

A Report On Autumn 2023 Writing

At the end of this unit of work pupil will understand the genre of a report and will have produced a report on autumn.

**Pupils will be able to understand new vocabulary:** *meteorological, abnormal, hibernation, migrate, harvest,*

**Disciplinary Knowledge:** formation and punctuation of questions, use of adjectives to describe autumn visually, write in paragraphs accurately, using a thesaurus accurately, identification of nouns, identifying and using accurate punctuation such as full stops, commas and capital letters (not for seasons).

**Substantive Knowledge:** spokes on a wheel plan, adjective use, synonyms, recitation of rhymes and poems to gather information to use in our report.

<p><b>Tier 1 Vocabulary</b></p> <ul style="list-style-type: none"> <li>leaves</li> <li>trees</li> <li>conker</li> <li>seeds</li> <li>red</li> <li>yellow</li> <li>months</li> <li>September</li> <li>October</li> <li>November</li> <li>Brown</li> <li>Orange</li> <li>Smooth</li> <li>Shiny</li> <li>Cold</li> <li>darkness</li> </ul>	<p><b>Tier 2 Vocabulary</b></p> <ul style="list-style-type: none"> <li>weather</li> <li>autumn</li> <li>winter</li> <li>summer</li> <li>spring</li> <li>seasons</li> <li>Crimson</li> <li>mahogany</li> <li>Golden</li> <li>Nature</li> <li>Bare</li> <li>Vivid</li> <li>Vibrant</li> <li>Blustery</li> <li>Flaming</li> <li>Russet</li> <li>Scarlet</li> </ul>	<p><b>Tier 3 Vocabulary</b></p> <ul style="list-style-type: none"> <li>equinox</li> <li>migration</li> <li>hibernation</li> <li>meteorological</li> <li>temperature</li> <li>anomaly</li> <li>abnormal</li> <li>astronomical</li> <li>thermometer</li> <li>degrees Celsius</li> <li>chlorophyll</li> </ul>
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Lesson:	Vocabulary	Key Questions and Focus Of The Lesson	Fundamental Principles And Teaching Techniques: to ensure that work is of a high standard from all pupils.
1	abnormal, weather, anomaly astronomical meterological weather temperature	<p>Introduction of genre and focus on autumn- why are we looking at this? Discuss the abnormal weather- highlight spelling- who else thought it was strange? why?</p> <p>Discuss audience and purpose of the report- why are we writing this? who is this for?- look at reports of the last heatwave (history- to be remembered in years to come)!</p> <p>Look at spokes on a wheel (this is how write a report). explain features and how it helps us to write. What would happen if we didn't have a plan?- explicit explanation.</p> <p>Children to write their own plan for their report:                      para 1 introduction (middle of wheel)- defining autumn (use answers from our questions)                      para 2 science (what happens in autumn concerning animals, nature)                      para 3 beauty of autumn (describing using our poems, rhymes,                      para 4- conclusion (separate- not on the wheel) (ending with rhetorical question)</p>	<p>Clear expectations for listening – repeating and learning the information. Clear bite-size instruction and explanation from the teacher using parts of video's where appropriate. Behave from all pupils is exemplary and comments are made on sitting and listening. Bite sized chunks of knowledge making time for repetition discussion and</p>
2	informative information description, descriptive	<p>discuss the differences between the science of autumn and the beauty of autumn-. Look through autumn powerpoint and information. How do we know what we would put in our science paragraph or our descriptive paragraph.</p> <p>Look through the information and model thinking whether one bit of information is descriptive or informative. Our informative information will go in our scientific paragraph and our descriptive information will go in our beauty paragraph.</p>	
3	How, what , where, why, when, can you?	<p>recap prior learning of questions, how do we know it is a question in text? how do we know it's a question in speech (intonation)- modelled. Look closely at punctuation and explain to children why we have it. What question words are used when asking questions?</p>	

