Year 4
Autumn 2
The Great Plague

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## Theme Overview

### Lead Subjects
- History
- Geography
- Art and Design

### Additional Subjects
- Computing
- Mathematics
- English

### English
- Fairy Tales
- Classic Narrative Poetry
- Recount: Newspapers

<table>
<thead>
<tr>
<th>Visits</th>
<th>Visitors</th>
<th>Experiences</th>
<th>Events</th>
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</thead>
</table>

## Getting Started...

**Be Curious**
- Engage in first-hand experiences
- Embrace experiences which are remarkable to the individual
- Invoke a sense of awe and wonder
- Develop an appreciation of and responsibility for the environment
- Engage in multi-sensory learning

**Be Knowledgeable**
- Secure strong Literacy/Numeracy Skills
- Develop subject specific language
- Manage, receive, record and apply information
- Nurture a thirst for knowledge
- Apply cross-curricular skills
- Develop Information processing skills

**Be Adventurous**
- Work within one's own comfort zone and outside it
- Work in the real world with first-hand experiences
- Work practically
- Work on a large scale
- Experience exhilaration, challenge and achievement
- Develop problem-solving skills

**Be Ambitious**
- Develop responsibility for one's own learning
- Link with experts
- See possibilities
- Strive for improvement
- Seek opportunities
- Develop an open outlook
- Develop a ‘Growth Mindset’
- Develop relevant attributes of learning

**Be Creative**
- Choose how to use free time
- Developing hobbies and interests
- Apply skills to new situations
- Explore alternatives in problem solving situations
- Question ‘What if...?’ ‘Why not....?' etc.
- Develop creative thinking skills

**Be Collaborative**
- Work with others in an interactive learning process
- Respect the opinions and differences of others
- Value one's own perceptions and those of others
- Challenging one's own perceptions and those of others
- Work as a team
- Develop empathy
- Develop social skills

**Be Reflective**
- Make lifestyle choices in response to thoughts
- Identify and use one's aptitudes and interests as a vehicle for learning
- Move towards the understanding of a wide range of feelings
- Develop awareness of individual strengths and areas of development
- Develop reasoning skills

**Be Positive**
- Listen and respond to advice
- Value pupil voice
- Develop self-esteem
- Be listened to
- Manage one's own behaviour
- Develop own opinions
- Secure and articulate preferences
- Consider one's place in the world
- Foster intrinsic motivation
- Develop relevant attributes of learning
## Year 4 Autumn 2: The Great Plague

### History

#### Key Learning

#### Chronology
Show their increasing knowledge and understanding of the past by:
- Making some links between and across periods, such as the differences between clothes, food, buildings or transport.
- Identifying where some periods studied fit into a chronological framework by noting connections, trends and contrasts over time.

#### Events, People and Changes
Be able to describe some of the main events, people and periods they have studied by:
- Understanding some significant aspects of history, e.g. *how the Great Plague of 1665 affected London and beyond.*

#### Communication
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- When doing this they should use specialist terms, e.g. *Bills of mortality, plague pits* and vocabulary linked to chronology.
- Produce structured work that makes some connections, draws some contrasts, frame historically-valid questions involving thoughtful selection and organisation of relevant historical information using appropriate dates and terms.

#### Enquiry, Interpretation and Using Sources
- Understand some of the methods of historical enquiry, and how evidence is used sources to make detailed observations, finding answers to questions about the past.
- Use some sources to start devising historically valid questions about change, cause and significance e.g. *of the Great Plague.*
- Understand some of the methods of historical enquiry, how evidence is used to make historical claims.
- Use sources as a basis for research from which they will begin to use information as evidence to test hypotheses e.g. *whether the uniform of a plague doctor would work as protection from the disease.*
- Identify some of the different ways in which the past can be represented, and that different versions of the past such as an event *may exist (artist’s pictures, museum displays, written sources).*
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### History

#### Creative Learning Opportunities and Outcomes

<table>
<thead>
<tr>
<th>Question</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>What was London like in the time before the Great Fire of London in 1666?</td>
<td>Recap the events of the fire, and reasons that it spread so quickly. Examine Visscher’s 1616 map (<a href="#">here</a>) of the Thames and London. Describe the details and list interesting features. How many churches can be seen? What might this suggest about the importance of religion in Stuart England?</td>
</tr>
<tr>
<td>What other sources can we use to imagine what London might have been like?</td>
<td>The Telegraph website (<a href="#">here</a>) has a 3D animation which recreates what London may have looked like before the Great Fire.</td>
</tr>
</tbody>
</table>
| What was the plague and why was it a problem? | Using the nursery rhyme below, explain what the elements represent. *Ring-a-ring o’ roses, A pocket full of posies, A-tishoo! A-tishoo! We all fall down.*  
*Ring-a-ring o’ roses* – the rash that was an alleged symptom of the plague.  
*A pocket full of posies* – posies of herbs were carried as protection and to stave off the smell of the disease.  
*A-tishoo! A-tishoo!* – sneezing or coughing was a final fatal symptom of the plague.  
*We all fall down* – death. |
| Why did plague spread so quickly? | Using source pictures and the story of the Great Fire of London, describe the cramped and dirty living conditions for the majority of the London population. The rats carried the disease by having infected fleas in their fur. What do we know about the preferred habitat of these animals? What might this suggest about the sanitary conditions? |
| What help was available? | Plague doctors were familiar sights, particularly as many legitimate doctors fled at the first sight of plague as they knew it was hopeless. Being a plague doctor was a badly paid and terribly unpleasant job and not one for people who wanted a long life. Surprisingly they did wear clothing that offered some protection. Waxed leather coats covered their body which would have been vaguely effective at protecting them against flea bites. They also wore an unusual bird mask which had sweet-smelling materials in the beak. This may have been just to mask the awful smell but also may have protected the wearer from airborne disease. Birds were also thought to be connected with the plague and it was hoped the disease would leave the sick to enter the bird. Plague doctors would also carry sticks to prod patients and dead bodies. Use the picture of the plague doctor ([here](#)) and suggest why they were nicknamed ‘quacks’? Look at the source and describe the uniform. |
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**History**

