The Bear and the Piano by David Litchfield

Recommended Year Group: **Year 3**
Recommended Edition: **9781847807182**



Unit overview

This six-week unit is based on David Litchfield's heart-warming story *The Bear and the Piano*. The learning journey will develop pupils' understanding of the story – its characters, themes and language. Pupils make connections between the characters and themes on a personal level with the bear, to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the text, with pupils taught to apply what they have learned in their own writing around such themes as home, friendship, perseverance and fame. The unit culminates in a final piece of writing where pupils apply all that they have learned to produce a new adventure story of their own. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **SMSC** – family and home, friendships, feelings, challenge
- **Geography** – forests and nature, rural vs. urban settings, exploring local environment
- **Music** – piano music, concerts and performances
- **Art/DT** – sketching and seasons mobiles
- **Drama** – role play in pairs and groups including hot seating and conscience alley

Essential teaching guidance

- Whole class reading and writing outcomes are interwoven throughout the sessions. All elements of the English curriculum are covered, including opportunities to immerse pupils deeply in the text as they explore the different experiences, challenges and decisions the bear faces during the story.
- Many sessions include discussing characters' feelings and how they both approach and deal with different challenges. Therefore, there are SMSC and personal development links throughout.
- A further link is provided to David Litchfield's engaging blog and artwork – written/produced whilst he was working on the book.

Read in to Writing

Curriculum coverage

Spoken language:

- ask questions to improve their understanding of a text
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- articulate and justify answers, arguments and opinions
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- gain, maintain and monitor the interest of the listener(s)
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- select and use appropriate registers for effective communication.

Reading:

- discuss words and phrases that capture the reader's interest and imagination
- identify how language, structure and presentation contribute to meaning
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- ask questions to improve their understanding of a text
- read aloud their own writing, to a group or the whole class, using appropriate intonation
- summarise main ideas
- identify themes and conventions in a wide range of books

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use conjunctions, adverbs and prepositions to express time and cause
- use expanded noun phrases for description and specification
- use the present perfect form of verbs in contrast to simple past tense
- indicate possession by using the possessive apostrophe with plural nouns
- choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- use commas after fronted adverbials
- use and punctuate direct speech

Writing:

- plan their writing by:
  - discussing and recording ideas
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- draft and write by:
  - organising paragraphs around a theme
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
  - creating settings, characters and plot in narratives
  - giving well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- evaluate and edit by:
  - assessing effectiveness of their own and others' writing and suggesting improvements
  - proofreading for spelling and punctuation errors
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Key questions

- Why is our home important to us?
- How do we make decisions and how do these decisions impact others?
- What happens when you achieve your dreams?

Writing outcomes

- **Fact file** (session 5) – to present facts and inform others about the seasons
- **Free writing** (session 6) – to reflect on a personal experience of perseverance
- **Diary** (sessions 11–12) – to write in character as the bear; his viewpoint as he leaves for the city
- **Postcard** (session 14) – for the bear to inform and keep in touch with his friends
- **Free writing** (session 16) – to write about a celebrity of choice
- **Poster** (session 17) – to persuade people to attend a concert
- **Informal letter** (sessions 18–19) – for the bear to explain his thoughts to his friend, grey bear
- **Internal monologue** (sessions 21–22) – to reflect on the bear's dilemma
- **Final piece: an adventure story** (sessions 27–30) – to inform a wide audience, including adults

Related books for wider reading

- *The Bear, the Piano, the Dog and the Fiddle* by David Litchfield
- *Jemmy Button* by Jennifer Uman and Alix Barzelay
- *A Brave Bear* by Sean Taylor
- *Wild* by Emily Hughes

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Planning Overview

Week 1

Objectives and outcomes summary:

This week the pupils will:

- build an understanding of the context/setting of the story
- develop vocabulary
- empathise with the main character
- explore the concept of determination
- write about the changes in the seasons
- compose a fact file to inform others (seasons)

Resources provided:

- Pupil resource – Vocabulary building
- Pupil resource – Fact file template for one season
- Pupil resource – Fact file template for comparing two seasons
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the pupils will:

- explore friendship – the bear and his friends in the forest
- take part in role play tasks to develop an understanding of character
- discuss how we make and follow through with decisions
- free write a personal reflection about perseverance
- devise thought bubbles
- complete an emotions graph – the bear's journey so far

Resources provided:

- Pupil resource – Vocabulary building
- Pupil resource – What is the bear thinking?
- Pupil resource – Emotions graph
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the pupils will:

- plan, write, edit and improve the bear's diary entry
- compare and contrast settings – the forest vs. the city
- develop understanding of the characters and plot
- exploring change – a new place and a new challenge for the bear
- write a postcard home
- write questions and undertake a role play interview

Resources provided:

- Pupil resource – Diary planning template
- Pupil resource – Compare the settings
- Pupil resource – Postcard template
- Pupil resource – An interview with the bear
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the pupils will:

- explore the concept of fame – what does it mean to be famous?
- free write about a celebrity of choice
- understand the development of the story
- produce a persuasive concert poster
- write an informal letter
- develop an understanding of the bear's dilemma, including through role play

Resources provided:

- Pupil resource – Letter planning sheet
- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the pupils will:

- reflect on a dilemma through writing a monologue
- develop and understanding of plot and characters through posing questions
- understand and explore the importance of 'home'
- explore a character's changing emotions
- retell the story; evaluate the bear's experiences and success

Resources provided:

- Pupil resource – Example monologue
- Pupil resource – Helpful hints
- Pupil resource – Vocabulary building
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the pupils will:

- draw on their reading and understanding of the story to plan a new story
- explore different planning formats
- draft, proofread, edit and publish an adventure story

Resources provided:

- Pupil resource – Storyboard template
- Pupil resource – Act it out (adverbs of manner word/ grammar game)
- Teaching slides to support discussion

Read in to Writing

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SESSION 14 The Bear and the Piano by David Litchfield

Learning objective	**To write using a chatty, informal style – the bear writes to keep in touch with his friends**
Outcomes	**To write a postcard to be sent home after the bear's first concert performance in the city**
Key vocabulary	Performance, concert, sold-out, grand piano, tuxedo, audience, passion, grace, standing ovation, admiration
Key questions	• How do we know that the bear's concerts are popular? • How did the audience respond to his piano playing? • Why would it be unusual to see a bear in a tuxedo playing a grand piano? • What is admiration?
Activities	• Read pages 15–18 ('He played' to 'huge admiration'). Take time to encourage pupils to look at the illustrations closely so that they can describe the new environment *inside* the concert halls in detail. ***How can we tell that the bear is performing well? How do we know that his concerts are popular? How do you think he is feeling?*** • ***What do the close-up shots on pages 17 and 18 tell us about the bear? What do they tell us about the audience?*** (Similar to when cameras 'zoom-in' for tighter shots during films, these more focused illustrations give us additional insight into the bear's paws/hands playing and the expressions on the audience members' faces.) • Display the **first teaching slide** and use the prompts to develop the class discussion. • Watch, listen and enjoy extracts from a piano concert by following the two links on the slide. • ***What is admiration?*** Discuss the term from the root word 'admire', meaning to have respect, show warm approval and feel proud for something. ***How did the audience show their admiration for the bear's playing? How can you tell they were enjoying his music?*** Extend vocabulary starting with words/phrases from the text, including 'applause' and 'standing ovation'. Also include feelings words, both from the bear's perspective and from the audience's perspective. Ask pupils to give their examples with reasons/evidence from the text or illustrations. • ***What is a postcard? Have you ever received or sent one? What is the purpose of a postcard?*** Explain to the pupils that they are going to write a short postcard home to the forest bears, using ideas from the text. This will be as if the bear wrote a postcard home after his first concert in the city. The purpose is to write a postcard home to keep in touch.

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	• Briefly hot seat the bear, with a pupil volunteer. ***What are you thinking as you stare out towards the audience? How do you feel about all this attention?*** (Refer to page 18, bottom illustration.) • Display the **next teaching slide**. Give talk partners a few minutes to spot spelling and punctuation mistakes. Hear pupils' ideas about how to make the writing accurate. A corrected version of the postcard is on the **next teaching slide**. • If needed, model write how to structure an additional informal postcard – include chatty, informal language, feelings words, contractions, capital letters for proper nouns and relevant information from the first concert. • Distribute copies of the **Postcard template** resource. Split the class into pairs and allow time for talk partners to orally rehearse what the bear would say on his postcard. Pupils could use ideas from the book and the teaching slide. • Give pupils time to write their ideas – using first-person from the bear's perspective. You could provide them with an additional opener, 'Hi bears, I have just played in my first concert in the city. It was fabulous! I'm so excited to…' • Plenary – hear pupils read their writing. ***Which examples really sound like the bear is talking? Why?*** Ask talk partners to consider and predict: ***Do you think the bear will continue to love his new life?***
Teacher guidance	• This session gives opportunity for the pupils to continue writing from the bear's perspective. They may write only a few sentences, but this will provide discussion and feedback points about the style and features needed for informal writing in preparation for the longer writing task about the bear's concert tour (informal letter to a friend).
Resources needed	• **Teaching slides** • **Pupil resource – Postcard template**
Curriculum coverage	• Consider and evaluate different viewpoints, attending to and building on the contribution of others • Articulate and justify answers, arguments and opinions • Identify how language, structure and presentation contribute to meaning • Predict what might happen from details stated and implied

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What do we know about concert performances?





