

English planning and resources

Planning and Resources

School -

Year group (s) – 2

Teacher –

Text – Moth

Term – Spring 1

Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
Sp1	POR 1 – responding to illustration – language	POR 1 Synonyms and antonyms focus with language	POR 2 Comparative conjunctions focus	POR 3 – model text Non-chron butterflies	POR 6 – responding to text and illustrations	Moth by Isabel Thomas and Daniel Egnéus	Non-chronological report on moths
Sp2	POR 7+8 – researching moths – question marks recap	POR 9 finding answers and making notes	Boxing up non-chron and tadpoling	POR 10 – vocabulary focus – tier 3	Shared writing – innovation of paragraph around camouflage for moth		
Sp3	POR 20 – non-chron features	POR 21 organising info and planning	POR 22 POR 23 – write own moth non-chron (hot task)	POR 24 write own moth non-chron (hot task)	Edit, improve and perform / share		
Sp4	POR 12 hypothesis Expanded noun phrases	POR 13 drama expression	POR 17 responding to text	POR 19 whole story – boxing up model text of book	Tadpoling – focus Possessive apostrophe		Evolution story
Sp5	Shared writing – innovation of story opening build up	Shared writing – innovation of story problem resolution ending	POR 16 own plan for evolution story of butterfly	POR 17 own writing opening build up and problem (hot task)	Shared writing model resolution, ending and editing (hot task)		Poems about different moths – animals Haiku
Sp6	Learn model text Haiku on butterflies syllable focus	Language exploration – recap word classes	Shared write innovation for haiku poem on different animals	Write own haiku on moths – different types (hot task)	Edit, improve, perform		

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

Writing outcomes and SPAG focus

Writing outcomes

- * Non-chronological report
- * Evolution story
- * Haiku animal poem

SPAG focus

- * synonyms and antonyms
- * Comparative conjunctions
- * Expanded noun phrases
- * possessive apostrophe
- * Syllables
- * Recap of word classes – noun / verb / adverb / adjective / determiner

Genre objectives and NC objectives

National Curriculum Writing Expectations Y2

Spell some words that sound the same, but are spelled differently.

Use an apostrophe to show that something belongs to somebody.

Use commas to show items in a list.

Spell words that end with ment, ness, full, less and ly.

Write letters in the correct size and joined.

Write capital letters and numbers in the correct size.

Leave finger space between words.

Write in sentences with expanded noun phrases.

Plan my work on paper.

Check my work for spelling, grammar and punctuation mistakes.

Check my work to make sure it makes sense.

Use statements, questions, exclamations and commands.

Join sentences with different words (and / or / but / because / when / if).

Use the past and present tense correctly.

Journey Story Expectations Y2

Use time or place to start

Explain how the character feels

Explain how the character has changed or what they have learned

Choose adjectives for effect

Use alliteration to describe

Use similes to describe

Use 'said' plus an adverb

Use dramatic conjunctions

Opening - Main character goes on a journey

Build up - Something small goes wrong

Problem - Something worse happens

Resolution - The obstacles are overcome

Ending - Main character gets there in the end

Report Expectations Y2

Use generalisers

Use addition conjunctions

Use subject specific and technical vocabulary

Use present tense

Use third person

Use detail and description with comparisons

Vary sentence openers

Use formal language

Paragraph 1 - Introduce the topic

Paragraph 2 - Describe what it looks like

Paragraph 3 - Describe where it is found

Paragraph 4 - Describe what it is best known for

Paragraph 5 - Final amazing fact

Personal target -

Group target -

Please read the POR unit plan in full

- * Link below

- * <https://clpe.org.uk/system/files/Moth%20new.pdf>

Links to other texts and resources

Relating to animal adaptation:

? [Survivors. The Toughest Creatures on Earth \(Animal Science\)](#), Nicola Davies and Neal Layton (Walker)

Books on conservation:

? [George Saves the World by Lunchtime](#), Jo Readman and Ley Honor Roberts (Eden Project)

? [The World Came to my Place Today](#), Jo Readman and Ley Honor Roberts (Eden Project)

? [Oi! Get off our Train](#), John Burningham (Red Fox)

? [The Journey Home](#), Frann Preston-Gannon (Pavilion)

? [Dear Greenpeace](#), Simon James (Walker)

? [The Little Gardener](#), Emily Hughes (Flying Eye)

? [My Green Day. 10 Green Things I Can Do Today](#), Melanie Walsh (Walker)

? [10 Things I Can Do to Help My World](#), Melanie Walsh (Walker)

? [The Everything Kids' Environment Book: Learn How You Can Help the Environment By Getting Involved at School, at Home or at Play](#), Sheri Amsel (Everything)

? [Starting a Garden \(Gardening Lab for Kids\)](#), Renata Fossen Brown (Quarry Books)

? [The Great Big Green Book](#), Mary Hoffman and Ros Asquith (Frances Lincoln)

Week 1 Monday

- * Learning Outcome / Objective
- * I can choose words for effect.
- * I can justify my personal responses.

Hook idea?

- * You may want to transform an area in the classroom into a forest with appropriate sound effects for role-play and in which you can illustrate the impact of pollution and subsequent evolution of the Peppered Moth.
- * Have butterflies or moths in a school kit.



Tell Me...



o What do you notice in this image?

How would you describe what you see?

o How does it make you feel?

Do you like it? Why? Why not?

o Does it remind you of anything you have seen before? How?

o What do you think you know about this creature?

How do you know?

Does everyone agree?

o What would you like to know?

Do you have any questions?

Does anything puzzle you?

Horrible or lovely?



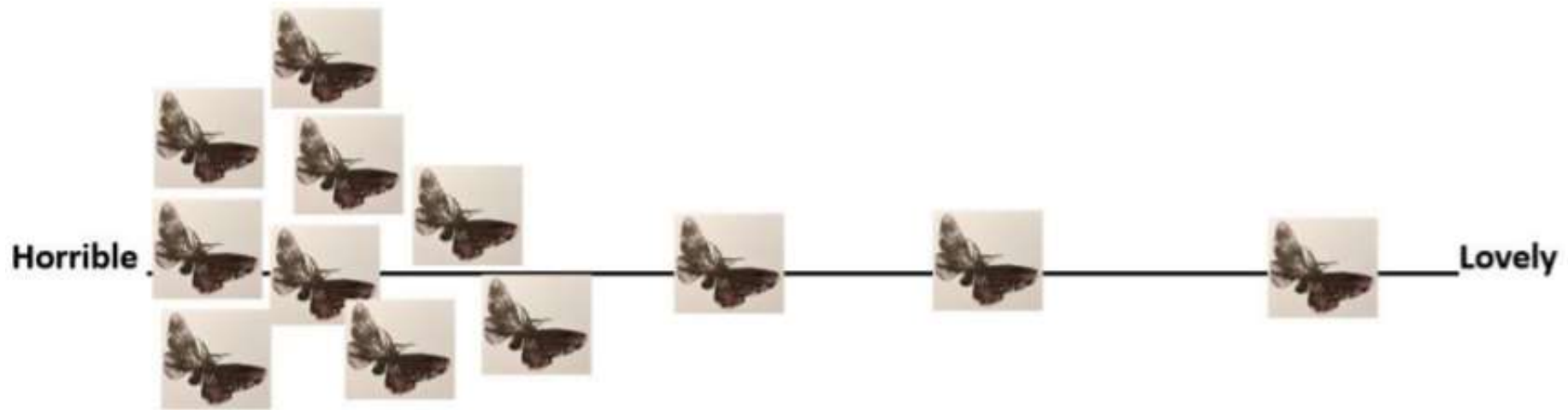
* Place your picture on the scale to vote.

Horrible

Lovely



Is this the general opinion?



- * Is there a particular swell of opinion?
- * Why might this be?
- * Is everyone in agreement?
- * Why? Why not?

Moth or butterfly?



- * Decide whether you think this is a moth or a butterfly and why you have concluded this.
- * How can you tell?
- * Do you know the difference?
- * Which do they prefer and why?

Moths...

- * viewed with horror or disgust or grey, dull and ugly?

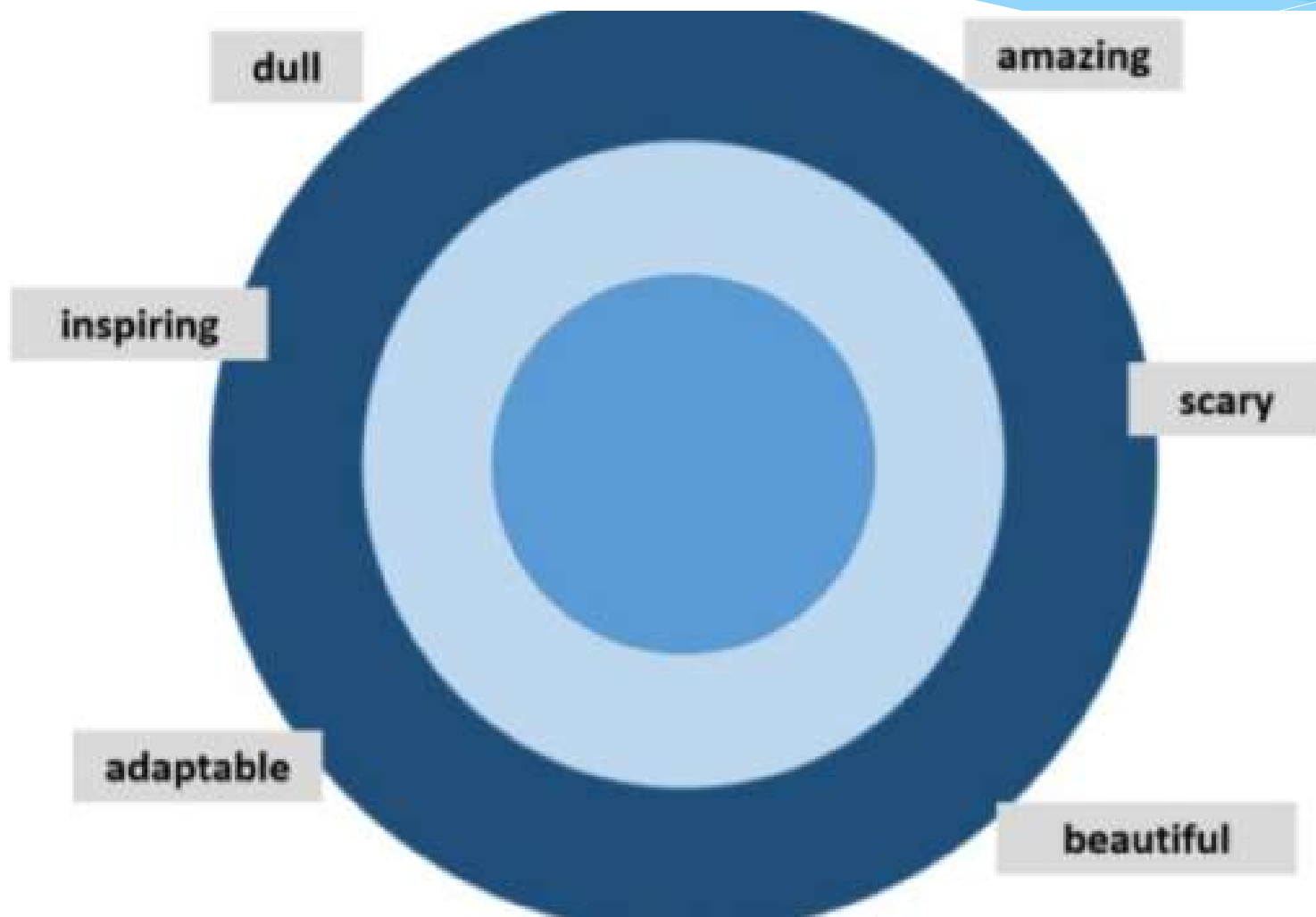
Butterflies...

- * viewed with delight and as being beautiful, colourful and lovely?

Moths – changing or keeping opinion?



Zones of Relevance



Decide where the words should be placed.

hope
cocoon
fly
wings
freckled
charcoal
swoop
survive
disguised

Patterns...

- * What patterns are emerging in your word choices?
- * Do you think this is fair on moths?
- * How much of your decision making has been based on fact?
- * Has the process raised any questions for you?

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can recognise synonyms and antonyms.

