



English Medium Term Planning Sheet

2020/2021

Year 2	Term 4	Unit title - The Way Home for Wolf
<p>Brief description of main content of this unit: The Way Home Wolf Stubborn wolf cub Wilf doesn't want help from anyone. Not from his friends of family. Whatever it is, he can do it all by himself. But when Wilf finds himself lost and alone in the chill of the Artic night, he discovers something important: sometimes we all need a helping hand of a friend.</p> <p>Writing opportunities A wolf presentation, a winter poem, an account of an ice investigation, teamwork instructions, a wolf fact sheet, an alternative ending and a diary entry.</p> <p>Themes Family, dependence, habitats and behaviours of wolves, scientific investigation, research, geography and teamwork</p> <p>National Curriculum Objectives <u>Spoken Language</u> Be able to explain, adapt and retell the story</p> <ul style="list-style-type: none">• Discuss different points of view• Have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story• Perform, share, refine and rehearse and perform for others• Listen carefully to others' performances <p><u>Reading</u></p> <ul style="list-style-type: none">• Listen to, discuss and express views about a story at a level which may be beyond that at which they can read independently• Discuss the sequence of events• To be able to retell the story• Adapt and develop the story structure• Be able to make inferences• Answer, ask questions and find evidence• To be able to predict what may happen• Unpick questions to work out what they are asking <p><u>Grammar, punctuation and spelling:</u></p> <ul style="list-style-type: none">• Use commas in lists• Use subordinating conjunctions		



English Medium Term Planning Sheet

2020/2021

- Use past and present tense
- Use verbs

Vocabulary

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Spelling

Pupils should be taught to: spell by:

- 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

Handwriting

Pupils should be taught to:

- 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.

Writing

Develop positive attitudes towards and stamina for writing by:

- Draft, plan and edit
- Write a narrative composition
- Write for different purposes, letters, newspaper articles, adverts
- Rehearse what they are going to write, planning and saying out loud before writing
- Jot ideas down and note key words
- Writing narratives about personal experiences and those of others (real and fictional)
- Make simple additions, revisions and corrections to their own writing by: - Evaluating their writing with the teacher and other pupils

Vocabulary



English Medium Term Planning Sheet

2020/2021

first, next, then, finally, adjective, verb, noun, suffix, predictions, inferences, opening, middle, build up, problem, resolution, ending, character, setting, point of view, rhyme, plan, sequence, explain, recount, **punctuation**, full stop, comma, capital letter, sense, author, illustrator, fiction, phoneme, grapheme, conjunction, time conjunction, simple sentences, complex sentence, clause, adjectives, paragraph, when, if, so, but, and, because, contraction, apostrophe, narrative, exclamation, perspective, report, chronological, non-chronological, order, coordination, subordination, time conjunctions, sentence openers, sentence, statement, question, inference

Week number	Key Learning Intentions Linked to National curriculum (differentiated)	Activities & Teaching & Learning strategies (including assessment opportunities)	Phonics / Spelling
1	<p><u>L.I</u> - To understand the main sequence of the story</p> <p>ALL MUST be able to sequence the beginning, middle and end of a story</p> <p>MOST SHOULD be able to confidently write about the main parts of the story</p> <p>SOME COULD independently write about the main parts of the story and use some exciting vocabulary</p>	<p><u>Starter</u> Introduce the story to the class 'The Way Home for Wolf'. Get the children to look at the front cover of the story. What do they think the story is about? Encourage the children to use evidence from the title and from the picture. Use LP and discuss ideas as a class.</p> <p><u>Direct Teaching</u> When you have gathered ideas - children could have used post-it notes to write their ideas - This to be placed on the working wall. Were they correct? Read the story. At the end of the story ask the class - How is the story written? How would you describe the style? Is it a poem? Ask the children what happened in the main parts of the story - LP. Children to sequence the picture - MA groups - Pre teaching to go outside with TA. Extend vocabulary and discussions. Have key questions up on the board to prompt discussions before the children write about the story.</p> <p><u>Main Activity</u> Children to have one part of the story each. Pre Teaching group to do the beginning with TA. Children to use flip chart paper to draw and describe what happened in that part of the story. Children to come together and describe each part of the story - focus on language.</p> <p><u>Plenary</u> Were your impressions of the story correct? Discuss with LP and feedback to the rest of the class.</p> <p><u>Key Questions</u></p>	<p>Has - Rising Stars - Year 2 Can you help the butterfly spell? Pg 46</p> <p>Mas - Year 1 Rising Star Revision - can you give me a word Pg 56</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

