

Theme: ANIMALS	Project Based Learning Plan	
Class:T4	Teacher Clare Rogers / Julie BF	Term: 1-2
<p>Overview: Students will learn about animals in varying habitats. They will look at the types of animals' people keep as pets, farms, zoos and animals normally found in the wild in different continents. Students will learn the reasons some animals are at risk of extinction and reasons for endangerment.</p>	<ul style="list-style-type: none"> • As a class, students will create a comic styled Doug the pug book using picture of Lola the class dog. • Poetry to observe and describe different pets and wildlife. • Students will research information about animals. They will create an informative fact file, top trump cards and a scripted documentary film/news report. • Students will read, research and create a short film/story to promote an endangered animal of their choice. • They will look at designing and producing animal related souvenirs for animal related charities. • Students will write a persuasive letter. • Pupils will read and discuss the class book as part of the Pop up Literacy Scheme. They will then plan and write their own fictional story including an animal character and habitat of their choice. 	<p>Resources: Power points, white boards, film clips, camera, comic, Disney/BBC documentaries, Doug the pug book, Lola the school dog, letters, high frequency word cards, Comprehension and grammar worksheets, Letter templates. Pet pictures, Comic templates, Newspaper template, Poetry templates, Persuasive write templates. Newspaper, magazines, glue, paint. Camera, green screen, masks, animal costumes, Clicker 7, badges, cups, cuddly toys, Books, Will we miss them?</p> <p>Alternative Learning Environments <u>Pet shop, zoo, park, forest school</u></p>

vocabulary	Endangered, extinct, adaptations, carnivore, herbivore, omnivore, detritivore, deforestation, predator, prey, desert, forest, rainforest, aquatic, grassland, habitat, amphibian, reptile, mammal, fish, arthropod, vertebrate, invertebrate		
Assessment Statements By the end of this unit..	<p>...all children should be able to:</p> <ul style="list-style-type: none"> • Name the animals that are in danger of extinction • Explain the difference between extinction and endangered • Know what is being done to help save endangered species • Produce a poem identifying adjectives, verbs and nouns. • make an informative news report/documentary film • Create a booklet/fact file with 1-2 animals. Include lists • Create and caption a comic strip • Research and record facts on top trump cards. • Make animal related souvenirs. • Copy a story plan. 	<p>...most children will be able to:</p> <ul style="list-style-type: none"> • Describe the reasons why animals are becoming endangered • Describe animal habitats • Conduct research and complete a fact file • Create a booklet/ fact file with 3-5 animals • Identify key aspects of a poems; synonyms, alliteration, rhyming, acoustic and adjectives • Demonstrate the format of a letter. • Draw and adapt a story plan. 	<p>some children will be able to:</p> <ul style="list-style-type: none"> • Conduct research and complete a fact file in depth • Complete and present a presentation to the class • Understand and identify needs of each species. • Create a detailed booklet/fact file including continents, habitat, food chain information. • Produce a persuasive letter. • Independently create a story map and write a story.

