

Year 2  
Spring 1



English Unit Planning  
Guidance  
Explorers





## Year 2 Spring 1

### Explorers

This half term block, based around a theme of *Explorers*, consists of two English units:

- Stories by the same author
- Non-chronological reports

#### Cross curricular links

Although the units will stand alone, they can be planned to run alongside history, geography and design technology work on the lives of various explorers. Non-chronological reports can be themed around world, ocean or space exploration and historical key figures, whilst stories by the same author can be focused on fictional explorers.

#### Vocabulary, Grammar and Punctuation

Skills have been specifically identified for each unit from *Key Learning in Writing*. The full set of units include all skills for the year group. However, if these units and/or skills are rearranged from the planned order, modifications to the identified grammar skills may be necessary. When planning, consider if the suggested skills are the most appropriate for the class or if different skills are needed based on assessments of children's outcomes. This may involve the revisiting of skills from previous year groups. Refer to *Key Learning in Writing* for the year group to ensure full coverage over the year.

# Overview



Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
	Stories by the same author Non-chronological reports Poems on a theme	Repetitive patterned stories Poems on a theme Range of non-fiction texts	Classic stories or story on a theme Instructions Traditional rhymes	Traditional tales Recounts	Stories with familiar settings Non-fiction texts: booklets Traditional rhymes	Stories with fantasy settings Poems to learn by heart Recounts
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
	Stories with familiar settings Non-chronological reports Poems on a theme	Traditional tales with a twist Instructions	Stories by the same author Non-chronological reports	Stories with familiar settings Persuasion Riddles	Animal adventure stories Recount: letters Classic poems	Story as a theme Explanations Poems on a theme
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	There's No Place Like Home	Healthy Humans	Rock and Roll!	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
	Folk Tales Recount: biographies	Fables Poems with a structure Persuasion: letters	Story as a theme Poems on a theme Discussion	Novel as a theme Recount: diaries	Playscripts Non-chronological reports	Classic poetry Mystery / Adventure / Fantasy stories Explanations
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Sparks Might Fly!	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted
	Stories with fantasy settings Explanations Film and playscripts	Fairy tales Classic poetry Recount: newspapers	Stories with issues and dilemmas Persuasion	Novel as a theme Non-chronological reports	Stories with a theme Poems with a structure Information booklets	Folk tales Debate Poems on a theme (optional)
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
	Legends Persuasion	Stories with historical settings Film and play scripts Classic narrative poetry	Science fiction stories Information booklets Poems with a structure	Novel as a theme Magazine: information text hybrid	Stories from other cultures Debate	Myths Reports Poems with figurative language
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth	Oh! I Do Like To Be Beside The Seaside	
	Novel as a theme Biography	Classic fiction Poetry – Songs and Lyrics Persuasion: A Formal Review	Older literature Information text hybrid Poems with imagery	Detective / crime fiction Explanations	Short stories with flashbacks Discussion and debate Classic narrative poetry	Novel as a theme Recount: autobiography Poems on a theme

## Guidance for English Unit Planning

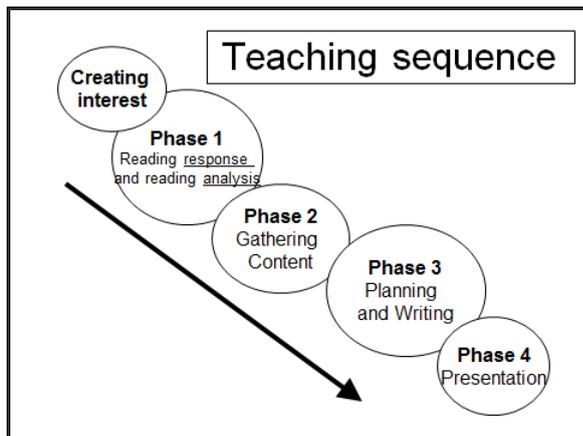
### Key Learning

The *Key Learning in Reading* and *Key Learning in Writing* documents reflect complete coverage of the National Curriculum for English and provide the basis for constructing a unit of English. These frequently need breaking down further to form lesson objectives.

### The Teaching Sequence

A suggested unit outline follows the teaching sequence:

- Creating Interest
- Reading:
  - Reading and responding
  - Reading and analysing
- Gathering content
- Writing
- Presentation



The amount of time spent in any one phase needs to be tailored to the needs of the class.

