

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	To predict what might happen next	Look carefully at the ending of the story and discuss it - Mr Grinling finally got the better of the seagulls but now they're eating the fisherman's lunch instead. How does the fisherman feel? What could happen next? Discuss. How could he trick the seagulls like Mr and Mrs Grinling?	Draw a picture with speech bubbles and/or a caption to show what might happen next.	paper pencils	predict next after that
Tuesday	To answer questions about the text	Read this excerpt from the text. <i>Hamish did not think that this plan was ingenious at all. He spat and hissed as Mrs Grinling secured him in the basket. "There, there, Hamish," said Mrs Grinling consolingly, "I'll have a tasty piece of herring waiting for you when you arrive home."</i> <i>Sadly, flying did not agree with Hamish. His fur stood on end when the basket swayed, his whiskers drooped when he peered down at the wet, blue sea and he felt much too sick even to notice the seagulls, let alone scare them away from the lunch.</i> Model skim-reading the text to answer questions about it – we are 'looking for clues' in the text to infer meaning.	Answer these questions. <i>Why did Hamish spit and hiss at Mrs Grinling?</i> <i>How do we know how Hamish is feeling?</i> <i>Why does Mrs Grinling say she will have a piece of herring waiting for Hamish when he gets home?</i> Continue to answer these comprehension questions: <i>Why does Hamish not notice the seagulls? What phrase tells us this?</i> <i>What did not agree with Hamish? Why do you think this is?</i>	Short excerpt from the book Questions	Inference Answer Skim read Why
Wednesday	To read and respond to a story	Recap our discussion about <i>The lighthouse keeper's lunch</i> from Friday's lesson. Which character do you like best? Why? Do you like the story? Why? Who else would enjoy it? Model writing a book review using template	Write a book review of <i>The lighthouse keeper's lunch</i> (for display), using your thoughts from our discussions last week. or... Draw a picture of your favourite part and write a caption to go with it, explaining why you like that part.	book review template	discuss story character likes review

Thursday	To use drama to retell a story	<p>Read <i>The lighthouse keeper's lunch</i> (or watch at https://www.youtube.com/watch?v=46wCRq50Wwg).</p> <p>Think about what happens, and when, in the story. Allocate one part of the story to each group.</p> <p>What makes a good retelling? Think about speaking clearly, planning and practising.</p>	<p>Use puppets/props to retell a given part of the story in groups - opening, build-up, problem, resolution or ending.</p> <p>Then, put the whole story together by watching the retellings in sequence.</p>	<i>The lighthouse keeper's lunch</i> puppets/props	events sequence retell
Friday	To sequence the events in the story	<p>Read <i>The lighthouse keeper's lunch</i> (or watch at https://www.youtube.com/watch?v=46wCRq50Wwg).</p> <p>Talk about the beginning, build up, problem, resolution and ending. Write phrases/ words to help remember each section of the story</p>	Sequence and stick 5 pictures from the story to represent opening, build-up, problem, resolution, ending. Write a caption for each picture. Include detail, key words, prompts to remember what happens (or retell the story verbally using picture prompts)	<i>The lighthouse keeper's lunch</i> pictures for sequencing	Sequence Events Story map Beginning Build up Problem Resolution Ending