

YEAR: 2
Narrative Unit: Stories by the same
author – Emily Gravett

PHASE 1

Begin unit by reading selection of books by Emily Gravett – leave displayed in classroom for pupils to look at and investigate independently. Locate information about Emily Gravett on her own website. TFW – Story map and oral retelling of Monkey and Me (to practise skills)

Begin Meerkat aspect with aeroplane scenario in hall – pupils to bring suitcases to hall to travel to Africa – spend day learning about Geography and culture of Africa. Create desert area. Visit from 'animal man' for pupils to learn about desert animals
Read story of Meerkat Mail. Produce story ap to show his journey and pupils practise oral retelling
Discuss what story is about and how Sunny and his feelings change throughout the story (make feelings sticks and / or maps)

Resources:

'Animal Man' visit, selection of books by Emily Gravett, Meerka Mail books, sand tray, hall – to create aeroplane scene, Emily Gravett website

PHASE 2

Use video and photographic stimulus to look at different settings Sunny could visit.
Use drama techniques to explore what it might be like to be in these places - encourage pupils to draw on all senses. Collect all ideas to share.

Remind pupils how to use Thesaurus to develop use of descriptive language

Pupils to imagine they are working for travel company who took them to Africa (in phase 1) or explorers and to work in pairs to orally rehearse and then write description of one of the settings for a travel book. Teacher to demonstrate writing initially.

Resources

Video clips and / or photographs of a range of different settings (e.g. Space, Antarctica)
Thesaurus,

PHASE 3

Pupils to work in groups to plan a new version of Meerkat Mail – each person will write a postcard from a new location.
Initially pupils work as a group to produce story map showing new journey Sunny will take. Pupils to present this to rest of class and feedback reasons for choices.

Teacher model writing opening for a postcard from one of the settings – highlight language choice and use of connectives to link ideas together. Teacher to draw on ideas collected during Phase 2 and 'magpie' some of ideas generated by the children.

Pupils to work independently to plan and then write a postcard from Sunny from their chosen setting. All postcards to be collated for each group and new book put together.

Resources

Postcard outline, planning outline, large sheets for story maps (possible use BeeBots to show Sunny's journey)

Unit Outcome: Children plan and write a postcard from Sunny from an alternative location to those used in the book