### Writing Outcomes

#### **Extended Writing Outcomes:**

Each unit of work should result in at least two (and possibly three) extended, written outcomes. This allows children several opportunities to practise and apply newly acquired skills in context. Outcomes are identified as follows:

#### **1. Scaffolded outcome**

This is completed on a daily basis during the writing phase. It is supported through daily, whole-class, shared and modelled writing. It may be further supported by small-group, guided writing for some pupils. Each section is supported through teaching, with the children working on their own version following the teacher's model. For a narrative unit, this might appear like this:

	<b>Teacher's Role</b>	<b>Children's Role</b>
Day 1	Shared writing/modelling – story opening	Writing their own opening
Day 2	Shared writing/modelling – build up	Writing their own build up
Day 3	Shared writing/modelling – problem	Writing their own problem
Day 4	Shared writing/modelling – resolution	Writing their own resolution
Day 5	Shared writing/modelling – ending	Writing their own ending

The effectiveness of this model is enhanced by:

- feedback and marking on a daily basis and pupils being given time to respond;
- use of ideas and vocabulary gathered during earlier phases displayed on the working wall;
- displaying the shared and modelled writing from across the writing phase.

## **2. Independent extended writing outcome**

This is a second opportunity for the children to write in the same genre or text-type, but this time, more independently. Generally, this would take one (or at most two lessons) and should take place soon after the completion of the unit. The children should have time to think, plan and discuss their ideas and they should also have access to prompts created through the unit, e.g. content from the working wall, genre checklists, word banks, dictionaries etc.

Crucially however, **there should be no adult modelling of writing to support the completion of this second outcome.**

As well as giving children another opportunity to apply their skills, this outcome is very useful to inform assessment and next steps in teaching and learning. Consequently, feedback and marking for this outcome might be less in-depth and feature on completion of the piece only. This provides an ideal opportunity for pupils to make improvements to their independent writing via redrafting and self-editing. The piece can still be used for assessment purposes, provided that the process is not over-scaffolded by the teacher and is the result of the child's own improvement.

## **3. Cross curricular application**

This works best for non-fiction units. It usually takes place some time after the completion of the English unit and in another area of the curriculum. This provides opportunity for children to revisit text types and revise skills. Pupils should be given time to refresh their knowledge and understanding of the text type, looking back at their own writing and prompts created. Again, this outcome is particularly useful for assessment purposes and children should be given opportunity to edit and improve their own writing.

## **Publishing Writing**

Children invariably write more effectively when they have a real audience and purpose for their writing. Thought should be given to this at the outset and shared with the children. This might involve:

- writing stories to entertain Year 2, for example: arranging an opportunity for the children to share their stories with them in small groups;
- writing, then redrafting, non-chronological reports to make a class book which is put on display in the school library;
- children reading, rehearsing and performing their own poetry to be recorded and shared on the school website.

### **Short writing**

Of course, all writing must not be left until the writing phase! Writing skills need to be constantly practised and revisited throughout the reading and gathering content phases. Outcomes should be linked to a specific learning objective e.g. *LO: To infer character thoughts and feelings – Outcome: diary.*

Examples of short writing opportunities include:

- diary entries
- character profile
- dialogue exchange
- fact file
- letter to a problem page
- book review

### **Grammar and Punctuation**

An age-appropriate grammar and/or punctuation focus should be selected for each unit, based on the genre or text type from the unit. However, it is important that teachers consider the children's current skills in relation to grammar and adjust this focus if necessary. For example, it is not appropriate to teach main and subordinate clauses to a Year 3 class who are not secure with simple sentence construction.

As well as the acquisition of grammar skills, knowledge and terminology, it is important that children are shown how to apply these appropriately in their own writing.

The process involves:

- Short, sharp grammar warm-ups - a highly effective way of introducing and practising the skills initially;
- The teacher modelling the appropriate application during the writing phase;
- Establishing the expectation that the children will apply the skills appropriately in their own writing;
- The children having opportunity to self and peer assess;
- Teacher feedback and marking which reflects the grammar or punctuation focus.

It is advisable to address one or two objectives for grammar and/or punctuation within a unit; this allows skills to be taught and secured through a 'little and often' approach.

### **Spelling and Handwriting**

Spelling and Handwriting should be taught regularly with content taken from Lancashire *Key Learning in Writing* or directly from National Curriculum 2014.