**Creative Learning Opportunities and Outcomes (contd.)**

<table>
<thead>
<tr>
<th>Question</th>
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<tbody>
<tr>
<td>How did people cope with being incarcerated with dying relatives and friends?</td>
<td>Use the book ‘My story: A London Girl’s diary 1665-1666 The Great Plague’ by Pamela Oldfield. How did Alice survive in her house? What did she need to have before she could leave the city and go to Woolwich? Although this is fiction, what similarities are there between this and the factual source account (here) from Samuel Pepys? Where did he intend to go? Are there any differences in the way Samuel and Alice were treated, and why might that be?</td>
</tr>
<tr>
<td>What were the plague pits and why were they necessary?</td>
<td>Discuss what is happening in the pictures from the National Archives website (here). How might the children feel if the cross was painted on their house door (picture 2)? What might happen to them? Imagine they had been recruited to help collect the dead and dispose of the corpses in plague pits. How would they get bodies from upstairs windows (the doors would be probably nailed shut) and transport and bury them?</td>
</tr>
<tr>
<td>How do we know about the London Great Plague victims? How many did it kill?</td>
<td>Examine the London Mortality Bill of 19-26 September 1665 from the Museum of London website (here). These bills were the lists of people who had died in London each week, and their cause of death. Identify how many died from the plague and research some of the other causes of death. Some of them, such as spotted fever, might well have been the plague too. In total, the mortality bills show that 68,956 died of the plague, but the real number is thought to be closer to 100,000. Below are some of the causes of death and what they are better known as today (be aware of any that might prove sensitive). Ensure that children are aware that advances in modern medicine mean that diseases that were fatal in the 17th Century can be cured or treated nowadays.</td>
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<table>
<thead>
<tr>
<th>Disease</th>
<th>Modern Name</th>
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<tbody>
<tr>
<td>Gout</td>
<td>Inflammation due to build-up of uric acid in tissue</td>
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<tr>
<td>Jaw Fln (Lockjaw)</td>
<td>Lockjaw, also known as tetanus</td>
</tr>
<tr>
<td>Lethargy</td>
<td>Sleeping sickness (possibly encephalitis)</td>
</tr>
<tr>
<td>Falling of the lights</td>
<td>‘Lights’ is another word for lungs</td>
</tr>
<tr>
<td>Tissick</td>
<td>Tuberculosis (also known as consumption)</td>
</tr>
<tr>
<td>King’s Evil</td>
<td>Tuberculosis of neck (scrofula)</td>
</tr>
<tr>
<td>Surfet</td>
<td>Vomiting from over-eating</td>
</tr>
<tr>
<td>Meagrom</td>
<td>Severe headache</td>
</tr>
<tr>
<td>Stone</td>
<td>Gall stone</td>
</tr>
<tr>
<td>Itch</td>
<td>Scabies</td>
</tr>
<tr>
<td>Impostume</td>
<td>A cyst or abscess</td>
</tr>
<tr>
<td>Tympany</td>
<td>Tumour</td>
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If children are to research differences in medical practice between the two periods, consider focusing on dental ailments rather than the list above as research materials are more likely to be age appropriate.
### Year 4 Autumn 2: The Great Plague

#### History

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<thead>
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<tr>
<td><strong>Did the plague spread outside of London? What happened at Eyam?</strong></td>
</tr>
<tr>
<td>Find the location of London and Eyam in Derbyshire on a map. Measure the distance between, and work out how long it might have taken a trader to travel there by foot on the poorly made roads. Using the Eyam Museum website (<a href="#">here</a>) discuss the sacrifice of the people that lived and died in the village. How did they prevent the spread of disease? Use the museum website sources (<a href="#">here</a>) to answer questions about the plague in the village.</td>
</tr>
<tr>
<td>Using the drama techniques such as 'Meetings' and 'Conscience Alley' explained in the document (<a href="#">here</a>), explore the perspectives of people living in Eyam. Consider both sides of the discussion for quarantining the village and the impact on the lives of individuals.</td>
</tr>
<tr>
<td>Once the plague was over, the population of London recovered surprisingly quickly. New people came to London to take over jobs left vacant by those who had died. There was a sudden rise in the number of marriages and births. The plague lingered until the last reported case in 1679. The Great Fire of London in 1666 destroyed much of the squalid conditions that the rats liked to live in.</td>
</tr>
<tr>
<td>The plague still exists today in countries like India and Madagascar, but is affects fewer people than in 1665.</td>
</tr>
<tr>
<td><strong>Does the plague still exist today?</strong></td>
</tr>
</tbody>
</table>
| }
### Geography

#### Key Learning

**Locational Knowledge**
- Name and locate counties and cities of the United Kingdom (relevant to your location and to this theme).

**Human and Physical Geography**
- Describe and understand key aspects of human geography including types of land use.

**Mapping**
- Use a wider range of maps (including digital), and atlases to locate features studied.
- Use maps and diagrams from a range of publications e.g. recycling/waste site maps and plans from the local Council website.
- Use maps at more than one scale.
- Recognise that larger scale maps cover less area.
- Recognise patterns on maps and begin to explain what they show.
- Use 4 figure coordinates to locate features on maps.
- Use plan views.
- Recognise some standard OS symbols.
- Link features on maps to photos and aerial views.

**Fieldwork**
- Observe, measure and record the human and physical features in the local area using a range of methods including cameras and other digital devices.

**Enquiry and Investigation**
- Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes.

**Communication**
- Identify and describe geographical features, processes (changes), and patterns.
- Use geographical language relating to the physical and human processes.
- Communicate geographical information through a range of methods including graphs and presentations.
- Express opinions and personal views about what they like and don’t like about specific geographical features and situations.

