

Subject: English

Year:3

Term: 1

Duration: 3 weeks

Unit Title: All About Orang-utans

Lesson 1

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Ask questions as motivation for reading non-fiction. 	<p>Before teaching this unit: Find a non-fiction book about Orang-utans to share with the children. It should have: contents, pictures/diagrams, captions, and contain non-chronological information. If you decide not to use orang-utans for your example, find another non-fiction book about your animal that shows these features and change specific examples that are used in the teaching. If available, use the e-book <i>All About Orang-utans</i> from ActiveLearn Primary.</p> <ul style="list-style-type: none"> Discuss pets the children have or would like. Invite suggestions for unusual pets. Record ideas for use later on. Guide the discussion and say that you (or a family member) does not have a pet but would like one. You want a pet to take care of, a clever pet to train, a faithful pet to keep you company. Explain you've heard about orphan orang-utans and think one would make a perfect pet but that you're not sure how to care for one. Show children a heading on the Learning Wall 'Could you keep an orang-utan as a pet' and explain this is the Big Question they will be trying to answer. Ask: <i>Why haven't I got anything written down? What do I need to find out?</i> 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Discuss the children's knowledge of orang-utans; encourage questions.</p> <p>Talk Partners discuss and write what they could already tell Ellie about orang-utans and then write questions to show what else she needs to find out from her reading. Put questions and existing knowledge on sticky-notes to add to the Learning Wall. (↓)</p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Children should have some awareness of orang-utans. You may wish to change the subject to another unsuitable orphaned animal. Children should have experience asking questions. 		
<p>Key Vocabulary</p> <p>Orang-utans (or replacement animal), pet, train, domestic, faithful, <i>canopy, Burneo, Sumatra, habitat, treetops, canopy, seasons</i> – some key vocabulary may change if you choose a different animal.</p>		
<p>Additional activity: Show 'Ellie wants a new pet' (Available on ActiveLearn Primary) and read through the story. Encourage the children to respond and express views. Using 'Can you help Ellie?' (Handout available on ActiveLearn Primary), Talk Partners discuss and write what they could already tell Ellie about orang-utans and then write questions to show what else she needs to find out from her reading.</p>		

PLSC Objectives:

R3.3.1 Answer simple questions about a character, event or piece of information.

R3.3.3 Use contents page to locate the relevant pages to find information needed to answer a question.

R3.5.1 Use a simple contents page and index to locate information.

LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.

LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

All About Orang-utans e-book

Sticky-notes

Alternative non-fiction book

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Can you help Ellie? [NF PCM 2.1.1](#)

Digital resources:

Ellie wants a new pet [NF ITP 2.1.1](#)

Lesson 2

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Select and explain ideas from non-fiction to support thinking. 	<ul style="list-style-type: none"> Display the non-fiction text about orang-utans. Show the cover and ask: How do we know what this book will be about? Show the contents page and ask: How does this page help us? What does it show? Will we be able to answer any of our questions from the last lesson? Show children the first page/spread of content in the book. Ensure children are familiar with text features such as captions, diagrams/pictures, headings and sub-headings, and information presented non-chronologically and in separate boxes/paragraphs. (↓) 	(↓) = checkpoints/formative assessment opportunities Discuss each section in relation to the Big Question , ask: (for example) Habitat: <i>Would an orang-utan like it in my flat?</i> Tree-top living: <i>Could you take an orang-utan for a walk like a dog?</i> Growing up: <i>Would an adult orang-utan be safe with children?</i> Think-Pair-Share answers. Encourage the children to explain their understanding. Talk Partners discuss what they have learned about orang-utans and decide what is relevant to the Big Question. The children write facts to pass on to you, and then identify and explain further potential problems with keeping an orang-utan as a pet. Add these to the Learning Wall . (↓)
Prior Knowledge		
<ul style="list-style-type: none"> Recollection of Big Question. Experience working/talking effectively in pairs. Able to explain answers. 		
Key Vocabulary Orang-utans (or replacement animal), pet, train, domestic, faithful, <i>canopy</i> , <i>Borneo</i> , <i>Sumatra</i> , <i>habitat</i> , <i>treetops</i> , <i>canopy</i> , <i>seasons</i> – <i>some key vocabulary may change if you choose a different animal.</i>		
Additional activity: Read through screens 1-5 of the ebook, All About Orang-utans (Available on ActiveLearn Primary), and discuss content in relation to the Big Question. The children sort the facts from 'Can You Keep an Orang-utan as a Pet?' (Available as a handout on ActiveLearn Primary) and then write one more fact of their own.		
PLSC Objectives: R3.3.1 Answer simple questions about a character, event or piece of information. R3.3.3 Use contents page to locate the relevant pages to find information needed to answer a question. R3.5.1 Use a simple contents page and index to locate information.		

LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.
LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

All About Orang-utans e-book
Sticky-notes
Alternative non-fiction book

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Can You Keep an Orang-utan as a Pet? [NF PCM 2.1.2](#)

Digital resources:

Lesson 3

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Take part in group discussion and take turns listening to others. 	<ul style="list-style-type: none"> Use a selection of items/photos of items (e.g. lead, pet food, basket, toy, grooming brush) to discuss caring for pets. Discuss pets' needs and owners' responsibilities (e.g. feeding, exercise, health). Ask: <i>What would I need for an orang-utan?</i> Read further in the non-fiction text to find answers. Use the contents to help find the required information. Discuss the information in relation to caring for an orang-utan. Ask: Daily routine: <i>Would an orang-utan sleep in a basket?</i> Finding food: <i>How would you feed an orang-utan?</i> Zoos: <i>Why do orang-utans in zoos need exercise?</i> Ask the children to picture you at home caring for an orang-utan. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>In small groups, the children discuss what you would need to care for an orang-utan. Each group then creates its own 'Things you need' list, discussing which items to include.</p> <p>(↓)</p> <p>Children send envoys between the groups to share knowledge. Completed lists are added to the Learning Wall. (↓)</p>	
<p>Prior Knowledge</p>			
<ul style="list-style-type: none"> The likely needs of some pets/living things. Experience taking turns in a group discussion. 			
<p>Key Vocabulary</p> <p>Orang-utans (or replacement animal), pet, train, domestic, faithful, list, needs <i>canopy, Burneo, Sumatra, habitat, treetops, canopy, seasons – some key vocabulary may change if you choose a different animal.</i></p>			
<p>Additional activity: In small groups, the children discuss what you would need to care for an orang-utan. Each group then creates its own 'Things you need' list, discussing which items to include from 'What would an orang-utan need?' (Handout available on ActiveLearn Primary) and then adding other ideas using information from the eBook.</p>			
<p>PLSC Objectives: R3.3.1 Answer simple questions about a character, event or piece of information. W3.12.6 Write simple sentences showing grammatical agreement of regular verbs with singular and plural nouns/pronouns. LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures. LS3.15.3 Participate in discussions when invited to do so by the teacher.</p>			

Suggested Resources:

All About Orang-utans e-book
Alternative non-fiction book

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

What would an orang-utan need? [NF PCM 2.1.3](#)

Digital resources:

Lesson 4

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Discuss and answer the Big Question. 	<ul style="list-style-type: none"> Recap the Big Question: Could you keep an orang-utan as a pet? Review the Learning Wall so far. Continue to read the non-fiction text(s) about orang-utans and share new information. Discuss any new vocabulary, e.g. 'endangered', 'pets', 'wild'. Ask: <i>What do you think/feel about what you have read? Is it right to keep an orang-utan as a pet?</i> Ask: <i>What questions would you like to ask me/this person about keeping an orang-utan?</i> 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Generate question words and/or rehearse model questions that a person adopting an orang-utan might be asked by their parents, friends, the local zoo, etc. (↓)</p> <p>Children now take part in Hot-Seating the role of someone wanting to adopt an orang-utan. Alternatively, if more appropriate, teacher takes on this role and answers the children's questions.</p> <p>(↓)</p> <p>Add additional learning/ideas to Learning Wall. Ask: <i>Do you think (person looking to adopt animal) will get an orang-utan? Why? Why not?</i></p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> The likely needs of some pets/living things. Experience taking turns in a group discussion. Recall previous learning about selected animal. 		
<p>Key Vocabulary</p> <p>Orang-utans (or replacement animal), pet, train, domestic, faithful, list, needs <i>canopy, Burneo, Sumatra, habitat, treetops, canopy, seasons, endangered, wild</i> – some key vocabulary may change if you choose a different animal.</p>		
<p>Additional activity: Show 'Ellie's new pet' (Available on ActiveLearn Primary) and read through screens 1-3. Encourage predictions about what Ellie will do. What would you do? Will Ellie be happy? Read to the end of the story and discuss.</p>		
<p>PLSC Objectives: R3.3.1 Answer simple questions about a character, event or piece of information. R3.4.3 Use knowledge of other books or films to predict what might happen at the end of a short story. LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.</p>		

LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

All About Orang-utans e-book
Alternative non-fiction book
Sticky-notes

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources:

Ellie's new pet [NF ITP 2.1.2](#)

Lesson 5

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Practise and consolidate the use of effective verbs. 	<ul style="list-style-type: none"> This session should be introduced in a space where the children can move about freely. Verb Master game: Explain that verbs are a special sort of word that say what people are doing or what's happening. In the game, take the role of the 'Verb Master' and give the children a verb, such as 'walk'. The children must walk until you shout '<i>Freeze!</i>' Then, as in Musical Statues, the children who don't manage to stay still are 'out'. Give the instruction each time, using the formula '<i>The verb is ...</i>' so the children repeatedly hear the word 'verb'. Take the following list of verbs with you: <i>jump skip run clap wave crouch hop sit scratch shout whisper sing dance pat shake yawn stretch bounce crawl wobble wriggle puff sleep</i> 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Display pictures of people carrying out different activities. Ask: Can you guess what the verb is in this picture? Children share suggestions before you share the answer in the simple form (i.e. 'swim' not 'swimming'). (↓)</p> <p>Explain that, in writing, verbs are very important words because every sentence has to have one. In fact, since verbs are the words that tell us what's happening in a sentence, without a verb we couldn't have a sentence.</p> <p>Ask a volunteer to mime something they might do for fun. Model saying the sentence to describe this, and identifying the verb. For example, <i>Sal is eating fish. Eat is the verb.</i></p> <p>Children to now work in small groups and take turns miming activities. Other children say a sentence to describe the activity and identify the verb each time. (↓)</p> <p>Ask: <i>How does the verb change when the thing happened in the past?</i></p>	
<p>Prior Knowledge</p>			
<ul style="list-style-type: none"> Knowledge of different kinds of words. Experience following instructions. 			
<p>Key Vocabulary</p> <p>Verbs, words, doing, word types, effective.</p>			
<p>Additional activity: Show 'Wild animal expert' (Available on ActiveLearn Primary). Go through the questions checking that the children can answer the questions for orang-utans. Each child records answers to the questions on 'Wild animal expert' (Handout available on ActiveLearn Primary) for their animal.</p>			
<p>PLSC Objectives: G3.11.3 Recognise that the past tense of verbs is often indicated by the inflectional suffix 'ed'. G3.12.5 Use present and past tense forms of regular verbs in own writing. LS3.14.1 Follow 3 step instructions when given slowly and clearly.</p>			

LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.
LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

Prepared list of verbs (see teaching).

Pictures of people carrying out various activities, e.g. swimming, flying, diving, eating, drinking, reading.

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Wild animal expert [NF PCM 2.1.4](#)

Digital resources:

Wild animal expert [NF ITP 2.1.3](#)

Lesson 6

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Read non-fiction to find answers to questions. 	<ul style="list-style-type: none"> Show children the non-fiction book about orang-utans you have been working on. Think-Pair-Share: Ask: <i>What have we learnt about orang-utans?</i> Use the book to check facts. Demonstrate using the contents and headings to find the relevant section. Model scanning the page to find key sentences to read. Recall the questions from lesson 1 (on the Learning Wall) and introduce the task of answering the same questions for other unusual pets. Include questions like: <i>What do they eat? How big do they grow? How long do they live? What habitat do they live in? What is their life like in the wild?</i> (↓) 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Form mixed-ability 'expert' groups. Give each group a 'research pack' of books/materials about a particular animal (e.g. elephants, tigers, giraffes). Mixed-ability pairs read one book each and then share information within the group. Each child records answers to the questions set in lesson 1, with assistance as needed. (↓)</p> <p>Add new sections to the Learning Wall for each of the new animals, and place key facts on sticky-notes around each animal.</p>	
Prior Knowledge			
<ul style="list-style-type: none"> Experience providing evidence for answers. Recall of learning about orang-utans (or alternative animal). 			
Key Vocabulary			
<p>Orang-utans (or replacement animal), pet, train, domestic, faithful, list, unusual, expert needs <i>canopy, Burneo, Sumatra, habitat, treetops, canopy, seasons, endangered, wild – some key vocabulary may change if you choose a different animal.</i></p>			
<p>Additional activity: Each child records answers to the questions on 'Wild animal expert' (Handout available on ActiveLearn Primary), with assistance as needed.</p>			
<p>PLSC Objectives: R3.1.2 Decode unrecognised two-syllable words, using a range of strategies. R3.1.3 Recognise on sight high frequency verbs words with verb endings: ed, ing, s. R3.3.1 Answer simple questions about a character, event or piece of information. R3.3.3 Use contents page to locate the relevant pages to find information needed to answer a question.</p>			

R3.4.2 Use context to infer the meaning of unfamiliar words.
R3.5.1 Use a simple contents page and index to locate information.