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English	
Key Learning	
Unit	<b>Stories by the Same Author</b>
Outcome	<ul style="list-style-type: none"> <li>▪ Story (or part of a story) based on a model.</li> </ul>
Possible Duration	<ul style="list-style-type: none"> <li>▪ 3 weeks.</li> </ul>
Key Learning Reading	<ul style="list-style-type: none"> <li>▪ Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</li> <li>▪ Read further common exception words, noting tricky parts.</li> <li>▪ Use tone and intonation when reading aloud.</li> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories.</li> <li>▪ Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</li> <li>▪ Identify, discuss and collect favourite words and phrases.</li> <li>▪ Make predictions based on what has been read so far.</li> <li>▪ Sequence and discuss the main events in stories.</li> <li>▪ Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</li> <li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>▪ Make inferences about characters and events using evidence from the text, e.g. <i>what is a character thinking, saying and feeling?</i></li> <li>▪ Make contributions in whole class and group discussion.</li> </ul>
Key Learning Writing	<ul style="list-style-type: none"> <li>▪ Use apostrophes for contracted forms, e.g. <i>don't, can't, wouldn't, you're, I'll.</i></li> <li>▪ Use subordination for time using <i>when, before</i> and <i>after</i>, e.g. <i>We went out to play when we had finished our writing. When we had finished our writing, we went out to play.</i></li> <li>▪ Use past tense for narratives, recounts and historical reports.</li> <li>▪ Plan and discuss what to write about, e.g. <i>story, collecting new vocabulary, key words and ideas.</i></li> <li>▪ Orally rehearse each sentence prior to writing.</li> <li>▪ Develop a positive attitude to writing.</li> <li>▪ Write about fictional events.</li> <li>▪ Develop stamina for writing in order to write at length.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation.</li> <li>▪ Read aloud their writing with intonation to make their meaning clear.</li> </ul>

## Year 2 Spring 1: Explorers

### English

#### Key Learning (contd.)

#### Suggested Texts

- Books by Simon Bartram:
  - The Man on the Moon – It is recommended to start with this text as this provides the context for Simon Bartram’s series of books.
  - The Disappearing Moon.
  - A Right Royal Disaster.
  - The Heartless Robots.
  - Clone Chaos.
  - Bob’s Best Ever Friend.
  - Bob and the Moon Tree Mystery.
  - Dougal’s Deep Sea Diary.
  
- Books by Jonny Duddle:
  - The King of Space.
  - The Pirate Cruncher.
  - The Pirates Next Door.
  - The Jolley-Rogers and the Ghostly Galleon.

Tim Peake's ISS Adventure Highlights BBC News <https://www.youtube.com/watch?v=2RCD4WanF7M>

## Year 2 Spring 1: Explorers

### English

#### Stories by the Same Author – Creative Learning Opportunities and Outcomes

##### Creating interest

- Show a film clip of Tim Peake to inspire the unit: Tim Peake's ISS Adventure Highlights BBC News <https://www.youtube.com/watch?v=2RCD4WanF7M>
- Using the searchlight tool on Smart board, gradually reveal parts of the scanned front cover of a selected text, e.g. The Darkest Dark by Chris Hadfield. Make predictions each time the spotlight reveals something new. What is being explored? Who might the explorer be?
- If using books from the 'Bob and Barry's Lunar Adventure' series, show film footage of a rocket launch and discuss.
- Set up an explorer hunt. Children to collect items related to the explorer selected, e.g. an astronaut – space suit, flag, vac-packed food, helmet. Alternatively, present a rucksack and reveal the items one at a time, focusing on developing vocabulary. Predict who the rucksack belongs to.

##### Learning outcomes

- Children will be able to participate in discussion.
- Children will be able to make predictions about what might happen in the text and who the main character(s) is/are.

##### Reading

**Grammar:** Warm-ups throughout the reading phase – focus on using subordination for time using *when*, *before* and *after*. E.g. *We went out to play when we had finished our writing. When we had finished our writing, we went out to play.*

##### Reading and responding

*Choose an additional quality text by the same author to read throughout the theme – i.e. to run over the half term, independently to the texts covered in this English unit.*

- Focusing on the text, 'The Man on the Moon' by Simon Bartram, display the book cover. Model generating questions using who, what, where, when and how about the text. Following teacher modelling, children to write their own questions. Display on working wall for reference throughout the unit.
- Read the text 'The Man on the Moon' by Simon Bartram.
- During shared reading, model and involve children in practising word building and blending, drawing attention to alternative sounds for graphemes. Identify common exception words within the text, note the tricky parts and devise strategies to aid.
- Use a microphone to model tone and intonation at suitable points when reading aloud. Invite children to imitate via a copycat approach.
- Identify and discuss new vocabulary and exciting words and phrases within the context of the story. Orally rehearse using the same vocabulary in different sentences. Create an ongoing word bank to be added to and referred to throughout the teaching sequence.
- Using LPDS Reading Domain Cards, ask questions related to vocabulary and literal retrieval, e.g.
  - What does the word souvenir mean in this sentence? *Afterwards, Bob opens a small souvenir stand...*

