



Year 2, Term 1A

Author Focus – Martin Waddell	
Programme of study	Learning Intentions
<p>This unit explores the features of narrative through the exploration of a range of texts by Martin Waddell (The Pig in the Pond, Farmer Duck and Owl Babies). Children will discuss and make comparisons between main characters and settings. They will begin to retell these stories using paragraphs to structure their ideas. Sentence structure will become increasingly complex through the addition of connectives and adverbs to give more information.</p>	<p><b>Martin Waddell:</b> <b>The Pig in the Pond</b> I will remember my sentence about The Pig in The Pond and 'sound out' words I can't spell.</p> <p>I will write what the characters are saying.</p> <p>I will use capital letters and full stops.</p> <p>I will explain why things happened, using connectives.</p> <p>I will plan and write a different Neligan story, with a different setting and problem (using adjectives and connectives).</p> <p><b>Farmer Duck</b> I will describe a setting, giving enough information and using adjectives.</p> <p>I will think about the Farmer's character. My questions for the farmer will include question marks.</p> <p>I will persuade the Farmer to change his behaviour towards the duck.</p> <p>We will use a class discussion to make decisions. I will use a connective when describing what I know about both farmers.</p> <p>My story will contain better words for then, adjectives and connectives.</p> <p><b>Owl Babies</b> My sentences about Owl Babies will contain interesting adjectives and have enough information.</p> <p>I will talk about how the owls felt in the story.</p> <p>I will make my writing more interesting by using better verbs for <i>said</i> and <i>went</i>.</p> <p>I will use a writing frame to explain my reasons for liking Owl Babies.</p>
<p><b>End of Year Expectations</b></p> <p><i>Spoken Language:</i></p> <ul style="list-style-type: none"> <li>listen and respond appropriately to their peers</li> <li>ask relevant questions to extend their understanding and build vocabulary and knowledge</li> </ul> <p><i>Composition:</i></p> <ul style="list-style-type: none"> <li>writing narratives about personal experiences and those of others (real and fictional)</li> <li>consider what they are going to write before beginning</li> <li>make simple additions, revisions and corrections to their own writing</li> </ul> <p><i>Vocabulary, grammar and punctuation:</i></p> <ul style="list-style-type: none"> <li>learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks)</li> </ul> <p>Learning how to use:</p> <ul style="list-style-type: none"> <li>expanded noun phrases to describe and specify</li> <li>the present and past tense correctly</li> <li>using some features of written Standard English</li> </ul>	



Thames View Infants  
**Blocked Unit Scheme of Work**

Vocabulary	
<i>Characteristics of stories:</i>	
Author	Title
Illustrator	Setting
Events	Character
Beginning	Middle
End	Events
Setting	
<i>Sentence Components:</i>	
Speech marks	Speech bubbles
Adjectives	Connectives
	I can write a story outline for my chosen Martin Waddell story.
	<b>Papa Get the Moon for me</b> I will know how the sounds and visual effects tell me how a character is feeling.
	I will use 'because' to describe the girl's feelings.
	I will use role play to understand the reasons for events in the story.
	I can retell the key events of the story, using story language.