Suggested Resources:

Collections of books or other resources (leaflets, internet access if available) about animals that would make unusual pets
Sticky-notes

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Wild animal expert [NF PCM 2.1.4](#)

Digital resources:

Lesson 7

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Introduce word classes: adjectives. Link adjectives to nouns. 	<ul style="list-style-type: none"> Show a picture of an orang-utan (or whichever animal you are using). Ask: What is this animal called. Remind children that 'orang-utan' is a noun – it is the name for something. Explain that words that tell us more about nouns are called adjectives. Add adjectives in a Mind Map. Write 'orang-utan' or place the picture on the wall. Give an example of an adjective to describe the orang-utan (e.g. 'hairy') and place it next to the picture. Ask: Can you think of any more adjectives to add to the picture? Try to get at least six more, but when invention flags, move on to the next picture. Repeat the activity with one or two pictures of other animals. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Split children into three groups and rotate them through these activities:</p> <p>Activity 1: Get creative: Ask the children to choose an adjective to depict as a calligram, e.g. 'shiny', 'wobbly'. The idea of a calligram is to write the word in a way that conveys its meaning, using shape, colour, texture, and so on. (e.g. you might write 'shiny' using shiny colours, you might write 'wobbly' using wobbly letters).</p> <p>Activity 2: The Headteacher's Cat: In this game, the children volunteer adjectives for each letter of the alphabet. Start it off with, e.g. The head teacher's cat is an angry cat, and ask the group to chant that sentence with you. As each adjective is added, they chant the whole list, e.g. The head teacher's cat is an angry, beautiful, clever, dopey, energetic cat. The next time you play, start a new list, beginning at the point in the alphabet where you left off.</p> <p>Activity 3: Classroom Descriptions: Ask children to draw objects from the classroom (or write the object's name if you prefer) and Mind Map several adjectives around each item. They put their favourite adjectives into a written sentence, e.g. The pencil is hard, sharp and short. Remind children of the importance of making sure their writing is neat and easy to read – so you can see how wonderful their sentences are!</p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Knowledge of nouns as a word category. Some experience of using describing words and expanding description. 		
<p>Key Vocabulary</p>		
<p>Nouns, verbs, adjectives, description, describing words, detail.</p>		
<p>Additional activity: Show the first picture on 'Add an adjective' (Available on ActiveLearn Primary). Establish that it's a kitten, and that the word 'kitten' is a noun. Then ask children to give an example of an adjective to describe the kitten (e.g. 'fluffy') and add it around the picture. Ask: Can you think of any more adjectives to add to the picture? Try to get at least six more, but when invention flags, move on to the next picture. Repeat the activity with all three pictures.</p>		
<p>PLSC Objectives: W3.7.1 Able to use a range of adjectives (approx. 20, in addition to colour and size) to add description. W3.8.1 Use correct letter formation in own writing.</p>		

G3.11.2 Identify adjectives in expanded noun phrases and use the term 'adjective'.

G3.12.2 Use adjectives in expanded noun phrases in own writing of three or more simple or compound sentences.

P3.13.1 With support, use capital letters and end punctuation correctly when writing dictated sentences.

Suggested Resources:

Picture of orang-utan or other chosen animal for unit

At least two more pictures of animals to describe

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources:

Add an adjective [G ITP 2.2.3](#)

Lesson 8

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Write a guide to looking after a pet. Write an alphabetically organised guide. 	<ul style="list-style-type: none"> Introduce the task. Explain that children will choose a pet, e.g. a dog, a mouse, or a cat (but could be other). They will then write a short, organised guide to looking after this pet that will help other people know what to do. Discuss how the guide could be organised. Explain that it could be in alphabetical order to help us find information. Model the process for a pet. Begin by creating a Mind Map for that animal's needs. These might include food, bedding, cleaning, check for injury/illness, tidy, play, water and others. Ask: <i>What details do we need to give? Do all animals have the same food? Or bedding? Why would we put the list in alphabetical order? (to make it easier to find information in a hurry).</i> (↓) Use Modelled Writing to show the first one or two items in your list. Add details, e.g. Write the first heading Bedding and below this write The dog will need a clean place to sleep. It should be warm and safe so he is happy. It should be cleaned every week but it should be checked every day. Model saying the sentence, improving it if possible, then writing and checking it. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Children create their own guides to a pet's needs, beginning with the Mind Map and moving on to creating the alphabetically organised guide. Ask children to try to use the adjectives they have been practising. (↓)</p> <p>Half-way through the children's writing time ask children to review each other's work using Two Stars and a Wish, identifying two things they have done well so far and one thing they could improve.</p> <p>Give children chance to make these improvements and complete their guides. (↓)</p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Basic needs of animals and pets. Order of the English alphabet. Knowledge of how to order alphabetically. 		
<p>Key Vocabulary</p>		
<p>Alphabet, alphabetically, organised, pets, needs, wants, sentences, details.</p>		