##### Learning outcomes

- Children will be able to use subordination for time using *when*, *before* and *after*.
- Children will be able to generate and write questions.
- Children will be able to listen to stories by the same author and apply phonic skills to decode extracts of these stories in shared reading.
- Children will be able to imitate sections read aloud using tone and intonation.
- Children will be able to respond to key questions related to vocabulary, literal retrieval and inference, orally and in writing.
- Children will be able to identify and discuss new and/or exciting vocabulary.
- Children will be able to use their knowledge of characters to use inference and respond in role.
- Children will be able to use book talk to discuss texts.

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- Tell me two things about the character Bob.
- Provide true or false statements where children need to use literal retrieval skills. E.g. Bob works on the moon. (True) Bob leaves in his rocket at ten to nine. (False) Ensure children find evidence in the text to support responses.
- Model responses orally and in writing.
- Building on literal retrieval skills, use the LPDS Reading Domain Cards to ask questions related to inference. e.g.
  - In the story, do aliens exist? How do you know?
  - Why might Bob think that aliens don't exist? How do you know?
- Model responses orally and in writing.
- Provide five or six key statements and/or images summarising the text, e.g. *Bob gets up at six o'clock every morning and goes to work on the moon.* Children to work in groups to discuss and sequence the statements correctly.
- Explore re-writing statements using 'when', 'before' and 'after' for subordination (linked to grammar warm-up).
- Following modelling and using outcomes of the above sequencing activity, children compose a writing opportunity on *A Day in the Life of Bob.* This could be contrasted with writing about a day in their own life.
- Begin shared reading of another text by the same author, e.g. *A Right Royal Disaster* by Simon Bartram. Continue to use book talk throughout. Repeat a selection of the above strategies as appropriate e.g. using LPDS Reading Domain Cards, generating questions, identifying vocabulary etc.
- Focus on Bob and Queen Battleaxe III to explore inference and understanding of character e.g.

Know	Questions
What ideas are we given about Queen Battleaxe III by the end of chapter one?	What questions might you have about Queen Battleaxe III?

- Develop responses to the above as a short writing opportunity.
- As more evidence is gathered during reading, develop understanding of the characters further by using strategies such as role-on-the-wall or zone of relevance. Use these strategies to lead into written character descriptions. Ensure to model first.
- Further writing opportunities could be explored as an ongoing diary in role as Bob, in response to events throughout the story.

### Reading and analysing

- Sequence the story using a storyboard with images from the text. Write a sentence under each to outline what is happening or match pictures with captions. Ensure to model orally rehearsing each sentence first prior to writing and encourage children to do the same.
- 'Chunk the plot' of one of the stories by summarising it in to a series of events, e.g. *A Right Royal Disaster*:

- Children will be able to sequence the main events in a story.
- Children will be able to write about fictional events.
- Children will be able to apply a range of active reading response strategies to a second book by the same author.
  
- Children will be able to make inferences about characters using evidence from the text.
- Children will be able to develop stamina for writing through the provision of further writing opportunities.
  
- Children will be able to sequence events in a story.

## Year 2 Spring 1: Explorers

English						
<p><b>Stories by the Same Author – Creative Learning Opportunities and Outcomes (contd.)</b></p>						
<table border="1"> <tr> <td>Annual birthday party of Queen Battleaxe III to be held on the Moon.</td> </tr> <tr> <td>What birthday gift should Bob buy the Queen?</td> </tr> <tr> <td>Sir Lucien sculpts statue of the Queen.</td> </tr> <tr> <td>Bob knocks the statue head off and sculpts a new one.</td> </tr> <tr> <td>Queen is surprisingly delighted with the gift.</td> </tr> </table> <ul style="list-style-type: none"> <li>▪ Create a toolkit of features for use during the writing phase.</li> <li>▪ Collect character names and settings from the original story that may later feature in their own. Display on working wall.</li> </ul>	Annual birthday party of Queen Battleaxe III to be held on the Moon.	What birthday gift should Bob buy the Queen?	Sir Lucien sculpts statue of the Queen.	Bob knocks the statue head off and sculpts a new one.	Queen is surprisingly delighted with the gift.	<ul style="list-style-type: none"> <li>▪ Children will know and understand the features of a narrative text by a particular author.</li> </ul>
Annual birthday party of Queen Battleaxe III to be held on the Moon.						
What birthday gift should Bob buy the Queen?						
Sir Lucien sculpts statue of the Queen.						
Bob knocks the statue head off and sculpts a new one.						
Queen is surprisingly delighted with the gift.						
<p><b>Gathering content</b></p> <p><b>Grammar:</b> Warm-ups throughout the gathering content phase – focus on apostrophes for contracted forms e.g. <i>don't</i>, <i>can't</i>, <i>wouldn't</i>, <i>you're</i>, and <i>I'll</i>.</p> <ul style="list-style-type: none"> <li>▪ Using the plot which has been 'chunked' during the reading and analysing phase, model how to extract the generic or basic plot, e.g. A Right Royal Disaster:</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>▪ Children will be able to write words with apostrophes for contraction.</li> <li>▪ Children will be able to innovate on their own story, story section or story ending, keeping many features from the original, e.g. <i>the main characters</i>.</li> <li>▪ Children will be able to sequence the events in their own story.</li> </ul>					

