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| **Review** | **Teacher Input/ Model** | **Independent Practice** | **Key Vocabulary** | **Plenary** | **Resources** |
| **Lesson 1**  Children to create a circle. Invite them to step into the middle, and form the shape of something they would expect to find in the woods.  Challenge the children to describe their item e.g. “A twisted tree”  “An overgrown rock”  “Starving wolves” | Share the knowledge organiser with the children. Read through the information, discussing what you think is important to your teaching setting.  Share images of a range of woodlands with the children; try and make this local to your area e.g. Puzzlewood, managed woodlands, and local woodland, such as Mousehold heath.  On post-its, invite the children to gather a range of language ideas based upon what they can see, and what they can infer from the image (keep the vocabulary to use at a later date). | Children are invited to gather between 5 and 10 of their favourite words from what they have pulled out of the images. Discuss why they chose them.  Children are challenged to order the words in any order that they choose (alphabetical, length, favourite to least favourite).  Keeping the order, children are challenged to build a sentence around each word to create a short passage of writing. | Woodland  Forest  Tree types:  Birch  Sycamore  Beech  Oak  Horse chestnut  Hazel  Discuss the key vocabulary from the knowledge organiser to ensure understanding. | Children to share their writing, and describe what they like about each example.  Invite children to gather woodland items e.g. flowers, leaves, small sticks etc. to bring in for the following lesson.  Remind children to be respectful if the land does not belong to them. | * Knowledge organiser for each child. * PowerPoint. * Images of woods to share with children – these could be printed out and put on desks or added to the PowerPoint. * Post-it notes or similar. * Pens/pencils. * Writing paper. |
| **Lesson 2**  Children share the items that they gathered, along with any brought in by staff members.  Children are given the opportunity to describe the place they got it from; this could be done in written form or verbally. | Give the children opportunity to create “sensory cups” using the gathered items, which they place inside cups.  Discuss how they react to each smell, texture etc. Discuss words we might use to describe the sensations. Recap vocab from last lesson and knowledge organiser.  **Alternatively, this could be completed as a school trip to a local woodland or park, gathering sensory cups in situ and completing the work there.** | Provide a large sheet of paper for each sense. Place these around the room. Children to move around recording key vocabulary which they might want to use later (retain these for later in the sequence, when children write their stories).  Children to write a short setting description based on an image given by the teacher using the collected vocabulary. More than one image could be given for the children to choose from. | * Acrid * Pungent * Gagging * Abandoned * Canopy * Glistening * Sinister * Disfigured * Eerie * Mysterious * Decayed * Fragrant * Rural | Review the language gathered, through sharing some of the writing created.  Discuss with the children which were the best words to use and what about them was effective. | * Knowledge organiser for each child. * PowerPoint. * Containers to make ‘sensory cups’ * Large sheets of paper * Post-its * Images of forest/woodland areas to write about. |
| **Lesson 3**  Drawing on the previous two lessons, pose the questions to the children:  *What would you pack into a bag for a trip to the woods? Think about what you might need. How long are you going for?* | Discuss what a traveller might have packed 500 years ago- highlight similarities and differences, before discussing what surprises us.  Refer back to the **Hikey Sprite** section on the knowledge organiser, then share the Hikey Sprite story resource – online video of actor reading this available –  <https://drive.google.com/file/d/1L5qfr4xDSnyKKEoA1Ih-hL9v941rINnp/view?usp=sharing>  Ask children to feedback about this – is it what they expected from a ‘Hikey Sprite’?  **Activity 1:**  Children to be given the outline of a “gingerbread man” template. Using the Hikey Sprite story text, they need to:   * record what the Sprites might say about themselves on the inside of the gingerbread man. * record what others might say about the sprites on the outside of the gingerbread man. | Show the children the information on the slides, then share with the children the Ray Loveday Hikey Sprite text (scanned resource); have a look through and choose what parts might interest your children. E.g.  