Teacher: Miss Standish Topic: Explorers

Text: The King of Space by Jonny Duddle.

The Pirate Cruncher b Jonny Duddle Genre: Stories by the same author.

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To make predictions about the text.   **Creating interest** | * Show a film clip of Tim Peake to inspire the unit https://www.youtube.com/watch?v=2RCD4WanF7M * Gradually reveal parts of the front cover of the selected text. Make predictions each time the spotlight reveals something new. What is being explored? Who might the explorer be? * Set up an explorer hunt. Children to collect items related to the explorer selected e.g. an astronaut – space suit, flag, vac packed food, helmet. Alternatively, present a rucksack and reveal the items one at a time, focusing on developing vocabulary. Predict who the rucksack belongs to. * Once the book cover is revealed completely, children should use the question hand to orally generate who, what, where, when and how questions about the text. Following teacher modelling, children to write their own questions. Display on working wall for reference throughout the unit. * Start reading first text. | * Children to make predictions about the characters and text. * Children to use the question hand to orally generate questions about the text using the 5 w’s. | * Children will be able to participate in discussion. * Children will be able to make predictions about what might happen in the text and who the main character(s) is/are. * Children will be able to generate and write questions. |
| 1. To use knowledge of characters.   **Writing opportunity- To write a character description/ dairy entry.**  **Reading- reading and responding**  **Over 2 days** | * Warm up- focus on using subordination for time. Revise the use of when; extend to include other time connectives, e.g. while, as, before, after. * Read the whole story to the children (first text)- during shared reading, model and involve children in practising word building and blending, drawing attention to alternative sounds for graphemes. * Identify common exception words within the text and with the children, note the tricky parts and devise strategies to aid. * Identify and discuss new vocabulary and exciting words and phrases within the context of the story. Orally rehearse using the same vocabulary in different sentences. Create an ongoing word bank to be added to and referred to throughout the teaching sequence. * Stop reading at key points in the text to make predictions and use drama strategies to explore character choices, e.g. hot-seating. * Link to short writing opportunities, e.g. think, say, feel bubbles, role-on-the-wall, diary entries, etc. | * Children to listen to the first story. * Children to hot seat a character from the story. * Children to write a character description/ diary entry. | * Children will be able to generate and write questions. * Children will be able to imitate sections read aloud using tone and intonation. * Children will be able to identify and discuss new and/or exciting vocabulary. * Children will be able to use their knowledge of characters to use inference and respond in role. |
| 1. To write about a Day in the Life of a character.   **Writing opportunity- A day in the Life of \_\_\_\_\_\_character from story. Could be contrasted with writing about a day in their life.**  **Reading- reading and responding**  **Over 2 days** | * Warm up- focus on using subordination for time. Revise the use of when; extend to include other time connectives, e.g. while, as, before, after. * Tell me two things about the character \_\_\_\_\_\_.   - Provide true or false statements where children need to use literal retrieval skills. E.g. Bob works on the moon. (True)  - Bob leaves in his rocket at ten to nine. (False) Ensure children find evidence in the text to support responses.   * Model responses orally and in writing. * Building on literal retrieval skills, use the reading domain prompts to ask questions related to inference. * Children to work in groups to discuss and sequence the statements correctly. * Explore re-writing statements using ‘when’, ‘before’ and ‘after’ for subordination (linked to grammar warm-up). * • Following modelling and using outcomes of the above sequencing activity, children compose a writing opportunity on A Day in the Life of \_\_\_\_\_\_. This could be contrasted with writing about a day in their own life. * Begin shared reading of another text by the same author e.g. A Right Royal Disaster by Simon Bartram. | * Children to use retrieval skills to find information about a character. * Children to work in groups and to discuss and sequence the statements correctly. * Children to explore re-writing the statements using subordination e.g. ‘before’ ‘after’ ‘when’ from warm up. * Children to write about a Day in the Life of \_\_\_\_\_\_\_. | * Children will be able to sequence the main events in a story. * Children will be able to write about fictional events. |