<p>English Stage 1</p> <ul style="list-style-type: none"> • Says out loud what they are going to write about. • Discusses what they have written with the teacher or other pupils. • Shows understanding of regular plural noun suffixes –s or –es (e.g. dog, dogs; wish, wishes), including the effects of these suffixes on the meaning of the noun. • Joins words and clauses using 'and.' • Shows some awareness of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Forms capital letters. 	<p>Stage 2</p> <ul style="list-style-type: none"> • Plans or says out loud what they are going to write about. • Writes down ideas and/or key words, including new vocabulary. • Writes narratives about personal experiences and those of others (real and fictional). • Some use of the suffixes –er, –est in adjectives. • Uses suffix –ly to turn adjectives into adverbs. • Accurate use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Uses commas to separate items in a list. • Uses spacing between words that reflects the size of the letters. • Writes narratives about personal experiences and those of others (real and fictional). • • Correct choice and consistent use of present tense and past tense throughout writing. 	<p>Stage 3</p> <ul style="list-style-type: none"> • Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar. • In narratives creates settings, characters and plot, with some attempt to elaborate on basic information or events (e.g. nouns expanded by simple adjectives). • Assesses the effectiveness of their own and others' writing and suggests improvements. • Expresses time, place and cause using conjunctions (e.g. when, before, after, while, so, because). • Shows awareness of headings and sub-headings to aid presentation. 	<ul style="list-style-type: none"> •
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Week	Session 1	Session 2	Session 3	Session 4
1 - 3 Poetry	<p>Lesson objective Produce a word cloud of the animal project key words.</p> <p>Lesson outcome</p> <ul style="list-style-type: none"> • Create a key words board as a class • Use dictionary to check find out the meanings. • Discuss meanings with group • Word cloud <p>Extended learners Add additional words to their cloud. Find synonyms</p>	<p>Lesson objective write an alliteration in reference to an animal.</p> <p>Lesson outcome.</p> <ul style="list-style-type: none"> • Use pets or images • Identify verbs, adjectives and nouns using an image of an animal • Check for capital letters and full stops. <p>Extended learners</p> <ul style="list-style-type: none"> • Add pro nouns 	<p>Lesson objective Create a poem describing an animal's looks and what they usually do.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • To present animal alliteration effectively • Identify and select verbs, adjectives and nouns • Link into sentences to create an interesting poem. 	<p>Lesson Objective A hand written or printed clicker 7 presentation of your poem written using the expanding sentences form.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • To have presented animal alliteration effectively • Higher achieving students will have written legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices.
Week 4	Session 1	Session 2	Session 3	Session 4
Comic Writing Lola's story	<p>Lesson Objective To contribute to Lola's story by captioning a picture. Setting the scene using descriptive language and check grammar</p>	<p>Lesson Objective To understand the features of comic writing. Apply these to Lola's story by captioning a picture.</p>	<p>Lesson Objective To understand the features of comic writing, create an order for the comic.</p>	<p>Lesson Objective Create a front cover for the comic.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • Look at other front cover and discuss the features

	<p>Lesson Outcome</p> <ul style="list-style-type: none"> • Explain what the speech bubble is used for. • Explain what a thought bubble is used for. • Caption a picture • Use “”?! to caption pictures. • Set the scene • What does Lola say? What is Lola thinking? 	<p>Lesson Outcome</p> <ul style="list-style-type: none"> • Edit font size to extenuate speech. • Link three pictures to form a timeline sequence of a story. • First, then and finally • Use descriptive language to form full interesting sentences. 	<p>Lesson Outcome</p> <ul style="list-style-type: none"> • Pictorial S diagram of story line. • sequence of a comic story. 	<ul style="list-style-type: none"> • Effectiveness of the text and images. • Design a front cover. Include authors and name of story ect
Week 4 & 5	Session 1	Session 2	Session 3	Session 4
Fact finding	<p>Lesson Objective To discuss different habitat animals live and why. Pets, zoos, farm and wild etc.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • I can explain and give reasons why different types of animals live in specific climates and habitats • Where do they live normally? • Do people keep them as pets? • Write a list 	<p>Lesson Objective: To understand what endangered animals are and the differences between these: endangered, extinction and threatened.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • Class discussion. • Examples of endangered animals, where and why. • Contributions to class discussion on what endangered and extinct mean. • List of endangered/extinct animals 	<p>Learning objective To watch documentaries. Recount the story and factual information.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • Discuss what a documentary is and why they are important. • Recall facts from the film. • Create a story board 	<p>Lesson Objective Research an animal of your choice. Include 5 facts.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> • Use the internet, documentaries or books to find facts about an animal. • What they eat, how many there are the countries they are found. Where do they live normally? • Produce fact cards to create into a top trumps game.