What clues can you see in the illustrations on pages 17–18 which tell us…

- People are happy.
- The concerts are exciting.
- The bear felt proud of his talent.

https://www.youtube.com/watch?v=7maJOI3QMu0

https://www.youtube.com/watch?v=yTLOQGF-c1E

Use with Session 14

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Read in to Writing

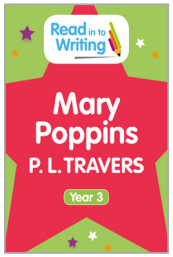




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Mary Poppins by P. L. Travers

Recommended Year Group: **Year 3**
Recommended Term: **Summer**
Recommended Edition: **9780007286416**



Unit overview

The six-week unit is based on P. L. Travers's classic story *Mary Poppins*. The unit explores the story of the magical nanny and her host family. Throughout the unit, pupils will read, analyse, discuss, debate and base writing tasks around the well-loved character Mary Poppins. Children will explore the motion picture too. Through discussion, children will make comparisons between both the book and the film. Children will write in the style of P. L. Travers, giving careful consideration to vocabulary choices, sentence structure and cohesive devices. The unit is an opportunity for children to explore a children's classic which challenges current views on families, parenting and lifestyle.

Themes and cross-curricular links

- **History** – Women's Suffrage Movement
- **SMSC** – Relationships/changes
- **Art** – focus on street art: chalk drawings/ graffiti
- **Drama** – role playing scenes, hot seating, freeze frames, reading aloud

Essential teaching guidance

- It is worth noting the text is very different to the 1964 Disney film; teachers would benefit from reading the text before teaching the unit.
- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. Throughout the unit children are encouraged to respond to the text through a series of thought-provoking questions around characters, plot and themes. The analysis of the text is completed through debate, discussions and written responses.
- The themes explored throughout the unit could raise some sensitive debates around the term 'family'. You will need to set guidance for respecting each other's feelings and different experiences.
- Give time to the writing process (planning, oral rehearsal, drafting, redrafting, proofreading, editing and publishing) to produce high quality writing.

Curriculum coverage

Spoken language:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinion
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication

Reading:

- identify themes and conventions in a wide range of books
- use dictionaries to check the meaning of the words they have read
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use words with suffixes, use adverbs and proper nouns
- choosing nouns or pronouns appropriately or clarity and cohesion and to avoid repetition
- using and punctuating direct speech

Writing:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - creating settings, characters and plot in narratives
- evaluate and edit by:
  - assessing effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

Key questions

- Who is Mary Poppins?
- What impact did Mary Poppins have upon the Banks Family?
- How did P. L. Travers create such a well-loved character?

Writing outcomes

- **A series of diary entries** (sessions 6, 9–10) from the perspective of Jane, Michael and other characters they meet along the way
- **Poetry** (session 16) – shape poems based on Mary Poppins
- **An extended narrative** (sessions 20–23) – 'the missing chapter' based on the film version
- **A persuasive letter** (sessions 28–30) from Jane and Michael Banks to Mary Poppins asking for her to return

Related books for wider reading

- *The Collected Tales of Nurse Matilda* by Christianna Brand
- *Madame Doubtfire* by Anne Fine
- *Mary Poppins - The Complete Collection* by P. L. Travers
- *Apes to Zebras: An A-Z of Shape Poems* by Liz Brownlee et al.
- *Doodle Dandies: Poems That Take Shape* by J. Patrick Lewis

Read in to Writing

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Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- identify through inferring a well-loved book character using a selection of clues
- explore setting and significant characters
- explore dynamics and perspectives of characters
- compare an event that features in both the book and the film

Resources provided:

- Pupil resource – Clue template
- Pupil resource – What I know/What I would like to find out
- Pupil resource – Reading response sentence stems (PEE)
- Pupil resource – Fairyland
- Pupil resource – Tea on the ceiling thought bubbles
- Pupil resource – Venn diagram
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- develop understanding of a character
- explore dynamics and perspectives of new characters
- develop a piece of independent writing

Resources provided:

- Pupil resource – Miss Lark and Andrew thought bubbles
- Pupil resource – Miss Lark's diary planning template
- Pupil resource – Miss Lark diary entry example
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- explore significant characters and the author's intention
- explore dynamics and perspectives of characters
- explore significant characters and their purpose in the story
- understand author intention through inference of character
- describe Mary Poppins's character through a piece of shape poetry

Resources provided:

- Pupil resource – Vocabulary investigation
- Pupil resource – Reading response sentence stems (PEE)
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- select and use a range of descriptive vocabulary to describe Mary Poppins
- analyse a new scene that features in the film of Mary Poppins
- write a descriptive narrative in the style of P. L. Travers
- plan a new chapter in the style of P. L. Travers
- write in the style of P. L. Travers

Resources provided:

- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- write the build-up and climax to a new chapter in style of P. L. Travers
- write the resolution and ending of a new chapter in the style of P. L. Travers
- redraft a paragraph to incorporate speech to advance the action and/or convey character
- answer the question, 'What impact did Travers intend to have upon the reader with the sudden departure of Mary Poppins?'
- Explore and understand characters' reactions to Mary Poppins's departure

Resources provided:

- Pupil resource – Speech bubble activity
- Pupil resource – Reading Response sentence stems (PEE)
- Pupil resource – Venn diagram
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- persuade Mary Poppins to return to Number 17 Cherry Tree Lane
- select and identify the appropriate features of a persuasive letter
- publish a letter to Mary Poppins

Resources provided:

- Pupil resource – Persuasive letter plan
- Pupil resource – Persuasive letter sentence starters
- Pupil resource – Persuasive letter from Jane and Michael Banks
- Pupil resource – Persuasive letter from Michael Banks
- Pupil resource – Persuasive letter from Jane Banks for editing
- Teaching slides to support discussion

Read in to Writing

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SESSION 10

Mary Poppins by P. L. Travers

Learning objective	**To develop a piece of independent writing**
Outcomes	**To edit/proofread their diary entry**
Key vocabulary	Draft, proofread, edit, develop, grammar, punctuation, spelling, develop, redraft, next step
Key questions	• What is the difference between editing and proofreading? • Why do we need to edit? What is the purpose? • What is the best approach to editing? • What should I do if I need help? • What resources can I use?
Activities	• Use the first teaching slide to display the example of Miss Lark's diary entry. Share the editing/proofreading process with the children for the opening paragraph (you may need to model elements). Promote the use of the success criteria, referring back to last piece of writing and use resources in the classroom (dictionary/thesaurus). • Display the next teaching slide. ***Is it in the first-person? Is it in the past tense? Does it include Miss Lark's inner thoughts/feelings? Does it start at the right point? Has Miss Lark's character been conveyed in the opening? Does it sound like Miss Lark? How? Why not? What's missing?*** • Arrange children into suitable pairings. Children to work together on editing/proofreading Pupil resource – Miss Lark diary entry example. Encourage them to refer to the success criteria, and dictionaries/thesauruses. Collect feedback from class on corrections and improvements they have made. Remind children to read the diary aloud – they need to hear how it sounds. • Invite children to provide a next step/writing target for the anonymous writer of the diary entry in the resource. They may need support with this. You could remind them of their own writing targets for prompts. • Direct children to edit/proofread their own diary entries following the same approach. Children could work together to support each other's writing.

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	• Read Chapter 6: Bad Tuesday. Allow children to enjoy it, and pause to address new vocabulary, any misconceptions and to answer any questions the children may have. • Ask children to focus on Michael Banks. Display the next teaching slide. ***Why did Michael behave in such a manner? What did he want to happen? Have you ever woken up in that kind of mood? What did you do? What happened? Were you told off or sanctioned? Who told you off? How did this make you feel?*** • Display the next teaching slide. ***How did Mrs Banks deal with Michael's behaviour? What does this tell us about Mrs Banks? Is Michael worried about how his father will react to the news of his behaviour? Why or why not? Which parent handled Michael's behaviour more effectively? How did they achieve this?*** Ask children to consider when they have bad days, which adult helps them the most to snap out of the bad mood. ***How do they do this?*** • Refer back to the Mary Poppins display. ***What new information can we add? What have we learned about Mary Poppins?*** Complete the session by adding new findings to the Mary Poppins display.
Teacher guidance	• Ensure children have a suitable amount of time to edit/proofread their diary entry with their partner. Pause them at points to refer them to success criteria and resources in the classroom. • Invite children to log their own next step/writing task for future writing.
Resources needed	• Teaching slides • Pupil resource – Miss Lark diary entry example • Diary entries from previous session • Dictionaries/thesauruses
Curriculum coverage	• Use dictionaries to check the meaning of the words they have read Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency

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- Is it in the first-person?
- Is it in the past tense?
- Does it include Miss Lark's inner thoughts/feelings?
- Does it start at the right point?
- Has Miss Lark's character been conveyed in the opening?
- Does it sound like Miss Lark?
- How? Why not? What's missing?