Isabel Thomas

Daniel Egnéus

Moth

An Evolution Story

'A rare pleasure ... a true story of adaptation and hope'
Wall Street Journal

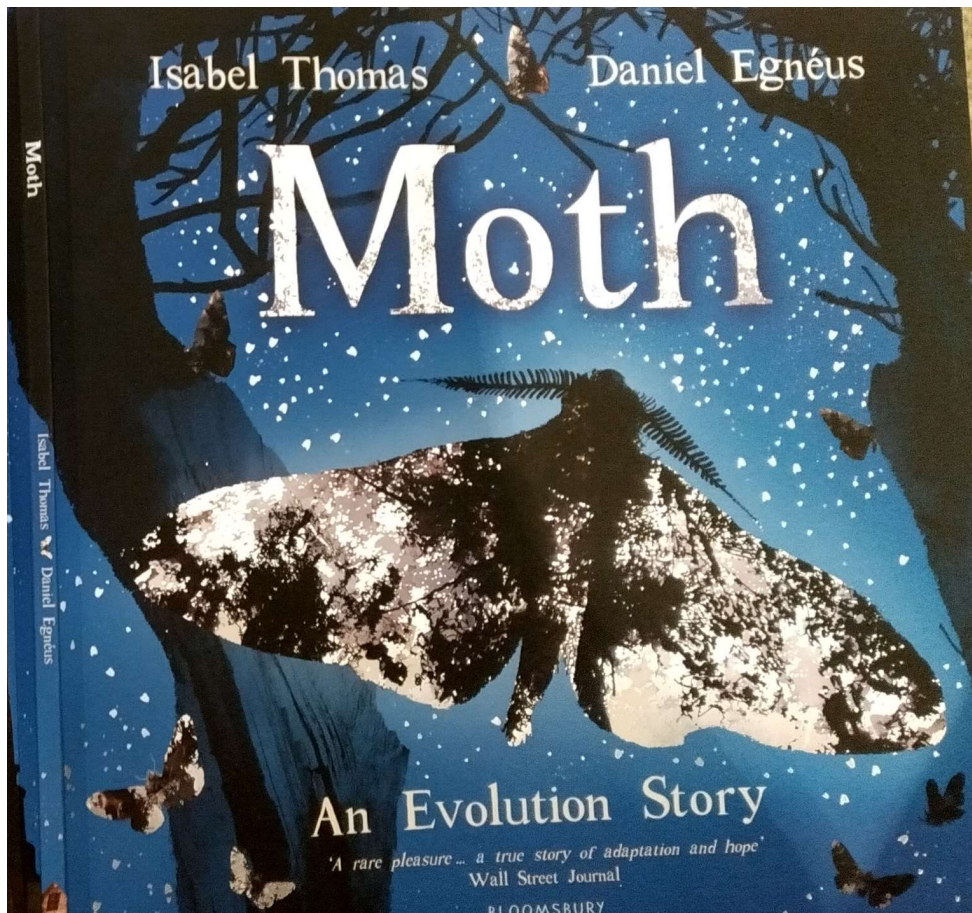
BLOOMSBURY

Moth

Isabel Thomas & Daniel Egnéus

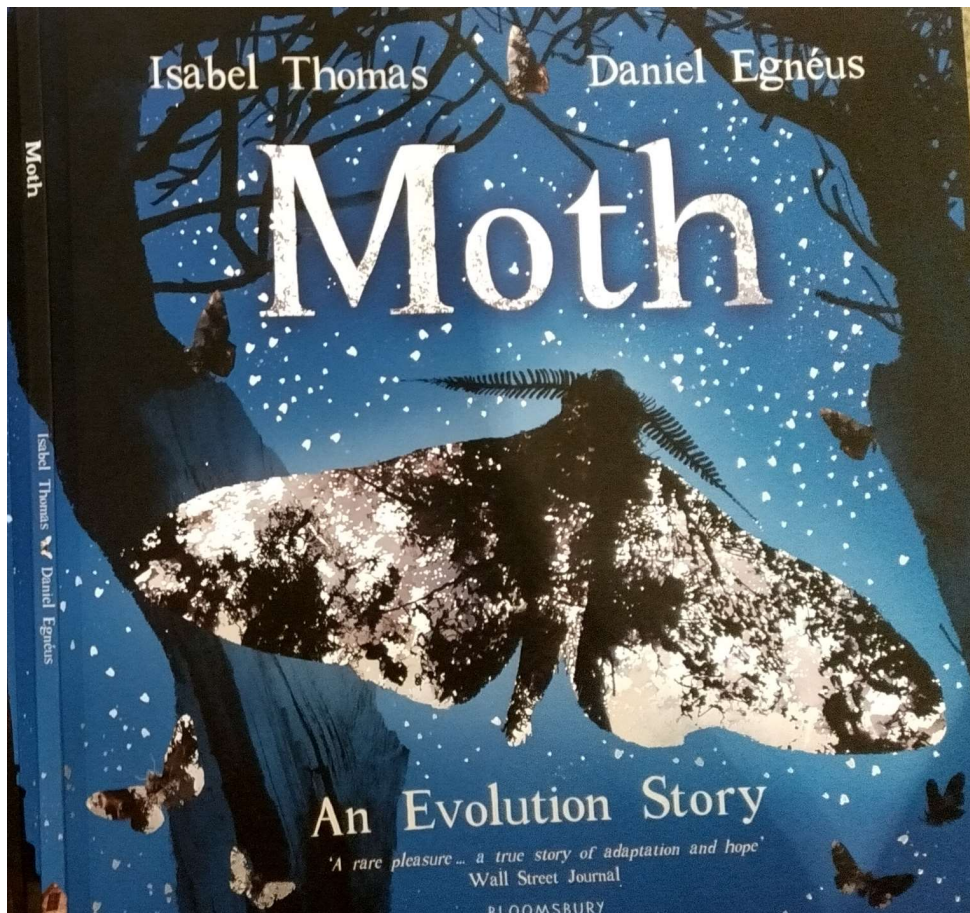
Think of
three
words to
describe
this moth.

What word class are the words you have used?



Sparkly
Magical
Beautiful
Pretty
Ethereal
Mythical
Glowing

Adjectives – they describe the moth.
(moth being the noun)



A sparkly moth
A magical moth
A beautiful moth
A pretty moth
An ethereal moth
A mythical moth
A glowing moth

These are expanded noun phrases
(determiner adjective noun)

Let's think of opposites...



What is opposite for these words...

* shiny

-

* thin

-

* long

-

* light

-

* big

-

* polluted

-

What is opposite for these words...

* shiny

-

dull

* thin

-

fat

* long

-

short

* light

-

dark

* big

-

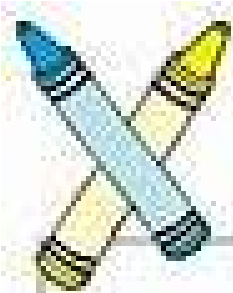
small

* polluted

-

unpolluted

Words that mean opposites are called antonyms.



ANTONYM MATCH UP

Color each antonym match in a different color.

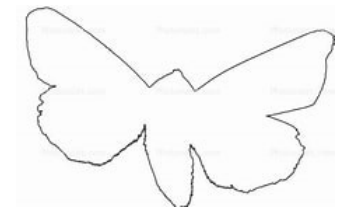
up	mean	large	ugly	freeze	rough
less	right	smooth	fun	black	dirty
sad	white	melt	down	wrong	pretty
nice	small	clean	more	happy	boring

Draw two moths that you can write an antonym for.

- * This moth is large.



- * This moth is small.



- * Underline the antonym you have used.

- 
- * Find out more about moths, listen out for the antonyms being said.

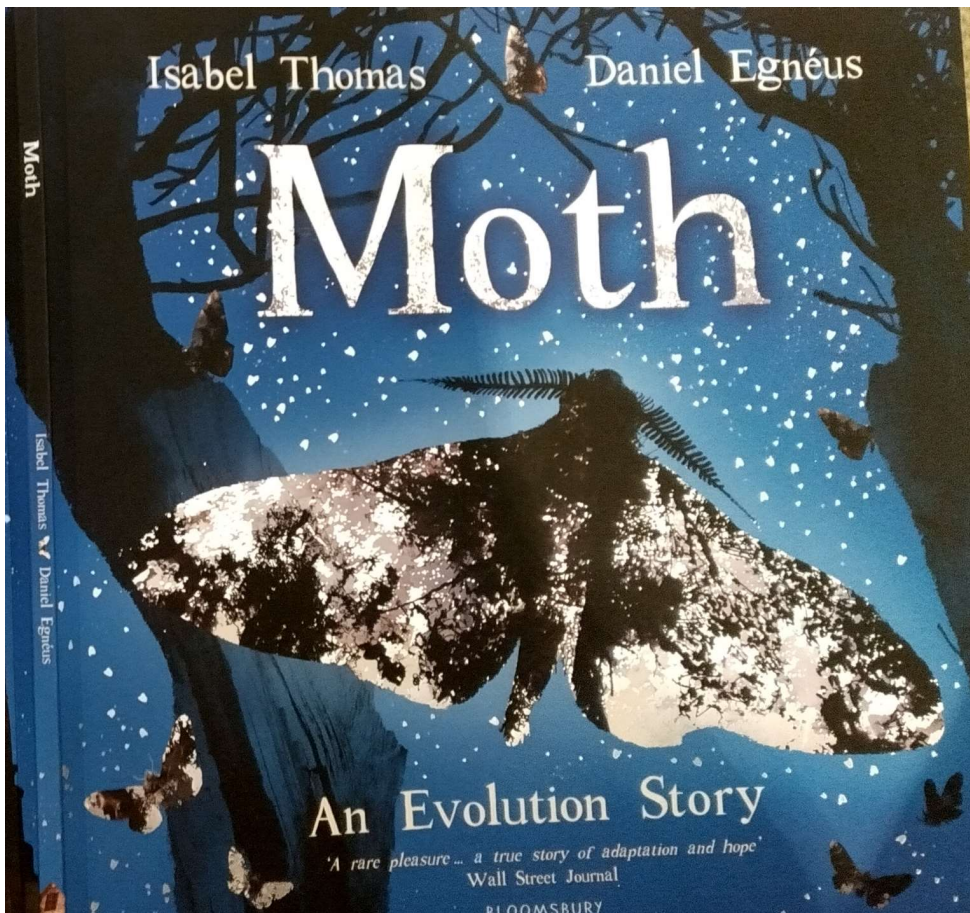
<https://youtu.be/7nXHoIhUU70>

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can use contrasting conjunctions.
- * I can discuss the similarities and differences between moths and butterflies.

Butterfly or moth

Let's find out more...



<https://youtu.be/iblvveTDkXQ>

What do we now know?

	Butterfly	Moth
Flight	Day	Night
Antennae	Smooth	Hairy
Cocoon	X	Yes –silk - hairy
Chrysalis	Yes – hard and smooth	x
Resting wings	Up above them	Behind like a dart

Moth or butterfly?



Butterfly – smooth antennae and wings folded up



Butterfly or moth?



Moth – resting wings out and feather
like antennae



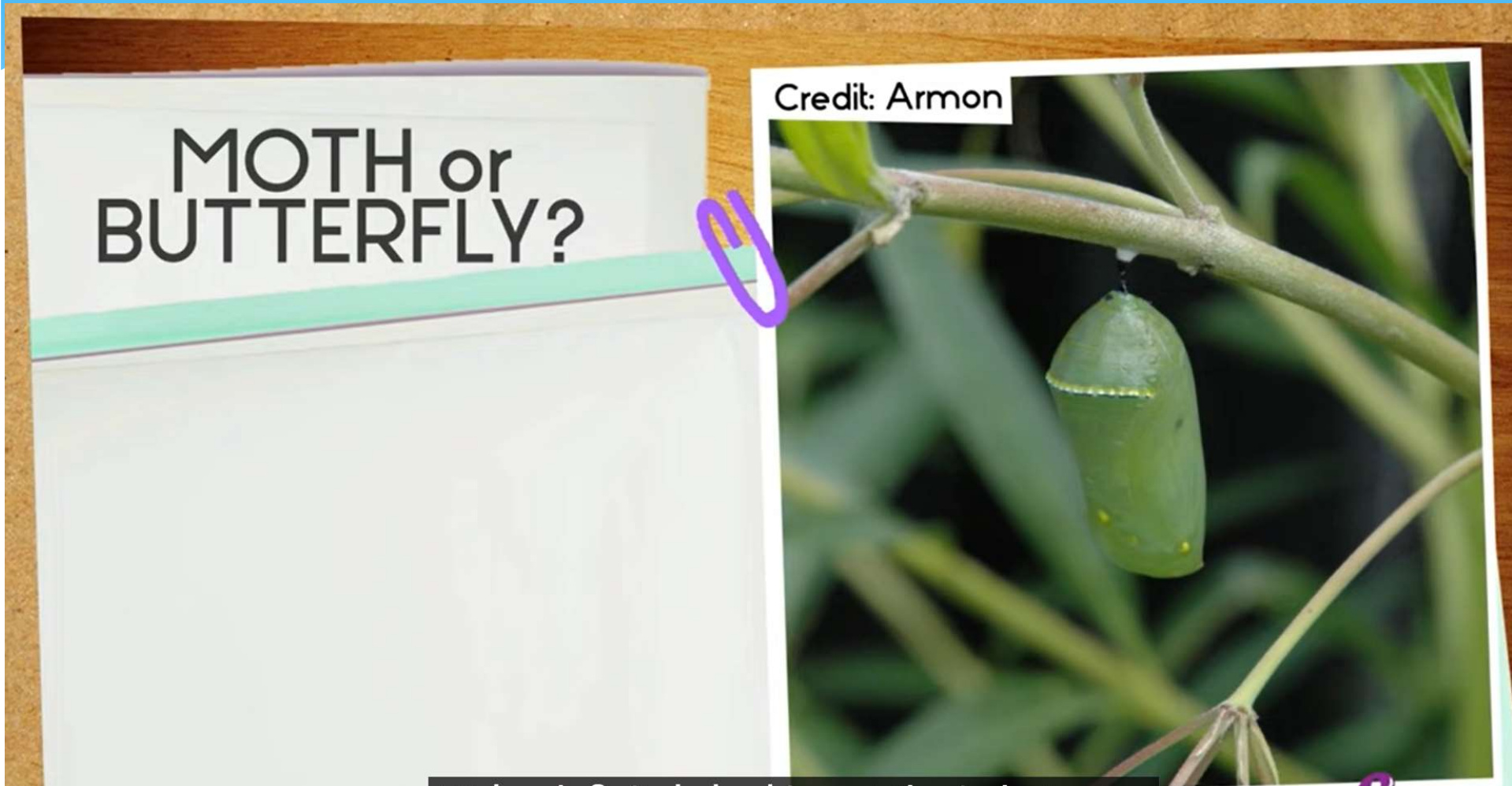
Butterfly or moth?

