**Starlight 3rd Class: Fortnightly Plans**



*Note: This document suggests two specific learning experiences per strand for each fortnightly plan. However, as the majority of the learning outcomes are covered in every unit, teachers may prefer to select their own learning experiences. In this case, detailed mapping for all learning outcomes for every unit is also available on Folensonline.*

**3rd Class Fortnightly Plans**

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| **September: Week 7 & 8****Unit: 4****Theme: Family and friends: Friends and foes** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3, Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO9, LO10, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, Exploring and Using: LO6, LO7, LO9 |
| **Oral Language Learning Experiences** | **Reading Learning Experiences** | **Writing Learning Experiences** |
| The child should be able to: * Actively listen and speak confidently when working collaboratively, especially in partner and small group tasks.

Practice making eye contact, adopting confident body language, using a sincere tone of voice and speaking clearly without mumbling, i.e. I owe you an apology. Adapt tone of voice, body language and choice of vocabulary when presenting a narrative to the class. **(LO 3)*** Actively listen and speak confidently when working collaboratively, especially in partner and small group tasks.

Practice making eye contact, adopting confident body language, using a sincere tone of voice and speaking clearly without mumbling, i.e. I owe you an apology. Adapt tone of voice, body language and choice of vocabulary when presenting a narrative to the class. **(LO 9)** | The child should be able to: * Compare words using 'ci' as /sh/ (e.g. suspicious) and 'y' as long /i/ (e.g. hysterics). **(LO 4)**
* Read narrative texts with the appropriate pace, accuracy and expression. **(LO 10)**
 | The child should be able to: * Engage positively and purposefully when writing their own narrative text, bringing in their own ideas.

Use writing their own stories as a tool to clarify and structure thought and to express individuality. **(LO 1)*** Use conventions of print (e.g. speech marks for direct speech) in their own writing.

Use a clear beginning, middle and end including a problem to be solved and use a variety of sentence structures including direct speech when creating a narrative story. **(LO 3)** |
| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral storytelling | ‘The Quarrel’ by Eleanor Farjeon | Narrative | Making connectionsInferringPredicting | 4a: ‘a’, ‘an’ and ‘the’4b: Speech marks | 4a: Making a mind map4b: Using different words for ‘said’ | 4a: Planning a narrative4b: Writing a story |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: friends, jealous, scooter, cross, argue, fighting, calm, rulesTier 2 examples: frequently, frustrated, furiously, increasingly, boisterous, bickering, enraged, exasperated, cooperate, competitive, deafening, rowdy, shrill, piercing, tranquil apologise | Text 4a: decided, unable, rummaging, muttered, pouted, removed, revolting, suspiciously, pursed,flicked, replaced, effect, instantText 4b: suspended, hysterics, hero, prepared, entire, gleefully, expert, several, glided, barely, motionless, intended |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1* Digital poster (Story mode) Digital poster (Explore mode): Talk and discussion Word study: ‘Friend’Pair talking task: Can you tell me?*Lesson 2* Digital poster (Story mode): RecapDigital poster (Question mode) Digital poster (Explore mode): Talk and discussion Pair talking task: I owe you an apologyWeek 2*Lesson 3* Digital poster (Explore mode): Talk and discussion Small group talking task: What’s the story? Digital poster (Let’s talk mode): Podcast*Lesson 4*Digital poster (Poem mode): ‘The Quarrel’ | *Starlight 3rd Class Combined Reading and Skills Book* Week 1Text 4a: The Tasting Game (p.42 - 44)Comprehension questions: Fact finding (p.45)Comprehension questions: Read between the lines (p.45)Vocabulary activity (p.45 - 46)Week 2Text 4b: Brothers in the Library (p.48 - 50)Comprehension questions: Fact finding (p.51)Comprehension questions: Read between the lines (p.51)Vocabulary activity (p.51 - 52)  | *Starlight 3rd Class Combined Reading and Skills Book* Week 1Grammar: ‘a’, ‘an’ and ‘the’ (p.46)Writing skills: Making a mind map (p.47)Writing genre: Planning a narrative (p.47)Week 2Grammar: Speech marks (p.52)Writing skills: Using different words for ‘said’ (p.53)Writing genre: Writing a story (p.53)  |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their story using smiley faces.Portfolio assessment: Children can add their story to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (*Starlight* 3rd Class Combined Reading and Skills Book p. 47 and p. 53). Writing is differentiated by outcome. |
| **Integration** |
| *Arts – Drama – Exploring and making drama*Children role play in groups of four, taking on the roles of Ben, Steve, Mum and Dad. Dad wants the brothers to explain what happened during the ‘tasting game’ and why the brothers acted as they did.*Literacy*Children read other stories (or extracts from other stories) about sibling and family relationships and friendship. These could include *The Legend of Captain Crow’s Teeth* by Eoin Colfer, *My Brother is a Superhero* by David Solomons, *I Swapped My Brother on the Internet* by Jo Simmons, *The Clubhouse Mystery* by Erika McGann, *The Suitcase Kid* by Jacqueline Wilson and *The Little House on the Prairie* series by Laura Ingalls Wilder. |