	<ul style="list-style-type: none"> • What happened at the start? • Who helped wolf? • Was he happy at the end of the story? • How do you know he was feeling like that? What in the story tells you that? • What other characters were in the story? <p><u>Key Vocab</u> Firstly, next, then, rhyming</p>	
	<p><u>Writing Portfolio</u> <u>L.I - To understand the main sequence of the story</u></p> <p>ALL MUST be able to sequence the beginning, middle and end of a story MOST SHOULD be able to confidently write about the main parts of the story SOME COULD include commas and similes in their writing</p> <p><u>Starter</u></p> <ul style="list-style-type: none"> • Explain to the children that this story uses wonderful vocabulary, to make a picture in their mind. • Read the first page and look at it together. • Ask the children in pairs to choose a word or phrase which is very descriptive. • Show them the picture on the board. What words help create a picture in your mind? Give them an example: 'the shimmering moon'. Take suggestions and make a list on the board. <p><u>Direct Teaching</u> Look back at what we did yesterday, look around the room - all the flip chart paper placed around the room in the correct order. Today the children are going to be sequencing the story. Children have the opportunity to talk about the parts of the story - they can walk around the classroom and talk about the parts of the story using wonderful vocabulary. The children are going to be using commas in their writing to make their writing more exciting at add description. Has to be targeted 2A sentences and use on similes. Model writing as a class on the board. Get the children's ideas and model writing it.</p> <p><u>Main Activity</u> Children to write about each part of the story. Pre teaching to orally discuss the beginning, middle and end of the story before they independently write each sentence. Sound buttons to be used to support Las. Mas to have pictures as prompts and Has to write straight into their books.</p> <p><u>Plenary</u> <u>Add commas in a sentence. Teaching prompt slide and sheet.</u></p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What does this word mean in the text? 	<p>Has - Rising Stars - Year 2 Can you help the butterfly spell? Pg 46</p> <p>Mas - Year 1 Rising Star Revision - can you give me a word Pg 56</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet

2020/2021

		<ul style="list-style-type: none"> • What is its synonym? • What are descriptive phrases? • What is a comma? Where should it go? What do you use for the last word in the list? <p><u>Key Vocab</u> Shimmering, whimpering, howling</p>	
	<p><u>L.I - To be able to empathise with the character</u></p> <p>ALL MUST be able to identify how a character feels at different parts of the story orally</p> <p>MOST SHOULD write about how the character Wilf feels and give evidence from the story</p> <p>SOME COULD explain how Wilf feels giving evidence from the story and explain how you would feel if lost</p>	<p><u>Starter</u> Comma - sheet - children to complete as they come in - adding in the commas.</p> <p><u>Direct Teaching</u> Go through the main parts of the story again. Stop at the parts we are going to be looking at in the emotions graph. Each group will have flip chart paper with an emotions graph drawn on with post-it notes. They are able to choose the different parts of the story and write about how they think he feels on that part of the story. Come back to the carpet and model what you want the children to do. gather ideas from the children.</p> <p><u>Main Activity</u> Children to think about how Wilf felt at each part of the story. Las and Mas to have pictures of Wilf in different of the story and get them to describe how Wilf was feeling. Has - to explain how you would feel if you got lost.</p> <p><u>Plenary</u> Get the children to share how they would feel. When was a time that you felt lost? What did you do? Who helped you? How did you feel?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How does Wilf feel when he realised he was lost? • How would you feel when you are lost? • Does Wilf feel the same throughout the book? Think about an emotions graph (Flip chart paper). <p><u>Key Vocab</u> Lost, adrift, astray, off-track</p>	<p>Has - Rising Stars - Year 2 Can you change my y? Pg 48</p> <p>Mas - Year 1 Rising Star Revision - can you give me a word Pg 58</p> <p>Las Phase 5</p>
	<p><u>L.I - To be able to answer questions on what you have read</u></p>	<p><u>Starter -</u> Reading comprehension cards - chn to answer it either independently or as a group.</p> <p><u>Direct Teaching</u></p>	<p>Has - Rising Stars - Year 2 Can you change my y? Pg 48</p>



English Medium Term Planning Sheet

2020/2021

	<p>ALL MUST be able to read a simple text and talk about what they have read</p> <p>MOST SHOULD be able to pick out key words in the question</p> <p>SOME COULD highlight key words in the question and find the answers in the text.</p>	<p>Today the children are going to be listening carefully to the short extracts. Show the first teaching slide. Today the children are going to be detectives and look and think about the answers to the questions on the slides. Show the next slide. Explain that this is a retrieval question and a multiple-choice question. LP and gather answers - what is the correct answer? Show the next slide - What is being implied? This is an open ended inference question, where they need to think about what is being implied. Look at the final slide and read the extract, Explain that this is an inference question where the children need to think carefully about what it means.</p> <p>Re Read the story.</p> <p>Recap on question words, ask the meaning of a word, what does it mean? What information are they looking for?</p> <p><u>Main Activity</u></p> <p>Children in pair to write questions that they want another group to answer. 1 group to work with TA (Pre Teach) 1 group to work with CT they can swap questions._They need to answer another groups question.</p> <p><u>Plenary</u></p> <p>Microphones can be used - chn to go around asking and asking questions.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What makes a good question? • Where can I find the answer? • What is it asking me to do? <p><u>Key Vocab</u></p> <p>Shelter, mutter, elder, lead, folks</p>	<p>Mas - Year 1 Rising Star</p> <p>Revision - can you give me a word Pg 58</p> <p>Las</p> <p>Phase 5</p>
	<p><u>Writing Portfolio</u></p> <p><u>L.I - To use vocabulary related to winter</u></p> <p>ALL MUST be able to think of words to describe winter</p>	<p><u>Starter</u></p> <p>What are the four seasons?</p> <p>What words make you feel like you are in the seasons?</p> <p>Pictures placed around the room have the seasons; summer, autumn and spring - chn to have 3 post - it notes and write words that makes them feel like they are in that season.</p> <p><u>Direct Teaching</u></p> <p>Which season is represented in the text? We are going to re read the story and as I read it I would like the children to write words that describe the season winter. Children should have a few words or phrases at the end. Pre teach group to do this with TA outside of the classroom. Make</p>	<p>Has - Rising Stars - Year 2</p> <p>Can you change my y? Pg 48</p> <p>Mas - Year 1 Rising Star</p> <p>Common exception words - can you</p>



