

Key Stage Two Vocabulary

This 10-lesson course is aimed at Key Stage Two level students in the final years of primary school. It will enable the students to build on their vocabulary skills and knowledge. The students will explore vocabulary in the context of non-fiction texts, fiction stories, poems and song. This will allow them to develop their understanding of language through reading, writing and creative strategies such as games and art.

Each lesson will begin with a starter activity 'Word of the Day' in which they will be given an ambitious word to discover the definition of, as well as the synonyms, antonyms and more. They will then move on to explore the theme of that lesson, along with a word list related to that theme. The student and teacher will work together to define this list. Then, read and understand a short story, extract or text together. This moves them onto a final writing task, completed with the support of the teacher. After each lesson the student will be required to submit a written task for homework using the same word list. Also, a task on the KS2 Next 200 High Frequency Words. These are words that appear most often in English writing and are essential for understanding.

As with all courses designed by Teach In Time, this course is benchmarked against the British National Curriculum for English Language

Lesson	Lesson Theme	Lesson Content and Homework	Word List	Reading Word List
1	Animals	Mix and Match activity using animal pictures and descriptions Tell me an animal which is... Read 'The Ugly Five' Fill in the blanks for new animals HW: Choose an animal for each word on the word list and use it in a descriptive sentence.	Colossal Miniature Endangered Speckled Camouflaged Robust Elegant	Dawned, plain, grooming, glorious, divine, graceful, ambled, trampling, ugly, specimen, grotty, giggles, groans, hideous, revolting, gruesome, bristly, horrible, dreadful, gangly
2	Mythical Creatures	Mythical Creature word search – how many of these do you know already? Discuss features of them Read 'Theseus and the Minotaur' Create a Mythical Creature Activity Describe creature – mind map style and fill in blanks HW: Write a detailed description of your creature using the word list.	Mythical Creature Wings Prongs Scales Talons Nostrils Fangs	Minotaur, scroll, Athenian, Athens, sword, string, maze, island, ship, sea, sail, fighting, sleeping, palace, Crete, wreak havoc, prevent, monster, avoid, exchange, offered,
3	Character – Charlie Bucket and Willy Wonka	Reverse description game Read Chapter 1 extract from 'Charlie and the Chocolate Factory' Discuss Charlie and his life and family Fill in the blanks - write description of Charlie together with word list Watch video clip from movie – compare to book descriptions Read Chapter 14 extract on Wonka *Create word list for Willy Wonka together in class HW: Use the word list made in class to write a description of Willy Wonka.	Kind-hearted Caring Selfless Optimistic Obedient Respectful Poor *Create Wonka word list in class.	Chapter 1- starve, satisfying, cabbage, munching, greedily, torture, saved up, nibble, treasure, factory Chapter 14- Extraordinary, top hat, tail coat, velvet, cane, goatee, jerky, flutey, trotting,

