



Learning Objective	Success Criteria	Input	Independent work	Plenary	Resources
<p>LO: To research information about bees.</p>	<ul style="list-style-type: none"> I can ask open ended questions. I can use a question mark at the end of the question. I can use a child safe way to research the answer. I can share/present my learning to the class. 	<p>Hook – discover pollen trail to book then pick up book and ‘save the bees’ sign to fall out. Why is this so small? Who might have made it? Open book and hopefully children will notice the first illustration showing Belle painting the sign. Read to P9 – who is Belle? What have we learnt about her so far? Mind map ‘what we know already about honeybees’. What do we want to find out? How do we start a question? How can we make sure it is an open question? Discuss the 5 w’s and ‘how’ as starters.</p>	<p>Chn to be writing some questions then looking at fact sheets/QR codes/videos and websites to find answer.</p> <p>(Please see resource on website listing useful video and website links for honeybee facts)</p>	<p>Chn to present the answer they have found to the class.</p>	<p>QR codes iPads Fact sheets which can be created from facts found on the internet Sugar paper for mind maps Whiteboards and pens for questions OR English books and pencils</p>
<p>LO: To use effective adjectives to describe a character.</p>	<ul style="list-style-type: none"> I can explain what an adjective is. I can think of synonyms for a given adjective. I can choose an appropriate adjective to describe a character. I can sort adjectives according to how 	<p>Read up to P17. How can we describe Belle so far in the story? Recap on what an adjective is. Show chn the first page with Belle finding flowers. How might we describe Belle in this part of the story? Put ‘happy’ on the board. Can you discuss any words that we might use instead of happy for this scene that are effective? Brainstorm these onto the board. Show chn target board. Discuss with your partner where you think these adjectives should go. They can all be used to describe Belle at this point of the story but which do you think are the most effective? Chn to discuss with partners then share ideas and as a</p>	<p>Children to then go on a carousel around the room with photocopies of the pages so far stuck in the middle of sugar paper or with post its. Children to be with talk partner and are to come up with adjectives and stick these around illustration.</p> <p>After this children are to be given target boards and choose an illustration to sit by at whichever table they choose. Children to then sort the adjectives they can see onto target board thinking about effectiveness of these.</p>	<p>Children to share their expanded noun phrases in small groups.</p>	<p>Target board sheet Post its or sugar paper Photocopies of illustrations</p>



	<p>effective they are.</p> <ul style="list-style-type: none"> • Challenge: I can think of adjectives that I can add when sorting. • Challenge: I can write an expanded noun phrase. 	<p>class sort the adjectives onto the dart board (Most effective in centre working way out).</p>	<p>Children then to return to carpet for challenge task – teacher to model choosing an adjective and writing an expanded noun phrase. Have ‘Belle is a honeybee’ written on the board by the first illustration. How could we add a bit more detail? Model writing ‘Belle is a busy, hardworking honeybee’</p> <p>Children to be given time to try and complete the challenge by writing their own expanded noun phrase under the target board on their sheet.</p>		
<p>LO: To create a fact poster.</p>	<ul style="list-style-type: none"> • I can include a heading on my poster. • I can include a picture. • I can explain how someone can help a tired or thirsty bee. • Challenge: I can explain why bees are important. 	<p>Read to P19. What has happened on this page? Why did Belle fall? What did the giant do to help her? Did everyone know that this could be a way to help a tired bee? Explain to the children that today we are going to make some posters advertising this fact to then put up around school so all children will know what to do if they come across a tired bee.</p> <p>CT to shared write and model creating an informative poster about how to help a tired bee.</p>	<p>Children to create their own poster – children can use a template or create their own poster if they would like to. Differentiated through support given and templates.</p>	<p>Children to put posters up around the school.</p>	<p>Poster template Colouring pencils Blank paper for children that don’t want to use template</p>
<p>LO: To make appropriate predictions.</p>	<ul style="list-style-type: none"> • I can think of a range of solutions to different problems. • I can make a prediction based 	<p>Read to P25. What has happened so far? What do you think the problems are for Belle? (plants not growing, lots of buildings everywhere, smoke/pollution in the air) What might the boy do next to try and help Belle? What would you do if you were him? Children to discuss in talk</p>	<p>Children to draw and describe what they think will happen next in the story thinking carefully about the different problems that Belle faces.</p>	<p>Children to go on gallery walk and look at all predictions made.</p>	<p>English book or paper for drawing and caption.</p>



