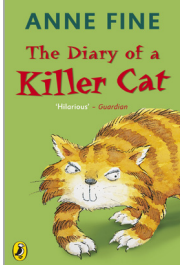


# The Diary of a Killer Cat by Anne Fine

Recommended Year Group: **Year 2**  
Recommended Edition: **9780140369311**



## Unit overview

This six-week unit is a study of *The Diary of a Killer Cat*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of. **All extracts, resources, session planning and teaching slides are included within this unit.**

## Themes and cross-curricular links

- **Science:** identify and classify different animals, explore and compare the differences between things that are living, things that are dead, and things that have never been alive
- **Mathematics:** interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- **Computing:** use technology purposefully to create, organise, store, manipulate and retrieve digital content
- **History:** know how cats fit within a chronological framework, looking at differences between ways of life in different periods
- **Geography:** use aerial photographs and plan perspectives to devise a simple plan, and use simple locational and directional language
- **Physical Education:** master basic movements including running and jumping, as well as developing balance, agility and co-ordination, and perform dances using simple movement patterns
- **Art:** produce creative work and explore ideas, becoming proficient in drawing and painting by developing art techniques using colour and pattern

## Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit also offers SATs-style questions/preparation, which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book being studied in depth in English lessons. The reading comprehension within the unit of work, as well as the reading aloud to improve fluency and understanding that is threaded through the unit, are also excellent SATs preparations.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

## Curriculum coverage

### Spoken language:

- Explain, adapt and retell the story
- Discuss different points of view
- Create, devise, improvise and script a range of roles through drama
- Perform, share, refine and rehearse and perform for others
- Listen carefully to others' performances

### Reading:

- Listen to, discuss and express views about a story
- Discuss the sequence of events
- Retell the story
- Adapt and develop the story structure
- Make inferences
- Ask and answer questions and find evidence
- Predict what may happen
- Unpick questions to work out what they are asking

### Grammar, punctuation and spelling:

- Commas in lists
- Coordinating conjunctions
- Noun phrases
- Progressive forms of verbs

### Vocabulary:

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary

### Writing:

- Draft, plan and edit
- Write a narrative composition
- Write for different purposes
- Rehearse what they are going to write, planning and saying out loud before writing
- Jot ideas down and note key words

## Key questions

- How do different characters view the same events?
- What is fair?
- Why have a pet?

## Writing outcomes

- **Writing outcome 1** (session 2) – to write a diary entry for Dad on Thursday evening
- **Writing outcome 2** (session 5) – to write a theory for why Tuffy brought Thumper through the cat flap and into the house
- **Writing outcome 3** (session 7) – to write instructions for cleaning up the rabbit
- **Writing outcome 4** (session 14) – to write the blurb to the sequel of *The Diary of a Killer Cat*
- **Writing outcome 5** (session 19) – to write a letter from the vet to Ellie's family
- **Writing outcome 6** (sessions 23) – to write a pamphlet for a new cat owner on how to look after their pet
- **Writing outcome 9** (session 29) – to write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy, detailing what Tuffy is and isn't guilty of

## Related books for wider reading

### Fiction

- *The Return of the Killer Cat* by Anne Fine
- *The Killer Cat Strikes Back* by Anne Fine
- *The Killer Cat's Birthday Bash* by Anne Fine
- *Six Dinner Sid* by Inga Moore
- *The Cat in the Hat* by Dr. Seuss
- *Goodbye Mog* by Judith Kerr

### Non-fiction texts

- *Cats and Kittens* by Honor Head
- *The Usborne Little book of Cats and Kittens* by Sarah Kahn
- *Usborne First Pets: Cats and Kittens* by Katherine Starke



# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- consider what three things Tuffy brought home for the family and what their reactions were
- be introduced to the characters and how they may be feeling
- check the text makes sense to them by reading for understanding
- write a diary entry as Dad on Thursday evening
- look at commas in lists
- read extracts with fluency and expression
- ask and answer questions, and find evidence
- be detectives and hunt for answers to questions in pairs
- write a theory of why they think Tuffy brought Thumper through the cat flap and into the house

### Resources provided:

- Pupil resource – Comma questions
- Pupil resource – Monday extract
- Pupil resource – What do domestic cats hunt?
- Teaching slides to aid discussion

## Week 2

### Objectives and outcomes summary:

This week the children will:

- consider what route Dad took to return Thumper, and if cats are the most popular pets in the class
- have opportunities to create and devise using the story
- check the text makes sense to them by reading for understanding
- devise an aerial plan to show Dad's route to return Thumper
- write instructions for cleaning up Thumper
- refine and learn to use proofreading and editing skills
- draft, plan and edit
- present information in a simple table or pictogram
- recognise punctuation errors and correct an extract

### Resources provided:

- Pupil resource – Incorrect extract
- Pupil resource – Correct extract
- Teaching slides to aid discussion

## Week 3

### Objectives and outcomes summary:

This week the children will:

- consider how Tuffy is different as a pet, how humour is used, and how cats move when chasing prey
- compare the writing style of The Diary of a Killer Cat to other books
- answer test framework questions to prepare them to think about what they have read
- look at 2-mark reading comprehension questions and learn how to pick what they need to do
- unpick questions to work out what they are asking
- find evidence from the text to support decisions
- discuss and clarify the meaning of words
- highlight vocabulary and inference by using questions to delve into understanding
- create a dance to show different ways cats might move
- write the blurb for a sequel to The Diary of a Killer Cat
- use coordinating conjunctions

### Resources provided:

- Pupil resource – Questions
- Pupil resource – Coordinating conjunctions
- Teaching slides to aid discussion

## Week 4

### Objectives and outcomes summary:

This week the children will:

- consider what could Tuffy wear that would camouflage him, and what the difference is between what is alive, what is dead and what has never been alive
- create a disguise for Tuffy
- classify and understand what is alive, what is dead and what has never been alive
- understand what 'inanimate' means
- answer test framework questions to prepare them to think about what they have read
- write their own questions for reading comprehension
- write a letter from the vet to Ellie's family
- express different roles
- use expanded noun phrases to develop description

### Resources provided:

- Pupil resource – Classification chart
- Pupil resource – Test framework questions
- Pupil resource – Noun phrases
- Teaching slides to aid discussion

## Week 5

### Objectives and outcomes summary:

This week the children will:

- consider what death is, what the cycle of life is, and what is fair
- plan a funeral for Thumper
- discuss different points of view
- share ideas
- find out information about domestic cats
- make a timeline to show different ways that cats have been represented in history
- compare a range of non-fiction texts
- write a pamphlet for a new cat owner on how they can look after their new pet
- find synonyms
- answer test framework questions to prepare them to think about what they have read
- explore fairness through the expression of different opinions

### Resources provided:

- Pupil resource – Test framework questions
- Teaching slides to aid discussion

## Week 6

### Objectives and outcomes summary:

This week the children will:

- Consider why have a cat as a pet, what Tuffy is guilty of, and if Tuffy is a killer cat
- Use and understand the progressive form of verbs
- Find out about different kinds of cats and what they look like
- Explore through paint, colour and pattern
- Discuss different reasons to have a cat as a pet or not
- Look at different points of view when considering a question
- Write a letter from Ellie to her grandpa explaining the misunderstanding with Tuffy
- Look at the story as a whole and decide whether Tuffy is a killer cat

### Resources provided:

- Pupil resource – Progressive tense
- Pupil resource – Why have a cat as a pet?
- Pupil resource – What is Tuffy guilty of?
- Teaching slides to aid discussion

# The Diary of a Killer Cat by Anne Fine

<b>Learning objective</b>	To be able to use the progressive form of verbs
<b>Outcomes</b>	To use the progressive form of verbs to ensure tense consistency in writing
<b>Key vocabulary</b>	Present, past, progressive tense
<b>Key questions</b>	How can you describe a continuous action in the present?
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Explain to the children that you are going to look at the progressive forms of verbs.</li> <li>● Tell them that they are going to look at the present progressive tense first.</li> <li>● Display the <b>first teaching slide</b> and talk through it, explaining that these are actions that are in progress now and this is how we describe them.</li> <li>● Then display the <b>next teaching slide</b>. Ask the children to complete the task on their whiteboards, writing in the correct verb form (is waiting, am putting, are shopping).</li> <li>● Tell the children that they are now going to look at the past progressive tense.</li> <li>● Display the <b>next teaching slide</b> and talk through it, explaining that these are continuing actions going on in the past, and this is how we describe them.</li> <li>● Then display the <b>next teaching slide</b>. Ask the children to complete the task on their whiteboards, writing in the correct verb form (was scratching, was washing, were watching)</li> <li>● Tell the children that you would now like them to write their own sentence using a present progressive verb.</li> <li>● Children to write down their sentences, then hold their whiteboards up. Check answers and address any misconceptions.</li> <li>● Repeat this task with past progressive verbs, then again check answers and address any misconceptions.</li> </ul>
<b>Teacher guidance</b>	<ul style="list-style-type: none"> <li>● Remind the children that for the present progressive tense, we use 'is', 'are' or 'am' before the '-ing' form of the verb. For the past progressive tense, we use 'was' or 'were' before the '-ing' form of the verb.</li> <li>● Check that the children are clear about the different tense forms.</li> <li>● Also correct any speech confusion with the tenses, as this will cause problems understanding them.</li> </ul>

	<ul style="list-style-type: none"> <li>● Instead of using whiteboards, the children could use the <b>Progressive tense</b> resource to answer the questions.</li> </ul>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● <b>Teaching slides</b></li> <li>● <b>Pupil resource – Progressive tense</b></li> <li>● Individual whiteboards</li> </ul>
<b>Curriculum coverage</b>	<ul style="list-style-type: none"> <li>● <b>G3.1</b> Sentences</li> <li>● <b>G4.1d</b> Present and past progressive</li> <li>● Write sentences and note key words</li> </ul>

# Recognising Present Progressive Verbs

Write a sentence to describe what the cat is doing in the picture.

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1. Read the question. What do you have to do?  
**(Write a sentence describing the picture).**
2. Look at the picture. What action is being done?  
**(Running).**
3. Write a sentence to say what is happening.  
**(The cat is running/chasing a mouse).**

**If we are using the present progressive tense, use 'is', 'are', or 'am' before the -ing form of the verb.**

Use with  
Session 26

1

## The present progressive

Write the **present progressive tense** form of the verb in the space.

The first one has been done for you.

Tuffy is watching the mouse.

Tuffy \_\_\_\_\_ (wait) at the vet's.

I \_\_\_\_\_ (put) Thumper back in the hutch.

We \_\_\_\_\_ (shop).

## The past progressive

Write the **past progressive tense** form of the verb in the space.

The first one has been done for you.

Ellie was eating her dinner.

Tuffy \_\_\_\_\_ (scratch) the vet.

Mum \_\_\_\_\_ (wash) Thumper.

Ellie and Tuffy \_\_\_\_\_ (watch) television.

# Fantastic Mr Fox by Roald Dahl

Recommended Year Group: **Year 2**  
Recommended Term: **Autumn 2**  
Recommended Edition: **9780141365442**



## Unit overview

This six-week unit is a study of Roald Dahl's classic story *Fantastic Mr Fox*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a narrative from Mr Fox's perspective to show what life would be like for the animals after deciding to stay underground. They can use the clues given at the end of the story to aid their prediction of what life would be like. **All extracts, resources, session planning and teaching slides are included within this unit.**

## Themes and cross-curricular links

- **Science** – different habitats and behaviours of foxes and other woodland animals
- **ICT** – research foxes and the other animals found in the story using the internet
- **Design and Technology** – design, recreate the story in 3D
- **Geography** – use geographical language to look at where Mr Fox and the farmers lived and create a simple map of the village using basic symbols in a key
- **Maths** – solve problems with addition and subtraction using pictorial representations, compare and sort common 2D and 3D shapes and everyday objects
- **Music** – experiment with, create, select and combine sounds
- **Art** – draw a healthy meal for one of the farmers
- **PSHE** – discuss healthy eating

## Curriculum coverage

### Spoken language:

- To be able to explain, adapt and retell the story
- To discuss different points of view
- To have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- To perform, share, refine and rehearse and perform for others
- To listen carefully to other's performances

### Reading:

- To listen to, discuss and express views about a story, at a level which maybe beyond that which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Make inferences
- Answer, ask questions and find evidence
- Predict what may happen
- Analyse questions for meaning

### Grammar, punctuation and spelling:

- Learn how to use sentences with different forms
- Apostrophes for possession
- Use of suffixes –er and –est in adjectives
- Regular nouns suffixes –s or –es
- Capital letters, full stops, question marks and exclamation marks

### Vocabulary:

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to know vocabulary

### Writing:

- Drafting, planning and editing
- Writing a narrative composition
- Writing for different purposes; letters, newspaper articles, adverts
- Rehearsing what they are going to write
- Planning and rehearsing out loud before writing
- Jotting ideas down and noting key words

## Key questions

- What makes someone or something fantastic?
- What does cooperation mean?
- Is it sometimes right to take something that belongs to someone else?

