Teacher: Mr Challoner Topic: The Great Plague

Text: The Pied Piper of Hamelin Genre: Fairy-tale writing

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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| LO: I can ask and think of possible answers about character, settings and events. | Watch [this](https://www.youtube.com/watch?app=desktop&v=Vhg843FdAG0&list=PLQtjF-U2vkYsh5115PtDhKcOj6bZ7kLon) adaptation of the Pied Piper of Hamlin up to 1 minute and 45 seconds.  | In your book, make a mind map with the titles Who?What?When?Where?How?Why?Think of answers to all these questions in response to the clip you have watched. There is no right or wrong answer- use your imagination.  | Children will be able to raise and answerquestions.Children will be able to identify the characters,setting and events. |
| LO: I can read new words and use a dictionary to find its meaning. | Read [this](https://ofpanthers.com/wp-content/uploads/2017/03/The-Pied-Piper-of-Hamelin.pdf) version of The Pied Piper of Hamlin. | Pick 10 challenging words from the text. List them in alphabetical order and use a dictionary to record their meaning.Use a dictionary at home or use an online version. | Children will be able to identify and clarify newvocabulary.Children will be able to use dictionaries andthesauruses to aid understanding and build astore of words. |
| LO: I can compare a written and film version of a story. | Watch [this](https://www.youtube.com/watch?app=desktop&v=Vhg843FdAG0&list=PLQtjF-U2vkYsh5115PtDhKcOj6bZ7kLon) adaptation of the Pied Piper of Hamlin (we watched the opening of this version on Tuesday) and reread the version we looked at yesterday [here](https://ofpanthers.com/wp-content/uploads/2017/03/The-Pied-Piper-of-Hamelin.pdf). | Complete the table from the document list below entitled ‘Thursday English’ to compare the film with the story. | Children will be able to discuss a point andback up their thinking with evidence from atext. |
| LO: I can predict events and character behaviour. | Warm up- watch [this](https://www.youtube.com/watch?v=GwNIAGBWPkE) video and pause to make predictions.  | Be a fortune teller!Pick a character from the story (either the written or video version) and write a prediction- what do you think will happen to them either during or after the story? Record your written prediction in your book. You can add illustrations. | Children will be able to predict events andcharacter behaviour. |
| LO: Using the plot ideas of the Pied Piper, plan your own fairy tale… |  | Children will be able to identify key events in afairy tale and create a plot pattern. |
| LO: Write the opening to your Pied Piper story. | The opening of you story should include sentences that do the following:* Begin with a [verb](https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs).
* Use 3 or more [adjectives](https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zy2r6yc).
* Use a sound word- [onomatopoeia](https://www.bbc.co.uk/bitesize/topics/z4mmn39/articles/z8t3g82) (eg plop!)
* Begin with an [adverb](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zgsgxfr).
 | Time for writing with checklist of ingredients. | Children will be able to write a story, based ona model, which includes:- appropriate use of fronted adverbials for‘where’- speech using inverted commas and otherpunctuation- features of the fairy tale genre. |
| LO: Write the build up to your Pied Piper story. | The build-up of you story should include sentences that do the following:* Begin a sentence with ‘Whilst…’
* Use an [expanded noun phrase](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z3nfw6f).
* Use a question mark…?
* Use the word ‘during’
 | Remember: stick to the main plot ideas of the original fairy tale.Time for writing with checklist of ingredients. | Children will be able to write a story, based ona model, which includes:- appropriate use of fronted adverbials for‘where’- speech using inverted commas and otherpunctuation- features of the fairy tale genre. |
| LO: Write the problem to your Pied Piper story. | The problem of you story should include sentences that do the following:* Use a [relative clause](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zsrt4qt).
* Start a sentence with ‘In the blink of an eye…’
* A sentence that is 3 words long (for tension)
* Use a [metaphor or a simile](https://www.bbc.co.uk/bitesize/articles/zmmpscw).
 | Remember: stick to the main plot ideas of the original fairy tale.Time for writing with checklist of ingredients. | Children will be able to write a story, based ona model, which includes:- appropriate use of fronted adverbials for‘where’- speech using inverted commas and otherpunctuation- features of the fairy tale genre. |
| LO: Write the resolution and solution to your Pied Piper story. | The resolution and solution to you story should include sentences that do the following:* Use an [ellipses](https://www.bbc.co.uk/bitesize/topics/zvwwxnb/articles/zpgjy4j) …
* Start a sentence with a feeling word followed by a [comma ,](https://www.bbc.co.uk/bitesize/topics/zr6bxyc/articles/zfmmtv4)
* Use a [modal verb](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zps4pbk)
 | Remember: stick to the main plot ideas of the original fairy tale.Time for writing with checklist of ingredients. | Children will be able to write a story, based ona model, which includes:- appropriate use of fronted adverbials for‘where’- speech using inverted commas and otherpunctuation- features of the fairy tale genre. |
| LO: Edit and improve your writing.  | Read through your writing with a partner. | Check you writing checklist to ensure you’ve covered all areas.  | Children will be able to edit their writing. |

