

Year Four: Stories about imagined worlds: Tales from Narnia (one)		
Focus Investigate how authors use images to create imaginary worlds		Texts The Lion, the Witch and the Wardrobe, C S Lewis
Speaking and Listening	Reading	Writing
<p>Speaking</p> <ul style="list-style-type: none"> Offer reasons and evidence for their views, considering alternative opinions Respond appropriately to the contributions of others in the light of differing viewpoints <p>Drama</p> <ul style="list-style-type: none"> Create roles showing how behaviour can be interpreted from different viewpoints 	<p>Understanding and interpreting texts</p> <ul style="list-style-type: none"> Explain how writers use figurative and expressive language to create images and atmosphere 	<p>Word structure and spelling</p> <ul style="list-style-type: none"> Develop a range of personal strategies for learning new and irregular words <p>Creating and shaping texts</p> <ul style="list-style-type: none"> Use settings and characterisation to engage readers' interest Choose and combine words, images and other features for particular effects <p>Sentence structure and punctuation</p> <ul style="list-style-type: none"> Clarify meaning and point of view by using varied sentence structure
ICT Activities		Curriculum Links
Graphics – creating scenes for imagined worlds		<p>Geography – investigating climates around the world</p> <p>Science – describing animal habitats</p> <p>Art – drawing imagined worlds using pastels</p>

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	Starter Activity	Introductory Activity	Independent and Group Tasks	Plenary
Monday	<p>Tell the children that this week they are going to be reading part of the story from <i>The Lion, the Witch and the Wardrobe</i> (you can read the remainder of the book to the children at the end of the each school day). Discuss with the children what they already know about the story (it is likely that many children will have seen a film or TV series of the story or will have already read the text). Who are the main characters in the story? Where do they visit? Who do they meet? Avoid going into great detail about the plot so as not to spoil the outcome for the children who are not familiar with the story.</p> <p>Read the end of chapter one with the children (from <i>everyone agreed to this and that was how the adventures began</i>). Draw a two-column table on the board. Label one column <i>The Professor's house</i> and the second column <i>Narnia</i>. Work with the children to collect words and phrases used in the text to describe the two settings. Tell the children to find words in the text that help to draw pictures in their mind of what the two places look like.</p> <p>Ask the children to identify which two words or phrases on the table help to describe the settings most effectively. Get the children to think about other words to describe the professor's house.</p>	<p>Remind the children that words used to describe something are called adjectives. Point to some of the adjectives collected on the table about Narnia i.e. <i>soft, powdery</i>.</p> <p>Work with the children to collect six adjectives to describe the cold that Lucy found in Narnia i.e. <i>frosty, chilly, icy, freezing, wintry, bitter</i>. Work with the children to sort the words into an adjective ladder. Draw a six-step ladder on the board. Sort the words to describe the cold onto the ladder. Words that are strong at describing the cold can go at the top of the ladder and words that are weak at describing the cold can go at the bottom of the ladder.</p> <p>Ask the children to suggest some sentences that they could use to describe Narnia using each of the adjectives i.e. <i>The snow was icy underfoot as Lucy stepped out of the wardrobe</i>.</p>	<p>Support (activity 1a) Provide the children with a list of adjectives. Get the children to find six adjectives to describe snow and ask them to sort the words onto an adjective ladder.</p> <p>Core (activity 1b) Get the children to complete a set of adjectives to describe snow. Ask them to sort the words onto an adjective ladder. Repeat getting the children to find words to describe the wardrobe.</p> <p>Extension (activity 1c) Get the children to find a set of adjectives to describe snow and the wardrobe. Ask them to sort the words onto an adjective ladder.</p>	<p>Discuss with the children which are the strongest adjectives to describe an icy day? Why?</p>