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### English

#### Stories by the Same Author – Creative Learning Opportunities and Outcomes (contd.)

Original Story	Generic/Basic Plot	Plot New Story
Annual birthday party of Queen Battleaxe III to be held on the Moon.	Important person's celebration to be held on the moon/planet/galaxy	
What birthday gift should Bob buy the Queen?	What gift should the main character buy them?	
Sir Lucien sculpts statue of the Queen.	Perfect gift solution is found.	
Bob knocks the statue head off and sculpts a new one.	Main character damages gift. What should they do? (Keep the solution secret!)	
Queen is surprisingly delighted with the gift.	Important person is surprisingly happy with the gift and all ends happily.	

- Use the generic plot to create a new class story using teacher modelling. Draw a new story map. If using a longer text, another option is to innovate an alternative ending or innovate from a given point in the story, e.g. where a character makes a significant choice.
- Provide alternative possibilities ready for the class to discuss:
  - character names, e.g. King, Lord, Lady, Prince, Princess, Duke, Duchess
  - appropriate settings, e.g. moon, planet, galaxy
  - gifts, e.g. tiara, crown, jewellery, throne, tree, robe, portrait, chandelier
- Whichever gifts are selected, provide opportunities to explore how it gets damaged and what the character likes about the damaged version.
- Select possibilities for the class version and ask children to select from the above for their own.
- Children prepare new story maps in groups, pairs or individually with new characters/settings/ending. Children could reuse settings, characters and new or exciting vocabulary from the original story in their own versions.

- Children will be able to discuss a range of appropriate possibilities from which to select character names, settings and gifts for their own innovated story.
- Children will be able use a story map to plan an innovated story.
- Children will be able to reuse some of the settings, characters and vocabulary from the original story within their own version.

#### Writing

- Using the innovated plot, use shared writing techniques to model a section at a time. Focus on applying subordination using a range of time words, (e.g. *when, before and after*) and using apostrophes for contracted forms, (e.g. *don't, can't, wouldn't, you're, I'll.*) Model orally rehearsing each sentence prior to writing, and proofreading after writing to check for errors in spelling, grammar and punctuation. A puppet may be used here to assist or make mistakes for the children to correct. Also draw on previously taught skills.
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.
- Use AfL, marking and feedback to adjust shared writing focus daily.

#### Learning outcomes

- Children will be able to write their own explorer story or story ending based on a model from an existing series, which includes;
  - subordination using a range of time words
  - apostrophes for contracted forms
  - features of the original story series.

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- Children will be able to proofread their work improving spelling, grammar and punctuation.

### Scaffolded outcome:

- An explorer story based around the character(s) and settings from an existing series.
- An alternative resolution or ending to an existing explorer story.

### Independent extended writing outcome:

### Cross curricular application:

### Presentation

- Publish their own story or story ending in a book format for their peers to enjoy throughout the rest of the theme.

