

Fantastic Mr Fox by Roald Dahl

Recommended Year Group: **Year 2**
Recommended Edition: **9780141365442**
Suggested Term: **Autumn**



Unit overview

This six-week unit is a study of Roald Dahl's classic story *Fantastic Mr Fox*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a narrative from Mr Fox's perspective to show what life would be like for the animals after deciding to stay underground. They can use the clues given at the end of the story to aid their prediction of what life would be like. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- What makes someone or something fantastic?
- What does cooperation mean?
- Is it sometimes right to take something that belongs to someone else?

Writing outcomes

- **Fact file** (session 3) – to write and present a fact file about a fox
- **Newspaper report** (session 10) – to write a newspaper report of the hunt from the viewpoint of the villagers
- **Non-fiction** (session 18) – to write a non-fiction report about one of the other animals in the story
- **Poem** (sessions 23 and 24) – To learn a poem by heart and to write their own poem about a fox
- **Letter** (session 27) – To write a letter for one of the Small Foxes to their Grandmother
- **Dictated sentence** (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary
- **Final piece** (session 29) – To write a narrative from Mr Fox's perspective to show what life would be like for the animals now they have decided to stay underground

Themes and cross-curricular links

- **Science** – different habitats and behaviours of foxes and other woodland animals
- **ICT** – research foxes and the other animals found in the story using the internet
- **Design and Technology** – design, recreate the story in 3D
- **Geography** – use geographical language to look at where Mr Fox and the farmers lived and create a simple map of the village using basic symbols in a key
- **Maths** – solve problems with addition and subtraction using pictorial representations, compare and sort common 2D and 3D shapes and everyday objects
- **Music** – experiment with, create, select and combine sounds
- **Art** – draw a healthy meal for one of the farmers
- **PSHE** – discuss healthy eating

Curriculum coverage

Spoken language:

- To be able to explain, adapt and retell the story
- To discuss different points of view
- To have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- To perform, share, refine and rehearse and perform for others
- To listen carefully to other's performances

Reading:

- To listen to, discuss and express views about a story, at a level which maybe beyond that which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Make inferences
- Answer, ask questions and find evidence
- Predict what may happen
- Analyse questions for meaning

Grammar, punctuation and spelling:

- Learn how to use sentences with different forms
- Apostrophes for possession
- Use of suffixes –er and –est in adjectives
- Regular nouns suffixes –s or –es
- Capital letters, full stops, question marks and exclamation marks

Vocabulary:

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

Writing:

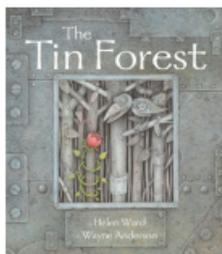
- Drafting, planning and editing
- Writing a narrative composition
- Writing for different purposes; letters, newspaper articles, adverts
- Rehearsing what they are going to write
- Planning and rehearsing out loud before writing
- Jotting ideas down and noting key words

Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit does however offer SATs style questions/preparation (see Teaching slides), which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth, in English. The reading comprehension within the unit of work, and the reading aloud to improve fluency and understanding that is threaded through the unit, is excellent SATs preparation also.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

The Tin Forest by Helen Ward and Wayne Anderson

Recommended Year Group: Year 2
Recommended Edition: 9781848776678
Recommended Term: Autumn



Unit overview

This unit is a six-week study of *The Tin Forest* by Helen Ward and Wayne Anderson. The unit develops children's reading, writing, grammar, punctuation and spelling through the context of *The Tin Forest*. The unit explores the story structure, main character and setting in detail. Children will consider the vocabulary, use of punctuation and sentence structure. A range of different types of writing all with a purpose are covered throughout the unit including writing: a description, a non-fiction leaflet or poster, instructions and a story. Children apply what they have learned throughout the unit to create a final piece of writing – a story using the theme of recycling.

Key questions

- How is litter effecting our planet?
- What can we do with our litter?