	<p>on the story so far.</p> <ul style="list-style-type: none"> • I can draw a picture to show my prediction. • I can write a caption for my picture. 	<p>partners some solutions to the three main problems:</p> <ul style="list-style-type: none"> • Plants not growing • Lots of buildings • Pollution in the air 			
<p>LO: To write a diary entry.</p>	<ul style="list-style-type: none"> • I can include the date. • I can write in the past tense. • I can write in the first person. • I can write about the events in the correct order. • I can include the 5 W's (who, what, when, where, why). • I can describe feelings. • Challenge: I can use time conjunctions. 	<p>Chn to finish the story. Focus on the last double page spread P27. Today we are going to put our imagination hats on and pretend to be Belle. How do you think Belle is feeling in this picture? What do you think she would say about her adventure after discovering everything the 'giants' have done? What do we need to remember when writing a diary entry?</p> <ul style="list-style-type: none"> • Date • 'Dear diary' • Writing in first person • Writing in chronological order • Include the 5 w's • Include feelings • Time conjunctions <p>Show chn an example of a diary entry and children to discuss where the features are in talk partners or as a whole class.</p> <p>Shared write – class teacher begin to write the start of diary entry and model putting on imagination hat to become Belle for this.</p>	<p>Chn to be writing their own diary entry as Belle referring to the success criteria. For children that need it could have photocopies of pages 26-27 and 28-29 and be discussing with an adult. A group of children could write the beginning part together with teaching assistant and then be encouraged to do their own.</p>	<p>Children to read through their own work and give a green for great and pink for think.</p>	<p>Photocopies of last 2 illustrations for children that need it or have these up on the IWB</p> <p>Word bank of feeling adjectives (refer to those learnt in second lesson)</p> <p>English book to write diary entry or could use paper with border either using flower/bee designs or</p>



					children can do their own
LO: To plan a peaceful protest.	<ul style="list-style-type: none">• I can explain what a protest is.• I can think of something that we might protest about relating to Belle and the Giant.• I can start to design my own poster.• I can think of ideas for a chant or slogan.• I can take part in a vote.	<p>What do you think a protest is? What does it mean? Discuss in talk partners.</p> <p>Explain that a protest is when someone takes action to show disapproval or objection to something. It could be shown in many ways, it could be a letter written, a march, a campaign, a poster and many other forms.</p> <p>Do you know of any protests that have happened in your lifetime? Explain that protests happen regularly as a way that people can demonstrate their right to freedom of speech and show that they want to create a change in what is currently happening. Could discuss one or more protests that have happened recently to give the children a further understanding such as climate change or black lives matter and show images of people marching.</p> <p>From reading Belle and the Giant do you think there's anything we might want to protest or change in our world at the moment? Children to discuss in talk partners:</p> <ul style="list-style-type: none">• Reducing pollution• Creating more green space• Supporting the bee population and giving them a voice by promoting more bee friendly spaces <p>Explain to the children that we are going to take part in our own peaceful protest on the school grounds today (if your school has a driveway perhaps it can take place there so some passing cars can see the banners/posters).</p>	<p>Chn to start thinking of their own banner/poster they want to have for the protest – explain it needs to be to the point and easy to understand with what is written and the pictures that have been drawn. Begin their own poster or if they want to create a bigger one could work with a partner.</p> <p>Chn in talk partners to start discussing a chant/slogan that we might say as a class.</p>	<p>Chn to share the chant ideas and discuss as a class which ones we think work best – could have a vote as a class to decide.</p>	<p>Examples on PP of protests Card or large paper Pencils and colouring pencils</p>