## Year 2 Spring 1: Explorers

English	
Key Learning	
<b>Unit</b>	<b>Non-chronological Reports</b>
<b>Outcome</b>	<ul style="list-style-type: none"> <li>▪ A class information book on the theme of explorers and exploring for the school library (linked to learning opportunities in history).</li> </ul>
<b>Possible Duration</b>	<ul style="list-style-type: none"> <li>▪ 2-3 weeks</li> </ul>
<b>Key Learning in Reading</b>	<ul style="list-style-type: none"> <li>▪ Read frequently encountered words quickly and accurately without overt sounding and blending.</li> <li>▪ Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>▪ Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</li> <li>▪ Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including non-fiction.</li> <li>▪ Activate prior knowledge and raise questions, e.g. <i>What do we know? What do we want to know? What have we learned?</i></li> <li>▪ Identify how specific information is organised within a non-fiction text, e.g. <i>sub-headings, contents, bullet points, glossary, diagrams.</i></li> <li>▪ Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</li> <li>▪ Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.</li> <li>▪ Check that texts make sense while reading and self-correct.</li> <li>▪ Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>▪ Listen and respond to contributions from others.</li> </ul>
<b>Key Learning in Writing</b>	<ul style="list-style-type: none"> <li>▪ Use subordination for reason using <i>because</i> and <i>if</i>, e.g. <i>I put on my coat because it was raining. Because it was raining, I put on my coat.</i></li> <li>▪ Use present tense for non-chronological reports.</li> <li>▪ Use past tense for historical reports.</li> <li>▪ Plan and discuss what to write about, e.g. <i>text mapping, collecting new vocabulary, key words and ideas.</i></li> <li>▪ Orally rehearse each sentence prior to writing.</li> <li>▪ Develop a positive attitude to writing.</li> <li>▪ Develop stamina for writing in order to write at length.</li> <li>▪ Use specific text type features to write for a range of audiences and purposes, e.g. <i>to inform.</i></li> <li>▪ Write about real events.</li> <li>▪ Make simple notes from non-fiction texts, e.g. highlighting and noting key words.</li> <li>▪ Edit and improve their own writing in relation to audience and purpose.</li> <li>▪ Proofread to check for errors in spelling, grammar and punctuation.</li> </ul>

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### Suggested Texts

Range of information texts, e.g.

- Information texts about explorers – *see learning opportunities for history.*

**If theming the unit around space exploration;**

- Neil Armstrong (Fact Cat: History) by Jane Bingham
- Moon (Fact Cat: Space) by Alice Harman
- One Giant Leap – The Story of Neil Armstrong by Don Brown
- Who was Neil Armstrong? by Roberta Edwards
- BBC Bitesize: Who Was Neil Armstrong? <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z4w3mfr>
- Little People, Big Dreams: Neil Armstrong by Maria Isabel Sanchez Vegara
- The Usborne Official Astronaut's Handbook by Louie Stowell
- One Giant Leap: A Historical Account of the First Moon Landing by Robert Burleigh
- See Inside Space – an Usborne Flap Book by Katie Daynes
- The Little Kids' First Big Book of Space (National Geographic Kids) by Catherine D. Hughes

**If theming the unit around world exploration;**

- BBC Bitesize: Introduction to Explorers <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/zn63vwx>
- BBC Bitesize: Who Was Christopher Columbus? <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/znchkmn>
- BBC Bitesize: Who Was Ernest Shackleton? <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z7xnn9q>
- BBC Bitesize: Who Was Ibn Battuta? <https://www.bbc.co.uk/bitesize/topics/zhpchbk/articles/z6jphcw>
- Fun Kids Live: Who Was Amy Johnson? <https://www.funkidslive.com/learn/homeschool/aviation-mission/mission-4-who-was-amy-johnson/>
- Little Wings: The Story of Amy Johnson by F. J. Beerline
- Smithsonian Kids' First Heroes of Flight by Thea Feldman
- Who was Ernest Shackleton? by Janes Buckley
- Little People, Big Dreams: Ernest Shackleton by Maria Isabel Sanchez Vegara
- Captain Scott: Journey to the South Pole: Band 08/Purple (Collins Big Cat) by Adran Bradbury
- Scott of the Antarctic (Young Explorer) Book Band Level White by Evelyn Dowdeswell
- Manfish: A Story of Jacques Cousteau by Jennifer Berne

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### **Additional texts to enrich and support the unit:**

- Bob's Alien Spotter's Guide by Simon Bartram
- The Darkest Dark by Chris Hadfield
- Here We Are – Notes for Living on Planet Earth by Oliver Jeffers
- Up Close: T-Rex – Paul Harrison
- Word Rap Word Aware [https://www.youtube.com/watch?v=428I9PIED\\_I](https://www.youtube.com/watch?v=428I9PIED_I)