| 1. To compare stories.   **Reading- reading and responding** | * Warm up- focus on using subordination for time. Revise the use of when; extend to include other time connectives, e.g. while, as, before, after. * Begin shared reading of another text by the same author. Repeat a selection of the above strategies as appropriate. Use book talk to allow children to make comparisons between the two texts. * Stop reading at key points in this second text to make predictions and use drama techniques to explore characters in more detail. * Model generating questions to ask characters orally and in writing, and invite children to do the same. Use during hot seating. * Look at the similarities and differences in the stories. | * Children to use drama techniques to explore the characters in more detail. * Children to think of questions to ask the characters. * Children to use questions and ask then during hot seating activity. * Children to compare the stories. | * Children will be able to listen to stories by the same author and apply phonic skills to decode extracts of these stories in shared reading. * Children will be able to apply a range of active reading response strategies to a second book by the same author. |
| 1. To sequence a story.   **Reading- reading and analysing** | * Warm up- focus on using subordination for time. Revise the use of when; extend to include other time connectives, e.g. while, as, before, after. * Sequence the first story using a storyboard with images from the text. Write a sentence under each to outline what is happening or match pictures with captions. Ensure to model orally rehearsing each sentence first prior to writing and encourage children to do the same. | * Children to role play an original traditional tale. * Children to identify the key vocabulary and features, * Children to know and understand the features of a traditional tale. | * Children will be able to sequence events in a story. |
| 1. To chunk the plot.   **Reading- reading and analysing** | * Warm up- focus on using subordination for time. Revise the use of when; extend to include other time connectives, e.g. while, as, before, after. * Chunk the plot’ of the second story by summarising it in to a series of events, e.g. A Right Royal Disaster (see Lancashire plan). * Create a toolkit of features for use during the writing phase. * Collect character names and settings from the original story that may later feature in their own. | * Children to chunk the plot of the second story. * Children to identify the features from both stories. | * Children will be able to know and understand the features of a narrative text by a particular author. |
| 1. To plan a story.   **Gathering content**  **Over 2 days** | * Warm up—focus on apostrophes for contracted forms e.g. don’t, can’t, wouldn’t, you’re, and I’ll. * Use the generic plot to create a new class story using teacher modelling. Draw a new story map. * Select possibilities for the class version and ask children to select from the above for their own. * Children prepare new story maps in groups, pairs or individually with new characters/settings/ending. Children could reuse settings, characters and new or exciting vocabulary from the original story in their own versions. | * Children to plan their own story using parts from the 2 stories looked at and incorporating some of the features discussed. * Children to orally retell their innovated story. | * Children will be able to write words with apostrophes for contraction. * Children will be able to innovate on their own story, story section or story ending, keeping many features from the original, e.g. the main   characters.   * Children will be able to sequence the events in their own story. * Children will be able to discuss a range of appropriate possibilities from which to select character names, settings and gifts for their own innovated story. * Children will be able use a story map to plan an innovated story. * Children will be able to reuse some of the settings, characters and vocabulary from the original story within their own version. |
| 1. To write a story.   **Writing** | * Using the innovated plot, use shared writing techniques to model a section at a time. Focus on applying subordination * using a range of time words, (e.g. when, before and after) and using apostrophes for contracted forms, (e.g. don’t, can’t, wouldn’t, you’re, I’ll.) Model orally rehearsing each sentence prior to writing, and proofreading after writing to check for errors in spelling, grammar and punctuation. * Also draw on previously taught skills. * Children follow the modelling each day from the whole class focus and use their own plan to inform writing. * Use AFL, marking and feedback to adjust shared writing focus daily. | * Children to write the first section of their story using the story map. | * Children will be able to write their own explorer story or story ending based on a model from an existing series, which includes;   - subordination using a range of time words  - apostrophes for contracted forms  - features of the original story series.   * Children will be able to proofread their work improving spelling, grammar and punctuation. |
| 1. To write a story.   **Writing** | * Model writing the next part of the story using the story map. | * Children to write the next section of their story using their story map. | * Children will be able to write their own explorer story or story ending based on a model from an existing series, which includes;   - subordination using a range of time words  - apostrophes for contracted forms  - features of the original story series.   * Children will be able to proofread their work improving spelling, grammar and punctuation. |
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Teacher: Miss Standish Topic: Explorers

