The One Hundred and One Dalmatians – Year 3, Year 4 or Year 3/4 unit

English	
The One Hundred and One Dalmatians – Year 3, Year 4, or 3/4 Unit	

This unit can be adapted to the skills taught in either Year 3 or Year 4, or in a mixed Year 3/4 class. For this reason, Key Learning has been referenced from both year groups. It is essential that teachers select the most appropriate Key Learning and adapt the learning strategies recommended in order to tailor the work to the specific needs of the children in their class. This publication consists of a 4-6 week fiction unit based on the novel 'The One Hundred and One Dalmatians' by Dodie Smith.

Unit	**Narrative – Story as a Theme** **Please note:** Within this narrative unit, opportunities for **further stretch** have been referenced throughout. These opportunities have been provided to demonstrate where learning could be taken further, if, and when, it is considered appropriate.
Outcome	▪ Narrative based on a model text with an innovated plot structure
Possible Duration	▪ 4-6 weeks
Key Learning in Spoken Language	**Year 3/4**
	▪ Listen and retain key points from a range of situations, *e.g. information relayed via a visit or visitor, key events in a narrative plot, key details of a film clip through close listening or viewing*
	▪ Listen and identify how intonation and expression affects meaning, *e.g. when listening to others perform a playscript, persuasive advert or poem*
	▪ Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration
	▪ Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.
	▪ Respond to questions posed by an adult or peer, orally, related to *who, what, where, when, why and how,* and ask further relevant questions to extend understanding and knowledge.
	▪ Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.
	▪ Take turns when making contributions and responding to others, in a variety of group situations, *e.g. discussions and debates*
	▪ Use a range of sentence starter prompts in narrative and nonfiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, *e.g. - Before long, ... - Soon after, ... - As the sun was setting over the hills, ... - Across the rooftops, ...*
	▪ Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum
	▪ Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.

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<td>▪ Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. use a thesaurus to explore appropriate synonyms from which to select</td>
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<td>▪ Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. props, images, actions and story maps.</td>
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<td>▪ Participate in a range of drama approaches in English and across the curriculum, e.g. talk like an expert, mantle of the expert and documentary reporting to support non-fiction; magic mirror, thought tracking, garden fence gossip and improvisation to support inference</td>
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<td>▪ Take part in imaginative role play, e.g. by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately</td>
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Key Learning in Reading

Year 3 and Year 4

Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 3 Key Learning that do not feature in Year 4. There will be some skills within Year 4 which will be introduced for the first time and do not feature in Year 3 Key Learning.

Year 3	Year 4
▪ Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.	▪ Learn a range of poems by heart and rehearse for performance.
▪ Explain the meaning of unfamiliar words by using the context.	▪ Explain the meaning of key vocabulary within the context of the text.
▪ Make predictions based on details stated.	▪ Make predictions based on details stated and implied.
▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text.	▪ Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
▪ Justify responses to the text using the PE prompt (Point + Evidence).	▪ Justify responses to the text using the PE prompt (Point + Evidence).
▪ Identify a key idea in a paragraph.	▪ Identify main ideas drawn from more than one paragraph and summarise.
▪ Analyse and evaluate texts looking at language, structure and presentation.	▪ Analyse and evaluate texts looking at language, structure and presentation (Y3) and how these contribute to meaning.
▪ Participate in discussion about what is read to them.	▪ Participate in discussion about what is read to them.

Key Learning in Writing

Year 3 and Year 4

Where possible, Key Learning statements have been matched across the two year groups in order to demonstrate progression. There are some skills in Year 3 Key Learning that do not feature in Year 4. There will be some skills within Year 4 which will be introduced for the first time and do not feature in Year 3 Key Learning.

Year 3	Year 4
▪ Identify, select, generate and effectively use prepositions for where.	▪ Create sentences using fronted adverbials for where.