## Writing outcomes

- **Fact file** (session 3) – to write and present a fact file about a fox
- **Newspaper report** (session 10) – to write a newspaper report of the hunt from the viewpoint of the villagers
- **Non-fiction** (session 18) – to write a non-fiction report about one of the other animals in the story
- **Poem** (sessions 23 and 24) – To learn a poem by heart and to write their own poem about a fox
- **Letter** (session 27) – To write a letter for one of the Small Foxes to their Grandmother
- **Dictated sentence** (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary
- **Final piece** (session 29) – To write a narrative from Mr Fox's perspective to show what life would be like for the animals now they have decided to stay underground

## Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit does however offer SATs style questions/ preparation (see Teaching slides), which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth, in English. The reading comprehension within the unit of work, and the reading aloud to improve fluency and understanding that is threaded through the unit, is excellent SATs preparation also.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

## Related books for wider reading

- *Pax* by Sara Pennypacker
- *The Gruffalo* by Julia Donaldson
- *The Gingerbread Man* (recommended version: Ladybird First Favourite Tales, 2011)
- *Fox Friend* by Michael Morpurgo
- *Fox: City Safari* by Isabel Thomas
- *Mammals* by Nichola Tyrrell (Foxton Primary Science)
- *Mammals!* by Nick Forshaw (Explorer)

# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- be introduced to the book
- discuss what the story may be about
- create their own funny poem or song
- perform their own poem or song to the class
- use extracts and other books to create a fact file
- describe the characters using a range of vocabulary
- read non-fiction texts for information
- edit and proofread their own work
- mime the characters
- read for fluency and expression
- correct an extract using the correct punctuation (capital letters and full stops)

**Chapter focus:** 1–2

### Resources provided:

- Extracts from the text
- Teaching slide – Words used to describe the characters
- Pupil resource – Our funny poem/song
- Teaching slide – Information about Mr Fox
- Pupil resource – Fact file template
- Teaching slide and pupil resource – Uncorrected and corrected text

## Week 2

### Objectives and outcomes summary:

This week the children will:

- use evidence from the text to answer questions
- plan and label a healthy meal for one of the farmers
- highlight vocabulary and inference by using questions to delve into understanding
- use test framework questions to prepare to think about what they have read
- unpick questions to work out what they are asking
- perform a scene and use instruments or props to create sound effects
- learn how to use sentences with different forms
- write a newspaper report about the hunt for Fantastic Mr Fox

**Chapter focus:** 3–7

### Resources provided:

- Extracts from the text
- Teaching slide – The Farmers
- Teaching slide – Food groups
- Pupil resource – The farmer's dinner
- Links to online resources
- Teaching slides – Three questions
- Teaching slide – Question types
- Pupil resource – Sentence types
- Teaching slide – Newspaper report brief
- Pupil resource – Newspaper report template

## Week 3

### Objectives and outcomes summary:

This week the children will:

- sequence the story so far
- perform the story so far with sound effects
- use more challenging vocabulary
- compare with characters in other stories
- learn what a synonym is
- use test framework questions to think about what they have read
- become detectives, finding clues and answers to questions
- find evidence from the text to support decisions
- understand the differences between a fiction text and a non-fiction text
- draft, plan and edit
- learn about possessive apostrophes

**Chapter focus:** 8–11

### Resources provided:

- Extracts from the text
- Teaching slide – Synonyms of 'clever'
- Teaching slides – Two questions
- Teaching slide – Apostrophes for possession
- Teaching slide and pupil resource – Possessive apostrophes

## Week 4

### Objectives and outcomes summary:

This week the children will:

- sequence the story
- use geographical language to describe the features of a map, devise a simple map and create basic symbols in a key
- discuss the sequencing of the events with a partner, and design and recreate the story in 3D.
- write a non-fiction report about one of the other animals in the story
- present their report to a partner who has studied a different animal
- edit and proofread
- use regular noun suffixes –s or –es
- make a chart of what different woodland animals eat

**Chapter focus:** 12–13

### Resources provided:

- Teaching slide – Short non-fiction text brief
- Links to online resources
- Teaching slide – What is the plural for each word?
- Teaching slide and pupil resource – Plurals
- Pupil resource – Food chart

## Week 5

### Objectives and outcomes summary:

This week the children will:

- become detectives again, thinking about questions types and interrogating text in more detail
- read extracts with fluency and expression
- create a table plan or pictorial representation of the feast
- use maths problem solving with pictorial representations and labels
- learn a poem by heart about the feast
- become poets and write their own poem about a fox
- perform their poems
- use suffixes –er and –est in adjectives

**Chapter focus:** 16–17

### Resources provided:

- Extracts from the text
- Teaching slides – Three questions
- Pupil resource – The woman
- Teaching slide – Questions
- Teaching slide and pupil resource – The Greedy Fox
- Teaching slide – Poem brief
- Teaching slide – Animal comparisons

## Week 6

### Objectives and outcomes summary:

This week the children will:

- make valid predictions
- write a letter from one of the small foxes to her grandmother, explaining why they are taking things that don't belong to them
- write a dictated sentence
- write a narrative from Mr Fox's perspective to show what life would be like for the animals after deciding to stay underground. They can use the clues given at the end of the story to aid their prediction of what life would be like
- plan, edit and proofread

**Chapter focus:** 18

### Resources provided:

- Extracts from the text
- Teaching slide – Letter brief
- Teaching slide – Narrative brief