**Use of ICT/Technology**
- Use the zoom facility on digital maps to locate places at different scales.
- Add a range of text and annotations to digital maps to explain features and places.
- View a range of satellite images.
- Add photos to digital maps.
- Use spreadsheets, tables and charts to collect and display geographical data.
- Make use of geography in the news – online reports and websites.
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Geography

Creative Learning Opportunities and Outcomes

Purpose of the unit
In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment. They will begin to identify and explain differing views that people have about topical environmental and geographical issues.

Key questions
- What is meant by ‘environment’?
- What do we like/dislike about our environment (classroom, school, home, town, country, world etc)?
- How much waste/rubbish do we all produce?
- What, exactly, is meant by waste/rubbish? Where does all the rubbish go? How does it get there? What are these places like?
- Could more waste be reused or recycled?
- How could we reduce the amount of rubbish we produce in the first place?
- Why should we reduce the amount of rubbish produced?
- How could we persuade others to reduce the amount of waste they produce?

Activities / Enquiry
- Calculate the amount of rubbish produced by the class in one week. Save and categorise all rubbish produced (provide suitable containers for each type of rubbish). Keep a running total of rubbish produced each day then weigh, graph, chart and present the findings.
- Ask children to bring in any junk mail sent to their household in a week. What is meant by ‘junk mail’? Categorise different types of mail and present findings. How could this be reduced? What usually happens to junk mail in your house?
- Collect or photograph rubbish/litter in the school grounds. (Note provide suitable equipment and advise children against picking up certain types of rubbish). Where was the most litter found? Children discuss how they feel about rubbish in their environment. Categorise rubbish/litter types. How could the amount of litter be reduced? Repeat the exercise another week and see if improvements have been made.
- Investigate where our household waste goes. How does it get there? As a class discuss issues such as: How often are bins emptied? Does it matter?
- Research local waste disposal and recycling centres through your local council website, such as the Lancashire County Council website (here). What types of waste are recycled in each place?
- Research ‘landfill’ and its effects. Where are these located? Why do some people object to new or expanding landfill sites? Where else could rubbish go? Research other aspects of waste disposal e.g. ‘fly-tipping’ and why people do this.
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Geography

Creative Learning Opportunities and Outcomes (contd.)

- View landfill sites, waste centres and recycling centres on aerial or satellite images and compare with large-scale local OS maps such as those on Digimap for Schools (here). Why have they been located in specific places? What other types of land use can be seen nearby? Annotate significant features on the map.

- Visit a local waste recycling centre such as Global Renewables in Leyland, Lancashire (here) and/or use their resources.

- View images or videos about waste and recycling online, such as ‘Recycling – what’s the best way to sort waste?’ from the BBC Learning Zone (here) or a video showing recycling collection from the Biffa website (here) or the images from the Geographical Association (here).

- Research the hypothesis ‘We are never more than six feet away from a rat’ online. Is it true or is it likely to be an exaggeration? What type of environment does a rat require? Where do most rats live? Investigate what other vermin rubbish might attract if it is not cleared away.

- What other sorts of waste are produced nationally and globally? How do industries/countries try to reduce different types of waste?
Art and Design

Key Learning

Exploring and Developing Ideas
- Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.
- Question and make thoughtful observations about starting points and select ideas to use in their work.

Drawing
- Experiment with ways in which surface detail can be added to drawings, e.g. use grades of pencil, biros, charcoal and chalk.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.
- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.
- Experiment with different grades of pencil and other implements to create lines and marks.
- Experiment with different grades of pencil and other implements to draw different forms and shapes.
- Experiment with different grades of pencil and other implements to achieve variations in tone.
- Begin to show an awareness of objects having a third dimension.
- Create textures with a wide range of drawing implements, e.g. use oil and chalk pastel.

Painting
- Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.
- Work on a range of scales e.g. thin brush on small picture etc.
- Create different effects and textures with paint according to what they need for the task.

Printing
- Create printing blocks using a relief or impressed method.
- Create repeating patterns.
- Print with two colour overlays.

Evaluating
- Annotate work in journal.
- Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
- Adapt their work according to their views and describe how they might develop it further.
**Art and Design**

**Creative Learning Opportunities and Outcomes**

**Exploring and developing ideas**
Linked to the history learning opportunity, explore the use of the image of the skull. This has long been used to represent ideas linked with death, such as decoration on the front cover of the Bills of Mortality. In some places, skulls were collected and displayed in crypts such as Holy Trinity Church in Rothwell. Many artists have been inspired by the image of a skull; Damien Hirst has developed a skull motif in print and in 3-D. Children can discuss the feelings this image evokes and why artists are fascinated by it. Jean Basquait also uses skull imagery and Escher’s intricate drawing ‘Eye with Skull’ is an excellent example of drawing. Extensive drawing will help children manipulate improved images for printmaking. The children’s drawings can be developed into prints using a variety of techniques such as using Quickprint foam. The BBC Learning Zone website illustrates the use of Quickprint foam (here).

**Drawing and Painting**
- Use photographs of skulls or skeletons (which may be used in science) to make a series of drawings in sketchbooks.
- Use full range of drawing materials; grades of pencils, charcoal and chalk to make careful drawings, smudge to help create 3-D effects.
- Work on a larger scale, perhaps with charcoal and graphite sticks, using skull motif.
- Look at the work of Jean Basquait and experiment bringing vibrant colour into their next drawing of the skull, perhaps with oil pastels.
- Look at Escher’s ‘Eye with Skull’ and draw own eye using mirrors and grades of pencil in sketchbooks, try to include a skull.
- Develop drawings in watercolour.