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| **September: Week 9 & 10****Unit: 5****Theme: Space and technology: Rockets and space life** |
| **STRAND: Oral Language** | **STRAND: Reading** | **STRAND: Writing** |
| **Learning Outcomes Covered** | **Learning Outcomes Covered** | **Learning Outcomes Covered** |
| **Elements**Communicating: LO1, LO2, LO3, Understanding: LO4, LO5, LO6Exploring and Using: LO7, LO10, LO11, LO12 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, LO6Exploring and Using: LO7, LO8, LO9, LO10 | **Elements**Communicating: LO1, LO2Understanding: LO3, LO4, LO5, Exploring and Using: LO6, LO7, LO9 |
| **Oral Language Learning Experiences** | **Reading Learning Experiences** | **Writing Learning Experiences** |
| The child should be able to: * Actively listen to and extract meaning from a poster story about space and technology. **(LO 1)**
* Reflect on the life and responsibilities of an astronaut and use descriptive language to introduce the Expedition 59 crew in the form of an oral report. **(LO 12)**
 | The child should be able to: * Discuss author’s intent in writing explanation texts and form an opinion on how effective the texts are. **(LO 8)**
* Use comprehension strategies including inferring, clarifying and summarising to engage with an explanation text. **(LO 9)**
 | The child should be able to: * Create an explanation text to answer the question: Why do astronauts wear spacesuits outside in space? (Thinking about how to explain a process clearly to the reader.) **(LO 6)**
* Write legibly and fluently in a chosen script and present their text in a format appropriate for an explanation text. **(LO 9)**
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| **Oral language text type** | **Oral language poem** | **Reading Genre** | **Comprehension Strategy** | **Grammar** | **Writing skills** | **Writing genre** |
| Oral report | ‘Message from a Mouse, Ascending in a Rocket’ by Patricia Hubbell | Explanation | InferringClarifyingSummarising | 5a: Common nouns5b: Proper nouns | 5a: Subheadings5b: Cause and effect | 5a: Planning an explanation5b: Writing an explanation |
| **Oral Vocabulary** | **Reading vocabulary** |
| Tier 1 examples: space, rocket, spacecraft, space station, fireworks, astronaut, space suit, planet, Jupiter, Saturn, countdown, lift offTier 2 examples: technology, solar system, warfare, launched, satellite, exploration protective, visor, mission, shuttle, probe, propel, galaxy, lunar | Text 5a: soared, fuel, exhaust, opposite, oxygen, atmosphere, containing, satellites, boost, invention, improving, launchText 5b: gravity, speck, distance, orbit, force, formed, cycle, massive, pulse, layers, collapse, dense |
| **Content** | **Content** | **Content** |
| Week 1*Lesson 1* CountdownDigital poster (Story mode) Digital poster (Explore mode): Talk and discussion Word study: ‘Astronaut’Pair talking task: Which one am I?*Lesson 2* Digital poster (Story mode): RecapDigital poster (Question mode) Over and outWeek 2*Lesson 3* Digital poster (Explore mode): Talk and discussion Group talking task (Oral report): Calling Expedition 59*Lesson 4*Digital poster (Poem mode): ‘Message from a Mouse, Ascending in a Rocket’ | *Starlight 3rd Class Combined Reading and Skills Book* Week 1Text 5a: How Do Rockets Work? (p.54 - 56)Comprehension questions: Fact finding (p.57)Comprehension questions: Read between the lines (p.57)Vocabulary activity (p.57 - 58)Week 2Text 5b: Space Questions (p.60 - 62)Comprehension questions: Fact finding (p.63)Comprehension questions: Read between the lines (p.63)Vocabulary activity (p.63 - 64)  | *Starlight 3rd Class Combined Reading and Skills Book* Week 1Grammar: Common nouns (p.58)Writing skills: Subheadings (p.59)Writing genre: Planning an explanation (p.59)Week 2Grammar: Proper nouns (p.64)Writing skills: Cause and effect (p.65)Writing genre: Writing an explanation (p.65)  |
| **Assessment** | **Assessment** | **Assessment** |
| Oral language assessment checklist | Reading assessment checklistTeacher-designed tests and tasks Questioning: Use the prompts.Conferencing Teacher observation | Writing assessment checklistSelf-assessment: Children self-assess their explanation using smiley faces.Portfolio assessment: Children can add their explanation to an assessment portfolio. |
| **Differentiation** | **Differentiation** | **Differentiation** |
| Starters and flyers modes in the digital posterBelow-, on- and above-level questions in the digital poster | Challenge questions in combined reading and skills book Early finishers/Alternative questions worksheets | All children carry out the same writing tasks (*Starlight* 3rd Class Combined Reading and Skills Book p. 59 and p. 65). Writing is differentiated by outcome. |
| **Integration** |
| *SESE – Science – Materials*Children discuss how materials can be solid, liquid or gas and investigate how materials can be changed by heating and cooling.*SESE – Science – Energy, light and heat*Children discuss how the Sun gives us heat and light and why we need fuel for energy.*Visual Arts – Art – Construction*Children make a model of a rocket and label the rocket’s parts. |