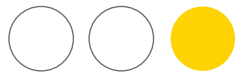


CARNIVAL
ARCHIVE PROJECT



Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 4 Literacy Week 3



Date	Word level/sentence level starter	Main objective and teaching	Activity	Differentiation	EAL	Key Vocab	Plenary	Cross Curr	Evaluation
Lesson 1	VCOP	<p>To read and understand a given text</p> <p>Read the carnival poems and discuss. How do they make you feel? Which one do you prefer and why? Encourage children to back their reasons by taking examples from the poem.</p>	<p>Children to write about their likes and dislikes about the poem. Children to pull out examples from the poem to back up their reasons.</p>	<p>MA – independent. Children to give reasons and back them up by examples from text.</p> <p>M – CT support. Pupils to discuss in pairs which poem they prefer and why. Children to write about their preferred poem in books.</p> <p>LA – TA support. TA to read though both poems again. Discuss to ensure children understand. Children to work in pairs to discuss which poem they prefer. Children to write about the poem they prefer giving simple reasons for their choice.</p>	<p>Function</p> <p>Explain</p> <p>Structure</p> <p>I like the poem because.....</p>	<p>poems</p> <p>verses rhyme alliteration repetitive language describing</p>	<p>Selected children to share their work. Discuss as a class.</p>		

Lesson 2	VCOP	<p>To understand and use alliteration.</p> <p>Recap on alliteration. Read alliteration poems. Discuss poems to establish literal understanding.</p> <p>Encourage children to come out and underline alliteration in the poems.</p> <p>Show children a picture of a carnival on smart board and explain that they will be thinking to alliterated sentences about aspects of the picture.</p> <p>What can we see in the picture? Children to come out and highlight areas on picture.</p> <p>Teacher to model.</p>	<p>In pairs children to look at a picture of a carnival. Children to discuss the picture and think of alliterated sentences about various aspects in the picture.</p> <p>e.g. super, sparkly, sequenced costumes</p>	<p>MA – to work independently</p> <p>M – Paired work and CT support. To write them on a white bard and copy into bboks.</p> <p>LA – Group work, as a group write down some Alliterated sentences.</p> <p>TA support</p>	<p>Function Identify Explain</p> <p>Structure Alliteration is when...</p>	<p>poems</p> <p>verses rhyme alliteration repetitive language describing</p>	<p>Children to think of alliterated sentences to describe each other.</p>		
Lesson 3	VCOP	<p>To explore poems through role play.</p> <p>Read ‘In a Box’. What is it about? Discuss. Explain task – They will perform the poem in groups. How can we make our performance interesting, lively? (sound effects, props, actions etc)</p> <p>Discuss and display a success criteria.</p>	<p>In mixed ability pairs children to practice performing the poem.</p>		<p>Function evaluate</p> <p>Structure it was a good performance because...</p>	<p>poems</p> <p>verses rhyme alliteration repetitive language describing performance expression props sound effects</p>	<p>Children to perform poem.</p> <p>Evaluate as a class.</p>		

Lesson 4	VCOP	<p>To write a poem</p> <p>In this box</p> <p>Recap on the features of poetry. Share LO. Explain that they will be writing their own in the box poem. Re read the poem and discuss. Highlight the descriptive vocabulary used.</p> <p>What might they want to put in the box? Discuss ideas.</p> <p>Teacher to model what she would put in her box. Emphasise the use of descriptive vocabulary.</p>	<p>Children to plan what they will put in the box and think of some descriptive vocabulary.</p> <p>Children to write their poem.</p>	<p>MA - independent work</p> <p>M – CT support</p> <p>LA – Children to aim to put five things in the box and think of descriptive words to describe them</p> <p>TA support</p>	<p>Function</p> <p>describe</p> <p>Structure</p> <p>The swishing of a</p>	<p>poems</p> <p>verses rhyme alliteration repetitive language describing</p>	<p>Selected children to read out poems. Evaluate against the success criteria.</p>		
Lesson 5	VCOP	<p>Big Writing</p> <p>To write a diary entry</p> <p>Share/celebrate work from last week.</p> <p>Share LO for this week. Teacher explain task and model how to write a diary entry.</p> <p>Discuss a success criteria and display on the board.</p>	<p>Children to write a diary entry</p>	<p>TA to support LA in small group.</p>	<p>Function</p> <p>sequence describe describe</p> <p>Structure</p> <p>First... afterwhile...</p>	<p>sequence first person describe diary recount</p>	<p>Children to evaluate their work against the success criteria.</p>		