Jane Considine Education

Unit plans included in the Jane Considine English Unit Plan Subscription

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Year 2

		UNIT PLAN TITLE																													
		NARRATIVE													NON-FICTION															POETRY		
		THE CROW'S TALE	LITTLE RED READING HOOD	THE OWL WHO WAS AFRAID	STARDUST	THE BUILDING BOY	GEORGE AND THE DRAGON	MY CHRISTMAS STAR	MILO IMAGINES THE WORLD	THE FRIENDSHIP BENCH	A LION IN PARIS	THE MARVELLOUS FLUFFY	BINNY'S DIWALI	THE LIGHTHOUSE KEEPER'S LUNCH	NEIL ARMSTRONG	THIS IS HOW WE DO IT	GRACE DARLING	SINGAPORE	PLANTS	THE GREAT FIRE OF LONDON	PIRATES	BIG CATS	THE DAY THE CRAYONS QUIT	HIBERNATION	IN MY HEART: A BOOK OF FEELINGS	HOW TO MAKE A BIRD FEEDER	MEERKAT CHRISTMAS	HABITATS	MALALA'S MAGIC PENCIL	IF I WERE IN CHARGE OF THE WORLD	STRANGE	DESK DIDDLER
NATIONAL CURRICULUM IN ENGLAND STATUTORY REQUIREMENTS – SPOKEN LANGUAGE	Pupils should be taught to ask relevant questions to extend their understanding and knowledge.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to use relevant strategies to build their vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to articulate and justify answers, arguments and opinions.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓							✓	✓	✓		✓	✓	✓		✓			
	Pupils should be taught to give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to speak audibly and fluently with an increasing command of Standard English.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to participate in discussions, presentations, performances, role play, improvisations and debates.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓	✓
	Pupils should be taught to gain, maintain and monitor the interest of the listener(s).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓	✓
	Pupils should be taught to consider and evaluate different viewpoints, attending to and building on the contributions of others.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to select and use appropriate registers for effective communication.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓	✓	✓	✓
WRITING COMPOSITION	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓														✓	✓			
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing about real events.														✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing poetry.																													✓	✓	✓
	Pupils should be taught to develop positive attitudes towards and stamina for writing by writing for different purposes.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to consider what they are going to write before beginning by planning or saying out loud what they are going to write about.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to consider what they are going to write before beginning by writing down ideas and/or key words, including new vocabulary.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to consider what they are going to write before beginning by encapsulating what they want to say, sentence by sentence.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	Pupils should be taught to make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
	Pupils should be taught to read aloud what they have written with appropriate intonation to make the meaning clear.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
WORD	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]						✓	✓	✓			✓						✓														
	Formation of adjectives using suffixes such as –ful, –less					✓			✓						✓		✓		✓				✓									
	Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs			✓	✓	✓		✓				✓	✓	✓				✓		✓		✓		✓		✓						
SENTENCE	Subordination (using when, if, that, because) and co-ordination (using or, and, but)			✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
	Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]	✓	✓		✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓			✓	✓	✓	✓			
	How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			
TEXT	Correct choice and consistent use of present tense and past tense throughout writing	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓				✓
	Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]					✓	✓	✓								✓	✓	✓	✓	✓							✓	✓				✓
PUNCTUATION	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓			
	Commas to separate items in a list	✓				✓					✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓						✓	✓	✓	✓		
	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	✓	✓	✓	✓	✓		✓	✓								✓	✓	✓	✓							✓		✓			

Comments

YEAR 1