

Safari Adventures : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To read and understand facts about African animals.	Your children will think about what a fact is and discover lots of facts about African animals. Your class will identify the facts about different animals and then share some of the facts they have learnt, building up the class's knowledge about African animals.	<ul style="list-style-type: none"> Do children understand what a fact is? Can children explain the difference between a fact and an opinion? Can children share facts they know about animals? 	<ul style="list-style-type: none"> Slides Worksheet 1A/1B/1C Fact Cards 1A/1B (FSD...? activity only) Animal Height Cards 1A (FSD...? activity only) Animal Height Fact Sheet 1A (FSD...? activity only)
Lesson 2	To research facts about African animals.	Your class will recap what the difference between fiction and non-fiction is. They will share facts they know about African animals and then they will answer questions about African animals.	<ul style="list-style-type: none"> Can children recall facts? Can children explain the difference between fiction and non-fiction? Can children find facts in a text? 	<ul style="list-style-type: none"> Slides Hippo Sheet 1A (Teaching Input only) Worksheet 2A/2B/2C Research Sheet 2A Worksheet 2D (FSD...? activity only) African Animals Height Sheet 2A (FSD...? activity only) Fact Cards 2A (FSD...? activity only)
Lesson 3	To create a fact book.	Your class will recall the facts they know about African animals before creating a page of a fact book. They will need to sort the facts they know and include the relevant facts on each animal's fact book page. This lesson concludes with an African animal quiz.	<ul style="list-style-type: none"> Can children recall facts? Can children sort facts into relevant groups? Can children create their own fact books? 	<ul style="list-style-type: none"> Slides Fact Books 3A/3B/3C/3D/3E/3F Information Sheet 3A/3B/3C Fact Books 3G (FSD...? activity only)
Lesson 4	To read and analyse a safari recount.	Children will discuss and locate the features of a recount. They will think about what chronological means and find evidence of the past tense and other vocabulary features. They will also have the chance to answer a range of comprehension questions to demonstrate their understanding.	<ul style="list-style-type: none"> Can children identify the features of a recount? Can children use a piece of non-fiction writing to answer comprehension questions? Can children explain the evidence to support their answer? 	<ul style="list-style-type: none"> Slides Worksheets 4A/4B/4C Recount Sheet 4A (FSD...? activity only) Recount Order (FSD...? activity only) Picture Cards 4A (FSD...? activity only)
Lesson 5	To write a recount about an event reported in the news.	Children will read and analyse a newspaper report. Then they will use it as a stimulus for recount writing. Your class will have the opportunity to imagine they were present when the event occurred and write about it from their own point of view. They will be able to demonstrate and apply their understanding of recount writing.	<ul style="list-style-type: none"> Can children identify the features of chronological reports? Can children write for a purpose? Can children use genre-appropriate features in their writing? 	<ul style="list-style-type: none"> Slides News Report 5A/5B/5C Missing Sections 5A/5B Worksheet 5A
Lesson 6	To write a recount from a picture.	Your class will generate words from a picture stimulus, thinking of relevant nouns, verbs and adjectives. Then they will use their generated words to write recounts from the point of view of the photographer. They will be reminded that recounts are written in the past tense and they will practise changing verbs from the present tense to the past tense.	<ul style="list-style-type: none"> Can children generate appropriate words? Do children know what nouns, verbs and adverbs are? Can children write recounts using a picture stimulus? 	<ul style="list-style-type: none"> Slides Picture Cards 6A/6B/6C Worksheet 6A/6B/6C Picture Cards 6D/6E/6F/6G/6H/6I (FSD...? activity only) Sentence Sheet 6A (FSD...? activity only)

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Reading - word reading	
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes 	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading
Reading - comprehension	
<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> form lower-case letters of the correct size relative to one another start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones learning to spell common exception words learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as -ful, -less (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs <p>SENTENCE</p> <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command <p>TEXT</p> <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>
Writing - composition	
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	