Teacher: Mrs Abel Topic: Robots

Text: No-bot, Beegu and The Way Back Home Genre: Stories with Fantasy Settings

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To make predictions. | Reveal to children the title of No-Bot by Sue Hendra. Set up book talk based purely on the title, taking care not to give any clues away by revealing the front cover just yet. Ask questions such as: What are your thoughts about the title ‘No-bot’? Have you ever heard of that word before? Could it be a made-up word or name? Does it remind you of another word or words? If someone makes a link with the word ‘robot’, prompt further with questions such as; what do you think this story might be about? Gradually reveal the front cover of the book, prompting the children to make further predictions. Finally, reveal the illustration in the centre of the cover page and ask whether this picture, together with the title ‘No-bot’, provides any clues as to what the story might be about.  When using Beegu, use the picture on the front cover and predict who the character is and where he has come from. Reveal the first few pages and look for more clues. Use the picture to infer the character’s original setting and the one he has landed in. When using The Way Back Home, use the picture on the front cover to predict who is trying to get back home. Who are the two characters. How do they know each other? | Class discussion. | Children will be able to make a prediction. |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently.  To discuss the title and how it relates to the events in the whole story. | Model the appropriate use of phonics to read accurately, blending sounds in unfamiliar words. Stop at suitable points in the story to make predictions and use book talk to deepen understanding of the text. Where key events occur or key decisions are made, pause to investigate character choices and feelings. | Class discussion. | Children will be able to take turns and listen to what others say. Children will be able to discuss the title and how it relates to the events in the whole story. |
| To develop and demonstrate their understanding of characters through role play and drama, drawing on language from the text.  To make basic inferences about what is being said and done. | Model and support the development of simple inferences, using hot-seating. | Use talk partners to discuss a time when they have lost something or have been lost themselves. | Children will be able to take turns and listen to what others say. Children will be able to make comparisons between characters. Children will be able to infer from pictures. |
| To identify and discuss the main characters in stories. | Provide children with vocabulary either from the text or generated from reading from which they can select appropriate choices. Discuss why some words are more appropriate to describe the character than others. | Children write a short description of one of the characters in the story. | Children will be able to use appropriate vocabulary to describe a character. |
| To orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. | Retell the story as a class. Model how to use a story map. | Children retell the story using props and the class story map when working in CP. | Children will be able to retell a simplified story, using actions and story maps. |
| To orally compose their own sentences before writing. To write simple sentences that can be read by themselves and others. To separate words with spaces. To re-read every sentence to check it makes sense.  To use punctuation to demarcate simple sentences (capital letters and full stops). | Use shared writing techniques to model writing sentences. Model orally composing each sentence before writing and, once written, rereading each sentence to check it makes. | Children write their own sentences about a chosen part of the story. | Children will be able to write sentences that makes sense and will use spaces, full stops and capital letters. |

Repeat the above sequence for Beegu and The Way Back Home if time allows.

Teacher: Mrs Abel Topic: Robots

Text: Robot Dog Genre: Recounts

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently. | Read the story Robot Dog to engage the children in making their own robot. | Children design their own robot. **(link to D&T lesson)** | Children will be able to identify and explain vocabulary used to describe the characters. |
| To orally plan and rehearse ideas. To sequence ideas and events in non-fiction. | During the process of making their individual robots, take photographs at each stage for the children to later sequence and discuss. Make a class robot also which can form the basis of the shared writing. Photograph this as well to use during shared writing. As the robot is being constructed, model how to give a running commentary of the actions being performed, using appropriate ‘technical’ vocabulary (e.g. split pin, sellotape, jaw, shoulder), and time words and phrases (e.g. first, next, after that, finally). Show the children one of the Mister Maker challenges from the CBeebies website <https://www.bbc.co.uk/cbeebies/shows/mister-maker>. | Ask the children to imagine that they are Mister Maker as they make their robots, perhaps talking to an imaginary camera. Encourage them to talk about what they are doing as they are making their robot, using technical and time related language. | Children will be able to identify relevant vocabulary, including more technical words. Children will be able to use simple time words and phrases in an oral recount. |
| To orally retell a simple recount. | Model how to orally recount what we did when we made our class robot model. Use the photographs that were taken as prompts. Use subject specific vocabulary and a range of time words. | Children use the photographs that were taken of them during the making of their model and use these to help with their oral retelling. | Children will be able to orally retell a simple recount. |
| To orally compose their own sentences before writing. To write simple sentences that can be read by themselves and others. To separate words with spaces. To re-read every sentence to check it makes sense. To use punctuation to demarcate simple sentences (capital letters and full stops). | Use shared writing techniques to model writing sentences. Use the class robot to form the basis of this shared writing. Model orally composing each sentence before writing and, once written, rereading each sentence to check it makes. | Children write their own recount about how they made their model robot. | Children will be able to write a simple recount. |

Teacher: Mrs Abel Topic: Robots

Text: Robots, Robots, Everywhere Genre: Poems to learn by heart

|  |  |  |  |
| --- | --- | --- | --- |
| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To listen to and discuss a range of texts at a level beyond that at which they can read independently including poems. To introduce and discuss key vocabulary, linking meanings of new words to those already known. To explain clearly their understanding of what is read to them. | Through shared reading, explore poem. Model phonic strategies. Ask pairs to read them together. Identify the use of question marks and exclamation marks in the poems. | Use book talk prompts to generate discussion and promote explanation of choices, e.g. My favourite poem/verse/line is … because… This poem makes me think of … I like the way the poet has … | Children will be able to listen to a range of texts at a level beyond that at which they can read independently including poems. Children will be able to apply phonic knowledge for reading, and split two and three syllable words into the separate syllables to support blending for reading. Children will be able to explain clearly their understanding of what is read to them. Children will be able to give opinions and support with reasons. |
| To join in with a poem with appropriate expression. | Model the reading of relevant lines and how the use of punctuation affects the performer’s delivery of the line. | Invite children to join you in performing given lines, responding to the use of both question and exclamation marks. | Children will be able to identify and use question marks and exclamation marks |
| To recognise and join in with language patterns and repetition. | Read, discuss and explore the different patterns created; repeated sounds; repeated words and phrases; rhyming words; how the text is laid out on page. | Class discussion | Children will be able to identify features of poetry; collect repeated and rhyming words. |
| To enjoy and recite rhymes and poems by heart. | Demonstrate how to learn a section of the poem. Discuss strategies the children can use to help them to remember their lines. Learn the first few lines as a class then give groups a section to learn as well. | Children learn their lines with the children in their group and then join in with the whole class performance of the poem. | Children will be able to recite and/or perform their lines of the poem. |