MOTH or
BUTTERFLY?

Credit: Armon

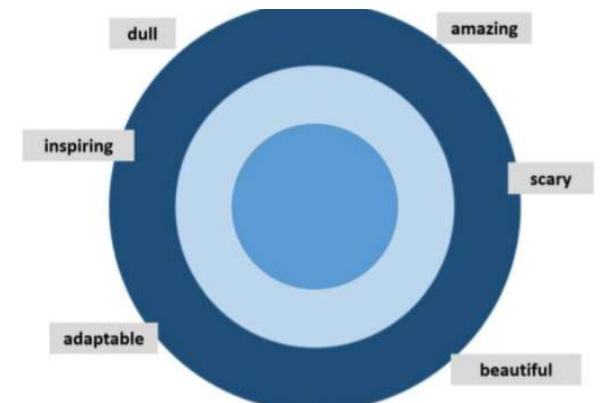


Butterfly - smooth and hard chrysalis



Return to our Zones of Relevance

- * Make any adjustments you want to after what you have found out.
- * Reflect on how we take on information and the difference between fact and opinion
- * Have a look at our books on moths to find out even more.



Can you put this information into sentences by saying them out loud?

	Butterfly	Moth
Flight	Day	Night
Antennae	Smooth	Hairy
Cocoon	X	Yes –silk - hairy
Chrysalis	Yes – hard and smooth	x
Resting wings	Up above them	Behind like a dart

What about this...

- * Butterflies fly during the day and moths fly during the night.
- * Butterflies have smooth antennae and moths have furry antennae.
- * Butterflies rest their wings up above their head and moths rest their wings behind them like a dart.

Can you spot the conjunction in each sentence?

- * Butterflies fly during the day and moths fly during the night.
- * Butterflies have smooth antennae and moths have furry antennae.
- * Butterflies rest their wings up above their head and moths rest their wings behind them like a dart.

A conjunction is a joining word.

- * Butterflies fly during the day **and** moths fly during the night.
- * Butterflies have smooth antennae **and** moths have furry antennae.
- * Butterflies rest their wings up above their head **and** moths rest their wings behind them like a dart.

AND is a good joining word.
It links ideas that are not related.

- * Butterflies fly during the day and moths fly during the night.
- * Butterflies have smooth antennae and moths have furry antennae.
- * Butterflies rest their wings up above their head and moths rest their wings behind them like a dart.

These ideas are related. They need a different conjunction.

- * Butterflies fly during the day **but** moths fly during the night.
- * Butterflies have smooth antennae **whereas** moths have furry antennae.
- * Butterflies rest their wings up above their head **however** moths rest their wings behind them like a dart.

These conjunctions offer a contrast idea (opposite). They are called contrasting conjunctions.

- * Butterflies fly during the day **but** moths fly during the night.
- * Butterflies have smooth antennae **whereas** moths have furry antennae.
- * Butterflies rest their wings up above their head **however** moths rest their wings behind them like a dart.

Contrasting conjunctions

- * but
- * however
- * whereas

Have a go at saying a sentence that uses one of these conjunctions to contrast an idea.

e.g. I like chocolate whereas Billy likes crisps.

Use contrasting conjunctions to write some sentences using the information below.

	Butterfly	Moth
Flight	Day	Night
Antennae	Smooth	Hairy
Cocoon	X	Yes –silk - hairy
Chrysalis	Yes – hard and smooth	x
Resting wings	Up above them	Behind like a dart

but

however

whereas

Week 1 Thursday

- * Learning Outcome / Objective
- * I can speak with confidence, fluency and prosody.
- * I can recognise features of a non-chronological report.
- * I can link sentences with subheadings.

All about MOTHS

Moths are small insects with big wings. There are over 160,000 different types of moths. They can be different shapes, colours and sizes.

Appearance

Moths look similar to butterflies as they are both insects with wings and six legs. Moths and butterflies both have antennae that they use to sense the world. A moth's antennae is feather-like and hairy, whereas a butterfly's antennae is smooth. A moth has huge eyes to help it see at night and is furry to keep it warm.

Habitat

Moths rest their wings behind them during the day in a dart-like shape. They are active mainly at night which makes them nocturnal. Their main habitat is woodlands, so they can be close to food and drink.

Diet

Adult moths live on a liquid diet and require very little food. They will eat the liquid from flower nectar, liquids from rotting fruits and tree sap. They can find this liquid from great distances because of their excellent sense of smell.

Moths are extremely adaptable and can live between two days to two months.

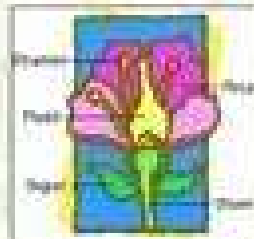
Tell me...

- * What did you like about the text?
- * What did you dislike?
- * What patterns did you spot?
- * What puzzles you?

Can you spot some of these things in our Moth text?

How do we spot a non-chronological report?

- Main title
- Subheadings
- Facts and information
- Information grouped by subjects
- Written in present tense
- Written in third person
- Clear explanations
- Possibly diagrams or pictures



Oh no! I got in a muddle. Can you help me sort the sentences out?

Moths are extremely adaptable and can live between two days to two months.

They will eat the liquid from flower nectar, liquids from rotting fruits and tree sap.

All about MOTHS

Habitat

Diet

Appearance

Moths look similar to butterflies as they are both insects with wings and six legs.

Moths are small insects with big wings.

Their main habitat is woodlands, so they can be close to food and drink.

Week 1 Friday

- * Learning Outcome / Objective
- * I can recognise features of a non-chronological report.
- * I can retrieve and infer information.

All about MOTHS

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Moths are extremely adaptable and can live between two days to two months.



All about BUTTERFLIES



Butterflies are some of the most interesting insects in the world. There are over seventeen thousand different species worldwide.

What Do They Eat?

Butterflies get all of the food they need by drinking. They have a long, thin tube in their mouth called a proboscis, which they use like a straw to suck up their food. Adult butterflies eat all sorts of things, such as juices from oranges and watermelons. They also eat nectar from different types of flowers and water.

Staying Safe

Some types of butterflies have eye spots on their wings. If a predator comes near they flutter their wings, showing their eye spots, which scares the predator away. Some butterflies taste horrible and bright colours usually warn other animals of this.



egg



caterpillar



chrysalis



butterfly

Where Do They Live?

Butterflies live in lots of different places depending on what season it is. They like to live in warm places and can be found in many countries around the world. Butterflies tend to live where they can find food. They are awake during the day looking for food and at night they may be found on the underside of a leaf or tucked away in a crevice in a rock.



Questions

Answer the questions below in full sentences.



1. Where do butterflies live?_____

2. When are butterflies awake?_____

3. What do they like to eat?_____

4. How do they eat their food?_____

5. How do butterflies stay safe?_____

6. What does a caterpillar do before it turns into a butterfly?_____

7. How long can butterflies live for?_____

Week 2 Monday

- * Learning Outcome / Objective
- * I can understand new vocabulary.

All about MOTHS

Moths are small insects with big wings. There are over 160,000 different types of moths. They can be different shapes, colours and sizes.

Appearance

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Diet

Adult moths live on a liquid diet and require very little food. They will eat the liquid from flower nectar, liquids from rotting fruits and tree sap. They can find this liquid from great distances because of their excellent sense of smell.

Moths are extremely adaptable and can live between two days to two months.

Dictionary time...

- * Look up words from the model text you are unsure about.

- * antennae
- * nocturnal
- * adaptable

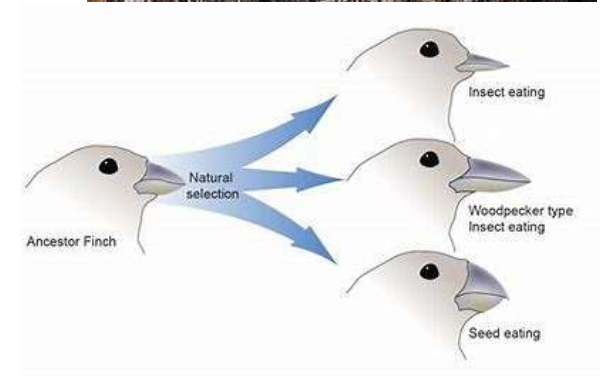
Look up these words in preparation for our next few lessons.

- * adaptation
- * survival
- * evolution
- * change
- * hope
- * pollution
- * camouflage

Can you match the word to the picture and definition?

Adaption / pollution / camouflage

- * harmful to the environment
- * changing something
- * to hide or disguise something

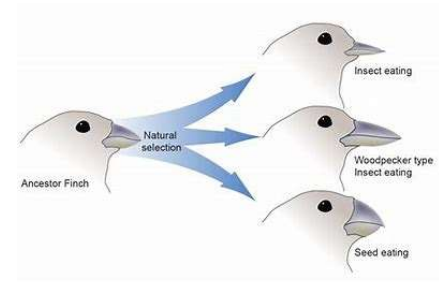


Can you write a sentence using this word correctly?

* Pollution harmful to the environment



* Adaption changing something



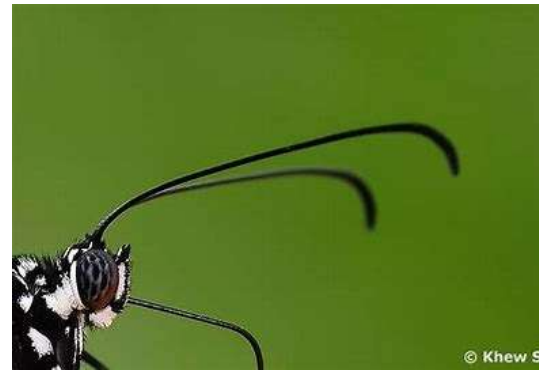
* camouflage to hide or disguise something



Can you match the word to the picture and definition?

antennae / nocturnal / survival

- * to stay alive
- * a long feeler
- * to come out at night



Can you match the word to the picture and definition?

* Survival

to stay alive



* Antennae

a long feeler



* nocturnal

to come out at night



Week 2 Tuesday

- * Learning Outcome / Objective
- * I can justify personal responses to a book.

All about MOTHS

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Appearance

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Habitat

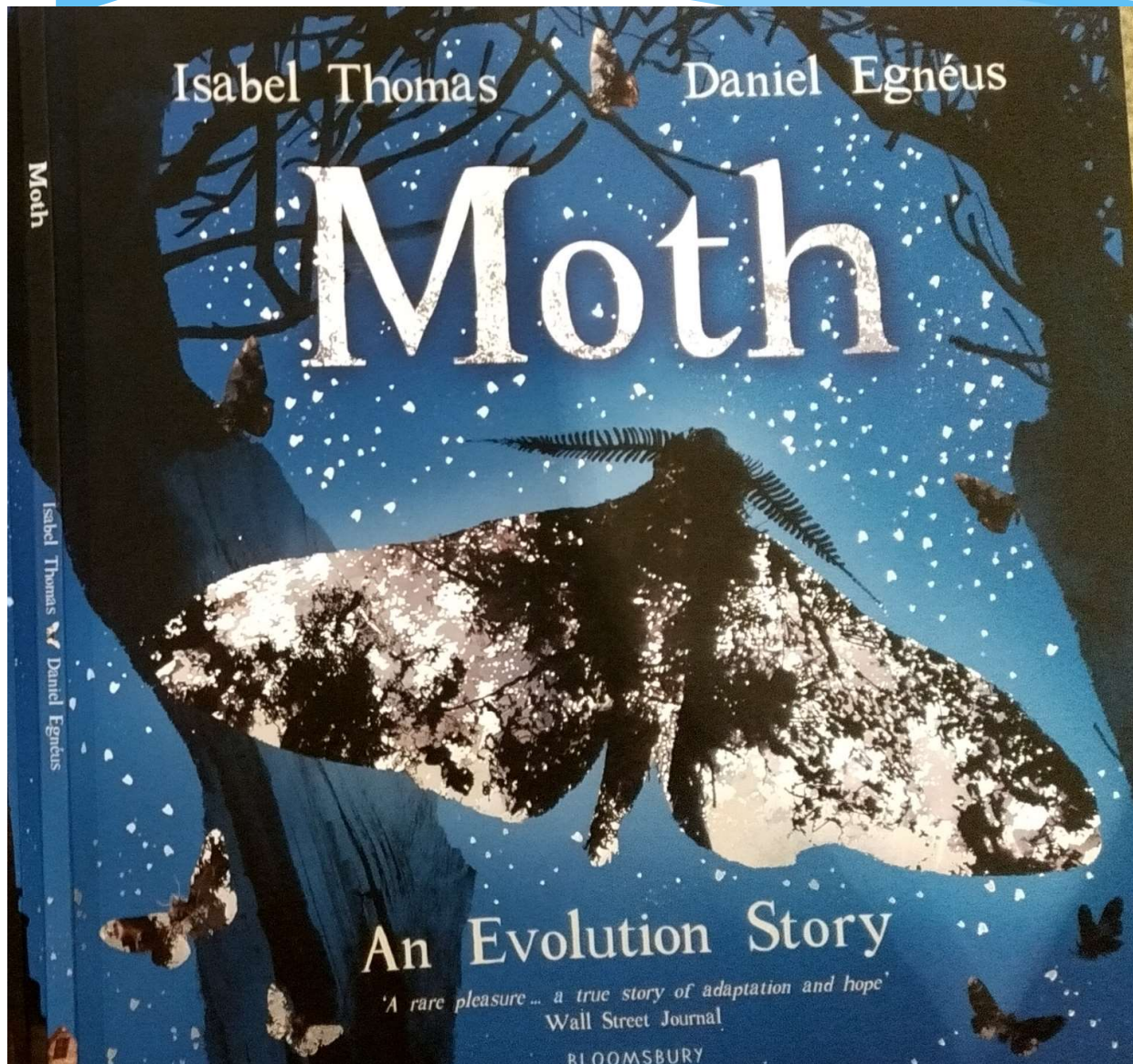
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Moths are extremely adaptable and can live between two days to two months.