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Use with Session 10

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Read in to Writing

What a dreadful day! My poor nerves are in ribbons. My darling Andrew has behaved in the most outrageous way. Shocking in fact! He has invited that waif from the park into the house. I dread to think the germs that pest has brought into my home.

I shall be having a stern word with Mr Banks tomorrow. I did not appreciate his nanny interfering in my business and I shall tell him so. I am certain she and the children planned the whole thing. I mean, how would she know the name of that stray mutt? Willoughby, such a frightful name!

The whole event has exhausted me. I feel such a fool.

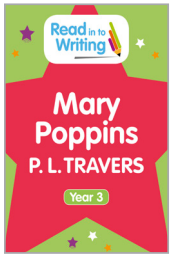
I do not appreciate being laughed at by children or any hired help. So I will sort this out. Willoughby will not be staying for long!

Andrew must be unwell. I shall get him to the veterinarian first thing in the morning. They will make my darling Andrew all better. Then we can eject that stray out of Cherry Tree Lane, once and for all. Out of sight, out of mind.

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Mary Poppins by P. L. Travers

Recommended Year Group: **Year 3**
Recommended Term: **Summer**
Recommended Edition: **9780007286416**



Unit overview

The six-week unit is based on P. L. Travers's classic story *Mary Poppins*. The unit explores the story of the magical nanny and her host family. Throughout the unit, pupils will read, analyse, discuss, debate and base writing tasks around the well-loved character Mary Poppins. Children will explore the motion picture too. Through discussion, children will make comparisons between both the book and the film. Children will write in the style of P. L. Travers, giving careful consideration to vocabulary choices, sentence structure and cohesive devices. The unit is an opportunity for children to explore a children's classic which challenges current views on families, parenting and lifestyle.

Themes and cross-curricular links

- **History** – Women's Suffrage Movement
- **SMSC** – Relationships/changes
- **Art** – focus on street art: chalk drawings/ graffiti
- **Drama** – role playing scenes, hot seating, freeze frames, reading aloud

Essential teaching guidance

- It is worth noting the text is very different to the 1964 Disney film; teachers would benefit from reading the text before teaching the unit.
- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. Throughout the unit children are encouraged to respond to the text through a series of thought-provoking questions around characters, plot and themes. The analysis of the text is completed through debate, discussions and written responses.
- The themes explored throughout the unit could raise some sensitive debates around the term 'family'. You will need to set guidance for respecting each other's feelings and different experiences.
- Give time to the writing process (planning, oral rehearsal, drafting, redrafting, proofreading, editing and publishing) to produce high quality writing.

Curriculum coverage

Spoken language:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinion
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- participate in discussions, presentations, performances, role play, improvisations and debates
- select and use appropriate registers for effective communication

Reading:

- identify themes and conventions in a wide range of books
- use dictionaries to check the meaning of the words they have read
- discuss words and phrases that capture the reader's interest and imagination
- recognise some different forms of poetry
- check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure, and presentation contribute to meaning

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- use words with suffixes, use adverbs and proper nouns
- choosing nouns or pronouns appropriately or clarity and cohesion and to avoid repetition
- using and punctuating direct speech

Writing:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - organising paragraphs around a theme
  - creating settings, characters and plot in narratives
- evaluate and edit by:
  - assessing effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors

Key questions

- Who is Mary Poppins?
- What impact did Mary Poppins have upon the Banks Family?
- How did P. L. Travers create such a well-loved character?

Writing outcomes

- **A series of diary entries** (sessions 6, 9–10) from the perspective of Jane, Michael and other characters they meet along the way
- **Poetry** (session 16) – shape poems based on Mary Poppins
- **An extended narrative** (sessions 20–23) – 'the missing chapter' based on the film version
- **A persuasive letter** (sessions 28–30) from Jane and Michael Banks to Mary Poppins asking for her to return

Related books for wider reading

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- *Mary Poppins - The Complete Collection* by P. L. Travers
- *Apes to Zebras: An A-Z of Shape Poems* by Liz Brownlee et al.
- *Doodle Dandies: Poems That Take Shape* by J. Patrick Lewis

Read in to Writing

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Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- identify through inferring a well-loved book character using a selection of clues
- explore setting and significant characters
- explore dynamics and perspectives of characters
- compare an event that features in both the book and the film

Resources provided:

- Pupil resource – Clue template
- Pupil resource – What I know/What I would like to find out
- Pupil resource – Reading response sentence stems (PEE)
- Pupil resource – Fairyland
- Pupil resource – Tea on the ceiling thought bubbles
- Pupil resource – Venn diagram
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- develop understanding of a character
- explore dynamics and perspectives of new characters
- develop a piece of independent writing

Resources provided:

- Pupil resource – Miss Lark and Andrew thought bubbles
- Pupil resource – Miss Lark's diary planning template
- Pupil resource – Miss Lark diary entry example
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- explore significant characters and the author's intention
- explore dynamics and perspectives of characters
- explore significant characters and their purpose in the story
- understand author intention through inference of character
- describe Mary Poppins's character through a piece of shape poetry

Resources provided:

- Pupil resource – Vocabulary investigation
- Pupil resource – Reading response sentence stems (PEE)
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- select and use a range of descriptive vocabulary to describe Mary Poppins
- analyse a new scene that features in the film of Mary Poppins
- write a descriptive narrative in the style of P. L. Travers
- plan a new chapter in the style of P. L. Travers
- write in the style of P. L. Travers

Resources provided:

- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- write the build-up and climax to a new chapter in style of P. L. Travers
- write the resolution and ending of a new chapter in the style of P. L. Travers
- redraft a paragraph to incorporate speech to advance the action and/or convey character
- answer the question, 'What impact did Travers intend to have upon the reader with the sudden departure of Mary Poppins?'
- Explore and understand characters' reactions to Mary Poppins's departure

Resources provided:

- Pupil resource – Speech bubble activity
- Pupil resource – Reading Response sentence stems (PEE)
- Pupil resource – Venn diagram
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- persuade Mary Poppins to return to Number 17 Cherry Tree Lane
- select and identify the appropriate features of a persuasive letter
- publish a letter to Mary Poppins

Resources provided:

- Pupil resource – Persuasive letter plan
- Pupil resource – Persuasive letter sentence starters
- Pupil resource – Persuasive letter from Jane and Michael Banks
- Pupil resource – Persuasive letter from Michael Banks
- Pupil resource – Persuasive letter from Jane Banks for editing
- Teaching slides to support discussion

Read in to Writing

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SESSION 10

Mary Poppins by P. L. Travers

Learning objective	**To develop a piece of independent writing**
Outcomes	**To edit/proofread their diary entry**
Key vocabulary	Draft, proofread, edit, develop, grammar, punctuation, spelling, develop, redraft, next step
Key questions	• What is the difference between editing and proofreading? • Why do we need to edit? What is the purpose? • What is the best approach to editing? • What should I do if I need help? • What resources can I use?
Activities	• Use the first teaching slide to display the example of Miss Lark's diary entry. Share the editing/proofreading process with the children for the opening paragraph (you may need to model elements). Promote the use of the success criteria, referring back to last piece of writing and use resources in the classroom (dictionary/thesaurus). • Display the next teaching slide. ***Is it in the first-person? Is it in the past tense? Does it include Miss Lark's inner thoughts/feelings? Does it start at the right point? Has Miss Lark's character been conveyed in the opening? Does it sound like Miss Lark? How? Why not? What's missing?*** • Arrange children into suitable pairings. Children to work together on editing/proofreading Pupil resource – Miss Lark diary entry example. Encourage them to refer to the success criteria, and dictionaries/thesauruses. Collect feedback from class on corrections and improvements they have made. Remind children to read the diary aloud – they need to hear how it sounds. • Invite children to provide a next step/writing target for the anonymous writer of the diary entry in the resource. They may need support with this. You could remind them of their own writing targets for prompts. • Direct children to edit/proofread their own diary entries following the same approach. Children could work together to support each other's writing.

