Teacher: Mrs Darby Year 3 Topic: Healthy Humans

Text: Fables- various Genre: Fables- narrative.

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| LO: take account of punctuation when reading. | Use Michael Rosen versions of Aesop’s Fables. Model reading with expression. | Through shared reading explore a fable. Emphasise use of punctuation when reading.  Children act as story tellers. | Children will be able to retell orally. |
| LO: Explore characters through drama approaches using interviewing | Interview a character from a fable. | What would you ask the character of \_\_\_\_\_\_\_\_? | Children will be able to raise questions to ask characters in role. |
| LO: Retell fables in writing | Read the fable of the Lion and the Mouse. | Order the images of the story and retell in your own words. | Children will be able to retell in writing. |
| LO: to identify and predict events using evidence from the text. | Listen (not watch) a soundtrack of a fable film e.g. Ostrich and Penguin film – YouTube ([**here**](http://www.youtube.com/watch?v=4PDlm3lSP-Y)). | From listening to the soundtrack, identify and predict events. Use focus boxes to structure response: characters, setting, events and predictions, and establish the storyline. Share ideas in small groups, then whole class, and record on a story mountain. | Children will be able to identify and predict events using evidence from the text. |
| LO: compare predictions with actual events. | View the film and compare predictions with actual events in the film. | Talk through similarities and differences. | Children will be able to compare predictions with actual events. |
| LO: to identify and predict events using evidence from the text. | Listen (not watch) a soundtrack of a fable film e.g. Ostrich and Penguin film – YouTube ([**here**](http://www.youtube.com/watch?v=4PDlm3lSP-Y)). | From listening to the soundtrack, identify and predict events. Use focus boxes to structure response: characters, setting, events and predictions, and establish the storyline. Share ideas in small groups, then whole class, and record in writing | Children will be able to identify and predict events using evidence from the text. |
| LO: Use prefixes to understand meanings e.g. *un-, dis-,-mis-, re-.* | Look at root words and using them in context.  Then discuss what a prefix is. | Children then sort root words into columns in their books- deciding which prefix matches which words. | Use prefixes to understand meanings e.g. un-, dis-,-mis-, re-. |
| LO: Record thoughts, feelings and speech in writing. | Watch [this](https://www.youtube.com/watch?v=2DrKmpuKhKE).  Disney’s The Tortoise and the Hare. | Children record thought and speech bubbles of what the characters might be saying. | Children will be able to infer thoughts, feelings and speech of characters. |
| LO: Write an opening and build-up of a fable. | Model writing the opening of a fable (based on plan from the listen lesson of the Ostrich and the Penguin) | Children to magpie my modelled text and change character types to write their own opening. | Children will be able to write an opening of a fable. |
| LO: children will be able to complete the rest of their fable. | Model writing- including adverbs. | Children to magpie my modelled text and change character types to write their own opening. | Children will be able to complete their fable. |
| LO: Children to edit their writing. | Model editing using a purple polishing pen. | Children to edit their own learning, using a purple polishing pen. | Children will begin to edit their writing. |
| LO: Complete best and final draft of writing. | Explain importance of best and final draft. | Children to complete their final draft- focus on presentation. | Complete best and final draft. |

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Text: A Range of Shape Poetry. Genre: Poetry

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| LO: to use an or a in a sentence. | Children to learn rule for using a and an.  “A” is used before words starting in consonant sounds and “an” is used before words starting with vowel sounds. | Complete sentences using capital letters and full stops and the correct a and an. | Children can identify when to use the correct article in a sentence. |
| LO: identify the structure of a shape poem and how it uses images and words. | Watch [this](https://www.youtube.com/watch?app=desktop&v=IgSnrRjOG7Q) and [this](https://www.youtube.com/watch?app=desktop&v=JDO5H9HgU08) and explain how the poems are presented. | Children to choose an image from either video poem and complete sentences about the poem composition.  This poem is about…  It makes me feel…  I like the way this poem uses shapes because…  My favourite words are… | I can identify the structure of a shape poem. |
| LO: Children will be able to read a shape poem as a class group. | Prepare word and phrase cards from a shape poem or calligram. Distribute cards to the children before reading.  Read the shape poem or calligram without showing the poem to the children. | As the reading takes place, children hold up word and phrase cards as they are read out.  Place the cards onto a large mat to create the visual ‘shape’ of the poem and discuss the image created.  Model reading the poem and re-read with children joining in. | Children will be able to read a shape poem as a class group. |
| LO: Practise fitting a poem into a shape. | Model to children how to fit the text of a poem into an appropriate shape. | Children pick from a selection of poems and matching shapes and fit these poems into the shapes thinking about the size and positioning of their text. | Children will be able to fit a text into a shape. |
| LO: To understand the relationships between word families | Look at groups of words and how they might be related.  Talk about suffixes and how these change words. | Group word families together- clean, slow and kind with related word suffixes. | Children will be able to identify word families and know what a suffix is. |
| LO: Create a word web of vocabulary to use in shape poetry. | Model words that could be used on a winter theme for a shape poem. | Gathering ideas and vocabulary and create a word web or mind map using cross-curricular content. | Children will be able to develop appropriate ideas and vocabulary. |
| LO: Create a draft of a shape poem. | Model winter shape poetry creation- talk about language choice and rhyming scheme of AA, BB, CC | Children create their poem.  They don’t have to rhyme but they can explore this when they’re creating if the want to. | Children will be able to create a poem to use in their shape poetry. |
| LO: Edit poem with support. | Children meet with me one to one and we edit their poem together. | Discussion with teacher about editing of poetry. | Children will have a greater understanding of their poetry creation and the process of revising written learning. |
| LO: Create winter shape poem for class display. | Explain purpose of poetry composition and what I’m looking for in their display work. | Children create poetry for class display. | Children create winter shape poem for class display. |

Teacher: Mrs Darby Year 3 Topic: Healthy Humans.

Text: Persuasive Text and letters. Genre: Persuasive letters.

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| LO: Discuss persuasive techniques.  National “Elf” Service | Provide two foods e.g. an apple and a chocolate bar. Using the question 'Which should I eat?', | Involve the children in a conscience alley and ask them to try to influence the decision. | Children will be able to discuss persuasive techniques. |
| LO: Children will be able to read and understand the key points of a letter. | Read examples of persuasive letters and match to audience. | Highlight features and read out loud to an audience. | Children will be able to use intonation and expression when reading letters.  Children will be able to listen and understand the key points in a letter.  Children will able to read and understand the key points in a letter.  Children will be able to identify audience and purpose. |
| LO: Children will be able to identify audience and purpose. | Look the story of The Jolly Postman and the Jolly Christmas Postman. | Look at persuasive language and techniques in the letters the Jolly postman delivers. | Children will be able to identify audience and purpose. |
| LO: Plan persuasive letter. | Inform children of the purpose of their writing- they are to work for the NES (The National Elf Service) and you are each assigned to be an elf to a child in Year 2. You need to write to them to persuade them to eat healthily. | Children to start to plan their elf letters using the Sue Palmer method of planning [here](https://slideplayer.com/slide/15067767/). | Children will be able to identify audience and purpose.  Children will be able to identify the features of a persuasive letter. |
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