What type of book do you think this is? Fiction or non-fiction? Why?




- * How does it make you feel about these moths from this front cover?
- * Watch how the foil catches the light, enhancing the magical effect of light and dark.
- * What does it tell you about how the author and illustrator feel about these moths?
- * Why is it Moth and not MothS?

Isabel Thomas – a scientist and author

- * What do you think she knows about moths that you don't?
- * What might she and illustrator, Daniel Egnéus, be able to tell us about them?
- * How will they tell us about moths?
- * What will it sound like?
- * Does it change your initial ideas about what kind of book this is?
- * Do they think she might change your initial opinions about these creatures?

Let's read the first part of the book together.

- * As you are listening, think about the Tell me questions...
- * What do you like?
- * What do you dislike?
- * What patterns can you see?
- * What puzzles you?



For Merlin, who gave me wings
— I.M.T.

For Elisabeth and Lars-Göran
— D.E.

Isabel Thomas

Daniel Egnéus

Moth

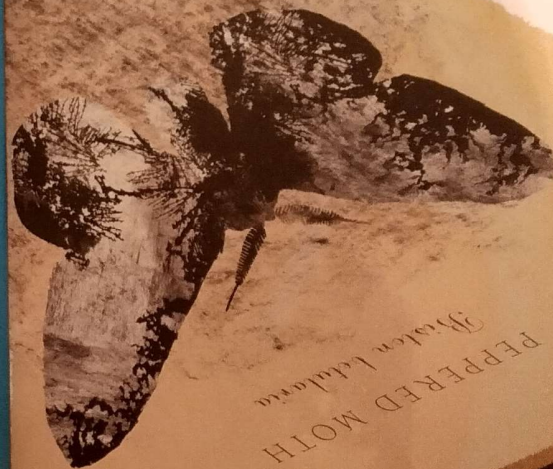
An Evolution Story

BLOOMSBURY
CHILDREN'S BOOKS
LONDON · OXFORD · NEW YORK · NEW DELHI · STOWET

This is a story of light and dark.
Of change and adaptation,
of survival and hope.




It starts with a little moth.

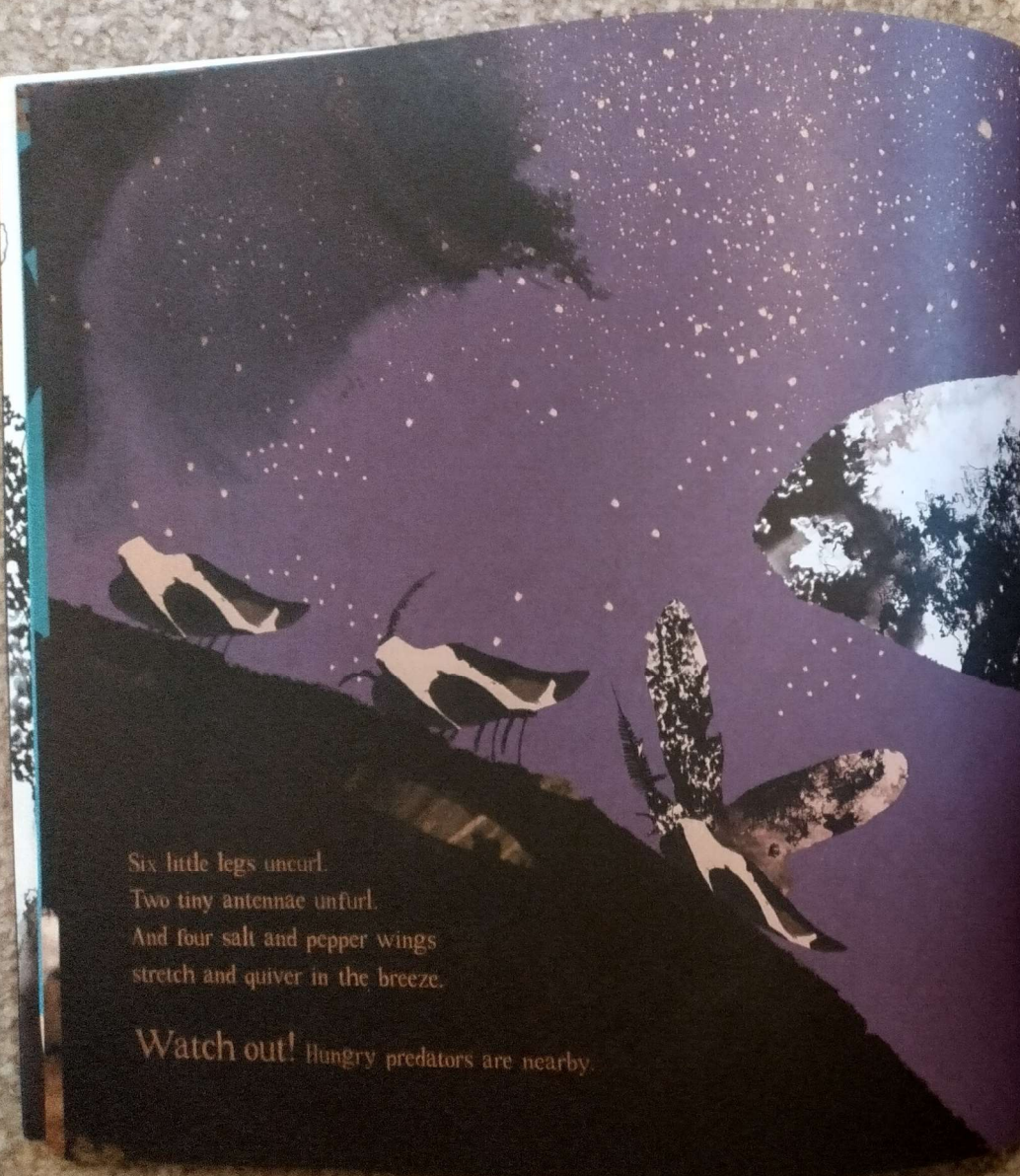


It starts with a little moth.

- * Look at the print on the page to spot the repetition ‘...of light and dark. Of change and adaptation, of survival and hope.’
- * Appreciate the dramatic pause, influenced by the space between the printed text on the previous page and the single sentence above the book

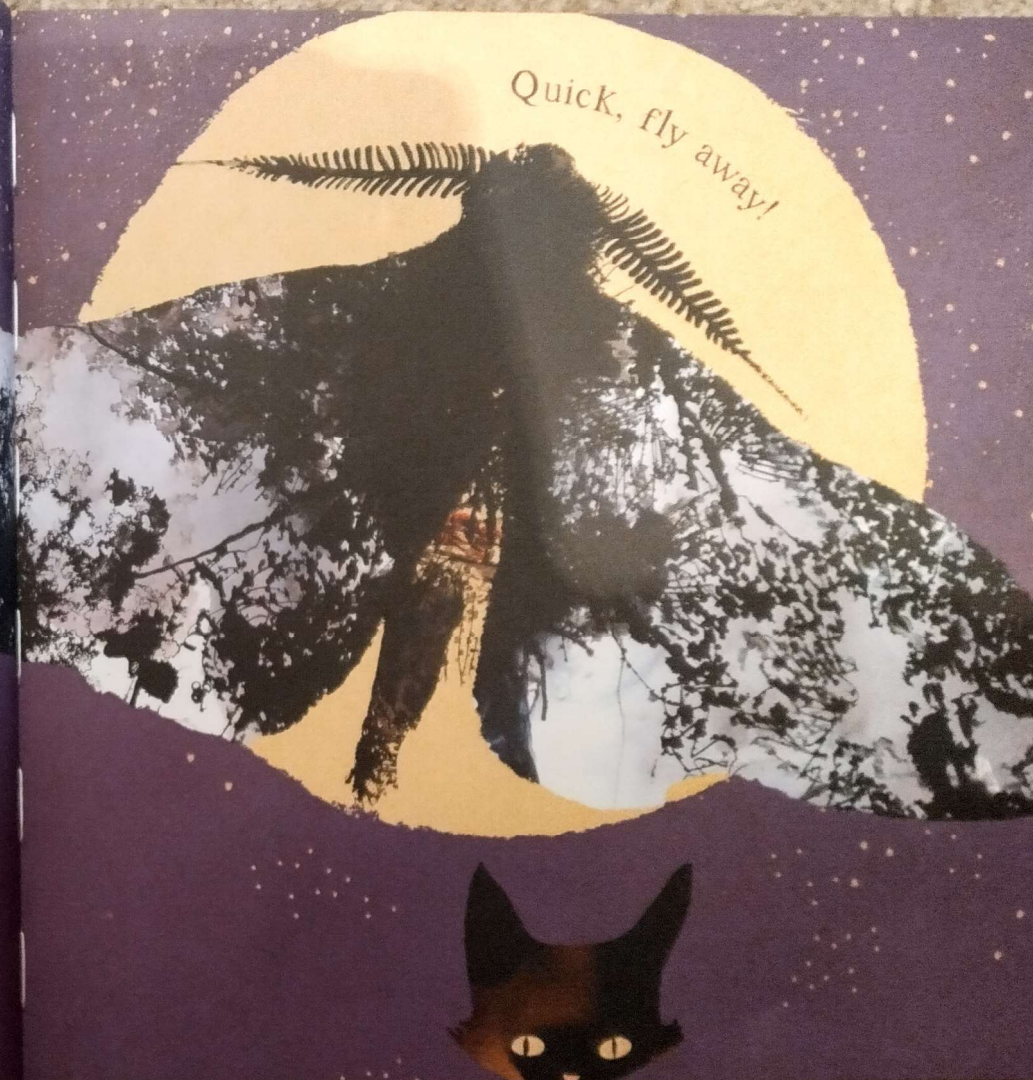


Look! What's that
moving in the moonlight?
A shiny cocoon wiggles and jiggles.
Something is waking up from
a long winter's sleep.


The left page of the book features a dark, starry night sky. In the foreground, three moths are depicted. Two are perched on a dark, silhouetted branch or rock, while the third is in flight, its wings spread wide. The moths have a salt-and-pepper pattern on their wings. The background is a deep purple and blue, speckled with white stars.

Six little legs uncurl.
Two tiny antennae unfurl.
And four salt and pepper wings
stretch and quiver in the breeze.