English Medium Term Planning Sheet

2020/2021

	<p>MOST SHOULD be able to create a word bank of exciting words to describe winter using language from the story</p> <p>SOME COULD create a word bank of words and phrase, to include similes and alliteration</p>	<p>sure you read the story slowly giving the chn the opportunity to write. Did the children get the phrases - dusting diamonds of ice, in a desert of white, snow, icy banks, blizzard, crack went the ice and huddled. Discuss what these phrases mean, can the chn explain?</p> <p>Have key questions on the board - How does winter make you feel? What does it look like? How is it different from the other seasons?</p> <p><u>Main Activity</u></p> <p>Children to create a word bank all about winter using words that they think and from what they have written down from the story.</p> <p>Las - to work as a group</p> <p>Mas to work in partners on sugar paper</p> <p>Has to work independently.</p> <p><u>Plenary</u></p> <p>Share the ideas with the class - gallery walk. These ideas are going to be used for their own winter poem.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What vocab makes you think of winter? • What vocab does the story use? <p><u>Key Vocab</u></p> <p>Huddled, blizzard, dusting, diamonds</p>	<p>help the friends walk home? Pg 60</p> <p>Las Phase 5</p>
<p style="text-align: center;">2</p>	<p>Writing Portfolio</p> <p><u>L.I - To write a winter poem</u></p> <p>ALL MUST be able to use their senses to describe winter</p> <p>MOST SHOULD use their senses to create a poem about winter</p>	<p><u>Starter</u></p> <p>Children to write their favourite word of phrase about winter on a post-it note and put in on our class work mat on the W/B.</p> <p><u>Direct Teaching</u></p> <p>Explain to the children that poems about the senses are extremely effective. Read page 1 of the story. Ask the children what senses they are using to imagine the poem. Recap on the five senses. Ge the children to look at their notes from Friday. Show the slide and explain that they are going to be writing a poem about Winter. To help the children write their poem they are going to need to spend 5 mins outside to make further notes thinking about their senses. Chn need to make observations.</p> <p>Look at poetic techniques in the story - pick out phrases. Is their poem going to rhyme?</p> <p>Model - using a writing frame and words from the board.</p>	<p>Has - Rising Stars - Year 2</p> <p>Ed, ing, est and er. Can you help the lazy princess? Pg 50</p> <p>Mas - Year 1 Rising Star</p> <p>Tch - Can you help the kind witch Pg 62</p>



English Medium Term Planning Sheet 2020/2021

	<p>SOME COULD include similes and alliteration in their poems</p>	<p><u>Main Activity</u> Children are going to write a poem about winter. Las - Group poem - shared ideas. Mas - writing frame to support writing a poem. Has - word mat they created.</p> <p><u>Plenary</u> Share ideas with a friend - peer assessment</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What can you see? Feel? Hear? Smell? • Is there anything you can touch? <p><u>Key words</u> Chilly, Artic, barren, bleak, bitter, cold, biting, freezing, glistening</p>	<p>Las Phase 5</p>
	<p>Writing Portfolio <u>L.I - To be able to perform a poem</u></p> <p>ALL MUST share a poem in a small group MOST SHOULD perform a poem to the class SOME COULD perform a poem using rhythm and pace</p>	<p><u>Starter</u> Share poems with a friend - peer assessment - what is good what could they improve?</p> <p><u>Direct Teaching</u> The children are going to work on their poem from yesterday. Have an example on the board. How can this poem be improved? What could they add to the poem? Can they change any words to make it any better? Can they add in alliteration, similes or rhymes? Show slides. They are going to edit with a purple pen. Once they have edited their work they are going to write it onto paper ready to perform as it is their final draft.</p> <p><u>Main Activity</u> Las - have a go at writing a poem using a template and word bank so that they are able to perform. Mas and Has - Edit their poem and perform.</p> <p><u>Plenary</u> Perform their poems to small groups.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How can I improve my poem? • Does it make sense? • Can I read all the words? • How am I going to perform my poem? <p><u>Key words</u></p>	<p>Has - Rising Stars - Year 2 Ed, ing, est and er. Can you help the lazy princess? Pg 50</p> <p>Mas - Year 1 Rising Star Tch - Can you help the kind witch Pg 62</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