Writing outcomes

- **Lists** – to write lists of mini-beasts
- **A description** – to write a detailed description of a forest setting
- **Instructions** – to write instructions on how to plant a seed
- **Leaflet/poster** – to write an information text
- **Fiction** – to write a story exploring the theme of recycling and litter with a focus on setting

Themes and cross-curricular links

- **DT** – Junk modelling, designing and create something out of waste (cardboard boxes, plastic bottles, etc.)
- **Art** – Creating collages, paintings, pastel drawings of different settings for a story, looking at famous paintings of forest settings, creating artwork using different mediums
- **Science** – Planting seeds, hunting minibeasts, thinking about senses, habitats
- **Computing** – Researching topics, copying and pasting
- **Geography** – Recycling, plastics in the oceans, endangered animals and the effects on the environment
- **Maths** – Looking at figures associated with recycling and plastic in the ocean, creating bar chart of recycled items in a recycling bin
- **PSHE** – Exploring different feelings and emotions, considering how feelings and emotions are expressed, considering how the environment makes them feel, looking after the environment.

Curriculum coverage

Spoken language:

- listen to others' opinions and share own opinions on favourite words and phrases from the book
- participate in discussions about the book, taking turns and listening to what others say
- ask and answer questions about the theme of recycling and litter
- role play a different character

Reading:

- make predictions based on what you have read
- sequence main events in a story
- discuss and express opinions on what you have read
- discuss and express views on a story
- make inferences based on what you have read

Vocabulary:

- discuss and clarify meanings of words

Grammar, punctuation and spelling:

- use commas in a list
- use expanded noun phrase
- use conjunctions 'and', 'but', 'because', 'if' and 'when'
- use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

Writing:

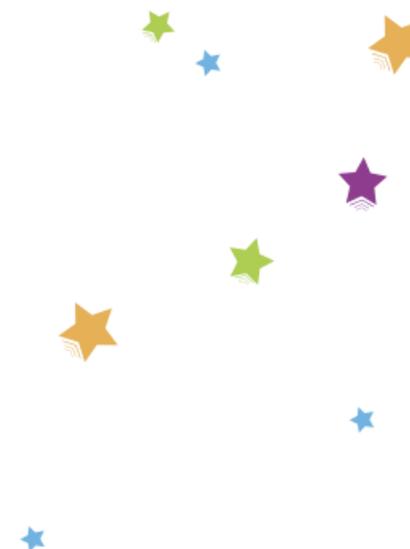
- consider what they are going to write before beginning
- develop positive attitudes towards and stamina for writing
- make simple additions, revisions and corrections to their own writing
- write down ideas and/or key words, including new vocabulary
- write for different purposes – fiction and non-fiction

Related books for wider reading

- *The Tree Lady* by H. Joseph Sessions
- *What a Waste* by Jess French
- *Out of the Box* by Jemma Westing
- *One Plastic Bag* by Miranda Paul

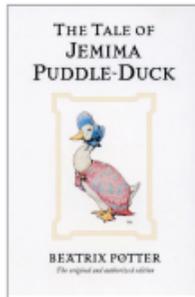
Essential teaching guidance

- Copyright information
- Internet safety – using the internet to research a topic
- Safety outside – visiting forest area



The Tale of Jemima Puddle-Duck by Beatrix Potter

Recommended Year Group: **Year 2**
Recommended Edition: **9780723247784**
Suggested Term: **Spring**



Unit overview

This half term unit is a study of Jemima Puddle-Duck. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story; through activities that explore the effect these might have on readers. The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to create a story about an animal character from their experience or imagination. The children will then use the structure of the Jemima story to introduce their character and describe a difficult situation that gets solved. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- What is determination?
- Who do you trust?
- Who is a good friend?

Writing outcomes

- **Non-fiction writing** (session 3) – to make observations about a chick's development
- **Instructions** (session 5) – to write instructions about how to look after a chick
- **Fact file** (session 7) – to write and present a fact file on different aspects of Beatrix Potter's life
- **Advert** (session 13) – to write an advert for a safe place for Jemima to lay her eggs
- **Diary entry** (session 19) – to write a simple chronological diary about how chicks develop
- **Script** (session 23) – to write a short script based on the story, changing one aspect
- **Description** (session 27) – to describe the Foxy gentleman
- **Final piece: Story about an animal character from their experience or imagination** – (session 29) – to entertain

Themes and cross-curricular links

- **Science** – Different habitats and 'Hatching Project' to observe how chicks grow
- **Computing** – Research information about Beatrix Potter
- **History** – Edwardian England
- **Art** – Drawing pictures of animals from observation
- **Geography** – Use geographical language to compare where Beatrix Potter lived compared with the children

Curriculum coverage

Spoken language:

- To be able to explain, adapt and retell the story
- To discuss different points of view
- To have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- To perform, share, refine and rehearse and perform for others
- To listen carefully to other's performances

Reading

- To listen to, discuss and express views about a story, at a level which may be beyond that which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Make inferences
- Answer, ask questions and find evidence
- Predict what may happen
- Analyse questions for meaning

Grammar, punctuation and spelling

- Learn how to use sentences with different forms
- Expanded noun phrases
- Correct tenses past and present
- Subordination
- Capital letters full stops question marks and exclamation marks

Vocabulary

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

Writing

- Drafting, planning and editing
- Writing a narrative composition
- Writing for different purpose; letters, newspaper articles, adverts
- Rehearsing what they are going to write.
- Planning and rehearsing aloud before writing
- Jotting ideas down and noting key words

Related books for wider reading

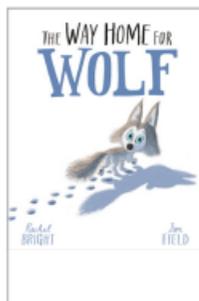
- *Watch it grow Duck* by Barrie Watts
- *The Life Cycle of a Duck (How Things Grow)* by Andrew Hipp
- *The Ugly Duckling* by Hans Christian Anderson
- *Animal Neighbours: Duck* by Stephen Savage

Essential teaching guidance

- *The Tale of Jemima Puddle-Duck* by Beatrix Potter is an out of copyright text and there are examples of the story available online and in print. This unit of work recommends using pictures and words from the edition with the ISBN 9780723247784.
- This unit includes a hatching chick project. It is important to use an ethical company and speak to children about the importance of looking after animals properly and ensuring that they are properly housed after the project.

The Way Home for Wolf by Rachel Bright and Jim Field

Recommended Year Group: **Year 2**
Recommended Edition: **9781408349205**
Recommended Term: **Spring**



Unit overview

This six-week unit is a study of *The Way Home for Wolf*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their readers' thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a diary entry by Wilf the wolf for the end of the story. They complete the sentence 'I knew I was home because...', writing about the feelings and insights Wilf has gained from his travels. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- What is independence?
- What is teamwork?
- Where is home?

Writing outcomes

- **Writing Outcome 1** (session 3) – to write a PowerPoint presenting an aspect of a wolf's life.
- **Writing Outcome 2** (session 8) – to write a winter poem
- **Writing Outcome 3** (session 13) – to write a chronological account of an ice investigation
- **Writing Outcome 4** (session 19) – to write simple instructions on teamwork for the leader of the wolf pack
- **Writing Outcome 5** (session 22) – to write and present a fact sheet on why there aren't wolves in Britain anymore.
- **Writing Outcome 6** (session 26) – to write an alternative ending to Wilf's adventure
- **Writing Outcome 9 Final piece** (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence 'I knew I was home because...'

Related books for wider reading

- *Little Red Riding Hood*
- *The Three Little Pigs*
- A variety of non-fiction material about wolves online or from a library

Themes and cross-curricular links

- **Science** – observing closely, performing simple tests, using their observations and ideas to suggest answers to questions, researching the different habitats and behaviours of wolves, (Revision of Year 1) understanding the seasons, senses
- **Computing** – use technology purposefully to create, organise, store, manipulate and retrieve digital content
- **History** – To know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- **Geography** – use basic geographical vocabulary to refer to key physical features such as mountain, hill, forest, river, valley
- **Design** – generate, develop, model and communicate their ideas through talking and mock-ups
- **Mathematics** – solve problems with addition and subtraction using pictorial representations (Venn diagrams)
- **Physical Education** – master basic movements and working as part of a team

Curriculum coverage

Spoken language:

- Be able to explain, adapt and retell the story
- 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

Reading:

- 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

Grammar, punctuation and spelling:

- Use commas in lists
 - Use subordinating conjunctions
 - Use past and present tense
 - Use verbs
- #### Vocabulary:
- Develop new vocabulary
 - Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Writing:

- 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

Essential teaching guidance

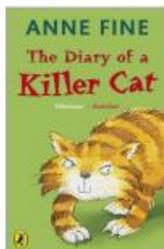
- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit also offers SATs-style questions/preparation, which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth in English lessons. The reading comprehension within the unit of work, as well as the reading aloud to improve fluency and understanding that is threaded through the unit, are also excellent SATs preparation.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.