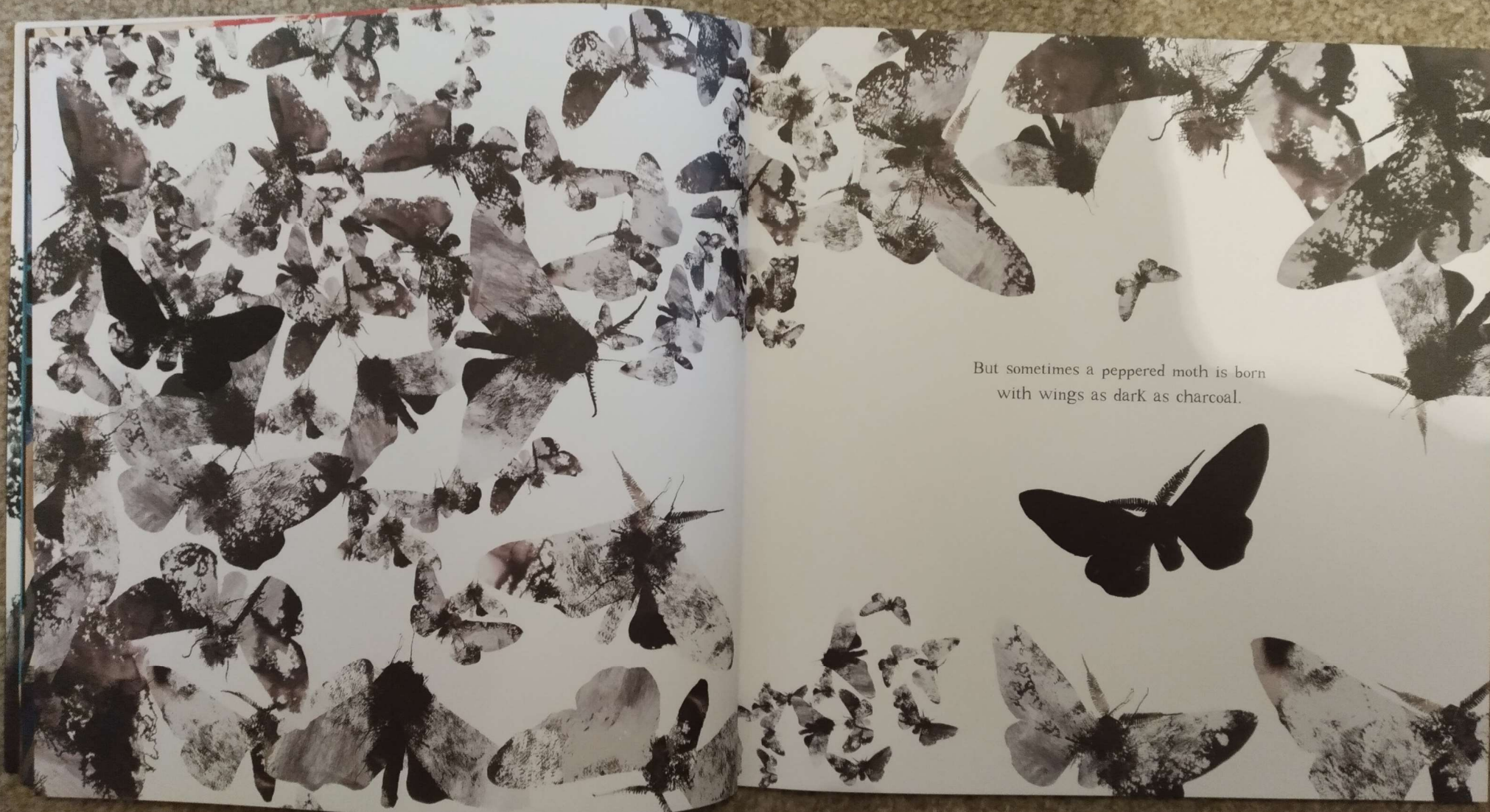
Watch out! Hungry predators are nearby.

The right page of the book features a large, full moon in the upper right corner. A large moth with a salt-and-pepper pattern on its wings is shown in flight, its wings spread wide. The moth's body is dark, and its antennae are long and feathery. The background is a deep purple and blue, speckled with white stars. In the lower right corner, a small, dark cat with yellow eyes is looking up at the moth.

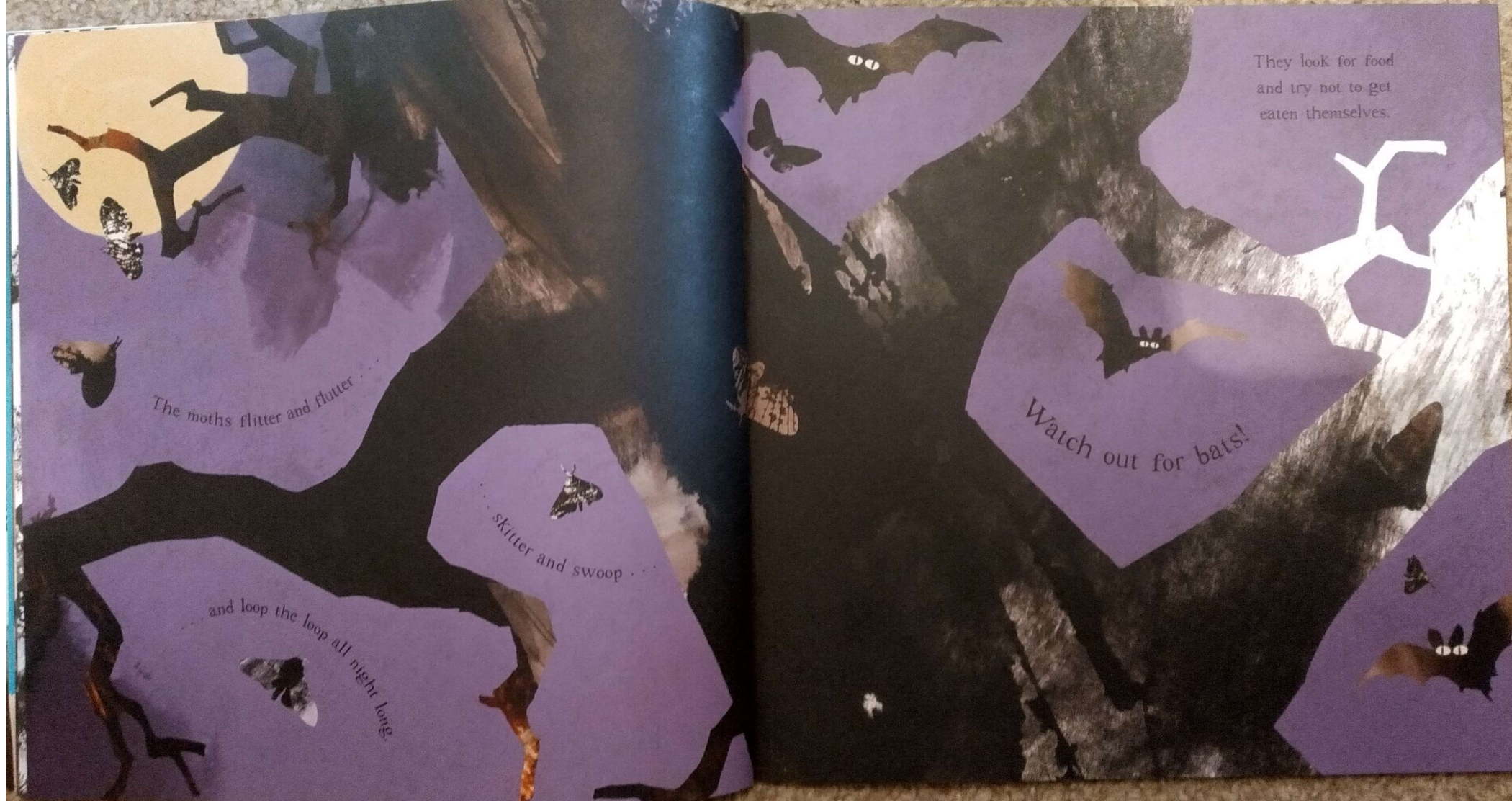
Quick, fly away!



The peppered moth joins its sisters,
brothers and cousins. Most have
speckled, freckled wings.



But sometimes a peppered moth is born
with wings as dark as charcoal.



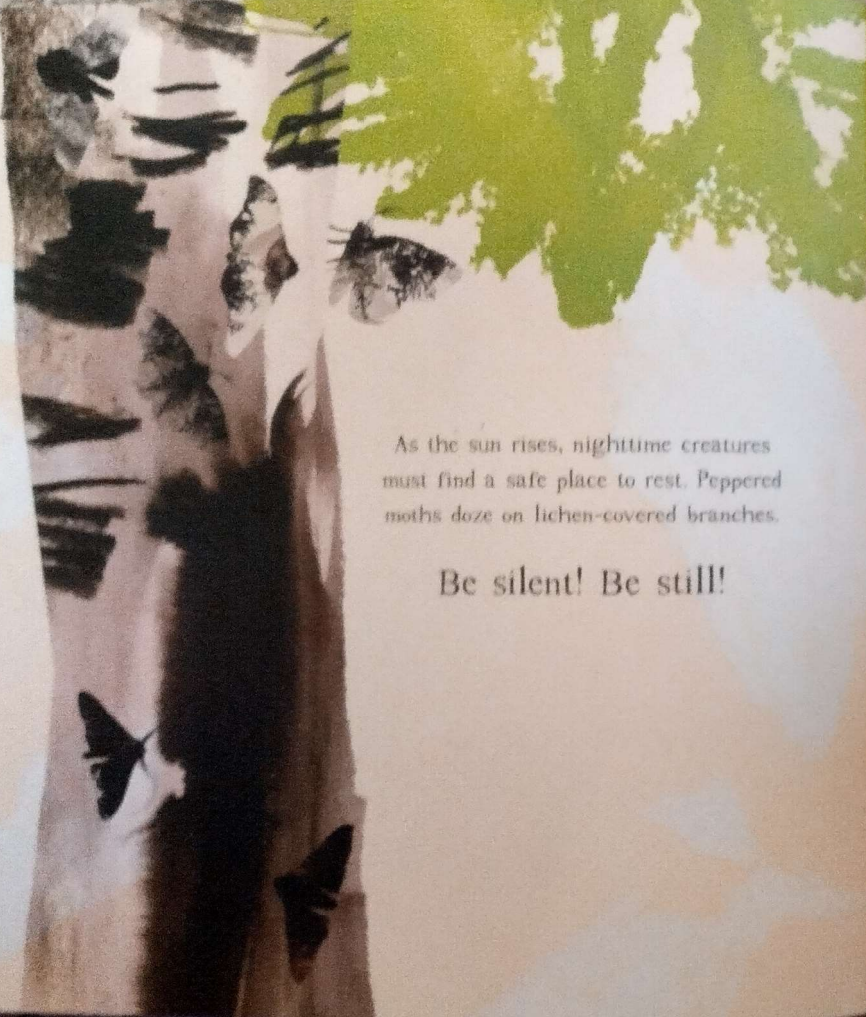
The moths flutter and flutter . . .

skitter and swoop . . .

and loop the loop all night long.


They look for food
and try not to get
eaten themselves.

Watch out for bats!




As the sun rises, nighttime creatures
must find a safe place to rest. Peppered
moths doze on lichen-covered branches.

Be silent! Be still!




Someone else is looking for food now.
Who is disguised? Who will survive?



Oh no! Charcoal black wings
are easy to spot on the pale branches.



These dark-coloured moths will
be a feast for hungry chicks!




A small, dark moth is shown in flight on the right page, positioned near the bottom right corner. The background of the right page is a light, textured surface with some dark, vertical brushstrokes.



The speckled, freckled moths are masters of
disguise. Their salt and pepper wings
Keep them safe from hungry eyes.

The very next night they lay eggs
of their own. The new moths will
have salt and pepper wings too,
just like their parents.



Every year, the same thing happens.

Hundreds of tiny eggs hatch.
The moths with the best camouflage
survive long enough to have children,
and pass on their salt and pepper wings.