	<p><u>L.I - To understand a character</u></p> <p>ALL MUST be able to understand simple characteristics of Wilf MOST SHOULD be able to use evidence from the story to explain if Wilf is independent or proud SOME COULD identify different characteristics and give evidence from the text</p>	<p><u>Editing</u></p> <p><u>Starter</u> Find a word that means - have 2 questions on the board for the children to answer - taken from the story.</p> <p><u>Direct Teaching</u> What is Wilf like? Give them time to talk to their partners. Gather ideas and write on flip chart. The book implies that Wilf is independent. LP - What does it mean to be independent? What are the characteristics? Let's look at what independence means. It means - free from outside control, not subject to another's authority. Does it describe Wilf - let's vote... Read the page - 'Wilf longed to howl'.... Here Wilf is described as proud. What does proud mean? Definition on the board. Is Wilf proud?</p> <p><u>Main Activity</u> Children to find evidence in the story where Wilf is proud and independent. Las - to have a selection of pictures and say whether he is proud or independent. Mas - Template and write examples. Has - split their book into 2 and write examples of each with evidence from the text. Challenge - what other characteristics are mentioned? Strong willed and brave. Evidence for these.</p> <p><u>Plenary</u> Share ideas. Have we all got the same examples?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What does independent mean? • What does proud mean? • Is Wilf independent? • Is he proud? <p><u>Key words</u> Independent, proud, strong-willed, brave</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the hiker reach the top? Pg 52</p> <p>Mas - Year 1 Rising Star Plurals - Can you help Tim make plurals? Pg 64</p> <p>Las Phase 5</p>
	<p><u>L.I - To be able to use conjunctions</u></p>	<p><u>Starter</u> SPAG starter - commas</p> <p><u>Direct Teaching</u> Today we are going to be looking at using joining words or subordinating clauses. The words that join clauses are not equal. Show PPT. An example, Wilf was glad WHEN he found his family. Show</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the</p>



English Medium Term Planning Sheet

2020/2021

	<p>ALL MUST use the conjunctions 'and' in your writing.</p> <p>MOST SHOULD be able to use the conjunctions when, if, and, because</p> <p>SOME COULD use a variety of conjunctions, but, of, so, yet, because, when</p>	<p>Slide and read the sentences to the class. Can the children identify the conjunction? Show the next set of sentences - can we experiment with conjunctions? Which is the best fit? Do the sentences work? Children to write their own sentence draw a line for where the conjunction could go. Partner to fill in the blank. Pre teaching to go and work as a group with CT sentences. Explain that two different words can imply the same thing and using different conjunctions can still make sense.</p> <p><u>Main Activity</u></p> <p>Las - To work through sheet.</p> <p>Mas to have the sheet and then write their own sentences about the story using a conjunction.</p> <p>Picture Prompts</p> <p>Has - To have a picture (front cover) to write sentences about the story using conjunctions. To include the conjunctions but or yet and so. BOYS sentences.</p> <p><u>Plenary</u></p> <p>Gallery walk - look at the sentences. Peer assessment - can the children highlight the conjunction in the sentences.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • <u>Which joining word is needed?</u> • <u>Does that sentence make sense?</u> <p><u>Key words</u></p> <p><u>When, if, that, because</u></p>	<p>hiker reach the top? Pg 52</p> <p>Mas - Year 1 Rising Star</p> <p>Plurals - Can you help the dog and the fox? Pg 66</p> <p>Las</p> <p>Phase 5</p>
	<p><u>L.I - To be able to make comparisons</u></p> <p>ALL MUST be able to identify differences places</p> <p>MOST SHOULD be able identify similarities and differences with two places</p>	<p><u>Starter</u></p> <p><u>Direct Teaching</u></p> <p>Recap on geographical words used to describe different environments/terrains. Displaying the book, show the children how the double page spread that begins with 'They struggled through the snow'. LP - can they think of geographical vocab to describe the terrain the wolves are travelling through. Displaying the book - show the children the double page that begins with 'Thank you! Wilf waved' How are the terrains different in these images? Children are going to be comparing the different terrains. For example mountains would be in both, but trees and the river would be in one. On sugar paper completed one in table groups - CT to assess understanding - Post it notes. What words would the children use to describe the school? Go outside and have a look - compare!</p>	<p>Has - Rising Stars Year 2</p> <p>Adding endings - Can you help the hiker reach the top? Pg 52</p> <p>Mas - Year 1 Rising Star</p>



English Medium Term Planning Sheet

2020/2021

	<p>SOME COULD use but in a sentence to compare and contrast two places and include examples from the story</p>	<p><u>Main Activity</u> Children are going to make a venn diagram to show similarities and differences between the school and where Wilf ends up when he is rescued. Las - group venn diagram using post it notes. Mas - word bank Has - to include examples.</p> <p><u>Plenary</u> Gallery walk - peer assessment. Key questions.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What is different? • What is similar? • How do you know? • What evidence from the story tells you that? <p><u>Key words</u> Mountain, hill, forest, valley, river.</p>	<p>Plurals - consolidation</p> <p>Las Phase 5</p>
<p style="text-align: center;">3</p>	<p><u>L.I - To plan and investigation</u></p> <p>ALL MUST be to work in a group MOST SHOULD be able to identify what they need and plan an investigation SOME COULD plan an investigation explain what they are doing and why</p>	<p><u>Starter</u> Re read the story from the page - 'Wilf longed to howl for help' to 'it felt like the end, but it was just the beginning'. What is happening to Wilf on the ice? What is happening to the ice? Why did the sun make the ice crack?</p> <p><u>Direct Teaching</u> Today we are going to be finding out what happens to ice. They are going to be carrying out their own research. Working in groups of 3 or 4 they need to plan an investigation. Once they have planned their investigation they will have a tray of ice and they need to think carefully about what resources they will need to investigate why the sun made the ice crack. They can use props to show Wilf. Making notes as a group they will need to plan the investigation.</p> <p><u>Main Activity</u> Working in a group - they will need to - using flip chart paper plan an investigation to see why the ice melted. Torches. Adults to only facilitate - child led learning.</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the runner? Pg 54</p> <p>Mas - Year 1 Rising Star Ing - Can you help the animals by adding ing? Pg 68</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