**Printing**
- From drawings develop a simplified printing motif of a skull.
- Draw simplified image onto Quickprint foam using a sharp pencil.
- Plan and discuss ways in which this image could be translated or rotated and repeatedly printed. This may also be an opportunity to reinforce mathematical learning about 90° and 180° turns.
- Plan and discuss colour choices for print or background; perhaps print on monochrome drawing of a church or plague mask etc.
- Use rollers and printing ink to print image repeatedly; make individual and/or group prints.
- Clean inking plate by washing and experiment with two colours or work with a partner using alternate colours. Discuss and plan rotation again.
- When dry, work into print with pastel or watercolours if desired.

**Evaluating**
- Use sketchbook to refer back to original ideas to incorporate as work progresses.
- Give children time to evaluate their work and that of others, describe what they like or might change next time, what materials they preferred using, what advice they may give another artist.
### Additional Curriculum Links

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Learning</th>
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| Computing | **Data Handling Skills**  
- Create frequency diagrams and graphs to answer questions.  
- Create and use a branching database to organise and analyse information to answer questions.  
- Begin to identify what data should be collected to answer a specific question.  
- Collect data and enter it into a database under appropriate field headings.  
- Use a database to answer straightforward questions by searching, matching and ordering the contents of a single field.  
- Based on the data collected, children should raise their own questions and translate them into search criteria that can be used to find answers to specific questions.  
- Compare different charts and graphs, e.g. in tables, frequency diagrams, pictograms, bar charts, databases or spreadsheets and understand that different ones are used for different purposes.  
- Select and use the most appropriate method to organise and present data.  

**Knowledge and Understanding**  
- Understand that there are different types of data.  
- Understand the need to structure information properly in a database.  
- Know, understand and use the vocabulary: file, record, field, sort and search.  
- Recognise similarities and differences between ICT and paper-based systems.  
- Talk about the advantages of using IT to sort, interrogate and classify information quickly. |

<table>
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</table>
| **Overview**  
This unit is the main data handling unit for computing in Year Four. There is a further opportunity to revisit data collection and analysis in the second half of the summer term through using tools such as branching databases to support the classification of animals and plants in science. The computing within this unit will link well with the mathematics learning opportunities. The main database work can focus on data from the Great Plague (history) while the branching database activities can link to recycling (geography).  

**Activities**  
Once the children have learnt about the different materials that can be recycled, they can use their knowledge to form a branching database. The database will look at sorting the different types of materials that can be recycled. Examples of software that schools often use to support work on branching databases are Flexitree, 2Question, Textease Studio CT and Microsoft PowerPoint. There is an example of a branching database on the CLEO website ([here](#)).  

Linked to the history learning opportunity, there are several good sources of information pertaining to the deaths from the plague that can be used to source the data for this work, for example:  
- History Learning Site - data for London ([here](#)).  
- Eyam Museum website ([here](#)). The teacher resource pack has a document that contains the deaths per month for 1665 - 1666.  
- Children and Youth in History website - Bills of Mortality ([here](#)).  

Children will have had some experience of using databases from KS1 but much of the key vocabulary (e.g. database, record, sorting, field...) will be new to them and may need to be embedded first. It is also important to discuss the advantages of using IT over paper-based methods and the different types of data that can be used. The key learning provides a structure for the work which needs to link with the mathematics and history elements. |
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#### Additional Curriculum Links

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<tr>
<td><strong>Computing</strong></td>
<td>- Understand that effective yes / no questions are key to organising data efficiently in a branching database.</td>
<td>Children can then interrogate the data using questions such as:</td>
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<tr>
<td>(contd.)</td>
<td>- Understand that there are different types of data, e.g. numeric, alphabetic, date, alphanumeric.</td>
<td>▪ What type of graph is the most appropriate for representing this data?</td>
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<td></td>
<td>- Know that ICT can enable the creation of a variety of tables and graphs that are used for different purposes.</td>
<td>▪ Which month in 1665 was worst for plague deaths in Eyam?</td>
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<td></td>
<td>- Understand some graphs and charts are more appropriate and easier to read than others.</td>
<td>▪ Which week/month in 1665 was the worst for plague deaths in London?</td>
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<td></td>
<td>- Begin to make choices about how to present data to solve a specific problem.</td>
<td>▪ What type of graph is the most appropriate one to compare plague deaths in London in different months?</td>
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<td></td>
<td></td>
<td>▪ Is it easy to compare data from Eyam and London graphically? If not why?</td>
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<tr>
<td><strong>eSafety</strong></td>
<td><strong>Skills</strong></td>
<td>For database work such as this, Microsoft Excel, Textease Studio CT and 2Investigate are commonly used.</td>
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<tr>
<td></td>
<td>- Use technology responsibly.</td>
<td>Anti-Bullying week occurs in November. This is a good opportunity to support online safety work on cyberbullying. Work on data also provides an opportunity to look at the storage of data online and copyright.</td>
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<tr>
<td></td>
<td>- To create appropriate passwords.</td>
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<tr>
<td></td>
<td>- Keep passwords and personal data safe.</td>
<td><strong>Resources</strong></td>
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<tr>
<td></td>
<td>- Recognise acceptable behaviour.</td>
<td>▪ Jigsaw movie on cyberbullying and grooming from the Thinkuknow website (<a href="#">here</a>).</td>
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<tr>
<td></td>
<td>- Recognise unacceptable behaviour.</td>
<td>▪ Information about Cyberbullying from the Thinkuknow website (<a href="#">here</a>).</td>
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<td>- Be able to create a ‘secure’ password, e.g. combination of letters, symbols and numbers in accordance with the school’s eSafety policies and procedures /Acceptable Use Policy.</td>
<td>▪ Sharing personal information (song) from the CBBC website (<a href="#">here</a>).</td>
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<tr>
<td></td>
<td>- Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.</td>
<td>▪ Microsoft Password checker (<a href="#">here</a>).</td>
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<td>▪ Password security information from the Get Safe Online website (<a href="#">here</a>).</td>
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<td>▪ Password Rap from the Netsmartz website (<a href="#">here</a>).</td>
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<td>▪ School Acceptable Use Policy.</td>
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<td>▪ The SMART Crew ‘Chapter 5: Be careful when meeting up’ from the Childnet website (<a href="#">here</a>).</td>
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<td>▪ ‘Beware of Computer Hackers!’ clip from the BBC Learning Zone website (<a href="#">here</a>).</td>
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<td>Online safety work provides an opportunity to use IT to review pupil learning. Possible ways to review the learning are to create leaflets, presentations, films, animations, songs, raps or posters.</td>
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*Note: Additional links to resources are provided in the Resources section.*
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#### Additional Curriculum Links

