

## Weekly Plan

**Essential Resources throughout- Animations through IWB or DVD (advisable for teacher to watch each day's animation before the lesson), Student Workbook, Medium Term Plan and Weekly Plans**

**Crisp is used to provide extra help or information as an optional click after most activities- this is especially useful for SEN or lower ability pupils in your class or when you have assessed that some/all pupils have not understood what they have got to do or what something means. For this reason Crisp will normally be mentioned in the differentiation and not the role of potatoes column.**

### Day 1

We are learning.... To understand why traditional stories are still popular today.

To know the differences between length, weight and capacity.

To be able to follow musical patterns.

<b>Timings</b>	<b>Activities</b>	<b>Organisation</b>	<b>Role of potatoes &amp; other characters</b>	<b>Differentiation</b>	<b>Learning Outcomes</b>	<b>Assessment</b>	<b>Resources Checklist</b>
5 mins	1. Initial stimulus- fairytale land animation that uses familiar images and a stereotypical theme to prompt discussion. Dream sequence to remind pupils of typical fairytale narrative but not their true meaning.	Whole class work, pupils are guided through the animation.	Nutty- this is her dream & she doesn't understand the true meaning of fairytales Chip- represents the heroic prince character Steam- discusses Nutty's dream	Pupils may not have seen fairytales represented in this way i.e. for cultural reasons. Good chance to explore these if presented with this.	Pupils can recognise a fairytale setting but are aware this does not represent why fairytales exist	Discussion- what pupils have prior knowledge of fairytales?	IWB or DVD animation
5 mins	What was Chip using to fight off the dragon? What was in the photo? Pupils interpretations. They can do this their own choice-picture,	Independent work & unstructured as pupils decide how it is displayed	N/A	Through outcome- pupils can choose to make ideas as simple or complex as they	Pupils can use their imagination to predict & create a plausible	Choice of design- is this suitable for a fairytale narrative?	Paper Pencil Colouring pencils

	written description etc.			like.	explanation for what is on the picture which would work in a fairytale narrative		
15 mins	2. Matching the correct fairytale to the lesson it teaches you- Explain that traditional tales teach a moral or important lesson. Pupils then have to work out which morals and lesson is correct for each fairytale out of 3 choices. They can look at brief synopses, model an example first. e.g. a job is worth doing right first time, 3 little pigs.	Whole class work for explanations & pupils to work independently or in pairs when matching fairytales	Mr Roesti- Explains the main purposes of fairy tales', going against Nutty's earlier misconceptions. Instructions on how to complete the activity.  Crisp- Gives us brief synopses of Billy Goats Gruffs, Goldilocks, 3 Little Pigs. Useful for reminder of story and for children who haven't heard these fairytales before.	Crisp- Repeats and explains the purpose of fairytale's in a simpler way- use of language, less content.  Higher ability pupils may choose to discuss other fairytales and the important lessons they think they teach us	Pupils are able to understand the context of fairytales and the important lessons they teach us	Pupils show an understanding that fairytales have a moral message and are able to match morals from a set list when given choices- peer or teacher marking, class discussion.	IWB or DVD animation Workbook Pencil <i>Optional: Books of fairytales</i>
10 mins	3. Overview of Little Red Riding Hood and how stories change over time when different storytellers tell them. Suggests similar to playing Chinese Whispers- pupils see 2 modelled examples and then have a go themselves using whisper cards.	Whole class followed by pupils standing in 3 long lines to play Chinese whispers	Mr Roesti- Explains overview of LRRH and how different storytellers have told the fairytale differently- models this idea through explaining chinese whispers- instructs other potatoes how to play.  Nutty- Shows how to play incorrectly  Rosetta, Dauphy, Spud, Mash, Steam- all model	Crisp- Focuses on some key questions for pupils to think about and how it could be different.  Mixed ability lines- pupils' can help others if they get it wrong (just like the potatoes did	Pupils are aware of how fairytales change over time i.e through different oral storytellers.	Higher ability- Pupils can use the example of Chinese whispers to explain how stories change- observe discussions  During and after activity observe pupils discussions- they should be talking about how much something has changed when passed	IWB or DVD animation Whisper cards

			how to play chinese whispers Mr Roesti- Getting pupils to try and remember the fairytale and to imagine how much it could have changed.	with Nutty) although this is all part of the process		from one person to the next through talking.	
15 mins	4. Firstly an introduction to measuring length, weight and capacity also showing different measuring tools.	Whole class pupils sat on the carpet	Mash- Highlights pupil's as good mathematicians Explains how we need to pack the basket & what factors need to be considered. Different tools needed to measure length, weight and capacity.  Mr Roesti- Definition of different types of measurements, tools needed & examples of things measured in this way  Nutty- Measures an object incorrectly- common way to measure if unsure how to do it properly- guesswork.  Mash- Gives instructions on how to measure through success criteria	Extension- To also explore the different meanings of the 3 types of measurements_ Rosetta explains etymological meanings.  Crisp- simple describes how we know when to use each measurement- e.g. light or heavy- weight	Pupils are aware of length weight and capacity as different types of measurement and understand how we measure them	Pupils are starting to make clear connections between the type of measurement, how we measure this way and what tools we need to measure it with. Quickfire questions could be useful at this stage- what is length? What do we measure it with?	IWB or DVD animation Workbook Pencil
10 mins	Optional- Teachers may illustrate these tools by bringing them in the classroom with some real life examples of food and drink that also need to be measured.	A table can be set up in front of pupils with measuring tools and objects	N/A	Pupils struggling with concepts of 3 different measurements can experience visualizing tools	Pupils can relate real life objects and tools to different types of measurement	Helping to reconsolidate previous explanations- ask pupils what is measured with each of the tools and how	Rulers/metre sticks Weighing scales Measuring jugs Real life

