



Key Stage 2 (Year 3)

Name of trainee:		Session ref: Polar Bear Report
Personal target(s) in relation to QTS: ☐ S3.3.10 I am going to use a film clip to try to stimulate learners They use ICT effectively in their teaching. ☐ S3.3.7 I intend to stick to timings more consistently They organise and manage teaching and learning time effectively. ☐ S3.3.3 I am going to try to make sure I build more explicitly on previous learning They teach clearly structured lessons or sequences of work which interest and motivate learners		
Year group: Year 3	No. of learners: 24	Mrs G provides support for LA children – H.J, TU, TH, AL, TZ, HM, JK.
Additional adults:	Mrs G and Mrs J	
Learning objective(s): to identify the language features of a written report through writing about polar bears.		
Success Criteria: - I can describe the habitat and life of the polar bear using key facts. - I can write number facts about polar bears - I can use different sentence starters. - I can use WOW words to make my report interesting		
Links to previous learning: Follows on from the previous lesson based upon KWL grid. Prior knowledge will be assessed through the inclusion of a minute walk at the start of the lesson. See session ref. Polar Bear KWL for further details.		
Curriculum coverage (range, skills): Language: Oracy: listen carefully and make connections between what they are learning and what they already know Writing: note down ideas to use in writing Writing: include relevant details, information or observations in their writing Writing: use a basic structure for writing Writing: present processes, event or reports in a clear sequence This lesson also links to Science as the children will be considering habitat and will be in future science lessons choosing animals for specific habitats.		
Literacy: N/A as Language focus lesson		

Numeracy: Covers (LNF) numerical reasoning 'transfer mathematical skills to a variety of contexts and everyday situations' through using some key number facts about polar bears Covers (LNF) using number 'read and write numbers to 1 000' through using key number facts about polar bears.		
ICT: N/A		
Thinking: Questioning, group discussion, feedback, paired work, all of which will inform learning. These will be implemented through AFL strategies such as TPS, Snowballing etc.		
Communication: - listen to and carry out instructions - engage as individuals and in groups, talking to different audiences, including friends, the class, teachers, practitioners and other familiar adults and visitors		
ESDGC: N/A		
YCC: N/A		
Key vocabulary (English/Welsh): Polar bears, North Pole, arctic, fur, climate, habitat, life span, weight, mammal, report, sentence, Classroom commands will be given in Welsh and some questions will be asked in Welsh		
Time 10 mins	Session activities, organisation and management <u>Introduction</u> Start the lesson with a minute walk (AFL) using a tambourine, this will allow me to assess the level of information that has been retained by the children whilst also encouraging them to develop their communicative skills. Discuss some ideas on the carpet – write key words and phrases on the board to help them. Show BBC clip about polar bears - tell the children that they need to listen very carefully as they will need to store all of the information in the clip to help us with today's task. Clip 1 - http://www.youtube.com/watch?v=HnryHZdz4uU Clip 2 - http://kids.sandiegozoo.org/animal-cams-videos/polar-bear Introduce the lesson success criteria to the children – explain that today they need to write a report about polar bears using all of the information they remembered in their minute walk and all that they have found out from the film. Make some notes from the film as a shared writing activity – this will scaffold the learning. Use key number facts as well as key language: 25 to 30 years life span. Weight: 900 to 1,600 lb (Check understanding of	Key questions & Assessment for Learning opportunities Minute walk (AFL) What facts have you remembered? (I am looking for facts from the KWL grid) Signal listening: You must pay attention to this clip as you will be using it to help you in the next task. Watch the clips twice – once for entertainment, 2 nd for learning. Read (RF) cat report from last term – what key features (really important things) did RF use in his cat report? Does everybody know what their task for today is? Use Echo (AFL) to check children's understanding.

35 mins	this, Explain that an average 8 year old may weigh around 50lbs!) Challenge some learners to use this information to give further information (e.g. how much heavier a polar bear is, how many times heavier etc.). Read an exemplar report from the lesson about Ginger so the children know what a report sounds like (Rf). Praise the report and ask the children to think of the key features of a report. Implement the no bidding rule. <u>Main activities</u> Provide laminated sentence starters for the children so that they do not repeat the phrase 'polar bears are' etc. Divide the children into 3 groups and give books – (outcome targets guided by tutor). LA with Mrs G – provided with 1:1 support and encouragement where needed. Allow the children to have whiteboards to practise spelling. Should write at least a page of quality writing. MA with me – focus will be to keep children on task and to ensure that they are not repeating the same phrase as exemplified above. Should complete at least a page and a half of quality writing. HA with Mrs J – main focus will be to use as many different sentence starters as they can and to focus upon joining their letters. Should complete at least a page and a half of quality writing. HA children/ children who complete the writing task such as J, F and Rf will be asked to visit the book corner and will work together to create a polar bear fact file using worksheet about all of the most interesting facts they can find about polar bears using the resources.	During writing: Use mini plenaries to check children are on task. 'freeze' and remind If notice a common problem – pause and re-teach.
15min	<u>Plenary</u> Discuss with the children about what they have discovered – share some examples. Link back to the success criteria – ask the children if they can find evidence where they have achieved their targets. Hot seat the polar bear puppet. Complete a polar bear game show quiz/ interactive game to check the children's understanding whilst using the polar bear puppet (use white boards to ensure individual response is given and checked.)	Higher order questions for plenary: Do you think that we have reached our goal for today's lesson? Do you think you can remember all of the amazing facts we have learnt about polar bears? Are you sure? Let's see– complete quiz which will give individual response, form of exit survey (AFL)