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<tr>
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| Computing (contd.) | **Knowledge and Understanding**  
- Know how to use technology responsibly.  
- Understand the need to keep personal information and passwords private in order to protect themselves when communicating online.  
- Know how to respond if asked for personal details or in the event of receiving unpleasant communications, e.g. saving the message and showing to a trusted adult – according to the school’s eSafety policies and procedures / Acceptable Use Policy.  
- Understand the risks posed by the internet relating to contact e.g. bullying, grooming.  
- Know a range of ways to report concerns about contact.  
- Understand what acceptable online behaviour is.  
- Recognise that cyber bullying is unacceptable and will be sanctioned according to the school’s eSafety policies and procedures / Acceptable Use Policy.  
- Know how to report an incident of cyber bullying if and when it occurs, according to the school’s eSafety policies and procedures / Acceptable Use Policy.  
- Understand the risks involved in arranging to meet and subsequently meeting anybody from the online world in the offline world.  
- Understand the need for certain rules of conduct particularly when using live forms of communication, e.g. chats and forums in the school’s VLE, taking turns to speak when video conferencing.  
- Know the school’s rules for keeping safe online and be able to apply these beyond school. |
Year 4 Autumn 2: The Great Plague

Additional Curriculum Links

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Learning</th>
<th>Creative Learning Opportunities and Outcomes</th>
</tr>
</thead>
</table>
| Mathematics      | **Geometry – Position and Direction**                                         | Linked to the history learning opportunity, look at the map of London from 1593 ([here](#)) which was prior to the Great Fire of London. Use the key at the bottom to find the places that are numbered. Can you find them all? Why is it difficult? What would make it easier? Map makers use a system of vertical and horizontal lines on a numbered grid. By using these numbers, or coordinates, we can identify places more easily.  

**Geometry – Position and Direction**

- Describe positions on a 2-D grid as coordinates in the first quadrant.  
- Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps.  
- Use place value, known and derived facts to multiply mentally.  
- Multiply two-digit and three-digit numbers by a one digit number using formal written layout.  
- Choose an appropriate strategy to solve a calculation based upon the numbers involved.  

Sequences can be explored through thinking about how disease was spread through the rat population and also the human population. Bubonic plague was spread by fleas carried in the fur of rats. If one rat carrying the disease came into contact with another rat, there would be two rats carrying the disease. If these two rats each came into contact with another rat, then there would be four rats carrying the disease. If this continued, what sequence would be created? 1 rat, 2 rats, 4 rats, 8 rats, 16 rats, 32 rats etc. which is a doubling sequence. Would this be realistic? No because rats live together in large numbers so the disease would have spread amongst the rats much more quickly. Investigate the sequence that would arise if one rat came into contact with two other rats, and each subsequent rat came into contact with another two rats: 1 rat, 3 rats, 9 rats, 27 rats, 81 rats etc. which is a trebling sequence.  

Other sequences could be investigated in which rats come into contact with a different number of other rats. This would lead to children using multiplication to calculate the next number in the sequence. The early terms of the sequence may require a mental strategy, whereas later on in the sequence a written method may be more appropriate. Children should make decisions at each stage of the sequence as to the most efficient method to calculate the next number. For example, after 81 rats in the trebling sequence, children may use a mental method of partitioning the 81 into 80 and 1, multiplying each part by 3 (using place value and known facts, 8 x 3 = 24 so 80 x 3 = 240) then recombining the answers to give 243 rats. At this stage, a child may choose to employ grid method of multiplication to work out 243 x 3.
### Additional Curriculum Links

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| **Mathematics** (contd.) | **Statistics**  
  - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.  
  - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. | Look at a sample page ([here](#)) from London’s Bill of Mortality for 1664-65. How could the information about how people died in that week be presented as a graph? What difficulties are there in presenting the information as a bar chart? **There are lots of different causes of death.** **The numbers for each cause are relatively small except for plague which is exceptionally high.** **The scale of the graph would be difficult to create.**  
  
  One possible way to present the data would be to compare deaths from plague to all other causes – just two bars on the graph. Children would have to calculate the total of all the other causes of death, either by adding them together or using knowledge of inverse operations and the information near the bottom of the page.  
  
  Information from the History Learning Site ([here](#)) could be narrowed down and presented as a graph to demonstrate how the death toll rose quickly and then began to decrease. Children could explore potential reasons why. When presenting information as a graph, children would use bar charts or line/time graphs to identify the trend in the rise and fall of the plague. The numbers within the data and the subsequent scale of the graph are typical of the Year Four expectations for number and place value.  
  
  The Eyam Museum website ([here](#)) contains a teachers’ pack of resources, one of which is the Plague Victims in Chronological Order. Information on the first page only could be interrogated and used to create graphs, but also to try and spot patterns in the information, particularly of surnames. This could then lead to children suggesting how the plague affected individual families. Predictions could be made regarding the number of victims each month from April 1666 to December 1666.  
  
  Linked to the geography learning opportunities children can select an appropriate graphical method to present the information about the rubbish/waste produced each day and interpret the findings. |
### Year 4 Autumn 2: The Great Plague

#### Additional Curriculum Links

<table>
<thead>
<tr>
<th>Subject</th>
<th>Key Learning</th>
<th>Creative Learning Opportunities and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mathematics</strong></td>
<td>• Use a variety of sorting diagrams to compare and classify (numbers and geometric shapes based on their properties and sizes)</td>
<td>Linked to the geography learning opportunities children can select an appropriate sorting diagram to best sort the different types of mail to identify ‘junk’ mail; rubbish/litter types to determine how litter can be reduced.</td>
</tr>
<tr>
<td>(contd.)</td>
<td><strong>Number – Addition and Subtraction; Multiplication and Division</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method.</td>
<td>Linked to the geography learning opportunities on calculating the amount of waste/rubbish that is produced by a class in a week, children could then scale this up to get a figure for the school; all the schools in the town etc.</td>
</tr>
<tr>
<td></td>
<td>• Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Add and subtract numbers with up to four digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use place value, known and derived facts to multiply and divide mentally.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Divide numbers up to three digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</td>
<td>Linked to the geography learning opportunities on using scales on maps to calculate real distances from measurements taken from the map.</td>
</tr>
</tbody>
</table>
# Year 4 Autumn 2: The Great Plague

## English

### Key Learning

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fairy Tales</th>
<th>Classic Narrative Poetry</th>
<th>Recount: Newspapers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td>Innovated narrative based on a model.</td>
<td>Learn a poem by heart for performance.</td>
<td>Newspaper report.</td>
</tr>
<tr>
<td><strong>Possible Duration</strong></td>
<td>3-4 weeks.</td>
<td>1-2 weeks.</td>
<td>2-3 weeks.</td>
</tr>
</tbody>
</table>

#### Reading

- Listen to, read and discuss a fairy tale.
- Retell a fairy tale.
- Identify, analyse and discuss themes e.g. *safe and dangerous, just and unjust*.
- Explain the meaning of key vocabulary within the context of the text.
- Make predictions based on information stated and implied.
- Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

#### Writing

- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action*.
- Use commas to mark clauses in complex sentences.
- Use inverted commas and other punctuation to indicate direct speech e.g. *The tour guide announced, “Be back here at four o’clock.”*
- Read and analyse a fairy tale in order to plan and write their own versions.
- Discuss and record ideas for planning e.g. *chunk a plot*.

- Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth*.

#### Outcome

- Innovated narrative based on a model.
- Learn a poem by heart for performance.
- Newspaper report.

#### Possible Duration

- 3-4 weeks.
- 1-2 weeks.
- 2-3 weeks.
### English

#### Key Learning (contd.)

<table>
<thead>
<tr>
<th>Unit</th>
<th>Fairy Tales</th>
<th>Classic Narrative Poetry</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Suggested Texts</td>
<td>Fairy Tales set in 1600s</td>
<td>The Pied Piper of Hamelin illustrated version by Robert Browning and Kate Greenaway.</td>
<td>First News (here).</td>
</tr>
<tr>
<td></td>
<td>▪ Puss in Boots from Storynory (here).</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Puss in Boots YouTube clips (here) and (here).</td>
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</tbody>
</table>
# Year 4 Autumn 2: The Great Plague

## English

### Fairy Tales – Creative Learning Opportunities and Outcomes

#### Creating interest
- Listen to a soundtrack and/or view a clip of the opening of the focus fairy tale e.g. *The Pied Piper DVD version*, *Walt Disney’s The Pied Piper or Puss in Boots*.
- Raise questions using who, what, where and when about the clip and answer in pairs, small groups then whole class.

#### Learning outcomes
- Children will be able to raise and answer questions.
- Children will be able to identify the characters, setting and events, and predict further.

### Reading

**Grammar:** Warm ups throughout the reading phase - focus on using fronted adverbials for 'where'.

**Reading and responding**
- Read three different openings to the same fairy tale e.g. *The Pied Piper or Puss in Boots*, and involve children in identifying new words and phrases. Clarify and discuss any new vocabulary encountered to aid understanding of the text. Extend with use of dictionaries and thesauruses to build a store of words for further use and display on working wall.
- Continue to read and explore the next events of one version of the fairy tale and use a film version if available.
- Model prediction of events and character behaviour using images from a film version and/or short sections of the text.
- Retell the key events in the fairy tale.
- Clarify understanding of the text using point + evidence e.g. in The Pied Piper tale ‘I think the Pied Piper is angry because the mayor didn’t pay him the money. I think this because it says he used an angry voice.’
- Draw inferences around a range of characters in the fairy tale and provide opportunities for children to explore via drama e.g. interviewing characters in role, freeze framing or hot seating. Follow-up with short writing opportunities in role as a character e.g. *think, say, feel* bubbles, diary in role or role on the wall.
- Independently read other versions of the same fairy tale. Discuss any new vocabulary, clarify and collect.

**Learning outcomes**
- Children will be able to identify and clarify new vocabulary.
- Children will be able to predict events and character behaviour.
- Children will be able to identify a point and back up their thinking with evidence from a text.
- Children will be able to infer character thoughts, feelings and speech.
## Fairy Tales – Creative Learning Opportunities and Outcomes (contd.)

### Reading and analysing
- Model chunking the fairy tale into key events using a plot pattern e.g.

<table>
<thead>
<tr>
<th>The Pied Piper</th>
<th>Extract the basic plot</th>
<th>New tale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamelin is infested with rats.</td>
<td>Town is in trouble – infested by animals/insects or other problem.</td>
<td></td>
</tr>
<tr>
<td>Mayor offers a reward for anyone who can rid the town of rats.</td>
<td>Head of town offers a reward for someone to help.</td>
<td></td>
</tr>
<tr>
<td>Pied Piper offers to get rid of the rats and does so by piping a tune.</td>
<td>Someone comes along and offers to help rid the town of the problem.</td>
<td></td>
</tr>
<tr>
<td>Rats disappear.</td>
<td>Animals/insects/problem disappears.</td>
<td></td>
</tr>
<tr>
<td>Mayor is not happy that the Piper only played a tune and won’t pay.</td>
<td>Head of town is not pleased by how the problem has been solved.</td>
<td></td>
</tr>
<tr>
<td>Pied Piper gets his revenge by piping his flute to take the children of Hamelin away.</td>
<td>Revenge is taken by the helper.</td>
<td></td>
</tr>
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</table>

- Discuss the themes across the texts, e.g. *revenge*.
- Create a class checklist of features for use during the writing phase.