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		▪ Explore, identify, collect and use noun phrases and expanded noun phrases.
		▪ Use nouns for precision.
	▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.	▪ Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative.
	▪ Discuss and record ideas for planning.	▪ Discuss and record ideas for planning.
	▪ Create and develop characters for narrative.	▪ Develop characterisation using vocabulary to create emphasis, humour, atmosphere, suspense.
	▪ Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.	▪ Generate and select from vocabulary banks e.g. noun phrases, powerful verbs, technical language, synonyms for said appropriate to text type.
	▪ Proofread to check for errors in spelling, grammar and punctuation.	▪ Proofread to check for errors in spelling, grammar and punctuation.
Suggested Texts	<u>Core text:</u> The One Hundred and One Dalmatians by Dodie Smith <u>Texts to supplement core text:</u> ▪ *Disney Animated Classics: One Hundred and One Dalmatians* by Lily Murray ▪ *The Hundred and One Dalmatians (picture book)* adapted by Peter Bentley Illustrated by Steven Lenton ▪ *World Book Day The Hundred and One Dalmatians: Cruella and Cadpig* by Peter Bentley ▪ *101 Dalmatians* (1961) Disney animated film (rating U) ▪ *101 Dalmatians* (1996) Disney live-action film (rating PG) ▪ <u>Online media links</u> ▪ Poem: *Roger the Dog by Ted Hughes* **https://sites.google.com/site/qzealand/Home/literacy-1/visual-language/poems/roger-the-dog** ▪ Clip from the film: *101 Dalmatians* (1996 Rating PG) : YouTube: Cruella's Entering: **https://www.youtube.com/watch?v=IPhzSatSNQc** ▪ Clip from the film: *101 Dalmatians* (1996 Rating PG): YouTube: Cruella Steals the Puppies: **https://www.youtube.com/watch?v=cwMNyLyGRG4** ▪ Clip from the film: *101 Dalmatians* (1996 Rating PG): YouTube: Anita Hits Roger With Her Bag – 101 Dalmatians Scene: **https://www.youtube.com/watch?v=JY-6rkrPdFs**. ▪ Clip from the film: *101 Dalmatians* (1961 Rating U): YouTube: 101 Dalmatians - Pongo meets Perdita: **https://www.youtube.com/watch?v=fuYZ21R8-bQ** ▪ Clip from the film: *101 Dalmatians* (1961 Rating U): YouTube: Cruella de Vil First Scene: **https://www.youtube.com/watch?v=fPntuMTnD8g** ▪ Clip from the film: *101 Dalmatians* (1961 Rating U): YouTube: Horace and Jasper Steal the Puppies: **https://www.youtube.com/watch?v=O_ggjAVa24E** ▪ Clip from the film: *Harry Potter and the Philosopher's Stone* (Rating PG): YouTube: Harry Sneaks into the Restricted Section	Harry Potter and the Philosopher's Stone: **https://www.youtube.com/watch?v=HxXaGPwI-DQ** ▪ YouTube clip: How to Play the Game of Taboo: **https://www.youtube.com/watch?v=s0gp3zbdDes** ▪ Web link: Disney clips lyrics: Cruella de Vil: ***https://www.disneyclips.com/lyrics/lyrics23.html*** ▪ Web link: CBBC Newsround: **https://www.bbc.co.uk/newsround/news/watch_newsround** ▪ Web link: DK Find Out – domestic dogs: **https://www.dkfindout.com/uk/animals-and-nature/dogs/domestic-dogs/**

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	All hyperlinks were correct and fully functioning at the time of publication (October 2022). Titles have been included alongside hyperlinks to enable teachers to locate texts/clips/resources should the hyperlinks no longer work in the future.

English

Creative Learning Opportunities and Outcomes

Creating interest	Learning outcomes
This phase will focus on engaging the children and developing vocabulary which will be used throughout the unit. The poem *Roger the Dog* by Ted Hughes **https://sites.google.com/site/qzealand/Home/literacy-1/visual-language/poems/roger-the-dog** can be used to create interest in a variety of ways: ▪ Remove the single explicit use of the word 'dog' from the poem. Share the poem with the class and ask them to guess what animal the poem is talking about. Once agreed it is about a dog, collect the vocabulary (words and phrases) which suggest this. Place these on the working wall as a starting point for vocabulary for this unit. ▪ Explore vocabulary used in the poem which the children may be unfamiliar with – words such as *wheezes, lug* and *romp*. Use a vocabulary strategy such as sematic mapping to explore the new vocabulary with the children. ▪ Give different groups different stanzas of the poem. Ask the children to learn their stanzas orally and think of how to say those lines and what action/s could be used to depict it. This could be done by asking the children to select just one word which they will act out or stress. Explore which words the children have chosen to act out. ▪ Once the children have learnt their stanza, their challenge is to present the poem as a class. Encourage children to provide feedback and suggest improvements. This could then be performed to another class or in assembly. ▪ Ask the children to use the poem to create their own poem about a dog. Children may highlight the adjectives used to describe the dog and replace these with their own ideas.	▪ Children will be able to explain the meaning of key vocabulary within the context of the text. ▪ Children will be able to prepare a poem to read aloud, showing understanding through intonation, tone, volume and action. ▪ Children will be able to learn a poem by heart and rehearse for performance. ▪ Children will be able to evaluate a performance. ▪ Children will be able to produce a new poem based on a model.

