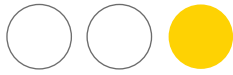


**CARNIVAL**  
ARCHIVE PROJECT



Embedding Carnival in the Curriculum  
FLAGSHIP SCHOOLS CASE STUDY:

# Foxdell School Year 4 Literacy Week 4



Date	Word level/sentence level starter	Main objective and teaching	Activity	Differentiation	EAL	Key Vocab	Plenary	Cross Curr	Evaluation
Lesson 1	<b>Bank Holiday</b>								
Lesson 2	VCOP	<p><b>To read and understand a given text.</b></p> <p>Go over the features of explanation texts. Discuss.</p> <p>Read text 'Importance of exercise'. Discuss and establish literal understanding. What does it explain?</p> <p>Recap on how to answer questions. Talk about the importance of referring to the text, scanning for key words etc.</p>	<p><b>Children to answer differentiated questions.</b></p>	<p>MA – To answer questions and think of own questions.</p> <p>M – To answer all questions. CT support</p> <p>LA – To answer questions 1-3. TA support</p>	<p>Functions Questioning</p> <p>Structure</p> <p>who... when.... Why.....</p>	<p>Questions explanation exercise</p> <p>who what when why where</p>	<p>Go over questions. compare and discuss answers.</p> <p>MA to share questions.</p>		
Lesson 3		<p><b>To discuss and plan ideas</b></p> <p><b>What do athletes wear when taking part in track events? Why do they need to wear such clothing? What about footwear?</b></p> <p><b>Remind children that explanations must explain why and the best way to remember is by using connectives e.g. because</b></p>	<p>In mixed ability pairs children to answer questions in full sentences using connectives to lead on to reasons.</p>	<p>Mixed ability pairing. Images to show what athletes wear etc.</p> <p>LA – TA to support SEN children in their pairs.</p> <p>CT to support children with EAL needs.</p>	<p><b>Functions</b> explanation</p> <p><b>Structure</b> Athletes have to wear because...</p>	<p>explanation reason connectives athletes</p>	<p>Children to share oral explanations.</p> <p>Evaluate as class. Have they give reasons? Is it clear?</p>		

Lesson 4		<p><b>To write an explanation text.</b></p> <p>Go over the features of an explanation text and write them up as the success criteria.</p> <p>Explain task – To write an explanation about what athletes need to wear when taking part in a track event.</p> <p>Recap on work from previous lesson.</p> <p>Give children a few minutes to recap what they discussed with partner.</p> <p>Teacher to model how write an explanation about what people wear when swimming and why.</p>	Children to write an explanation about the clothes athletes wear and why.	<p>LA – Explanation writing frame and TA support</p> <p>M – CT support because, although</p> <p>MA – independent using higher level connectives and at least 3 paragraphs.</p>	<p><b>Function</b> Explanation</p> <p><b>Structure</b> An athlete taking part in a track race must wear ....because ....</p>	<p>explanation explain reasons topic related vocan 3<sup>rd</sup> person</p>	<p>Children to evaluate their work against the success criteria.</p> <p>Children to identify an area for improvement.</p>		
Lesson 5	VCOP	<p><b>Big wrting</b></p> <p>Share/celebrate writer of the week.</p> <p>Share LO and task. To write a letter inviting parents to the school carnival parade.</p> <p>Go over success criteria and model how to write a letter of invitation. The letter needs to be persuasive to encourage parents to come.</p>	Children to write a letter of invitation to parents.	TA support in small groups.	<p>letter invite persuasive carnival parade school</p>	<p>Function Inform</p> <p>Structure The parade will be hed at....on.....</p>	<p>Children to evaluate their work against the success criteria. Children to identify two positive comments and one area for improvement.</p>		