	<p><u>Plenary</u> What have they done - share ideas with the class.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What did you want to find out? • What did you use? • What happened at each stage? • What did you discover? • What happened to the ice? • What did you observe? <p><u>Key words</u> Investigation, discovery, method, results, resources</p>	
<p><u>L.I - To write a chronological report</u></p> <p>ALL must be able to recount the investigation</p> <p>MOST should be able to write under the subheadings</p> <p>SOME could set out a chronological report</p>	<p><u>Starter</u> What did you do yesterday - share with the class - LP/group discussions.</p> <p><u>Direct Teaching</u> Today the children are going to write up their investigations from yesterday. The children are going to have time in the starter to discuss what they did. Flip chart paper that they used in their groups to be placed on the table so that they are able to refer to that when they are writing their reports.</p> <p><u>Main Activity</u> Differentiated templates and support - chn to write up their investigations.</p> <p><u>Plenary</u> <u>Scientific enquiry - why did the ice melt?</u></p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What did you want to find out? • What did you use? • What happened at each stage? • What did you discover? • What happened to the ice? • What did you observe? <p><u>Key words</u> Investigation, discovery, method, results, resources</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the runner? Pg 54</p> <p>Mas - Year 1 Rising Star Ed - Can you find the path through the river? Pg 70</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

	<p><u>L.I - To comprehend a text</u></p> <p>ALL MUST be able to orally talk about what has been read</p> <p>MOST SHOULD be able to highlight key information and answer questions about a text</p> <p>SOME COULD be confidently pick out key vocabulary and answer questions about a text and start exploring the meaning of new vocabulary</p>	<p><u>Starter</u> Reading comprehension cards - M/A pairs. Pre teach group outside.</p> <p><u>Direct Teaching</u> Read the extract. Children are going to be detectives again. They need to think about what the questions are asking us and find evidence in the text. Show them a question on the board, what is the question asking us? How do you know that? They need to look at specific instructions. The next question is about retrieval, you need to read closely and find the answer. Recap question types before the children answer their questions independently.</p> <p>Meaning of a word, what something might mean, find information. Discuss challenging vocab.</p> <p><u>Main Activity</u> Children to answer questions based on an extract from the story. All chn to have a range of question styles.</p> <p>Las to do it orally first before answering 3 questions.</p> <p><u>Plenary</u> Have an open ended question on the board that chn need to discuss about the story. Promote discussion and vocabulary used.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What does this word mean? • Can you think of another word that means the same thing? • What is the correct order? <p><u>Key words</u> Pursuit, ridge, guided, twilight, wilds</p> <p>Session 14 and 20</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the runner? Pg 54</p> <p>Mas - Year 1 Rising Star Ed - Can you find the path through the river? Pg 70</p> <p>Las Phase 5</p>
	<p><u>L.I - To be able to work as a team</u></p> <p>ALL MUST be able to listen to instructions.</p>	<p><u>Starter</u> Children to create a list of animal that were in the story as a class. Have these on flip chart paper.</p> <p><u>Direct Teaching</u> Children are going to move around the room in the style of the different animals - thinking about how they are moving. As they move around the room - gather ideas about how they would describe HOW they are moving.</p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the runner? Pg 54</p>



English Medium Term Planning Sheet

2020/2021

	<p>MOST SHOULD be able to work as a team/House.</p> <p>SOME could explain the importance of working as a team.</p>	<p><u>Main Activity</u> Children in groups to create a word mat of how the animals moved around. They will need these for tomorrow's lesson.</p> <p><u>Plenary</u> Children to share their ideas with the class - could they show how that animal moved?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How do they move? • Are their movements quick or slow? <p><u>Key words</u> Trot, flutter, glide, leap, shuffle, slide, swim, lumber, pounce</p>	<p>Mas - Year 1 Rising Star Er and Est - Can you make new words? Pg 72</p> <p>Las Phase 5</p>
	<p><u>L.I - To be able to understand and use verbs</u></p> <p>ALL MUST be able to understand what a verb is.</p> <p>MOST SHOULD be able to use verbs in their writing</p> <p>SOME COULD use verbs and adverbs in their writing</p>	<p><u>Starter</u> Have animal pictures around the classroom - chn to have 3 post it notes to write how that animal moved. Thinking back to what they did yesterday.</p> <p><u>Direct Teaching</u> Chn to discuss in their learning partners what verbs are and give examples. Why are verbs important? Show slide with sentences on the board. Can the children with their LP identify the verb in the sentence?</p> <p><u>Main Activity</u> Las - activity sheet to read the sentences and colour in the verb. Write 2 sentences for the pictures that include a verb. Using word mat. Pre teach to support understanding before we start. Starter activity - colour in the verbs. Have a picture - children to write sentences about the animals and how they move around. Children need to include verbs in their writing.</p> <p><u>Plenary</u> Peer assessment - identify the verbs and colour in your partners writing. As we did in the starter.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What are verbs? • Why are they important? • How do the animals move? • Do they move in the same way? <p><u>Key words</u></p>	<p>Has - Rising Stars Year 2 Adding endings - Can you help the runner? Pg 54</p> <p>Mas - Year 1 Rising Star Er and Est - Can you make new words? Pg 72</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