<p>10-15 mins</p>	<p>Packing game- filling a basket of food and drink for Grandma. Thinking about how we will use tools to measure objects. Pause for discussion with questions e.g. What is a good way to measure food and drink? Would we need a ruler? Would we need a measuring jug to measure capacity? Why do you think that? etc This will be followed by an explanation of what tools are appropriate and how we will measure. Picture of LRRH's kitchen with items in different areas and a basket on one end of some balancing scales. Pupils to choose different objects, weight and capacity will be shown so they decide before actually placing items inside the basket. Items</p>	<p>Whole class activity for discussion and pupils to volunteer to drag items into the basket</p> <p>To work in pairs or groups completing the table in workbooks</p> <p>Whole class with volunteers showing their choices.</p>	<p>Crisp- Helping pupils decide which tools are appropriate-explains all tools could be used but we need to use the most useful. Models an example of an object- finds out that weight is the most useful for this job. Suggests estimating length and capacity is suitable for packing a basket- so we are still using all 3.</p> <p>Mash- reminder of task Dauphy- When each item is placed in the basket she will suggest how healthy each item is with individual suggestions and information and overview how the basket looks</p>	<p>and real life objects to enhance their understanding</p> <p>Higher order thinking with questions- these will stretch higher ability pupils</p> <p>Advisable for Lower ability pupils to work in groups when completing their tables with extra guidance and Higher ability to work in pairs or individually</p> <p>Some pupils may be able to use vocabulary of weight and capacity to explain why the properties of the basket change (e.g. "we had to take the large milk out</p>	<p>ts</p> <p>Pupils can explore the effects of adding objects to a basket. They should be able to explain that adding objects increases the weight.</p>	<p>they would measure objects in front of them- shows pupils current understanding on the 3 types of measurement. Pupils to use success criteria given by Mash as a guide- are they following this?</p> <p>Pupils are able to follow success criteria (except for number 5 as measurements are provided for pupils) with understanding of why weighing scales are the most suitable measuring tool for the activity.</p> <p>They know the right units to match the correct tool and type of measurement when completing their tables</p> <p>Pupils can effectively use estimating when choosing what to pack, they can understand that some combinations may work better than others. They can experiment to discover what works best</p>	<p>food and drink objects- e.g. rice, cheese</p> <p>IWB or DVD animation Workbooks</p>
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5 mins	<p>will be dragged to see if they fit in the basket and are not too heavy with a healthy eating comment to follow. Pupils to then complete their own tables and then complete the task again on the IWB with different combinations</p> <p>Optional: Choosing own healthy basket for Grandma- pupils choose own options of food and drink</p>	Encourage pupil's to do this independently	N/A	<p>because it was too heavy”),</p> <p>Ask some pupils what healthy food/drink themselves &amp; their family eat at home</p>	Pupils can make healthy eating choices based on their own knowledge & experience	Choices made- are they suitable? Ask pupils why they made these choices.	Paper Pencil Optional: Words or pictures of food and drink
5 mins	<p>Singing Spud's forest song and clapping out rhythms of words- practising each word individually using the picture of the forest clapping each rhythm 4 times to a metronome.</p> <p>To sing a song listening out for words matched to rhythms pupils will sing and clap along. These rhythms are all associated with musical notes- e.g. quaver, crotchet but</p>	Whole class work- pupils to stand up by tables or in a couple of rows at the front like a choir.	<p>Mr Roesti- Highlighting the reason why the song is happening- LRRH scared and alone in the woods with suggestions that this would not happen now. Dauphy- Says words alongside a metronome to help pupils practice rhythms and sings Spud's Forest song</p> <p>LRRH- explains that she is scared Mr Roesti- Instructions for activities- looking carefully at the picture to spot rhythms and how to</p>	<p>Crisp- Tells us how to split a word up to create a rhythm and reminds pupils of the importance of listening and clapping together</p> <p>To guide some pupils in the song by clapping rhythms next to or close to them</p>	<p>Pupils can clap rhythms in time to a metronome</p> <p>Pupils can follow rhythm patterns using clapping and</p>	<p>Observation- watching closely to see if pupils can follow the rhythms correctly. Get some pupils to clap a rhythm individually.</p> <p>Performance of song- again watching pupils closely to check how well they are clapping rhythms and singing words.</p>	IWB or DVD animation

	pupils to not need to know this at this stage		practice rhythms before the song. Spud- Explains how to create a rhythm.	for them to follow	singing.		
15 mins	6. Estimating length with the woodcutter and measuring these lengths in groups- matching the correct lengths to wooden objects. Then direct pupils to measure actual measurements of these objects in groups, using a roll of string, measure lengths using rulers & metre sticks and to mark with a board pens. Ensure pupils are doing different roles within their group	Pupil's to work ideally in small groups of 4. 2 children holding either end of the string, 1 child to measure using ruler/metre stick and 1 child to mark length on string.	LRRH- Showing appreciation for song, explaining she had better get to Grandmas (narrative)  Mash- Explaining estimation/instructions for matching lengths activity and modelling how to do this.	Crisp- Gives pupils step by step instructions of how to practically measure the lengths. Useful for students who need guidance on how to work in a group and don't know where to start.	Pupils are able to estimate and measure length using different measuring tools	Have pupils estimated the correct length with unit to the right object? Peer or teacher marking class discussion	Workbook Pencil Rolls of string Rulers/ metre sticks Marker pens
15 mins	7. Pupils to listen to 3 different versions of the beginning section of Little Red Riding Hood fairytale and try and work out which is the oldest, newest or scariest. Pupils may have different reasons for different choices which should be discussed after the activity.	Independent work to allow all pupils to write their personal opinions.	Wolf/LRRH- narration, showing where we are in the story. Narrator- Telling the 3 different versions Steam- Instructions for the activity, listening carefully to different versions and deciding which is old, new and scary Mr Roesti- Revealing answers with information about each version, also highlighting that getting the wrong answer isn't necessarily a bad thing.	Through the choices pupil's make- higher ability may concentrate on specific examples in narratives	Pupils are aware of different interpretations of one fairytale and can distinguish between them	Pupils can give valid reasons as to why they have categorised the 3 versions- 1 old, 1 new and 1 scary they way they have done and give valid reasons for their choices.	IWB/DVD animation Workbooks Pencils
10 mins	How much have we learnt today? Review of the days learning with	Independent work allowing for	N/A	All pupils should be given the same	Pupils can confidently answer	Informal example of summative assessment- useful to	Workbook Pencil

	answers to circle and write. These questions relate to the days objectives and should give a good impression of how the morning went including areas needing further elaboration	pupil's to be individually assessed		questions for assessment purposes to discover which children are not reaching or exceeding objectives	questions closely matched to the day's learning events	mark students workbooks with target setting for the following day	
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## Day 2