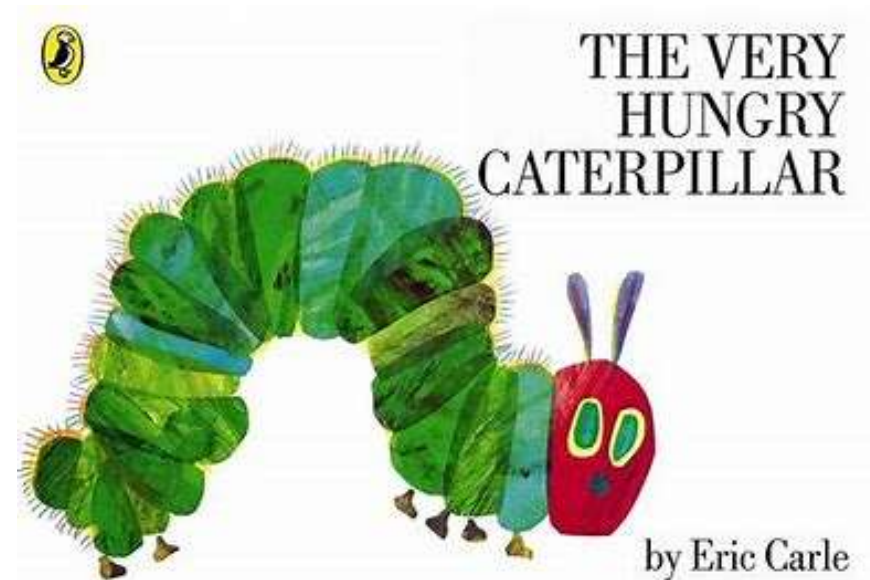
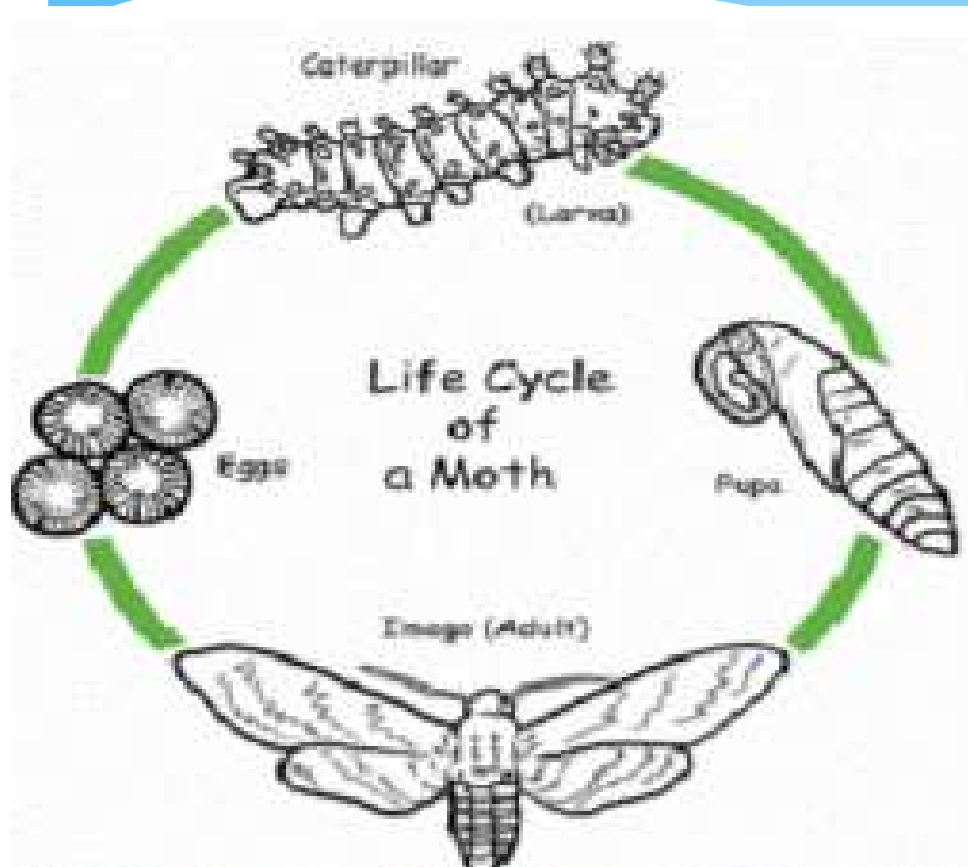
This is why most peppered moths
were speckled and freckled.

Until the world began to change.

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you notice?
- * What puzzles you?

The very hungry caterpillar?



Week 2 Wednesday

- * Learning Outcome / Objective
- * I can recognise third person.
- * I can recognise present tense.

All about MOTHS

Moths are small insects with big wings. There are over 160,000 different types of moths. They can be different shapes, colours and sizes.

Appearance

Moths look similar to butterflies as they are both insects with wings and six legs. Moths and butterflies both have antennae that they use to sense the world. A moth's antennae is feather-like and hairy, whereas a butterfly's antennae is smooth. A moth has huge eyes to help it see at night and is furry to keep it warm.

Habitat

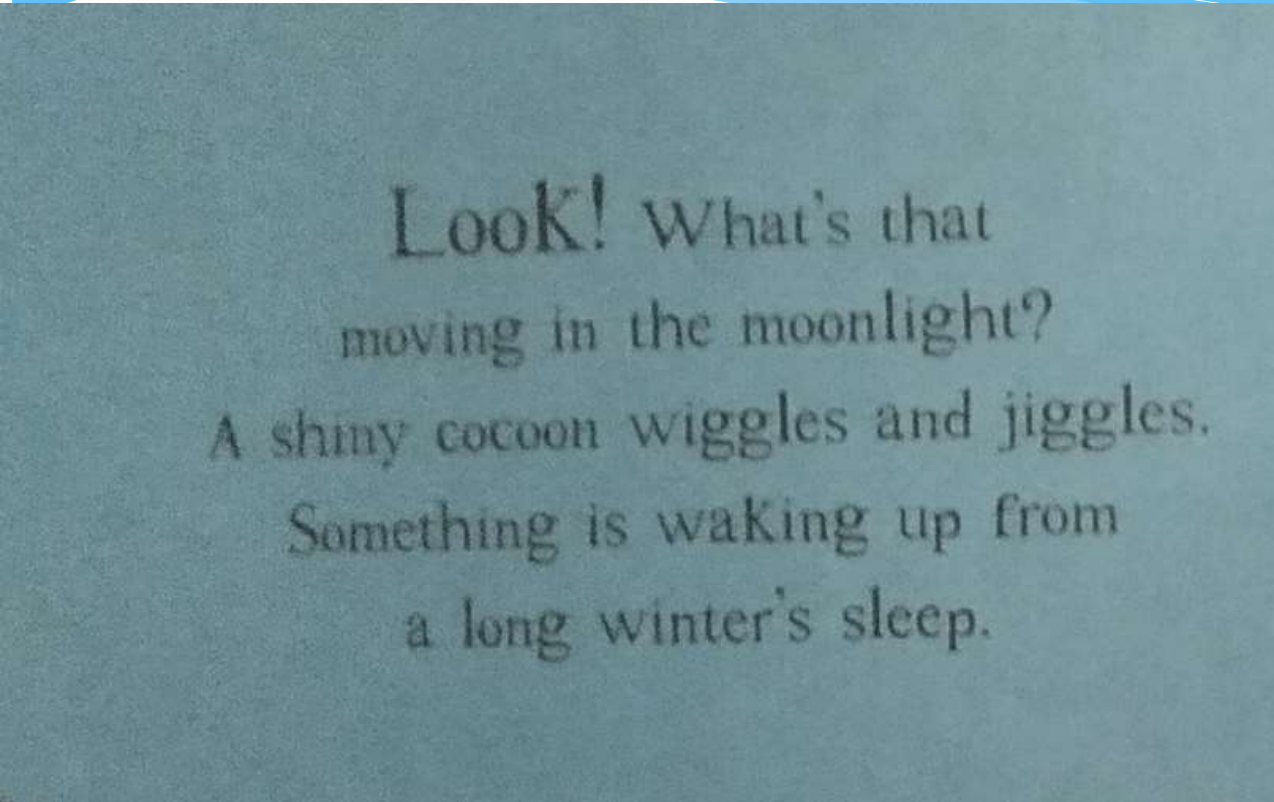
Moths rest their wings behind them during the day in a dart-like shape. They are active mainly at night which makes them nocturnal. Their main habitat is woodlands, so they can be close to food and drink.

Diet

Adult moths live on a liquid diet and require very little food. They will eat the liquid from flower nectar, liquids from rotting fruits and tree sap. They can find this liquid from great distances because of their excellent sense of smell.

Moths are extremely adaptable and can live between two days to two months.

Present tense – happening now



Look! What's that
moving in the moonlight?
A shiny cocoon wiggles and jiggles.
Something is waking up from
a long winter's sleep.

- * Verbs – to be

- * is

- * are

- * am

- * have

- * Verbs – to do

- * moving wiggles jiggles waking

Can you spot the verbs in this text?

All about MOTHS

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Can you spot the verbs in this text?

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Adult moths **live** on a liquid diet and **require** very little food. They **will eat** the liquid from flower nectar, liquids from rotting fruits and tree sap. They **can find** this liquid from great distances because of their excellent sense of smell.

Moths **are** extremely adaptable and **can live** between two days to two months.

1st person and past tense – happened
in the past and is about me.

- * I jumped down the stairs.
- * I had a banana at breakfast.
- * I ran to school.
- * I did a backflip on the trampoline.

3rd person and present tense – happening now
and is about someone or something else.

* I jumped down the stairs.

* I had a banana at breakfast.

* I ran to school.

* I did a backflip on the trampoline.

* Cats jump down stairs.

* Monkey have a bananas at breakfast.

* Children run to school.

* Tommy is doing a backflip on the trampoline.

Non-chronological reports are mainly in third person and present tense.

All about Dogs

- * A dog is an animal.
- * Dogs live in kennels.
- * There are many different breeds of dog.



Have a go at writing in the style of a non-chronological report based on an animal you know well.

- * e.g. a cat or a horse or a hamster.
- * Think about writing where they live or what they eat or what they look like.
- * Remember to make it present tense and 3rd person.
- * Use your model text for support.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can research questions in groups.
- * I can recognise questions.

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Questions Marks



Question Marks



Question Marks are used when a direct question is asked.

What is
inside?

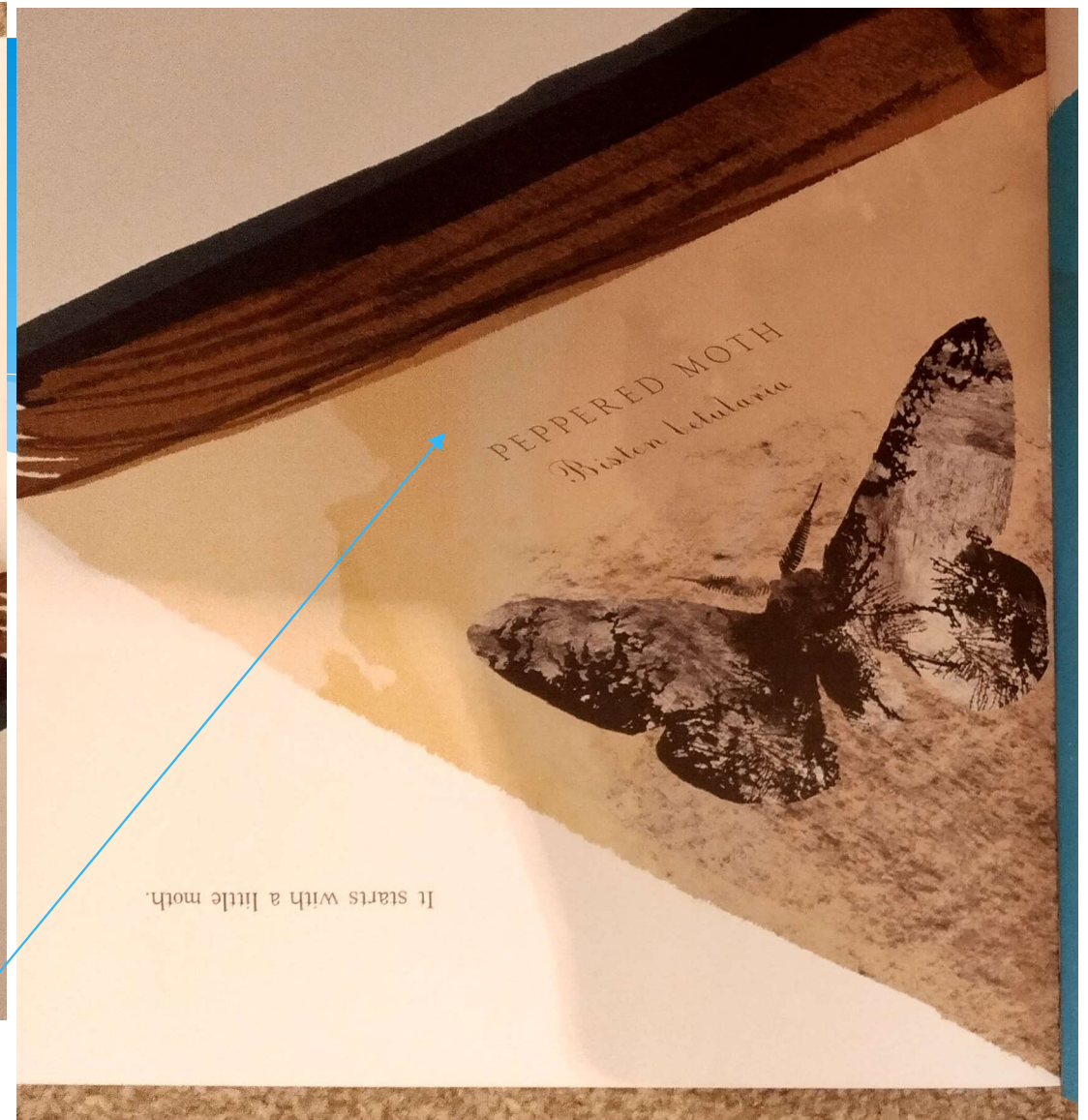
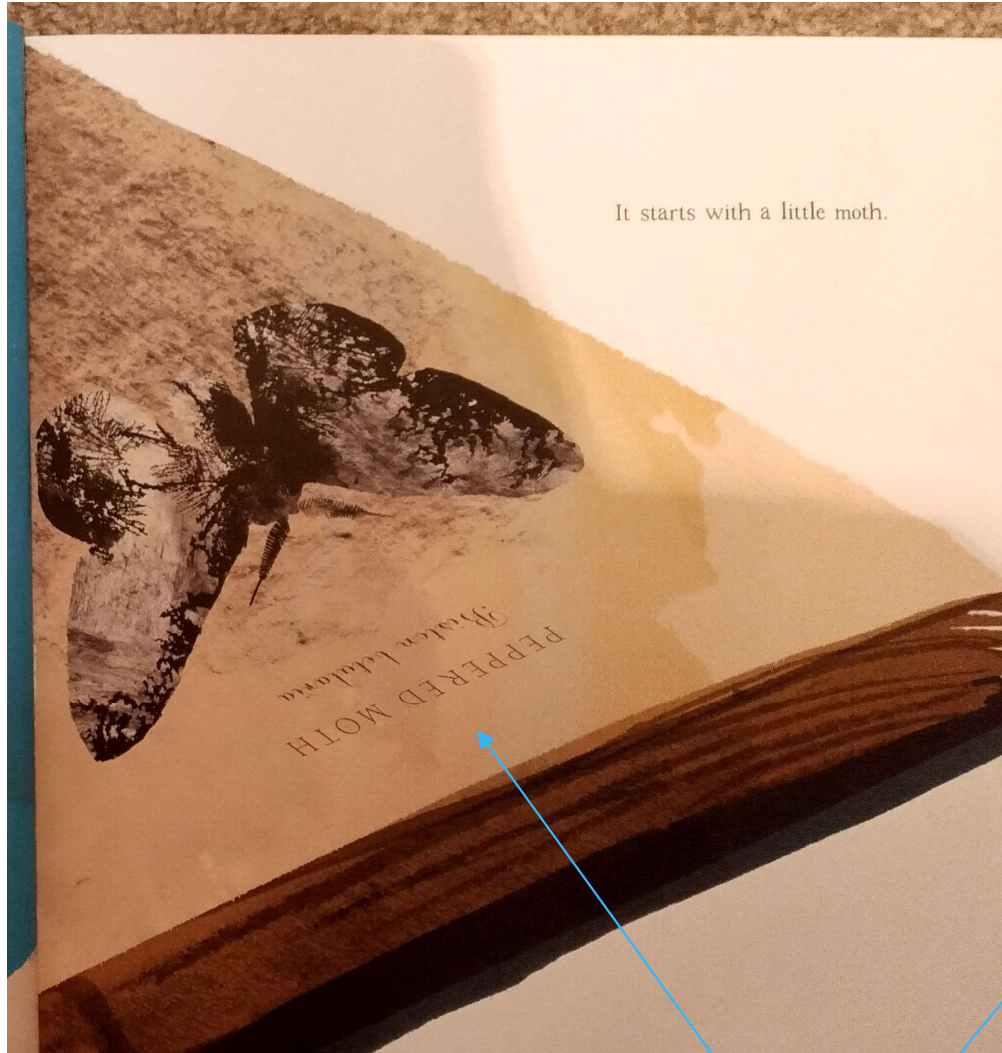
Why?