4	<p><u>L.I - To understand what teamwork means</u></p> <p>ALL MUST be able to listen to instructions. MOST SHOULD be able to work as a team/House. SOME COULD explain the importance of working as a team.</p>	<p>Heeded, swooped, majestic, magical</p> <p><u>Starter</u> Understanding vocabulary - what does this word mean? Pick out the word struggled. What does the word struggled mean? Can we replace that word with another word? Would it mean the same thing? Look at it in the context of the story.</p> <p><u>Direct Teaching</u> Why are we looking at teamwork in relation to the story? Do the animals in the story show good teamwork? Gather ideas for what makes good teamwork. Children are going to be working in groups of 4. They will have a selection of resources and they will be making a bridge for Wilf to use to cross over the ice.</p> <p><u>Main Activity</u> Chn are creating a bridge to get over the ice. The children need to plan, build the bridge and write down what makes good team work.</p> <p><u>Plenary</u> Gallery walk</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What makes good teamwork? <p><u>Key words</u> Teamwork, communication, skills, listening</p>	<p>Has - Rising Stars Year 2 Recap - homophones</p> <p>Mas - Year 1 Rising Star Pre fix un - Can you create some word art? Pg 76</p> <p>Las Phase 5</p>
	<p><u>L.I - To write simple instructions</u></p> <p>ALL MUST be able to give one step instructions using imperative verbs. MOST SHOULD be able to write two step instructions using imperative verbs</p>	<p><u>Starter</u> What did we do yesterday? What makes good teamwork? Revisit SMART.</p> <p><u>Direct Teaching</u> Did the wolf pack work well as a team? What was wrong with the wolf pack's teamwork? LP to discuss. Explain to the chn that they are going to be writing simple instructions for the leader of the wolf pack on how to use teamwork to make sure all of the pack arrives safely. Ask for suggestions - What should they include? Model on IWB. Remind them of the purpose and audience, they need to keep this in mind when they are writing their instructions. Remind the children of punctuation and the use of conjunctions. They could include diagrams and pictures.</p> <p><u>Main Activity</u></p>	<p>Has - Rising Stars Year 2 Recap - homophones</p> <p>Mas - Year 1 Rising Star Can you help the kidnapped King's kitten? Pg 78</p> <p>Las</p>



English Medium Term Planning Sheet

2020/2021

	<p>SOME COULD include diagrams and pictures to support their instructions</p>	<p>Children to use differentiate writing template to write their instructions. Has to write straight in their books - they need to include pictures and diagrams. In their writing the need to include conjunctions. Las - Pre teach to support writing instructions - orally rehearse - 4/5 simple instructions. <u>Plenary</u> Gallery walk to share instructions. Would you be able to follow them? <u>Key Questions</u></p> <ul style="list-style-type: none"> • What is the first thing to do? • What should you do with the smallest member of the pack? • What do all members of the team need to do? <p><u>Key words</u> Remember, firstly, secondly, next, imperative verbs</p>	<p>Phase 5</p>
	<p><u>L.I - To compare different stories and characters</u></p> <p>ALL MUST be able to identify differences in two characters MOST SHOULD be able to identify similarities and differences with two characters SOME COULD use but in a sentence to compare and contrast three characters and include examples from the story</p>	<p><u>Starter</u> Reading comprehension question - teaching slide from lesson 25. <u>Direct Teaching</u> We are going to look at the different ways the wolves are portrayed in stories. The children are familiar with the story we have been reading. What impressions do you get of the wolves in this story? Read Little Red Riding Hood and The Three Little Pigs. How is the wolf portrayed in this story? What are the main differences? Chn are going to be thinking of words to describe the wolves in the different stories. Are your impressions of wolves the same in each story? Are there any other stories that have wolves in? <u>Main Activity</u> Children to describe the different characters from the story. Differentiated templates with pictures of the characters on. Has - write what is similar and different about the characters using conjunctions. Las - words to describe the characters. 2 simple sentences. <u>Plenary</u> Gallery walk - share ideas with the class. <u>Key Questions</u></p> <ul style="list-style-type: none"> • What impression do you get of the wolves in the story? • How does that compare to the impression of Wilf? 	<p>Has - Rising Stars Year 2 Recap - homophones</p> <p>Mas - Year 1 Rising Star Can you help the kidnapped King's Kitten? Pg 78</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet

2020/2021

		<ul style="list-style-type: none"> • What do you think about the characters in the story? • Do your impressions change? <p><u>Key words</u> Portrayed, portrayal, impression, character</p>	
	<p><u>L.I - To write a fact sheet about wolves</u></p> <p>ALL MUST be able to work as a group and gather information for a purpose</p> <p>MOST SHOULD be able to create a simple fact sheet</p> <p>SOME COULD be able to create a fact sheet about wolves and include sub headings</p>	<p><u>Starter</u> What do we know about wolves?</p> <p><u>Direct Teaching</u> Have you heard of any wolves in this county? Where might you see wolves? Today we are going to find out why wolves do not live here anymore. What kind of terrain do they like, thinking about the story? What kind of climate? Have pictures on the WB from the book. What kind of climate and terrain do we have in this country? Look at images of Scotland, Wales and the lake district. Why don't we see wolves roaming in our forests and across mountains?</p> <p><u>Main Activity</u> Children are going to work in groups - activity 1 finding information about wolves. Children are going to make a fact sheet about wolves.</p> <p><u>Plenary</u> Edit using purple pens.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • <u>Where have all the wolves gone?</u> <p><u>Key words</u> Terrain, climate, history</p>	<p>Has - Rising Stars Year 2 Recap - contractions</p> <p>Mas Recap Ed, ing, est, er and prefix un</p> <p>Las Phase 5</p>
	<p>Writing Portfolio <u>L.I - To adapt a familiar story</u></p> <p>ALL MUST be able to orally talk about what is going to happen in a story</p>	<p><u>Starter</u> Retell the story we have been reading this term to your partner.</p> <p><u>Direct Teaching</u> Pre teach group to plan a story together during the input. Remember they are only changing the characters that the wolf meets. We are going to play a game - change the story. Retell the story until Wilf meets a creatures and then change the creatures. Each child to say a sentence of the story in sequence. We have been adapting the story as we went on. We are not going to play a writing consequences game. Do the</p>	<p>Has - Rising Stars Year 2 Recap - contractions</p> <p>Mas Recap</p>