We are learning.... To be able to explain why we call the wolf a villain

To tell the time using 'quarter past' and 'quarter to' on different clocks

To understand how music can be played to make a story scarier

Timings	Activities	Organisation	Role of potatoes	Differentiation	Learning Outcomes	Assessment	Resources Checklist
10 mins	1. Begins with a where are we activity- introducing the police station and working out how objects around the police station would be measured- do we use length, weight or capacity? Have gestures for each type of measurement and rough estimations next to these. Length- arms wide for length Weight- holding an imaginary object dropping near the floor Capacity- take up as much space as they can.	Whole class activity with pupils standing to make it clearer what actions they are making.	Crisp- gets pupils to think about where they are. Explains context of lesson Mash- Explains instructions for activity & the actions pupils need to use for each type of measurement by modelling them. Shows items close-up.	N/A	Pupils can decide whether objects need to be measured by length, weight or capacity.	Pupils can identify how an object should be measured, wrong actions can be easily identified by teacher and peers and corrected.	IWB or DVD animation
10 mins	Police line up- who do we think is guilty of the crime? Line up is -big bad wolf, pirate, fairy godmother, prince charming, old haggard witch, and teenager. Pupils to decide who is guilty	Whole class discussion- pupil's to be sat on the carpet	Mr Roesti- explains we need to find out who is guilty and shows/explains the lineup. Recaps that we cannot decide who is guilty just by someones	Choice of questioning- include a mixture of simple (e.g. who looks like a bad person?) and complex	Pupils can recognise villains and understand that it is not fair or accurate to judge	From discussion- can pupils recognise a guilty character? They should have a clear understanding that we need to know how a behaves and cannot	IWB or DVD animation

	<p>of stealing the palaces food. Pause here for a class discussion- to ask questions such as- How do we recognise villains? Is it fair to only judge a person on what they look like? Why? Steers towards it not being fair to judge solely appearances.</p>		<p>appearance, we need to know how they behave and what they say too.</p>	<p>(e.g. is it fair to judge someone only on how they look) making for more inclusive discussion opportunities.</p>	<p>somebody only on what they look like</p>	<p>tell whether are bad just from how they look.</p>	
15 mins	<p>What makes someone a bad person discussion &amp; safety rules. What do they say/do and how do they behave? Can we think of any examples of bad characters/villains in fairytales? In this discussion it is important to reinforce by drawing attention to key danger warnings; asking a child for help or to go somewhere with them etc. Also review basic safety rules of how to identify “safe adults” (e.g. police, mothers with children) and that it is OK to refuse a gift/request for help and say they need to check with their parents first. Pupils to write down answers to some questions creating</p>	<p>Whole class discussion but with pupils sat at their tables and working independently to write their own safety rules</p>	<p>Steam- Explaining how some bad people can be complex e.g. the wolf tricks LRRH into thinking he is a nice person. Suggests what bad people may do and asks for other ideas from pupils.</p>	<p>Crisp- Simplifying and recapping Steams explanation.</p> <p>Getting pupils to think of examples of things they or others could get in trouble for so they can relate to the task.</p>	<p>Pupils are aware of a bad person’s actions and know what to do if faced with a bad person in a real life situation</p>	<p>Pupils have completed an accurate example of written safety rules which explain how to spot villains and danger and what to do in a dangerous situation</p>	<p>IWB or DVD animation Workbook Pencil</p>

	their own set of safety rules.						
10 mins	Creating wanted posters for a villain- Pupils now decide what would be the type of behaviour for someone who committed this crime (food stealing) and who they think is guilty. They then make a wanted poster for their choice of villain (appearance and actions)	Independent work. Unstructured so pupils have freedom of which villain they choose.	Winston- instructions in workbook on how the wanted poster should look- e.g. big writing that fits on the page.	Crisp- Helps pupils struggling with which character to choose by focusing on 2 main things- someone who likes to steal and eat lots of food	Pupils can describe how their character meets the conventions of a villain, using Winston's tips as a scaffold.	Outcome of poster- have pupils used a suitable villain and described them in an accurate way?	Workbook Pencil
15 mins	Interview with the wolf- Review the 2 different ways of telling the time- analogue and digital. Pupils reminded of what the small and large hands mean on analogue and how we know whether it is half past, quarter past or quarter to. This is explained with digital time also. Pupils are to practice some hour/half past and quarter past/to times quickly. This can be done with a large analogue and digital clocks and smaller clocks for pupils if available.	Whole class sat on carpet, pupils may work in pairs or small groups when practicing times, if clock resources are unavailable- 2 large clocks should be drawn up on the board for children to come up and complete with the correct time.	Mr Roesti- Explains the wolf was guilty and proceeds to the interview.  Mash- Explains digital & analogue by changing into the clocks. Shows times explaining where the large and small hands should go.  Crisp- Suggest Salsa is to help us explain clocks further  Salsa- Explains how clocks work and why they work in this way.	Lots of teacher modelling on clocks if pupils are still struggling to tell the time themselves. Start with simpler options hour/half past and the option for some pupils to work together.	Pupils understand the differences between analogue and digital clocks and can practice telling the time to hour/half past and quarter past/to on these.	Pupils can show their understanding of digital and analogue times to the hour, half past and quarter past/to by responding to questions showing the time that has said or visualized correctly.	IWB or DVD animation <i>Optional:</i> <i>Large analogue and digital clock</i> <i>Small 'show me' clocks</i>

5 mins (starter for a PE/ Dance lesson)	Optional- What's the time Mr Wolf - Children ask what the time is & wolf replies with a time- pupil's keep getting nearer by stepping closer towards the wolf each time . Eventually wolf shouts dinnertime & chases pupils. The 1 <sup>st</sup> child caught is the next wolf.	Whole class to play in a large space (hall or playground) 1 person is the wolf with back turned to a row of children.	N/A	N/A	Pupils are practising using times in a warm up activity.	Pupils can use times learnt correctly e.g. pupils know to stop at 12 for analogue time	N/A
10 mins	Pupils to say start/finish times of interview (displayed on clock). List of reported crimes are in 12 hour analogue for the wolf, there have been reports of him being seen in digital time- match up which he is guilty/not guilty of.	Independent work, pupils to listen to the interview and complete their tables	Mr Roesti- directions for activity Steam- conducts the interview Wolf- interviewee Nutty- assumes that the wolf is guilty after he has answered the first question and is stopped by Steam	It may be useful for teacher to show a clock after the time has been said (the interview will need to be paused each time this happens)	Pupil's can match up digital to analogue times to find out if the wolf has committed crimes.	The choice of yes or no shows whether pupils have been able to match up digital and analogue times correctly to being the same time on each clock or different- observation, marking	IWB or DVD animation Workbook Pencil
5 mins + 5 mins if to read Villains Excuse	Playing time bingo to find out who the villain is- wolf, pirate, fairy godmother, prince charming, witch or teenager? Pupils need to quickly recognise times and cross them out on their cards when they are called out. They will have different villains on	6 different types of time bingo cards for each character. These should be handed out randomly around the class for pupil's to work on independently with some exceptions for differentiation	Steam- Explains the bingo activity and reads out the times as a dialogue very slowly. Winston- acting as the teenager explains why he did all these things (a mistake) & apologises	Useful to give higher ability or pupils who have shown a good understanding of time the bingo card for the teenager who is the discovered villain. Lower	Pupils can recognise times for the hour, half past and quarter past/ to quickly when these are called out orally.	Pupils have identified times correctly on their bingo cards when these times are said. They can recognise times to the hour, half past and quarter past/ to successfully.	IWB or DVD animation Bingo Cards Marker pen

