

# Cleopatra KS2 : English : Year 3

	Learning Objective	Overview	Assessment Questions	Resources
<b>Lesson 1</b>	To investigate biographies and their features.	In this first lesson children will explore biographies as a genre of writing. They will discuss the audience of this type of writing and investigate the effective features by reading a model text. Children will have the opportunity to have a go at this type of writing by writing a short biography of Howard Carter, or a partner, supported by a sentence starter word bank.	<ul style="list-style-type: none"> <li>Can children distinguish between a biography and an auto-biography?</li> <li>Are children able to make sensible suggestions on what information should be included in a biography?</li> <li>Can children make a reasonable attempt at mimicking the style of a biography?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 1A</li> <li>Information Card 1A/1B</li> <li>Model Text 1A</li> <li>Sentence Starters 1A</li> <li>Worksheet 1B (FSD? activity only)</li> </ul>
<b>Lesson 2</b>	To organise facts into related paragraphs.	Children are introduced to how and why we use paragraphs to organise writing in a non-fiction context. They are challenged to organise facts from a biography about Tutankhamun into paragraphs under specified subheadings, or come up with their own. Alternatively, a more confident class can read a text and discuss where a new paragraph is needed at a change of topic.	<ul style="list-style-type: none"> <li>Can children define what a paragraph is and when they are used in a non-fiction context?</li> <li>Are children able to sort information into paragraphs?</li> <li>Can children suggest subheadings to summarise the contents of a paragraph?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 2A/2B/2C</li> <li>Text Card 2A</li> <li>Information Slips 2A</li> <li>Text Card 2B (FSD? activity only)</li> </ul>
<b>Lesson 3</b>	To learn about Cleopatra VII and her life.	Introduce the famous Pharaoh Cleopatra to your class. The children will learn all about her life and research facts to use in their biography of her life. The children will be asked to research and sort facts into groups according to their own, or suggested subheadings. The work the children produce in this lesson will become the plan for their final piece.	<ul style="list-style-type: none"> <li>Can children identify when Cleopatra VII reigned as Pharaoh?</li> <li>Can children sort and order information about Cleopatra?</li> <li>Can children name some key events from Cleopatra's life?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Worksheet 3A/3B/3C*</li> <li>Fact Cards 3A/3B</li> <li>Challenge Card 3A (FSD? activity only)</li> </ul>
<b>Lesson 4</b>	To write a biography of Cleopatra VII.	The children will use their learning from this scheme to write a biography about Cleopatra's life. They will use the supporting resources to include organised paragraphs and a variety of sentence openers to create an effective biography.	<ul style="list-style-type: none"> <li>Can children effectively use the features of a biography in their writing?</li> <li>Are children able to separate their writing into clear paragraphs?</li> <li>Can children use a variety of sentence openers in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Challenge Card 4A/4B</li> <li>Model Text 4A</li> <li>Writing Frame 4A</li> </ul>
<b>Lesson 5</b>	To gather information for, and plan, a newspaper report.	Children are challenged to think about how they will write a report on the news of Cleopatra's death. After discussing and researching her death, the children will organise facts into paragraphs and have a go at writing the initial paragraph for their report.	<ul style="list-style-type: none"> <li>Can children recall some facts about Cleopatra's death?</li> <li>Can children describe the audience for their newspaper report?</li> <li>Can children organise facts into relevant paragraphs?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Fact Cards 5A</li> <li>Worksheet 5A/5B</li> <li>Information Sheet 5A</li> <li>Access to the internet (FSD? activity only)</li> </ul>
<b>Lesson 6</b>	To write a news report.	Children use the model text to investigate the key features of a newspaper and identify some of the varied sentence openers that they will be required to use in their writing. During the input they will try out some of their sentence openers and then use the supporting word bank to write a news report on Cleopatra's death.	<ul style="list-style-type: none"> <li>Can children name some key features of a newspaper report?</li> <li>Are children able to write a clear, chronological report on a historical death?</li> <li>Can children use a variety of sentence openers in their writing?</li> </ul>	<ul style="list-style-type: none"> <li>Slides</li> <li>Model Text 6A</li> <li>Writing Frame 6A</li> <li>Word Bank 6A</li> <li>Challenge Cards 6A (FSD? activity only)</li> <li>Voice recorder (FSD? activity only)</li> </ul>

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## Reading - word reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

## Reading - comprehension

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

## Writing - transcription HANDWRITING

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Writing - transcription SPELLING

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

## Writing - composition

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

## Writing - spelling, punctuation and grammar

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

## English Appendix 2

### WORD

- Formation of **nouns** using a range of **prefixes** [for example super-, anti-, auto-]
- Use of the **forms** a or an according to whether the next **word** begins with a **consonant** or a **vowel** [for example, a rock, an open box]
- **Word families** based on common **words**, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

### SENTENCE

- Expressing time, place and cause using **conjunctions** [for example, when, before, after, while, so, because], **adverbs** [for example, then, next, soon, therefore], or **prepositions** [for example, before, after, during, in, because of]

### PUNCTUATION

- Introduction to inverted commas to **punctuate** direct speech

### TEXT

- Introduction to paragraphs as a way to group related material
- Headings and sub-headings to aid presentation
- Use of the **present perfect** form of **verbs** instead of the simple past [for example, He has gone out to play contrasted with He went out to play]

### TERMINOLOGY FOR PUPILS

- preposition, conjunction
- word family, prefix
- clause, subordinate clause
- direct speech
- consonant, consonant letter vowel, vowel letter
- inverted commas (or 'speech marks')