English Medium Term Planning Sheet

2020/2021

	<p>MOST SHOULD be able to change the characters Wilf meets</p> <p>SOME COULD be use planning notes and use key features of narrative in their plans</p>	<p>same as we did before but children to work in a small group. Pass the paper children to write what happens next in the story.</p> <p><u>Main Activity</u></p> <p>Las - simple planning template.</p> <p>Mas - planning template</p> <p>Has - split book into 4 and use planning notes to plan the story.</p> <p><u>Plenary</u></p> <p>Read back through the plan - is there anything you have forgotten?</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Can you retell the story? • Can you adapt the story and change the characters? <p><u>Key words</u></p> <p>Sequence, consequence, adaptation.</p>	<p>Ed, ing, est, er and prefix un</p> <p>Las Phase 5</p>
<p style="text-align: center;">5 Assessment week</p>	<p><u>Assessment</u></p> <p>ALL MUST be able to orally talk about what has been read</p> <p>MOST SHOULD be able to highlight key information and answer questions about a text</p> <p>SOME COULD be confidently pick out key vocabulary and answer questions about a text and start exploring the meaning of new vocabulary</p>	<p>Reading Assessment Paper 1</p>	<p>Has - Rising Stars Year 2 Recap - contractions</p> <p>Mas - Year 2 Rising Star Recap Year 1</p> <p>Las Phase 5</p>
	<p><u>Assessment</u></p>	<p>Reading Assessment Paper 2</p>	<p>Has - Rising Stars Year 2</p>



English Medium Term Planning Sheet 2020/2021

	<p>ALL MUST be able to orally talk about what has been read</p> <p>MOST SHOULD be able to highlight key information and answer questions about a text</p> <p>SOME COULD be confidently pick out key vocabulary and answer questions about a text and start exploring the meaning of new vocabulary</p>		<p>Recap - contractions</p> <p>Mas - Year 2 Rising Star Recap Year 1 - Common exception words</p> <p>Las Phase 5</p>
	<p>Writing Portfolio <u>L.I - To adapt a familiar story</u></p> <p>ALL MUST be able to orally talk about what is going to happen in a story</p> <p>MOST SHOULD be able to use key features of narrative in their writing</p> <p>SOME COULD use similes, 2A sentences, conjunctions and a variety of punctuation in their story</p>	<p><u>Starter</u> Go back through you plans and read them to your LP to familiarise yourself with what you did last week.</p> <p><u>Direct Teaching</u> Recap on when we played the changing the characters and ending games. Today we are going to be writing the beginning and middle of our stories. Changing the characters that the wolf meets. We are not writing the ending today. Model getting ideas from the children about their stories. Use exciting vocab and sentence starters.</p> <p><u>Main Activity</u> Las - To use semantic links to write the beginning and middle. Pre teach to orally rehearse the beginning before the write it and then the same for the middle. Mas - To write the beginning and middle of their story - using a word mat to support spellings. Has - to write beginning and middle. Children to focus on including 2A sentences, using conjunctions and similes in their writing.</p> <p><u>Plenary</u> Read your stories to a partner - walk around reading what you have done to different children.</p> <p><u>Key Questions</u></p>	<p>SPaG assessment Paper 1</p>



English Medium Term Planning Sheet

2020/2021

		<ul style="list-style-type: none"> • Can you retell the story? • Can you adapt the story and change the characters? <p><u>Key words</u> Sequence, consequence, adaptation.</p>	
	<p><u>L.I - To write an alternative ending</u></p> <p>ALL MUST be able to orally talk about what is going to happen in a story</p> <p>MOST SHOULD be able to use key features of narrative in their writing</p> <p>SOME COULD use similes, 2A sentences, conjunctions and a variety of punctuation in their story</p>	<p><u>Starter</u> Edit writing - Has Read back through the beginning and middle of your story so far. Today we are going to be writing an alternative ending.</p> <p><u>Direct Teaching</u> Children to say how their ending is going to end, ask for volunteers to share. What is the turning point in the story? How was the main problem solved? What should be at the top of the mountain? Were there any other problems? Children are going to write the ending - model with ideas from the children.</p> <p><u>Main Activity</u> Las - To use semantic links to write the end. Pre teach to orally rehearse the end before they write it. Mas - To write the end of their story - using a word mat to support spellings. Has - to write end. Children to focus on including 2A sentences, using conjunctions and similes in their writing.</p> <p><u>Plenary</u> Share their stories with their friends.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How will Wilf be rescued? • Who will rescue Wilf? • Where does he end up at the end of the story? <p><u>Key words</u> Turning, point, problem, solution</p>	<p>SPaG assessment Paper 2</p>
	<p><u>L.I - To be able to write sequencing questions</u></p>	<p><u>Starter</u> Session 25 - question as starter</p> <p><u>Direct Teaching</u></p>	<p>Has - Rising Stars Year 2</p>