8 mins	<p>each of their cards. Whoever crosses off all their times will have found the villain. Listen or read to the villains (teenagers) excuse of carry out the optional activity.</p> <p><i>Optional: Creative writing- working out why the teenager did all the crimes. This can be opened up as a class discussion or in small groups beforehand or written as shared writing where pupils do a sentence each.</i></p>	<p>between pupils.</p> <p>Either a) whole class/ group discussion &amp; independent work Or b) whole class shared write</p>	N/A	<p>ability or pupils with misconceptions can share a card with a partner.</p> <p>If decide on b) shared writing get LA pupils to work together.</p>	Pupils can create an imaginative piece of writing with reasoning for villains actions	Pupils have constructed a story to link information.	Paper Pencil Whiteboard Marker Pen
10 mins	<p>The wolf is released and goes back to the woods. Pupils to listen to music played as wolf returns to the woods and discuss what they have just heard- what makes it sound scary? Direct pupils towards music elements such as tempo (fast or slow) and dynamics (loud or quiet). Pupils may also notice the pitch of the instrument played is low and the notes last for a long time (duration). Encourage a range of different answers leading them to more musical answers if necessary.</p>	<p>Whole class listening and discussion sat on the carpet. Followed by independent work writing in book</p>	<p>Mr Roesti- explains the wolf has been released and is back in the woods and where we are with the narrative Nutty- Recognises that the music sounds evil but is unable to explain why Mr Roesti- Asking Nutty and pupils- questions</p>	<p>Crisp- To help pupils struggling how to describe the music by explaining musical elements in simple terms e.g. dynamics as loud and quiet.</p> <p>It may be useful to demonstrate different musical elements described by</p>	Pupils can describe using musical elements how a piece of music sounds scary	Pupils have successfully created a description which recognises how the music sounds scary matched to the wolf character and actions within the narrative- class review, marking	IWB or DVD animation Workbook Pencil <i>Optional: Range of musical instruments</i>

				pupils on instruments aiding further understanding			
5 mins	Why does the wolf want to get to Granny's house before LRRH? Discussion with mindmap- direct towards identifying the wolf as a villain and that he wants to hurt Granny or get somewhere where LRRH feels safe so she does not guess something bad could happen. Can be prompted through questions such as why did he not just eat LRRH the first time?	Whole class work completing mindmap followed by independent work writing in book	Mr Roesti- asks the key question	Lower ability may need to be reminded of the kind of things villains might do.	Pupils can predict what might happen in a narrative when the character is a villain	Predictions about the wolf's behaviour through questioning- have pupils successfully identified him as a villain and remembered what the sort of things a villain could do?	IWB or DVD animation Workbook Pencil
15- 20 mins	Role play in groups of 3 different versions of the same section of the fairytale. Each group has to summarise their version of the fairytale mainly in picture form up to what big teeth you have. They need to retell the narrative through oral storytelling. Pupils must practice acting these out in groups ensuring each person has a character or	Pupils in 6 groups with 2 looking at the same version.. If more than 4 in a group pupils can take turns to be the same character. Ideally pupils should have an open space for practice & performance	Mr Roesti- Explaining the activity- creating own role play of different versions in groups.	Crisp- Clear step by step instructions for pupils struggling to work together as a team or with a certain part of the task.  Mixed ability or ability groups with lower ability getting the modern version as this is easier	Pupils can use oral storytelling to retell a version of LRRH in a group.	Do groups own renditions through role play match key features of the text- is the fairytale still recognisable? Does it include unique narrative features of LRRH?	IWB or DVD animation Summary of fairytales (largely in picture form) <i>Optional:</i> <i>Mini Whiteboards</i> <i>Marker Pens</i>

	role (wolf, LRRH, Grandma and Narrator.) They will then explain to the class what happens in their version, show them by acting out, and explain what they think might happen next.			to understand.			
10 mins	How much have we learnt today? Review of the days learning with answers to circle and write. These questions relate to the days objectives and should give a good impression of how the morning including areas needing further elaboration	Independent work allowing for pupil's to be individually assessed	N/A	All pupils should be given the same questions for assessment purposes to discover which children are not reaching or exceeding objectives	Pupils can confidently answer questions closely matched to the day's learning events	Informal example of summative assessment- useful to mark students workbooks with target setting for the following day	Workbook Pencil

## Day 3

We are learning.... To describe how characters behave in Little Red Riding Hood

To be able to give and follow directions on a map

To describe how long something takes using seconds, minutes, hours, days and weeks

To describe what characters are like using different types of music

Timings	Activities	Organisation	Role of potatoes	Differentiation	Learning Outcomes	Assessment	Resources Checklist
20 mins	<p>Forest scene with a wizard surrounded by a cauldron, jars of ingredients and scales and jugs. Nutty is about to be eaten by a witch. Making potion of help to save Nutty- pupils help the wizard making just the right amount of each ingredient. Explain simple equivalents- e.g. 1000g in 1kg so you need 2 500g to make 1kg.</p> <p>Pupils to balance scales to make the right weight and fill up containers to make the right capacity. They will do this on the IWB by dragging amounts and completing scales and jugs in workbooks. E.g. 4 250g weights drawn on 1 side of scales and 1 1kg on the other- eyeballs are 250g we need 4 to make 1kg. Ingredients come in 250g or 500g measures to make 1kg or 2kg. 500ml and 11 jars to make 1l or 2l.</p>	<p>Pupils sat at tables but able to see the IWB. Whole class activity with pupils coming up individually as volunteers to drag amounts onto scales or jugs with other pupil's helping. Pupils to work individually or in pairs completing scales and jugs in workbooks.</p>	<p>Salsa- dressed as the Wizard and trying to make the potion of help to save Nutty from the witch. Explains the potions purpose and that we have to make it just right</p> <p>Nutty- Has been captured by the witch who is about to eat her</p> <p>Mash- Explains simple equivalents for g-kg and ml-l</p> <p>Rosetta- Same information explained in a different way with word meanings for kilo and milli.</p> <p>Mashamagician- talks us slowly through a first example. Guides us through ingredients measured by weight then capacity.</p>	<p>Crisp- Some pupils may not understand how the scales work- she explains how they need to balance and weigh the same on each side. This is why we need to know how many g's are in a kg etc.</p> <p>Lower ability may need extra support making their scales balance- this is where scales and weights in the class could be useful.</p>	<p>Pupils can make larger weights and capacities by adding smaller amounts together.</p>	<p>Pupils can find and describe the capacity of a container as a product of given smaller capacities.</p>	<p>IWB/DVD animation Workbook Pencil</p> <p><i>Optional: Balancing scales Weights</i></p>

