Embedding Carnival in the Curriculum
FLAGSHIP SCHOOLS CASE STUDY:

Foxdell School Year 4
Literacy Week 2
<table>
<thead>
<tr>
<th>Date</th>
<th>Word level/sentence level starter</th>
<th>Main objective and teaching</th>
<th>Activity</th>
<th>Differentiation</th>
<th>EAL</th>
<th>Key Vocab</th>
<th>Plenary</th>
<th>Cross Curr</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Lesson 1</td>
<td>VCOP</td>
<td>To identify the features of poetry writing. To read and understand a given text. Discuss and recap on the features of poetry writing. Read the poems on different sports and identify some of the features discussed in the poems. Ensure children have a good literal understanding of poem. Remind the children about the different types of questions that can be asked.</td>
<td>In ability groups. Children to think of questions related to the poem.</td>
<td>MA – Paired work - To think of higher order questions e.g inferential, opinion M – CT support Include some higher order questions. LA – TA support and group work. As a group think of questions about the text.</td>
<td>Function question poetry alliteration rhyme verses description metaphors similes</td>
<td>Evaluate questions. Children to read out questions and have a go at answering them</td>
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<td>Lesson 2</td>
<td>VCOP</td>
<td>To identify and use descriptive vocabulary. Recap on descriptive vocabulary e.g. similes, metaphors, wow words, descriptive phrases. Model an example of each e.g. The man ran as fast as a cheetah. His heart was beating like a drum. She swam as gracefully as a swan.</td>
<td>Children to look at pictures of different sporting activities and describe the actions etc. Children to use metaphors and similes.</td>
<td>MA – to include metaphors, similes and descriptive phrases CT support M – to include similes and powerful descriptive words. LA – to think of powerful words to describe actions and put those into sentences. TA</td>
<td>Function Describe poetry alliteration rhyme verses description metaphors similes</td>
<td>Children to share their descriptive work.</td>
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<td>Lesson 3</td>
<td>VCOP</td>
<td>To explore descriptive vocabulary through actions. Explain to children that they will be taking part in some sporting activities and when they come back they will need to describe their actions, feelings, thoughts. Recap on descriptive language including similes and metaphors. Model e.g. While I was running, I could feel the wind blowing gently around me. My heart started beating like a drum. Children to work in mixed ability groups. Children to take part in each activity in carousel and discuss how they felt before, during, after each activity. Children to come back and write down descriptive words and phrases to describe how they felt before, during and after each activity. Mixed ability groups.</td>
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<td>Lesson 4</td>
<td>VCOP</td>
<td>To write a poem Recap on the features of poetry. Share Lo. Children to write a poem about the activities that they took part in yesterday. They could write a verse about each activity. Teach to model a verse based on one of the activities. Children to spend 10 mins planning their poem Children to write their poem. Children to include metaphors, similes, descriptive phrases Independent M – 3 verses. Children to try and include similes and metaphors. CT support LA – to write 2 verses including powerful wow words. TA support</td>
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<td>Lesson 5</td>
<td>VCOP</td>
<td>Big writing To write an explanation. Share/celebrate previous work. Share Lo. Teacher to discuss and model activity. Children to write an explanation of what they would need to take with them when swimming. LA to work in small group with TA</td>
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### Lesson 3

- **VCOP**
  - To explore descriptive vocabulary through actions.
  - Explain to children that they will be taking part in some sporting activities and when they come back they will need to describe their actions, feelings, thoughts.
  - Recap on descriptive language including similes and metaphors.
  - Model e.g. While I was running, I could feel the wind blowing gently around me. My heart started beating like a drum.
  - Children to work in mixed ability groups. Children to take part in each activity in carousel and discuss how they felt before, during, after each activity.
  - Children to come back and write down descriptive words and phrases to describe how they felt before, during and after each activity.
  - Mixed ability groups.

### Lesson 4

- **VCOP**
  - To write a poem
  - Recap on the features of poetry.
  - Share Lo. Children to write a poem about the activities that they took part in yesterday.
  - They could write a verse about each activity.
  - Teach to model a verse based on one of the activities.
  - Children to spend 10 mins planning their poem
  - Children to write their poem.
  - Children to include metaphors, similes, descriptive phrases
  - Independent
  - M – 3 verses. Children to try and include similes and metaphors.
  - CT support
  - LA – to write 2 verses including powerful wow words.
  - TA support

### Lesson 5

- **VCOP**
  - Big writing
  - To write an explanation.
  - Share/celebrate previous work.
  - Share Lo. Teacher to discuss and model activity.
  - Children to write an explanation of what they would need to take with them when swimming.
  - LA to work in small group with TA

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### Children to share their descriptions about each activity.

### Children to evaluate their work against the success criteria.

### Selected children to share their poems.