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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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| 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. |

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

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| Learning Objective | Teaching | Activity | Learning Outcomes |
| 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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