## Year 2 Spring 1: Explorers

### Non-chronological Reports – Creative Learning Opportunities and Outcomes

#### Creating interest

- Create a scenario which provides the children with a real audience for their writing, e.g. a letter has arrived addressed to Year Two. Ask a member of staff to personally deliver it to the classroom at the start of the lesson and open it with the children. The school library service have heard that Year Two are becoming experts on 'Explorers'. They would like them to share their expertise by writing a book on explorers that can then be published and used as a real book to be loaned out in the school library.
- Visit the school library and look at different examples of information books. Children could select one and share it with a partner, saying what they like about it.
- Set up a class reading area in which to immerse children in explorer themed books. Introduce an interactive display encouraging children to respond to the variety of non-fiction texts in a variety of ways e.g. likes, dislikes, puzzles and vocabulary. Include child-friendly, irresistible resources e.g. spotter glasses, coloured sticky notes and an 'explorer fact box'.
- Children discuss initial ideas for the challenge they have been set: Who will the audience be? What title might the book have? What should the book cover look like? What information will we find inside? What should the pictures be like?

#### Learning outcomes

- Children will be able to compare different information books, collect vocabulary and identify features they like and dislike.
- Children will be able to discuss initial ideas for their own books.

#### Reading

**Grammar:** Warm ups throughout the reading phase – focus on subordination for reason using *because* and *if* e.g. *I put on my coat because it was raining. Because it was raining, I put on my coat.*

#### Reading and responding

- Select a focus text (an explorer themed book) from the class reading area and a selection of sticky notes from the fact box. Have any of the children been looking at the chosen text during independent reading? Discuss some of the children's likes and dislikes. Briefly examine the text as an example of a non-chronological report.
- Generate a class KWL grid as a starting point. What do we already know (K) about explorers or exploring? Ask them to work in pairs to suggest what they want to know (W). Use the question hand and teacher modelling to review oral rehearsal and writing of questions.
- Use the think-pair-share technique to discuss and share facts they already know about the topic. Following modelling, provide children with sentence strips to record their known facts.
- Collate sentence-strip facts and read them together. Organise facts under different headings. For which headings do we still need to find information? What do we need to research in order to write our book? Keep referring back to the audience and purpose of the end product.
- During shared reading, continue to model word building and blending when reading unfamiliar words. Draw attention to frequently encountered words and in these cases, demonstrate quick and accurate reading without overt sounding and blending.

#### Learning outcomes

- Children will be able to use subordination for reason *because* and *if* to join ideas within sentences.
- Children will be able to listen, discuss and express views about a range of texts including non-fiction.
- Children will be able to generate key questions with a specific purpose in mind.
- Children will be able to use speaking and listening techniques to discuss, share facts and to plan their research.
- Children will be able to gather information from a range of non-fiction texts, appropriate to their reading ability, including books, films and digital sources.
- Children will be able to locate information from non-fiction texts using the contents

## Year 2 Spring 1: Explorers

- Model the collection of new vocabulary and key words. Use strategies such as semantic mapping and word-rap: Word Rap Word Aware <https://www.youtube.com/watch?v=42819PIED> | Orally rehearse words in other contexts and invite the children to do the same. Display for reference throughout the unit.
  - Pick one or two questions from the original KWL grid. Model how to use a non-fiction text in a non-linear way to locate answers, e.g. *selecting an appropriate text, using the contents page, index, sub-headings*. Include use of an ICT text.
  - Using a finger light, model how to scan a text in order to locate key words. *Who can put their finger light on the word explorer? Can you find the subheading...?* Set up mini-challenges by asking children to find specific information against the clock and/or each other.
  - Model how to apply this scanning technique when searching a text to find an answer to a question. Use the LPDS Reading Domain Cards, e.g. *What happens to...? What does the... do/ eat/ find/ make?* Model responses orally and in writing.
  - In response to key questions, children continue to read differentiated non-fiction texts in groups/pairs, locating the required information and to record their findings in writing.
  - Provide a short writing opportunity where children create a simple step-by-step guide on how to use a non-fiction text.
- page, index, labelled diagrams and charts.
  - Children will be able to identify and explore new vocabulary using a range of strategies.
  - Children will be able to scan texts to locate key words or specific information.
  - Children will be able to apply scanning techniques to answer questions orally and in writing using the reading domain prompts.
  - Children will be able to write a step-by-step guide demonstrating how to navigate and use a non-fiction text.

