

Non-fiction Unit 2.1 *All About Orang-utans*

About this unit:

In this unit, the children explore the Big Question: Could you keep an orang-utan as a pet? They read the interactive eBook All About Orang-utans, asking questions and collecting facts. They research other animals in 'expert groups' and present their findings. They learn about imperatives and how they are used in commands and instructions, writing their own instructions to tell someone how to care for a pet. In the long writing task, they design and write their own mini non-fiction book or report and make this into an eBook.

Stimulus synopsis: *All About Orang-utans*

A report about orang-utans: where they live, what they eat and how they grow.

This interactive eBook includes pop-up fact boxes, animation, videos and supplementary text to engage children and support learning.

Spelling list:

[NF AR 2.1.1 Spelling List: All About Orang-utans](#)

Recommended grammar activities:

Revise: [Y2_02 Saying sentences](#)
[Y2_03 Introducing verbs](#)
[Y2_04 Introducing nouns](#)

New: [Y2_05 Revising capital letters](#)
[Y2_06 Different sorts of sentences](#)
[Y2_07 Coordinating sentences](#)
[Y2_10 Adjectives](#)

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Class 2

Literacy Non-Fiction Medium Term Plan – Autumn 2

Mrs Davis

	Day 1	Day 2	Day 3	Day 4	Day 5
	Comprehension 1 <i>Ask questions as motivation for reading non-fiction</i>	Comprehension 2 <i>Select and explain ideas from non-fiction to explain thinking</i>	Comprehension 3 <i>Take part in group discussion and take turns listening to others</i>	Comprehension 4 <i>Discuss and answer the Big Question</i>	Comprehension 5 <i>Read non-fiction to find answers to questions</i>
	Objective				
	Listen to and discuss a wide range of text types	Explain clearly their understanding of what is read to them	Participate in discussions and listen to others; Explain clearly their understanding of what is read to them	Participate in discussions and listen to others; Use present and past tenses	Explain clearly their understanding of what is read to them
	Spoken Language				
	Ask relevant questions; Build their vocabulary; Articulate and justify answers	Articulate and justify answers; Give well-structured descriptions, explanations and narratives	Participate actively in conversations; Consider and evaluate different viewpoints	Ask relevant questions; Build their vocabulary; Speculate, hypothesise, imagine and explore ideas	Listen and respond appropriately; Articulate and justify answers
	Success Criteria				
	I can listen to and discuss a wide range of text types	I can explain clearly my understanding of what is read to me	I can participate in discussions and listen to others; I can explain clearly my understanding of what is read to me	I can participate in discussions and listen to others; I can use present and past tenses	I can explain clearly my understanding of what is read to me
Week 1					

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	Day 6	Day 7	Day 8	Day 9	Day 10
Week 2	<p>Sentence grammar 2 <i>Identify and verbally construct commands and instruction style sentences</i></p> <p><i>Recognise and identify imperatives in instructions</i></p>	<p>Short composition 1 <i>Write instructions (using commands) to tell a child how to care for a pet</i></p>	<p>Long composition: Day 1 <i>Plan and organize ideas for a report or mini non-fiction book about an animal</i></p>	<p>Long composition: Day 2 <i>Write a mini non-fiction book or report (using features noted when reading)</i></p>	<p>Long composition: Day 3 <i>Evaluate, revise and proof-read writing</i></p>
	Objective				
	Learn how to use sentences with different forms: statement, question, exclamation, command	Write for different purposes; Encapsulate what they want to say, sentence by sentence; Evaluate their writing with the teacher and other pupils	Plan/say out loud what they are going to write about; Write down ideas and/or key words, including new vocabulary; Use present and past tenses	Write for different purposes; Encapsulate what they want to say, sentence by sentence; Reread what they have written to check that it makes sense; Use present and past tenses	Evaluate their writing with the teacher and other pupils; Reread what they have written to check that it makes sense; Proof-read to check for errors
	Spoken Language				
	Listen and respond appropriately	Articulate and justify answers; Participate actively in conversations; Consider and evaluate different viewpoints	Participate actively in conversations; Consider and evaluate different viewpoints	Listen and respond appropriately; Speak audibly and fluently using Standard English	Articulate and justify answers; Consider and evaluate different viewpoints
	Success Criteria				
	I can use sentences with different forms: statement, question, exclamation, command	<p>I can write for different purposes;</p> <p>I can encapsulate what I want to say, sentence by sentence;</p> <p>I can evaluate my writing with the teacher and other pupils</p>	<p>I can plan/say out loud what I am going to write about;</p> <p>I can write down ideas and/or key words, including new vocabulary;</p> <p>I can use present and past tenses</p>	<p>I can write for different purposes;</p> <p>I can encapsulate what I want to say, sentence by sentence;</p> <p>I can reread what I have written to check that it makes sense;</p>	<p>I can evaluate my writing with the teacher and other pupils;</p> <p>I can reread what I have written to check that it makes sense;</p> <p>I can proof-read to check for errors</p>