Teacher: Mrs Darby Year 3 Topic: Rock and Roll

Text: Stig of the Dump Genre: Narrative

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| LO: to describe the setting of the chalk pit. | Read through the opening pages of Stig of the Dump. | Children write a description of the setting using clues from the text. | To be able to write a description of the setting of a narrative. |
| LO: to write a diary entry. | Watch the first chapter [here](https://www.youtube.com/watch?v=prbCQaSXFBg&t=245s) or read in class text readers. | Write a diary entry of Barney’s first weekend at Grandma’s. | Write a diary entry in character and use references from the text. |
| LO: to understand adjectives. | Learn about adjectives- word class recognition game.  Read [page 14](https://classroomsecrets.co.uk/free-reading-extracts/Stig-of-the-Dump-Extract-Chapter-1.pdf) | Highlight the adjectives.  Write a sentence for each adjective | To be able to identify an adjective. |
| LO: to write a character description. | Look for clues in the text to create a description of the character Stig. | Write a character description of Stig. | Write a description of a character using references from the text. |
| LO: to edit writing. | Check for use of adjectives, punctuation and nouns. | Character profile from yesterday.  Complete final draft for display. | Have an understanding of how a character is described. |
| LO: to infer and predict who Stig is using evidence from the text. | Use the inference skills taught [here.](https://www.twinkl.co.uk/resource/t2-e-926-who-is-stig-inference-and-prediction-lesson-teaching-pack) | Children work in pairs to find examples of inference in the text and quote examples on the sheet provided. | Children able to start making inferences based on clues in the text. |
| LO: to answer reading comprehension for chapter 2. | Read through chapter 2 and recall strategies for reading based on guided reading sessions. | Complete reading comprehension questions taken from [here](https://www.twinkl.co.uk/resource/daily-reading-stig-of-the-dump-chapter-2-part-one-activity-pack-ages-7-11-t-e-2550015). | To apply reading skills learnt in guided reading sessions. |
| LO: to identify and discuss new vocabulary. | [Read chapter 3](https://avanti.org.uk/avantihouse-primary/wp-content/uploads/sites/9/2020/02/Stig-of-the-Dump-Chapter-2.pdf) | Make a list of new vocabulary and use strategies this week’s guided reading (finding meanings of new words by reading around the text) to find their meanings. | To identify new vocabulary. |
| LO: to be able to use prepositions within sentences. | Learn about prepositions [here](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd). | Write 10 neat sentences for the story Stig of the Dump- include a preposition in each sentence. | To be able to recognise a preposition. |
| LO: to use speech marks for direct speech. | Learn about the rules for punctuation of direct speech- punctuate examples on the board and then give chn blank passages to edit with correct punctuation. | Continue a conversation, taken from the text, between Barney and his Grandma where he explains where he’s been. | To be able to use punctuation for direct speech. |
| LO: I can retell a story. | Read next chapter.  Recall story so far and record on story map. | Make a story map of Stig of the Dump so far | To be able to recall key moments from a narrative. |
| LO: I can identify the features of an adventure text. | Watch [this](https://www.youtube.com/watch?v=gE_uVoR4tOk). | Make a check list of what an adventure story should include. | To be able to identify the features of an adventure story. |
| LO: To be able to identify the plot structure of a narrative. | Model the plan for an adventure story based very tightly on the story of Stig of the Dump. Make changes to proper nouns. | Write a plan for your own adventure story- featuring a child finding a friend from the Stone Age. | Children can plan an adventure story. |
| LO: To write the opening of an adventure story. | Model writing the opening of the adventure story.  Sticking very closely to the narrative of Stig of the Dump- changing proper nouns. | Write opening of own adventure story using yesterday’s plan.  Include a [preposition](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zw38srd). | To be able to write the opening of an adventure story and include a preposition. |
| LO: to write the build-up and climax of a narrative.  [Include speech for dialogue.](https://www.bbc.co.uk/bitesize/clips/zvftsbk) | Model writing the build-up and climax of the adventure story.  Sticking very closely to the narrative of Stig of the Dump- changing proper nouns. | Write the build-up and climax of the story including speech-marks for direct speech. | To write the build-up and climax of an adventure story and include speech marks for direct speech. |
| LO: to conclude an adventure story. | Write the ending to your story. Read your story out loud to someone and [edit your writing](https://www.bbc.co.uk/bitesize/articles/zmp84xs). | Children edit their writing using their purple polishing pens. They edit this in line with their checklists. | To understand why we need to edit our writing and confidently make changes to it. |
| LO: to publish a final draft of our adventure stories. | Explain what a final draft is.  Have display board ready for final published books. | Children to complete their final drafts of their writing.  Add a book cover once they’re complete and then add these to their display boards. | To publish a final draft of their adventure story. |

