

Greencoats by Kate Innes – Planning for Lower KS2

Day	Objectives/Context	Activities
1	<p>LKS2 Programme of Study from English NC: Children should be taught to identify themes and conventions in a wide range of books (2nd half term in Holly Class on WW2 theme, previously studying Shirley Hughes ‘The Lion and the Unicorn’ and non-fiction material on WW2 and evacuation including source material from school log books)</p>	<p>Use Front cover and Blurb resource to help children make predictions and inferences from the front cover, and then read the blurb to them. (See day 1 resource)</p> <p>Discuss their background knowledge of evacuation, revisiting if necessary and emphasise the Birmingham/Shropshire setting to relate to local context. (25 mins)</p> <p>Read 20 mins of Greencoats</p>
2	<p>Children should be taught to understand what they read in books by checking that the text makes sense to them, discussing their understanding and explaining the meaning of the words in context.</p> <p>Link to History NC: Children should understand how our knowledge of the past is constructed from a range of sources.</p>	<p>Revisit historical knowledge on bombing in 1940 and why Birmingham would have been a target. See powerpoint for details (25 mins)</p> <p>Discuss genre of historical fiction and read extracts from Alfred’s story – someone who lived at the time in Erdington and was a similar age to Gwen https://www.bbc.co.uk/history/ww2peopleswar/stories/06/a4170106.shtml (15 mins)</p> <p>Other sources on the powerpoint to help children’s background knowledge and understand ‘sources’ – further details from National Archives https://nationalarchives.gov.uk/documents/shropshire.pdf</p> <p>Complete historical quiz recap and discuss answers once complete, addressing any misconceptions (20 mins)</p> <p>Read 20 mins of Greencoats</p>
3	<p>Children should be taught to draft and write by building a varied and rich vocabulary</p>	<p>Read 20 mins of Greencoats</p> <p>Vocabulary checklist – children complete on their own and then check together (20 mins)</p>

		Children identify any other words that they need to find out meaning to, so far. Revise how to use a dictionary to do this. (10 mins)
4	Children should be taught to draft and write in narratives, creating settings, character and plot	<p>Re-read the first incident of Greencoats and the bombing raid over Erdington when Gwen shelters in the Anderson shelter. How does the author create tension? Look at extract on board and children identify literary devices – personification, simile, short sentences for effect, repetition etc. (15 mins)</p> <p>Children write their own description of being in a home during a bombing raid, using checklist to encourage use of literary devices. (40 mins – use 10 mins of this for sharing work, checking and editing)</p> <p>Read 20 mins of Greencoats</p>
5	<p>Children should be taught to discuss and record ideas</p> <p>Link to Art NC</p> <p>Children should be taught to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Re-read the end of Chapter 5 and Boo’s first encounter with the yew tree. Use the powerpoint to find out more information about yew trees. Collect words together as a class to describe the yew tree in the story Read extracts from Guardian article to find out about yew trees and why they are a special part of British culture. (15 mins)</p> <p>In their sketch books, quartering the pages, children sketch a yew tree or parts of it (given copies of yew tree photos to observe) and then practise drafting and redrafting sketch – using all four quarters of page. (30 mins)</p> <p>Read 20 mins of Greencoats</p>
6	Children should be taught to use and punctuate direct speech	<p>Re-read the beginning of Chapter 6 – the dialogue between Gwen and Eddy after Boo runs off home. Notice the speech marks and revisit the rules of direct speech using powerpoint. (15 mins)</p> <p>Children to re-write their own conversation between Gwen and Eddie using direct speech correctly. (30 mins including 5 mins checking time)</p> <p>Read 20 mins of Greencoats</p>
7	Children should be taught to draft and write in narratives, creating settings, character and plot	Re-read the introduction of Gelyn from end of Chapter 9 into Chapter 10 and discuss his character. See powerpoint for reminder about using ABCD – appearance, behaviour, character, drawing structure (20 mins)

		<p>Children complete their own sheet for Gelyn and draw him (20 mins)</p> <p>Read 20 mins of Greencoats</p>
8	<p>Children should be taught to retrieve and record information from non-fiction</p>	<p>Teach or recap meaning of folklore and superstition</p> <p>Children work with partners to use iPads and laptops to read information about native British trees and folklore using BBC Wildlife site https://www.discoverwildlife.com/plant-facts/trees/trees-in-folklore/</p> <p>Children to make a list on whiteboards of words that they don't understand – class will go through them together.</p> <p>Read to the class – Under the Canopy: Tales of Trees around the World and discuss some of the myths and folklore. Discuss how Gwen enjoys her aunt's copy of Traditions, Superstitions and Folklore by Charles Hardwick published in 1872. Identify some of the themes in folklore about trees.</p>
9	<p>Children should be taught to draft and write by composing and rehearsing sentences orally</p>	<p>Use the Forest School area for teaching and go into the woods and recap on ideas about trees and folklore.</p> <p>Children to choose a tree and begin to create their own myth or folklore around it by using drama and role play. Keep bringing class together and sending off into groups to support ideas and those who are finding entering into role play hard.</p> <p>Discuss the idea of rehearsing ideas and sentences. Children also take notes, photograph, record or draw as they wish to capture their ideas – take iPads and plenty of paper/clipboards out.</p> <p>Read 20 minutes of Greencoats</p>
10	<p>Children should be taught to assess the effectiveness of their own and others' writing and suggest improvements</p>	<p>Recap learning from previous day – children to have access to their notes and recordings. 5 minute recap on prepositions with expectation that they should be used in writing. Use BBC clip Prepositions clip from BBC Bitesize link on powerpoint.</p> <p>Using work from previous day, children write their own folklore, superstition or character description of a tree spirit. (30 mins)</p> <p>Using the writing checklist – the children assess their own writing and then read and help to edit the work of the person they did drama/role play with. (15 mins)</p> <p>Read 20 minutes of Greencoats</p>

11	<p>Children should be taught to assess the effectiveness of their own and others' writing and suggest improvements</p> <p>Art NC - Children should be taught to create sketch books to record their observations and use them to review and revisit ideas</p>	<p>Children to use quarters of their sketchbook to sketch a Holly tree – show variety of examples of Holly and give copies to the children so that they can use observational skills. (30 mins)</p> <p>Discuss process of drafting and re-drafting and link to editing process with writing. (10 mins)</p> <p>Children to look again at previous day's folklore and redraft a couple of sentences. (10 mins)</p> <p>Read 20 minutes of Greencoats (should be nearly finished?)</p>
12	<p>Children should be taught to draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>Discuss how Kate Innes is a local writer and the story is set in our area. What difference does that make as a reader to the children? What places have they spotted as they have listened to the story. Show OS map of area and some local landmarks – see powerpoint. (15 mins)</p> <p>Begin a discussion about character's motives – for example why does Gwen not ask Eddie to help with Boo's rescue? Let children come up with their own ideas for questions and make a list which we can ask Kate by email or book an author visit if possible. (20 mins)</p>