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	• Read Chapter 6: Bad Tuesday. Allow children to enjoy it, and pause to address new vocabulary, any misconceptions and to answer any questions the children may have. • Ask children to focus on Michael Banks. Display the next teaching slide. ***Why did Michael behave in such a manner? What did he want to happen? Have you ever woken up in that kind of mood? What did you do? What happened? Were you told off or sanctioned? Who told you off? How did this make you feel?*** • Display the next teaching slide. ***How did Mrs Banks deal with Michael's behaviour? What does this tell us about Mrs Banks? Is Michael worried about how his father will react to the news of his behaviour? Why or why not? Which parent handled Michael's behaviour more effectively? How did they achieve this?*** Ask children to consider when they have bad days, which adult helps them the most to snap out of the bad mood. ***How do they do this?*** • Refer back to the Mary Poppins display. ***What new information can we add? What have we learned about Mary Poppins?*** Complete the session by adding new findings to the Mary Poppins display.
Teacher guidance	• Ensure children have a suitable amount of time to edit/proofread their diary entry with their partner. Pause them at points to refer them to success criteria and resources in the classroom. • Invite children to log their own next step/writing task for future writing.
Resources needed	• Teaching slides • Pupil resource – Miss Lark diary entry example • Diary entries from previous session • Dictionaries/thesauruses
Curriculum coverage	• Use dictionaries to check the meaning of the words they have read Evaluate and edit by: • assessing the effectiveness of their own and others' writing and suggesting improvements • proposing changes to grammar and vocabulary to improve consistency

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- Is it in the first-person?
- Is it in the past tense?
- Does it include Miss Lark's inner thoughts/feelings?
- Does it start at the right point?
- Has Miss Lark's character been conveyed in the opening?
- Does it sound like Miss Lark?
- How? Why not? What's missing?



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Read in to Writing

What a dreadful day! My poor nerves are in ribbons. My darling Andrew has behaved in the most outrageous way. Shocking in fact! He has invited that waif from the park into the house. I dread to think the germs that pest has brought into my home.

I shall be having a stern word with Mr Banks tomorrow. I did not appreciate his nanny interfering in my business and I shall tell him so. I am certain she and the children planned the whole thing. I mean, how would she know the name of that stray mutt? Willoughby, such a frightful name!

The whole event has exhausted me. I feel such a fool.

I do not appreciate being laughed at by children or any hired help. So I will sort this out. Willoughby will not be staying for long!

Andrew must be unwell. I shall get him to the veterinarian first thing in the morning. They will make my darling Andrew all better. Then we can eject that stray out of Cherry Tree Lane, once and for all. Out of sight, out of mind.

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The Iron Man by Ted Hughes

Recommended Year Group: **Year 3**
Recommended Term: **Autumn 2**
Recommended Edition: **9780571226122**



Unit overview

This six-week unit is a study of the 1968 classic children's novel The Iron Man by Ted Hughes. The learning journey develops children's reading comprehension, fluency and vocabulary as they explore the characters, plot and language in the story. Children make connections between the characters and themes to create varied, meaningful writing for a range of audiences and purposes. Grammar and punctuation teaching is embedded within the context of the text, with children exploring the effect language and structures have on the reader. The unit culminates in a final piece of writing where children apply all that they have learned about this story to produce a formal newspaper report telling how the Iron Man saves the world. **All extracts, resources, session planning and teaching slides are included within this unit.**

Key questions

- How do we treat others, especially 'outsiders'?
- What can we do to make amends for our poor choices?
- Why is it so important to spread kindness and peace across the world?

Themes and cross-curricular links

- **SMSC** – relationships, feelings, challenge, threat, peace
- **Geography** – countries across the world unite
- **Art/DT** – model making giants and robots
- **Drama** – role playing scenes in pairs and groups, hot seating, freeze frames
- **Music** – sounds of the sea, sounds of space, creating the space-bat-angel's music
- **Science** – the effects of heat, melting and cooling

Essential teaching guidance

- Whole class reading and writing outcomes are interwoven throughout the sessions. All elements of the English curriculum are covered, including plenty of opportunities to immerse pupils deeply in the text as they explore the challenges both for Hogarth and the Iron Man.
- As many sessions include discussing characters' feelings and how they both approach and deal with different scenarios, there are SMSC and personal development links throughout.
- Teachers may want to include the use of some film stills or clips from the film *The Iron Giant* but be aware that the storyline in this American animated film is only loosely based on the novel by Ted Hughes.

Curriculum coverage

Spoken language:

- ask questions to improve their understanding of a text
- speak audibly and fluently with an increasing command of Standard English
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- participate in discussions, presentations, performances role-play, improvisations and debates
- articulate and justify answers, arguments and opinions
- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- gain, maintain and monitor the interest of the listener
- select and use appropriate registers for effective communication

Reading:

- discuss words and phrases that capture the reader's interest and imagination
- identify how language, structure and presentation contribute to meaning
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- identify main ideas drawn from more than one paragraph and summarise these
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- retrieve and record information
- predict what might happen from details stated and implied
- ask questions to improve their understanding of a text
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Grammar, punctuation and spelling:

- identify nouns, adjectives, noun phrases and statement sentences (from year 2)
- use the forms 'a' or 'an' according to whether the next word begins with a consonant or a vowel
- use expanded noun phrases for description and specification
- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use conjunctions, adverbs and prepositions to express time and cause
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- express time, place and cause using conjunctions, adverbs and prepositions
- use the present perfect form of verbs in contrast to simple past tense
- use an apostrophe to mark singular possession
- indicate possession by using the possessive apostrophe for plural nouns

Writing:

- discuss and record ideas
- create settings, characters and plot
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organise paragraphs around a theme
- evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements
- assess the effectiveness of their own and others' writing and suggest improvements
- proofread for spelling and punctuation errors
- in non-narrative material, use simple organisational devices such as headings and subheadings
- use and punctuate direct speech/ quotations

Writing outcomes

- **Internal monologue** (sessions 4–5) – write from a seagull's perspective
- **Free writing** (session 9) – the Iron Man reflecting on his day
- **Hogarth's diary** (session 10–11) – explore feelings
- **Formal speech** (session 13) – persuade adults
- **Poem** (session 15) – entertain other children
- **Free write** (session 21) – an informal letter to a friend
- **Final piece: a newspaper report** (sessions 25–30) – inform a wide audience, including adults

Related books for wider reading

- *The Iron Woman* by Ted Hughes
- *The Coming of the Iron Man* by Brenda Williams
- *The Giant Book of Giants* by Saviour Pirotta and Mark Robertson
- Marvel's *Iron Man* comics

Read in to Writing

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Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- build an understanding of the context of the story
- analyse how the writer uses language to reveal character
- develop understanding of character and plot
- write a reflection – from a seagull's perspective
- evaluate, edit and improve their reflection

Resources provided:

- Pupil resource – Iron Man head
- Pupil resource – Vocabulary building
- Pupil resource – Openers for writing in first person
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the children will:

- develop an understanding of character
- understand what happens to Hogarth
- explore the impending threat – Iron Man in the village
- understand the plot – Iron Man is trapped
- understand a character's feelings by writing a diary
- write an entry in Hogarth's diary
- plot an emotions graph

Resources provided:

- Pupil resource – Emotions graph
- Pupil resource – Mind map
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the children will:

- explore dialogue in the story
- write to persuade – a formal speech
- develop understanding of the characters and plot
- explore setting – the scrap metal yard
- evaluate a poem
- plan and write a poem

Resources provided:

- Pupil resource – *The Coming of the Iron Man* by Brenda Williams
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the children will:

- understand the development of the story
- visualise and illustrate the space-bat-angel
- understand and predict different people's views
- understand the outcome of the people's battle with the space-bat-angel-dragon
- explore the concept of motivation

Resources provided:

- Pupil resource – The people of the world speak
- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the children will:

- write to inform and boast (an informal letter)
- develop an understanding of the plot – the challenge of fire
- explore oral and written dialogue
- evaluate the whole story, including through hot seating

Resources provided:

- Pupil resource – Fire words and phrases
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the children will:

- draw on their reading and understanding of the story to plan a newspaper article
- draft, edit and publish a newspaper article to recount the final challenge and victory

Resources provided:

- Pupil resource – Newspaper article planning
- Pupil resource – Newspaper template
- Teaching slides to support discussion

Read in to Writing

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SESSION 14

The Iron Man by Ted Hughes

Learning objective	**To understand the characters and plot**
Outcomes	**To understand and learn how to evaluate a poem and begin to draft new poem ideas**
Key vocabulary	Bedsteads, girders, 'all scrap iron of the region', chrome, delicacies, dangle, constantly, rhyming couplet, stanza
Key questions	• What did Hogarth say to the Iron Man to get him to follow the villagers? • In which two ways is the scrap-metal yard a solution for the villagers? (A refuse site and a home.) • Explain the colour changes in the Iron Man's eyes. Which colour showed he was happy/contented?
Activities	• Display the first teaching slide and read the extract aloud (text from page 33). Ask the accompanying questions on the slide and discuss together. • Move on to the next teaching slide showing an image of a scrap-metal yard. If useful, artists' impressions of the Iron Man are available online, including those from other editions of the novel. • Read aloud through to the end of Chapter 3. It sounds like the Iron Man is going to live happily ever after at the end of this chapter. ***Do you think he will? Do you think that the story could end here?*** • Encourage the children to share their different ideas from these paragraphs and write them on the board for reference. • Hot seat a child as the Iron Man. Other children ask questions, such as: "What items in the yard do you like eating?" or "What do brass knobs taste like?". Encourage the children, including the Iron Man character, to use their retrieval skills to identify specific items/objects found in the yard from the text. Recap effective use of figurative language used in the text, including similes ('like a toffee') and alliteration ('crumbs of chrome'). • ***How would you eat the things in the yard? How would that sound?*** Children to act out eating some of the things from the yard, either here or later. Stop and create vocabulary and phrases, e.g. 'munching and crunching'. Take time to generate ideas for the content of their poems, before they look at the model poem. • Distribute copies of Pupil resource – *The Coming of the Iron Man*, a poem by Brenda Williams.

