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 starterAlphabetically order wordsModel finding words in dictionaries and establishing their meaningsChildren 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 starterRecap 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 starterModel 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 starterContinue 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 starterRecap 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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