## Year 2 Spring 1: Explorers

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<p><b>Reading and analysing</b></p> <ul style="list-style-type: none"> <li>Using an information book on an explorer, box-up a page, modelling the creation of a planning and writing frame that the children can then recreate in their own version when writing about their chosen explorer, e.g. <i>main heading, two/three sections (paragraphs), a picture, captions, section for fascinating facts or did you know?</i></li> <li>Create a simple toolkit of features for their page within the whole book, e.g. <i>main heading, information, facts, captions, pictures, present tense.</i></li> <li>Select sentences that contain 'because' and 'if' for subordination (link to grammar warm-up). Where appropriate, use the opportunity to review using 'when', 'before' and 'after' for subordination.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Children will be able to produce a simple plan based on a model of an existing non-chronological report.</li> <li>Children will be able to identify the features of a non-chronological report.</li> <li>Children will be able to use subordination for reason using <i>because</i> and <i>if</i>.</li> </ul>
<p><b>Gathering content</b></p> <ul style="list-style-type: none"> <li><b>Grammar:</b> Warm-ups throughout the gathering content phase – focus on identifying past and present tense. (Note: use present tense for non-chronological reports and past tense for historical reports).</li> <li>Decide on specific content that needs to be gathered to write their class book(s) on exploring or explorers.</li> <li>Refine or provide new key questions to be answered; discuss and display.</li> <li>Use the jigsaw technique to support and organise discussion as follows: <ul style="list-style-type: none"> <li>First, organise the children into 'expert' groups. Present each expert group with a topic area, e.g. a particular explorer; equipment; where they travelled; what they discovered.</li> <li>Expert groups discuss their topic area and decide on information to share later with their 'home' group.</li> <li>Provide a variety of differentiated texts to facilitate this, including film clips, information fact cards, web pages, audio books and whole class texts. (Note: ensure that the books/texts provided <i>will</i> answer some of their questions).</li> <li>Next, children move to their home group - mixed groups made up of an expert from each topic area. In turn, each 'expert' shares their information.</li> </ul> </li> <li>Model how to make notes, jotting only the key words and phrases. Teacher and teaching assistant to work with each of the 'expert' groups in turn, assisting in the gathering of information, collection of new vocabulary and key words and in making relevant notes.</li> <li>Enrich the gathering content phase and provide further content and information through visits (real and virtual) and inviting visitors into school. Alternatively, use the technique of teacher-in-role as the book publisher with the children in role as the experts (Mantle of the Expert) e.g. <i>I am from _____ publishing company. I understand that you are in the process of writing a non-fiction book on explorers for our new series. When will the first draft be ready for my editing team?</i></li> <li>Model organising notes into the designed page layout as created in the reading and analysis phase.</li> </ul>	<p><b>Learning outcomes</b></p> <ul style="list-style-type: none"> <li>Children will be able to identify past and present tense.</li> <li>Children will be able to work collaboratively to gather information from a range of sources.</li> <li>Children will be able to record their findings, making simple notes, e.g. through highlighting and noting key words.</li> <li>Children will be able to plan where information should be placed within the page layout of the class book.</li> </ul>

## Year 2 Spring 1: Explorers

### Writing

- Using the boxed-up page plan, use shared writing techniques to model a section at a time with the children. Focus on applying the skills – subordination using the words *because* and *if*, and use of the present or past tense as appropriate.
- Model orally rehearsing each sentence prior to writing and encourage children to do the same. Draw on previously taught skills.
- Children follow the modelling each day from the whole class focus and use their own page plan and notes to inform their writing. Remind the children every day of their audience and purpose.
- Model proofreading, improving spelling, grammar and punctuation. Build these skills in continually throughout the writing phase and ensure that emphasis is placed on the focussed grammar skills in this unit – past/ present tense; *because* and *if*. Emphasise the need for texts to make sense when reading and how to self-correct.
- Use AfL, marking and feedback to adjust shared writing focus daily.

### Learning outcomes

- Children will be able to construct their own non-chronological report that will form the page of an information book with a real audience and purpose. This will include:
  - subordination using *because* and *if*;
  - correct use of the present or past tense.
- Children will be able to proofread their work improving spelling, grammar and punctuation.

## English

### Non-chronological Reports – Creative Learning Opportunities and Outcomes (contd.)

#### Scaffolded outcome:

A non-chronological report which forms the page of a class book or collection of books on the theme of exploring and explorers.

#### Independent extended writing outcome:

#### Cross curricular application:

### Presentation

- Children to publish their own page before all the pages are collated and bound into a class book / collection of books.
- Use ICT to publish some or all of the information.
- Children to work collaboratively to design a front cover for their book, and write a contents and index page.
- Invite a librarian/ the teacher in role as the publisher into school to review the finished product.
- Register the book on the school library system.
- Show the published book at a whole school assembly and invite children from other classes to borrow it.





## For further information, please contact:

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