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	• Read the poem aloud together. Discuss how this author has taken the ideas from the first chapter of the novel to write this creative piece. Ask: ***What do you notice about the lines of the poem? What is a rhyming couplet? Can you spot other examples?*** • Enjoy re-reading verses with different expression, volume, pauses, etc. ***How could you emphasise the silence in the fifth stanza? How/why could you change the pitch of your voice in the eighth stanza, which asks a question?*** • The poem could be divided up between different groups for them to rehearse performing. • Hear groups read their verse aloud in turn. ***Which group/verse stands out when read aloud? Who has used differing expression/sound effects for the different metal items being eaten/actions to engage the audience listening?*** • Draft a poem – purpose and audience: Explain to the children that they are going to write their own imaginative poem to engage and entertain their classmates. • Work in pairs to quick write notes about what the Iron Man ate in the scrap-metal yard. They could use sticky notes or mini whiteboards to write down their ideas. ***How can you use ideas from the text, but expand on the nouns into noun phrases? Can you add a simile to compare what some of the junk tasted like? Can you find any rhyming words which fit the context of the new poem?*** • Hear some of the children's ideas and model write these on the board. View the next teaching slide. Generate success criteria together. • Give children time to start writing their poems. As a mini plenary, stop to reflect on effective ideas generated as children begin to write. Sharing or 'magpie-ing' of ideas should be encouraged. Group poems can also be written if there are available adults/support, especially for less able writers. • Hear some of the writing read aloud, reminding children of expression, emphasis, pausing, etc., from their reading aloud so far in the unit. Poetry can evoke emotions in the reader – ***Can you feel how excited and joyful the Iron Man is about all the metal food now available to him in the scrapyard?*** • Children will have more time to complete writing in the next session.
Teacher guidance	• Children do not have to write using rhyming couplets as this can be difficult, and it is better not to have some lines rhyming than have children using rhymes which don't make sense in context. But as Brenda Williams' poem features rhymes, the children will most likely want to try and write some themselves.

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	• Teacher to set expectation for poem length/number of stanzas.
Resources needed	• Teaching slides • Pupil resource – *The Coming of the Iron Man* by Brenda Williams • Sticky notes/mini whiteboards and pens
Curriculum coverage	• Identify how language, structure and presentation contribute to meaning • Discuss words and phrases that capture the reader's interest and imagination • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear **Embedded grammar** • Use expanded noun phrases for description and specification • Use conjunctions, adverbs and prepositions to express time and cause

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Arriving at the scrap-metal yard
Chapter 3 – page 33

At last they came to the town, and there was a great scrap-metal yard.
Everything was there, old cars by the hundred, old trucks, old railways engines, old stoves, old refrigerators, old springs, bedsteads, girders, gates, pans – all the scrap iron of the region was piled up there, rusting away.
"There," cried Hogarth. "Eat all you can."

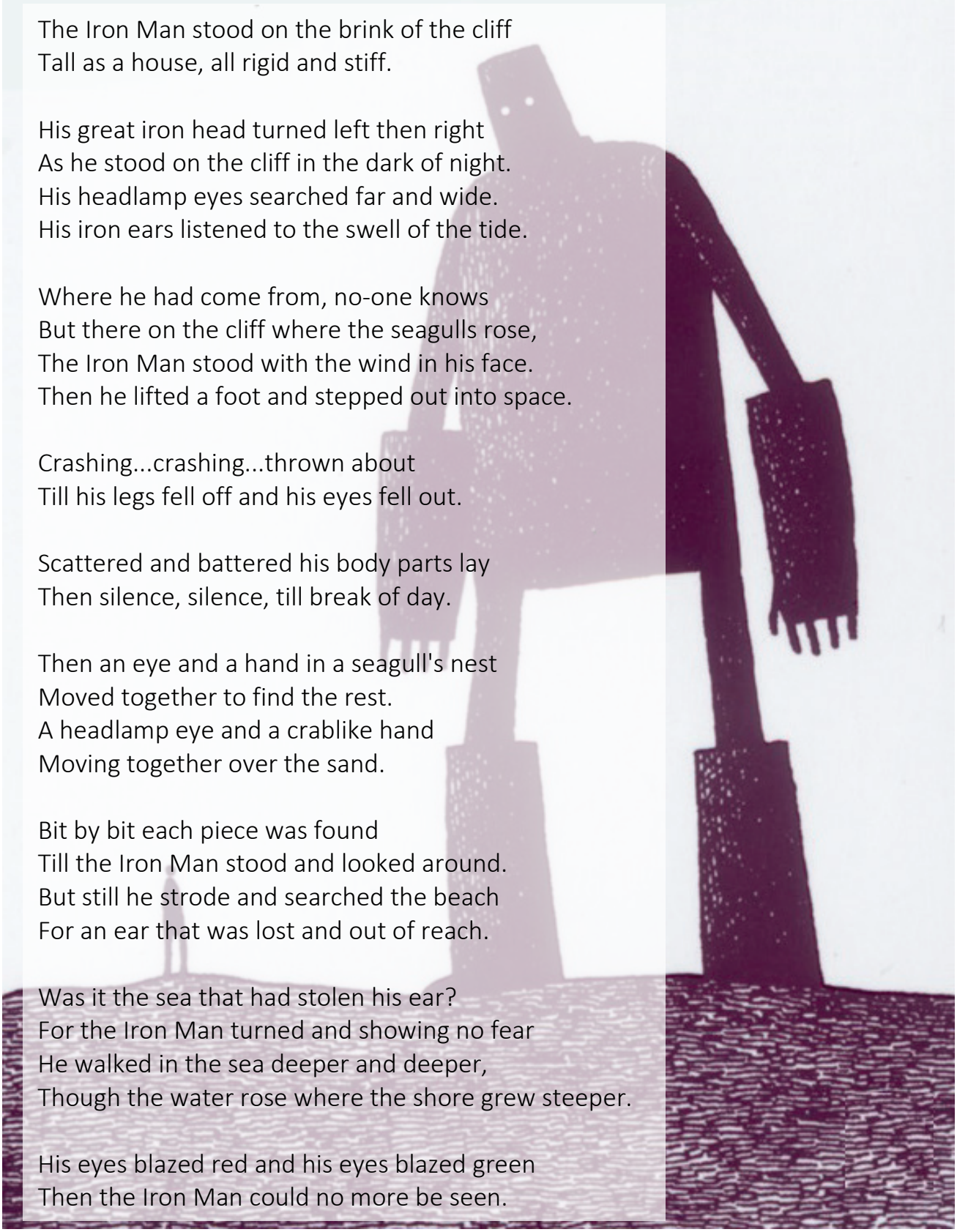
- Why had Hogarth been determined to find a safe place for the Iron Man to live?
- What is the effect of the repeated use of 'old' in the list of items?
- Do you think the Iron Man will be happy living there? Explain why.

Use with Session 14

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Read in to Writing

The Coming of the Iron Man by Brenda Williams



The Iron Man stood on the brink of the cliff
Tall as a house, all rigid and stiff.

His great iron head turned left then right
As he stood on the cliff in the dark of night.
His headlamp eyes searched far and wide.
His iron ears listened to the swell of the tide.

Where he had come from, no-one knows
But there on the cliff where the seagulls rose,
The Iron Man stood with the wind in his face.
Then he lifted a foot and stepped out into space.

Crashing...crashing...thrown about
Till his legs fell off and his eyes fell out.

Scattered and battered his body parts lay
Then silence, silence, till break of day.

Then an eye and a hand in a seagull's nest
Moved together to find the rest.
A headlamp eye and a crablike hand
Moving together over the sand.