Page 9 – figure 1  Page 10 – etymology of the word ‘Hyter Sprite’  Pages 12-15 – discusses what they are (supernatural, natural, human)  Page 19 – talks about threats or warnings associated with the Hikey Sprites.  Page 32-35 – memories of the Hikey Sprites.  **Activity 2:**  Show children the recollections and memories of Hikey Sprites from pages 32-35 of the Ray Loveday book.  Children to write a passage, explaining what a Hikey Sprite is. This could be extended to sketch and idea of what they might look like. | * Hikey Sprite * Hyter Sprite * Sprite * Fairy/fairie * Elf * Evil * Warning * Superstitious * Forest law * Torture * Colloquial language | Share images of the Cottingley Fairies. Stress that they are hoaxes, but managed to fool the population in a time where people were educated, and able to travel. | * Knowledge organiser for each child. * PowerPoint * Ray Loveday printed resource (possibly just for teacher). * Hikey Sprite story to read to children – one for each child. * Online video of Hikey Sprite story:   <https://drive.google.com/file/d/1L5qfr4xDSnyKKEoA1Ih-hL9v941rINnp/view?usp=sharing>   * Gingerbread man outline * Extracts from Ray Loveday book pgs. 32-35 called ‘memories of Hikey Sprites’ in resources. |
| **Lesson 4**  Go through the PowerPoint and share images of sprites, imps, fairies and elves from film and television. Ask children to think about what they have been exposed to in the past with these creatures. Discuss key elements that we can see and we know about; similarities, differences, features. | Recap previous lesson’s learning of Hikey Sprites – PowerPoint.  Conscience alley. One child takes on the role of a traveller in the woods, while children on either side take on the role of good, or evil sprites- what might they say to the traveller?  Discuss signifiers of good or evil intent. Create a class list of these for children to look at later in the lesson.  Optional activity: Repeat conscience alley activity or split into smaller groups for children to have opportunity to include good/evil signifiers, e.g. kind and comforting actions, cackling and giggling. | Explain to children than they will be designing their own Hikey Sprite today.  Return back to the discussion of signifiers of good or evil intent. Ask children what other character elements we might need to think about when creating our own Hikey Sprite.  Appearance, intentions, habitat or environments, magical, intelligent etc.  *Is your Hikey Sprite going to be mischievous, friendly, evil?*  *What will they look like?*  *Where will they live?*  *What do they eat?*  *Are they wearing clothes?*  Use this as an opportunity to discuss audience, and what kind of a Sprite our KS3 readers might want to meet.  Children should design their own Hikey Sprite, using key language to label them.  Extension: to write a short character description of their Hikey Sprite. | Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons.   * Colloquial language. | Children to display/layout their work and imagine they are in an art gallery. Children to circulate and share positive comments about their peer’s work. Comment cards could be left. | * Knowledge organiser for each child. * PowerPoint * Paper and art resources to create their own Hikey Sprite. * Year 6-7 assessment format. |
| **Lesson 5 – this could be split into 2 lessons**  **N.B.**  **In the run up to this lesson, it might be a good idea to look at the Grimms’ Fairy tales in some guided reading sessions; this will give children a chance to internalise the stories. Will also support LAPS if you give them a text we have already covered. Phillip Pullman has re-written some of these to make them more accessible to children.**  In pairs, children to create a freeze-frame of a traveller meeting a Hikey Sprite.  Watch Grimm version of Hansel and Gretel performed by professional actor:  <https://drive.google.com/file/d/1qIkPvHwJTeuKeAq4W_Ln712FZbQ5_7WD/view?usp=sharing> | **There is no PowerPoint for this lesson.**  Teacher provides children with images from traditional tales (teacher choice from the resources provided – Little Red Cap, Hansel and Gretel, Little Snow White, Rumpelstiltskin, Blue Beard).  Children to sort the images according to what stories they think they represent, encourage them to justify why they think this.  Discuss and use to tackle misconceptions, and develop our understanding of the purpose behind the original purpose of fairy/traditional tales (cautionary tales). | Children are split into groups, with each one recounting a traditional tale- focussed on breaking a rule, and the consequence- which they recount within their groups. (If preferred, all children could just focus on Hansel and Gretel as this is the one with the most resources e.g. video).  