Teacher: Maria Topic: Survival

Text: Biographies Genre: Biography

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| Intent | Implementation | | | Impact |
| Learning Objective | Teaching | | Activity | Learning Outcomes |
| Creating Interest | | | | |
| To be able to pick out key events and organise chronologically. | Show a short film version of a biography – Malala  Watch and enjoy. Show the film again asking children to note down key dates with associated events. Create a timeline of the events and use to structure a short oral biography. Include some simple devices to link events and build cohesion, e.g. *in the meantime, meanwhile, in due course, until then.* | | Chn write a biography of Malala in chronological order. | Chn will be able to arrange information in chronological order. Use paragraphs devices to build cohesion. |
| Reading and Responding - Reading and Analysing | | | | |
| **Grammar:** Warm ups throughout the reading phase – focus on devices to build cohesion between paragraphs in recount e.g. *in the meantime, meanwhile, in due course, until then.* | |  | | |
| To be able to discuss and sequence events. | Read and view a selection of biographies in different forms, e.g. print, film and reading on screen. Charles Darwin.  Model re-reading and reading ahead to locate clues to support understanding. | | Chn explore features of a biography. Answer comprehension questions. | Chn will be able to identify features of a biography. |
| To be able to orally recount a series of events using devices to build cohesion e.g. *in the meantime, meanwhile, in due course, until then.* | Orally recount an activity from Condover Hall using cohesive devices. | | In pairs chn recount an activity from Condover Hall. Perform to class. | Chn will be able to orally retell a series of events in order |
| To be able to identify the conventions of biographical writing. | Read a biography and identify and highlight features of it. | | Chn explore and highlight features of a biography. Create a checklist of fetures to include. | Chn will be able to independently identify features of a biography. |
| Gathering Content | | | | |
| **Grammar:** Warm ups throughout the gathering content phase – focus on manipulating sentences to create particular effects. | | |  | |
| To be able to use a range of sources to conduct research. | Select a scientist related to study of the natural world - Mary Anning (1799-1847)  Generate questions to help focus research. | | Chn create criteria for research to be conducted. | Chn will crete a list of research questions relating to Mary Anning. |
| To be able to use a range of reading techniques to locate and retrieve information and to make notes. | Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information.  Model skimming for gist using a range of texts and scanning for key information e.g. looking for words associated with ‘childhood’.  Model using a combination of skimming, scanning and close reading across a text to locate specific detail.  Model the process of note making. | | *Chn read a selection of texts and watch videos of Mary Anning.* | Chn will be able to research and take notes about Mary Anning. |
| To be able to use a range of reading techniques to locate and retrieve information and to make notes. | Explore information about the selected person using ICT. | | Chn research Mary Anning using google searches in ICT suite. | Chn will be able to use a search engine to retries information about Mary Anning. |
| To be able to write a biography which includes:  Devices to build cohesion between sentences and paragraphs.  Appropriate organisational and layout features.  Appropriate vocabulary and grammar choices. | MONDAY \_ FRIDAY  Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – devices to build cohesion, making conscious choices about techniques to engage the reader and proofreading for grammatical, spelling and punctuation errors.  Children follow the modelling each day from the whole class focus.  Use AFL, marking and feedback to adjust shared writing focus daily. | | Chn write their biographies using modelled text as a guide. | Chn will be able to write a biography that includes all correct features. |

Teacher: Maria Topic: Survival

Text: Running Wild Genre: Adventure Story

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| To justify choices. | Show the children a backpack/rucksack (or picture); contents could include a tent, first aid kit, water purification tablets, water carrier, emergency rations, torch, matches, compass, hat etc. Who might own the backpack? Where might they be going? | Children discuss the items and select just three to take on a journey into the wilderness. Justify their selection. | Children will be able to participate in discussions, building on their own and others’ ideas and challenging views courteously.  Children will be able to justify their choices. |
| Reading and Responding - Reading and Analysing | | | |
| **Grammar:** Warm ups throughout the reading phase – focus on identifying the subject and object within a sentence. | |  | |
| To infer characters thoughts and feelings. | Model hot seating, discuss how we can use clues in the text to infer thoughts and feelings. | Children use hot seating and freeze framing to discus/show how Will is feeling. | Children will be able to infer characters’ feelings, thoughts and motives from their actions. |
| To infer characters thoughts and feelings. | Model diary writing. Discuss features included and discuss how we can use clues in the text to infer thoughts and feelings. | Children write a short diary entry. Include Will’s thoughts and feelings. | Children will be able to infer characters’ feelings, thoughts and motives from their actions. |
| To make predictions. | Read with the children and allow time during the modelling stage of the lesson to make plausible predictions using evidence from the text. | Children make written predictions giving reasons for them from the text. | Children will be able to predict what might happen from information stated and implied. |
| To justify inference with evidence. | Read with the children and model how to write a PEE paragraph. | Children discuss inferences in groups. Using these inferences, they practice PEE paragraphs. | Children will be able to justify inferences with evidence e.g. Point:Evidence:Explanation. |
| To explain the effect on the reader of the authors’ choice of language. | During reading, model task to chn. Identify unfamiliar words and model how to find meaning. | Highlight words and explain why the author has used that word. What effect does it have on you? | Children will be able to explain the effect on the reader of the authors’ choice of language. |
| To express preferences about books. | Ask children to share ideas and opinions about the story so far. Class discussion. | What is their opinion so far? | Children will be able to express preferences about books. |
| To comment on themes within and across texts. | Discuss themes. Deforestation, survival, conservation, hope… | Identify themes and find proof of them. | Children will be able to comment on themes within and across texts. |
| To know and understand features of survival adventure stories. | Use own example of story to highlight and discuss features of an adventure story with the chn. | Discuss features and find evidence of them in the text. | Children will know and understand features of survival adventure stories. |
| Gathering Content | | | |
| To plan an adventure story. | Create class plan. | Chn create own plan. | Children will be able to develop ideas for a new narrative and organise them into a plot pattern structure. |
| To write an adventure story. | Model how to write a section of the plan per day. Highlight features and how to edit and improve. Model precise choice of language. | Write one stage from the plan per day. Chn use class model and own plan. | Children will be able to write a survival adventure narrative which:   * Includes passive voice to create suspense. * Includes a blend of action, dialogue and description within sentences and paragraphs.   Draws on writing models, e.g. detailed settings created through precise use of nouns, carefully chosen adjectives, fronted adverbials. |