Teacher: Phil Challoner Topic: Plague

Text: Pied Piper of Hamelin by Robert Browning Genre: Classic Narrative Poetry

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| LO: I can identify nouns in a poem. | Read the first two verses of [this](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/Pied_Piper/pages/master_frame_verse.htm) poem.Make a list of all the ***nouns*** you can find in these first two verses. Listen to the rest of the poem here:[Part 1](https://www.youtube.com/watch?v=54lZYdjeojQ)[Part 2](https://www.youtube.com/watch?v=EzsCUUjqnVg) | Once you have listened to the poem, see if you can answer the Qs in [this](http://www.lancsngfl.ac.uk/curriculum/literacy/lit_site/html/fiction/Pied_Piper/pages/piper_quiz.htm) quiz. | Children will be able to identify nouns within the context of a poem. |
| LO: I can collect new words and phrases and investigate meanings. | Re-read yesterday’s poem. | Use the dictionary skills you’re developing to put your 10 words in alphabetical order and find their meaning in a dictionary. Challenge: pick a new word and use it in a sentence. | Children will be able to collect words andphrases and investigate meanings. |
| LO: I can justify responses using evidence from the poem. | I have a list of vocabulary to sort into the Zone of Relevance about the Pied Piper and the Mayor. |  | Children will be able to justify responses withevidence from the poem. |
| LO: Show key points of a poem using vocabulary from the text. | Pick a character from Monday’s poem and complete the character profile about them. Challenge: find words and phrases from the text and copy them onto the sheet to support your ideas. |  | Children will be able to represent key points ina poem using images and key vocabulary. |
| LO: I can write a poem! | Write your own descriptive poem about either:The Pied Piper of HamelinThe Great Plague An animal of your choice. | Children will be able to create a poem withnoun phrases. |
| LO: I can identify how poems should be presented. | You need to select a poem to perform in Friday’s Poetry Competition. You can add actions, props or music for dramatic purposes. | Children will be able to identify how a poem ispresented. |
| LO: I know what a fronted adverbial is.  | Watch [this](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361705/grade2/module305322/collection361825/section361766/index.html?source=search-all-all-all-all&source-keywords=fronted%20adverbials) video and complete the quizzes. | Children will know how to identify a fronted adverbial. |
| LO: To know how to use fronted adverbials. | Identify fronted adverbials in sentences together. | Complete the learning booklet answer the Qs in your book. | Know how to use a fronted adverbials. |
| LO: to use speech marks to punctuate direct speech. | Watch [this](https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item361720/grade2/module305326/collection361840/section361753/index.html) video and complete the quizzes. | Children will use speech marks in writing. |
| LO: Recite poetry and present to others. | Recite a poem to others by heart.  | Recite to the class.  | Children will learn a poem off by hear and perform it to other. |