Text: A variety of non- fiction texts linked to

Neil Armstrong or Christopher Columbus. Genre: Non-chronological report

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 1. To compare different information books.   **Creating interest** | * Create a scenario which provides the children with a real audience for their writing, e.g. a letter has arrived addressed to Year Two. Ask a member of staff to personally deliver it to the classroom at the start of the lesson and open it with the children. The school library service have heard that Year Two are becoming experts on ‘Explorers’. They would like them to share their expertise by writing a book on explorers that can then be published and used as a real book to be loaned out in the school library. * Visit the school library and look at different examples of information books. Children could select one and share it with a partner, saying what they like about it. * Set up a class reading area in which to immerse children in explorer themed books. Introduce an interactive display encouraging children to respond to the variety of non-fiction texts in a variety of ways e.g. likes, dislikes, puzzles and   vocabulary. Include child-friendly, irresistible resources e.g. spotter glasses, coloured sticky notes and an ‘explorer fact box’.   * Children discuss initial ideas for the challenge they have been set: Who will the audience be? What title might the book | * Children to compare different information books and discuss what they like and dislike and recap the key features. * Children to decide which explorer they would like to write about. | * Children will be able to compare different information books; collect vocabulary and identify features they like and dislike. * Children will be able to discuss initial ideas for their own books. |
| 1. To generate questions and answers.   **Reading- reading and responding** | * Warm up- focus on subordination for reason using because and if e.g. I put on my coat because it was raining. Because it was raining, I put on my coat. * Select a focus text (an explorer themed book) from the class reading area and a selection of sticky notes from the fact box. Have any of the children been looking at the chosen text during independent reading? Discuss some of the children’s likes and dislikes. Briefly examine the text as an example of a non-chronological report. * Generate a class KWL grid as a starting point. What do we already know (K) about explorers or exploring? Ask them to work in pairs to suggest what they want to know (W). Use the question hand and teacher modelling to review oral rehearsal and writing of questions. * Use the think-pair-share technique to discuss and share facts they already know about the topic * Following modelling, provide children with sentence strips to record their known facts. * Collate sentence-strip facts and read them together. Organise facts under different headings. For which headings do we still need to find information? What do we need to research in order to write our book? Keep referring back to the audience and purpose of the end product. * During shared reading, continue to model word building and blending when reading unfamiliar words. | * Children to say what they like/ dislike about books looked at. * Children to generate a class KWL grid as a starting point- work in pairs for the W part- think of questions using 5 w’s. * Children to write own sentences about what they already know. | * Children will be able to use subordination for reason because and if to join ideas within sentences. * Children will be able to listen, discuss and express views about a range of texts including non-fiction. * Children will be able to generate key questions with a specific purpose in mind. * Children will be able to use speaking and listening techniques to discuss, share facts and to plan their research. |
| 1. To create a step by step guide on how to use a non-fiction text.   **Reading- reading and responding**  **2 part lesson?** | * Warm up- focus on subordination for reason using because and if e.g. I put on my coat because it was raining. Because it was raining, I put on my coat. * Pick one or two questions from the original KWL grid. Model how to use a non-fiction text in a non-linear way to locate answers, e.g. selecting an appropriate text, using the contents page, index, sub-headings. Include use of an ICT text. * Using a finger light, model how to scan a text in order to locate key words. Who can put their finger light on the word explorer? Can you find the subheading…? Set up mini-challenges by asking children to find specific information against the clock and/or each other. * Model how to apply this scanning technique when searching a text to find an answer to a question. e.g. What happens to…? What does the… do/ eat/ find/ make? Model responses orally and in writing. * In response to key questions, children continue to read differentiated non-fiction texts in groups/ pairs, locating the required information and to record their findings in writing. | * Children to find specific information in non- fiction texts. * Children to create a simple step-by-step guide on how to use a non-fiction text. | * Children will be able to use subordination for reason because and if to join ideas within sentences. * Children will be able to scan texts to locate key words or specific information. * Children will be able to apply scanning techniques to answer questions orally and in writing using the reading domain prompts. * Children will be able to write a step-by-step guide demonstrating how to navigate and use a non-fiction text. |