Additional activity:

Children could practise giving instructions by using Talk Partners and giving each other commands for taking care of a chosen pet. Using 'Giving instructions' (Handout available on ActiveLearn Primary), they then write down some command sentences, adding drawings to record their ideas.

PLSC Objectives:

R3.1.4 Organise words into alphabetical order by the first two letters and use alphabetical order to find words in dictionaries and glossaries.

W3.6.1 Compose and write a sequence of three or more simple or compound sentences.

W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.

G3.12.2 Use adjectives in expanded noun phrases in own writing of three or more simple or compound sentences.

LS6.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

Reference texts for caring for pets

Pictures of some pets to use for ideas

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Giving instructions [NF PCM 2.1.6](#)

Digital resources:

Lesson 9

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Use sentences involving subordination, using 'when', 'if', 'because'. Compose complex sentences orally. 	<p>Introduce the activity, Saying sentences. The technique ('Our sentence today is...') can be used as a short opener whenever you are working with a group. It provides an opportunity to use the word 'sentence' in context and for children to generate their own grammatically correct sentences using a variety of constructions. Opportunities to compose sentences and to say them out loud are:</p> <ul style="list-style-type: none"> very helpful for tuning children's ears to grammatical patterns (as well as their own sentence, they hear those of the rest of the group) quicker, more inclusive and more effective than written exercises children are also freed from concern about spelling and handwriting, and can concentrate exclusively on 'sentence composition'. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Saying sentences: Provide a sentence-starter which each child can complete to create a sentence of their own, e.g. <i>My favourite food/colour/animal is ... At the weekend, I ...</i> Give each child time to say their sentence. Repeat this activity with groups (indoors or outdoors), building up the complexity of the sentence. Show children the pictures of the different seasons as a stimulus for saying sentences.</p> <p>Allow the children Think Time to compose a sentence about the first picture including the word 'because', e.g. Springtime is fun because ... or Sometimes I don't like summer because ... The children can choose to describe something in the picture, or from their own experience (e.g. birthdays or other celebrations). (↓)</p> <p>Take feedback, allowing the children to share their sentences. If the children produce a grammatically incorrect sentence, respond positively to the meaning, then say the sentence back to them correctly. (↓)</p> <p>Repeat this activity with the summer, autumn and winter screens on. Introduce the words: When, If, But, and include and. Model sentences where necessary and allow the children to work in groups. Change these groups regularly.</p>	
<p>Prior Knowledge</p>			
<ul style="list-style-type: none"> Experience writing and punctuating simple sentences. Experience following instructions. 			
<p>Key Vocabulary</p> <p>Sentences, and, but, if, when, description.</p>			
<p>Additional activity: Use the spring, autumn and winter screens on ActiveLearn as a stimulus. Repeat this activity and adapt it daily to give children chance to become familiar with using the language (Available on ActiveLearn Primary).</p>			
<p>PLSC Objectives: G3.11.1 Point out conjunctions and, but, because and explain how they join sentences. G3.12.1 Say and then write, compound sentences using coordinating conjunctions 'and' and 'but'.</p>			

LS3.15.1 Give brief descriptions using two or more linked sentences.
LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

Four seasonal pictures, one spring, one summer, one autumn, one winter.

