PlanBee

Narrative

1	Read and enjoy the story of *The Egyptian Cinderella* by Shirley Climo and answer questions on the story.
2	Compare the story of *The Egyptian Cinderella* with the traditional version of the story.
3	Retell traditional stories using story maps or storyboards.
4	Plan an Egyptian version of a traditional story.
5	Learn to use fronted adverbials in a narrative piece of writing.
6	Write an Egyptian version of a traditional story.

- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- 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
- 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
- in narratives, creating settings, characters and plot
- using fronted adverbials
- using commas after fronted adverbials
- assessing the effectiveness of their own and others' writing and suggesting improvements

Tales of Ancient Egypt
A KS2 thematic English topic

Explanation texts

1	Explore the Ancient Egyptian mummification process and make links with the steps they will take to mummify a tomato.
2	Analyse and improve instructions for mummifying a tomato.
3	Investigate model texts to inspire newsletter or blog writing.
4	Write an informative newsletter or blog about the mummification process.

- 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
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
- headings and sub-headings to aid presentation

Newspapers

1	Organise information about Cleopatra's death into a plan for a newspaper report.
2	Investigate model texts and write a news report on the death of Cleopatra.

- discussing words and phrases that capture the reader's interest and imagination
- identifying main ideas drawn from more than one paragraph and summarising these
- 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
- organising paragraphs around a theme

Biographies

1	Explore examples and features of biographies using a model text.
2	Investigate how to use paragraphs in a non-fiction context.
3	Learn about and research Cleopatra VII's life.
4	Write a biography about Cleopatra VII.

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- identifying main ideas drawn from more than one paragraph and summarising these
- retrieve and record information from non-fiction
- 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
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- introduction to paragraphs as a way to group related material
- headings and sub-headings to aid presentation
- using conjunctions, adverbs and prepositions to express time and cause

Poetry

1	Generate vocabulary and poetic language around the theme of Ancient Egypt.
2	Write acrostic poetry on a topic or theme from Ancient Egypt.
3	Introduce kenning poetry and write an Ancient-Egyptian themed kenning poem.
4	Create similes and alliteration in a free verse poem.

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- 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

Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- 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

Writing - transcription HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - transcription SPELLING

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

Writing - composition

- 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
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the 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
- proof-read for spelling and punctuation errors
- 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

Writing - spelling, punctuation and grammar

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

English Appendix 2

WORD
- Formation of **nouns** using a range of **prefixes** [for example super–, anti–, auto–]
- Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

SENTENCE
- Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]

TEXT
- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play

PUNCTUATION
- Introduction to inverted commas to **punctuate** direct speech

TERMINOLOGY FOR PUPILS
- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')

Tales of Ancient Egypt: English: Year 3

PlanBee

	NARRATIVE			
	Learning Objective	**Overview**	**Assessment Questions**	**Resources**
Lesson 1	To infer and explore characters' motives, thoughts and feelings throughout a story.	In this first lesson the children will read and explore the plot, setting and characters in the story of *The Egyptian Cinderella*. They will discuss different events in the story, focusing on the characters and how they are feeling at a given point. They will begin to justify their ideas using the text to support them.	• Can children identify how a character is feeling at a given point in the story? • Are children able to empathise with a character to give reasons for the character's emotions? • Can children use familiar story plots to help them predict what will happen next in a story?	• Slides • *The Egyptian Cinderella* by Shirley Climo • Worksheet 1A/1B/1C • Extract Cards 1A/1B • Character Card 1A (FSD? activity only) • Worksheet 1D (FSD? activity only)
Lesson 2	To identify similarities and differences between well-known stories.	Children are challenged to explore the story of *The Egyptian Cinderella* and compare it directly with a more traditional version of the story. They are asked to state similarities and differences between the two versions and explain their answers.	• Can children retell a traditional story, including all the main events? • Can children identify similarities between two versions of a story? • Can children identify differences between two versions of a story?	• Slides • Worksheet 2A/2B • *The Egyptian Cinderella* Storyboard 2A • Statement Cards 2A/2B (FSD? activity only) • Worksheet 2C (FSD? activity only)
Lesson 3	To retell traditional fairy tales.	Children will discuss how to retell a traditional fairy tale and pick out the main events of a given tale. They are challenged to create a storyboard or freeze frames to highlight the main events of their chosen fairy tale and then use this to retell the story.	• Can children retell a story using relevant details? • Can children pick out the main events in a traditional fairy tale? • Are children able to create a clear story map/board of a traditional fairy tale?	• Slides • Story Cards 3A/3B/3C/3D • Worksheet 3A/3B • Large paper • Cameras (FSD? activity only)
Lesson 4	To plan an alternative version of a traditional fairy tale.	Using their learning from the previous lesson the children will begin to outline their Egyptian version of their chosen fairy tale. They will look at the various clues that were in *The Egyptian Cinderella* which shows that the story was set in Ancient Egypt e.g. the animals, clothing and geographical features which are mentioned.	• Can children identify Egyptian aspects of a story? • Are children able to amend and change aspects of a story to suit a purpose? • Can children plan writing based on an existing story?	• Slides • Worksheet 4A/4B • Large paper • Children's fairy tale storyboards from the previous lesson • Story Cards 4A (FSD? activity only)
Lesson 5	To use correctly punctuated fronted adverbials in narrative writing.	Introduce your class to the concept of fronted adverbials and how to punctuate them using commas. Have your class explore adverbs and adverbial phrases before playing with the sentence structure and commenting on how the use of fronted adverbials has affected the sentences.	• Can children identify fronted adverbials from a text? • Are children able to use fronted adverbials to add detail about a verb's manner, frequency, time or place? • Can children punctuate fronted adverbials accurately using commas?	• Slides • Fronted Adverbial Booklet • Worksheet 5A/5B/5C • Sentence Puzzle Pieces (FSD? activity only) • Sticky notes (FSD? activity only) • Children's plans from the previous lesson
Lesson 6	To write an alternative version of a traditional fairy tale.	Children will use all their learning, planning and discussions from the previous lessons to create and write their own Egyptian version of a traditional fairy tale. They will have opportunities to edit and improve their work.	• Can children follow a plan to create a familiar story in a different setting? • Are children able to use fronted adverbials to add detail about a verb's manner, frequency, time or place? • Can children punctuate fronted adverbials accurately using commas?	• Slides • Children's plans from the previous lesson • Fronted Adverbial Booklet • Sticky notes • Writing Frame 6A • Editing Cards 6A (FSD? activity only)

