

<p style="text-align: center;"><u>Cross Curricular Links</u></p> <p>P4C / SMSC– The Last Tiger</p> <ul style="list-style-type: none"> • Loneliness • Friendship – exploring kindness and empathy • Environmental change / Global impact • Home – animal captivity • Right and wrong 	<p style="text-align: center;"><u>Save the Tiger! – Planning Summer A</u> <u>11th May – art work</u></p> <hr/> <p style="text-align: center;"><u>Outcome</u></p> <p>Narrative Non-Chronological Report</p>	<p style="text-align: center;"><u>Reading into writing/guided reading opportunities</u></p> <p>Writing to letter to the zoo keeper Making inferences on key characters sorting words using zone of relevance relating to: personality, characteristics, physical appearance etc. Write a blog about zoo keeper and their work to conserve tigers Comparing different persuasive and non-chronological reports Text marking Thinking about how characters feel at key stages of the text. Using related texts to identify vocab appropriate to settings Emotions chart – tracking how emotions change at key points in the plot. Listen to and discuss a range poems e.g. The Tyger by William Blake. Identify appropriate vocabulary appropriate to subject. Listen to radio, video clips.</p>
<p>Forest School – see green NC objectives. Art – Collages, four season work (Dancing Tiger). DT – Creating a shoebox home which resembles the habitat of a tiger. Dance – Warm-ups to Vivaldi’s Four Seasons. Music – Re-tell the story using musical instruments, present how the tiger moves through music. Link with Sarah Tustain Science: Habitats, global effects on conservation.</p>	<p style="text-align: center;"><u>AFL – Next Steps for rapid progress</u></p> <p>Oak: Cherry:To develop effective plots. To use speech rules accurately varying use of speech and description. Use variety of conjunctions in non-chronological reports. Cedar: Organising paragraphs around a theme, non-narrative using simple organisational devices. How to structure a simple story.</p>	<p style="text-align: center;"><u>Contextualised grammar teaching</u></p> <p>Look at how the author uses character names as pronouns for clarity and cohesion in order to avoid repetition. Look at how the author uses a range of sentences with more than one clause by using a wider range of conjunctions, including when, if because, although Use of repeated language – words, phrases, clauses and effects they create.</p>
<p style="text-align: center;"><u>Related Texts</u></p> <p>The Last Tiger – Rebecca Elliot The Dancing Tiger – Malachy Doyle Tiger Wars – Steve Backshall Tiger Tiger – Lynne Reid Banks The Tyger- William Blake Range of persuasive leaflets, magazine articles and editorials</p>	<p style="text-align: center;"><u>Role play and Spoken Language</u></p> <p>Peer Assessment – creating framework? Hot seating different characters Graphs tracking character emotions throughout the story Question mark on a stick – How does X feel now? Why? Acting the story out with different characters Conscience alley Freeze frames Re-telling Zone of relevance</p>	

