

Year Three: Myths and Legends: The Wooden Horse		
Focus Investigate narrative structure of myths and legends		Texts The Orchard Book of Greek Myths
Speaking and Listening	Reading	Writing
<p>Speaking</p> <ul style="list-style-type: none"> Choose and prepare poems or stories for performance identifying appropriate expression, tone, volume and use of voices and other sounds <p>Drama</p> <ul style="list-style-type: none"> Present events and characters through dialogue to engage the interest of an audience Use some drama strategies to explore stories or issues 	<p>Understanding and interpreting texts</p> <ul style="list-style-type: none"> Explore how different texts appeal to readers using varied sentence structures and descriptive language <p>Engaging with and responding to texts</p> <ul style="list-style-type: none"> Identify features that writers use to provoke readers' reactions 	<p>Word structure and spelling</p> <ul style="list-style-type: none"> Spell unfamiliar words using known conventions <p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> Compose sentences using verbs for precision, clarity and impact
ICT Activities		Curriculum Links
Word processing – highlight verbs in sentences that are written in the past tense		History – exploring myths and legends of Ancient Greece and Rome

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	Starter Activity	Introductory Activity	Independent and Group Tasks	Plenary
Monday	<p>Ask the children if they like receiving presents. Discuss with the children why people like to give each other presents. Get the children to think about a reason why they might want to give a present to somebody who has upset them. Tell the children that this week they are going to be reading story about a city that gives a special present to another city that they have been fighting.</p> <p>Read the first half of the story up to where the horse is taken into Troy. Get the children to discuss how Helen was feeling? Was she happy in Troy? Did she want to live with Paris? Would Helen be glad to go back home to King Menelaus? How did Helen feel when she saw the wooden horse? Did it make her feel happy or sad?</p> <p>Ask the children to compare the two sides. Who was the strongest? Who had the bravest heroes?</p> <p>Re-read the first paragraph with the children and point out the use of commas to add extra information into two of the sentences. Discuss how the sentences should be read aloud using the commas as a short breath. Practise reading the sentences with and without a short breath.</p>	<p>Ask the children to identify the tense that the story has been written in. Has it being written as if it has already happened (past tense)? Or has it been written as if it was happening now (present tense)? Or has it been written as if it was going to happen (future tense)?</p> <p>Re-read the first sentence of the story and identify the verb written in the past tense (<i>hatched</i>).</p> <p>Look for other examples of past tense verbs in the first paragraph. Work with the children to rewrite the sentences into the present tense.</p> <p>Repeat getting the children to identify other verbs in the past tense and explain how they can be written into the present tense.</p>	<p>Support (activity 1a) Provide the children with a set of verbs. Get the children to sort the words into past and present tense and ask them to use each word in a sentence about presents to show its meaning,</p> <p>Core (activity 1b) Provide the children with a set of sentences about the Wooden Horse written in the past tense. Get the children to rewrite the sentences into the present tense.</p> <p>Extension (activity 1c) Provide the children with a passage about the Wooden horse written in the past tense. Get the children to highlight all of the verbs in the text and then to rewrite the passage into the present tense.</p>	<p>Get the children to discuss what they think will happen when the horse is taken into Troy.</p>