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources:

Saying sentences [G ITP 2.1.2](#)

Lesson 10

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Plan and organize ideas for a report or mini non-fiction book about an animal. 	<ul style="list-style-type: none"> Introduce the task: sharing 'expert' knowledge with other members of the class by writing a report or mini non-fiction book. Children should choose a wild animal to write about. Remind children of the Learning Wall and the questions they thought needed to be answered about orang-utans and remind them about the information given by their pet guides. Ask: Which questions must your text answer? Children Think-Pair-Share answers and order these questions in terms of importance. Discuss a heading for each key question, e.g. 'Habitat', 'Food' 'Growing up'. Write these headings on a flipchart. Demonstrate using the headings to plan and note ideas for a report/book on a particular animal. Discuss the use of diagrams and pictures in non-fiction books, share examples of these. Discuss ideas. Note key words and important details. (↓) 	(↓) = checkpoints/formative assessment opportunities The children work in pairs. Children may use their pet guide to help them with ideas for the areas to write about, but remember that the information will be different for their animals. They should use the provided books to research their chosen animal and use the information gathered in the teaching session, to create notes and headings for use in the next session. (↓)
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Children should be able to recall the story so far. Vocabulary involving description of emotions. 		
<p>Key Vocabulary</p> <p>Information, diagrams, pictures, report, features, detail, animal.</p>		

Additional activity:

Show 'Wild animal expert' (Available on ActiveLearn Primary). **Think-Pair-Share:** which questions must the text answer? Order the questions on the ITP in order of importance.

PLSC Objectives:

R3.1.1 Read aloud an unfamiliar text of 10 - 12 basic sentences (about 100 words).

R3.1.2 Decode unrecognised two-syllable words, using a range of strategies.

R3.2.1 Answer simple questions about a character, event or piece of information.

R3.5.1 Use a simple contents page and index to locate information.

W3.6.2 Sequence three pictures and write two or three sentences about each one to tell a story.

W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.

Suggested Resources:

Selection of non-fiction books about wild animals

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:**Digital resources:**

Wild animal expert [NF ITP 2.1.3](#)

Lesson 11

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Write a mini non-fiction book or report (using features noted when reading). 	<ul style="list-style-type: none"> Share the notes from the previous session and the headings from the flipchart. Use Modelled Writing to show children how to use the notes and headings to create an entry in their report. Add the heading. Then model saying, improving and writing an opening sentence for that section. Involve the children in saying and improving on (teacher Think Alouds) or two subsequent sentences giving more detail. Encourage use of subordination and co-ordination to develop ideas in sentences. Below this draw a simple picture, and caption it appropriately. Demonstrate rereading to check the writing makes sense and sentences link together. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>The children design and write their own non-fiction reports using the plan and notes they made in the previous session. Encourage rehearsing each sentence before writing and rereading to check sense. Children should aim to complete at least three sections today. Remind them of the use of proper sentence punctuation and linking words as practised. (↓)</p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Knowledge of basic needs of animals. Research and notes from previous session. 		
<p>Key Vocabulary</p> <p>Heading, caption, picture, information, animals, text, check, reread, edit.</p>		
<p>Additional activity: The children design and write their own non-fiction reports using the plan and notes they made previously, and the 'eBook template' (Handout available on ActiveLearn Primary), 'Non-fiction report A', or Non-fiction report B' (Both available as handouts on ActiveLearn Primary) for structure. Encourage rehearsing each sentence before writing and rereading to check sense.</p>		
<p>PLSC Objectives: R3.1.2 Decode unrecognised two-syllable words, using a range of strategies. R3.2.1 Answer simple questions about a character, event or piece of information. R3.5.1 Use a simple contents page and index to locate information. W3.6.1 Compose and write a sequence of three or more simple or compound sentences. W3.6.2 Sequence three pictures and write two or three sentences about each one to tell a story. W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.</p>		

Suggested Resources:

Selection of non-fiction books about wild animals

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

eBook template [NF AR 2.1.1](#)

Non-fiction report A [EWF 1](#), or Non-fiction report B [EWF 2](#)

Digital resources:

Lesson 12

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Evaluate, revise and proof-read writing 	<ul style="list-style-type: none"> Discuss the key features of a non-fiction book. Add these to the Learning Wall using sticky-notes. These may include: a contents page, sections to organise the information, headings to say what each section is about, information and interesting details, captions that give information about the pictures. Challenge the children to think of as many as they can to add to this. Discuss and add these. 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Use the non-fiction checklist on the Learning Wall to check the children's work. The children read their writing to a partner who has written about a different animal. Partners work together to review each other's work against the checklist and to suggest improvement points, e.g. features or important details to add, or changes to make something clearer. Allow time for the children to improve or complete their writing in response to these points. Explain that the children will add a contents page tomorrow (and create a glossary). (↓)</p> <p>Hold a mini-plenary, asking volunteers to share their work. Then ask the pairs to proofread their work, checking sentence punctuation and/or spelling, before the reports are made into a class display. (↓)</p>	
<p>Prior Knowledge</p>			
<ul style="list-style-type: none"> The features of a non-fiction report. Information about chosen animal. Knowledge about the basic needs of animals. 			
<p>Key Vocabulary</p>			
<p>Improve, edit, check, caption, picture, heading, information.</p>			
<p>Additional activity: Use 'Non-fiction checklist' (Available on ActiveLearn Primary) to recap key features in non-fiction books. Explain that this is now a checklist of criteria for checking their own non-fiction book. Discuss and add any other points to the blank post-it notes.</p>			
<p>PLSC Objectives: R3.1.2 Decode unrecognised two-syllable words, using a range of strategies. R3.2.1 Answer simple questions about a character, event or piece of information. R3.5.1 Use a simple contents page and index to locate information.</p>			