<p>LO: To take part in a peaceful protest.</p>	<ul style="list-style-type: none"> I can explain what a protest is. I can explain what we are protesting about. 	<p>Today we are going to take part in our protest/demonstration as a class. Recap on what the main things we are looking to change/protest against and discuss the chant/slogan that was voted to be used.</p>	<p>Chn to have time to finish posters or add to these.</p> <p>As a class stand on the school property but near public view such as on the driveway if possible and let the children take part in class demonstration.</p>		<p>Posters started last lesson Pencils and colouring pencils</p>
<p>LO: To identify features of a persuasive letter.</p>	<ul style="list-style-type: none"> I can explain where the writer should put the address. I can highlight where the recipient's address should go. I can highlight the date. I can highlight the greeting. I can highlight the first person. I can highlight the rhetorical question. I can highlight the sign off. 	<p>Who can remember what protest means? What have we done to protest some of the issues Belle and her bee friends are facing? Is there anything else we can do? Can you remember any other ways that people can protest? Who could we write a letter to and what might it be about? Explain to the children how we could write a letter to the local councillors to try and get more bee friendly spaces developed. Before we write our own we should look at some persuasive letter examples and identify the key features which are:</p> <ul style="list-style-type: none"> Own address Recipient's address Date Greeting Explain why you are writing Arguments supported by facts and evidence Written in first person Rhetorical question Signing off 	<p>Chn to work in talk partners and are to be reading a persuasive letter together. Children to follow a key and highlight different parts in the corresponding colour.</p>	<p>Chn to share the rhetorical questions seen on their persuasive letter.</p>	<p>Range of persuasive letters Colouring pencils Key of persuasive letter features and colouring pencils</p>



		<p>Have you ever heard of a rhetorical question? Explain that it is a question spoken directly to the reader such as ‘would you like to live in a world without bees?’ It allows the reader a moment to think and pause about the question.</p>			
<p>LO: To plan a persuasive letter.</p>	<ul style="list-style-type: none"> • I can write down the addresses needed. • I can plan my introduction. • I can plan my first argument. • I can think of supporting evidence for argument one. • I can plan my second argument. • I can think of supporting evidence for argument two. • I can think of how to end the letter. • Challenge: I can think of a rhetorical question. 	<p>What did we do last lesson? Can you remember the features of a persuasive letter? Explain to the children that today they are going to plan their persuasive letter using the given template. <i>Note for teachers: Template should include addresses, introduction, argument one, evidence to support argument one, argument two, evidence to support, argument three, evidence to support, rhetorical question.</i></p> <p>Shared write – complete arguments, evidence and rhetorical questions section as a class.</p>	<p>Children to create their own plan or work in small groups with adult support depending on teacher judgement.</p> <p>Class teacher to stop the children at different points to read examples of children’s ideas and plan so far to then model ideas for others.</p>	<p>In small groups children to share one argument and evidence they have put into their plan.</p>	<p>Persuasive letter template</p>
<p>LO: To write a persuasive letter.</p>	<ul style="list-style-type: none"> • I can refer to my plan when writing my letter. 	<p>What did we do last lesson? Can you remember any features of a persuasive letter? Children to discuss with talk partner.</p>	<p>Children to be writing their letter to the local councillors – class teacher to be stopping the class at different stages</p>	<p>Chn to put letters into envelopes and</p>	<p>Plain paper perhaps with school</p>