Bit by bit each piece was found
Till the Iron Man stood and looked around.
But still he strode and searched the beach
For an ear that was lost and out of reach.

Was it the sea that had stolen his ear?
For the Iron Man turned and showing no fear
He walked in the sea deeper and deeper,
Though the water rose where the shore grew steeper.

His eyes blazed red and his eyes blazed green
Then the Iron Man could no more be seen.

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The Velveteen Rabbit by Margery Williams

Recommended Year Group: **Year 3**
Recommended Term: **Spring 2**
Recommended Edition: **9781405210546**



Unit overview

This six-week unit is a study of the children's classic, *The Velveteen Rabbit* by Margery Williams, written in 1920. This 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 forms, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, with children exploring 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 writing, where the children apply all that they have learned about this story to create an original story of their own, drawing on the writing style of Margery Williams, and language and sentence structures from the 1920s. This story will give the children an opportunity to write in a very formal style. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- What is Real?
- Friendship and relationships
- Love
- Luck
- Identity and influences on us
- **PE** – dance, ballet
- **Music** – *The Nutcracker*
- **DT** – toy making
- **Extra curriculum** – a trip to a museum to see the toys from the past

Related books for wider reading

- *Pinocchio* by Carlo Collodi
- The *Toy Story* films

Curriculum coverage

Spoken language:

- speak audibly and fluently with an increasing command of Standard English
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- participate in discussions, presentations, performances, role play/ improvisations and debates
- gain, maintain and monitor the interest of the listener
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading:

- discuss words and phrases that capture the reader's interest and imagination
- predict what might happen from details stated and implied
- check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
- retrieve and record information from non-fiction
- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identify how language, structure, and presentation contribute to meaning
- articulate and justify answers, arguments and opinions
- identify and summarise main ideas drawn from more than one paragraph
- check that the text makes sense to them, discuss their understanding, and explain the meaning of words in context
- discuss words and phrases that capture the reader's interest and imagination
- ask questions to improve their understanding of a text
- identify themes and conventions in a wide range of books
- ask questions to improve their understanding of a text
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- use conjunctions, adverbs and prepositions to express time and cause
- use commas after fronted adverbials
- indicate possession by using the possessive apostrophe with plural nouns
- use and punctuate direct speech
- use the present perfect form of verbs in contrast to the past tense

Writing:

- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- assess the effectiveness of their own and others' writing and suggest improvements
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling their tone and volume so that the meaning is clear
- discuss writing similar to what they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and record ideas
- create settings, characters and plot in narratives
- propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- organise paragraphs around a theme
- use simple organisational devices (for example, headings and sub-headings) in non-narrative material

Read in to Writing

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Planning Overview

Key questions

- What does Real mean?
- How do you think Rabbit feels?
- How does Margery Williams write the story?
- What do you think she wants the reader to think of Rabbit?
- How do writers create empathy and sympathy for characters?
- What is luck? Do you believe in luck?
- How does what people think of you affect who you are?
- Would you rather be beautiful or loved?
- What would our lives be like without love?
- What impact do you want to have on your reader?
- How did Rabbit become Real?
- What do you think life will be like for him now?
- How did the end of the story make you feel?
- Does your writing sound like the story?

Writing outcomes

- **Presentation on toys of the 1920s** – to inform adults
- **Rabbit's internal monologue** – to explore characters for themselves as Rabbit
- **Write the next part of the story** – to entertain other children
- **Class poem about love** – to create emotion for other children
- **Advice sheet about scarlet fever** – to advise adults
- **Free writing the next part of the story** – to entertain other children
- **A story of their own** – to entertain other children

Essential teaching guidance

- There's a need to set guidance for respecting each other's feelings and for the teacher to model being emotional about toys, love, friendship, etc.
- It is important not to impose your interpretation. Be clear that it is what you think and not what is 'right'.
- The challenge is high here and the temptation will be to provide support too soon. Give the children lots of time to discuss the questions. The teacher's role is to listen to and assess the discussions for great ideas and misconceptions rather than to join in. Deal with any misconceptions as a class.
- The children will not completely understand all of the nuances in the story, but these should still be discussed. Do not worry about every word being understood.
- For the philosophical discussion of 'Real', 'Love', etc., use words like 'perhaps', 'maybe' or 'I was wondering' to create a sense of exploration.
- It is important that the children understand the purpose and audience of the writing.

Week 1

Objectives and outcomes summary:

This week the children will:

- understand the importance of toys to us
- form an interpretation of Rabbit
- understand the context of the story, producing a presentation on 1920s America
- analyse how the writer uses language to reveal character
- explore Rabbit's thoughts and feelings and write his internal monologue

Resources provided:

- Teaching slide – first page of the book
- Teaching slide – 'Christmas morning' artwork
- Teaching slide – Images of toys from the 1920s
- Teaching slides – Questions to aid discussion
- Teaching slide – Second paragraph of the book
- Teaching slide and pupil resource – What do we learn about Boy and Rabbit in paragraph 2?
- Teaching slide – Write in character as Rabbit
- Teaching slide – First sentence of paragraph 3
- Pupil resource – The first two paragraphs of the story

Week 2

Objectives and outcomes summary

This week the children will:

- understand the characters of the toys in the nursery
- develop understanding of the word 'Real' and how it relates to the story
- develop understanding of the theme 'Real' in the story
- explore what could happen next to Rabbit in the story and create a plan
- write in the style of the story

Resources provided:

- Teaching slide and pupil resource – The other toys and their opinions of themselves
- Teaching slide and pupil resource – Sentences from the story with 'Real' in them
- Teaching slide – 'The Skin Horse tells his story' artwork
- Pupil resource – Extracts of pages 10 and 11 from the book
- Pupil resource – Extract of page 6 from the book
- Teaching slide – 'Spring time' artwork
- Pupil resource – Table for planned narrative and dialogue

Week 3

Objectives and outcomes summary:

This week the children will:

- write in the style of the story
- continue to write in the style of the story, creating links within and between paragraphs
- understand the changes to Rabbit and his life
- explore what makes us who we are – what influences us?
- empathise with Rabbit

Resources provided:

- Pupil resource – Extracts of pages 10 and 11 from the book
- Pupil resource – Extract of page 6 from the book
- Teaching slide – 'Summer days' artwork

Week 4

Objectives and outcomes summary:

This week the children will:

- understand the theme of love and the impact it has on Rabbit
- understand the seriousness of Scarlet Fever
- plan the advice sheet
- write an advice sheet about Scarlet Fever
- redraft their advice sheet

Resources provided:

- Pupil resource – model advice sheet on measles
- Teaching slide – 'Anxious times' artwork

Week 5

Objectives and outcomes summary:

This week the children will:

- understand how the writer creates suspense
- understand what happens to Rabbit
- evaluate the whole story
- plan the main events of their story
- plan the details of their story

Resources provided:

- Teaching slide – 'The Fairy Flower' artwork
- Teaching slide – 'At last! At last!' artwork
- Pupil resource – Emotions graph
- Pupil resource – Template for emotions graph

Week 6

Objectives and outcomes summary:

This week the children will draft, edit and publish their own story.

