identify the commands. Children to write the rule for commands.</p> <p>Year 2: Year 3 revision: Vocabulary, Grammar and Punctuation: Objective 13 - Can recognise how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command.</p> <p>Next step: Is this an example of if + command? If cheetahs become extinct, we will have lost of majestic creature.</p>
	17.1.20 Fri	<p><u>EXTENDED WRITING</u>: Short story about the tiger who came to tea.</p> <p>Year 2: Composition: Objective 20 - Can write narratives about personal experiences and those of others (real and fictional).</p> <p>Year 3: Composition: Objective 24 - Can create settings, characters and plot in narratives.</p>
Week Three - Writing	20.1.20 Mon	<p>Plan own version of non-chronological report about lions using fact file to locate the information that they want to use.</p> <p>Year 2: Composition: Objective 24 - Can plan or say out loud what they are going to write about.</p>

	Year 3: Composition: Objective 21 - Can discuss and record ideas.
21.1.20 Tue	1 st draft of non-chronological report (Heading, introduction and appearance) Year 2: Composition: Objective 23 - Can write for different purposes. Year 3: Composition: Objective 25 - Can produce non-narrative material, using simple organisational devices (for example, headings and sub-headings).
22.1.20 Wed	Edit and improve session. Year 2: Composition: Objective 27 - Can evaluate their writing with the teacher and other pupils. Composition: Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Composition: Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements. Composition: Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Composition: Objective 28 - Can proof read for spelling and punctuation errors.
23.1.20 Thurs	2 nd draft of non-chronological report (diet, habitat, risk of extinction) Year 2: Composition: Objective 23 - Can write for different purposes. Year 3: Composition: Objective 25 - Can produce non-narrative material, using simple organisational devices (for example, headings and sub-headings).
24.1.20 Fri	Edit and improve-FINAL DRAFT Year 2: Composition: Objective 27 - Can evaluate their writing with the teacher and other pupils. Composition: Objective 28 - Can re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form. Composition: Objective 29 - Can proof-read to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly). Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements. Composition: Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Composition: Objective 28 - Can proof read for spelling and punctuation errors.