Teacher: Mrs Darby Year 3 Topic: Rock and Roll

Text: Genre: Discussion texts.

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| LO: to identify the features of a discussion text. | [Watch this.](https://www.bbc.co.uk/programmes/p02lr1y5)  Explain the purpose of a discussion text. | Read the discussion text called *Should children wear uniforms?* and highlight the features. | To be able to identify the features and purposes of a discussion text. |
| LO: to share an opinion. | Explain that we are going to have a debate.  Introduce the question ‘Should animals be killed for food?’  Ask children for their initial opinion and explain the rules of the debate. | Children have time to formulate their ideas on whiteboards.  Children then take it in turns to share their opinions and demonstrate good speaking and listening skills. | I can take part in a verbal discussion. |
| LO: to plan a discussion text. | Introduce the discussion question “Should children have homework?”  Follow Sue Palmer discussion text power point [Follow this plan](https://slideplayer.com/slide/4288002/) | Children formulate their own plan for their main piece of writing. | Children are able to plan their own discussion texts. |
| LO: write a discussion text. | Model writing a discussion text.  Recap use of paragraphs. | Children to write their own discussion text following their plan | Children able to write a clear coherent discussion to address the question ‘should children have homework?’ |
| LO: to present your discussion. | Model reading out own written discussion. | Children to present their discussions to the rest of the class. Each child can receive feedback and praise from their peers. | Children are able to present their learning to the class. |

Teacher: Mrs Darby Year 3 Topic: Healthy Humans.

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

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| [LO: To understand root words to find meanings of words.](https://classroom.thenational.academy/lessons/to-investigate-prefixes-6hgpae) | Identify root words and recap what a prefix is. | Match the prefix to the root word. | To be able to identify prefixes and add them to root words. |
| LO: [To listen to poems and share an opinion.](https://classroom.thenational.academy/lessons/to-learn-about-john-lyons-6wv62t) | Listen to the two poem-  [I was born in the Stone Age by Michael Rosen](https://www.youtube.com/watch?v=tq3Q85aA_0k)  [Stone Age Food Man](https://www.tes.com/teaching-resource/stone-age-poetry-12205273) | Children to identify what they enjoy about both poems and record their preferences. | To be able to form an opinion on a poem. |
| LO: To understand the terms Repetition  Personification  Simile | Refer to the poems explored yesterday.  Explain the meanings of the three terms. | Children to identify examples of these terms in their written learning and highlight them in their copies of their poems. | To be able to identify the poetic terms-  Repetition  Personification  Simile |
| LO: to rehearse a poem to learn by hear. | Explain that children are going to learn a poem by heart for a poetry recital on Friday.  Model how to perform a poem learnt by hear. | Children to work in a group and pick between the poems we looked at earlier in the week. Children split the poem between their group and learn by heart for tomorrow’s poetry recital. | Children to learn a poem by heart for a poetry recital. |
| LO: to perform poem at a poetry recital. | Set the rules and environment for a poetry recital.  Record children using an ipad. | Children to recite their poem as a group to the rest of the class. | Children to recite a poem by heart. |