

# The Colour Monster : English : Year 2

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To understand the different emotions in the story	After a brief discussion about what an emotion is, children are introduced to the book, <i>The Colour Monster</i> . As a class, they will discuss the events in the story, and the different emotions the Colour Monster feels. In their independent activities, children identify emotions according to the colour of the monster, and write a short explanation of why he might be feeling each one. The alternative activity challenges children to sort given scenarios according to what emotion they would evoke.	<ul style="list-style-type: none"> <li>Can children discuss what happens in the story?</li> <li>Can children relate to the emotions mentioned in the book?</li> <li>Can children talk about how different situations could lead to feeling each of these emotions?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Colour Monster</i> by Anna Llenas (not provided)</li> <li>Worksheet 1A/1B/1C</li> <li>Colouring pencils</li> <li>Scenario Circles (FSD? activity only)</li> <li>Emotion Jars (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To explore the emotions of happiness and sadness	In this lesson, after looking at how the emotions of happiness and sadness are described in <i>The Colour Monster</i> , children will discuss their own views and opinions of these two emotions. They will then look at synonyms for 'happy' and 'sad', and talk about the amount of emotion they think each word expresses. Children will explore this idea further in their independent activities where they sort and order given synonyms for happy and sad.	<ul style="list-style-type: none"> <li>Can children explain how happiness and sadness feels for them?</li> <li>Do children know some other synonyms for 'happy' and 'sad'?</li> <li>Can they begin to discuss how much of the emotion each synonym expresses?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Colour Monster</i> by Anna Llenas (not provided)</li> <li>Word Bank 2A/2B</li> <li>Worksheet 2A/2B</li> <li>Emotion Cards (FSD? activity only)</li> <li>Continuum Cards (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To explore the emotions of anger and fear	Children will focus on the emotions of anger and fear in this lesson. After looking at how they are described in <i>The Colour Monster</i> , children will discuss their own views and opinions of these two feelings, before looking at ways to cope with them. In their independent activities, children are given different scenarios involving fear or anger, and are challenged to offer advice on how to cope with the situation.	<ul style="list-style-type: none"> <li>Do children understand that it is normal and healthy to feel emotions like fear and anger?</li> <li>Can children talk about how the emotions of fear and anger can make them feel?</li> <li>Do children know some coping strategies for dealing with fear and anger?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Colour Monster</i> by Anna Llenas (not provided)</li> <li>Worksheet 3A/3B/3C</li> <li>Emotion Explorer Cards</li> <li>Traffic Light System Cards</li> <li>Calming Ideas Cards</li> <li>Role-play Cards (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To know ways to help us feel calm	This lesson focuses on the feeling of calmness. After briefly discussing what 'calm' feels like, and the benefits of it, children will try out a carousel of calming activities, then discuss which one works best for them. In the alternative activity, children are challenged to design a calm corner for the classroom.	<ul style="list-style-type: none"> <li>Do children understand what 'feeling calm' means?</li> <li>Do children know some different calming activities that they can do?</li> <li>Can children identify which calming activity works best for them?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Colour Monster</i> by Anna Llenas (not provided)</li> <li>Meditation Instructions (Adult-led)</li> <li>Breathing Activity Sheets</li> <li>Mindful Colouring Cards</li> <li>I am Thankful for... Sheet</li> <li>Calm Corner Design Sheet (FSD? activity only)</li> </ul>
<b>Lesson 5</b>	To add a new emotion to the story	In this final lesson, children will look at how each emotion is described in the book, and together will use this structure to create a similar section for the feeling of love. In their independent activities, children will choose a different emotion and write about it using this structure, creating a new section of the book about it.	<ul style="list-style-type: none"> <li>Can children discuss the structure that is used throughout the book to describe each emotion?</li> <li>Can children use this structure to write about a different emotion?</li> <li>Can children listen to each other's ideas and say whether this is how they experience the emotion?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li><i>The Colour Monster</i> by Anna Llenas (not provided)</li> <li>Book Template 5A/5B</li> <li>Follow the Structure... Help Card</li> <li>Emotion Dice (FSD? activity only)</li> </ul>

# The Colour Monster : English : Year 2



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