

Year 3 Summer 2:

English			
Key Learning			
Unit	Classic Poetry	Mystery / Adventure / Fantasy Stories	Explanations
Outcome	<ul style="list-style-type: none"> Performance of a poem. Written responses to poetry. 	<ul style="list-style-type: none"> A mystery, adventure or fantasy story. 	<ul style="list-style-type: none"> An explanation linked with the theme.
Possible Duration	<ul style="list-style-type: none"> 1-2 weeks. 	<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 knowledge of root words to understand meanings of words. Use intonation, tone and volume when reading aloud. Listen to and discussing a range of poetry. Recognise some different forms of poetry e.g. <i>narrative, free verse</i>. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. Discuss their understanding of the text. Explain the meaning of unfamiliar words by using the context. Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. Develop and agree on rules for effective discussion. 	<ul style="list-style-type: none"> Use suffixes to understand meanings e.g. <i>-ation, -ous</i>. Listen to and discuss a range of fiction, poetry, plays, non-fiction. Sequence and discuss the main events in stories. Retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. <i>Grimm's Fairy Tales, Rudyard Kipling Just So Stories</i>. Identify and discuss themes e.g. <i>good over evil; weak and strong; wise and foolish; mean and generous; rich and poor</i>. Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Discuss their understanding of the text. Make predictions based on details stated. Raise questions during the reading process to deepen understanding e.g. <i>I wonder why the character...</i> Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text. 	<ul style="list-style-type: none"> Use knowledge of root words to understand meanings of words. Listen to and discuss a range of explanations. Read a range of explanations. Analyse and evaluate texts looking at language, structure and presentation. Read books and texts for a range of purposes e.g. <i>enjoyment, research, skills development, reference</i>. Use point and evidence to structure and justify responses. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>. Navigate texts in print and on screen.
Key Learning Writing	<ul style="list-style-type: none"> Explore and collect words with prefixes <i>super, anti, auto</i>. Read and analyse poetry in order to plan and write their own versions. 	<ul style="list-style-type: none"> Explore and identify main and subordinate clauses in complex sentences. Use inverted commas to punctuate direct speech (speech marks). 	<ul style="list-style-type: none"> Explore, identify and create complex sentences using a range of conjunctions e.g. <i>if, while, since, after, before, so, although, until</i>.

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English

Key Learning (contd.)

	<ul style="list-style-type: none"> ▪ Identify and discuss the purpose, audience, language and structures of poetry for writing. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, technical language, synonyms for said</i> appropriate to text type. ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing. ▪ Use appropriate intonation, tone and volume to present their writing to a group or class. 	<ul style="list-style-type: none"> ▪ Read and analyse narrative in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of narrative for writing. ▪ Discuss and record ideas for planning. ▪ Create and develop settings for narratives. ▪ Create and develop plots based on a model. ▪ Generate and select from vocabulary banks e.g. <i>noun phrases, powerful verbs, synonyms for said</i> appropriate to text type. ▪ Group related material into paragraphs. 	<ul style="list-style-type: none"> ▪ Use perfect form of verbs using <i>have</i> and <i>had</i> to indicate a completed action e.g. <i>I have washed my hands. We will have eaten our lunch by the time Dad arrives. Jack had watched TV for over two hours!</i> ▪ Read and analyse non-fiction in order to plan and write their own versions. ▪ Identify and discuss the purpose, audience, language and structures of non-fiction for writing. ▪ Discuss and record ideas for planning. ▪ Generate and select from vocabulary banks e.g. <i>technical language</i> appropriate to text type. ▪ Group related material into paragraphs. ▪ Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.
<p>Suggested Texts</p>	<ul style="list-style-type: none"> ▪ A Child's Garden of Verses by Robert Louis Stevenson. ▪ Different versions of The Spider and the Fly by Mary Howitt, such as: <ul style="list-style-type: none"> – A print version of the text on the University of California at Berkeley website (here). – A selection of animated versions on YouTube (here), (here) and (here). ▪ iF Poems app - more information on the Apple iTunes store (here). <i>Please note that this is not a free app.</i> 	<ul style="list-style-type: none"> ▪ The Enchanted Wood by Enid Blyton. ▪ The Magic Faraway Tree by Enid Blyton. ▪ The Hidden Forest by Jeannie Baker. ▪ The Famous Five by Enid Blyton. ▪ The Secret Seven by Enid Blyton. ▪ The Thing in the Basement by Michaela Morgan. ▪ The Mystery Series Collection by Paul Moxham. ▪ The Matchbox Mysteries by Sally Gardner. ▪ We Are Not Alone by Paul Cookson – poem to create interest for mystery genre. 	<ul style="list-style-type: none"> ▪ Plant by Dorling Kindersley Eyewitness series. ▪ Talk for Writing Across the Curriculum by Pie Corbett. ▪ Writing Guides: Explanation Texts by Huw Thomas. ▪ Explanation on the BBC Bitesize website (here). ▪ How plants spread seeds from the BBC website (here). ▪ Seed dispersal from the BBC Bitesize website (here). ▪ Seasonal environmental education packs from the Open Air Laboratories website (here). ▪ Fruits, seeds and their dispersal from the Science and Plants for Schools website (here).