<b>Learning objective</b>	To write a letter for one of the Small Foxes to their Grandmother
<b>Outcomes</b>	To be able to explore and express the idea of why the Foxes were forced to take things that didn't belong to them.
<b>Key vocabulary</b>	Stealing, dotty, frump, swipe
<b>Key questions</b>	<ul style="list-style-type: none"> <li>● Is it sometimes right to take something that belongs to someone else?</li> <li>● Did they have any other alternatives?</li> <li>● How did they help the other animals?</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Ask the children, in pairs, to discuss whether they think the Foxes were quite right to take things from the farmers.</li> <li>● Only give them a couple of minutes.</li> <li>● Choose some children to suggest what they thought.</li> <li>● Show them the extract on the teaching slide and read it together as a class.</li> <li>● Ask the children, in their pairs, to answer the key questions after being reminded of the extract.</li> </ul> <p><b><i>Is it sometimes right to take something that belongs to someone else?</i></b></p> <p><b><i>Did they have any other alternatives?</i></b></p> <p><b><i>How did they help the other animals?</i></b></p> <ul style="list-style-type: none"> <li>● Write the questions on the board for them to refer back to.</li> <li>● Ask some pairs to share their views and make a list of any positive reasons.</li> <li>● Say you would like them to now write a letter from one of the Small Foxes to their Grandmother.</li> <li>● This needs to explain why they did what they did.</li> <li>● Before they begin, show the children the teaching slide 'Write a letter' and read through what they need to consider when writing their letter.</li> <li>● Remind the children when they have finished writing to proofread and edit their work.</li> </ul>

<b>Teacher guidance</b>	<ul style="list-style-type: none"> <li>● Some children may still argue that what the Foxes did was wrong but maybe draw their attention to Mr Fox's reply to Badger.</li> <li>● Also underline that although some things are basically wrong if the situation is desperate sometimes you have to make different choices.</li> </ul>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Teaching slide – Extract</li> <li>● Teaching slide – Letter brief</li> <li>● Extract from <i>Fantastic Mr Fox</i></li> <li>● Whiteboard</li> <li>● Workbooks/paper</li> </ul>
<b>Curriculum coverage</b>	<ul style="list-style-type: none"> <li>● <b>1a</b> draw on knowledge of vocabulary</li> <li>● <b>1b</b> identify and explain key aspects of fiction, such as characters, events titles and information</li> <li>● Be able to write for different purposes</li> <li>● Be able to redraft and edit</li> <li>● Rehearse what to say before writing</li> <li>● Read aloud what they have written</li> <li>● Discuss different points of view</li> </ul>

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# Write a letter from one of the Small Foxes to their Grandmother

**Purpose:** to explain why they are taking things that don't belong to them.

**Audience:** Small Foxes' Grandmother.

## Consider these questions

- Is it sometimes right to take something that belongs to someone else?
- Did they have any other alternatives?
- How did they help the other animals?

## What to include

- A formal style because their Grandmother is a lot older.
- Correct use of apostrophes and suffixes.

Use with  
Session 27

## Fantastic Mr Fox extract

Suddenly Badger said, ‘Doesn’t this worry you just a tiny bit, Foxy?’

‘Worry me?’ Said Mr Fox. ‘What?’

‘All this ... this *stealing*.’

Mr Fox stopped digging and stared at Badger as though he had gone completely dotty.

‘My dear old furry frump,’ he said, ‘do you know anyone in the *whole world* who wouldn’t swipe a few chickens if his children were starving to death?’

# The Tale of Jemima Puddle-Duck by Beatrix Potter

Recommended Year Group: **Year 2**  
Recommended Term: **Spring 2**  
Recommended Edition: **9780723247784**

THE TALE OF  
JEMIMA  
PUDDLE-DUCK



BEATRIX POTTER

*The original and authorized edition*

## Unit overview

This half term unit is a study of Jemima Puddle-Duck. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story; through activities that explore the effect these might have on readers. The children are taught to apply what they have learnt to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to create a story about an animal character from their experience or imagination. The children will then use the structure of the Jemima story to introduce their character and describe a difficult situation that gets solved. **All extracts, resources, session planning and teaching slides are included within this unit.**

## Themes and cross-curricular links

- **Science** – Different habitats and 'Hatching Project' to observe how chicks grow
- **Computing** – Research information about Beatrix Potter
- **History** – Edwardian England
- **Art** – Drawing pictures of animals from observation
- **Geography** – Use geographical language to compare where Beatrix Potter lived compared with the children

## Related books for wider reading

- *Watch it grow Duck* by Barrie Watts
- *The Life Cycle of a Duck (How Things Grow)* by Andrew Hipp
- *The Ugly Duckling* by Hans Christian Anderson
- *Animal Neighbours: Duck* by Stephen Savage

## Curriculum coverage

### Spoken language:

- To be able to explain, adapt and retell the story
- To discuss different points of view
- To have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- To perform, share, refine and rehearse and perform for others
- To listen carefully to other's performances

### Reading

- To listen to, discuss and express views about a story, at a level which may be beyond that which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Make inferences
- Answer, ask questions and find evidence
- Predict what may happen
- Analyse questions for meaning

### Grammar, punctuation and spelling

- Learn how to use sentences with different forms
- Expanded noun phrases
- Correct tenses past and present
- Subordination
- Capital letters full stops question marks and exclamation marks

### Vocabulary

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to know vocabulary

### Writing

- Drafting, planning and editing
- Writing a narrative composition
- Writing for different purpose; letters, newspaper articles, adverts
- Rehearsing what they are going to write.
- Planning and rehearsing aloud before writing
- Jotting ideas down and noting key words

## Essential teaching guidance

- *The Tale of Jemima Puddle-Duck* by Beatrix Potter is an out of copyright text and there are examples of the story available online and in print. This unit of work recommends using pictures and words from the edition with the ISBN 9780723247784.
- This unit includes a hatching chick project. It is important to use an ethical company and speak to children about the importance of looking after animals properly and ensuring that they are properly housed after the project.

## Key questions

- What is determination?
- Who do you trust?
- Who is a good friend?



## Writing outcomes

- **Non-fiction writing** (session 3) – to make observations about a chick's development
- **Instructions** (session 5) – to write instructions about how to look after a chick
- **Fact file** (session 7) – to write and present a fact file on different aspects of Beatrix Potter's life
- **Advert** (session 13) – to write an advert for a safe place for Jemima to lay her eggs
- **Diary entry** (session 19) – to write a simple chronological diary about how chicks develop
- **Script** (session 23) – to write a short script based on the story, changing one aspect
- **Description** (session 27) – to describe the Foxy gentleman
- **Final piece: Story about an animal character from their experience or imagination** – (session 29) – to entertain



# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- be introduced to the book
- discuss the main sequence of the story
- retell the story to a partner
- adapt and develop the story structure
- answer, ask questions, and find evidence
- use an extract with punctuation and missing punctuation (capital letters and full stops)
- write instructions about how to look after a chick.
- edit and proofread their work
- act out the sequence of the story in small groups
- make observations about the chicks' development.

