



Learning Objective	Success Criteria	Input	Independent Work	Plenary	Resources
LO: To research information about bees.	<ul style="list-style-type: none"> • I can ask open ended questions. • I can use a question mark at the end of the question. • I can use a child safe way to research the answer. • I can present my learning to the class. 	<p>Hook – discover pollen trail to book then pick up book and ‘save the bees’ sign to fall out. Why is this so small? Who might have made it? Open book and hopefully children will notice the first illustration showing Belle painting the sign. Read to P9 – who is Belle? What have we learnt about her so far? Mind map ‘what we know already’ about honeybees. What do we want to find out? How do we start a question? How can we make sure it is an open question? Discuss the 5 w’s and ‘how’ as starters.</p>	<p>Chn to be writing some questions then looking at fact sheets/QR codes/videos and websites to find answer.</p> <p>(Please see resource on website listing useful video and website links for honeybee facts)</p>	<p>Chn to present the answer they have found to the class.</p>	<p>QR codes iPads Fact sheets Sugar paper for mind maps Whiteboards and pens for questions OR English books and pencils</p>
LO: To create and recognise similes.	<ul style="list-style-type: none"> • I can identify a simile. • I can explain what a simile is. • I can think sort adjectives. • I can think of similes to describe a building. 	<p>Read to P11. What is an adjective? Have you noticed any adjectives in the text? Ct to re-read the page and children to write down any adjectives they hear on whiteboards. There is a simile on the page that compares something being similar to something else, can you spot the simile? Discuss how a simile needs to have ‘like’ or ‘as ___ as’ in it.</p>	<p>Chn to sort range of adjectives into two groups – could be used to describe a building and couldn’t be used to describe a building COME BACK TO CARPET Model using one of the adjectives in a sentence with a simile. Think of similes to describe the</p>	<p>Chn to share their similes with another pair, can you pink for think it together? What could you change/improve ?</p>	<p>Whiteboards and pens Adjectives to sort Sentence strips Pink highlighters or purple pens for editing</p>



			buildings using the sentence strips and add to working wall.		
LO: To use speech and thought bubbles.	<ul style="list-style-type: none"> I can think of adjectives to describe how a character might be feeling. I can explain the difference between a speech bubble and a thought bubble. I can write something Belle might say. I can write something Belle might be thinking. Challenge: I can use one exclamation mark and one question mark in my writing. 	<p>Read up to P13. What do you notice about the story so far? What have you noticed from looking at the illustrations? (If children haven't mentioned it before draw their attention to the smoke) Where do you think this may be coming from?</p> <p>Show chn P12/13 in book and get chn to discuss in talk partners what Belle might be thinking and what she might say out loud at this moment. Share some ideas as a class.</p>	Chn to go on gallery walk around the room looking at photocopies of the different illustrations so far. Chn to write their own speech and thought bubbles to place around the illustration.	Chn to put their imagination hats on and are to become Belle. CT to show illustration of Belle on certain page. Chn to move around the room acting out being Belle until they say freeze. CT to tap chn who then will say something Belle might say at this moment.	Photocopy of pages read so far in book. Speech and thought bubble templates. Pencils
LO: To identify	<ul style="list-style-type: none"> I can explain what a verb is 	Read to P19. On this page there are quite a few adverbs. Do we know what an adverb is? It is a word that describes a verb. What is a verb? Explain that	Mild, medium and spicy strips	Chn to be given some words to	List of verbs



<p>verbs and adverbs.</p>	<ul style="list-style-type: none"> • I can explain what an adverb is. • I can act out a verb. • I can act out an adverb. • I can identify verbs in a sentence. • I can identify adverbs in a sentence. • Challenge: I can begin to think of different appropriate adverbs. 	<p>a verb is a doing word. CT to ask chn to stand up. Ct will call out a range of verbs and chn will do them. Now an adverb describes the verb in a bit more detail. Can everyone jump? Now can everyone jump loudly? What was the extra information?</p> <p>We are going to play charades using the adverbs on the board to guess from but you also have to be able to guess the verb.</p> <p>Range of chn to come up and act out verb and adverb whispered to them by CT and children to guess.</p> <p>After this show P18-19 on board. CT to read the text aloud and chn to be listening carefully for the verbs and adverbs. Discuss in talk partners. Model highlighting verbs in one colour and adverbs in another.</p>	<p>of sentences in pots. Chn to have two colours (one for verbs and one for adverbs) and are to choose a sentence to independently read. They are to underline the verb in one colour and the adverb in another.</p> <p>An extension activity could be to ask the children to choose from the adverb list on the board and see if they can think of an alternative adverb that could be used or use this in a sentence.</p>	<p>sort into three groups: verbs, adverbs or neither.</p>	<p>List of adverbs to be put onto IWB</p> <p>List of words to sort for plenary</p>
<p>LO: To write a caption.</p>	<ul style="list-style-type: none"> • I can make a sensible prediction based on what I know so far. 	<p>Read to p25. What do you think the giant might do next? Why do you think this? Can you compare this story to any others that you have read? What predictions could we make? Discuss in talk partners.</p> <p>Explain to the children that this lesson they are going to show their prediction through a picture and write a caption to describe what the picture shows.</p>	<p>Children to be drawing their own prediction and writing a caption for this.</p>	<p>Gallery walk around the room looking at one another's predictions. Are any similar to</p>	<p>English books Pencils Colouring pencils</p>