Week 6-7 Research and presenting	Session 1 Lesson Objective Presentation to the class describing facts about your animal. Add information to interest the audience. Lesson Outcome <ul style="list-style-type: none"> • Use the internet, documentaries or books to find facts about an animal. • Are they endangered, extinct or threatened? • Do people keep them as pets? • Present your findings to the class. Extended learners. <ul style="list-style-type: none"> • Memorise your information 	Session 2 Lesson Objective Make a fact file about 3-5 animals including the similarities and differences between them. Lesson Outcome <ul style="list-style-type: none"> • Use lists, fun fact sentences. Speech bubbles. Maps and images to support text. • To understand what Informative writing is Extended learners <ul style="list-style-type: none"> • use full paragraphs and descriptive writing. 	Session 3 Lesson Objective Make a mask/habitat for a documentary style film informing viewers about your animal. Lesson Outcome <ul style="list-style-type: none"> • Discuss which animals might survive in different habitats and why • Work make a costume and set. 	Session 4 Lesson Objective Make and a short documentary style film informing viewers about the animal. Lesson Outcome <ul style="list-style-type: none"> • Work as a team to make script for your documentary • Listen and scribe the kinds of vocabulary the broadcasters' commentary language used. Extended learners <ul style="list-style-type: none"> • Research and independently write a paragraph about each fact that can be read out wearing the mask.
Week 8-9 Charity research and Souvenir making.	Session 1 Lesson Objective To explain the work charities and organisations do to support wildlife. Lesson Outcome <ul style="list-style-type: none"> • Discussions on charities. • Discuss and research ways of 	Session 2 Lesson Objective To make a badge to promote promote an animal or charity of your choice Lesson Outcome <ul style="list-style-type: none"> • Design and label a diagram of badge. • make a badge that promotes the 	Session 3 Lesson Objective Design a mug to sell in a zoo/farm shop. Lesson Outcome <ul style="list-style-type: none"> • Discuss slogans/phrases. • Design an attractive mug the public would like to buy. 	Session 4 Lesson Objective Make the mug and present to the class. Lesson Outcome <ul style="list-style-type: none"> • Finished mug • Present finished mug to the class. Explain the design, how much it costs and where it will be on sale.

	making money to support charities.	conservation of an endangered animal. Extended learners <ul style="list-style-type: none"> Package and price badge 	<ul style="list-style-type: none"> Think about the use of text and slogans to accompany any images. Use appropriate punctuation. 	Extended learners Include text and design a box to package the mug for sale.
Week 10	Session 1	Session 2	Session 3	Session 4
Pop up to literacy	<p>Lesson Objective Pupils will read and discuss the class book as part of the Pop up Literacy Scheme</p> <p>Lesson outcomes</p> <ul style="list-style-type: none"> Read along in a group or independently <p>Extended Learners</p> <ul style="list-style-type: none"> Read aloud. 	<p>Lesson Objective. To explore what makes a fiction text and develop book talk skills</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> Understand the difference between fiction and non-fiction. Choose a prompt card to discuss the story Characters Setting Colours and objects 	<p>Lesson Objective To explore and develop story sequencing skills.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> Recall and tell the story using the story map and some actions. Retell the story aloud to a peer. 	<p>Lesson Object To develop story mapping skills.</p> <p>Lesson Outcomes</p> <ul style="list-style-type: none"> Whole class 'S' plan, Rewrite key points of the story adapting the (character, setting, objects) <p>Extended Learners</p> <ul style="list-style-type: none"> Write an independent story.
Week 11-12	Session 1	Session 2	Session 3	Session 4
	<p>Lesson Objective Pupils will story map their own fictional story.</p> <p>Lesson Outcomes</p> <ul style="list-style-type: none"> Pupils story will include an animal character 	<p>Lesson Objective Pupils use their story map to tell their story to a group.</p> <p>Lesson Outcome</p> <ul style="list-style-type: none"> add detail to their story map after group discussion 	<p>Lesson Objective Pupils will write up their own fictional story including an animal character and habitat of their choice,</p> <p>Lesson Outcome.</p>	<p>Lesson Objective To write a persuasive letter to humans from an animals' perspective.</p> <p>Lesson outcome.</p> <ul style="list-style-type: none"> Discuss ethics of zoos. To write a letter from an endangered animal

	<ul style="list-style-type: none"> • habitat of their choice. • Events, beginning, middle and ending. 	<p>Extended learners</p> <ul style="list-style-type: none"> • Ask and answer questions to encourage pupils to elaborate features of the story map. 	<ul style="list-style-type: none"> • Understand and use beginning, middle and ending of story. • Use creative and descriptive language. • Read aloud to check writing makes sense. • Add adjectives and nouns. 	<ul style="list-style-type: none"> • To discuss and understand the basic format of a letter. • Discuss different ways to sign off a letter. • How are animals used by humans? • What are some of the benefits of using animals? • What are some of the problems of using animals? • What you do you think about the ways animals are used
Week	Session 1	Session 2	Session 3	Session 4