

Year 3 Autumn 1:

English		
Key Learning		
Unit	Folk Tales	Recount: Biography
Outcome	<ul style="list-style-type: none"> ▪ Innovation of The Lancashire Giant. ▪ Presentation of innovated narrative to an audience using props, images, actions etc. 	<ul style="list-style-type: none"> ▪ Biography of a regional/local hero.
Possible Duration	<ul style="list-style-type: none"> ▪ 3-4 weeks. 	<ul style="list-style-type: none"> ▪ 2-3 weeks.
Key Learning Reading	<ul style="list-style-type: none"> ▪ Use prefixes to understand meanings e.g. 'un-', 'dis-', 'mis-', 're-'. ▪ Listening to and discussing a range of fiction. ▪ Retelling a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales, Rudyard Kipling Just So Stories. ▪ Sequencing and discussing the main events in stories. ▪ Identifying and discussing themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. ▪ Identifying and discussing conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. ▪ Raising questions during the reading process to deepen understanding e.g. I wonder why the character... 	<ul style="list-style-type: none"> ▪ Listening to and discussing a range of biographies. ▪ Reading a range of biographies. ▪ Discussing the purpose of paragraphs. ▪ Identifying a key idea in a paragraph. ▪ Evaluating how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. ▪ Navigating texts in print and on screen.
Key Learning Writing	<ul style="list-style-type: none"> ▪ Identify, select, generate and effectively use prepositions for where e.g. <i>above, below, beneath, within, outside, beyond</i>. ▪ Use inverted commas to punctuate direct speech (speech marks). ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Create and develop plots based on a model. ▪ Discuss and propose changes with partners and in small groups. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> ▪ Explore and identify main and subordinate clauses in complex sentences. ▪ Explore, identify and create complex sentences using a range of conjunctions e.g. <i>while, after, before</i>. ▪ Discussing and recording ideas for planning. ▪ Grouping related material into paragraphs. ▪ Using headings and sub headings to organise information.
Suggested Texts	<ul style="list-style-type: none"> ▪ Regional folk tales e.g. The Lancashire Giant – Espresso. ▪ The Three Wishes. ▪ The Old Lady who lived in a Vinegar Bottle. ▪ The Tin Forest by Helen Ward. 	<ul style="list-style-type: none"> ▪ Range of simple biographies including print and film versions. ▪ Stories from School Years - BBC Class Clips (http://bbc.in/1oRePTU).

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English

Folk Tales - Creative Learning Opportunities and Outcomes

Creating interest

- Share an image, object or key vocabulary linked to the theme e.g. giant, magic, castle. Play a warm up game to develop vocabulary banks e.g. Just a Minute, Ping Pong words, word association etc. Collate ideas onto a whole class vocabulary map/mind map.

Learning outcomes

- Children will be able to generate appropriate vocabulary.

Reading

Grammar: Warm ups throughout the reading phase - focus on inverted commas.

Reading and responding

- Listen to and/or read a folktale e.g. *The Lancashire Giant - Espresso*.
- Explore, discuss and sequence the main events.
- Use role play or speaking and listening approaches e.g. tell a story around a group using a magic microphone and speaking frame starters: *in the beginning, a little while later, before long*.
- Raise questions about the characters at different points across the tale and answer through small discussion and in writing e.g. *I wonder why Johnny... I wonder why Grandma...*
- Explore the use of speech and dialogue in the folktale; link to drama and model writing interchanges of speech in role with inverted commas.
- Identify, collect and explore the use of prepositions e.g. above, behind, forward, underneath.

Learning outcomes

- Children will be able to discuss and sequence events.
- Children will be able to raise and answer questions linked to characters.
- Children will be able to identify and use prepositions.

Reading and analysing

- Identify and discuss the theme in the folktale e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor and any convention e.g. numbers three and seven in fairy tales, magical sentence repeated several times.
- Analyse folktales, identify key features and create a checklist.
- Model chunking the plot into key events and create a whole class grid, story map or story board.

- Children will be able to identify themes and conventions in folk tales.
- Children will be able to identify the plot structure of a folktale.
- Children will be able to identify key features of folktales.

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on prepositions.

