

Class: 3K Year Group: 3 Term: 2 Week Beginning: 14/02/2000 Teacher: Miss Lundy		Guided Group Tasks (reading or writing)	Guided Group Tasks (reading or writing)	Independent Group Tasks			Plenary	
Whole class shared reading and writing		Whole class phonics, spelling, vocabulary and grammar						
<b>M</b> <b>o</b> <b>n</b>	Talk about legends read Theseus and the Minotaur (Letts Poster). Ask the children to look for sentences that make the story chilling or frightening. What sort of words are used to make the story frightening?	Look at the way commas are used in the passage, and discuss their functions in these situations to help readers make sense of the text. Ask children to read the passage without taking note of the commas is it possible?	Read the cartoon version of Theseus and the Minotaur (Greek Myths for Young Children) What is different about this story? Why do you think there are different versions of the same story? Fill in the chart to show the similarities and differences between the two stories.	Write a group letter from Ariadne to Theseus, persuading him to go into the labyrinth and kill the Minotaur. What sort of language would she use to persuade him. How would she describe the Minotaur? Do you think she would tell him the truth about it?	Carry on writing your own myth. Re-read your new opening, and use your story plan to carry on the story. Remember to make sure there are characters, a problem and a resolution. Read your story to your partner and ask them to help with ideas.	Green Group out at ALS	Add the capital letters and full stops to the beginning of the story, and then try to finish off the story. Try to use some of the new words you have learnt (word bank on table to help) Read your story to your partner what do they think? Can they think of any ways to improve it?	Blue group read out their letter to Theseus. Do you think you would go if you read that letter? What might put you off? What would you want to take with you if you did go? What sort of reward would you want?
<b>T</b> <b>u</b> <b>e</b> <b>s</b>	Read Theseus and the Minotaur again. What sort of person was Theseus? Was he brave, foolish? What thoughts would have been rushing through his head in the labyrinth?	Ask the children to list five or more powerful words from the text. Write these down alphabetically and write definitions for each word. How do we know if our definitions are right?	Read the cartoon version of Theseus and the Minotaur (Greek Myths for Young Children) What is different about this story? Why do you think there are different versions of the same story? Add adjectives to a picture of the Minotaur so that you get a description of what you think it looks/smells/sounds like.	Write a group letter from Ariadne to Theseus, persuading him to go into the labyrinth and kill the Minotaur. What sort of language would she use to persuade him. How would she describe the Minotaur? Do you think she would tell him the truth about it?	Carry on writing your own myth. Re-read your new opening, and use your story plan to carry on the story. Remember to make sure there are characters, a problem and a resolution. Read your story to your partner and ask them to help with ideas.	Finish writing your myth. Edit your work and check spelling, punctuation and grammar. Does it all make sense? Have you included everything from the checklist? Illustrate your book.	Green group out at ALS	Red group read out their letter to Theseus. What is different to blue groups letter? What is good about the letter? What else could you put in the letter?
<b>W</b> <b>e</b> <b>d</b>	Read Theseus and the Minotaur again. How does the writer describe the Minotaur? What sort of creature was it? Did it really exist? How do we know if it did or not? What sort of things do we have today that are similar to myths and legends (films where good triumphs over evil)	Draw attention to the word unwind in the text. It is made up of verb wind and prefix un It makes it an opposite. Ask children for other examples with prefix un. Explore how addition of suffixes ful and less can have the same effect. Make some examples.	Read the cartoon version of Theseus and the Minotaur (Greek Myths for Young Children) What is different about this story? Why do you think there are different versions of the same story? Fill in the chart to show the similarities and differences between the two stories.	Write a group letter from Ariadne to Theseus, persuading him to go into the labyrinth and kill the Minotaur. What sort of language would she use to persuade him. How would she describe the Minotaur? Do you think she would tell him the truth about it? Teacher scribes as children offer suggestions.	Carry on writing your own myth. Re-read your new opening, and use your story plan to carry on the story. Remember to make sure there are characters, a problem and a resolution. Read your story to your partner and ask them to help with ideas.	Finish writing your myth edit your work checking spelling, punctuation and grammar. Does it all make sense have you included everything on the checklist? Illustrate the book you have made.	Green Group out at ALS	Read Orange groups letter to Theseus. Do you think Ariadne could ask anyone else to do the job? Why didn't she do it herself? What important things must we always include in a letter?

T h u r	Read Odysseus and Polyphemus (Collins Focus on Literacy) Look for the plurals in the story. How do we know they are plurals? What are the rules we use for making plurals?	Plural fans write different words on the board and get the children to show the endings that they would need to be made into plurals.	Make a group story plan for a fable. Look at the checklist to make sure everything is included. Characters, problem, resolution. Talk about the story plan, and how you think your fable is going to end up. What different language could you use?	Write a group letter from Ariadne to Theseus, persuading him to go into the labyrinth and kill the Minotaur. What sort of language would she use to persuade him. How would she describe the Minotaur? Do you think she would tell him the truth about it? Teacher scribes as children offer suggestions.	Carry on writing your own myth. Re-read your new opening, and use your story plan to carry on the story. Use the word bank and idea sentences to help you. Remember to include everything on the checklist.	Finish writing your myth edit your work checking spelling, punctuation and grammar. Does it all make sense have you included everything on the checklist? Illustrate the book you have made.	Answer the questions about Odysseus and Polyphemus. Write them into your book in complete sentences. Finish off any work still to do on the fable.	Read out some examples of the fables that have been written. What is good about them? What ideas does this give you about your fable? Go through the checklist again.
F r i	Read Odysseus and Polyphemus (Collins Focus on Literacy) What sort of a person is Odysseus? Do you think he did the right thing? What else could he have done?	Laminated boards check spellings, examples of verbs, adjectives, nouns. Prizes for those who get all the answers right add more difficult words and get children to use spelling strategies to overcome problems.	Read the cartoon version of Theseus and the Minotaur (Greek Myths for Young Children) What is different about this story? Why do you think there are different versions of the same story? Fill in the chart to show the similarities and differences between the two stories.	Write the fable together. Each child offers ideas, and the structure is decided together. Use dictionaries to help spell new words. Children write fable into their books and illustrate.	Finish any work still to do on the fable. Answer questions about Odysseus and Polyphemus in full sentences into books.	Finish writing your myth edit your work checking spelling, punctuation and grammar. Does it all make sense have you included everything on the checklist? Illustrate the book you have made.	Answer the questions about Odysseus and Polyphemus. Write them into your book in complete sentences. Finish off any work still to do on the fable.	Read out some examples of the fables that have been written. What is good about them? Talk about what we could do with these books now. Who might like to read them?