### Resources provided:

- Extracts from the text
- Presentation slides to aid discussion
- Slides with comprehension questions
- Chick Hatching projects or use of Internet to observe the development and life cycle of a chick

## Week 2

### Objectives and outcomes summary:

This week the children will:

- highlight vocabulary and inference by using questions to delve into understanding
- look at the meaning of more challenging vocabulary beyond the individual reading level
- use comprehension questions to prepare children to think about what they have read
- Analyse questions for meaning
- use extract to look at subordination
- develop vocabulary using the text
- research meaning in the dictionary
- write a diary entry for Jemima using vocabulary acquired

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 3

### Objectives and outcomes summary:

This week the children will:

- find evidence from the text to support decisions
- use comprehension questions to prepare children to think about what they have read.
- look at different types of questions
- make a comparison between different types of text, looking at The Tale of Jemima Puddle-duck (fiction) and an information text about the life cycle of a duck (non-fiction)
- work as detectives and hunt for answers to questions in pairs
- create an advert for a safe place where Jemima could lay her eggs
- make a class chart of the differences between fiction and non-fiction texts, built on evidence
- present advert to the class

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 4

### Objectives and outcomes summary:

This week the children will:

- express views and develop ideas about Jemima's life on the farm.
- use geographical language and compare where Beatrix Potter wrote and where the children live
- use comprehension questions to prepare children to think about what they have read
- use an extract to look at tenses in context
- read the *The Ugly Duckling* and think about how you would look after the ugly ducking

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 5

### Objectives and outcomes summary:

This week the children will:

- read extracts with fluency and expression
- look at apostrophes for omission and possession
- use comprehension questions to prepare children to think about what they have read
- discuss different points of view
- revisit short scripts edit and add further details
- perform short scripts to their classmates
- edit and improve their work. Record the changes
- use extract to revisit ways in which their work may be improved

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 6

### Objectives and outcomes summary:

This week the children will:

- look at the characters and their characteristics in more detail
- read extracts and use vocabulary to describe characters
- think about and discuss whether and how Jemima shows determination
- explore why Jemima trusted the foxy gentleman. Talk about trust and who they trust
- read the part in the text which shows that Jemima had good friends
- 'hot seat' the characters to explore how they feel at different parts of the story
- ask the children to prepare questions for different characters
- write a description of the foxy gentleman/make a wanted poster
- write a story about an animal character from their experience or imagination. Introduce their character and describe a difficult situation that gets solved
- perform their story and develop questioning skills to peer assess

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

<b>Learning objective</b>	To make predictions using evidence from the text
<b>Outcomes</b>	Children can analyse questions and find evidence to support answers.
<b>Key vocabulary</b>	<b>Proud:</b> pleased about something; <b>admired:</b> regard with approval; <b>conscientious:</b> to do one's work well; <b>tedious:</b> boring; <b>lard:</b> fat from a pig; <b>hospitable:</b> welcoming to visitors and guests; <b>simpleton:</b> fool
<b>Key questions</b>	<ul style="list-style-type: none"> <li>● Why is the bushy long-tailed gentleman so kind?</li> <li>● What is he thinking?</li> <li>● Why does he want Jemima to collect herbs?</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Recap the story so far.</li> <li>● Read the next part from 'When she came out...' until ... "They might catch cold,' said the conscientious Jemima.'</li> <li>● Discuss any challenging vocabulary asking the children to use the context of the sentence to gauge the meaning of the word.</li> <li>● Explain to the children you would like them to be detectives again. This time they are going to look at a particular extract in detail.</li> <li>● Show them Teaching slide 27 and read the extract together.</li> <li>● Ask them to discuss in pairs what they think may be happening in the story at this point.</li> <li>● Show them Teaching slide 28.</li> <li>● Explain this is a 2-mark question because it asks you to answer the question and then find and show the evidence.</li> <li>● It is a more complex question because you are thinking about what might happen.</li> <li>● Say you also have to infer from the text will happen.</li> <li>● Ask the children to answer the question on their own.</li> <li>● Then compare their answer in a small group.</li> <li>● Now bring the class together to discuss possible correct answers and which evidence from the text shows it best.</li> </ul>

	<ul style="list-style-type: none"> <li>● The 'treat' is that Jemima will be his dinner. He is getting her to collect sage, thyme, mint, onions. He wants her for dinner and he is getting everything ready. He isn't really making an omelette he wants Jemima as the treat, that is why he is providing the lard.</li> </ul>
<b>Teacher guidance</b>	<ul style="list-style-type: none"> <li>● Emphasis to the children they are finding things to justify their answers.</li> <li>● They need to look carefully at what the question is asking them.</li> <li>● Some children may say the treat is to make a nice omelette for Jemima and they may give evidence to support this.</li> <li>● Look for other things in the text that suggest this isn't actually the case.</li> </ul>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Teaching slide 27.</li> <li>● Teaching slide 28.</li> <li>● Books/whiteboards.</li> </ul>
<b>Curriculum coverage</b>	<ul style="list-style-type: none"> <li>● Developing new vocabulary.</li> <li>● Discussing and clarifying the meaning of words.</li> <li>● <b>1a</b> draw on knowledge of vocabulary.</li> <li>● <b>1b</b> identify and explain key aspects of fiction, such as characters, events, titles and information.</li> <li>● <b>1d</b>-to make inferences from the text.</li> <li>● <b>1e</b> predict what might happen on the basis of what has been read so far.</li> </ul>

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## Using evidence from the text

What kind of 'treat' does the hospitable gentleman plan for Jemima?

**2 marks**

### Remember

- You need decide what kind of treat you think it will be.
- Then look for evidence that will show this.

Use with  
Session 15

1

## Jemima Puddle-duck extract

“Madam, I beg you not to trouble yourself with a bag; I will provide oats. But before you commence your tedious sitting, I intend to give you a treat. Let us have a dinner party all to ourselves!”