Statutory Requirements	Sequence of learning
<p>Reading Discussing words and phrases that capture the reader’s interest and imagination. Explaining the meaning of words in context. Asking questions to improve their understanding of a text. During inferences such as inferring a character’s feelings thoughts and motives from their actions and justifying inferences with evidence. Predicting might happen by 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. Participate in discussion about both books that are being read to them, listening to what others say</p> <p>Writing Drafting and write by: composing and rehearsing sentences orally: including dialogue, progressively building a rich and varied vocabulary and in an increasing range of sentence structures in narratives, creative settings, characters and plot. Evaluate and edit by: Assessing the effectiveness of their own and there’s writing by suggesting improvements. Organising paragraphs around a theme, non-narrative using simple organisational devices. To write narrative using both description of settings and characterisation. Extending the range of sentences through the use of a range of conjunctions. To use nouns and pronouns to avoid repetition. In non-fiction to use simple organisational devices (e.g. headings and subheadings) to structure writing.</p> <p>Science Pupils should be taught to: identify the animals including humans, need the rights types of nutrition and that they can not make their own good and getnutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection ad movement. Living things and their habitats Recognise living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living thing in their local and wider environment. Recognise that environments can change and that his can sometimes pose danger to living things.</p> <p>Computing Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</p>	<p>Sequence of learning Cedar - Awongaleema <u>Week 1 – Focus on plots and structure of a story</u></p> <ol style="list-style-type: none"> 1. Re-tell story verbally and through story maps (washing line of the story in the classroom) – 1-2 session 2. Speaking and listening – hot seating, conscience alley etc – 1-2 session 3. Use paragraphs to structure the plot of a known story – 2 sessions <p><u>Week 2– Focus on improving a known story through teaching of setting.</u></p> <ol style="list-style-type: none"> 1. Describing the tree alive, dead and the fountain – 3 sessions. Focus on vocabulary and add these new settings onto the story washing line. 2. Children apply these skills to describe a setting accurately within a story - use of paragraphs, not repeating pronouns, effective vocabulary. 2 sessions. <p><u>Week 3- focus on embellishing a known story independently.</u></p> <ol style="list-style-type: none"> 1. Children will be applying learnt skills to write a story with a new plot. (short story p86 of ‘Jumpstart story making’) 2. Read story and use story mountain to structure it. 3. Break down each section of the story: 4. 1 session on Introduction and build up. 5. 1 session on problem and resolution 6. 1 session on conclusion. <p>Oak and Cherry</p> <p>Narrative Writing (The Dancing Tiger) – focusing on describing settings and characters when writing.</p> <p>Pie Corbett 3-4 sessions</p> <ol style="list-style-type: none"> 1. Read the story1 Sessions <ol style="list-style-type: none"> a. Act out story b. Hot seat characters – see speaking and listening 2. Explore structure of the storyandStory mountain 1 Sessions 3. Text map for four different sections 1 Sessions <p>Retelling story verbally embedded (not word for word) Guiding reading independent activity to support AFL</p>

Art

To create sketch books and record evidence and use the them to view and visit ideas

To improve their mastery of art and design techniques.

About great artists, architects and designers in history.

D&T

Pupils should be taught the knowledge, understanding and skills need to engage in the process of designing and making, working in a range of relevant contexts.

Geography

Describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.

History

The achievements of the earliest civilizations- an overview of where and when the first civilizations appeared.

I.e. ancient Egypt.

Languages

Engage in conversations; ask and answer questions; express opinion sand respond to those of others. Seek clarification and help.

Dance

Perform dance using a range of movement patterns.

Independent writing on pages 1-2. Children to write about what they think is inside the forest, the night, the moon, the house etc.

Setting - 4-5 sessions

Describing the four seasons – topic, dance, music link.

Introduction to Narrative Writing – 2-3 Sessions

Focus on speech dialogue and applying characterisation and description of setting. Writing about the Grandmother and Little Girl/boy's journey into the woods and their conversation with the Tiger (Embed use of varying pronouns).

Sequel 6-7 sessions.

Sustained writing on the sequel. Characterisation and setting.

Save the tiger!

WOW experience: West Midlands Safari Park.

Non-Chronological Reports

Cedar: Paragraphs and time connectives – 2 weeks

Cherry: Conjunctions – 1-2 weeks

Oak: – sentence style and structure

Cedar and Cherry – Text analysis. Identify key features of a non-chronological report. What are the golden rules? 1-2 sessions

Cedar and Cherry – Focus on key skill1-2 sessions

Cedar and Cherry – Research tiger facts and orally applying key skill 1-2 sessions

Cedar and Cherry – Apply skills to non-chronological report. 1-2 skills

Cedar and Cherry – If the children are independently secure on these skills then they are to create a new report on a different animal that they particularly liked from the safari park.

Hook: Planning to raise and sponsor a tiger.

Persuasive writing

Cedar and Cherry – 2-3 Weeks

5-7 Sessions – Persuading why people should support them in sponsoring a tiger.

1. **Text analysis.** Identify key features of persuasive writing. What are the golden rules? 1-2 sessions
2. **Focus on individual class key skill and areas for rapid development**1-2 sessions
3. **Apply these skills –** Encouraging to support them in their bid to sponsor a tiger. 1-2 sessions

	<p>4. <u>Apply skills to non-chronological report. 1-2 skills</u></p> <p>4-6 sessions – Independently applying these skills. Creating a speech for parliament, zoo, safari park etc (whatever is most relevant at that time). The purpose is to persuade that stakeholder why they should support tiger conservation – <u>emphasis on extended write.</u></p> <p><u>Teaching focus dependent on AFL.</u></p>
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