### Learning outcomes
- Children will be able to retell using key points.
- Children will be able to discuss themes using evidence from the text.
- Children will be able to identify key events in a fairy tale and create a plot pattern.

### Gathering content
**Grammar:** Warm ups throughout the gathering content phase - focus on the use of inverted commas for speech.
- Using the plot pattern created, extract the basic plot details and model innovation for a new tale.
- Develop ideas based on the model and use *think, say, feel* approaches to add detail to the new plot.
- Develop the use of what characters will say using drama and link to writing speech in the new tale.

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</table>

- Children will be able to generate ideas for a new tale.
- Children will be able to say what new characters are thinking, saying and feeling to add details to a plan.
- Children will be able to develop use of speech for use in the new tale.
### Year 4 Autumn 2: The Great Plague

#### English

<table>
<thead>
<tr>
<th>Fairy Tales – Creative Learning Opportunities and Outcomes (contd.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
</tr>
<tr>
<td>✷ Use the new plot pattern created. Use shared writing techniques to model a section at a time with the children.</td>
</tr>
<tr>
<td>✷ Focus on skills – appropriate use of fronted adverbials for 'where' and the inclusion of speech using inverted commas.</td>
</tr>
<tr>
<td>✷ Children follow the modelling each day from the whole class focus and use their own plan to inform writing.</td>
</tr>
<tr>
<td>✷ Use AFL, marking and feedback to adjust shared writing focus daily.</td>
</tr>
<tr>
<td><strong>Learning outcomes</strong></td>
</tr>
<tr>
<td>✷ Children will be able to write a story, based on a model, which includes:</td>
</tr>
<tr>
<td>✷ Appropriate use of fronted adverbials for 'where'.</td>
</tr>
<tr>
<td>✷ Use of speech using inverted commas.</td>
</tr>
<tr>
<td>✷ Features of the fairy tale genre.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Outcome</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Innovation of a fairy tale with appropriate features.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Presentation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>✷ Present the story to an audience. This could include oral telling for a younger audience or assembly.</td>
<td></td>
</tr>
<tr>
<td>✷ Publish as a book for the school library, on the school’s website or using ICT e.g. as a comic strip using Comic Life - (<a href="#">here</a>).</td>
<td></td>
</tr>
</tbody>
</table>
### Year 4 Autumn 2: The Great Plague

#### Classic Narrative Poetry - Creative Learning Opportunities and Outcomes

**Creating interest**
- Use objects, images and word cards to represent the nouns from the first verse of the poem selected e.g. The Pied Piper: *dogs, cats, rats, babies, cradles, kegs, nests, hats* or Macavity: *cat, street, paw, eyes, head, square*.
- Reveal each item from a box or bag and ask children to identify what they are. View or listen to an oral telling of the relevant verses and spot them in the context of the poem e.g. The Pied Piper YouTube clip ([here](#)) or Michael Rosen's recitation on the BBC Schools ([here](#)).
- Discuss the use of the nouns in context of the poem.

**Learning outcomes**
- Children will be able to identify nouns within the context of a poem.

**Reading**

**Grammar:** Warm ups throughout the reading phase - focus on exploring, identifying collecting and using noun phrases.

**Reading and responding**
- Model reading the first verse of a poem and identify key vocabulary to discuss.
- Underline new vocabulary which needs further discussion and which captures the children’s interest.
- Provide dictionaries for children to investigate new vocabulary in pairs or small groups. Include thesauruses to extend vocabulary and create synonym charts.
- Review as a class, clarifying and explaining vocabulary as appropriate, and add definitions and notes around a large version of the poem to the working wall.
- Develop children’s responses to the poem using an approach such as zone of relevance. Provide a bank of words which may or may not be relevant to the main character. Children place words in the relevant zone justifying with evidence from the text. Record responses in writing.
- Repeat with further verses of the poem.
- Model creating a character circle by identifying a key character and adding key words and phrases from the poem. Children create their own character circle using information gained from reading with key words and phrases from the poem and word banks and synonyms. Focus on using noun phrases to describe the key character and link to the grammar focus.
- Model writing a short descriptive poem with noun phrases to describe e.g. *The Pied Piper, The Great Plague, Macavity*.
- Children create their own descriptive poems.

**Learning outcomes**
- Children will be able to read and discuss key vocabulary in a poem.
- Children will be able to collect words and phrases and investigate meanings.
- Children will be able to represent key points in a poem using images and key vocabulary.
- Children will be able to create a poem with noun phrases.

**Reading and analysing**
- Listen to or view a poem being performed e.g. The Pied Piper YouTube clip ([here](#)), Macavity YouTube clip ([here](#)) or Michael Rosen’s recitation on the BBC Schools ([here](#)).
- Discuss how the poem is presented through oral telling with images, words and phrases for emphasis.
- Discuss various presentations of the poem e.g. in print, on screen, oral telling without images, oral telling with images.
- Which do the children prefer and why? Record responses in writing as a poem review.