The Diary of a Killer Cat by Anne Fine



Recommended Year Group: **Year 2**
Recommended Edition: **9780140369311**
Suggested Term: **Summer**



Unit overview

This six-week unit is a study of *The Diary of a Killer Cat*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **Science:** identify and classify different animals, explore and compare the differences between things that are living, things that are dead, and things that have never been alive
- **Mathematics:** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **Computing:** use technology purposefully to create, organise, store, manipulate and retrieve digital content
- **History:** know how cats fit within a chronological framework, looking at differences between ways of life in different periods
- **Geography:** use aerial photographs and plan perspectives to devise a simple plan, and use simple locational and directional language
- **Physical Education:** master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and perform dances using simple movement patterns
- **Art:** produce creative work and explore ideas, becoming proficient in drawing and painting by developing art techniques using colour and pattern

Curriculum coverage

Spoken language:

- Explain, adapt and retell the story
- Discuss different points of view
- Create, devise, improvise and script a range of roles through drama
- Perform, share, refine and rehearse and perform for others
- Listen carefully to others' performances

Reading:

- Listen to, discuss and express views about a story
- Discuss the sequence of events
- Retell the story
- Adapt and develop the story structure
- Make inferences
- Ask and answer questions and find evidence
- Predict what may happen
- Unpick questions to work out what they are asking

Grammar, punctuation and spelling:

- Commas in lists
- Coordinating conjunctions
- Noun phrases
- Progressive forms of verbs

Vocabulary:

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

Writing:

- Draft, plan and edit
- Write a narrative composition
- Write for different purposes
- Rehearse what they are going to write, planning and saying out loud before writing
- Jot ideas down and note key words

Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit also offers SATs-style questions/preparation, which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book being studied in depth in English lessons. The reading comprehension within the unit of work, as well as the reading aloud to improve fluency and understanding that is threaded through the unit, are also excellent SATs preparations.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

Key questions

- How do different characters view the same events?
- What is fair?
- Why have a pet?

Writing outcomes

- **Writing outcome 1** (session 2) – to write a diary entry for Dad on Thursday evening
- **Writing outcome 2** (session 5) – to write a theory for why Tuffy brought Thumper through the cat flap and into the house
- **Writing outcome 3** (session 7) – to write instructions for cleaning up the rabbit
- **Writing outcome 4** (session 14) – to write the blurb to the sequel of *The Diary of a Killer Cat*
- **Writing outcome 5** (session 19) – to write a letter from the vet to Ellie's family
- **Writing outcome 6** (sessions 23) – to write a pamphlet for a new cat owner on how to look after their pet
- **Writing outcome 9** (session 29) – to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of

Related books for wider reading

Fiction

- *The Return of the Killer Cat* by Anne Fine
- *The Killer Cat Strikes Back* by Anne Fine
- *The Killer Cat's Birthday Bash* by Anne Fine
- *Six Dinner Sid* by Inga Moore
- *The Cat in the Hat* by Dr. Seuss
- *Goodbye Mog* by Judith Kerr

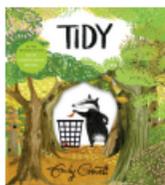
Non-fiction texts

- *Cats and Kittens* by Honor Head
- *The Usborne Little book of Cats and Kittens* by Sarah Kahn
- *Usborne First Pets: Cats and Kittens* by Katherine Starke



Tidy by Emily Gravett/Greta and The Giants by Zoë Tucker and Zoe Persico

Recommended Year Group: Year 2
Recommended Editions: *Tidy* 9781447273998
Greta and the Giants 9780711253759
Suggested Term: Summer



Unit overview

Tidy is a rhyming text that tells the story of Pete – an over-zealous badger who loves tidying. At first we see Pete tidying the summer flowers and snipping off ones that don't quite match, but as the story progresses, Pete's obsession quickly escalates. Autumn arrives and the leaves begin to fall, so Pete sweeps up the leaves, but is still not content. By winter, he has pulled up the trees and concreted over the mud. Through his actions, we see Pete alone, with nothing to eat and nowhere to live. The destruction of the forest prompts Pete to consider the error of his ways. The other animals help to replant the trees so that by spring the wood is thriving once more and the only things in the bin are Pete's cleaning equipment. *Tidy* is a humorous story but one with an important underlying ecological theme. Emily Gravett shows that Pete's actions have serious consequences for the forest. This is depicted through clever, startling images of the forest as Pete's actions take hold – from a mountain of black bin bags to a double page spread of Pete wallowing in sea of mud after digging up all the trees.