	<ul style="list-style-type: none"> • I can discuss my prediction comparing this story to similar stories. • I can draw a picture of what I think might happen next. • I can write a caption for my picture. 			yours? In what way?	
LO: To ask open questions.	<ul style="list-style-type: none"> • I can include a capital letter and question mark in each question. • I can explain the difference between a question and a statement. • I can explain the difference between an open and closed question. • I can think of appropriate questions to 	<p>Finish reading the book with the children. Today you are going to ask the boy questions. You are then going to be pretending to be the boy in the next lesson and answer the questions. The questions need to be related to what has happened in the story and what the boy has done to help.</p> <p>Recap on the different question starters that might be used for an open question.</p> <p>Discuss with your talk partner an open question you could ask the character.</p> <p>CT to record some question ideas (keep these for intro for next lesson)</p>	Children to write open questions in their books. (Make sure there are about 2 lines underneath each question for next lesson)	Children to read a question on the board such as 'Are you digging?' Is this a question? How could it be edited to make it an open question? Chn share ideas with talk partner.	Question starter words on prompt cards Closed question examples ready for plenary



	<p>ask a character.</p> <ul style="list-style-type: none">• Challenge: I can use each of the 5 w's and 'how' as question starters.				
<p>LO: To answer questions in character.</p>	<ul style="list-style-type: none">• I can ensure all of my sentences are Golden sentences.• I can imagine I am a character.• I can write an answer in the first person (me, my, I).• I can give appropriate answers to each question.• Challenge: I can extend sentences using either and, because, so or but.	<p>What did we do last lesson? Today we are going to put our imagination hats and become the boy. CT to model putting on imagination hat and answering questions from yesterday. Model answering with a short sentence. Is there any way that I could make this sentence longer? What joining word/conjunction can I use to extend this sentence? Chn to look at 'and', 'because', 'so' and 'but' on the board and discuss how they could extend the sentence.</p>	<p>Chn to be answering the questions they wrote yesterday as the character.</p>	<p>Children to check their work and ensure that each sentence is a Golden sentence. Children to make any necessary corrections using a purple pen.</p>	<p>Questions from yesterday Purple pens</p>



<p>LO: To practise reading and answering questions.</p>	<ul style="list-style-type: none"> • I can speak with a clear, loud voice. • I can use some expression in my voice. • I can remember the key introduction points when being the news reporter. • I can recall what I need to say without looking at what has been written. 	<p>Show chn a clip of the newsround bulletin video showing a news reporter standing in front of the camera: https://www.bbc.co.uk/newsround/news/watch_newsround?scrlybrkr=f3a11f46</p> <p>Explain to the children that they are going to be working with their partner and one person will be the news reporter while the other child will be the eyewitness (person that was at the event they are reporting on). Explain that the news reporter wants to find out all about what has been happening in the town/surrounding area and why.</p> <p>From watching the video what did you notice the news reporter did at the beginning?</p> <p>Checklist: Say welcome and name of news channel. Say the day. Introduce yourself. Say what you are reporting about. Introduce who the eyewitness is.</p> <p>CT and TA to model doing this asking children to think carefully about the checklist – CT to model forgetting some key information as news reporter and children (hopefully) will say. Then repeat and model it again but TA giving answers to speak quietly. What could we do to improve this?</p>	<p>Chn to be in talk partners and are to be practising reading questions and answers as either news reporter or the boy.</p>	<p>Children to be recording their news report in front of a green screen. (This can be done on normal camera on iPad then using Green Screen app can be made to look like they are standing in front of fields from final page in book). Then can have special ‘premiere’ watching their tv show appearances on the IWB as a class.</p>	<p>Green backing paper to be up on wall for recording. News clip of newsround and news reporter previously viewed by CT. Checklist for children to refer to.</p>
<p>LO: To recognise features of a newspaper report.</p>	<ul style="list-style-type: none"> • I can recognise a headline. • I can recognise the date and name of journalist. 	<p>CT to hold up a newspaper and ask children what this is and what it is for. Explain to them that they are going to be writing a news report about what has happened to Belle’s home and how the humans have helped.</p> <p>We are then going to put everyone’s articles together to make a class or year group newspaper which we can sell to parents or distribute to other classes in order to raise some money for our chosen charity.</p>	<p>Chn to be working with partner and following key on the board to highlight different features of a newspaper report.</p>	<p>Spot the mistake! Chn back on the carpet and are to be given or shown on IWB a newspaper report – what mistakes can you</p>	<p>Powerpoint explaining features of a newspaper report Example of newspaper report for input.</p>