Morning /afternoon for all groups roughly 30 mins per group	<i>Optional- Making an edible potion of help suitable for Halloween. This is to be done outside of this time as a D &amp; T lesson. To bring in edible ingredients to create a gruesome recipe- e.g. Food colouring, raisins, marshmallows etc.</i>	To be carried out in small groups taken out to a kitchen area in the school	Salsa- To explain the recipe Dauphy- To mention healthy tips	Mixed ability groups	Pupils can conduct precise measurements from written instructions correctly	Outcome of recipe shows how accurately ingredients have been measured	Recipe Ingredients Kitchen Utensils
5 mins	Groups' predictions -What is going to happen next to LRRH? The story was up to "all the better to eat you with you" groups to come up with valid reasons and feedback to the class explaining why they think this will happen next in the narrative.	Working in table groups then explaining to the whole class	Mr Roesti- recap of safety rule Nutty- apologies to Mr Roesti for trusting a stranger, wants to know what happens next to LRRH	Crisp- reminds children of all warning signs of how to identify a stranger and what they should do if in this situation	Pupils can predict suitable outcomes for the next sequence in a narrative	Pupils reasons for their choice of prediction- they can use prior narrative and knowledge of characters behaviours to aid their answers	IWB or DVD animation
10 mins	They listen to the remaining sections of 3 different versions of the fairytale and think about the differences between each version- where their predictions right?	Whole class sat on carpet listening to fairytale versions	Mr Roesti- Reminding pupils there will be 3 different versions of what is going to happen next & instructions for activities Narrator- To tell the 3 different versions	May be useful to recap to some pupil's a brief overview of what each version was like	Pupils can listen carefully to distinguish key differences in versions and to decide whether their predictions were correct	They are aware of whether their predictions were accurate and explain why or why not	IWB or DVD animation
10 mins	Writing down the differences between heroes and villains- prompt children through questioning- How do heroes & villains look? What kind of things do they do? What makes them good/bad? What do they usually do in stories or fairytales? Pupils to complete	Whole class discussion followed by pupils completing tables independently or in pairs	Mr Roesti- highlighting the main question which can be broken up into lots of smaller questions by the teacher.	It may be useful to give some further examples of heroes and villains in fairytales and other stories to help pupils struggling to	Pupils have a good understanding of heroes and villains and can distinguish between these characters clearly	Written responses in table show clear identifications of heroes and villains reflecting the two types of	IWB or DVD animation Workbook Pencil Optional: Names or pictures of heroes and villains

	their tables which should show clear differences between the two.			answer questions/ complete tables		characters as opposites	
10 mins	Slow reveal of hero- reveal of woodcutter, gradually showing features, e.g. beard, muscles, axe, smiling face. Pupils should be led at each stage to discuss who they think it is and whether they are a good person or not. This then leads into a class brainstorm of the characteristics of a good person or hero. Pupils should be encouraged to use LRRH narrative to help them.	Whole class work for discussion and brainstorm	Winston- the slow reveal is one of his pictures	When discussing who the person may be useful to give pupils obvious clues if needed. Get higher ability pupils to think about what the person in the picture might do	Pupils can use their knowledge of heroes and villains to guess who a character is	Pupils ability to judge a character	IWB/DVD animation
8 mins	Hotseating for the woodcutter- volunteer to be him and pupils to ask questions, these should be directed to the narrative and examples may need to be shown first depending on the class. Try to encourage open-ended questions so that the woodcutter is not just answering yes and no.	Special seat at the front with children sat on the carpet around this. Pupils to take turn in being the woodcutter with pupils asking questions as a whole class.	Mr Roesti- leads the hotseating activity- explaining what it is Nutty- Misconception of hotseating- making Mr Roesti's seat hot! Nutty, Dauphy, Crisp, Steam, Chip, Salsa & Spud all model questions for the woodcutter.	Questions are modelled for lower ability pupils  Pupils have the choice of what they ask the woodcutter so can make these questions simple or complex	Pupils have empathy for the woodcutter; they can predict his responses and explain his way of thinking.	Choice of questions and answers- are they suitable for the character and his role as a hero? Do they link to the narrative in LRRH accurately?	IWB/DVD animation Hot seat
5 mins	How might music for a hero sound? Listening to audio samples and deciding which would be suitable. Some will be obvious comparisons to what the hero's music should sound like e.g. sudden changes in volume (wolf) compared to a regular volume (hero). Others may require more thought from pupils e.g. slow and long notes	Whole class with pupils listening to and discussing the music.	Mr Roesti- Recaps music from yesterday for the Wolf & that the woodcutter's music would be different. Directing task to identify audio for the wolf and woodcutter. Spud- Plays different music	Lower ability can be prompted to make simpler choices with targeted questions- e.g. Which sounded louder to you? Which character would this be best for?	Pupils can distinguish how different pieces of music relate to different characters through describing their musical elements	Pupils can explain how different musical elements suit a particular character	IWB/DVD animation

	(wolf) or quick and short notes (hero).						
10 mins	Pupils listen to a sample of a hero track, and describe either in words or pictures how the track makes them feel. They should try to explain why it makes them feel this way using musical elements- by describing tempo, pitch etc and also instruments.	Independent work as each pupil will have personal opinions whilst listening to the music.	Spud- plays the hero track which will be similar to the hero audio tracks previously heard	Pupils can use pictures if they are struggling to articulate the right words.	Pupils can describe the mood of a piece of music using musical elements to explain why it makes them feel this way	Look at descriptions- can pupils describe the mood created using musical elements? Marking	IWB/DVD animation Workbook Pencil
10 mins	How long will it take LRRH to get home discussion- the woodcutter thinks it will take him about a month to walk 2 miles- do we think he is right? Prompt students by thinking about distances they think might be 2 miles this is then narrowed down to a range of options- 2 seconds, 2 minutes, 1 hour, 2 hours, 10 hours, 2 days, a week. Pupils should be able to estimate that it will take either 1 or 2 hours for LRRH to get home. Pupils are to use the same times to match up how long they think it will take to do other activities such as watching a film and bathing a dog.	Whole class work while pupils are deciding together how long it will take LRRH to get home. Independent or pair work when matching up activities to times.	Woodcutter- Misconception of how long it will take for LRRH to get home Mash- Suggesting a month is too long Mr Roesti- To give pupils a range of different times to allow choice and goes through answers of how long it takes to do the activities.	Give pupils specific examples of activities and times if they are really struggling to understand how long something takes to do  Extension- get pupils to think about other activities they do and how long they take	Pupils can estimate how long it takes to complete a range of activities using their prior knowledge of time	Pupils have_ become familiar with weeks, days, hours, minutes and seconds and can estimate how long activities take. Pupils to mark their own work when the correct answers are revealed	IWB/DVD animation Workbook Pencil
15 mins	Map of fairytale- this a simple map showing the 2 houses and other key places. This has grid references and a compass with directions at the top and is also in student books. Practice using compass	Independent, pairs or small groups- through orally deciding directions	Woodcutter- Thanks them and throws away everything he was going to take with him Crisp- Rescues the map and compass Explains rhyme for	Lower ability should work in small groups with some higher ability pupils encouraged to	Pupils can use grid references and compass directions to get to different areas on a map	Observe pupils practicing and writing directions- get them to explain	IWB/DVD animation Workbook Pencil <i>Optional: Compass</i>

