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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| Macbeth | | | |
| I can discuss and write about the meaning of the words ‘heroes’ and villains’ | Display the words ‘hero’ and ’villain’ and ask the children to choose one but not reveal their choice to anyone else. Ask the children to make themselves into statues to represent the word they have chosen.  Use this as a starting point for discussion, exploring interpretations of the terms ‘hero’ and ‘villain’. | In pairs or small groups, identify and record the characteristics of heroes and villains. Children write a ‘recipe’ for each. | Children will be able to articulate their understanding of the terms hero and villain.  Children will be able to talk and write about the characteristics of heroes and villains. |
| I can explore and understand an older piece of literature. | Read Macbeth | Children read the story as a class and discuss plot and unfamiliar words. | Children will have read and understood an older piece of literature. |
| I can make comparisons between different versions of a story and give reasons for them. | Read Macbeth scenes.  <https://www.youtube.com/watch?v=qfnUq2_0FOY>  Read and explore the selected story through shared reading.  Discuss similarities and differences. | Children write down similarities and differences between the texts they have read. | Chn will be able to make comparisons between different versions of a story and give reasons for them. |
| I can perform older literature with dramatic effect. | Children use Act 1 from BBC playscript. In groups, read and practice scene. | Chn act scene out in hall with class as the audience. | Children will be able to perform an older piece of literature with dramatic effect. |
| I can describe characters with a range of effective vocabulary. | Discuss Macbeths characteristics. Mind map example on board. Looks, character, thoughts. | Chn mind map words that describe Macbeth’s character. Draw what they think he would look like. | Children will be able to use vocabulary effectively to describe character. |
| To summarise the story of Macbeth. | Recap the story and ensure children understand the order of the events. Chn verbally recount the story in pairs. Model how to summarise the main points. | Children write a summary of the story. | To summarise the events of a story in order. |
| I can plan and develop initial ideas for a letter. | Discuss informal letters. Recap events in the story and discuss what you would write to your wife about if you were telling her what had happened so far. Model using the mind map to note initial ideas. | Children write words that would describe how Macbeth was feeling. Use mind map of 3 main events to note initial ideas of what they would say to Lady Macbeth. | Chn will be able to note initial ideas for a letter. |
| I can choose appropriate grammar and vocabulary to draft a letter. | Discuss informal language, vocabulary and grammar. Model opening paragraph of letter to Lady Macbeth. | Chn draft their own letter to be edited. | Children will use appropriate vocabulary and grammar to draft a letter. |
| I can review writing and suggest changes or improvements. | Model how to edit. Model how to up-level sentences. | Chn edit and improve their draft letters with partners. | Chn will be able to review writing and suggest changes or improvements. |
| I can infer a character’s feelings from their actions and words. | Discuss thoughts and feelings. Discuss Macbeth’s thoughts and feelings at different stages during the story. Discuss how these change. | Chn use thought bubbles to note down Macbeth’ thoughts and feelings. They write a paragraph using these ideas. | Chn will be able to infer a character’s feelings from their actions and words. |
| I can consider how a character has been developed by an author. | Discuss words that describe Macbeth’s character. Model how to prove these ideas using evidence from the text. | Children write one word that they think describes Macbeths feelings. Chn find evidence in the text that proves it and write a sentence of their own to prove it. | Chn will be able to find evidence in the text to prove how the author has portrayed the character. |
| I can plan ideas in an appropriate style for a diary entry. | Discuss features of a diary. Model language and formality. | Children write one word that they think describes Macbeths feelings. Write a simple sentence to prove this. They then up-level these sentences. | Chn will be able to plan initial ideas for a diary entry. |
| I can use adverbials to add detail to a sentence and enhance meaning. | Discuss adverbials. Model how to draft and edit and up-level adding adverbials and effective vocabulary. | Chn write a draft of their diary entry. Sentence by sentence, they up-level using adverbials and more effective vocabulary. | Chn will be able to edit and improve their work using adverbials and more effective vocabulary. |
| I can write in the style of a diary entry. | Discuss drafts. Discuss improvements. Discuss importance of presentation and punctuation. | Children use their drafts to write their final diary entry. | Chn will be able to write in the style of a diary entry. |
| I can decode and discuss unfamiliar words and their meaning. | Select a section of original text from the play or story, e.g. Macbeth Act 3 Scene 4 Banquo’s Ghost. Explore this text, decoding and discussing unfamiliar words, establishing meanings etc. | Children read and discuss section of the play. Discuss meanings of unfamiliar words. |  |