PlanBee

	Learning Objective	Overview	Assessment Questions	Resources
EXPLANATION TEXTS				
Lesson 1	To explain links between our learning.	Introduce your class to the process of mummifying a tomato. This lesson challenges your class to make links between the Ancient Egyptian mummification process and the one that they will be conducting in a following lesson. Have your class investigate the similarities and differences between the two processes.	• Can children recall the steps in the mummification process? • Can children make simple links between related processes? • Are children able to use their previous learning to explain the reasons behind different actions in a process?	• Slides • Mummification Cards 1A • Worksheet 1A/1B/1C • Mummification Cards 1B (FSD? activity only) • Worksheet 1D (FSD? activity only)
Lesson 2	To analyse and improve instructions.	Challenge your class to follow some instructions to mummify a tomato. The children must add to, improve or write their own instructions to match each step in the mummification process. Extend the children further by asking them to use the previous lesson's learning to explain why each step is important when mummifying something.	• Can children identify and use imperative verbs? • Are children able to effectively use adverbials of time in their instructions? • Can children analyse successful and less successful instructions and use this analysis to suggest improvements?	• Slides • Instruction Sheet 2A/2B/2C • Teacher Sheet 2A • Materials for mummifying tomatoes (see Teacher Sheet) • Worksheet 2A (FSD? activity only)
Lesson 3	To analyse existing writing to identify suitable structure and vocabulary.	Children will analyse and discuss model text which they will be using to inspire their own writing in the next lesson. They will look for structural and language features of newsletters and blogs before independently looking for inspiration for next lesson's writing task.	• Can children identify the potential audience for a text? • Can children identify successful features of a piece of writing? • Are children able to suggest improvements to a piece of writing?	• Slides • Model Text 3A/3B • Worksheet 3A/3B
Lesson 4	To write an informative blog or newsletter text.	In this final lesson the children will create a draft of their explanation text when they explain the process of mummifying a tomato and how this process links to the Ancient Egyptian process of mummifying a body. They are supported using the challenge cards or can work together to create a collaborative piece.	• Can children write a chronological explanation of an activity they have completed? • Are children able to successfully use genre-related features? • Can children evaluate and improve their own writing?	• Slides • Worksheet 4A/4B • Writing Frame 4A • Challenge Card 4A