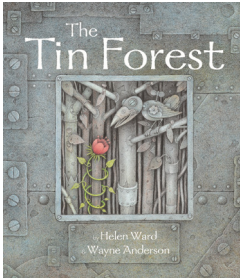
“May I ask you to bring up some herbs from the farm-garden to make a savoury omelette, sage and thyme, and mint and two onions and some parsley? I will provide lard for the stuff— lard for the omelette” said the hospitable gentleman with sandy whiskers.

Jemima Puddle-duck was a simpleton: not even the mention of sage and onions made her suspicious.

She went round the farm garden, nibbling off snippets of all the different sorts of herbs that are used for stuffing roast duck.

# The Tin Forest by Helen Ward and Wayne Anderson

Recommended Year Group: **Year 2**  
Recommended Term: **Summer 1**  
Recommended Edition: **9781848776678**



## Unit overview

This unit is a six-week study of *The Tin Forest* by Helen Ward and Wayne Anderson. The unit develops children's reading, writing, grammar, punctuation and spelling through the context of *The Tin Forest*. The unit explores the story structure, main character and setting in detail. Children will consider the vocabulary, use of punctuation and sentence structure. A range of different types of writing all with a purpose are covered throughout the unit including writing: a description, a non-fiction leaflet or poster, instructions and a story. Children apply what they have learned throughout the unit to create a final piece of writing – a story using the theme of recycling.

## Themes and cross-curricular links

- **DT** – Junk modelling, designing and create something out of waste (cardboard boxes, plastic bottles, etc.)
- **Art** – Creating collages, paintings, pastel drawings of different settings for a story, looking at famous paintings of forest settings, creating artwork using different mediums
- **Science** – Planting seeds, hunting minibeasts, thinking about senses, habitats
- **Computing** – Researching topics, copying and pasting
- **Geography** – Recycling, plastics in the oceans, endangered animals and the effects on the environment
- **Maths** – Looking at figures associated with recycling and plastic in the ocean, creating bar chart of recycled items in a recycling bin
- **PSHE** – Exploring different feelings and emotions, considering how feelings and emotions are expressed, considering how the environment makes them feel, looking after the environment.

## Curriculum coverage

### Spoken language:

- listen to others' opinions and share own opinions on favourite words and phrases from the book
- participate in discussions about the book, taking turns and listening to what others say
- ask and answer questions about the theme of recycling and litter
- role play a different character

### Reading:

- make predictions based on what you have read
- sequence main events in a story
- discuss and express opinions on what you have read
- discuss and express views on a story
- make inferences based on what you have read

### Vocabulary:

- discuss and clarify meanings of words

### Grammar, punctuation and spelling:

- use commas in a list
- use expanded noun phrase
- use conjunctions 'and', 'but', 'because', 'if' and 'when'
- use full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

### Writing:

- consider what they are going to write before beginning
- develop positive attitudes towards and stamina for writing
- make simple additions, revisions and corrections to their own writing
- write down ideas and/or key words, including new vocabulary
- write for different purposes – fiction and non-fiction

## Essential teaching guidance

- Copyright information
- Internet safety – using the internet to research a topic
- Safety outside – visiting forest area

## Related books for wider reading

- *The Tree Lady* by H. Joseph Sessions
- *What a Waste* by Jess French
- *Out of the Box* by Jemma Westing
- *One Plastic Bag* by Miranda Paul

## Key questions

- How is litter effecting our planet?
- What can we do with our litter?

## Writing outcomes

- **Lists** – to write lists of mini-beasts
- **A description** – to write a detailed description of a forest setting
- **Instructions** – to write instructions on how to plant a seed
- **Leaflet/poster** – to write an information text
- **Fiction** – to write a story exploring the theme of recycling and litter with a focus on setting

# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- be introduced to the book
- make and record a prediction based on what they have read so far
- become familiar with the story setting and main character
- create a storyboard of the main events in the story
- sequence the main characters feelings throughout the story
- express views on the story and listen to the views of others
- describe the main character's personality and appearance using evidence from the text
- explore vocabulary used in the text

### Resources provided:

- Pupil Resource – Leaf-shaped template for recording predictions
- Pupil Resource – Storyboard for sequencing the story's main events
- Pupil Resource – Six emotions worksheet
- Pupil Resource – Template to record information about the main character
- Pupil Resource – Synonyms worksheet
- Teaching slides to support discussion

## Week 2

### Objectives and outcomes summary:

This week the children will:

- write a list of bugs/minibeasts using commas in a list correctly
- write expanded noun phrases to describe the mini-beasts
- compare and contrast the beginning and ending of *The Tin Forest*
- create a plan for writing a description of a forest/woodland
- write a description of a forest setting

### Resources provided:

- Pupil Resource – Planning templates
- Pupil Resource – Checklist of what to include in my writing
- Teaching slides to support discussion

## Week 3

### Objectives and outcomes summary:

This week the children will:

- make inferences based on what they have read
- ask questions about the text
- discuss how to plant a seed, practice saying sentences verbally
- write instructions for how to plant a seed (sunflowers)
- identify the features of instructions (clear title, you will need list, numbered points, time adverbials, 'bossy' verbs)
- write sentences that are commands
- proof-read own writing and check instructions for spelling, grammar and punctuation

### Resources provided:

- Pupil Resource – Questions about the text
- Pupil Resource – Checklist of what I could edit in my writing
- Teaching slides to support discussion

## Week 4

### Objectives and outcomes summary:

This week the children will:

- correct sentences, checking for spelling, grammar and punctuation
- identify errors in spelling, grammar and punctuation
- demonstrate they can use capital letters, full stops and commas correctly
- consider and explore the meaning of vocabulary in the text
- improve sentences by adding expanded noun phrases
- gather information about a chosen topic
- record ideas or key words including new vocabulary
- create a poster/leaflet/fact sheet

### Resources provided:

- Pupil Resource – Synonyms worksheet
- Pupil Resource – Nouns in sentences worksheet
- Pupil Resource – Research template
- Teaching slides to support discussion

## Week 5

### Objectives and outcomes summary:

This week the children will:

- identify conjunctions
- join clauses using conjunctions
- make inferences based on what they have read
- choose a setting, character and title for a story
- create a collage of their chosen setting
- write expanded noun phrases to describe their setting
- write/draw a plan for a story

### Resources provided:

- Pupil Resource – Missing conjunctions worksheet
- Pupil Resource – Questions about the text
- Pupil Resource – Story planning template
- Teaching slides to support discussion

