Teacher: Mr G Skye Topic: **Fitter, Faster, Stronger**

Text: Greek Myths Genre: Greek Myths

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| IntentNarrative | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| **(+) I can ask questions, make predictions and be curious about a text.** | Create interest by sharing the first page of The Comic Strip Greatest Greek Myths by Tracey Turner; the opening page can be found on the Love Reading 4 Kids website ([here](http://www.lovereading4kids.co.uk/book/5951/The-Comic-Strip-Greatest-Greek-Myths-by-Tracey-Turner.html)).Focusing on the first two pictures, ask questions such as:* Do you know who Persephone is?
* Is she in the picture?
* What do you understand by the words in the speech bubble?
* Why has the baby in picture two got a bow and arrow? Have you seen an image like this before?
 | Children ask questions and show curiosity through analysing a Greek myth comic book.  | Children will be able to make links with stories and images they know.Children will be able to describe the effect of a text upon the reader. Children will be able to suggest how an author has created this effect. |
| **(+) To answer comprehension questions from an informative text.**  | Grammar/punctuation starterWhole class read, jump in reading techniques | Children answer comprehension questions from a text. LA guided session | Children will be able to articulate their response to a range of questions. |
| **(+) To create and punctuate complex sentences.**  | NFER revision question Introduce idea of complex sentences. Establishing rules and punctuation required.  | Children to create and punctuate their own complex sentences based on an Olympic theme.  | Children will be able to construct complex sentences. |
| **(+) To create and punctuate sentences using similes.** | NFER revision question Establish meaning of similes. Identify similes in context. Write sentences of their own containing similes.  | Children to punctuate set list of questions using simile starters. Extension, children to create their own examples.  | Children will be able to construct complex sentences using simile starters. |
| **(+) To accurately summarise a Greek myth.** | Grammar punctuation activityClass read story of Daedaus and Icarus | Children to summarise the story of Daedaus and Icarus | Children will be able to identify and comment on effective, descriptive language. |
| **(+) To create an annotated story map.**  | Grammar punctuation activityClass read story of Pandora. Introduce visual story map. How could these be used  | Children to use worksheet as aid to annotate story of Pandora. Empasise the importance of note taking before presenting their work to the class.  | Children will be able to articulate their response to a range of questions.Children will be able to create annotated story maps. |
| **(+) To be able to orally retell a story.**  | Grammar punctuation activity | Children to retell the story of Perses in their own word, practising and then presenting it to the class.  | Children will be able to respond to the author’s choice of language by speaking dialogue in role. |
| **(+) To create a genre check list for Greek myths.** | Grammar punctuation activity | Using sugar paper children to summarise the stories covered during this unit of work. What similarities can they spot? Use these to create a Greek myth check list.  | Children will be able to create a writer’s toolkit of techniques.Children will be able to create a genre check list. |
| **(+) To create my own Greek myth.**  |

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| **Plot Outline** |
| A task/quest is set for the hero/heroine. |
| Hero/heroine sets off on their journey. |
| Hero/heroine encounters danger – completes task one. |
| Hero/heroine encounters danger – completes task two. |
| Hero/heroine encounters danger – completes task three. |
| Triumphant return of hero/heroine. |

 | Slow write; Children to create their own Greek myth. * Following the teacher’s model, children create their plan using their story maps and the outline plot pattern created during the gathering content phase.
* Use shared writing techniques to model a section at a time with the children. Focus on skills – creating complex sentences with simile starters.
* 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.

Model the editing and improving process. Support children in suggesting changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | Children will be able to tell their stories orally prior to writing.Children will be able to develop character through action, dialogue and description.Children will be able to draw on ideas from reading, still images and film to develop settings.Children will be able to work collaboratively to generate and collect ambitious vocabulary.Children will be able to write a myth which includes:* complex sentences with simile starters.
* a blend action, dialogue and description.
* devices to build cohesion.

features of myths. |
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| IntentA non-chronological report about an aspect of the Olympics. | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| **(+) To understand the concepts and events behind the modern Olympics.**  | Share a range of images of the modern Olympic games; many can be found on the Official Website of the Olympic Movement ([here](http://www.olympic.org/)).Ask the children to generate words linked to each image, e.g. *triumph, dedication, determination, desire, aim, disappointment, spirit, global, friendship, rivalry.* Alternatively, prepare appropriate vocabulary on cards and display. Ask the children to select the most appropriate word for a particular image and justify their choice. Display images and vocabulary on the working wall. | Children to create a list of the skills and qualities needed to become an Olympic athlete.  | Children will be able to suggest or select appropriate vocabulary.Children will be able to give reasons for their choices. |
| **(+) To read and understand a range of non-chronological reports.**  | Through shared reading and independent reading, explore a range of non-chronological reports.Discuss the purpose of these texts. Who is the intended audience of each text? Explore meaning of words in context: *Can you work out the meaning by looking at the sentence? What type of word is it? Does the root word help? Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give? Using the appropriate dictionary definition, can you explain what the word means in the context of this sentence? Can you use the word correctly in a sentence of your own?*Explore non-chronological report texts in groups and deepen comprehension through discussion. Encourage the children to check that the text makes sense to them and demonstrate their understanding through giving an oral or written summary. | NELSON activities.  | Children to explore a wide range of non-chronological reports understanding their content and context.  |
| **(+) To distinguish between fact and opinion.**  | Explore statements of fact and opinion within a text. Ask the children to identify examples of each, highlighting in different colours. | Children to sort statements surrounding Modern Olympics into facts and opinons. Extension – children to add examples of their won.  | Children will be able to distinguish between statements of fact and opinion. |
| **(+) To make notes effectively and scan sources for key information.** | Identify the topic for the written outcome. This might be chosen from the following:* The History of the Olympic Games.
* Famous Athletes.
* Olympic Sports.
* The Paralympics.
* The Winter Olympics.