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SESSION 7

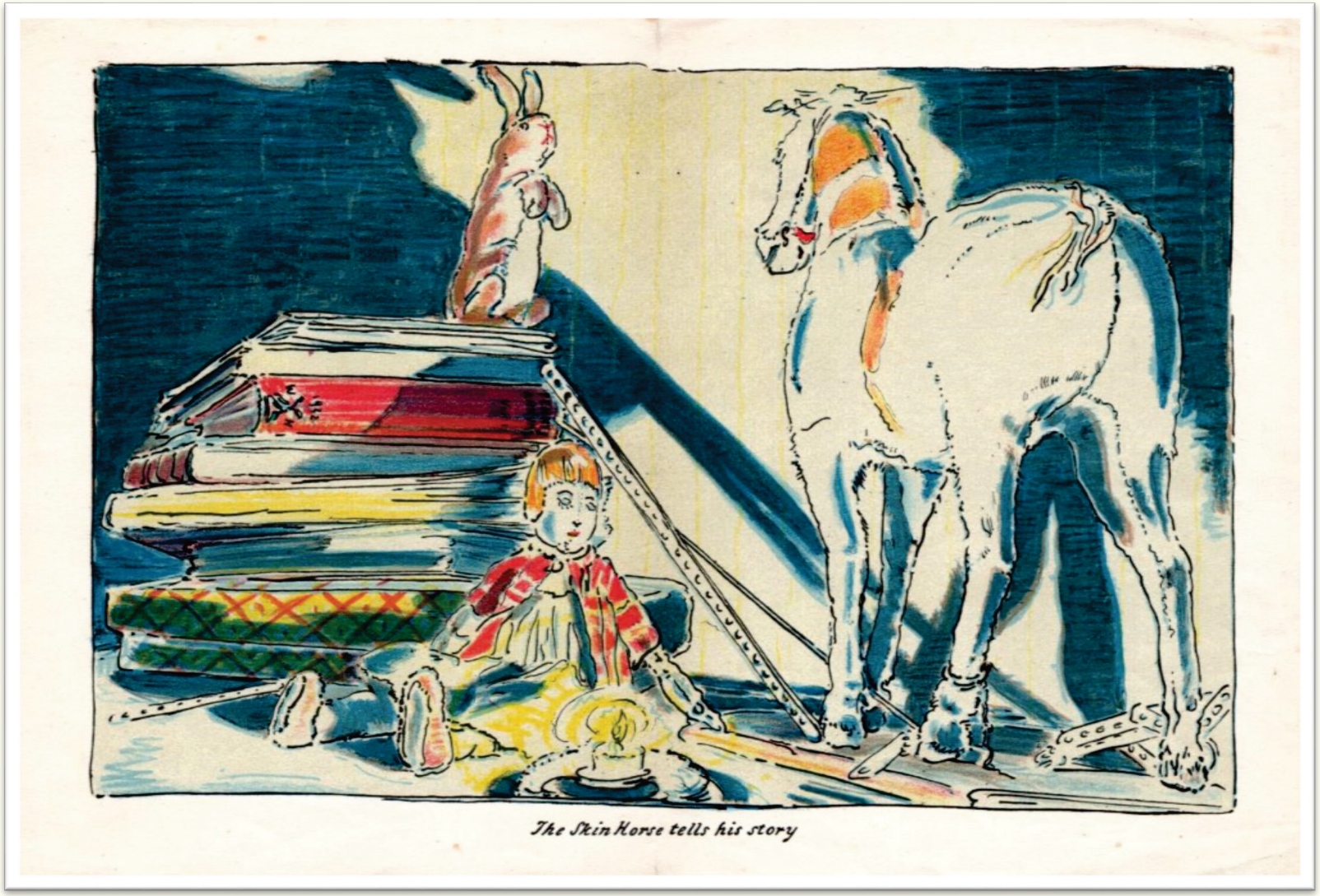
The Velveteen Rabbit by Margery Williams

Learning objective	**Develop understanding of the word 'Real' and how it relates to the story**
Outcomes	**Children develop understanding of the abstract concept of 'Real' and how it relates to the story.**
Key vocabulary	Real, pretend, irony, experienced
Key questions	• What does Real mean? • Is Skin Horse Real? • Are toys Real? • What does Real mean in our story?
Activities	• ***What does Real mean? Are we Real? When would you hear the word being used? What does Pretend mean?*** • Give the children some sentences from the text with the word 'real' in (see Pupil Resource), for them to discuss. Don't show these on the Teaching slide yet. • Children discuss the sentences together and what the word Real might mean in the story. ***Who could be speaking each of the lines? What do you learn about Real?*** • Show the sentences on Teaching Slide 15 and discuss together. ***What do they learn about the story?*** Prediction. • Explore together the irony in '…they were full of modern ideas, and pretended they were Real.' ***What do you learn about the other toys here?*** • Show the image on pages 12–13 (use the book or Teaching Slide 16). 'The Skin Horse tells his story.' ***What might he be saying?*** Re-read the paragraph on Skin Horse on page 9. ***What does it mean by 'experienced'?*** Share that the sentence about the Boy's Uncle making him Real is said by Skin Horse. In pairs, discuss what Skin Horse's story might be. ***Is Skin Horse Real? What questions would you like to ask him?*** • ***Are toys Real?*** The children may reference films, programmes, computer games they know • Show a clip from *Toy Story*, where the toys come to life when Andy leaves the room.

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	• ***What might your toys get up to when you're at school?*** Children tell their stories in pairs. Listen in to choose the most adventurous ones to hear with the class. • ***So, are toys real? What does Real mean in our story?***
Teacher guidance	• For the philosophical discussion of 'Real' use words like 'perhaps,' 'maybe' or 'I was wondering' to create a sense of exploration. • Some useful questions to encourage deeper thinking are: Can we think of an example of that? What are the strengths of that idea? Why do you say that? Are there any other reasons you can think of? What evidence is there to support what you are saying? What alternative ways of looking at this are there? How can we verify or disprove that assumption? What would happen if the opposite were true? What are the weaknesses of that idea? What are the consequences of that assumption?
Resources needed	• Teaching slide – Sentences from the story with 'Real' in them (for showing to the class) • Pupil resource – sentences from the story with 'Real' in them (for printing out) • Teaching slide – 'The Skin Horse tells his story' artwork

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The Skin Horse tells his story

Use with Session 7

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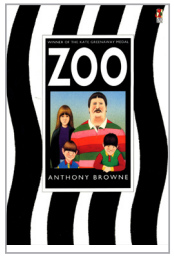
Who could be speaking each of the lines?
What do you learn about Real?

'…for he didn't know that Real rabbits existed.'
'Real isn't how you are made'
'I suppose you are Real?'
'The Boy's Uncle made me Real.'
'…once you are Real you can't be ugly'
'…once you are Real you can't become unreal again.'
'…by the time you are Real, most of your hair has been loved off.'

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Zoo by Anthony Browne

Recommended Year Group: **Year 3**
Recommended Edition: **9780099219019**



Unit overview

This six-week unit is primarily focused on Anthony Browne's picture book *Zoo* – an engaging satirical spotlight on the purpose of zoos and the relationship between animals and people. Are the family looking at the animals in the cages, or is it animals that are looking at them? The learning journey will develop pupils' understanding of the story – its characters, themes, language and illustrations. Pupils make connections between the characters and themes to create varied, meaningful writing outcomes for a range of audiences and purposes. Grammar and punctuation teaching points are embedded within the context of the story, with pupils taught to apply what they have learned in their own writing around such themes as family, imagination, freedom and the relationship between animals and people. The final week will take a broader look at Anthony Browne's work, comparing *Zoo* to two of his other books, *Gorilla* and *My Dad*, culminating in a final piece of writing where pupils apply all that they have learned to produce a piece of their own in the style of Anthony Browne. **All extracts, resources, session planning and teaching slides are included within this unit.**

Related books for wider reading

- *Gorilla* by Anthony Browne
- *My Dad* by Anthony Browne
- Other titles by Anthony Browne
- *Great Kapok Tree: A Tale of the Amazon Rain Forest* by Lynne Cherry
- *Bee and Me* by Alison Jay
- *The Rainbow Bear* by Michael Morpurgo

Assessment opportunities

- **Reading:** Throughout the sharing of text there are many opportunities to draw upon essential reading skills – understanding vocabulary, inference, prediction, explanation, retrieval and summary
- **Writing:** The extended narrative 'the orang-utan's dream', the letter of complaint to the zoo and the non-fiction fact file could all be assessed
- **Oracy:** Individuals or groups can peer assess each other's ideas and predictions shared as a class throughout the study of the book

Curriculum coverage

Spoken language:

- ask relevant questions to extend their understanding and knowledge
- participate in discussions, presentations, performances, role play/improvisations and debates
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- listen and respond appropriately to adults and their peers
- articulate and justify answers, arguments and opinions
- consider and evaluate different viewpoints, attending to and building on the contributions of others

Reading:

- draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence
- predict what might happen from details stated and implied
- identify main ideas drawn from more than one paragraph and summarise these
- identify how language, structure and presentation contribute to meaning
- identify themes and conventions in a wide range of books

Grammar, punctuation and spelling:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including 'when', 'if', 'because' and 'although'
- use adjectives, adverbs, prepositions (including phrases) and conjunctions

Writing:

- plan their writing by:
  - discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- draft and write by:
  - organise paragraphs around a theme
  - create settings, characters and plot in narratives
  - give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- evaluate and edit by:
  - assess the effectiveness of their own and others' writing and suggest improvements
  - proofread for spelling and punctuation errors
  - propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Key questions

- What does the image reveal?
- How do the images link?
- Does anything interesting catch your eye?
- How do the animals feel about their enclosures?
- What is suggested about the enjoyment of the day?
- How do the family feel about each other at different stages of the day?
- How do dreams make people feel?
- What do the colours reveal about the characters and story?
- What techniques does Anthony Browne use and what impact do these have?