| I can use adverbs in reporting clauses. | Select a section of original text from the play or story, e.g. Macbeth Act 3 Scene 4 Banquo’s Ghost. | Children work in groups to add stage directions e.g. *adverbs to suggest how words should be spoken, pauses etc.* | Children will be able to suggest appropriate stage directions to support meaning. |
| I can use adverbs and verbs to describe actions. | Select a section of original text from the play or story, e.g. Macbeth Act 3 Scene 4 Banquo’s Ghost. | Actions are added and the scene is rehearsed, performed and improved. |  |
| I can create a timeline of events. | Create a simple timeline of events within the scene of the play or story, e.g. for Macbeth:   |  | | --- | | Macbeth and Lady Macbeth welcome the lords to the banquet. | | Murderer at back door tells Macbeth Banquo is dead but Fleance has escaped. | | Macbeth sees Banquo’s ghost at the table. | | Lady Macbeth makes excuses for her husband’s odd behaviour. | | Macbeth continues to talk to Banquo’s ghost. | | Lady Macbeth sends the lords home as her husband is unwell. | | Children create their own timelines of the story. |  |
| I can identify words and phrases to use in my own writing. | For each section of this timeline, support the children in identifying one or two lines or phrases from the original text to be included in their modern retelling, e.g. ‘*never shake thy gory locks at me’.* This will be their plan to support the writing phase. | Children find and note down phrases from the original text/play to use in their own writing. | Children will be able to manipulate sentences to create particular effects. |
| I can write a scene for a story drawing on the writing style of a William Shakespeare. | Use the timeline/plan created. Use shared writing techniques to model a section at a time. Focus on skills – careful selection of synonyms, manipulation of sentences for effect and appropriate inclusion of lines or phrases from the original text. | Children write their own version of the scene using the techniques and features identified throughout the topic. | Children will be able to write a modern retelling of a scene from a play or story from older fiction. This should include:  careful selection of synonyms.  manipulation of sentences for effect.  lines or phrases from the original text. |

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| Intent | Implementation | | Impact |
| Information Text – The Lion King | | | |
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| To be able to make comparisons and give reasons for their choices. | Share a selection of images of either:   * villains from children’s literature and film. * heroes and heroines from children’s literature and film.   Ask the children to identify the one they feel to be the most extreme case, i.e. the most villainous villain or the most heroic hero/heroine. | Chn use the think-pair-share technique, asking children to give reasons for their choice. | Children will be able to make comparisons and give reasons for their choices. |
| To identify the purpose and audiences of non-fiction texts. | Provide chn with a range of non-fiction texts. Compare and discuss the different purposes of these texts. Who is the intended audience of each text? | Chn explore and highlight features of different non-fiction texts. | Children will be able to identify the purpose and audiences of non-fiction texts.  Children will be able to identify non-fiction text types. |
| To use colons to introduce a list. | Show chn how to use colons to introduce a list. Model examples. | NELSON GRAMMAR | Chn will be able to use colons correctly to introduce a list. |
| To use bullet points correctly. |  | NELSON GRAMMAR | Chn will be able to use bullet points correctly. |
| To use a range of research skills to gather information. | Discuss and explore questions to be answered in final piece of writing. Display questions that need to be answered. Discuss how to answer these. What features could they use? Model how to record information and ideas. | Chn use ICT and discussion to research Scar using questions and subheadings provided. | Children will be able to use a range of research skills to gather information about their hero or villain. |
| To plan an hybrid text taking account of the audience and purpose. | Show children planning sheet. Model how to use research from previous lesson to complete each section. Discuss and remind of features of all texts used. | Chn use planning sheet and research a from previous lesson to complete a final plan for their text. | Children will be able to plan their text taking account of the audience and purpose. |
| To draft a hybrid text. |  | Chn write first draft of their hybrid text. | Children will be able to draft a hybrid text. |
| To edit and improve my work. | Model how to edit and improve. Provide a list from chn of what they need to include. | Chn edit in pairs. Use purple pens to suggest improvements. | Children will be able to edit hybrid text. |
| To write a hybrid text. |  | Chn use edited texts to write their hybrid texts. | Children will be able to write a hybrid text which includes:   * colons to introduce lists. * correct punctuation of bullet points. * features of the chosen text types within the booklet. * an awareness of purpose and audience. |