

Class: Year Group: Term: Week Beg.: Teacher:

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| <p>Teaching objectives:</p> <p>4. Drama</p> <ul style="list-style-type: none"> present events and characters through dialogue to engage the interest of an audience <p>9. Creating and shaping texts</p> <ul style="list-style-type: none"> use beginning, middle and end to write narratives in which events are sequenced logically and conflicts resolved <p>10. Text structure and organisation</p> <ul style="list-style-type: none"> signal sequence, place and time to give coherence <p>Curricular target: to identify key features of myths and legends</p> | | <p>Text/s:</p> <p>*Chinese New Year Myth *The Legend of the Twelve Zodiac Animals *Chinese New Year Recount *Chinese Zodiac Animal Masks *Chinese Zodiac Chart *all in Chinese New Year Unit Published by Literacy Matters Ltd</p> | |
| <p>Whole class - phonics and spelling</p> | | <p>Whole class - shared reading and writing</p> | |
| | | <p>Additional Resources:</p> <p>*Story Grid * King Arthur teaching notes Blank speech bubbles</p> | |
| | | Guided group work | Plenary |
| Mon | <p>Shared Reading: Read the recount of the Chinese New Year. Discuss with talking partner, then share what class knows about Chinese New Year. Ask class why they think there are dragons as part of celebrations. Read story of the Chinese New Year Myth. Explain what a myth is. Use the story grid (enlarged to A3) to tick the features that match.</p> | | |
| Tues | <p>Shared Reading: Revise the definition of a myth then introduce definition of a legend. Read The Legend of the Twelve Zodiac Animals. Use the story grid to identify key features. In pairs decide whether they think this story is a legend or a myth and give a reason for their conclusion. Take feedback. Make animal masks and allocate roles: Jade Emperor, animals, crowd.</p> | | |
| Wed | <p>Talk for Writing: Revise sequence of the Twelve Zodiac Animals story. Discuss what each character might have said. You can use the Zodiac chart to find out about each animal's characteristics. Make a list of adjectives, which would describe the character of each animal.</p> <p>Supported Composition: Allocate animals across the groups and use the speech bubbles for groups to write what each animal would have said. In Drama act out the story using the animal masks.</p> | | Groups to feedback what each animal would have said. Select those best matching the animal's character. |
| Thur | <p>Shared Reading: Tell the story of King Arthur (see King Arthur teaching notes). Use the story grid to identify the key features. Explain how people can't decide whether King Arthur was a real historical figure and how the story has been passed down orally and in ballads. Read extracts from the poem (see King Arthur teaching notes). Ask if the class knows about the Knights of the round table and their quest for the holy grail. Introduce the idea of a Quest Myth.</p> | | |
| Fri | <p>Supported Composition: Use the story grid to model planning a story. First decide whether it is going to be a traditional tale, myth or a legend and emphasise what key elements would have to be included.</p> <p>Independent Work: Devise a plan for own myth, legend or traditional tale. Identifying the problem and how it will be resolved.</p> | | |