| 1. To identify the features and produce a simple plan of a non-chronological report.   **Reading- reading and analysing** | * Warm up- focus on subordination for reason using because and if e.g. I put on my coat because it was raining. Because it was raining, I put on my coat. * Using an information book on an explorer, box-up a page, modelling the creation of a planning and writing frame that the children can then recreate in their own version when writing about their chosen explorer, e.g. main heading, two/three sections (paragraphs), a picture, captions, section for fascinating facts or did you know? * Create a simple toolkit of features for their page within the whole book – e.g. main heading, information, facts, captions, pictures, present tense. * Select sentences that contain ‘because’ and ‘if’ for subordination (link to grammar warm-up). Where appropriate, use the opportunity to review using ‘when’, ‘before’ and ‘after’ for subordination. | * Children to box up and identify the features of a non-chronological report. * Children to produce a simple plan based on a model of an existing non-chronological report. | * Children will be able to use subordination for reason because and if to join ideas within sentences. * Children will be able to produce a simple plan based on a model of an existing nonchronological report. * Children will be able to identify the features of   a non-chronological report.   * Children will be able to use subordination for reason using because and if. |
| 1. To make simple notes.   **Gathering content**  **2 days?** | * Warm up- focus on identifying past and present tense. (Note: use present tense for non-chronological reports and past tense for historical reports). * Decide on specific content that needs to be gathered to write their class book(s) on exploring or explorers. * First, organise the children into ‘expert’ groups. Present each expert group with a topic area, e.g. a particular explorer; equipment; where they travelled; what they discovered. * - Expert groups discuss their topic area and decide on information to share later with their ‘home’ group. * - Provide a variety of differentiated texts to facilitate this, including film clips, information fact cards, web pages, audio books and whole class texts. (Note: ensure that the books/texts provided will answer some of their questions). * Next, children move to their home group - mixed groups made up of an expert from each topic area. In turn, each ‘expert’ shares their information. * Model how to make notes, jotting only the key words and phrases. Teacher to work with each of the ‘expert’ groups in turn, assisting in the gathering of information, collection of new vocabulary and key words and in making relevant notes. * Model organising notes into the designed page layout as created in the reading and analysis phase. | * Children to work in groups and find information about a particular topic area. * Children to share information found with other groups to then be used for non-chronological report. | * Children will be able to identify past and present tense. * Children will be able to work collaboratively to gather information from a range of sources. * Children will be able to record their findings, making simple notes, e.g. through highlighting and noting key words. * Children will be able to plan where information should be placed within the page layout of the class book. |
| 1. To plan a non-chronological report.   **Writing** | * Model planning a non-chronological report. | * Children to plan their own non-chronological report. | * Children will be able to plan their non- chronological report using information gathered throughout the reading and gathering content phase. |
| 1. To write a non-chronological report.   **Writing** | * Using the boxed-up page plan, use shared writing techniques to model a section at a time with the children. * Focus on applying the skills – subordination using the words because and if, and use of the present or past tense as appropriate. * Model orally rehearsing each sentence prior to writing and encourage children to do the same. Draw on previously taught skills. * Children follow the modelling each day from the whole class focus and use their own page plan and notes to inform their writing. Remind the children every day of their audience and purpose. * Model proofreading, improving spelling, grammar and punctuation. Build these skills in continually throughout the writing phase and ensure that emphasis is placed on the focussed grammar skills in this unit – past/ present tense; because and if. Emphasise the need for texts to make sense when reading and how to self-correct. * Use AFL, marking and feedback to adjust shared writing focus daily. | * Children to write a non-chronological report. | * Children will be able to construct their own non-chronological report that will form the page of an information book with a real audience and purpose. This will include:   − subordination using because and if;  − correct use of the present or past tense.   * Children will be able to proofread their work improving spelling, grammar and punctuation. |
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