Teacher: Phil Challoner Topic: The Plague

Text: Newspaper Articles. Genre: Recount: Newspapers

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| LO: identify thatinformation is presented via a news report. | Watch [this](https://www.youtube.com/watch?v=wljPHtQ3dXM)It’s a very old Sesame Street clip. | Answer these Qs in your book:What is happening? How is this different to a story? Have you seen anything like this before? What does it remind you of? | Children will be able to identify that information is presented via a news report. |
| LO: Retrieve information from a newspaper report. |  | See the two short news articles.Can you think of some true and false questions you could ask about these articles? | Children will be able to read, discuss andretrieve information from a newspaper text.Children will be able to respond to, and generate true/false statements (Point + Evidence). |
| LO: What are the features of a newspaper? | [Click here.](https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt)  | Recognise the features in the quiz on the website from the teaching session.  | Children will be able to analyse the structure of a newspaper report. |
| LO: Identify the features of a newspaper |  | Use a highlighter to find the features in the newspaper article.  | Children will be able to explain howparagraphs are organised in a newspaper report. |
| LO: identify the language used in newspapers. |  | Can you label the correct features?Challenge: Can you find any vocabulary that you think is unique to newspaper writing? Use a highlighter or pen to underline the words you find. | Children will be able to identify the language features of a newspaper report (recount). |
| LO: Create your own news report from Hamelin- speaking and listening.  | Pick a story to report on:-The Mayor is searching for someone to solve the rat infestation.- The Pied Piper rids Hamelin of rats.- The Pied Piper seeks revenge by taking all the children.In your groups, make your own news report.We’ll film them and watch them back together. | Children will be able to develop ideas using drama. |
| LO: Identify the language features of headlines. | See [this](https://www.bbc.co.uk/teach/class-clips-video/english-ks1-ks2-poetry-playing-with-words/zmxf8xs) link. | Create your own headline for your newspaper story. | Children will be able to investigate and decide on an appropriate headline. |
| LO: Plan our Hamelin newspaper report using the 5 Ws. |  | Complete the 5Ws | Children will be able to create their own plan. |
| LO: To use your knowledge of the plot of the Pied Piper to plan your own newspaper article. | Discuss the order of the story and how this will influence the news report. Note ideas down on plan.  |  |
| LO: To Write the Introduction to your Pied Piper Newspaper Article and come up with a snappy headline. | The introduction should include following:* Where and when the event has happened.
* A snappy [headline](https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/z2gk9qt)
* Information about the Plague.
* Capital letters for [Proper Nouns.](https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpd8ng8)
 | Remember: stick to the main plot ideas of the original fairy tale.Time for writing with checklist of ingredients. | Children will be able to write a newspaperreport with:- appropriate pronouns- noun phrases appropriate to non-fiction. |
| LO: Write the explanation report of your Newspaper article. | The explanation of events should include sentences with the following:* A range of [sentence lengths](https://www.bbc.co.uk/bitesize/topics/z88t97h).
* Over the top language.

[Past tense](https://www.bbc.co.uk/bitesize/topics/z4hrt39/articles/z7t2vk7) sentences | Remember: focus on key facts about what has happened in Hamelin. | Children will be able to write a newspaper report. |
| LO: Introduce the characters in the report. | This section of the article should include: * First person [accounts](https://www.bbc.co.uk/bitesize/topics/z2yycdm/articles/zgfhcj6) of the event.
* Details about the Name and age of the people.
* Correct use of [speech marks.](https://www.bbc.co.uk/bitesize/clips/zvftsbk)
 | Remember: include a first person account from two characters about their opinion of what has happened. | Children will be able to write a newspaper report. |
| LO: Write ‘why’ section of your article | The Why section and ending should include sentences that do the following:* Use an [alliteration](https://www.bbc.co.uk/bitesize/topics/zfkk7ty/articles/zq4c7p3) to describe an event or person.
* Use of correct [pronouns](https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/z37xrwx).
* A [rhetorical question](https://www.bbc.co.uk/bitesize/topics/z4jf6g8/articles/z6cj7nb) to finish.
 | Remember: Speculate about the Pied Pipers actions and decide how you want to end your article. | Children will be able to write a newspaper report. |