

<p>Immersion into context</p> <p>Wow entry - Visit to museum in Birmingham Walk to the woods at Arrowvalley lake.</p>	<p style="text-align: center;">Year 1/2: Sparrow</p> <p>Outcome/Outcomes of sequence of learning To retell the story of Little Red Riding Hood using the correct grammar. (see contextualised grammar teaching) To research and compile a mini beast fact file.</p> <p>AFL – next steps for rapid progress Do you know it? Do you understand it? Can you use it? Can you evaluate it?</p>	<p>Reading into writing opportunities /Guided reading possibilities</p> <p>Selfish Giant Guided reading (whole class)- writing instructions, letters Researching mini beasts in order to make own fact files.</p>
<p>Related texts</p> <p>Little Red Riding Hood The Wolf’s Story The Selfish Giant</p>	<p>Role play and spoken language</p> <p>Acting out the story of Little Red Riding Hood. Asking characters questions Thinking about characters feelings in order to support character descriptions. Thinking about how characters are perceived by others in the story and why.</p>	<p>Contextualised grammar teaching</p> <p>Yr 1/2 –exclamations, commands, statements and questions.</p> <p>Yr 1/2 expanded noun phrases</p>
<p>Cross Curricular links</p> <p>Science-habitats and mini beasts. Art- drawing, painting and collage related to woodland flowers and to what may be at the end of the path on the picture “waiting” Geography on going from previous topic, features of the countryside with a focus on woodland. PSHE- Being a good friend</p> <p>Maths (discrete) RE (discrete) ICT (discrete) Coding- creating pathways for Little Red Riding Hood to travel through the woods</p>		<p>Immersion in vocabulary</p> <p>Wood, woodland, habitat, microhabitat, grass, trees, environment, trunk, names of minibests, cottage, ear, eyes. Teeth, grandma, hood, cape, basket, forest, woodcutter, axe, traditional, address, live, postcode, dear, from, letter,</p>