Year 3 Summer 2:

English

Classic Poetry – Creative Learning Opportunities and Outcomes

Creating interest

- Generate ideas about the insects which can be found in a garden e.g. *worm, spider, fly, wasp, beetle, woodlouse*.
- Introduce a range of verbs e.g. *wriggle, crawl, fly, buzz, scuttle, scurry, wander*. Ensure the children understand the meanings of these words; explore them through movement where necessary.
- Involve the children in switching the tenses of the verbs from present tense to past tense e.g. *wriggle - wriggled; fly - flew; float – floated*.
- Link each insect with a verb to create a simple poem e.g. *the worm wriggled, the wasp buzzed, the beetle scuttled and the fly flew!*
- Experiment with creating different combinations in present and past tense including determiners a / an / the, e.g. *worms wriggle, the worms wriggled; beetles scurry, a beetle scurried; flies fly, a fly flew*.
- Model the labelling of the words using the correct terminology e.g. **a** (determiner) **worm** (noun) **wriggled** (verb).
- Remind children of a traditional nursery rhyme such as Mary, Mary, Quite Contrary. Say the words aloud together.
- Explain that this is a nursery rhyme which is 'traditional' and has been passed down through generations.
- Explain that this unit focuses on classic poetry which has also been passed down through generations.

Learning outcomes

- Children will be able to generate ideas.
- Children will be able to alter present to past tense verbs.
- Children will be able to select appropriate determiners linked to nouns.
- Children will be able to identify word classes e.g. determiner, noun and verb.
- Children will be able to recite nursery rhymes and/or learn orally.

Reading

Grammar: Warm ups throughout the reading phase – use knowledge of root words to understand meanings of words.

Reading and responding

- Through shared reading, explore a traditional poem.
- View and listen to performances of the same poem, for example, The Spider and the Fly on YouTube (**here**), (**here**) and (**here**) or on the iF poems app.
- Generate, discuss and agree on rules for effective discussion. Create prompts and display to support children in taking part in group discussion.
- Use book talk to explore and evaluate each version, supporting the children in expressing and justifying their preferences. Capture ideas through short writing opportunities e.g. a poetry review of each version with likes, dislikes, recommendations (with reasons) and star ratings.
- Model reading part of the poem and encourage children to join in using their voices effectively with intonation, tone and volume. Continue reading the poem as a class or independently with a partner if appropriate.
- Ask children to identify words and phrases which interest them. Capture these on strips of card. Ask the children to stand up and pair up, swapping ideas and saying why the language interests them.
- Focus on new vocabulary collected, discussing words and phrases which need clarification.
- Create cards with words/phrases and separate definition cards for children to match in pairs or use active learning to find a partner e.g. *parlour – a room for entertaining guests; in vain – without success*.

Learning outcomes

- Children will be able to discuss and explain a range of words based on a root word.
- Children will be able to listen to, view and read a poem.
- Children will be able to evaluate poems presented in different forms and justify preferences.
- Children will be able to read poems using intonation, tone and volume.
- Children will be able to identify vocabulary which interests them.
- Children will be able to match vocabulary with definitions.
- Children will be able to use the context to determine meanings of new vocabulary.
- Children will be able to read poetry and use images or text maps to summarise the content of verses.

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English

Classic Poetry – Creative Learning Opportunities and Outcomes (contd.)

- Return to the poem to determine meanings through reading the words and phrases in context. Children could spot, highlight and write their own definition as a short writing opportunity.
- Model reading a verse, illustrating with key images and vocabulary to summarise the content before children continue reading and illustrating this, and/or other poems.
- To explore the poem further, use a drama technique such as freeze frame to create a tableau for each verse. As the teacher reads each verse of the poem, the children 'come to life' in role.
- Model the use of 'think and feel' bubbles to record inferences. Respond orally in role, before writing. Following the teacher's model, the children repeat the process for other sections of the poem.

Reading and analysing

- Examine the structure of the verses, identifying and highlighting lines of the poem which rhyme. Ask questions about the structure of the poem: *Do you hear any repeating patterns in this poem? Can you predict what word the poet might have used here?*
- Create a text map of the poem to support learning by heart. Use drawings, key vocabulary, and arrows to sequence the ideas or events.

- Children will be able to use drama techniques to explore characters.
- Children will be able to respond in role orally, and in writing.
- Children will be able to analyse the structure of a poem.
- Children will be able to create a poetry map with key vocabulary, images and actions.

Gathering content

Grammar: Warm ups throughout the gathering content phase - focus on exploring and collecting words with prefixes *super-, anti-, auto-*.

- Model how to prepare a poem for reading aloud to an audience e.g. allocating verses, highlighting lines, words or punctuation. Children work in groups to prepare a reading of the poem (or a section of it).
- Use the poetry text map created to support the learning of the poem.
- Provide opportunities for children to rehearse several times and develop with props, images and/or actions in readiness for performance.

Learning outcomes

- Children will be able to use prefixes to establish meanings of words.
- Children will be able to learn a poem using a map, props, images and actions.

Presentation

- The performance of the poem could take place later within the theme, following the narrative and non-fiction units. This would provide time for children to frequently return to the poem, over time, to rehearse, improve and prepare for a final performance to an audience.
- Select an appropriate audience e.g. whole school, another class, parents, audience away from school or poetry performance competition within school. Alternatively, record using ICT.

Learning outcomes

- Children will be able to practise, improve and prepare a poem for performance.
- Children will be able to perform a poem to an audience.

Outcome

- A range of short pieces of writing linked to the poem.
- A whole class or group performance of the poem.

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English

Mystery / Adventure / Fantasy Stories – Creative Learning Opportunities and Outcomes

Creating interest

- Introduce a selected word and develop word families from the root word e.g. *lone, alone, lonely, loneliness, lonesome*.
- Use dictionaries to find definitions.
- Explain that, although this is a narrative unit, we will begin by looking at a poem. Share the poem *We Are Not Alone* by Paul Cookson.
- Explore different versions of the poem such as the version on the BBC Bitesize website ([here](#)) and on YouTube ([here](#)).
- Compare the different versions, providing opportunities for children to express and justify their preferences. Ask questions such as: *How did the poem make you feel? What did it remind you of? What do you think was the poet's purpose?* Capture the children's ideas through a short writing task such as a poetry review.
- Model reading the same poem again. Ask the children to join in using intonation, tone and volume.
- Ask children to identify words and phrases which interest them and capture these on strips of card. Using these, ask the children to stand up and pair up with others to discuss, swap ideas and say why the language interests them.
- Explain that in this unit, choosing language which will have an impact on the reader is going to be a major focus.

Learning outcomes

- Children will be able to generate vocabulary and collect favourite words and phrases.
- Children will be able to listen, enjoy and respond to a written and oral version of a poem.
- Children will be able to describe the effect of words and phrases.

Reading

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

Reading and responding

- Introduce *The Enchanted Wood* by listening to the opening section of the audiobook (e.g. up to 02:33) on YouTube ([here](#)).
- Listen again and, through discussion and questioning, establish the characters and events. Use a grid to focus discussion in groups with children jotting notes, then capture on working wall as a class grid e.g.

What characters are in the story?	Where are they and where are they going?	What are the children looking forward to?	Other details (anything else we know)

- Explore further sections of the early part of the text through reading and/or listening.
- Model focusing on words and phrases which capture interest. Highlight the word or phrase in the text and discuss further e.g. *freckles of sunshine; roughly made beds; warm milk; a whole loaf*.
- Consider words or phrases one at a time. Ask children to discuss them in pairs or small groups to develop understanding and then refer back to the context of the story. Provide further opportunities for children to explore words and phrases in this way independently, and continue vocabulary discussion as necessary during this phase.
- Read to the end of chapter one (some of this may be done away from the English session).

Learning outcomes

- Children will be able to identify main and subordinate clauses in complex sentences.
- Children will be able to listen to a story opening and use book talk to establish characters and events.
- Children will be able to identify words and phrases which capture interest.
- Children will be able to discuss words and phrases in context of a text.
- Children will be able to predict and generate ideas about characters and events from evidence in the text.
- Children will be able to use drama to develop understanding of characters and events.
- Children will be able to write in role as a character e.g. diary or eyewitness account.
- Children will be able to discuss themes using appropriate vocabulary.

Year 3 Summer 2:

English

Mystery / Adventure / Fantasy Stories – Creative Learning Opportunities and Outcomes (contd.)

- Focus on the final paragraph e.g. *At bedtime, all three stood by the window, looking out on the dark, whispering wood ... What would they find in the Enchanted Wood?*
 - Ask the children to make simple predictions about what might be in the wood.
 - Introduce an evidence bag with quotes on from the text e.g. *whispering trees; trees which were darker green than normal; brown stream that chattered to itself; leaves rustling in a different way.*
 - Use evidence from the text to make further predictions and capture as a short writing opportunity.
 - Read chapter two (some of this may be done away from the English session).
 - In role as one of the characters, each child describes the events as if they are an eyewitness. They should begin their descriptions with the phrase 'I can see ...' Model writing in role as a character following the drama e.g. *diary entry or letter to a friend to retell events.*
 - Explore characters by using a zone of relevance activity. Model how to select vocabulary linked to different characters e.g. *good, evil, weak, strong, wise, foolish, kind, mean, friendly, unfriendly etc.* Justify opinions by using a speaking into writing frame e.g. *I think the elves are kind because ... I think the robber is foolish because ...*
 - Read chapter three (some of this may be done away from the English session).
 - Model raising questions about the text read so far using a question hand with *who, what, where, when, why and how*, before children raise their own questions.
 - In small groups, children ask and answer their questions, and summarise using knowledge of the text so far, by taking it in turns to sit in the storyteller's chair.
 - Provide an opportunity for children to sequence the events and retell the story orally and in writing. Create a story map to support the process. This can be added to as more of the text is read.
 - Explore other key events through shared reading and discussion e.g. meeting the folk in the Faraway Tree in chapter four.
 - Use drama techniques such as role play, garden fence gossip (role playing the conversations of neighbours over the fence discussing what they've seen and heard), and hot seating to draw inferences around characters thoughts, feeling and actions and justify with evidence from the text.
 - Use a range of short writing opportunities to capture responses in role which draw on evidence from the text e.g. *retelling aspects of the story in the first person; diary entries; letters in role.*
 - Continue reading the text or listening to an audio version alongside the unit. The audio version of The Magic Faraway Tree, which is the sequel to this book, can be found on YouTube ([here](#)).
- Reading and analysing**
- Analyse a section of the text in which several characters speak. Identify each character's speech and highlight in different colours. Pose questions such as: *Which character speaks the most? How can we tell who is speaking? How can we tell which words they actually say? Can we tell how a character feels from what they say?*
- Children will be able to raise questions about the plot.
 - Children will be able to summarise key points linked to questions about the plot, characters and events.
 - Children will be able to sequence events.
 - Children will be able to retell the story orally using a story map.
 - Children will be able to use drama techniques to draw inferences.
 - Children will be able to write in role using inferences which are drawn from the text.
- Children will be able to identify speech within the text.
 - Children will be able to identify key features of the text.

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English

Mystery / Adventure / Fantasy Stories – Creative Learning Opportunities and Outcomes (contd.)

- Begin to collect alternative words for 'said'. Challenge the children to find and collect more words to add to this list from their independent reading.
- Discuss the features of the text, e.g. magical characters, fantasy settings, powerful verbs, carefully chosen adjectives. Create a checklist for the working wall.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on inverted commas to punctuate direct speech (speech marks).

- View a film clip, such as this one of The Enchanted Forest on YouTube ([here](#)) to provide a stimulus to develop vocabulary for the beginning of a new story.
- Model the annotation of screen shots with nouns, noun phrases and adjectives. Using further screen shots and working in small groups, children generate nouns, noun phrases and adjectives. Where appropriate, discuss how to strengthen language choice, e.g. by selecting a more powerful verb or a more precise noun. Display these on the working wall for use during the writing phase.
- View several short films linked to the text e.g.
 - Clips from The Magic of the Faraway Tree DVD.
 - The Land of Dame Tickle on YouTube ([here](#)).
 - The Land of Ice and Snow on YouTube ([here](#)).
 - The Land of Toys on YouTube ([here](#)).
- Select one film to use and model chunking the plot e.g.

The Land of Dame Tickle	Innovation
Characters at the top of the tree.	
Tock goes missing.	
Characters go to find Tock.	
Meet shopkeeper Dame Tickle. She demands 50 gold pieces to tell where Tock is.	
Meet crossing patrol Dame Tickle. She demands 25 gold pieces to cross the road.	
Meet teacher Dame Tickle in school.	
Teacher Dame Tickle threatens and brings out the Big Pink Tickling Feather and tickles children.	
Joe gets hold of the feather and tickles Dame Tickle.	
Tock falls out of the cupboard.	
Children and Tock return back to the Faraway Tree.	

Learning outcomes

- Children will be able to punctuate direct speech with inverted commas.
- Children will be able to generate vocabulary e.g. nouns, adjectives and noun phrases.
- Children will be able to view short films and discuss key events.
- Children will be able to chunk a plot after viewing a film.
- Children will be able to develop characters for a new story.
- Children will be able to develop dialogue for new characters.
- Children will be able to plan and sequence events for a new plot.

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English

Mystery / Adventure / Fantasy Stories – Creative Learning Opportunities and Outcomes (contd.)

- Model developing new characters for a new story based on the film and plot pattern above.
- Provide a range of ideas for children to choose from; use characters from text and films read and viewed for inspiration, or create own.
- Working in small groups, children further develop characters. They should record their ideas by making notes on large sheets of paper, or on fabric with washable pens. Display these on the working wall.
- Using the whole class planner, innovate on the story, plotting new characters and events.
- Use first lines drama to develop dialogue between new characters; this involves providing children with their first line of dialogue in role as characters then asking them to continue the exchange through improvisation.
- Follow up by using shared writing to capture sections of dialogue with inverted commas. Children follow modelling to write their own sections of dialogue in pairs after rehearsing drama again.
- Model talking the plot and ideas through as a class to firm up the plan before the writing phase. Add or edit details as appropriate.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – using clauses in complex sentences and inverted commas for dialogue.
- Refer to the language banks created around the screen shots during the gathering content phase.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation, before children proofread their own and other's writing.

Learning outcomes

- Children will be able to write a narrative based on a plan using:
 - complex sentences with main and subordinate clauses.
 - inverted commas for dialogue.
 - paragraphs.

Outcome

- Story based on the text read or short film viewed.

Presentation

- Create a class anthology of stories. Share the stories with peers in pairs or small groups.

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English

Explanations – Creative Learning Opportunities and Outcomes

Creating interest

- Set up the purpose for the unit.
- Explain that *The Garden Growers* website has contacted the school to challenge the class to create a large explanation poster and/or a short film on how seeds are dispersed for children in KS1.
- Engage children in a whole class discussion to establish:
 - *What do we need to do?*
 - *What do we need to learn about?*
 - *How will we proceed?*
- After discussion in pairs, groups and then whole class, create a whole class plan for ways forward with notes and ideas to show the 'big picture' of the unit.

Learning outcomes

- Children will be able to identify and plan for a specific purpose and audience.

Reading

Grammar: Warmups throughout the reading phase – focus on creating complex sentences using a range of conjunctions e.g. *if, while, after, before, so, although, until*. (All conjunctions will need to have been taught prior to this unit in order to incorporate the full range).

Reading and responding

- Read, view and listen to range of explanations linked to science learning opportunities within this theme e.g. *Plant* by Dorling Kindersley – Eyewitness series.
- Model reading a section at a time, noting key information on a flipchart. Discuss the meaning of any unfamiliar vocabulary.
- Visit the school library to look for texts linked to the theme for children to read and enjoy in pairs, or as a class.
- Use books found to model navigating texts for information linked to key questions posed.
- Use a true/false quiz linked to texts as a class. Ask children to create their own true/false quiz in pairs to challenge others.
- Provide the children with sections of explanation texts. Ask them to read these and sequence.
- After modelling, ask children to role play their text using speech and actions to create a group drama of the explanation. Repeat with a different explanation text if desired
- Focus on conjunctions explored in the grammar warm ups which are used to show cause and effect e.g. *if, so, although, because*.
- Also explore adverbs and adverbials which link to time (sometimes known as time connectives). They give the reader more information about when the events occur, e.g. *first of all; following this; later on; before the ...; after; while the ...; since ...*
- Model incorporating the adverbials and conjunctions in a demonstration and allow opportunity for oral rehearsal, using

Learning outcomes

- Children will be able to create complex sentences using a range of conjunctions.
- Children will be able to listen and read explanation texts.
- Children will be able to locate explanation texts from a library or selection of books provided.
- Children will be able to identify the key points.
- Children will be able to navigate and find information in a range of explanations from key questions posed.
- Children will be able to identify true and false statements after reading an explanation.
- Children will be able to create true and false statements.
- Children will be able to identify sequence within an explanation.
- Children will be able to role play key points after reading and participate in group drama.
- Children will be able to read an explanation text and role play.
- Children will be able to use conjunctions in an

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English

Explanations – Creative Learning Opportunities and Outcomes (contd.)

them within a speaking frame.

- Perform the demonstrations and capture or record these using ICT. When playing them back to the children, ask them to listen out for conjunctions and adverbials, putting their thumbs up if they hear them.

