

| Learning experience and season | |
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| Season: Summer | |
| Curricular Area- Literacy | |
| CfE Level Second | |
| Experiences and Outcomes and associated benchmarks | |
| E&Os | BMs |
| ENG 2-19a | I can discuss setting- with reference to the text. |
| ENG 2-27a | Attempts to engage the reader through vocabulary and or use of language as appropriate to the genre. |
| Overview of learning experience | |
| Linked to Enid Blyton's Summer Holiday stories- a collection of 22 short stories about magical adventures. | |
| Outline of learning | |
| LI/SC | Resources |
| We are learning to discuss setting of a novel. | Ipad/Camera |
| I can discuss the setting of a story and refer to the text. | Jotter for short story |
| We are learning to create a short story around summer | |
| I can create a short story with a detailed description of the setting and summer. | |
| Description of learning experience and assessment opportunities | |
| <p>Take the class into the playground/local green space and read one of the short stories from the book together. Consider where in the playground/green space pupils could have a “magical” adventure- find a shelter/nook for a setting in the story...somewhere to them that looks magical. Take a picture of the place and use this as a stimulus for them to write their own short story about a summer adventure using their photo as the setting.</p> <p>Consider the characters who live/travel there, what happens as a problem and how do they resolve it?</p> | |

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| Consideration of risk |
| n/a |
| Taking it further – what else could you do? |
| <ul style="list-style-type: none">- Literacy: Retell the short stories in the text- sequence/create a different ending/choose different sentence openers from the text to write a new short story.- Science: Identify plants/flowers/trees in the area chosen for setting. Use the key vocabulary of classified plants in genre writing.- Social Studies: Climate/Habitat |

n/a

Taking it further – what else could you do?

- **Literacy:** Retell the short stories in the text- sequence/create a different ending/choose different sentence openers from the text to write a new short story.
- **Science:** Identify plants/flowers/trees in the area chosen for setting. Use the key vocabulary of classified plants in genre writing.
- **Social Studies:** Climate/Habitat