4	Me, Myself and I	<p>Teacher describes themselves using picture on the board</p> <p>Student's turn – draw a picture first and then describe</p> <p>Watch 'The Reflection in Me' video</p> <p>Create similes together</p> <p>Read and explore 'Me, Myself and I' poem</p> <p>Fill in blank spaces with own description of self</p> <p>HW: Write your own poem using your word list descriptions.</p>	<p>Children create their own word list!</p> <p>(E.g. petite, young, generous, intelligent, dark hair, blue eyes...)</p>	<p>Surprisingly, grand, wild, wrinkles, flaws, expectations, applause, aging, leap, hopes, dreams, smartest, prettiest, limp, airs, experience</p>
5	5 Senses	<p>Which body part relates to each sense?</p> <p>Touch them on your body!</p> <p>Look around you- what can you see?</p> <p>Smell? Touch? Taste? Hear?</p> <p>Read Setting Description extracts and analyse.</p> <p>Write own setting description.</p> <p>HW: Write Haunted House setting description using the 5 senses.</p>	<p>Sight</p> <p>Smell</p> <p>Taste</p> <p>Touch</p> <p>Hear</p> <p>Eyes</p> <p>Nose</p> <p>Tongue</p> <p>Hands</p> <p>Ears</p>	<p>Crunched, earthy, nostrils, topmost, reached, wooden, tapestry, marble, balconies, crystalline, mist, monumental, vanish, oasis, oppressive, stifling, forest floor, singing</p>
6	Remarkable Rainforest	<p>Rainforest video clip – use your senses to describe what you can see and hear.</p> <p>What do you think you could smell, taste and touch?</p> <p>Spot the animal! – Rainforest picture</p> <p>Read 'Rainforest Calling' extract.</p> <p>Describe rainforest from animal POV</p> <p>HW: Use the story starter to write a descriptive short story imagining you are walking through the rainforest using the word list.</p>	<p>Humid</p> <p>Dense</p> <p>Exotic</p> <p>Vines</p> <p>Wildlife</p> <p>Sun-dappled</p> <p>Canopies</p> <p>Foliage</p>	<p>Shades, narrow, waxy, tumbling, diamonds, roots, broad, solar panels, weave, knotted, dazzlingly, magnificent, river, perch, nasties, creeping, dreadful, vanishing</p>
7	Emotions	<p>How are you feeling? Have you felt this way all day? Emotions change all the time – discuss</p> <p>'I spy...' emotions picture task</p> <p>Read 'Enzo's Egg' story together – how does his emotions change throughout the story?</p> <p>HW: Keep an 'Emotions diary' for the next week. Each day you should use the word list – or your own words – to describe how you feel. You can also explain why.</p>	<p>Anxious</p> <p>Joyful</p> <p>Carefree</p> <p>Flabbergasted</p> <p>Repulsed</p> <p>Dejected</p> <p>Delighted</p> <p>Enraged</p>	<p>Space, noisy, shout, cry, reflect, worried, help, distract, cheer, alone, alone, heal, patient, forcing, encouraged, freedom, withdrawn, friendship. Supported, loved</p>
8	Food	<p>Describe your lunch from today</p> <p>Group the foods</p> <p>Watch Ratatouille clip – how does he describe the food he eats?</p> <p>Read 'Hunger Games' extract food description – why is it effective?</p> <p>Describe the food in the picture</p> <p>HW: Try a food you have never tasted and write a food review using the word list.</p>	<p>Sweet</p> <p>Salty</p> <p>Sour</p> <p>Astringent</p> <p>Bitter</p> <p>Pungent</p> <p>Bland</p>	<p>Spreads, slices, soft, bread, cheese, basil, seeping, warm, berries, bursting, supper, bakery, dense, grain, rations, crust, fragrance, saliva, delicate</p>

9	Movement	<p>Can you act out each word from the word list?</p> <p>Describe when these movements may be used</p> <p>Read 'Voices in the park' story together. How do the movements change for each character and situation? Create character profiles using their movement words. What does it tell us about them?</p> <p>HW: Create a movement diary over the week using the word list.</p>	<p>Stroll</p> <p>Trudge</p> <p>Dash</p> <p>Scurry</p> <p>Collapse</p> <p>Prance</p> <p>Halt</p>	<p>Pedigree Labrador, walk, arrived, lead, scruffy mongrel, bothering, shooed, chased, ordered, planning, disappeared, frightful, settled, chatted, boring, climbing, pleased, played, wimp, friendly, burst out</p>
10	Materials	<p>Go and find an object that is...</p> <p>Read 'The Three Little Wolves and the Big Bad Pig' – alternate version of the story. How do the materials used compare?</p> <p>Design and describe your own house using the word list.</p>	<p>Wood</p> <p>Plastic</p> <p>Glass</p> <p>Metal</p> <p>Fabric</p> <p>Flexible</p> <p>Solid</p> <p>Bumpy</p> <p>Smooth</p> <p>Opaque</p> <p>Transparent</p>	<p>build, beware, wheelbarrow, croquet, fetched, sledgehammer, concrete, buckets, pneumatic drill, smashed, trembling, barbed wire, iron bars, armour plates, padlocks, dynamite, tender,</p>