Different groups could be allocated different topics or children could choose an area to research. | Children use a range of sources to research information on the Olympics. These could include…* Previous guided reading sheets
* Internet
* Written sources
 | Children will be able to scan for key information during the course of their research.Children will be able to use a range of research skills to gather information.Children will be able to reread and read ahead to locate clues to support understanding of the text.Children will be able to summarise main ideas drawn from more than one paragraph. |
| **(+) To use a range of research skills to gather information.** | Identify the topic for the written outcome. This might be chosen from the following:* The History of the Olympic Games.
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| **(+) To find the meanings of unfamiliar words and explain these in relation to their context.**  | Grammar and punctuation starterIntroduce dictionaries.Practise putting words in alphabetical order. Working in pairs, children find words in dictionaries. Establish their meanings.  | Using a dictionary, children to find meaning of words and explore them in context. | Children will be able to reread and read ahead to locate clues to support understanding of the text. |
| **(+) To write a non-chronological report about the Olympics.** | Grammar and punctuation starterUse the plan created. Use shared writing techniques to model a section at a time with the children. Focus on skills – use of complex sentences with -*ed* openers, and with -*ing* openers.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.Following modelling, provide children with opportunity to proofread for spelling and punctuation errors, working in pairs to suggest changes to grammar, vocabulary and punctuation in order to enhance effects and clarify meaning. | Children compose their own non-chronological report drawing on their own research from previous series of lessons. | Children will be able to write a non-chronological report which includes:* complex sentences with -*ed* openers.
* complex sentences with -*ing* openers.
* clear topic sentences.
* devices to build cohesion.

features of non-chronological reports |
| **(+) To present a non-chronological report about the Modern Olympics.** | Grammar and punctuation StarterDiscuss non-chronological report constructed over previous lessons.  | Children present their non-chronological reports to the class. The children are to be proud of the work produced.  | Children to gain in confidence presenting their work in front of their peers. |

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| IntentPoem(s) based on a model. | Implementation | Impact |
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| **(+) To interpret poetry and discuss meaning.**  | Share a poem with simple imagery such as Winter Morning by Sue Cowling (in Ramshackle Rainbow: Poems for Year 5 Chosen by Pie Corbett) Share also a selection of photographs/paintings on a similar theme.Ask the children to select the photograph or painting they think most closely matches the images created in the poem. Ensure they justify their choices by making reference to the text, explaining the imagery.Explain that, in this unit, they will be exploring the way poets ‘paint pictures with words’. This will involve looking at figurative language which includes techniques such as simile, metaphor and personification. | Working in groups, children to discus and interpret a range of poetry.  | Children will be able to interpret simple imagery.Children will be able to justify their choices with reference to the text. |
| **(+) to understand the key features of a poem.**  | Explore the meaning of words in context by asking questions such as: *Can you work out the meaning by looking at the other words in the line or poem? What type of word is it? Does the root word help*? *Can you think of another word which would fit in and make sense? What definition(s) does the dictionary give?* *Using the appropriate dictionary definition, can you explain what the word means in the context of this poem?*Model and use book talk to deepen comprehension, using tentative | Working in pairs, children to discus and interpret a range of poetry. Children to create a list of the features their poem needs to include.  | Children will be able to explore the meaning of words in context.Children will be able to discuss poems, building on their own and others’ ideas. Children will be able to demonstrate their understanding, interpretation and response to the poetry through discussion and in writing |
| **(+) To create a rhyming structure.**  | Analyse the structural features of the poems, e.g. How many stanzas does it have? Does anything change from stanza to stanza? How many lines does it have? What kinds of lines are used? Are they ‘end-stopped’ or ‘run-on’ (i.e. is the meaning complete at the end of the line or run on to the next line? Does the poem rhyme? If so, what is the pattern of that rhyme? Is there a rhythm? | Children to create rhyme word banks.Working in pairs children then create sentences which rhyme.  | Children will be able to describe the structural features of poems. |
| **(+) To write a poem based on a theme and a set rhyming structure.**  | Use shared writing techniques to model the writing of a new poem using ideas and language from the gathering content phase.Focus on skills – selecting appropriate vocabulary and language effects for impact.Children follow the modelling from the whole class focus and write their own new poem(s). | Children to create their own poem based on their knowledge of the Olympics. This may include details on the modern or ancient Olympics games.  | Children will be able to write a poem which includes:* a structure based on the model.
* imagery created through carefully chosen words and phrases.
* appropriate use of language techniques such as metaphor, simile and personification.
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