

**Lesson Plan Proforma**

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| Focus and (creative) context for lesson:Fairy tale project: Jack and the beanstalk (Art/drama activity) |
| **Date/Time:** 15/3/17 (9:15-1pm) | **Class:** Year 3 | **Number:** 9 children (3 groups of 3) |
| **Pupils prior learning and experience:** * Children have heard the story being told
 | **Overview Learning Intentions** * To be able to retell the story of Jack and the Beanstalk using talk for writing.
* To create a story trail suitable for KS1 children.
* To create a mask based on their response to characters in the story.
 | **Target for student learning*** Using key language from the fairy tale.
* Considering the thoughts and emotions of characters.
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| **Individual needs to consider/ potential misconceptions*** Children may not be as confident as others in presenting
* Some children may struggle to understand the emotions of the characters
* Children may not understand the story
 | **Timings****10 mins** **10 mins** **45 mins** **30 mins** **10 mins**  | **Lesson organisation & management****Teacher intro/input*** Explain to children that they are creating the ‘climax’ or ‘ending’ for the story trail.
* Discuss with children what the main events in the climax are (Harp shrieks and Jack gets caught, Jack runs away down the beanstalk, Jack chops down beanstalk and kills giant, family get money).
* Discuss the three characters – what do you think of them? What are their personalities? What do you think they’d look like?
* Explain activity: children will make masks for 3 main characters before rehearsing the climax and stopping at key moments to display characters thoughts using thought bubbles.
* Children will perform to the rest of the group at the end.

**Teacher engagement with learning in group activity*** Get children into 3 groups of 3 (in groups, give children a character – choose from a hat)
* Children design their mask individually based on what they think the characters should look like
* Children create their masks
* In their small groups, children act out the climax of the story (during this time, Elliot and Emily to discuss with children key language they should be using e.g. ‘fee, fi, fo, fum’, ‘sway like a tree in the storm’)
* Children rehearse
* Ask children to consider the key moments in the climax and pause at these points. Get children to consider what the characters are thinking/feeling and write these on speech bubbles (Elliot and Emily to photograph this).

**Reflective time (plenary)*** Children present their drama piece to the rest of the group
* Children show their photographs to the group

**Potential home task:*** Children grow their bean!
 | **Resources / Materials / ICT*** Post-its
* Big paper
* Pens
* iPads
* Thought bubble boards and pens
* Cardboard mask templates
* Coloured paper
* Pipe cleaners
* Tissue paper
* Glue
* Paint
* Brushes
* Felt tips
* Wool
* Pom Poms
* Felt
* Scissors
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| **Assessment focus**Increasing familiarity with a wide range of books, including fairy stories and retelling some of these orallyDiscussing words and phrases that capture the reader’s interestDrawing inferences (feelings/thought/ motives)Working creatively and imaginatively Using a wide range of materials  |  **By whom** | **TA deployment** |
| **Health and safety:*** Children are working with scissors
* Children working outside (tripping etc.)
* Masks may be uncomfortable/too tights
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| **Reflections on lesson / Evaluation / Implications for future planning** |