Reading and analysing

- Model evaluating how specific information is organised within an explanation text by boxing up and highlighting key features.
- Children explore explanations in pairs or small groups, identifying the structural features e.g. *text boxes, flow chart, sub-headings, bullet points, glossary, diagrams*.
- Focus on each paragraph or section and how they are organised. Explain that the text is organised in this way to assist the reader.
- Explore the key features of explanations and create a class checklist. The BBC Bitesize website ([here](#)) has useful information on the features of explanation texts.
- Model 'boxing up' an explanation text by drawing boxes around each section and labelling. This can be used as a planning frame for writing.

oral explanation.

- Children will be able to use adverbials in an oral explanation.
- Children will be able to identify how information is organised within an explanation.
- Children will be able to identify the key features of an explanation.

Gathering content

Grammar: Warm ups throughout the gathering content phase – focus on the use perfect form of verbs to indicate a completed action.

- Return to the purpose for planning and writing, the request from *The Garden Growers* website.
- Explore the BBC website ([here](#)) for information on how plants spread seeds.
- Provide each group with a different card to read. Each card should name and describe a different method of seed dispersal with definition e.g. *gravity, wind, hooks, animals, pepper pot, exploding or floating*.
- Challenge each group to create a role play or drama representation of their focus to present to the class.
- Following the role play, pose 'how' questions about how seeds are spread.
- Depending on the way the question is phrased, responses can be given in role or presented as factual statements e.g.
 - *Gravity: How do you spread seeds? or How does gravity spread seeds?*
 - *Wind: How do you spread seeds? or How does the wind spread seeds?*
- Read and view further information on how seeds are dispersed to gather ideas as whole class and in groups. Information texts can be found on the following websites:
 - Seed dispersal from the BBC Bitesize website ([here](#)).
 - Seasonal environmental education packs from the Open Air Laboratories website ([here](#)).
 - Fruits, seeds and their dispersal from the Science and Plants for Schools website ([here](#)).

Learning outcomes

- Children will be able to use perfect form of verbs e.g. *have and had* appropriately.
- Children will be able to research ideas from a range of sources.
- Children will be able to allocate information found into specific sections of an explanation text planner.
- Children will be able to develop their own ideas and place notes on a planner.
- Children will be able to orally rehearse a new explanation using conjunctions and fronted adverbials for when.
- Children will be able to give and receive feedback, and act upon it.

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English

Explanations – Creative Learning Opportunities and Outcomes (contd.)

- Write information on sticky notes and display these on the working wall.
- Use the boxed up planner created in the reading phase and model placing the sticky notes in the appropriate sections in order to group the information.
- Within each section, discuss the sequencing of information.
- Provide time for children to develop their own planners in pairs or groups using notes and images. Include conjunctions and adverbials for *when*.
- Model oral rehearsal of the new explanation, before children develop in pairs or groups.
- Support the children in evaluating the oral presentations, modelling ways to suggest improvements. Provide opportunities for children to evaluate oral presentations and act on suggestions to make improvements.

Writing

- Use shared writing techniques to model a paragraph or section at a time referring to each section of the plan. Focus on skills – using conjunctions, e.g. *if, so, although, because, until* and perfect form of verbs, e.g. *have/had*. Model the use of fronted adverbials to vary sentence openers.
- Provide a bank of paragraph and sentence openings for children to select from e.g. *adverbials for when*.
- Use AFL, marking and feedback to adjust shared writing focus daily.
- Model proofreading to check and improve spelling, grammar and punctuation.
- Explain that the written explanation will now be used to create a short film. Model the presentation of a short section of the class explanation, asking the children to comment on expression, intonation and gesture.
- Provide opportunity for children to practise performing their explanations before using ICT to record.

Learning outcomes

- Children will be able to write an explanation text based on a plan using:
 - conjunctions e.g. *if, so, although, because, until*.
 - perfect form of verbs e.g. *have/had*.
 - paragraphs/sections with key ideas.
 - text type features of explanation.

Outcome

- Explanation text presented as a poster.
- A short explanation film.

Presentation

- Display of explanation posters.
- Share explanation films with KS1 classes or upload to the school website for parents to view at home.