POETRY

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To generate poetic language for Ancient Egyptian poetry.	In this first lesson of the scheme the children will begin by preparing to write poetry themed around Ancient Egypt. They will discuss and generate vocabulary and ideas based on Ancient Egypt and record these in a mind map. They can extend their learning by sorting and categorising their words into word classes.	• Can children identify types of words including nouns, adjectives and verbs? • Are children able to generate poetic vocabulary around a theme? • Can children name some poetic devices which they could use in a poem about Ancient Egypt?	• Slides • Worksheet 1A/1B • Picture Cards 1A • Teacher Notes 1A (FSD? activity only)
Lesson 2	To write an acrostic poem about an aspect of Ancient Egypt.	Take an in-depth look at this popular form of poetry and become more familiar with the poetic device of alliteration. Themed around Ancient Egypt, the children will construct their own acrostic poem using alliteration. Alternatively, the children attempt some different types of acrostics as a trickier challenge.	• Can children describe what alliteration is? • Can children create alliteration in an acrostic-style poem? • Are children able to generate and use poetic vocabulary based around a topic?	• Slides • Challenge Cards 2A/2B • Children's vocabulary mind maps from the previous lesson • Challenge Cards 2C (FSD? activity only)
Lesson 3	To create a kenning poem based on an aspect of Ancient Egypt.	Introduce your class to kenning poems. Challenge the children to guess the subject of different kenning riddles and focus on the words which make up this type of poem. Remind the children of the spelling rule for using -er to turn verbs into nouns as the children write their own Ancient Egyptian kenning poems.	• Can children identify a kenning-style poem? • Are children able to generate topical words and sort them into appropriate word classes? • Can children create a themed kenning poem?	• Slides • Worksheet 3A/3B/3C • Children's mind maps from Lesson 1 • Picture Cards 3A • Dictionaries and thesauruses • Verb Cards 3A (FSD? activity only) • Noun Cards 3A (FSD? activity only)
Lesson 4	To use generated language to write a free verse poem about an aspect of Ancient Egypt.	Children will read and perform a free verse poem before attempting this type of poetry themselves. They will discuss how the line length and language are all deliberate choices of the poet and how they can add meaning to the message the poem conveys.	• Can children identify poetic devices in a free verse poem? • Can children describe what a free verse poem is? • Are children able to use similes, alliteration and repetition in a free verse poem?	• Slides • Children's mind maps from Lesson 1 • Model Text 4A • Challenge Cards 4A/4B/4C

BIOGRAPHIES

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To investigate biographies and their features.	In this first lesson children will explore biographies as a genre of writing. They will discuss the audience of this type of writing and investigate the effective features by reading a model text. Children will have the opportunity to have a go at this type of writing by writing a short biography of Howard Carter, or a partner, supported by a sentence starter word bank.	• Can children distinguish between a biography and an autobiography? • Are children able to make sensible suggestions on what information should be included in a biography? • Can children make a reasonable attempt at mimicking the style of a biography?	• Slides • Worksheet 1A • Information Card 1A/1B • Model Text 1A • Sentence Starters 1A • Worksheet 1B (FSD? activity only)
Lesson 2	To organise facts into related paragraphs.	Children are introduced to how and why we use paragraphs to organise writing in a non-fiction context. They are challenged to organise facts from a biography about Tutankhamun into paragraphs under specified subheadings, or come up with their own. Alternatively, a more confident class can read a text and discuss where a new paragraph is needed at a change of topic.	• Can children define what a paragraph is and when they are used in a non-fiction context? • Are children able to sort information into paragraphs? • Can children suggest subheadings to summarise the contents of a paragraph?	• Slides • Worksheet 2A/2B/2C • Text Card 2A • Information Slips 2A • Text Card 2B (FSD? activity only)
Lesson 3	To learn about Cleopatra VII and her life.	Introduce the famous Pharaoh Cleopatra to your class. The children will learn all about her life and research facts to use in their biography of her life. The children will be asked to research and sort facts into groups according to their own, or suggested subheadings. The work the children produce in this lesson will become the plan for their final piece.	• Can children identify when Cleopatra VII reigned as Pharaoh? • Can children sort and order information about Cleopatra? • Can children name some key events from Cleopatra's life?	• Slides • Worksheet 3A/3B/3C (two-sided) • Fact Cards 3A/3B • Challenge Card 3A (FSD? activity only)
Lesson 4	To write a biography of Cleopatra VII.	The children will use their learning from this scheme to write a biography about Cleopatra's life. They will use the supporting resources to include organised paragraphs and a variety of sentence openers to create an effective biography.	• Can children effectively use the features of a biography in their writing? • Are children able to separate their writing into clear paragraphs? • Can children use a variety of sentence openers in their writing?	• Slides • Challenge Card 4A/4B • Model Text 4A • Writing Frame 4A

		NEWSPAPERS		
	Learning Objective	**Overview**	**Assessment Questions**	**Resources**
Lesson 1	To gather information for, and plan, a newspaper report.	Children are challenged to think about how they will write a report on the news of Cleopatra's death. After discussing and researching her death, the children will organise facts into paragraphs and have a go at writing the initial paragraph for their report.	• Can children recall some facts about Cleopatra's death? • Can children describe the audience for their newspaper report? • Can children organise facts into relevant paragraphs?	• Slides • Fact Cards 1A • Worksheet 1A/1B • Information Sheet 1A • Access to the internet (FSD? activity only)
Lesson 2	To write a news report.	Children use the model text to investigate the key features of a newspaper and identify some of the varied sentence openers that they will be required to use in their writing. During the input they will try out some of their sentence openers and then use the supporting word bank to write a news report on Cleopatra's death.	• Can children name some key features of a newspaper report? • Are children able to write a clear, chronological report on a historical death? • Can children use a variety of sentence openers in their writing?	• Slides • Model Text 2A • Writing Frame 2A • Word Bank 2A • Challenge Cards 2A (FSD? activity only) • Voice recorder (FSD? activity only)