



Year 2, Term 3B

Tales from Different Cultures & Traditional Poems	
Programme of study	Learning Intentions
<p>In this unit, children will complete pieces of extended writing as part of the end of KS1 assessment process (SATs). This work will consolidate the learning that has taken place across the Key Stage and can be used to support teachers' assessment judgements. In addition, children will learn about and retell some traditional folk tales from across the World. They will also be exposed to and learn to recite some traditional poems.</p>	<p><b>SATs Writing</b>            I will plan a report about the night-time.             I will follow my plan to write a report about the night-time.             I will plan a character description report.             I will follow my plan to write my character description report about the Tiger.</p>
<p><b>End of Year Expectations</b>            Pupils should be taught to:  <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> <li>give well-structured descriptions and explanations</li> <li>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</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>writing for different purposes</li> <li>consider what they are going to write before beginning</li> <li>make simple additions, revisions and corrections to their own writing</li> <li>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</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 the present and past tense correctly and</li> </ul>	<p><b>Handa's Surprise</b>            I will use role-play and talk to decide what the characters are thinking, doing, feeling, saying.             I will use key words when telling the story of Handa's Surprise, using my story map.             I will use interesting words to write phrases which describe the fruit in Handa's Surprise.             I will use speech marks and better words for said.             I will say my part of the text with expression.</p> <p><b>Poetry</b>            I will write my own acrostic poem.             I will write a 5-line poem about somebody I know.             I will use photographs and drawings to write my own weather poem.</p> <p><b>The Turtle who Danced with the Crane</b>            I will use TSV to sequence the main events of the story.             I will use 'hot seating' to investigate Yim Sung's character.             I will use super sentences to write my story.             I will use enough information and brackets when writing a letter to my Year 3 teacher.</p>



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

consistently including the progressive form	
<b>Vocabulary</b>	
<i>Traditional Tales:</i> Message      Moral Surprise      Character Theme      Structure Folktales      Narrative	