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Reading	Learning outcomes

Grammar: Warm-ups throughout the reading response phase:
 	
   – Explore, identify, collect and use noun phrases
   – Use nouns for precision
 	
Ensure a focus on one skill at a time, e.g. for a week, or longer if needed – to ensure thorough exploration before application of the skill.
 	
## Reading and responding 	
 	
This phase will focus on reading sections from *The One Hundred and One Dalmatians* by Dodie Smith and other supporting texts to develop reading skills for Year 3 and Year 4. The plot structure, which the children will use for their own stories, is based on the complete novel. As the reading phase only focuses on certain parts of the novel, additional reading will need to take place outside of the English lesson. The film versions may also be used to move the plot along and to provide children with a complete sequence of events.
 	
Opening of the text: leading to Modelled Writing Opportunity - Reading Domain Question Responses
• Before sharing the opening of the original text (from *'Not long ago...'* to *'pets think it was true')*, provide children with vocabulary with which they may not be familiar. Words and phrases such as: *canine, obedient, eager* may be selected. Consider providing different words to different groups depending on their exposure and understanding of vocabulary.
• Ask the children to use dictionaries, thesaurus and/or online resources such as WordHippo to explore their words.
• Consider providing pictorial images that could match the selected words, once the children have found the definitions.
• Share the new vocabulary and agree on the meaning of each word. Children may wish to complete a semantic map of their chosen word(s).
• Alternatively, children could create Taboo cards to record synonyms of the words found. The children may then play the game using the Taboo cards they have just made. A link to how to play the game of Taboo in the classroom can be found here: YouTube: How to Play the Game of Taboo:
https://www.youtube.com/watch?v=s0gp3zbdDes
	• Children will be able to explore, identify, collect and use noun phrases within written work.
	
	• Children will be able to explain the meaning of key vocabulary within the context of the text.
	
	• Children will be able to discuss and describe the meaning of new vocabulary by creating a set of Taboo! Cards.

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▪ Now share the opening, using choral reading, of the original text from: *Not long ago…'* to *'pets think it was true.'* The opening chapter can be found here: **https://www.lovereading4kids.co.uk/extract/8250/The-One-Hundred-and-One-Dalmatians-by-Dodie-Smith.html**	▪ Children will use intonation, tone and volume when reading aloud.
▪ Reveal the text a sentence at a time. At certain points, use the prompt: 'What do you know so far?' and 'Tell me more..' to allow children to retrieve information from the text and provide additional information. e.g. (What do you know so far?) 'I know there are two dogs'; (Tell me more) 'they are married and called Pongo and Missis Pongo.' These responses could be jotted on sticky notes to collate at the end of the session.	▪ Children will be able to retrieve information from the text.
▪ Using the Reading Domain Prompt cards, pose questions for the children to answer based on what has been read. Be mindful to scaffold these questions – start with vocabulary/ literal retrieval (2a/b) questions first, '*Find and copy a word which means dog*', '*Where do Pongo and Misses Pongo live?* building up to inference questions (2d) '*What impression do you get of Mr and Mrs Dearly in the second paragraph?*'	▪ Children will be able to answer questions based on what they have read linked to key reading domains.
▪ Model how to answer these questions and then allow the children to continue answering questions based on what they have read.	
▪ For **further stretch**, ask the children to generate their own questions linked to the reading domains explored and the text covered.	▪ Children will be able to create their own questions based on what they have read.
Modelled writing opportunity: Diary entry - Pongo and Perdita meet for the first time	
▪ Explain to the children that they will be writing a diary as Pongo based on the scene when he first meets Missis Pongo. Watch 101 Dalmatians (1961 Disney version) from 05:45 mins to 10:38mins or via the slightly shorter YouTube clip of the same scene here: YouTube: 101 Dalmatians Pongo meets Perdita: **https://www.youtube.com/watch?v=fuYZ21R8-bQ**	
▪ Allow children to watch the clip a few times.	▪ Children will be able to use drama techniques to step in role as a character in a key scene.
▪ Use drama techniques such as, Magic Mirror for the children to step in role as Pongo at different points in the scene. The teacher or additional adult(s) may then act as roving reporters asking the children to retell events and describe how 'Pongo' is feeling or what he is thinking. The children's responses may be captured on sticky notes or think and feel bubbles.	▪ Children will be able to use drama to describe how a key character is feeling and what they are thinking.
▪ Now share read the narrative that accompanies this scene from the link text: *Disney Animated Classics: One Hundred and One Dalmatians* by Lily Murray: final paragraph on page 9, 'So, one beautiful…' to the end of page 15.	
▪ Remind children that they will be re-telling these events through a diary entry as Pongo.	