	<ul style="list-style-type: none"> • I can underline the photo or picture. • I can underline the caption. • I can underline words showing the third person (he, she, it, they, etc). • Challenge: I can underline where it tells you about: <ul style="list-style-type: none"> • Who • What • Why • When • where 	<p>To do this first we need to be able to explain what a news report must have in it. Go through an example newspaper report and highlight the features such as:</p> <ul style="list-style-type: none"> • Name of newspaper • Headline • Date • Picture and caption • Written in third person • Information about the 5 w's (who, what, when, where, why) <p>After this show children the colour coded key next to the features on IWB. When you find the heading on your newspaper report what colour will you use?</p>		<p>spot? (maybe the date is missing or it all has been written in first person. Discuss with talk partner.</p>	<p>At least 4 newspaper reports for children to look at during main part of lesson. Newspaper report with mistake for plenary.</p>
<p>LO: To create a headline.</p>	<ul style="list-style-type: none"> • I can sort headlines. • I can create a catchy headline. • I can use alliteration in a headline. 	<p>Who can remember the features of a newspaper? Discuss in talk partners and share. Ct to explain that today we are going to come up with different headlines that we might use for our own newspaper reports. What do we need to think about when writing a headline? A headline should be: Catchy Explain what the story is about Not be too long</p>	<p>Chn to think of 3/4 headlines for story and share these with their peers.</p>	<p>Chn to read through and highlight in green the headline they are going to choose and are to explain their reasoning with</p>	<p>Headlines for children to sort Green highlighters.</p>



	<ul style="list-style-type: none"> I can think of more than one headline for an event. 	<p>Quick starter idea: CT to discuss an event that has happened that the children have all learnt about such as first man landing on the moon or a local event such as a school fair. CT to then show chn a range of headlines for this event and children are to sort these in talk partners into appropriate for the story and not.</p> <p>After this discuss with the children what headline might be used to describe what has happened in the story. Show some examples such as: 'Boy Saves Bee!' 'Local Boy Helps Bee' 'Town Becomes Colourful!' 'Little Boy Makes A BIG Difference' 'Local Town Help The Environment'</p>		<p>their talk partner.</p>	
<p>LO: To type and edit my chosen headline.</p>	<ul style="list-style-type: none"> I can use Word to type a headline. I can use the keyboard independently . I can edit the size of my font. I edit the style of my font. Challenge: I can save my work into a folder. 	<p>What did we do last lesson? Explain to the chn that today they are going to be using a laptop to type up their chosen headline and print this ready to be stuck onto their newspaper report which will then go into the class newspaper.</p> <p>CT to model to the chn how to open word and type using the space bar and delete button. After this CT to model how to highlight text and change style and size.</p> <p>If there are not enough computers or laptops for all children at the same time the children could have this set up as a carousel and please choose an activity from the website linking to the story to have set up as a carousel.</p>	<p>Chn to be typing up their own headings.</p>	<p>Spot my mistake! CT to show chn headline that they have typed on the screen. Chn in talk partners are to discuss any marvellous mistakes they can see and explain how they would rectify them.</p>	<p>Laptops or computers Example of typed headline for plenary If needed: Setting up of other activities for carousel</p>
<p>LO: To plan my newspaper report.</p>	<ul style="list-style-type: none"> I can write in short sentences. 	<p>Today we are going to plan our newspaper report. What do we need to remember when writing a newspaper report? Recap on features:</p> <ul style="list-style-type: none"> Name of newspaper Headline 	<p>Children to be completing their own newspaper</p>	<p>Children to swap planning template with peer and check</p>	<p>Newspaper planning template</p>