which door?

who are you?

what time
is it?





In our book we are learning about the 'Peppered Moth'.

What other questions would you like to ask to find out more about them?

Peppered moths

- * What do I want to know?
- * Where do they rest during the day?
- * What helps them to camouflage?
- * Why would they need to change colour?
- * Who was the scientist to name them 'peppered'?
- * How many predators do they have?
- * When are they most active?

The Story of the PEPPERED MOTH

Biston betularia

There are two variations of the peppered moth:



the light form



the dark form

An evolution story

The story of the peppered moth is a famous example of natural selection, the process behind evolution.

Until the early 1800s, most peppered moths were light with speckled wings. The dark form, spotted for the first time in 1848, was very rare. But fifty years later, the opposite was true. Nine in every ten peppered moths had dark wings. The light form had almost disappeared.



Natural selection

In the 20th century, we realised that Charles Darwin and Alfred Russel Wallace's theory of natural selection could explain the transformation of the peppered moth.

During the day, peppered moths rest on tree trunks and branches. In the early 1800s, light speckled wings provided brilliant camouflage on lichen-covered bark. Dark moths were easier to spot, so they were more likely to get eaten by birds. Light moths were better suited to their environment, so they were more likely to survive and pass on their features to the next generation. This is natural selection.

During the Industrial Revolution, a huge increase in air pollution killed lichens and coated trees with a layer of soot. In this changed environment, dark peppered moths had the better camouflage. They became more likely to survive long enough to lay eggs, passing on their dark wings to their offspring. Over time, the proportion of dark moths increased.

Adaptation

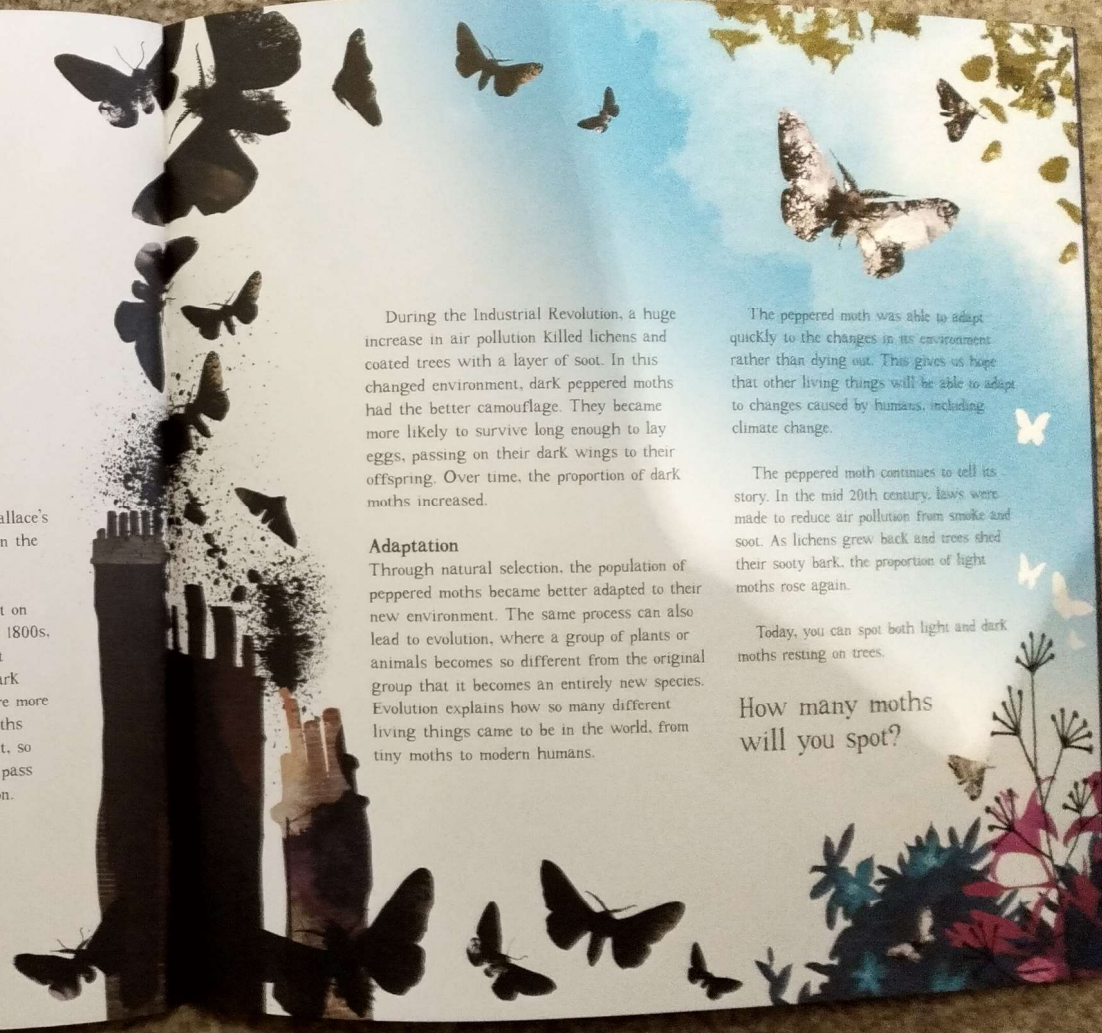
Through natural selection, the population of peppered moths became better adapted to their new environment. The same process can also lead to evolution, where a group of plants or animals becomes so different from the original group that it becomes an entirely new species. Evolution explains how so many different living things came to be in the world, from tiny moths to modern humans.

The peppered moth was able to adapt quickly to the changes in its environment rather than dying out. This gives us hope that other living things will be able to adapt to changes caused by humans, including climate change.

The peppered moth continues to tell its story. In the mid 20th century, laws were made to reduce air pollution from smoke and soot. As lichens grew back and trees shed their sooty bark, the proportion of light moths rose again.


Today, you can spot both light and dark moths resting on trees.

How many moths will you spot?




Let's reread our book to see if we can note down some answers.

- * Look for information on appearance / diet / habitat / predators etc.
- * Pictures have lots of clues.

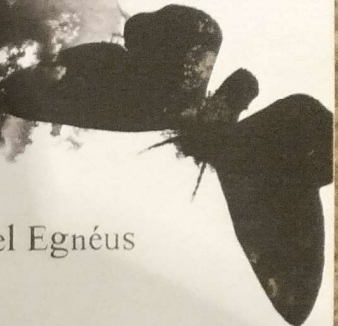


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Moth

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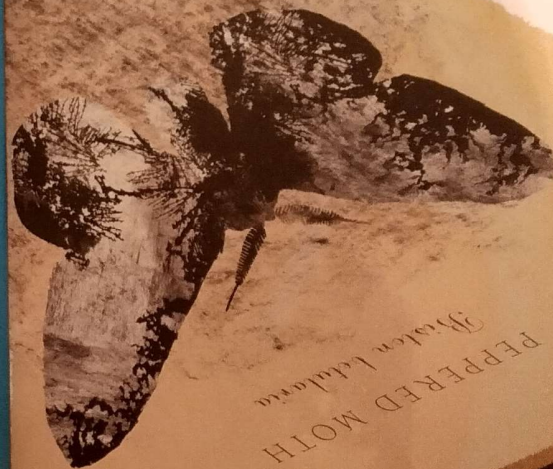
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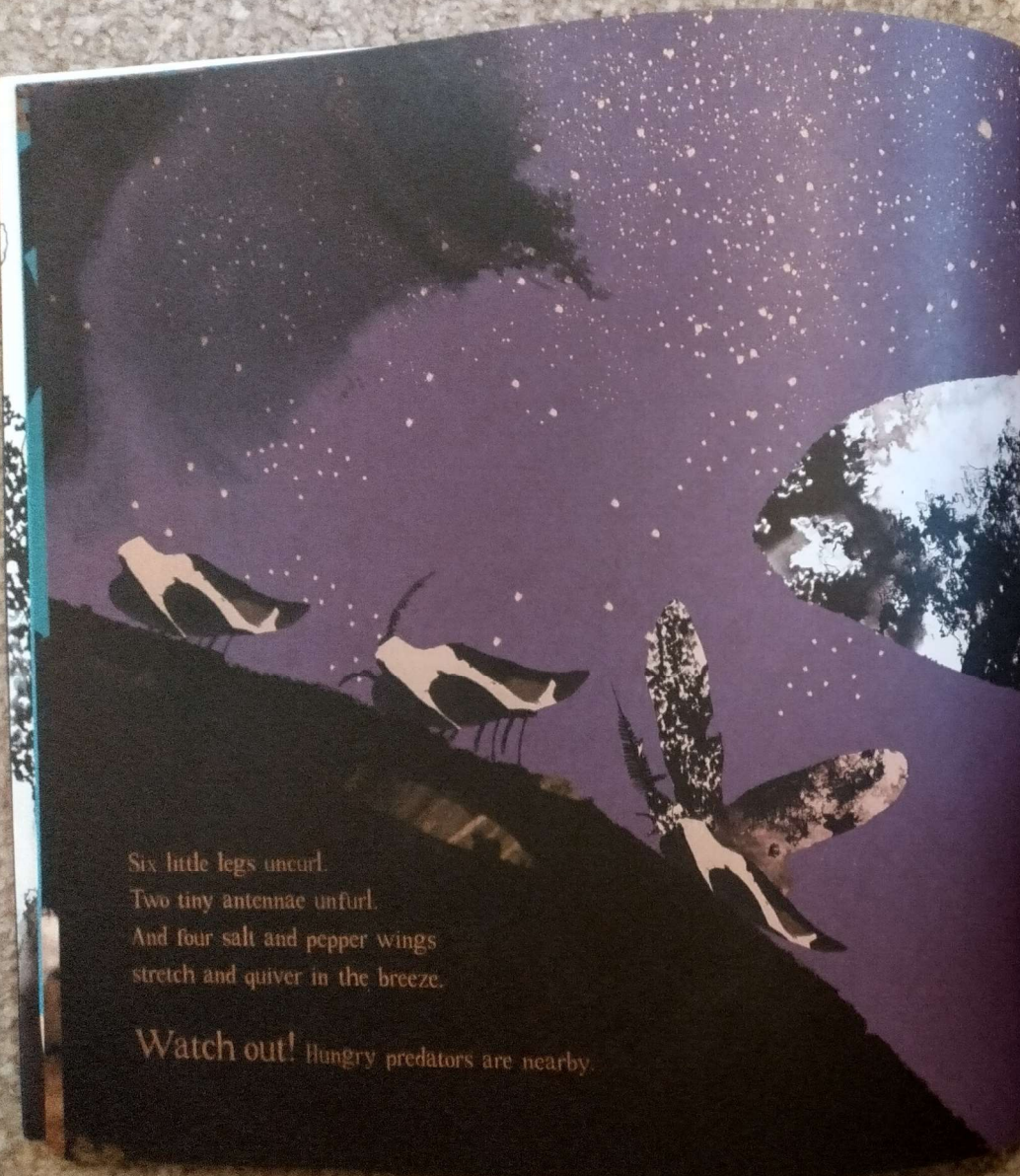


It starts with a little moth.



