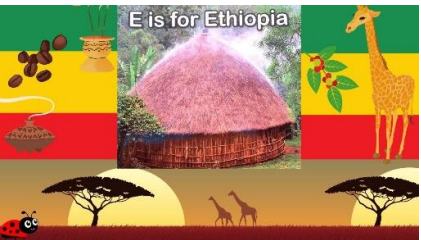



Derry Hill C of E Primary School	<u>How is life in East Africa different to the UK?</u>	Year 2: Term 3: Spring 2024	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p>Literacy</p>  <p>E is for Ethiopia</p> 	<p>SpAG:</p> <p>verbs</p> <p>past tense</p> <p>present tense</p> <p>statement</p> <p>co-ordination</p> <p>clause</p> <p>or / but / and</p> <p>commas</p> <p>adverbs</p> <p>adjectives</p> <p>Writing:</p> <p>report</p> <p>facts</p> <p>paragraph</p> <p>history</p>	<p>Key Skills:</p> <ul style="list-style-type: none"> Write for different purposes: <ul style="list-style-type: none"> to provide information on a place for someone who has not been there to entertain with a narrative to describe, in a postcard. Discuss and share ideas as a class and be able to listen to other people's opinions. Structure an information text successfully into paragraphs. Understand narrative structure and use this successfully in my own writing. Read and understand factual and fiction texts related to Africa and give a personal response to them. 	<p>4th / 5th Jan 2024</p> <p>Topic Launch: Visit to an Ethiopian Museum.</p> <p><i>Lesson 1:</i> Describe and predict the purpose of objects from Ethiopia. Read descriptions and match to objects. Answer simple questions about the descriptions.</p> <p><i>Lesson 2:</i> Free Write Friday. Children encouraged to write about themselves to new penfriends in Addis Ababa.</p> <p>Week 1</p> <p>Information Report about our school.</p> <p>SPAG LI: Identify and use the correct form of the verbs 'be' and 'have' in the past and present tense.</p> <p>LI: To understand factual information in a report and recognise how it is structured. To plan a report about our school with a clear structure.</p>

	<p>purpose / use</p> <p>materials</p> <p>appearance</p> <p>details</p> <p>character</p> <p>description</p> <p>spider-gram</p> <p>story map</p> <p>narrative</p> <p>hero</p> <p>villain</p> <p>setting</p> <p>plot</p> <p>dilemma</p> <p>resolution / ending</p>	<ul style="list-style-type: none"> Start to be able to proof-read my work and correct small mistakes with support. Infer information from stories, when responding to guided questions. <p>Key Knowledge: I can describe my school and give clear information about it to an audience from another country.</p> <p>I can use the present and past tenses correctly and consistently when writing sentences.</p> <p>I can use commas accurately in a list.</p> <p>I can answer questions accurately about short texts and pick out key details.</p> <p>I can describe a setting successfully in the context of a postcard and a narrative.</p> <p>I can use groups of 3 adjectives or ideas to add interest in description and narrative.</p> <p>I can describe key characters in a narrative.</p> <p>I can re-tell an African traditional tale in English, capturing the reader's interest.</p>	<p><i>Lesson 2:</i> Cold Write – Write a report telling the children in Ethiopia all about our school.</p> <p><i>Lesson 3:</i> Read about our paired school in Addis Ababa, Ethiopia and pick out the structure and key features of an information report.</p> <p><i>Lesson 4:</i> Gather ideas for writing a report about Derry Hill School and create a detailed paragraph plan.</p> <p><i>Lesson 5:</i> FREE WRITE FRIDAY. Children complete their letters to penfriends and send them off. Include questions about their school and life.</p> <p>Week 2 Information Report about our school. SpAG LI. Use co-ordination accurately to join ideas in sentences, using the words ‘but, or, and’.</p> <p>LI: Write an information report that uses clear organisation and gives useful information. <i>Lesson 2:</i> Use our plans from last week and our WAGOLL to model and draft an initial paragraph for our reports. Encourage children to link ideas using co-ordinating words. <i>Lesson 3:</i> Write first drafts of information reports. <i>Lesson 4:</i> Focus on proof-reading and improving reports. Children use purple pens to make their writing better. <i>Lesson 5:</i> FREE WRITE FRIDAY.</p> <p>Week 3 SpAG LI: Use commas correctly to separate items in lists. Setting Description: Postcards Book Focus: ‘Meerkat Mail’</p>
--	---	--	--

LI: I can write a postcard describing where I am and what I like / dislike about the place.

Lesson two: Read 'Meerkat Mail' and answer questions about the story (comprehension work)
Children work together to add a descriptive sentence with 3 ideas linked with commas to each of Sunny's postcards.

Lesson three: Look at photos and watch a video of visiting Addis Ababa

<https://www.youtube.com/watch?v=-LRgjMFvxxU>

Choose a postcard picture and collect vocabulary to describe your visit: adjectives / nouns / verbs

Lesson four: Use vocabulary to write a postcard from Addis Ababa.

Lesson five: **FREE WRITE FRIDAY.** If children have received responses from their penpal letters, they use this time to reply.

Week 4

SpAG

LI: I can recognise and use verbs in the past simple tense.

Narrative Writing.

LI: I can recognise the structure of a traditional tale and describe the setting and characters in the Ethiopian story of The Big Giant.

Lesson two: Read the story of 'The Three Billy Goats Gruff' together as a class and answer the comprehension questions. Complete the story map and label with generic sections: Description of setting; description of characters; problem; idea; follow through idea; solution (ending). Listen to the Amharic story of 'The Big Giant' and use pictures to try and map this story to the story map.

Lesson three: Re-cap story of 'The Big Giant' and make lists of the foods that the villagers give the giant using commas accurately.

Cold write: Re-tell the story in English.

Lesson four: Describe the setting as a class, building on work from last week. Focus on the 2 main characters – the boy and the giant. Re-cap on work done last term on describing people and write descriptions of them.

Lesson five: **FREE WRITE FRIDAY.**

Week 5

SpAG

LI. I can use adverbs ending 'ly' to add interest to my sentences.

Narrative writing.

LI. I can re-write the Ethiopian story of 'The Big Giant' in English using common features of stories.

Lesson two: Use story map to model writing of the second paragraph of the story (action – when the giant comes to the village). Encourage use of adverbs to make the action more interesting. Children then continue to draft the next part of the story.

Lesson three: Children put together their own version of the story, using all the parts they have drafted.

Lesson four: Re-cap proof-reading techniques and encourage children to work in pairs to proof-read and improve their writing.

Lesson five: **BIG WRITE.**