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	<p>Do you? is there?</p> <p>harvest, diet, celebrations, nature,</p>	<p>Look through PPT at pictures from autumn. Can we think of questions we could ask about the pictures?- scaffold by having question words/phrases on the board to choose from. T to What would we like to know about autumn so we can include in our report?</p> <p>Chn to use partners to formulate questions and share with class. T to model some on the board.</p> <p>Children to write questions in their book.</p> <p>Use research and answers to find answers for paragraph one</p>	<p>rehearsing in pairs.</p> <p>Emphasis on learning and exploring key vocabulary.</p> <p>Writing of date and modelling of key letters e.g. in January.</p>
4	<p>astronomical meteorological anomaly temperature weather season</p> <p>deciduous tree hibernation migration autumn equinox</p>	<p>Time to recap the statements collected based on our questions- look back at the plan, do we have the statements we need for the first paragraph? Does it explain what a season it? when autumn is?</p> <p>Watch <a href="https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd">https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd</a> and collect facts that are shown (animals hunting and storing food, shorter days with less daylight, heavy rain swells rivers and causes flooding, deciduous trees shed leaves making food for worms/fungi).</p> <p>Read factfile (made by EE) to find out more scientific facts. Underline new keywords with coloured pencil- explain this will help us to find information that we have already read quickly.</p> <p>Children to collect facts they want to use and write on spokes on a wheel in note form. T. to model this on the board first- including thinking aloud about which fact we want to pick and having our finger on the key words involved.</p>	<p>Demonstration and insistence on high standards of construction and presentation</p> <p>Finger under words to copy words – insist accurate.</p> <p>The vocabulary is broken down, it is revised and used in writing</p>
5	<p><i>adjective synonym</i></p> <p>red, brown, orange, golden, smooth, shiny, cold, wet, colourful, bare,</p>	<p>T to explain that we are going to collect description to use in our Beauty Of Autumn paragraph.</p> <p>Rewatch <a href="https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd">https://www.bbc.co.uk/teach/class-clips-video/how-autumn-weather-affects-the-behaviour-of-british-animals-and-plants/z6h6nrd</a> and pick out parts that were highly descriptive. What objects did we see? List the nouns in our books.</p> <p>Explain how we need 2 or more adjectives to describe a noun to make an expanded noun phrase.</p> <p>Teacher show different adjectives for autumn (listed beside)- we need to find synonyms for these boring adjectives to make our description exciting to read.</p>	<p>End products – handwriting and colouring is beautifully presented</p>

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6	Cline, effectiveness	<p>Clines- Using to synonyms found yesterday, T to teach explicitly about effectiveness of words. Why would we want to use wet instead of cold when we could use words such as brisk? T to model using a cline and show how it orders words from most effective to least. This will help us choose better words in our descriptive paragraph.</p> <p>Chn to use Clines to sort synonyms by effectiveness.</p>	
7	cumulatively re-read, punctuation, sense,	<p>Write our introduction by recapping our statements made (photocopy for chn who struggle looking back in book) T to model how to use the word mat. T to model using a range of sentence starters from the word mat- how to we use these? Should it all sound the same?</p> <p>T to explain the process of writing and remind how we should all re-read our sentence after completing it, asking ourselves the important questions- does it make sense? CL and . ? are keywords spelt correctly?</p> <p>T to point out the conjunction on the word mat and how these extend our sentences- can we use these to make our sentences longer.</p>	
8		<p>Move onto our Science Of Autumn paragraph. Using the facts we collected onto the spokes, can we write a full paragraph explaining to others, the science of autumn.</p> <p>T to walk around and think aloud about including different information onf hibernation, migration, meteorological changes such the drop in temperatures and astronomical changes such as the autumn equinox and the shorter days.</p> <p>remind chn to re-read after every sentence to spot mistakes.</p>	
9	Some people, others think	<p>Discuss opinion and facts to children- explain that in our conclusion we will explain what <b>some</b> people think and then what <b>others</b> think. We will end on asking the reader a question that they can't answer us back- this is a rhetorical question.</p> <p>Draft our short conclusion</p>	
10		<p>Use the lesson to provide feedback to children on their writing- did we use a range of conjunctions? Did we find facts that were appropriate and teach the reader (link to purpose of report).</p>	

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		Chn check and edit their work before writing up in neat.	
11		Write work up in neat and sketch <u>autumn art pictures to go with writing</u>	

Autumn nouns	Autumn Adjectives and synonyms	
acorn apples bee birds blackberries breeze coat conker darkness drizzled equinox festival fields fireworks geese gingerbread gloves hay bales hedgehog hedgerow hot chocolate leaves pumpkins rain rake river	smooth- shiny- crinkly- crunchy- cold- brisk golden- changing- transforming, bright- vivid, vibrant yellow- amber, saffron windy- blustery, red- russet, scarlet, flaming  *impressive higher level words* resplendent- brightly coloured in an impressive way invigorating kaleidoscopic	smooth sleek polished shiny glimmering lustrous glossy gleaming sparkling crackly crunchy crispy glowing luminous golden glittering luscious ripe succulent dazzling windy blustery gusty windswept rainy drizzly

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<p>scarf season soup squirrel sunshine trees weather wind</p>		<p>stormy radiant bright vivid vibrant flaming crimson bitter bleak brisk frosty raw bare exposed chilly resplendent magnificent maroon copper claret burnished russet brown bronze barren arid desolate stark chocolate mahogany</p>
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