**Learning Outcomes**
- Children will be able to identify how a poem is presented.
- Children will be able to express their preferences and give reasons.
### Year 4 Autumn 2: The Great Plague

#### English

**Classic Narrative Poetry - Creative Learning Opportunities and Outcomes (contd.)**

<table>
<thead>
<tr>
<th>Gathering content</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Prepare a poem to read aloud by text mapping the lines of each verse with pictures and vocabulary (similar to a story map) in pairs or small groups.</td>
<td>▪ Children will be able to learn a poem by heart in preparation for performance to an audience.</td>
</tr>
<tr>
<td>▪ Identify images, props and actions for the poem and annotate poetry map accordingly.</td>
<td></td>
</tr>
<tr>
<td>▪ Rehearse the poem in preparation for performance.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing (presenting and performing)**

| ▪ Present poems to other groups or record using ICT for playback and review. | Learning outcomes |
| ▪ Model the process of giving constructive feedback. Children propose changes for their own or others’ performance after viewing. | ▪ Children will be able to perform a poem using intonation, tone, volume and action. |
| ▪ Children adjust performance in the light of evaluation and rehearse, identifying the improvements. | ▪ Children will be able to provide carefully constructed feedback for their own or others’ performances. |
| ▪ Children perform to a wider audience e.g. another class, assembly, venue out of school etc. | ▪ Children will be able to adjust a performance after evaluation and feedback. |

**Outcome**

| ▪ Oral presentation of a poem learned by heart as a class or a small group. |

**Presentation**

| ▪ Presentation of a poem to an audience e.g. assembly, other class, recorded for live playback. | |
| ▪ Presentation of poem with noun phrases using artwork or ICT combining words, phrases, images and sounds e.g. Powerpoint, Photostory3. |
### Recount: Newspapers - Creative Learning Opportunities and Outcomes

#### Creating interest
- Listen to, or view breaking news linked to a fairy tale, such as ‘Sesame Street News Flash - The Pied Piper’ YouTube clip ([here](#)) or ‘The Pied Piper: News report’ ([here](#)). Alternatively, the teacher could be in role at the news desk to present the scenario.
- Engage children in discussion to explore the genre of news reporting. Pose key questions e.g. What is happening? How is this different to a story? Have you seen anything like this before? What does it remind you of? Record responses in writing.

#### Learning outcomes
- Children will be able to identify that information is presented via a news report.

---

#### Reading

**Grammar:** Warm ups throughout the reading phase – focus on identifying, selecting and effectively using pronouns.

**Reading and responding**
- Model reading a newspaper report from e.g. *First News*. Emphasise intonation, tone and volume. Children evaluate the reading of the text.
- Provide children with a copy of the same text or other newspaper text in pairs.
- Use a true/false game with statements on cards for children to sort into piles to retrieve information from the newspaper reports. Children create own true/false statements for another newspaper article and challenge others to find the information.
- Use the question hand and model raising questions using who, what, where, when, why about a newspaper article read. Model finding answers and identify where this information is found in an article (usually the opening paragraph).
- Children raise own questions and find answers in pairs or small groups linked to a further newspaper article.
- View news reports on screen and compare how these are presented with written newspapers.

**Reading and analysing**
- Read a newspaper report such as this one on the BBC News website ([here](#)), and ‘box up’ each section. This involves physically drawing a rectangle or ‘box’ around each section of the text and labelling e.g. headline, other headings, photograph, caption, paragraphs.
- Discuss the content of each section and how paragraphs are organised and linked together.
- Investigate language features of a newspaper including headlines, eye-witness reports, use of tenses, ‘over the top’ language and key focus on pronouns.
- Children evaluate further newspaper texts in pairs identifying language, structure and presentation. These could be linked to the fairy tale theme e.g. *Extra! Extra!: Fairy-Tale News from Hidden Forest* by Alma Flor Ada or *The Fairy Tale Times* by Sherill B Flora and J. Browning Wroe.

#### Learning outcomes
- Children will be able to identify, select and use pronouns.
- Children will be able to read, discuss and retrieve information from a newspaper text.
- Children will be able to read using intonation and expression.
- Children will be able to generate and answer questions with reference to the text.
- Children will be able to analyse the structure of a newspaper report.
- Children will be able to explain how paragraphs are organised in a newspaper report.
- Children will be able to identify the language features of a newspaper report (recount).
### English

**Recount: Newspapers - Creative Learning Opportunities and Outcomes (contd.)**

<table>
<thead>
<tr>
<th>Gathering content</th>
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</tr>
</thead>
</table>
| **Grammar:** Warm ups throughout the gathering content phase - focus on exploring, identifying collecting and using noun phrases for application in a newspaper report.  
- Identify an event to report on. This could be an event from the fairy tale unit.  
- Return to the chunked plot and model reorganisation into a timeline of events. Select one key section to report on from the plot which will provide exciting content.  
- Focus on the key events and develop ideas through drama e.g. *on the spot reporting, interviewing in role on location, eyewitness statements, news desk drama, press conference etc.*  
- Use the ‘boxed up’ frame created in the analysis phase. Model adding details to each section to create a plan using notes and bullet points. Children create their own plan individually or in pairs.  
- Evaluate and discuss the content for each paragraph e.g. *introduction, re-telling of events, eyewitness statements etc.*  
- Investigate the headline for the newspaper using a range of techniques e.g. *alliteration, summary, play on words.*  
- Children create own headlines. |  
- Children will be able to develop ideas using drama.  
- Children will be able to create their own plan.  
- Children will be able to organise ideas into a paragraphs.  
- Children will be able to investigate and decide on an appropriate headline. |

<table>
<thead>
<tr>
<th>Writing</th>
<th>Learning outcomes</th>
</tr>
</thead>
</table>
| Use the plan created. Use shared writing techniques to model a section at a time. Focus on skills – using appropriate pronouns and noun phrases.  
- Children follow the modelling each day from the whole class focus and use their own plan to inform writing.  
- Use AFL, marking and feedback to adjust shared writing focus daily. |  
- Children will be able to write a newspaper report with:  
  - appropriate pronouns.  
  - noun phrases. |

<table>
<thead>
<tr>
<th>Outcome</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspaper report.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
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<th>Presentation</th>
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| Present news as a broadcast to a live audience or record for playback at a later date.  
- Use a website to publish a broadcast e.g. *Making the News* ([here](#)). |  |