

## Focused Planning Framework

**Main lesson objective:**

I want the pupils to: (know that ... and demonstrate it by; be able to; understand that; be able to use .. to do ...)

- Analyse the use of different fonts used in 'Voices in the Park' by Anthony Browne. (NLS Yr4 Objectives; (TIB):
- Create a group of Park Keepers who run the park in the book. (AT1 use of fictional contexts).
- Use this geographical knowledge to help create a visual representation of the park, using appt. Geog. Vocabulary.

**WALT:**

**WILF:**

**Differentiated outcomes:**

By the end of the lesson pupils will be able to do; answer; demonstrate what they have learned by:

Lower attaining    Level + c/b/a 3-	Middle attaining    Level + c/b/a 3+4	Higher attaining    Level + c/b/a 4
<p>English: recognise fonts can be used to Describe characters.</p> <p>Writing: use simple labelling for areas of the park- e.g, name of park, pond, toilet blocks.</p> <p>Geog.: talking about places, linking known features in map artifact:</p>	<p>Recognise fonts can be used to describe characters and make connections between fonts used in the book. Write examples, invent and create descriptions for current park activities- eg. Duck pond being dredged here, entry for S. side park users. Band stand will be. Suggest and record on map key elements of a people? and scale of drawings.</p>	<p>Recognise fonts and analyse why an author, would use such a device written ? create a visual sign to be added to the 'park' artifact, e.g. park times open/regulations/park keepers handbook (2 pages of 7) Invent and use key symbols to capture park features.</p>

**Lead in:** including link to prior learning / activating activity or question:

WALT: How an author uses different sorts of ways to make us think and wonder about life. To answer the question - what might be like to work in a park?

WILF: to see if we can, together, find as many ways as Anthony Browne uses in his book to make us think by using these key words: FONT, TENSION, HIDDEN CLUES, VOCABULARY, MAP DIRECTIONS, SCALE, CARDINAL POINTS N.S.E.W.

TIB: when we read books in the future we will be able to see and be aware of many more links beyond the texts.

**Main teaching activity:** key stages in the activity, including focus/diffusion stages

Step 1

We are going to create a park today! But first whole class, share lesson objectives and expectations. Create intrigue and excitement, accomplish by oht use, unroll large sheet of paper with 2 entrances marked on it. Show me oht (colour) page 1 of book, use question - if an author wrote this specially to tell us about a character in the book - what do you think this (font) might tell us? Ps to discuss possibilities in pairs share. Focus share within plenary. Received? words spoken.

\*work with group to brainstorm chosen by teacher L3 ness

\* group to create their own list unsupported.

\*group to create list and classify from most important to the least important.

Step 2

Read first chapter to class, use voice sign to emphasise 'class'. Deconstruct and compare pupils' words with what they know after chapter read. Groups to discuss if collected words match their new understanding and why they think this. [WILF:- how pupils are talking to help their thinking = support L3] What do we know? How have we learnt this? Let's apply what we have learnt to chapter 2! Using oht and books x 2 read chapter 2. [WILF: using what we have learnt - saying how we know it - refer to key vocabulary. Transition: Do you think this lady is the sort of lady to complain about things from what we have discovered? Review and analyse responses - model a 'possible' complaint to class...! About her?

Concept checks/  
key questions

### Step 3?

Negotiate class as park keepers hearing lady's complaint. Tease out where in the park she might make her complaint. Ask pupils to begin process of recording their thinking on paper provided - using geographical process - mapping-labelling, seal (key words in objectives). Create in groups a 'sculpted' moment of possible work in park that is 'ongoing' - using fictional setting. Mark places created on 'map' - (tasks created for differentiated challenge)

**Planned plenary:** how will the pupils demonstrate their learning? Questions to move the learning forward/ connect to prior learning? Assessment opportunity?

Let's just brainstorm - I want one group to look at what we learnt, one group to think about how we have learnt today. One group to think about questions for next time we need to answer. (Homework - to write a beginning of a story using a font that conveys meaning for lesson II.

**Feedback plans:** how will you respond to pupil outcomes / demonstrate achievements and ways forward?

Reviewing at each step what has been learnt.

Concept checking as lesson progresses - e.g. how would you explain to a friend what we have learnt just now?

**Assessment jottings and evaluation** key points: next time I must:

Evaluation:

Pupil outcomes:

Notes of implications for further planning