Writing outcomes

- **Short diary entries** from the perspective of both Mum and Dad regarding their recount of specific parts of their day
- **A letter of complaint** from Dad to the zoo to complain about his disastrous visit with his family
- **A fact file** based on one of the animals from *Zoo*
- **An extended narrative** – pupils will plan, draft and publish a story based on the orang-utan's dreams of a life of freedom
- **A piece based on the text *My Dad*** – pupils will select the father from either *Zoo* or *Gorilla* as the focus of a piece based on *My Dad*

Themes and cross-curricular links

- **SMSC:** Positive relationships, friendships, family, changes, animals in captivity
- **Oracy:** Debate
- **Drama:** Hot seating/group performance

Read in to Writing

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Planning Overview

Week 1

Objectives and outcomes summary:

This week the pupils will:

- predict what might happen in the story
- explore the relationships between the main characters
- understand characters' thoughts and feelings
- write a new part of the story

Resources provided:

- Pupil resource – Family thoughts
- Pupil resource – Reading response sentence starters
- Pupil resource – Elephant enclosure
- Pupil resource – Character perspectives
- Pupil resource – Giraffe enclosure
- Pupil resource – Tiger adjectives
- Teaching slides to support discussion

Week 2

Objectives and outcomes summary:

This week the pupils will:

- develop understanding of a character's thoughts and feelings
- make comparisons between characters and animals
- make comparisons between characters' reactions to their zoo experience
- explore a character's feelings and motives
- plan a letter of complaint regarding the zoo experience

Resources provided:

- Pupil resource – Mum's thoughts
- Pupil resource – Family thoughts
- Pupil resource – Planning template
- Teaching slides to support discussion

Week 3

Objectives and outcomes summary:

This week the pupils will:

- select and identify the appropriate features of a letter of complaint
- write a formal complaint to the zoo
- improve their formal complaint to the zoo
- carry out research on the orang-utan
- select and identify the appropriate features of a fact file

Resources provided:

- Pupil resource – Letter of complaint
- Pupil resource – Bengal tiger fact file
- Pupil resource – Emperor penguin fact file
- Teaching slides to support discussion

Week 4

Objectives and outcomes summary:

This week the pupils will:

- write an informative fact file based on an orang-utan
- explore the dreams of the captive orang-utan
- plan a happy dream sequence for the captive orang-utan
- write an opening to a story, building the setting and introducing the character

Resources provided:

- Pupil resource – Dream bubble
- Teaching slides to support discussion

Week 5

Objectives and outcomes summary:

This week the pupils will:

- write and publish a descriptive narrative
- develop understanding of a character's thoughts and feelings

Resources provided:

- Pupil resource – Narrator script
- Pupil resource – Hannah and her father
- Teaching slides to support discussion

Week 6

Objectives and outcomes summary:

This week the pupils will:

- make comparisons of two characters from two different texts
- make comparisons of three characters from three different texts
- explore a character through research and drama
- write a descriptive piece of writing based on a selected character
- edit and publish a piece in the style of Anthony Browne

Resources provided:

- Pupil resource – Venn diagram
- Pupil resource – Writing frame
- Teaching slides to support discussion

Read in to Writing

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SESSION 18 Zoo by Anthony Browne

Learning objective	**To explore the dreams of the captive orang-utan**
Outcomes	**To take on the role of the orang-utan in captivity and consider his dreams of being free in the forest**
Key vocabulary	Interview, hot seat, role play, character, feelings, inner thoughts
Key questions	• What are dreams? • Do dreams repeat? • How do dreams make people feel? • Does everyone dream? • Do animals dream?
Activities	• Refer back to the last two pages of *Zoo* ('That night I had a very strange dream') and read the text aloud. Display the question on the **first teaching slide: *What are dreams?*** Ask pupils to discuss in small groups, then share ideas. • Split the class into pairs and ask the pupils to discuss their own dreams. ***What happened in the dream? How did the dream make you feel? Why? Do your dreams repeat? What has been your best dream? Why? How did it make you feel?*** Invite pupils to share their own favourite dreams to the class. • Display the question 'Do animals dream?' on the **next teaching slide.** Ask pupils to discuss in small groups. Collect feedback and ideas. • Click to reveal four images of animals (penguin, tiger, hippo and meerkat). Ask pupils to discuss what a happy dream might be for each animal. Collect feedback and ideas. • Show the class the image of the orang-utan from *Zoo* (the **next teaching slide**). Ask groups to generate ideas on what this particular orang-utan might dream about. Nominate a scribe and spokesperson for each group. Invite the spokesperson to share ideas on the orang-utan's dreams. • Ask the class to consider what they think would make the happiest dream for the orang-utan. Encourage the pupils to consider the ideas generated as a class. You may need to lead the class to the dream of being free in the forest.

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	• Move on to the **next teaching slide** and watch the clip. Discuss: ***What is the orang-utan doing in the forest? How is it feeling? How do you know it is happy? What is the forest like? What is the weather like? Do you think the orang-utans like the weather? What dangers do orang-utans need to be aware of? Why?*** • Revisit the image of the orang-utan (the **next teaching slide**) from *Zoo* and ask: ***What is it thinking? Why is it hiding away? What will make it happy? What does it miss most about the forest? Why?*** As a class, discuss these questions. • Hot seat the role of the orang-utan (ideally with the help of another teacher to model). Ask the orang-utan a question or two about how it is feeling and respond in the role of orang-utan. Encourage some of the pupils to ask questions too. • Then, in pairs, ask pupils to number themselves 1 and 2 and explain that they'll be performing their own hot seat activity. Pupil number 1 will take on the role of the interviewer and pupil number 2 will take on the role of the orang-utan in the zoo, before switching over. As a class, establish the success criteria for the drama activity. • Display **the next teaching slide** to act as a prompt. ***Why do you hide away? What makes you happy? Do you like living in the zoo? Why or why not? What do you miss the most about the forest? Why? What features in your dreams? Are your dreams happy? Why? Are you dreams frightening? Why?*** Give pupils time to have a fluid conversation. Invite some pupils to share interviews, and as a class, offer feedback. • Repeat the drama task after switching roles. Again, signpost them to the questions on display. Give pupils time to have a fluid conversation. Invite some pupils to share interviews, and as a class, offer feedback. • Provide pupils with the **Dream bubble** resource and ask them to complete the dream of the sleeping orang-utan based on their work this session. Model the completion of the activity on the board, noting down the key features and themes of the dream. • Invite pupils to share their dream bubbles.
Teacher guidance	• When pupils share their favourite dreams to the class, log key themes of dreams and the emotions felt in response. • Display the orang-utan's dream suggestions for all to see. • If another adult is not available to help model the interview, you could select a confident pupil. • When modelling the dream bubble task, ensure that you explain thought process and use key words. The dream bubble will inform the plan for the story of the orang-utan in the next session.

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	• You may wish to play another video clip of orang-utans: https://www.youtube.com/watch?v=cEEGAkrbvFw
Resources needed	• **Teaching slides** • **Pupil resource – Dream bubble**
Curriculum coverage	• Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and knowledge • Participate in discussions, presentations, performances, role play, improvisations and debates

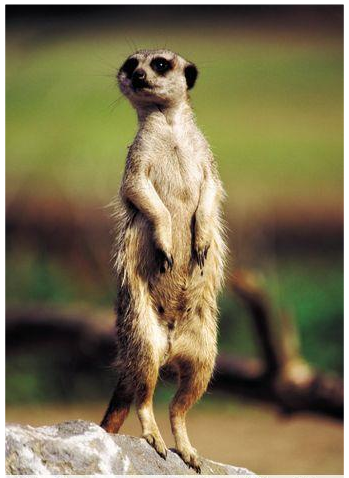
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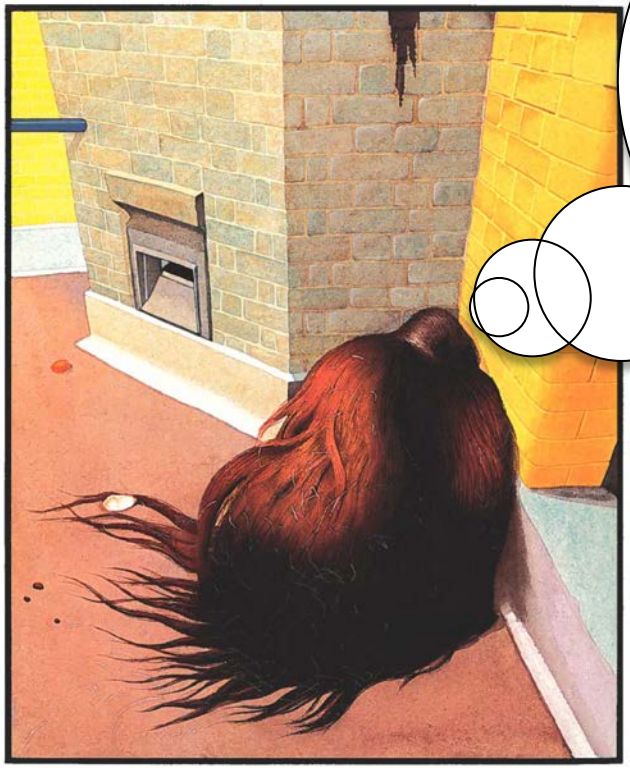
Do animals dream?


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