Grimms’ Fairy Tales to retell: (all available as resources)  Little Red Cap (Little Red Riding Hood)  Little Snow White (Snow White)  Rumpelstiltskin  Bluebeard  Hansel and Gretel – most suitable for LAPS as video to support.  This could be done in a variety of ways. E.g.   * Drama/freeze frames * Story paths/mountains etc. * Talk for writing * Story board   There are pictures to support sequencing in the resources as well as copies of the Grimms’ tales. | * Hero * Villain * Good * Bad * Moral * Folktale * Tradition * Hikey Sprite * Fairy   Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons. | Give children time to feed back their stories to each other/look at the work they have created.  Children to discuss the commonalities of the traditional tales- creating a list of features for a story. Teacher to make notes for the following week.  - Rural/setting  - Warnings  - Naïve characters  - Magic/ magical creatures  - Happy ending?  - Moral/message  - Task or journey | * Knowledge organiser for each child. * Images of fairy tales (Little Red Cap, Hansel and Gretel, Little Snow White, Rumpelstiltskin, Blue Beard) – resource provided. * Video resource of Hansel and Gretel:   <https://drive.google.com/file/d/1qIkPvHwJTeuKeAq4W_Ln712FZbQ5_7WD/view?usp=sharing>  The rest of the resources will be dependent on how children will be retelling the stories. |
| **Lesson 6**  Recap learning from previous week. Get children to look at their setting vocabulary and descriptions, as well as their Hikey Sprite character and recap the themes, conventions and features of traditional tales.  **You may not need two lessons for planning (lessons 6 and 7); move on when you are ready.** | Share the example Hikey Sprite story with the children..  <https://drive.google.com/file/d/1L5qfr4xDSnyKKEoA1Ih-hL9v941rINnp/view?usp=sharing>  Now that they have looked at Grimms’ fairy tales as traditional stories, ask the following questions and discuss:  *Does the Hikey Sprite story read like a traditional tale? Prove it with examples.*  *What is the setting like?*  *What is the character like?*  Explain to the children that they will be beginning to plan their own Hikey Sprite story today. | This can be planned in a variety of ways:   * Small world (have a variety of resources available) * Adventure story style using story mountain (better for LAPS and SEN) * Create a story path, building on learning from lesson 5. * Boxing up * Child led/designed   This will all depend on teacher/child style and preference. Children have already spent a lot of time on their character, and settings will be covered in more depth in lesson 7. Ensure that children have a clear plan for their story, thinking about what happens and why. | * Hero * Villain * Good * Bad * Moral * Folktale * Tradition   Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons. | Children to work with a partner to work through their plans, focusing on ensuring that their planning includes the themes, conventions and features of a traditional tale.  Teacher challenge children to find different features and highlight/mark these in different colours e.g. moral, good/evil, magic, happy ending, warnings etc. | * Knowledge organiser for each child. * PowerPoint * Children’s Hikey Sprite character. * Example Hikey Sprite text:   <https://drive.google.com/file/d/1L5qfr4xDSnyKKEoA1Ih-hL9v941rINnp/view?usp=sharing>   * Preferred planning format. * Year 6-7 assessment format. |
| **Lesson 7**  Children to briefly read through their planning. Read the Hikey Sprite story to them again.  You might want to have photocopied images of children’s Hikey Sprites for them ready to refer to as well as a range of different pictures of settings for children to use. | Share some good examples of setting (lesson 2) and character descriptions (lesson 4) from previous lessons.  Explain to children that today they are going to plan their characters and settings in depth, using interesting and higher-level vocabulary and grammatical structures. **This will need to be adapted by individual teachers, depending on the needs of their children.** | Let children decide which of their descriptions is weaker or which one they think they need the most help with (character or setting); explain that this is where they should start.  **This lesson will need to be adapted by individual teachers, depending on the needs of their children.** **This will decide upon grammar focus etc. PowerPoints may need to be edited to reflect teaching.**  Children could then write their character/setting descriptions, ready to use and adapt within their stories. | * Hero * Villain * Good * Bad * Moral * Folktale * Tradition * Hikey Sprite * Fairy * Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons | Peer assess. Pick a grammar focus and children to find good examples in each other’s work. Offer opportunities for improvement. | * Knowledge organiser for each child. * PowerPoint * Children’s Hikey Sprite character. * Pictures of different settings – from lesson 2 possibly or taken from the PowerPoint. * Year 6-7 assessment format. |
