

Rumble in the Jungle : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To use non-fiction texts to research a topic.	In this lesson, children begin by using a non-fiction text on zebras to decide if a statement given is true or false. They then learn how to research information about a chosen jungle animal using a factsheet. Children are taught how to use mind-mapping to record their research and how to re-write factual information found in their own words. At the end of the lesson, children use a range of sentence starters to tell each other facts they have found out.	<ul style="list-style-type: none"> Can the children explain the difference between true and false? Can the children decide if a statement is true or false by finding evidence in a text? Can the children identify facts from a non-fiction text and record them in their own words? 	<p>Slides</p> <p>Flip-chart and marker pen / whiteboard and pen</p> <p>Reading Text 1A/1B/1C/1D/1E/1F/1G/1H</p> <p>Mind Map Sheet 1A/1B/1C</p> <p>Fact Cards 1A/1B/1C/1D/1E/1F/1G/1H</p>
Lesson 2	To perform a poem aloud effectively.	This lesson begins with an activity on apostrophes for omission. Then, children learn how to perform a verse to a poem aloud, keeping to a regular rhythm. They discuss ways to enhance the performance of the verse such as adding actions or varying volume. In the main part of the lesson, they work with a partner to prepare their own performance of a verse from 'Rumble in the Jungle' which they subsequently perform and evaluate.	<ul style="list-style-type: none"> Can the children use apostrophes for omission correctly? Can the children perform a poem aloud with rhythm and expression? Can the children evaluate their own and each other's performance of a poem? 	<p>Slides</p> <p>'Rumble in the Jungle' (not provided)</p> <p>Mini-whiteboards and pens / scrap paper and pencils</p> <p>Performance Notes Sheet (enlarged onto A3 if possible)</p> <p>Performance Help Sheet</p> <p>Performance Challenge Sheet</p>
Lesson 3	To explore rhyming words in poems.	To begin this lesson, children work with a partner to match up the rhyming pairs in a set of words. They then analyse rhyming in the first two verses of the poem. Then, they listen to the rest of the poem and record rhyming words they hear. In the main part of the lesson, children complete lines with rhyming words.	<ul style="list-style-type: none"> Can the children identify pairs of words which rhyme? Can the children use the language of poetry to describe a rhyming pattern? Can the children suggest other words which rhyme with a given word? 	<p>Slides</p> <p>'Rumble in the Jungle' (not provided)</p> <p>Mini-whiteboards and pens / scrap paper and pencils</p> <p>Worksheet 3A/3B/3C</p> <p>Colouring pencils</p> <p>Rhyming Word Cards (FSD? activity only)</p> <p>Worksheet 3D (FSD? activity only)</p>
Lesson 4	To explore syllable patterns in poetry.	This lesson starts with a game of '4 in a row' to revise rhyming words. Then, children practise identifying the number of syllables in the names of various jungle animals. They then investigate the syllable pattern in the verses of 'Rumble in the Jungle'.	<ul style="list-style-type: none"> Can the children identify the number of syllables in a given word? Can the children identify the number of syllables in a given line? Can the children notice patterns in the number of syllables which occur in a poem? 	<p>Slides</p> <p>'Rumble in the Jungle' (not provided)</p> <p>Sticky notes and marker pen</p> <p>Worksheets 4A/4B/4C</p> <p>Syllable Cards</p> <p>Jungle Trail Sheet and Syllable Record Sheet (FSD? activity only)</p>
Lesson 5	To use similes to describe.	In this lesson, children generate lists of verbs for various jungle animals. They then learn what a simile is and what makes an effective one. They then have a go at writing their own similes for various jungle animals. At the end of the lesson, they match up simile starters with the correct ending. Higher-ability children are challenged to suggest their own alternatives.	<ul style="list-style-type: none"> Can the children suggest suitable verbs for a given animal? Can the children explain what a simile is? Can the children develop appropriate similes for a given noun? 	<p>Slides</p> <p>Whiteboard and pen / flip chart and marker</p> <p>Worksheets 5A/5B/5C/5D</p> <p>Riddles Sheet (FSD? activity only)</p>
Lesson 6	To use a structure to plan a verse for a poem.	In this lesson, children revise what a syllable is and play a matching game where they must correctly match a jungle themed word with the number of syllables it has. They then practise using the structure of verses in 'Rumble in the Jungle' to write their own versions.	<ul style="list-style-type: none"> Can the children identify the number of syllables in a given word? Can the children follow a structure to write their own verse to a poem based on one read? Can the children evaluate their own and each other's work? 	<p>Slides</p> <p>Matching Game</p> <p>Matching Game Instructions</p> <p>Planning Sheets 6A/6B/6C</p> <p>Worksheet 6A (FSD? activity only)</p>
Lesson 7	To write and perform a verse for a poem.	In this lesson children return to the verses they wrote and choose their favourite one. They edit their writing and then write it up neatly on a writing frame. At the end of the lesson, they work with a partner to perform their verses to the class.	<ul style="list-style-type: none"> Can the children match simile starters to an appropriate ending? Can the children edit and improve their writing? Can the children perform a poem aloud effectively? 	<p>Slides</p> <p>Writing Frame</p> <p>Performance Help Sheet</p> <p>Performance Challenge Sheet</p> <p>Laptops / computers (FSD? activity only)</p> <p>Colouring pencils (optional)</p>

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Reading - word reading	
<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes 	<ul style="list-style-type: none"> read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading
Reading - comprehension	
<ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> develop their understanding of the concepts set out in English Appendix 2 by: <ul style="list-style-type: none"> learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) learn how to use: <ul style="list-style-type: none"> sentences with different forms: statement, question, exclamation, command expanded noun phrases to describe and specify (for example, the blue butterfly) the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) the grammar for year 2 in English Appendix 2 some features of written Standard English use and understand the grammatical terminology in English Appendix 2 in discussing their writing
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> 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 learning to spell more words with contracted forms learning the possessive apostrophe (singular) [for example, the girl's book] distinguishing between homophones and near-homophones add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly apply spelling rules and guidance, as listed in English Appendix 1 write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> 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 (A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1) Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> 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 <p>TEXT</p> <ul style="list-style-type: none"> 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]
<ul style="list-style-type: none"> writing narratives about personal experiences and those of others (real and fictional) writing about real events writing poetry writing for different purposes planning or saying out loud what they are going to write about writing down ideas and/or key words, including new vocabulary encapsulating what they want to say, sentence by sentence evaluating their writing with the teacher and other pupils 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 proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] read aloud what they have written with appropriate intonation to make the meaning clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> 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] <p>TERMINOLOGY FOR PUPILS</p> <p>noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma</p>