Teacher: Mrs Darby Topic: There’s No Place Like Home

Text: Leicester Folk Tales Genre: Folk Tales

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| LO: identify and predict events using evidence from the text. | Share an image, object or key vocabulary linked to the theme e.g. giant, magic, castle. Play a warm up game to develop vocabulary banks e.g. Just a Minute, Ping Pong words, word association etc*.* | Collate ideas onto a whole class vocabulary map/mind map. | Children will be able to generate appropriate vocabulary. |
| LO: discuss and sequence events. | Listen to King Lier from Leicestershire Folk Tales.  Explore, discuss and sequence the main events. | Use role play or speaking and listening approaches e.g. tell a story around a group using a magic microphone and speaking frame starters: *in the beginning, a little while later, before long*. | Children will be able to discuss and sequence events. |
| LO: to raise and answer questions linked to characters. | Raise questions about the characters at different points across the tale. | Answer through small discussion and in writing e.g. I wonder why Johnny… I wonder why Grandma… | Children will be able to raise and answer questions linked to characters. |
| LO: Listen to a breadth of texts around the same genre. | Read and Listen to the Griffin of Griffydam. | Respond to Qs about the text. | Children will have a greater breadth of knowledge of Folk Tales. |
| LO: recognise speech when reading. | Explore the use of speech and dialogue in the folktale. | Link to drama and model writing interchanges of speech in role with inverted commas. | Children will be able to recognise speech when reading and respond appropriately. |
| LO: to identify and use prepositions. | Identify, collect and explore the use of prepositions e.g. above, behind, forward, underneath. | High light prepositions in an extract of the text. | Children will be able to identify and use prepositions. |
| LO: Listen to a breadth of texts around the same genre. | Read and Listen to The Oak Tree and the Pear Tree. | Respond to Qs about the text. | Children will have a greater breadth of knowledge of Folk Tales. |
| LO: identify themes and conventions in folk tales. | Identify and discuss the theme in the folktale e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor and any convention e.g. numbers three and seven in fairy tales, magical sentence repeated several times. | Analyse folktales, identify key features and create a checklist. | Children will be able to identify themes and conventions in folk tales. |
| LO: identify the plot structure of a folktale. | Model chunking the plot into key events. | Create a whole class grid, story map or story board. | Children will be able to identify the plot structure of a folktale. |
| LO: explore vocabulary we are going to use in our Folktale. | Create a class bank of vocabulary we can use in this story. | Use ideas and add to them- make a list of vocab that can be used in this piece of writing. | Children will have a list of vocabulary that they can use in their next piece of writing. |
| LO: Create your own story plan for your own folktale. | Model how to plan a story using planning template. | Children create their own plan. Encouraged to follow the set format and change features such as names and actions. | Children will be able to develop ideas for a new folktale and plot these within a story planner. |
| LO: Write an opening section to a folk tale. | Model the opening of the story. | Children write their opening of the story- they can mag-pie from the whole class version. | Write an opening of a folk tale. |
| LO: Write the build-up and problem of a folktale. | Model writing together as w whole class. Take ideas and share vocabulary with the class. | Children write their version and they are encouraged to mag-pie language from whole-class version. | Write the build-up and problem of a folktale. |
| LO: Write the ending of a folktale. | Model writing together as w whole class. Take ideas and share vocabulary with the class | Children write their version and they are encouraged to mag-pie language from whole-class version. | Write the build-up and problem of a folktale. |
| LO: Edit a piece of writing. | Model how to edit own piece of writing on the board- changing vocabulary and adding punctuation. | Children use their purple polishing pens to edit writing. | Edit own writing and learn how to make changes. |
| LO: complete a final draft of writing. | Explain about the many versions that a book goes through before its published. Explain about a final draft and encourage excellent presentation. | Children to complete a final draft on cream paper. | Complete a final draft. |

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Text: Biographies- Various. Genre: Biographies

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| LO: describe an event including detail to engage the audience. | Watch and reading [this](https://www.youtube.com/watch?v=oAh-U0WBfl4) text about Richard Attenborough. | Recall facts about Richard Attenborough’s life. | Children will be able to describe an event including detail to engage the audience. |
| LO: compare biographies. | Watch the documentary Attenborough at 90. | Children keep notes about the documentary. | Children will be able to compare different biographies about the same person. |
| LO: describe an event including detail to engage the audience. | Model sharing a key memory orally. Children select a key memory and tell a partner. Encourage the inclusion of detail, including thoughts and feelings, to engage the listener. | Record key memory in writing. | Children will be able to describe an event including detail to engage the audience. |
| LO: to raise and answer research questions. | Read [Twinkl Richard Attenborough](https://www.twinkl.co.uk/resource/uks2-david-attenborough-differentiated-reading-comprehension-activity-t2-e-5224) and answer comprehension questions. | Model navigating texts to find answers to prepared questions.  Raise and answer questions related to who, what, when. | Read and view biographies in different forms, e.g. print, film and reading on screen e.g. famous authors, famous people relevant to the children’s interests. |
| LO: orally recount a series of events using time connectives and conjunctions. | Introduce conjunctions – before, after, while, later. | Use the events on the timeline to construct oral and written sentences using the conjunctions. | Children will be able to orally recount a series of events using time connectives and conjunctions. |
| LO: orally recount a series of events. | Children to use the notes, time connectives and conjunctions to give an oral recount of the person’s life. | Retell the story of Richard Attenborough’s life | Children will be able to orally recount a series of events using time connectives and conjunctions. |
| LO: identify the purpose of paragraphs. | Use Espresso video- KS2 Paragraphs to introduce that you start a new paragraph when you write about a new person, a new action, a new location and a new time. | Children make a poster to remind them when to start a new paragraph. | Children will be able to identify the purpose of paragraphs. |
| LO: describe the common layout features of a biography. | Make a class list about what a biography should include. | Create a class list of features. | Children will be able to describe the common layout features of a biography. |
| LO: use a range of sources conduct research for a biography. | Use a range of sources to research the life of Alice Hawkins. | Understand what a suffragette is and learn about events in Alice Hawkins life. | Children will be able to use a range of sources conduct research for a biography. |
| LO: Explore information about Alice Hawkins- reading information in print, on screen and by using film clips. | Demonstrate how to order life events on a time line. | Order the events of Alice Hawkins life in chronological order on a timeline. | Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information, using sticky notes. |
| LO: Write an opening section to a folk tale. | Model the opening of the story. | Children write their opening of the story- they can mag-pie from the whole class version. | Write an opening of a folk tale. |
| LO: Write the build-up and problem of a folktale. | Model writing together as a whole class. Take ideas and share vocabulary with the class. | Children write their version and they are encouraged to mag-pie language from whole-class version. | Write the build-up and problem of a biography. |
| LO: Write the ending of a biography. | Model writing together as whole class. Take ideas and share vocabulary with the class | Children write their version and they are encouraged to mag-pie language from whole-class version. | Write the build-up and problem of a biography. |
| LO: Edit a piece of writing. | Model how to edit own piece of writing on the board- changing vocabulary and adding punctuation. | Children use their purple polishing pens to edit writing. | Edit own writing and learn how to make changes. |
| LO: complete a final draft of writing. | Explain about the many versions that a book goes through before its published. Explain about a final draft and encourage excellent presentation. | Children to complete a final draft on cream paper. | Complete a final draft. |