## Week 6

### Objectives and outcomes summary:

This week the children will:

- write a story with a beginning, middle and end
- use capital letters, full stops and commas in a list
- use expanded noun phrases
- use conjunctions 'and', 'but', 'because', 'if' and 'when'
- correct sentences, checking for spelling, grammar and punctuation
- identify errors in spelling, grammar and punctuation
- edit and improve their writing

### Resources provided:

- Teaching slides to support discussion

# The Tin Forest by Helen Ward and Wayne Anderson

<b>Learning objective</b>	To answer questions about a text
<b>Outcomes</b>	To make inferences based on what you have read
<b>Key vocabulary</b>	Explain, describe, discuss
<b>Key questions</b>	<ul style="list-style-type: none"> <li>● Have you used evidence from the text?</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Explain to the class that during this session you are going to focus on answering questions about the text.</li> <li>● Re-read the story <i>The Tin Forest</i> to the class.</li> <li>● Display a question and ask children to discuss their answer in talk partners.</li> <li>● Provide children with questions to answer independently.</li> <li>● Discuss answers as a class.</li> </ul>
<b>Teacher guidance</b>	<ul style="list-style-type: none"> <li>● Can children explain their answers using evidence from the text?</li> <li>● Ensure children are familiar with different types of questions such as multiple-choice questions.</li> </ul>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Pupil resource – Questions about the text</li> <li>● Teaching slide – Questions about the text (example)</li> <li>● Copies of the story <i>The Tin Forest</i></li> </ul>
<b>Coverage</b>	<ul style="list-style-type: none"> <li>● Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>● Check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>● Make inferences based on what is being said and done</li> <li>● Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>● Answer and ask questions</li> <li>● Predict what might happen based on what has been read so far</li> </ul>

## To answer questions about a text

How did the old man feel when he heard birdsong?

Tick **one**

happy

sad

pleased

grumpy



Use with  
Session 22

1 Which word has the same meaning as 'perched'?

Tick **one**

- ate
- sat
- dance
- flew

2 Choose two words the author could have used instead of 'mingled'.

Tick **two**

- blended
- mixed
- walked
- conflicted

3 How did the old man feel when he heard birdsong?

Tick **two**

- happy
- sad
- pleased
- grumpy

4 Tick the two statements that are **true**.

- The old man created a forest.
- The old man tidied the rubbish.
- The old man made a mess.

5 Which creature visited the tin forest first?

Tick **one**

- rabbit
- bird
- butterfly
- bird

6 Where did the seeds come from?

Tick **one**

- a shop
- a packet
- the birds dropped them
- a house

7 Name two animals that the old man had in his garden.

\_\_\_\_\_

8 Complete the sentence to describe the forest at the end of the story.

The forest was \_\_\_\_\_ and \_\_\_\_\_.

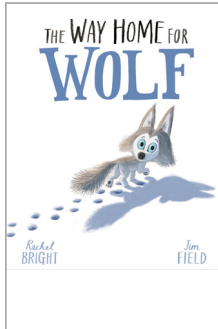
9 Did you like the story? Explain why.

YES  NO

\_\_\_\_\_  
\_\_\_\_\_

*Teacher instruction: Children discuss and answer questions in mixed ability pairs*

# The Way Home for Wolf by Rachel Bright and Jim Field



## Unit overview

This six-week unit is a study of *The Way Home for Wolf*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their readers' thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a diary entry by Wilf the wolf for the end of the story. They complete the sentence 'I knew I was home because...', writing about the feelings and insights Wilf has gained from his travels. **All extracts, resources, session planning and teaching slides are included within this unit.**

## Themes and cross-curricular links

- **Science** – observing closely, performing simple tests, using their observations and ideas to suggest answers to questions, researching the different habitats and behaviours of wolves, (Revision of Year 1) understanding the seasons, senses
- **Computing** – use technology purposefully to create, organise, store, manipulate and retrieve digital content
- **History** – To know where events fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- **Geography** – use basic geographical vocabulary to refer to key physical features such as mountain, hill, forest, river, valley
- **Design** – generate, develop, model and communicate their ideas through talking and mock-ups
- **Mathematics** – solve problems with addition and subtraction using pictorial representations (Venn diagrams)
- **Physical Education** – master basic movements and working as part of a team

## Curriculum coverage

### Spoken language:

- Be able to explain, adapt and retell the story
- Discuss different points of view
- Have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- Perform, share, refine and rehearse and perform for others
- Listen carefully to others' performances

### Reading:

- Listen to, discuss and express views about a story at a level which may be beyond that at which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Be able to make inferences
- Answer, ask questions and find evidence
- To be able to predict what may happen
- Unpick questions to work out what they are asking

### Grammar, punctuation and spelling:

- Use commas in lists
- Use subordinating conjunctions
- Use past and present tense
- Use verbs

### Vocabulary:

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to known vocabulary

### Writing:

- Draft, plan and edit
- Write a narrative composition
- Write for different purposes, letters, newspaper articles, adverts
- Rehearse what they are going to write, planning and saying out loud before writing
- Jot ideas down and note key words

Recommended Year Group: **Year 2**  
Recommended Term: **Spring 1**  
Recommended Edition: **9781408349205**

## Key questions

- What is independence?
- What is teamwork?
- Where is home?

## Writing outcomes

- **Writing Outcome 1** (session 3) – to write a PowerPoint presenting an aspect of a wolf's life.
- **Writing Outcome 2** (session 8) – to write a winter poem
- **Writing Outcome 3** (session 13) – to write a chronological account of an ice investigation
- **Writing Outcome 4** (session 19) – to write simple instructions on teamwork for the leader of the wolf pack
- **Writing Outcome 5** (session 22) – to write and present a fact sheet on why there aren't wolves in Britain anymore.
- **Writing Outcome 6** (session 26) – to write an alternative ending to Wilf's adventure
- **Writing Outcome 9 Final piece** (session 30) – to write a diary entry for Wilf for the end of the story, completing the sentence 'I knew I was home because...'

## Related books for wider reading

- *Little Red Riding Hood*
- *The Three Little Pigs*
- A variety of non-fiction material about wolves online or from a library

## Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit also offers SATs-style questions/preparation, which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth in English lessons. The reading comprehension within the unit of work, as well as the reading aloud to improve fluency and understanding that is threaded through the unit, are also excellent SATs preparation.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.



# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- understand the main sequence of the story
- use vocabulary to extend understanding
- be able to check the text makes sense to them by reading for understanding
- create a PowerPoint presenting an aspect of a wolf's life
- be able to use commas in lists
- be able to empathise with the character
- highlight vocabulary and inference by using questions to delve into understanding

### Resources provided:

- Pupil resource – Commas in lists
- Teaching slides to aid discussion

## Week 2

### Objectives and outcomes summary:

This week the children will:

- be detectives and hunt for answers to questions in pairs
- highlight vocabulary and inference by using questions to delve into understanding
- answer test framework questions to think about what they have read
- unpick questions to work out what they are asking
- revise the sequence of seasons
- explore vocabulary related to winter
- write a winter poem
- refine and learn to use proofreading and editing skills
- be able to check the text makes sense to them by reading for understanding
- consider questions to understand Wilf's character

### Resources provided:

- Teaching slides to aid discussion

## Week 3

### Objectives and outcomes summary:

This week the children will:

- consider where is the book set and how it is different to where they live
- use and recognise subordinating conjunctions
- make a class Venn diagram to show similarities and differences
- conduct a simple experiment to show how ice melts
- write a chronological account of the experiment
- answer test framework questions to think about what they have read
- find evidence from the text to support decisions
- work in groups to create a dance based on the different movements made by the animals

### Resources provided:

- Pupil resource – Subordinating conjunctions
- Pupil resource – Venn diagram
- Pupil resource – Matching question
- Teaching slides to aid discussion

## Week 4

### Objectives and outcomes summary:

This week the children will:

- use and understand verbs in context
- choose key vocabulary from the text and find synonyms of those words to explore meaning
- consider what teamwork is
- consider if the wolf pack worked well as a team
- write simple instructions for the leader of the wolf pack on how to use teamwork to make sure all the pack arrives safely
- answer test framework questions to think about what they have read
- show understanding through the sequence of the story
- work on a simple problem-solving activity as a team
- participate in a post-activity discussion on what worked well and what was challenging

### Resources provided:

- Pupil resource – Circle the verbs
- Teaching slides to aid discussion

## Week 5

### Objectives and outcomes summary:

This week the children will:

- compare *Little Red Riding Hood*, *The Three Little Pigs* and *The Way Home for Wolf*
- look at how the wolf is portrayed differently in each of the stories
- discuss different points of view
- read an extract with fluency and expression
- consider why there are no wolves today in Britain
- read a summary of why wolves no longer exist in Britain
- edit and proofread a summary to ensure it makes sense
- see if they can find the answer to the question or suggest a theory
- play 'change the story' during circle time
- retell the story until wolf meets the creatures and then change the creatures
- play a 'Writing Consequences' where the children have to write what happened in the story
- read out their stories
- answer test framework questions to think about what they have read

### Resources provided:

- Pupil resource – Wolves in the UK
- Teaching slides to aid discussion

## Week 6

### Objectives and outcomes summary:

This week the children will:

- consider what the turning point of the story is
- look at the story pattern by making a story mountain
- write an alternative ending to Wilf's adventure
- sequence the story
- create sequencing questions for other children
- use the past and present tense
- make a mind map of where home is
- write a diary entry by Wilf for the end of the story completing the sentence 'I knew I was home because...'

### Resources provided:

- Pupil resource – Mind map template
- Teaching slides to aid discussion

<b>Learning objective</b>	To answer test framework questions to think about what they have read
<b>Outcomes</b>	To learn how to answer specific questions and different content domains
<b>Key vocabulary</b>	Pursuit, ridge, guided, twilight, wilds
<b>Key questions</b>	<ul style="list-style-type: none"> <li>● What does this word mean?</li> <li>● What is the order?</li> </ul>
<b>Activities</b>	<ul style="list-style-type: none"> <li>● Read the extract on the first teaching slide.</li> <li>● Explain you would now like the children to be detectives and look and think about the answers to the questions on the teaching slides.</li> <li>● Show the next teaching slide. Ask the children what this question wants them to do. Tell them to look at the specific instructions. (Answer: Ancient)</li> <li>● Look at the next teaching slide. This is a retrieval question where the children need to read closely and find the answer. (Answer: By honking)</li> <li>● Then look at the next teaching slide. Explain that this a 'drawing lines to match' question.</li> <li>● Say this question is checking their understanding of the sequence of events in this part of the story.</li> <li>● Demonstrate how to carefully draw lines to an answer.</li> <li>● Choose volunteers to come up and draw lines to match.</li> <li>● Remind the children you only draw one line and it needs to be clear.</li> <li>● Give children Pupil resource – Matching question.</li> <li>● Ask each child to draw their own lines (Correct order: Walrus, Ox, Arctic fox, Goose, Moose).</li> <li>● Children's partners to check their answers are clear.</li> <li>● Recap the types of questions: ask the meaning of a word, what something might mean, find information.</li> <li>● Discuss and clarify any other challenging vocabulary in the extract.</li> </ul>
<b>Teacher guidance</b>	<ul style="list-style-type: none"> <li>● Remind the children that with a 'find and copy' question, if it asks for one word that is all they should write.</li> </ul>

	<ul style="list-style-type: none"> <li>● Also remind them that all the information they need to answer the questions is in the text.</li> </ul>
<b>Resources needed</b>	<ul style="list-style-type: none"> <li>● Teaching slides</li> <li>● Pupil resource – Matching question</li> </ul>
<b>Curriculum coverage</b>	<ul style="list-style-type: none"> <li>● <b>1a</b> Draw on knowledge of vocabulary</li> <li>● <b>1b</b> Identify and explain key aspects of fiction, such as characters, events, titles and information</li> <li>● <b>1c</b> Identify and explain the sequence of events in texts</li> <li>● Discuss different points of view</li> </ul>

And there, sure enough,  
On the ridge was the ox.  
Who took Wilf as far  
as his friend...  
...ARCTIC FOX  
Who followed his nose  
through the trees to a ...  
...GOOSE  
Who guided him,  
honking, to...  
...this ancient MOOSE!  
The moose knew these wilds  
like no other soul.  
He was steady and true  
in pursuit of their goal.



Use with  
Session 14

1

**Draw lines to match the order Wilf meets the creatures who help him.**

One has been done for you.

Arctic fox	1
Goose	2
Moose	3
Ox	4
Walrus	5