W3.6.1 Compose and write a sequence of three or more simple or compound sentences.

W3.6.2 Sequence three pictures and write two or three sentences about each one to tell a story.

W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.

W3.6.4 Re-read own writing, improving a sentence eg by adding an adjective or checking punctuation at the end of sentences.

Suggested Resources:

Selection of non-fiction books about wild animals

Sticky notes

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources:

Non-fiction checklist [NF ITP 2.1.4](#)

Lesson 13

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Complete a mini non-fiction book or report (using features noted when reading). 	<ul style="list-style-type: none"> Recap the questions originally asked about orang-utans. Ask: <i>Have you answered these about your animals yet?</i> Recap and discuss the headings created to go into children's reports. Children Think-Pair-Share any extra information they could add to the headings already completed. Discuss headings not used yet in Talk Partners. Can children help each other to think of important points to not miss out? 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Use flip-chart of headings and the non-fiction checklist on the Learning Wall and allow children time to edit their work and add one or two more sections (headings, main text, picture, caption).</p> <p>Discuss the use of a contents page. Demonstrate treating each section as if it was a page and using the headings in the contents (i.e. <i>Bedding – 1, Cleaning – 2, Food – 3, Health – 4, Medicine – 5, etc.</i>). Children then add a contents page to their book/work. (↓)</p> <p>Discuss any words that children have found that are unusual or tricky – words they think might be special about that animal or when we care for animals, e.g. <i>vet, habitat</i>.</p> <p>Demonstrate adding a glossary to the end of their mini book. Explain that it is alphabetical order and includes any unusual or special words about the subject that might be very important or need explaining. Children then work to write a glossary page. (↓)</p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> The features of a non-fiction report. Information about chosen animal. Knowledge about the basic needs of animals. 		
<p>Key Vocabulary</p>		
<p>Improve, edit, check, caption, picture, heading, information, glossary, key words, important, unusual, vet, habitat, food, water.</p>		
<p>Additional activity: Children review each other's books and write a short book report, highlighting at least two good things and one thing for improvement about their partner's book. Encourage positive feedback and demonstrate constructive comments.</p>		

PLSC Objectives:

R3.1.2 Decode unrecognised two-syllable words, using a range of strategies.

R3.2.1 Answer simple questions about a character, event or piece of information.

R3.5.1 Use a simple contents page and index to locate information.

W3.6.1 Compose and write a sequence of three or more simple or compound sentences.

W3.6.2 Sequence three pictures and write two or three sentences about each one to tell a story.

W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.

W3.6.4 Re-read own writing, improving a sentence eg by adding an adjective or checking punctuation at the end of sentences.

Suggested Resources:

Selection of non-fiction books about wild animals

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:**Digital resources:**

Lesson 14

Main focus	Initial teaching	Main activity	
<ul style="list-style-type: none"> Review the Big Question. Take part in a debate related to learning. 	<ul style="list-style-type: none"> Revisit the Big Question. Discuss this and ask: <i>Could you keep an orang-utan as a pet?</i> Children Think-Pair-Share answers and discuss the problems and possible solutions. Ask: <i>What are the problems with keeping an animal like an orang-utan as a pet? What about some of the animals in your books? Who would like to have a wild animal as a pet? How would you solve the problems? What are the good things about these animals?</i> (they may be exciting, unusual, they may be good guard animals, or may be able to look after themselves a lot of the time). (↓) 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Introduce the idea of a debate. Discuss what this means with the children. Ensure they realise that there are two different views and each 'side' gets a chance to speak and to respond to the other side. It is not the same as an argument! It is a structured discussion.</p> <p>Explain the class will be debating the question 'Should wild animals be kept as pets?'. Give the children chance to discuss this in Talk Partners. Ensure they come up with ideas for and against the idea.</p> <p>Split the class into two groups. Tell one group they are arguing <i>for</i> wild animals being kept as pets and the other group they are arguing <i>against</i> it. You may want to support the <i>for</i> group and help with their thinking. Give the children some discussion and Think Time to develop some ideas.</p> <p>Hold the debate, ensuring both sides and as many children as possible get the chance to speak. Encourage children to respond to other children's points. You may wish to model this. (↓)</p> <p>Remind children of the question and vote.</p>	
<p>Prior Knowledge</p>			
<ul style="list-style-type: none"> Recollection of learning and the Big Question. Experience taking part in structured discussions. Able to look for evidence/ideas for and against an argument. 			
<p>Key Vocabulary</p> <p>Debate, discussion, needs, dangers, wild, for, against, pets.</p>			
<p>Additional activity: Children write a paragraph for and against the idea of keeping wild animals as pets. They write a third paragraph contrasting wild animals with domestic animals. They could choose two examples (e.g. a lion and a cat) and explain why one is suitable as a pet and the other isn't.</p>			
<p>PLSC Objectives : R3.3.1 Answer simple questions about a character, event or piece of information.</p>			

W3.6.1 Compose and write a sequence of three or more simple or compound sentences.

W3.6.3 Select pictures and write simple report texts (up to 100 words), saying how or what something is.

LS3.14.2 Follow information during 2-3 minutes of listening to teacher-talk which is supported by pictures.

LS3.15.1 Give brief descriptions using two or more linked sentences.

LS3.15.2 Ask for repetition and clarification when they don't understand a word.

LS3.15.3 Participate in discussions when invited to do so by the teacher.

Suggested Resources:

Non-fiction books about animals

Child produced non-fiction texts about wild animals

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources:

Lesson 15

Main focus	Initial teaching	Main activity
<ul style="list-style-type: none"> Share learning about selected animals. Gather information from non-fiction to support a task. Create an environment for a wild animal. 	<ul style="list-style-type: none"> Discuss learning in this unit, and review the Learning Wall. Ask: <i>What have you learnt about an animal? Have you all been learning about the same animal?</i> Explain that children are going to create a labelled picture showing information about a selected animal. Children in Talk Partners read other children's non-fiction books created in an earlier session and look for the answers to the key questions set at the start of the unit. Ask: <i>What do the animals eat? What do they look like? Where do they live? What else do we know about them?</i> (↓) 	<p>(↓) = checkpoints/formative assessment opportunities</p> <p>Children work in pairs to create a large, labelled picture showing the knowledge they have researched from other children's books/non-fiction texts. (↓)</p> <p>Teacher Think Alouds the process of reading one of the simple texts and creating a very simple sketch with labels to demonstrate process to children.</p> <p>Provide extra non-fiction books as earlier sessions for extra research if necessary.</p> <p>Children place the labelled pictures on the Learning Wall. Ask: <i>Are there any of your animals we could group together? Why? How?</i> (↓)</p> <p>Encourage children to explain similarities between different animals, e.g. <i>The zebra and the lion both live on grassland so they could go together but the lion and the tiger both eat meat so maybe they could go together!</i></p>
<p>Prior Knowledge</p>		
<ul style="list-style-type: none"> Basic needs of animals. Recollection of earlier questions about animals' needs. Reading other children's texts. 		
<p>Key Vocabulary</p>		
<p>Information, text, non-fiction, important, needs, animals, habitats, food, similarities, differences.</p>		
<p>Additional activity: If time, children may use junk modelling to attempt to create the animals and their environments. They could label these using sticky-notes or write a piece of card and fold it so it stands up.</p>		
<p>PLSC Objectives: R3.1.1 Read aloud an unfamiliar text of 10 - 12 basic sentences (about 100 words). R3.1.2 Decode unrecognised two-syllable words, using a range of strategies. R3.1.3 Recognise on sight high frequency verbs words with verb endings: ed, ing, s R3.3.1 Answer simple questions about a character, event or piece of information. R3.4.2 Use context to infer the meaning of unfamiliar words.</p>		

R3.5.2 Read simple reports and alphabetically organised texts and identify key text features.

Suggested Resources:

Child created non-fiction texts from earlier session
Selection of non-fiction books about animals (as earlier session)
Possible junk modelling materials (cardboard, paper, boxes, glue, etc.)
Larger sheets of paper

For ActiveLearn Primary users (remember must be logged into ALP if want to be taken directly to these resources)

Photocopiables:

Digital resources: