



Year 2, Term 2B

Short Stories & Poetry	
Programme of study	Learning Intentions
<p>This unit explores the use of characterisation and setting in short stories. Children comment on the appearance and personality traits of main characters and justify their ideas through referencing the text. They will develop their experience of descriptive language, when writing their own versions of popular short stories.</p> <p>This unit also explores poetry, looking at the use of structure, punctuation and language. Children will be exposed to and write their own interpretations of a variety of poetry forms.</p>	<p>Poetry I will use colourful verbs in my writing.</p> <p>I will use colourful verbs to describe my own animals.</p> <p>My sentence will contain an adverb.</p> <p>The Bear Under the Stairs I will use exciting adjectives to describe the bear.</p> <p>I can use a story plan to change the character, setting and food in the story.</p> <p>My own bear story will contain super sentences.</p>
<p>End of Year Expectations</p> <p><i>Spoken Language:</i></p> <ul style="list-style-type: none"> listen and respond appropriately to their peers ask relevant questions to extend their understanding and build vocabulary and knowledge give well-structured descriptions and explanations maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. <p><i>Composition:</i></p> <ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing poetry writing for different purposes consider what they are going to write before beginning make simple additions, revisions and corrections to their own writing re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form <p><i>Vocabulary, grammar and punctuation:</i></p> <ul style="list-style-type: none"> learn how to use both familiar and new punctuation correctly (full stops, capital letters, exclamation marks, question marks) 	<p>The Tiger Who Came to Tea I can use adjectives and adverbs to retell the tiger's actions. I can use a connective to give more information about the tiger's character.</p> <p>I will plan and retell 'The tiger who came to tea' using adjectives, adverbs and words for then.</p> <p>Little Lumpty I will use the plan to retell 'Little Lumpty' using adjectives, adverbs and words for then and went.</p> <p>I will use connectives to join 2 simple sentences together.</p> <p>I will plan my own Little Lumpty story, changing the wall (Assessment).</p> <p>I will use connectives in my writing to join 2 simple sentences together.</p> <p>I will remember what makes a super sentence when writing my story.</p>



Thames View Infants *Blocked Unit Scheme of Work*

Learning how to use:

- expanded noun phrases to describe and specify
- the present and past tense correctly
- using some features of written Standard English
- the present and past tense correctly and consistently including the progressive form

Vocabulary

Short Stories:

Descriptions	Verbs
Retell	Story plan
Surprise	Tradition
Moral	Message

Sentence Components:

Verbs	Alliteration
Connectives	Adjectives

Poetry:

List poems	Stanza
Verse	Line
Punctuation	Acrostic