| **Lesson 8**  Return back to the Hikey Sprite text, read and share as a class. Recap lesson 6 where features were found within the text and discuss these. | Write opening of the story today. This should include:   * Introduction of the main character * Setting the scene; this could be though a setting description or addressing the ‘build up’ part of the story. | Teacher to model writing. Could use the modelled text as a support or create your own with the children.  Children to write independently using their plans to support them.  Grammar focus: **Teacher choice. PowerPoints may need to be edited to reflect teaching.** | * Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons | Give children time and the opportunity to read through their work, edit and improve it.  Remind them of the grammar focus that day. | * Knowledge organiser for each child. * PowerPoint * Children’s Hikey Sprite character. * Children’s planning. * Children’s character and setting description. * Year 6-7 assessment format. |
| **Lesson 9**  Pick a good example of writing from the previous day and discuss as a class. Highlight things which have been done well as examples for children to ‘magpie’. | Discuss stories children already know; are the problems within these stories? How are they resolved? What are the resolutions?  Write the middle part of the story today. This should include:   * The introduction and description of the Hikey Sprite. * In depth description of the setting. * The problem/meeting. | Teacher to model writing.  Children to write independently using their plans to support them.  Grammar focus: **Teacher choice. PowerPoints may need to be edited to reflect teaching.** | * Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons | Give children time and the opportunity to read through their work, edit and improve it. | * Knowledge organiser for each child. * PowerPoint * Children’s Hikey Sprite character. * Children’s planning. * Children’s character and setting description. * Year 6-7 assessment format. |
| **Lesson 10**  Pick a good example of writing from the previous day and discuss as a class. Highlight things which have been done well as examples for children to ‘magpie’. | Writing the ending of the story today. This should include:   * How the problem/meeting has been resolved. * How the story is left; is there a happy ending? Is there a moral to the story? | Teacher to model writing.  Children to write independently using their plans to support them.  Grammar focus: **Teacher choice.** | * Encourage children to use the vocab boxes from the Knowledge organiser and to refer back to the word banks created in earlier lessons | Give children time and the opportunity to read through their work, edit and improve it.  Remind them of the grammar focus that day. | * Knowledge organiser for each child. * PowerPoint * Children’s Hikey Sprite character. * Children’s planning. * Children’s character and setting description. * Year 6-7 assessment format. |

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| **Extra lesson ideas which could be used to build on the 2 weeks of planning** | **Art**   * Sensory cups could be turned in to pieces of art work. Colour and texture could be used to describe feelings and senses. * Settings could be drawn, painted, collaged etc to support writing. Real life objects such as the sources used for the sensory cups could be gathered to make a ‘living collage’.   **Drama**   * Retell one of the Grimm’s traditional tales so children really understand what conventions the stories follow. This could be adapted for an end of year production.   **Guided reading**   * Look at individual Grimm’s stories to introduce traditional tales to children and take learning to a greater depth.   **History**   * Children to research Hikey Sprites themselves. Could use this as an enquiry question/hook; *What or who are the Hikey Sprites?* * Link to local history – Norwich is most Tudor town. You could investigate writers such as Shakespeare etc. |