- Review the map/story board created together and model innovating characters and events as appropriate e.g. based on *The Lancashire Giant - A girl wants to shrink to be tiny so she can squeeze into small places*.
- Create a new story; develop further ideas and add key vocabulary.
- Children contribute to a whole class version and develop their own.

Learning outcomes

- Children will be able to develop ideas for a new folktale and plot these within a story planner.

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English	
Folk Tales - Creative Learning Opportunities and Outcomes (contd.)	
Writing <ul style="list-style-type: none">Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – prepositions and inverted commas for speech.Use AFL, marking and feedback to adjust shared writing focus daily.	Learning outcomes <ul style="list-style-type: none">Children will be able to write a folktale, with a series of events, which includes:<ul style="list-style-type: none">prepositions.dialogue which is punctuated using inverted commas.
Outcome <ul style="list-style-type: none">Innovated outcome of a folk tale based on a model.	
Presentation <ul style="list-style-type: none">Review an oral telling of a folk tale .e.g. <i>The Lancashire Giant – Espresso</i> to evaluate how the storyteller engages the audience.Perform own narrative or an aspect of narrative to an audience/record digitally, using intonation, expression.	

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English

Biography - Creative Learning Opportunities and Outcomes

Creating interest

- Show a film clip of famous people talking about their experiences or life events. Model sharing a key memory orally. Children select a key memory and tell a partner. Encourage the inclusion of detail, including thoughts and feelings, to engage the listener. Record key memory in writing, if desired.

Learning outcomes

- Children will be able to describe an event including detail to engage the audience.

Reading

Grammar: Warm ups throughout the reading phase – focus on identifying main and subordinate clauses in complex sentences.

Reading and responding

- Read and view biographies in different forms, e.g. print, film and reading on screen e.g. famous authors, famous people relevant to the children's interests.
- Model navigating texts to find answers to prepared questions.
- Raise and answer questions related to who, what, when.
- Provide fact card events from another biography text. Ask children to organise into a time line.
- Introduce time connective cards – *early on, as time went on* etc. Use these orally to link the events on the timeline.
- Introduce conjunctions – *before, after, while, later*. Use the events on the timeline to construct oral and written sentences using the conjunctions.
- Use a flow chart or text map to organise a short biography. Add notes of key events.
- Children to use the notes, time connectives and conjunctions to give an oral recount of the person's life.

Learning outcomes

- Children will be able to discuss and sequence events.
- Children will be able to raise and answer research questions.
- Children will be able to orally recount a series of events using time connectives and conjunctions.

Reading and analysing

- Box-up a biography to create a planning and writing frame.
- Discuss the purpose of paragraphs and identify key information in each paragraph.
- Identify and evaluate how specific information is organised within a biography e.g. sections with sub-headings, events in time order.
- Create a checklist of features.

- Children will be able to identify the purpose of paragraphs.
- Children will be able to describe the common layout features of a biography.
- Children will know and understand the features of biography.

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English

Biography - Creative Learning Opportunities and Outcomes (contd.)

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus conjunctions to create complex sentences e.g. while, after, before.

- Select a local famous person as the focus for the whole class biography e.g. local Olympian, sports person, author, artist, performer, business man or business woman.
- If possible, use a visit or visitor and provide first-hand experience of interviewing and collecting biographical details.
- Explore information about the selected person, reading information in print, on screen and by using film clips. Discuss and record information, using sticky notes.
- Use the planning frame created and model grouping related material from sticky notes into paragraphs, using headings and sub headings to organise information.

Learning outcomes

- Children will be able to use a range of sources conduct research for a biography.
- Children will be able to select and organise information into appropriate sections.

Writing

- Use shared writing techniques to model a section at a time referring to each section of the plan. Focus on skills – time connectives, conjunctions and paragraphs. Children follow the modelling each day from the whole class focus.
- Use AFL, marking and feedback to adjust shared writing focus daily.

Learning outcomes

- Children will be able to write a biography including:
 - headings and sub headings.
 - paragraphs.
 - time connectives.
 - conjunctions.

Outcome

- Biography of a local person.

Presentation

- Publish biography as a poster or booklet.
- Present the biography into an ICT outcome e.g. using Powerpoint, Photostory or iPad presentation.
- Convert the biography into a documentary and film using iPad or flip cameras.