	<ul style="list-style-type: none"> • I can plan out the 5 w's. • I can think about the picture I will include. • Challenge: I can think of what the eyewitness might say. 	<ul style="list-style-type: none"> • Date • Picture and caption • Written in third person • Information about the 5 w's (who, what, when, where, why) <p>Explain that today we are going to be writing a plan that we can use to help us when writing the newspaper report in the next lessons. Make it clear that the plan is meant to be the key ideas only.</p> <p>Model writing plan for the newspaper report using the template on the IWB. Have some of it planned in already such as the picture already drawn and then brainstorm ideas with the children write the remaining sections together – Keep this plan for the following lesson.</p>	<p>planning template.</p> <p>Any children that might benefit from completing a group planning sheet to work with the TA and discuss with peers.</p>	<p>the success criteria. Children to peer mark and give a green for great idea and a pink for think.</p>	
<p>LO: To write a newspaper report.</p>	<ul style="list-style-type: none"> • I can include a date. • I can write who the report is written by. • I can write in the third person (he, she, they, etc). • I can include the 5 w's (who, what, when, where, why). • Challenge: I can include speech from 	<p>What did we do last lesson? Explain to the children that today they are going to start their newspaper report (Headlines to already be stuck into the correct section of the template). Show the children the plan created as a class in the last lesson and refer to the success criteria to think about what should be written first.</p> <p>CT to model writing the start of their newspaper report. Initially model writing exactly what is written in the plan. What do you think about what I have written so far? Is there enough detail? Does it flow? What do I need to do to improve it?</p> <p>Tell the children that they have this lesson and next lesson to complete this so encourage them to take their time with the formation of their letters and think carefully about what they want to write about.</p>	<p>Children to begin writing their news report with support as required and using their plan to refer back to.</p>	<p>Children to look at model example on the board of newspaper report (not completed) and are to discuss with talk partner something they think has been done well and a pink for think.</p>	<p>Newspaper report template Headlines stuck onto templates Individual plans Example of newspaper report for plenary</p>



	<p>an eyewitness.</p> <ul style="list-style-type: none"> • Challenge: I can think of a name for the newspaper. 				
<p>LO: To write a newspaper report.</p>	<ul style="list-style-type: none"> • I can read through my report so far and edit where needed. • I can include a date. • I can write who the report is written by. • I can write in the third person (he, she, they, etc). • I can include the 5 w's (who, what, when, where, why). • Challenge: I can include speech from an eyewitness. 	<p>What did we do last lesson? Look at class teacher's newspaper report that was started in the input in yesterday's lesson. Read through together and discuss if any edits need to be made. Refer to the success criteria which should be the same from last lesson, which ones do we still need to tick off?</p> <p>Model continuing the newspaper report but write using the first person and then highlight the 'marvellous mistake'.</p>	<p>Children to complete their newspaper reports and are to be supported as needed with plans and success criteria to use.</p>	<p>Children to read through their newspaper report and check carefully alongside the success criteria – celebrate any marvellous mistakes that the children notice if they are happy to share with the class.</p>	<p>Newspaper report template from last lesson Success criteria from last lesson Individual plans</p>



	<ul style="list-style-type: none"> Challenge: I can think of a name for the newspaper. 				
LO: To add a caption and picture.	<ul style="list-style-type: none"> I can draw a picture that relates to the story. I can write a snappy caption to describe my picture. 	<p>Today we are going to be reading through what we have each written and also looking back at our planning template to help us decide what type of picture we might include. Do we all want to do exactly the same picture? Why not? (explain that we want the class/year group newspaper to have some variation)</p> <p>Brainstorm as a class some ideas of what picture the class teacher could draw based on their report. What caption could be written.</p> <p>At the end of this lesson put all of the newspaper reports together (could photocopy these) and create class newspaper which can be distributed to the other classes or sold to raise money for a charity to the parents.</p>	Children to be drawing their own picture for their report and writing a suitable caption for this.	Gallery walk – everyone to leave out their newspaper reports and walk around to have a look at all the amazing work that has been created.	Newspaper report Colouring pencils Copies of the book for children to refer to images for inspiration iPads if children want a particular flower to copy