	<p>directions and grid references to different places on the map e.g. the treehouse is in B2, how do I find my way to the paddock in E5? Pupils should use directional language such as 3 steps north.</p> <p>Direct LRRH &amp; the woodcutter from Grandmas to LRRH's house in the same way.</p>	<p>then writing them down</p> <p>Whole class or group work</p>	<p>remembering compass directions. Suggests pupils practice using compass directions and grid references to find different places on the map- models an example of doing this. Directs pupils to helping LRRH get from Grandmas to her house.</p>	<p>work independently</p>		<p>pointing to grid references on the map as they take you through their directions. Pupils are to do the same when directing LRRH by pointing at the larger map</p>	
10 mins	<p>How much have we learnt today? Review of the days learning with answers to circle and write. These questions relate to the days objectives and should give a good impression of how the morning including areas needing further elaboration</p>	<p>Independent work allowing for pupil's to be individually assessed</p>	N/A	<p>All pupils should be given the same questions for assessment purposes to discover which children are not reaching or exceeding objectives</p>	<p>Pupils can confidently answer questions closely matched to the day's learning events</p>	<p>Informal example of summative assessment- useful to mark students workbooks with target setting for the following day</p>	<p>Workbook Pencil</p>

## Day 4

We are learning.... To use settings to help plan a fairytale

To use what you already know about Little Red Riding Hood to create your own version

To use what you already know about measuring to solve different problems

Timings	Activities	Organisation	Role of potatoes	Differentiation	Learning Outcomes	Assessment	Resources Checklist
8 mins	Settings generator and discussion of different setting pictures- shows 6 different settings- cave, beach, sky, desert, palace, meadow. When each picture is displayed ask different questions such as : Who would you find here? Is it a safe/dangerous place? What kind of story do you think could happen here?	Whole class with pupils sat on the carpet to look at pictures and answer questions	Salsa- shows how his setting generator works and shows 6 different settings which can be discussed.	Targeted questioning to get all abilities thinking carefully about the pictures e.g.	Pupils can use settings creatively to create their own types of narrative	Pupils can respond to questions imaginatively showing prior knowledge of settings and narratives that take place in these styles of setting	IWB/DVD animation
10 mins	Settings related to fairytale- these now correspond to the settings in LRRH, her house, path where she meets the wolf, forest, granny's cottage. A class table is to be completed with ideas about the narrative from the pictures. Columns will be the name of the setting, how we get here, characters and what happens. Questions ask to pupils to be worded so that columns can be easily completed. Different	Whole class with pupils sat on the carpet to look at pictures answer questions and complete class table	Salsa- shows the pictures that correspond to the settings in the fairytale		Pupils can use settings from LRRH to remember different parts of the narrative and different sections.	Understanding of different narratives- pupils can remember what happens through seeing the different setting where they happen.	IWB/DVD animation

	versions are likely to arise from discussion all of these points should be noted, and be colour coded for each version.						
8 mins	Settings generator creates map of pictures from fairytale. These sequence of pictures are to be used as a basis for planning own version of the fairytale. Pupils are to now annotate these pictures with the class as a range of ideas and examples to help them retell the fairytale. E.g. at LRRHs house- this is the main character LRRH she is about to go on a journey. It may be useful to model some examples of how to annotate pictures first.	Whole class with pupils sat on the carpet to look at pictures answer questions and annotate pictures.	Salsa- Suggests LRRH's journey should be a map (plan) Crisp- Shows how this could be presented with pictures and arrows to show a sequence and directions for annotating pictures as a class	Model pictures with annotations to guide pupils Encourage all pupils to provide a range of suggestions that would help them retell the story. These differentiate will all annotate the pictures.	Pupils can annotate pictures with useful comments about the narrative	Pupils show understanding of how a settings map can help them plan their own fairytale. They can label suggestions with appropriate ideas linking to the narrative which could help anybody retell the fairytale accurately	IWB/DVD animation
20 mins	Creating own story maps for LRRH to then use as a guidance for oral storytelling to the class. Pupils to annotate pictures first together as a group, decide narrator and characters within fairytale, practicing storytelling- guide groups who are struggling to come up with the fairytale from pictures or work together co-operatively.	Pupils to be split into 5 or 6 mixed ability groups, whole class together for performance	Crisp- sets pupil's on task Rosetta- shows pupil's how to create their own version of the fairytale using success criteria	Mixed ability groupings- different roles suitable for different pupils within these Crisp- Gives pupils step by step instructions and guidance on the different areas of the task in a clear way.	Pupils can plan their own versions of LRRH using annotated story maps with a follow up performance	Pupils have followed success criteria accurately- pupils can mark their own criteria with ticks and crosses to show if each step has been achieved. Observe group work- pupils ability to create their own version together	IWB/DVD animation Workbook Pencil
8 mins	Matching up capacities to the right containers using LRRH's well and different buckets- 500l, 1l, 1500ml, 2000ml. There are 1 500ml and 1l bucket which can	Whole class sat on the carpet with individual volunteers	Mash- Explains context and instructions for the activity.	Crisp- Explains how we know something is a certain capacity, by filling it up	Pupils can order a range of capacities in size using already known capacities	Observe how pupils tackle the problem and help each other as a class- they can use	IWB/DVD animation

