Teacher: Mr G Skye Topic: **Hunted**

Text: Brer Rabbit Genre: Folk Tales

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| **(+) To use a dictionary to define words and create a word bank.** | Grammar and punctuation starter  Alphabetically order words  Model finding words in dictionaries and establishing their meanings  Children to find and explain different words in the dictionary | Children find and record the meaning of word using dictionary. | Children gain in confidence with dictionary skills and expand their vocabulary when writing independently.  Children will be able to explain new vocabulary in context, orally and in writing. |
| **(+) Children will be able to collect synonyms using a thesaurus.** | Grammar and punctuation starter  Recap on previous work with dictionaries.  Remind children of synonym and antonym meaning.  Working in pairs children complete activities. | Children find synonyms and antonyms for a range of different vocabulary. | Children improve range and confidence of vocabulary to use in their own writing.  Children will be able to explain new vocabulary in context, orally and in writing. |
| **(+) To identify and use complex sentences with fronted adverbials.** | Grammar and punctuation starter  Model and establish meaning of complex sentences and adverb starters.  Give examples and discuss with class. | Children create their own complex sentences with adverb starters around a theme. | Children will be able to understand and use complex sentences in their writing independently. |
| Continue reading stories from Brer Rabbit series |  |  |  |
| **(+) To retell a range of stories including fairy stories myths and legends.** | Grammar and punctuation starter.  Read chapter from Brer Rabbit. Discuss plot and use a class story map to plot main events.  Children to use this as prompt. | Cold Write Task :Children to retell the story of Brer Rabbit. Focusing on writing events in chronological order and punctuation. | Children will be able to analyse a folk tale and sequence events.  Children will be able to story map events in a folk tale and retell orally. |
| **(+) To use inverted commas and other punctuation to indicate direct speech.** | Grammar and punctuation starter.  As a class, explore the difference between direct and indirect speech.  Introduce inverted commas.  Give examples and discuss. | Working in pairs and independently children add inverted commas to indicate direct speech. | Children will be able use inverted commas for dialogue between characters. |
| **(+) To create a character profile of a mythical person.** | Children make predictions, ask questions and are curious about mythical stories.  Present Bedd Gelert opening sequence to class. | Children to ask questions and make predictions about a text.  Pupils to create a character profile about Prince Llewelyn. | Children will be able to create a detailed character structure.  Children will be able to predict character actions from details stated. |
| **(+) To analyse a folk tale and sequence events.** | Inverted commas lesson starter  Continue with Bedd Gelert presentation. Discuss ideas and feelings generated by story. | Children to order and summarise the story of Bedd Gelert, ensuring they sequence events accurately. | Children will be able to analyse a folk tale and sequence events. |
| **(+) To use drama techniques to retell parts of a folk story.** | Fronted adverbial lesson starter  Recap on story of Bedd Gelert.  Display picture frames from the story. | Children to re-create and reinact scenes from the story.  Create freeze frames to accurately portray parts of story. | Children will be able to use drama techniques to explore thoughts, feelings and motives. |
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