Non-fiction Unit 2.2 *Does Chocolate Grow on Trees?*

About this unit:
In this unit, the children explore the big question: *Does chocolate grow on trees?* They read the interactive eBook, finding information and exploring the layout of explanation texts. They answer the big question, planning and writing their own explanation texts based on a model.

Stimulus synopsis: *Growing Chocolate*
Just where does chocolate come from? This unit lets you follow its journey all the way from cacao bean to delicious treat! This interactive eBook includes pop-up fact boxes, animation, videos and supplementary text to engage children and support learning.

Spelling list:
NF AR 2.2.1 Spelling List: Does Chocolate Grow on Trees?

Recommended grammar activities:

Revise: Y2_07 Coordinating sentences

New: Y2_12 Using suffixes 1 (-ful and -less)
                 Y2_16 Using suffixes 2 (-ness)
                 Y2_17 Using commas in a list

Other sessions available in the Lesson Bank:

Sentence grammar 2: Commas
Introduce commas in lists

Class 1 & 2 **Literacy Non-Fiction Medium Term Plan – Spring Term 1** **Miss Endersby & Mr Jackson**

	Day 1	Day 2	Day 3	Day 4	Day 5
	Comprehension 1 *Discuss the Big Question* *Introduce the eBook as an explanation text*	**Comprehension 2** *Select and explain information from non-fiction to support thinking*	**Depth Focus 1:** **Explanation texts** *Explore the layout of an explanation text*	**Comprehension 3** *Discuss information in eBook as a group* *Use captions*	**Depth Focus 2:** **Glossaries** *Use a glossary to understand technical words*
	Objective				
Week 1	Draw on what they already know/background information/information provided by teacher	Listen to and discuss a wide range of text types; Check that text makes sense and correct inaccurate reading; Make predictions	Check that text makes sense and correct inaccurate reading; Explain clearly their understanding of what is read to them	Participate in discussions and listen to others; Write for different purposes	Read most words quickly and accurately; Draw on what they already know/background information/information provided by teacher; Write for different purposes
	Spoken Language				
	Consider and evaluate different viewpoints	Articulate and justify answers	Consider and evaluate different viewpoints	Participate actively in conversations	Listen and respond appropriately
	Success Criteria				
	I can discuss the Big Question I understand that the eBook is an explanation text	I can select and explain information from non-fiction to support my thinking	I can explore the layout of an explanation text	I can discuss information in the eBook as a group I can use captions	I can use a glossary to understand technical words

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	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	**Short composition (Day 1)** *Create success criteria for flow chart* *Discuss and record ideas for a simple flow chart*	**Short composition (Day 2)** *Create a simple flow chart with captions*	**Comprehension 4** *Ask and answer questions to find out more information*	**Depth Focus 3: Adjectives** *Identify and use adjectives correctly* *Understand the term 'adjective'*	**Sentence grammar 1: Extended noun phrases** *Use extended noun phrases to create a slogan*
	Objective				
	Write for different purposes; Encapsulate what they want to say, sentence by sentence	Write for different purposes; Write down ideas and/or key words, including new vocabulary	Answer and ask questions; Plan/say out loud what they are going to write about	Read most words quickly and accurately; Use and understand the grammatical terminology in Appendix 2 in discussing their writing	Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly]
	Spoken Language				
	Consider and evaluate different viewpoints	Consider and evaluate different viewpoints	Ask relevant questions; Build their vocabulary	Consider and evaluate different viewpoints	Consider and evaluate different viewpoints
	Success Criteria				

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	I can create success criteria for a flow chart I can discuss and record ideas for a simple flow chart	I can create a simple flow chart with captions	I can ask and answer questions to find out more information	I can identify and use adjectives correctly I understand the term 'adjective'	I can use expanded noun phrases to create a slogan
	Day 11	**Day 12**	**Day 13**	**Day 14**	**Day 15**
	Long composition (Day 1) *Discuss success criteria for explanation texts* *Collect information for an explanation text*	**Long composition (Day 2)** *Plan the features and layout of their explanation text*	**Long composition (Day 3)** *Write an explanation text using notes*	**Long composition (Day 4)** *Revise, edit and evaluate their explanation text*	**Consolidation** *Discuss and answer the Big Question*
	Objective				
Week 3	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary	Write for different purposes; Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary	Write for different purposes; Encapsulate what they want to say, sentence by sentence; Plan/say out loud what they are going to write about	Evaluate their writing with the teacher and other pupils; Proof-read to check for errors	Explain clearly their understanding of what is read to them; Listen to and discuss a wide range of text types
	Spoken Language				
	Articulate and justify answers; Give well-structured descriptions, explanations and narratives; Consider and evaluate different viewpoints	n/a	Listen and respond appropriately	Articulate and justify answers	Speculate, hypothesise, imagine and explore ideas

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Success Criteria				
I can discuss success criteria for an explanation text I can collect information for an explanation text	I can plan the features and layout of my explanation text	I can write an explanation text using notes	I can revise, edit and evaluate my explanation text	I can discuss and answer the Big Question