	be placed into the well to help with measuring. Pupils can drag either the 500ml or 1l bucket by the ropes and then Mash will turn a handle which will place the bucket in and then out of the well when water has been collected. Pupils will then drag the full bucket towards one of the containers and when in place, the bucket will pour water into the chosen container. It will tell you at each stage how full the containers are with different choices.	dragging buckets.	Demonstrates capacity by fitting inside a container. Models how to find out the capacity of containers Tells pupils at different stages how full the containers are.	with something else and the various things that could happen- water pours over, is not full etc.	to help them	what they already have (500ml and 1l buckets to help them) and add capacities along the way. Are they aware of when the container is too full or empty and what to do next?	
40 mins (10 on each activity)	<p>Maths carousel- Circulate the room as groups do the different activities- paper will provided in each table so that pupils can record their findings.</p> <p>Activity One is estimating the time it takes to do things there are different challenges and pupils' have to estimate how quickly they can do them.</p> <p>Activity Two is using the school sink to work out the capacity of different containers (practical version of previous activity at the well)</p> <p>Activity Three is making a map to be able to find some hidden treasure- pupils given grid paper they must plot places accurately using grid references. Only if these are correct can pupils follow clues to find the treasure.</p> <p>Activity four is measuring people in their group- height, weight,</p>	<p>Instructions for each activity on different tables, 4 mixed ability groups will be organised and sent to different areas of the room with one person as leader (best reader preferably) who will be given the instructions card. Pupils given time limits and told when to move on in a</p>	<p>Mash- To give a brief outline of the 4 activities</p> <p>Mash- will be on screen prompting for time with a countdown from 10 mins, warnings at 5 and 3 mins and instruction to clear and reset the station for the next group</p>	<p>Mixed ability groups- peer modelling from higher to lower ability pupils. Encourage children to work without guidance through investigations but aid pupils who have made no progress with the task</p>	<p>Pupils can use time to estimate how long it takes them to do things</p> <p>Pupils can order a range of capacities</p> <p>Pupils can create a map using grid references and follow directions using the map</p> <p>Pupils can measure using length and weight</p>	<p>Observe pupils ability to work as a group.</p> <p>Can they estimate challenges and time these correctly?</p> <p>Can they use prior knowledge of capacity to solve the problem practically using the same skills?</p> <p>Can they accurately plot places using only grid references then follow directions using these places?</p>	IWB/DVD animation

	hand span etc.	clockwise directions				Do they know how to use measuring tools accurately and record these using the appropriate units?	
15 mins	5 sense's descriptive writing activity- pupils to guess through their senses where they could be. There is a blacked out picture which directs pupils to things they can taste or feel, then we hear sound effects, then finally the picture to reveal where we are. Then students try describing the scene displayed on the board to one or two pupils who are sat in front of (facing away from) the board. This will happen with several pictures and pupils can take turns to describe or guess.	Whole class for first example then pupils get into groups of 2 or 3.	N/A	2 options: Pupils get into groups according to their ability- to aid better understanding at their level  Pupils are mixed ability with higher ability guiding the activity first.	Pupils can use their 5 senses to describe pictures and guess what the picture is of from these descriptions	Can pupils say and understand descriptions only using the 5 senses to describe and guess accurately what is in a picture?	IWB/DVD animation
10 mins	How much have we learnt today? Review of the days learning with answers to circle and write. These questions relate to the days objectives and should give a good impression of how the morning including areas needing further elaboration	Independent work allowing for pupil's to be individually assessed	N/A	All pupils should be given the same questions for assessment purposes to discover which children are not reaching or exceeding objectives	Pupils can confidently answer questions closely matched to the day's learning events	Informal example of summative assessment- useful to mark students workbooks with target setting for the following day	Workbook Pencil

## Day 5

We are learning.... To explain how characters in the fairytale behave in different ways

To be able to estimate measurements

To measure accurately using scales on measuring tools

To create sounds that describe what a character is like

Timings	Activities	Organisation	Role of potatoes	Differentiation	Learning Outcomes	Assessment	Resources Checklist
8 mins	Police dog unit- show dogs searching for evidence of a particular length. They bring back suitable objects showing good estimation skills. Pupils are to do the same thing in teams and bring back objects that measure the length, weight or capacity suggested in 10 seconds. E.g. The third thing we're looking for has a weight of about 250g.	Pupils should be in table groups for this whole class activity. One person from each group to take turns to find suitable objects. Suitable objects will be dotted around the room, they may be there all the time or have been added for purpose of activity.	Chip- Shows the dog unit and how dogs are good estimators by directing them to find things with certain measurements Nutty- Breaks and object to get it to the right size Spud- Looks upset as this is a guitar! Chip- Directs pupils to find objects of a certain length, weight or capacity	Some objects should be easy to find so that all groups have the opportunity to find suitable items i.e. in their usual place, teachers desk, by whiteboard etc. Other objects should be less obvious and hidden to challenge higher ability pupils- under tables, in resource draws etc.	Pupils can estimate and find objects of a certain length, weight or capacity within a given time limit	Suitability of objects returned to the table, are pupils estimating to a reasonably accurate level?	IWB/DVD animation Objects that can be measured for length, weight and capacity
5 mins	Measuring accurately using scales- crime scene table with the same objects that pupils were	Whole class activity and to work with a partner for	Mash- Showing objects from Tuesday Explaining	Open discussion allows for varied answers- some pupils will	Pupils can recognise through discussion that	Listening to pupil discussion- they realise that scales are important to	IWB/DVD animation