Greta and the Giants tells the story of Greta Thunberg – the teenager who has led a global movement to raise awareness about climate change. This story demonstrates how one person can make a difference. Greta begins her campaign against the Giants by simply standing with a sign that says, "STOP". Eventually she is joined by other animals and people and the Giants begin to listen. This story illustrates that by working together we have a powerful voice for change.

The messages and themes of both texts can be used as a starting point to inspire pupils to think carefully about how they can take care of the environment and how they can play their own part in looking after the world in which they live. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- Can I describe what happens?
- What does this mean? What word is similar?
- How do characters change in the story?
- How do you know? Can you explain why?
- How are information books organised?
- What is the theme of the story?
- What is similar? What is different?
- How have I organised my writing?
- How can I improve my writing?
- Can I explain the spelling 'rule'?
- What does this apostrophe tell you? Where should it be used in the word?

Writing outcomes

- **Thought, speech and question bubbles** (Sessions 2, 8, 11, 21 and 23)
- **Writing in role to retell the story** (Session 5)
- **A persuasive letter to Pete** (Sessions 9 and 10)
- **A discussion and debate – Has Pete changed?** (Sessions 12 and 13)
- **A personal reflection** (Session 14)
- **An explanation** (Session 18)
- **A book review** (Session 20)
- **A list of suggestions using bullet points** (Session 24)
- **A news recount** (Sessions 27 and 28)
- **A poem** (Session 30)

Essential teaching guidance

- The picture books selected for this unit of work contains high-quality illustrations. It is recommended that multiple copies of the books are purchased so that the pupils can study and enjoy the illustrations close-up. The pupils should be encouraged to browse, read and return to the books on several occasions so that the layers of meaning explored in the course of the unit can be reinforced through personal enjoyment and pleasure in reading.
- This unit of work has been planned over a six-week period. However, teachers should use their professional discretion, based on their knowledge of their cohort, about how long this may take with their class and adapt accordingly.
- Spoken language lays the foundation for all aspects of the work covered in the unit. Quality time needs to be spent explaining, exploring, discussing and using new vocabulary.
- Explicit modelling is a key component of effective teaching. Skilful practitioners will support modelling using talk or 'think-alouds' to help pupils become aware of the often-implicit processes and decisions encountered in reading and writing.

Themes and cross-curricular links

- **Science** – badgers and other forest animals, learn more about the seasons and how some trees change throughout the year, use simple information books to identify common trees that are native to the UK
- **Design and technology** – a book that has a 'window' in the front cover or a 'peep-through' scene
- **Art** – the work of the sculptor Andy Goldsworthy and how he creates his artwork using natural materials, collecting natural materials from a woodland walk to use in art.
- **Mathematics** – collect measurements on tree heights, trunk circumference, leaf areas and crown spread
- **Drama** – work in role as a character and participate in oral storytelling, use drama to explore a story book setting
- **SMSC** – issues of individual and collective responsibility and the effect our decisions have on our environment, develop understanding and empathy of other people's feelings, turn taking and working collaboratively

Related books for wider reading

A range of fiction books with an ecological theme:

- *In the Forest* by Anouck Boisrobert and Louis Rigaud
- *Dinosaurs and All That Rubbish* by Michael Foreman
- *Window* by Jeannie Baker
- *Dear Greenpeace* by Simon James
- *The Great Kapok Tree* by Lynne Cherry
- *One World* by Michael Foreman
- *The Secret Sky Garden* by Linda Sarah
- *Bee & Me* by Alison Jay
- *The Last Wolf* by Mini Grey
- *Pandora* by Victoria Turnbull
- *This Moose Belongs to Me* by Oliver Jeffers
- *The Great Paper Caper* by Oliver Jeffers

Non-fiction Texts:

- *How to be an Eco-Hero* by Anne Rooney
- *Under the Canopy* by Iris Volant and Cynthia Alonso
- *Save the Animals* by Deborah Chancellor
- *Acorn to Oak Tree* by Rachel Tonkin
- *British Trees* by Victoria Munson
- *The Woodland* by Lisa Regan
- *Ten Things I Can Do to Help My World* by Melanie Walsh