English Medium Term Planning Sheet

2020/2021

	<p>ALL MUST be able to ask questions MOST SHOULD be able to ask and answer questions SOME COULD think of answers from different perspectives</p>	<p>Explain to the chn that some reading questions look at the whole text. Show slides - this question aims at the whole story. How are they going to answer this question. Can they write their own sequencing questions? When writing questions - children label the first event as 1.</p> <p><u>Main Activity</u> Children in MA pairs are going to create their own sequencing question for another pair to answer. They can do any part of the story as long as it is in order. 1-5 children to draw lines.</p> <p><u>Plenary</u> <u>Children to answer another pairs questions.</u></p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • What is the order of the story? <p><u>Key words</u> Sequence, order, before, after, next</p>	<p>Consolidation - Recap on all spellings learned so far</p> <p>Mas - Year 2 Rising Star dge/ge Year 2 Rising star spellings Pg 14-15</p> <p>Las Phase 5</p>
6	<p><u>L.I - To think about how home makes you feel</u></p> <p>ALL must be able to discuss what home is MOST should be able to describe what home means to you SOME could be able to think about what home means to you and what makes you think of home.</p>	<p><u>Starter</u> Reading comprehension question - teaching slide from lesson 25.</p> <p><u>Direct Teaching</u> Read the last 5 pages of the story. Ask children in the pairs to discuss what they think for as home. What does the word 'home' mean to you? Mind map template or chn can do it straight into their books. Recap on how to make a mind map. They can use pictures and label.</p> <p><u>Main Activity</u> Children to create mind map of home. Las - Pictures and labels. Mas - template Has straight into books</p> <p><u>Plenary</u> Share learning.</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • Where is home? • What makes you think of home? <p><u>Key words</u> Home, cosy, noisy, busy, quiet</p>	<p>Has - Rising Stars Year 2 Consolidation - Recap on all spellings learned so far</p> <p>Mas - Year 2 Rising Star dge/ge Year 2 Rising star spellings Pg 14-15</p> <p>Las Phase 5</p>



English Medium Term Planning Sheet 2020/2021

	<p><u>L.I - To be able to plan a diary extract</u></p> <p>ALL must be able to think from another perspective and orally rehearse ideas</p> <p>MOST should be able to use adjectives when orally describing the adventures</p> <p>SOME could be able think about how you felt at different parts and describe it</p>	<p><u>Starter</u> Past and present tense - session 28</p> <p><u>Direct Teaching</u> Recap on the mind map they made yesterday all about home. This is the final lesson and children are going to imagine that they are Wilf. Re read the end from 'so he bowed to the narwhal, ox and walrus...' What does it mean 'his world seems much smaller and warmer somehow'? Ask the children to discuss with their LP. How does Wilf see his home? What do you think Wilf will write in his diary. Model writing one as a class. Show slides. Get the children to rehearse it before they write it.</p> <p><u>Main Activity</u> Children to rehearse their diary extract - use the microphones. Make Wilf headbands.</p> <p><u>Plenary</u> Share your diary extracts</p> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> • How is Wilf feeling? • What will his home be like from now on? • How have his feelings changed over time? <p><u>Key words</u> Strayed, roam, friendships</p>	<p>Has - Rising Stars Year 2 Consolidation - Recap on all spellings learned so far</p> <p>Mas - Year 2 Rising stars dge/ge Year 2 Rising star spellings Pg 14-15</p> <p>Las Phase 5</p>
	<p><u>L.I - To write a diary extract</u></p> <p>ALL must be able to write from another perspective and use capital letters and full stops.</p> <p>MOST should be able to write compound sentences and</p>	<p><u>Starter</u> Past and present tense - session 28</p> <p><u>Direct Teaching</u> Recap on what they did yesterday. This is the final lesson and children are going to imagine that they are Wilf. Re read the end from 'so he bowed to the narwhal, ox and walrus...' What does it mean 'his world seems much smaller and warmer somehow'? Ask the children to discuss with their LP. How does Wilf see his home? What do you think Wilf will write in his diary. Model writing one as a class. Show slides. Get the children to rehearse it before they write it.</p> <p><u>Main Activity</u> Children to write their own diary extract.</p> <p><u>Plenary</u> Share your diary extracts</p>	<p>Has - Rising Stars Year 2 Consolidation - Recap on all spellings learned so far</p> <p>Mas - Year 2 Rising stars dge/ge Year 2 Rising star spellings Pg 14-15</p>



English Medium Term Planning Sheet

2020/2021

	adjectives in their writing. SOME could be able to use commas, similes and include feelings in their extract	<u>Key Questions</u> <ul style="list-style-type: none">• How is Wilf feeling?• What will his home be like from now on?• How have his feelings changed over time? <u>Key words</u> Strayed, roam, friendships	Las Phase 5