20 mins	<p>using in Tuesdays lesson. They have already decided whether the objects need to be measured by length, weight or capacity. The police have estimated their measurements but they need to be measure accurately. Pupils to see measuring tools close up with scales on them recorded to the nearest division. Pupils are to discuss what they think these are and what they are used for using think, pair, share.</p> <p>Using police estimations of evidence table objects to measure these accurately using scales- explain why scales are useful for getting accurate measurements. Shows pupils how to measure by counting along the lines, and that you know you have made an accurate measurement when you have run out of the object. Pupils to measure each object one at time by looking at the police estimations first. To use zoomed in measuring tools with scales on to work out the exact measurement, there will be arrows to show precise measurements on scales.</p>	<p>think, pair, share</p> <p>Whole class when explaining how to measure using scales and pupils to work in pairs or groups when measuring objects in their books</p>	<p>usefulness of estimates but how we also need to measure more accurately- the activity of making police's estimates of these objects more accurate. Getting pupil's to work out scales are and what they are for.</p> <p>Explaining why they are used, look this way and how to measuring using them with a modelled example- counting along the lines. Instructions for independent work.</p>	<p>recognise scales straight away and know what they are used for whereas others will have misconceptions- important to address these through discussion.</p> <p>Crisp- Another modelled example with capacity- looking at the lines and counting etc.</p> <p>Number lines can aid/ help pupils to understand the idea of scales as pupils will have used these before to add and subtract from.</p>	<p>scales are used to measure objects more accurately.</p> <p>Pupils can measure objects accurately using simple scales on measuring tools</p>	<p>measure accurately because lines can be understood when they are small and close together</p> <p>Pupils can count along scales, identifying where an object stops and whether their answer is reasonably close to the estimates made. They can use units correctly matching estimates and the type of measurement. Quick marking- tick/cross answers.</p>	<p>IWB/DVD animation Workbook Pencil <i>Optional: Number lines</i></p>
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10 mins	<p><i>Optional- Pupils to explore this practically in the same way with objects in the classroom- estimating and measuring using scales on measuring tools</i></p> <p><i>Demonstrate how to use each tool to measure- always start measuring scales from 0, make sure the object is inside or next to the tool etc.</i></p>	<p>A few things to measure and one example of each measuring tool on each table- pupils to work in table groups</p>	N/A	<p>Choice of objects to measure and tools to measure with- give lower ability more lengths with rulers and higher ability examples of weight and capacity.</p>	<p>Pupils can measure objects in the classroom accurately using scales on measuring tools</p>	<p>Observation and accuracy of answers- pupils can apply what they have just done to a practical situation and follow teacher instructions- they can measure scales on tools and remember the unit they need to write next to their measurement.</p>	<p><i>Rulers</i> <i>Metre Sticks</i> <i>Weighing scales</i> <i>Measuring jugs</i> <i>Objects around the classroom- e.g. books, paper etc.</i></p>
10 mins	<p>Updating police files of LRRH, the wolf, Grandma and the woodcutter. To hand out partially completed mindmaps which pupils work on in groups to build their own in the page of their workbook. Children are to share what they have written for each character.</p>	<p>Pupils to work on one character per group- Smaller groups mean that some groups will be looking at the same character.</p>	<p>Mr Roesti- explains how pupils can help him update the police files with important information on each character.</p>	<p>Groups can be mixed ability or higher ability given a character we know less about e.g. woodcutter or Grandma .</p>	<p>Pupils can write down lots of information about characters in LRRH</p>	<p>Pupils are able to express lots of ideas about their character using evidence from the text to justify their opinions- sharing mindmaps in class feedback</p>	<p>IWB/DVD animation Workbook Pencil</p>
20 mins	<p>Police statement- telling the story from your characters point of view Model how to write in the 1<sup>st</sup> person narrative- 1 version of the fairytale is chosen (Grimm Brothers). In groups pupils are to write a police statement in the same way. They need to describe everything they saw and heard just like the character would tell</p>	<p>Group work for mindmaps. Whole class for how to write in 1<sup>st</sup> person narrative then back in groups to write it.</p>	<p>Mr Roesti- Highlights importance that every character has their say. Rosetta- Shows us how to write in the 1<sup>st</sup> person narrative Mr Roesti- instructions for activity,</p>	<p>Some groups may need some extra words written on the board to help them start their writing in 1<sup>st</sup> person  Crisp- Models how to do the activity with the</p>	<p>Pupils can the fairytale of LRRH from their characters point of view in the 1<sup>st</sup> person narrative.</p>	<p>Written work which tells the narrative accurately from a characters point of view- written can be marked informally or levelled.</p>	<p>IWB/DVD animation Workbook Pencil</p>

	it – they should use their settings map from yesterday to help.		suggesting settings map should be used to help with the narrative	wolf with questions helping pupils think about why he behaves in a certain way. Useful for lower ability as they are will be writing as the wolf if not in mixed ability groups.			
10 mins	Clapping rhythms of words related to their character- Choosing words to match rhythms from Spuds Forest Song. Pupils to choose appropriate words for their character for example for Grandma false teeth instead of mon key. They should try exploring a range of different words and once happy that they do match the rhythms they are to write these down in their book. All rhythms should be checked for accuracy and suitability before moving onto the next stage.	Pupils to stay in the same groups and work together throughout planning, practicing and performing. Rhythms should be checked for suitability in planning and practicing. Pupils may want to practice these in an open space close to the classroom. Whole class to come back together to sing the song- pupils	Spud- Explains pupils need to finds words to match the same rhythms as in his song. Models an example of an appropriate word.	Some groups may need prompting with the choice of words they use- police statement can help this and helping pupils clap their chosen words to make rhythms if necessary.	Pupils can choose suitable appropriate words related to their character to fit already used rhythms	Knowledge of character- suitability of word choice Pupils are practicing clapping words to make sure they fit with a certain rhythm. To check accuracy after all rhythms have been decided.	IWB/DVD animation Workbook Pencil
10 mins	Pupils are to them write these rhythms in the 8 beat box to produce their own rhythm pattern- pupils should be told that 1 box can hold 1 of their rhythms. Some children may associate/recognise these equal 1 beat in a bar such as the crotchet. Children should work together to		Spud- Instructions for the activity and what will happen when pupil's put this into the song.	It should be suggested that some groups following the above completed rhythm patterns very closely.	Pupils can create a rhythm pattern using words they have related to their character	Pupils can use the modelled rhythm pattern to check if there own works as well. They can follow their pattern correctly as a group with practice to	

5 mins	<p>ensure they have the same pattern and practice clapping this together as many times as they can before performing.</p> <p>Pupils to sing the LRRH song- pupils are to perform their rhythmic patterns when their character name is mentioned in the song. They need to start clapping straight away so that they have time to clap their entire pattern.</p>	prompted to be ready to clap when their character is mentioned	<p>Spud- Plays the song and directs pupils when to clap</p> <p>Dauphy- Sings the whole song</p>	Teacher should clap along at the front or groups to have a designated leader	Pupils can work in a group clapping their rhythm patterns in a song	<p>check if it sounds suitable- observations at this stage.</p> <p>Final outcome through performance</p>	IWB/DVD animation
30 mins	<p>Pub Quiz- Organise teams related to different characters for half term these characters are all names of potatoes e.g. dauphy's trophies, Winston winners etc. There will be a range of questions related to the weeks work in 4 different rounds- observation, odd one out, picture and quotation. If you are using the DVD version you will need to read the questions. Scores will be recorded on the interactive version but it may also be useful to keep a written track of scores. Answers and scores should be looked at towards the end of the lesson</p> <p><i>Optional- Create a score board tracking scores as a notice board display, this could be created as a league.</i></p>	Pupils can stay in table groups or choose groups. Each group to pick a team name, one person to write down answers and one person to mark questions.	Mr Roesti- to read out quiz questions Other potatoes represent different teams	Mixed ability teams so that some teams do not have an unfair advantage	Pupils can check, consolidate and share understanding of the weeks work	<p>Informal example of summative assessment</p> <p>Stop after each round to go through the answers, to see if pupils have made similar mistakes- chance to reteach areas misunderstood or get pupils with understanding to explain these.</p> <p>Scoreboard shows pupils how well they have done in certain weeks.</p>	IWB/DVD animation Paper Pencil <i>Optional: Scoreboard</i>