	<ul style="list-style-type: none"> • I can include the address and date. • I can include a greeting. • I can include arguments and facts to support these. • I can sign off my letter. • Challenge: I can include a rhetorical question. 	<p>Model using class plan created in last lesson to then write own letter (this may take two lessons or you may choose to have the addresses already written or stuck onto the letter template).</p>	<p>and sharing different children’s letters so far.</p> <p>Support given as needed and word bank can be created on the board or prior to lesson depending on what words were discussed in the planning lesson.</p>	<p>stick stamps onto these to be posted.</p>	<p>address and local councillor’s address already written onto it to save time.</p>
<p>LO: To sort information into a non-chronological report template.</p>	<ul style="list-style-type: none"> • I can explain what a non-chronological report is. • I can describe some of the features of a non-chronological report. • I can explain what the title and sub headings are for. • I can sort information into the given non chronological plan. 	<p>What is a non-chronological report? Explain to children that it is a report about a chosen topic that gives facts and information. It can be read in any order and contains a title, subheadings, introduction, pictures and captions.</p> <p>As a class could look at a non-chronological report on the IWB as an example and discuss what the report is about and point out the different features.</p> <p>Explain to the children that today we are going to be working in either groups or as a whole class (teacher judgement) to sort some information about bees into a non-chronological plan. Show children hoops and string on the carpet that make a spider diagram or spider diagram templates drawn on large pieces of sugar paper. The title needs to go in the centre as that is what the whole report is about. What is the title going to be? Show chn the ‘All about honeybees’ strip</p>	<p>Ct to think aloud about what might the different sections be about – chn to work in groups to try and work out which strips of writing are the sub headings (these could be in bold but not underlined to show they are different from the title but also different to the rest of the facts). After this children to read through cut up facts and in groups sort these.</p>	<p>Children to share their favourite bee fact.</p>	<p>Bee facts, headings and title cut up into strips. Spider diagram either made using hoops and string or on sugar paper</p>



	<ul style="list-style-type: none"> I can recall a bee fact that I have discussed. 	<p>of paper and put this in the centre of the spider diagram or in the centre hoop on the carpet. Now chn to go to their groups to get ready to start sorting the rest of the information.</p>			
LO: To plan out the sections of my NC report.	<ul style="list-style-type: none"> I can think of the title and subheadings for my NC. I can think of facts for each subheading. I can plan the pictures and captions I will include. 	<p>What did we do last lesson? What sub headings could we have for in our NC report? List these on the board. Model choosing one and planning facts to go under this. What picture and caption could I include in this section? Can model finding these safely online or can let children draw the pictures.</p> <p>Explain to the chn that their non chronological report is going to be presented as a brochure about honeybees so then we can distribute these and spread the important information in our school/local community. Show chn a range of brochures.</p>	Chn to plan their own NC report using template.	Ct to show chn some pictures with captions and chn to think of how these could be improved (they might be too long, not that relevant, etc).	Non chronological report planning template iPads if children are searching for pictures Examples of pictures captions for plenary
LO: To write a NC report.	<ul style="list-style-type: none"> I can create the front cover of my brochure. I can complete the first subheading for my NC report. I can include relevant facts. I can include a picture. I can include a caption. 	<p>Explain to the chn that we are going to start creating the brochures today. What do you think should go on the front cover? Model creating front cover.</p> <p>The first page inside will be the first subheading section – model using the plan from yesterday to take ideas from this and write this.</p>	Chn to be creating the front of their brochure and first inside page.	Chn to share their work so far with their peer.	Brochure template Plans from yesterday's lesson iPad/printer if children are using images from the internet
LO: To write a NC report.	<ul style="list-style-type: none"> I can complete the second 	<p>Recap on brochure and what it must contain. Model making a mistake when writing the second subheading section for brochure such as</p>	Chn to be writing the next section of their brochure.	Chn to have time to look at one another's	Brochure template



	<p>subheading for my NC report.</p> <ul style="list-style-type: none">• I can include relevant facts.• I can include a picture.• I can include a caption.	<p>by including an opinion. The shared write the section referring to the class plan.</p>		<p>picture choices so far and discuss the captions.</p>	<p>Plans from yesterday's lesson iPad/printer if children are using images from the internet</p>
<p>LO: To write a NC report.</p>	<ul style="list-style-type: none">• I can complete the third section for my NC report.• I can include relevant facts.• I can include a picture.• I can include a caption.• I can independently read through and edit my brochure.	<p>Recap on brochure and look at plan to complete the third and final section. Shared write this on the board. What should I do now I am finished? As a class discuss what you should be looking for when reading through brochure and highlight any possible edits that can be made.</p>	<p>Chn to finish their brochure using their plan as a reference.</p>	<p>Chn to have time to read over their brochure and make any changes. If there is time children to choose where they want to distribute their brochures in the school.</p>	<p>Brochure template Plans from yesterday's lesson iPad/printer if children are using images from the internet</p>