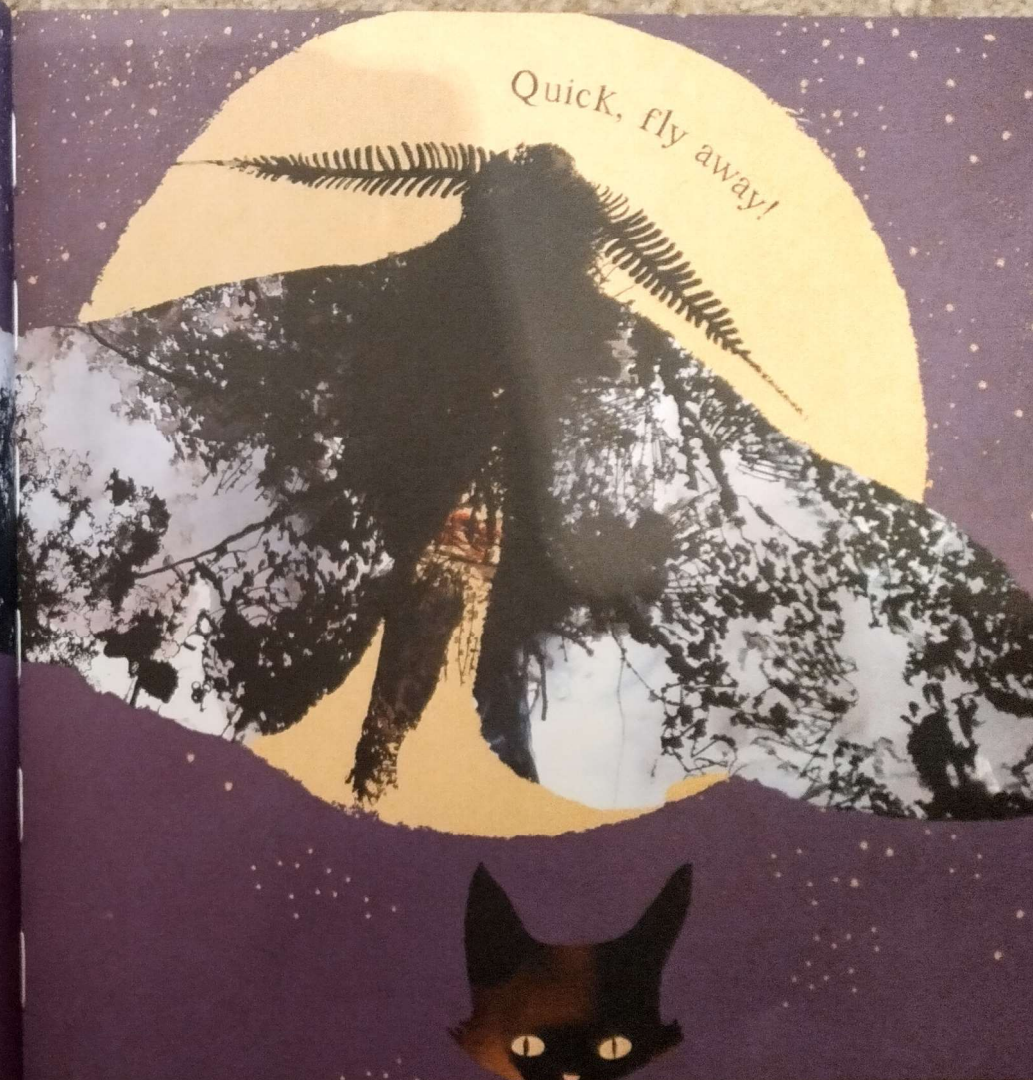


Look! What's that
moving in the moonlight?
A shiny cocoon wiggles and jiggles.
Something is waking up from
a long winter's sleep.




Six little legs uncurl.
Two tiny antennae unfurl.
And four salt and pepper wings
stretch and quiver in the breeze.

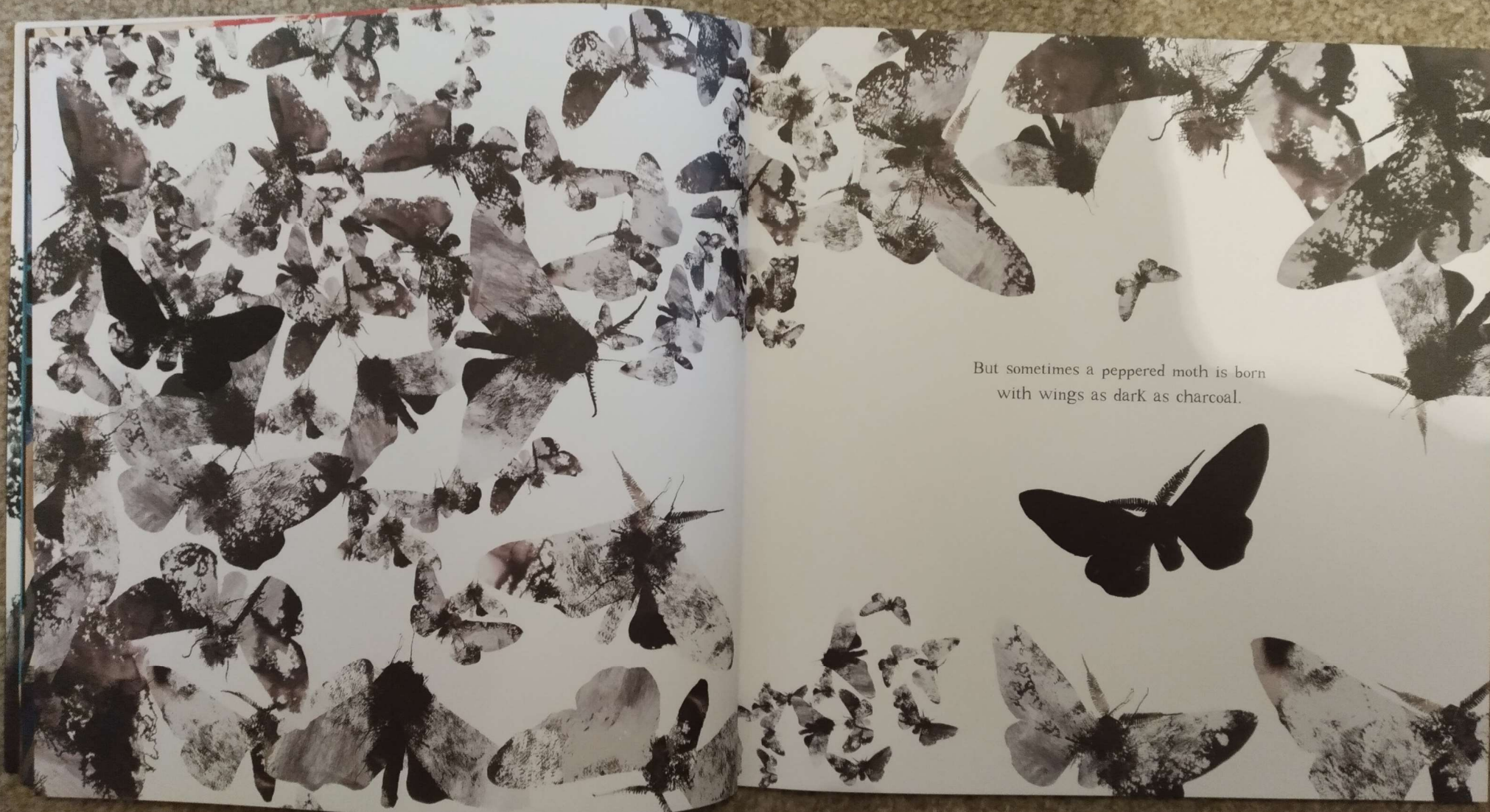
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Quick, fly away!



The peppered moth joins its sisters,
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speckled, freckled wings.



But sometimes a peppered moth is born
with wings as dark as charcoal.



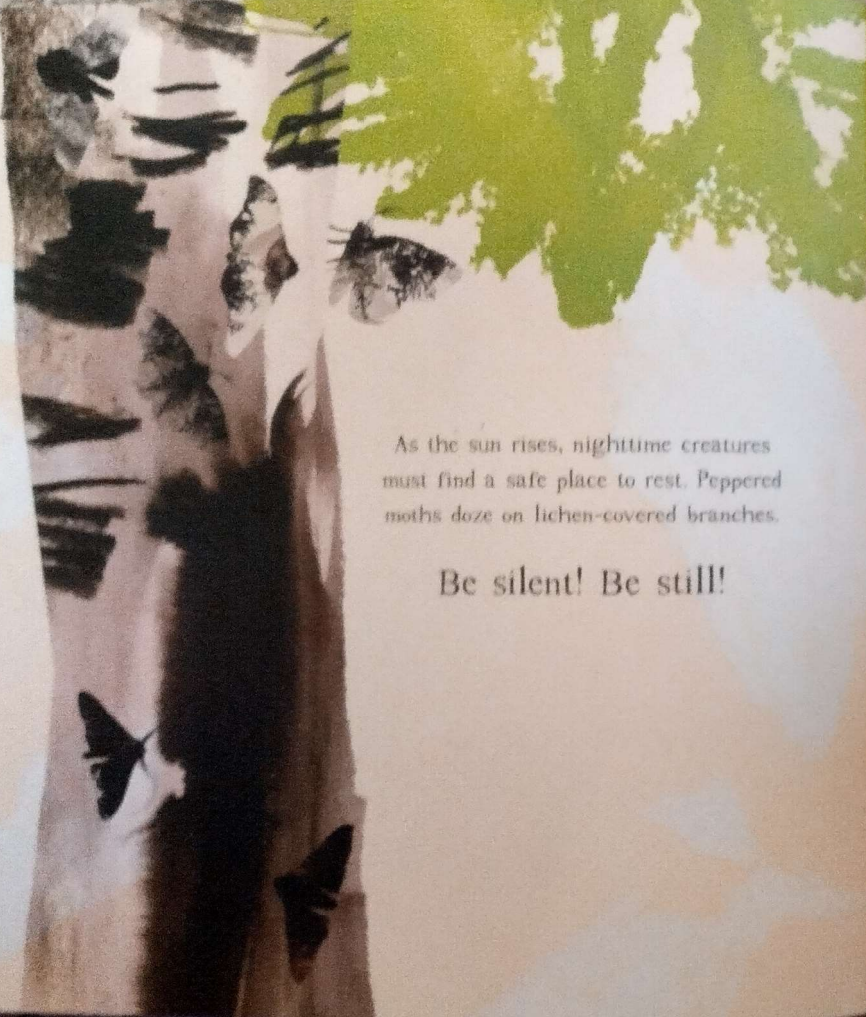
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eaten themselves.

The moths flutter and flutter . . .

skitter and swoop . . .


and loop the loop all night long.

Watch out for bats!




As the sun rises, nighttime creatures
must find a safe place to rest. Peppered
moths doze on lichen-covered branches.


Be silent! Be still!



Someone else is looking for food now.
Who is disguised? Who will survive?



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Every year, the same thing happens.

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survive long enough to have children,
and pass on their salt and pepper wings.

This is why most peppered moths
were speckled and freckled.

Until the world began to change.

Did you notice?

- * words like speckled and freckled for appearance?
- * pictures of cats as predators?
- * them sleeping on lichen covered trees?
- * they can camouflage?

Peppered moths.

- * Use computer and books to model finding the answer to the questions.
- * Give time for children to write two of their own questions and then use books or the computer to find the answers.

Week 2 Friday

- * Learning Outcome / Objective
- * I can work collaboratively.
- * I can communicate clearly and effectively.
- * I can share my ideas with the class.

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All about Peppered Moths

Peppered moths are insects born from cocoons.

- * Appearance

- speckled freckled

- 6 legs

- salt and pepper wings / charcoal wings

Week 3 Monday

- * Learning Outcome / Objective
- * I can ask questions.
- * I can use research skills to find the answer to questions.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can plan a non-chronological report.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can write a non-chronological report from my plan.

Week 3 Thursday

- * Learning Outcome / Objective
- * I can complete my non-chronological report.
- * I can edit and improve my writing.

Week 3 Friday

- * Learning Outcome / Objective
- * I can publish my writing.
- * I can evaluate the writing of others.

Success Criteria

- * Title All about _____
- * Opening that says what the title is about
- * Subheadings
- * Sentences with conjunctions 'but' 'whereas'
- * Closing giving a fascinating fact
- * third person e.g. dogs...
- * present tense e.g. are / is / can
- * pictures to help with understanding

Week 4 Monday

- * Learning Outcome / Objective
- * I can recognise expanded noun phrases.

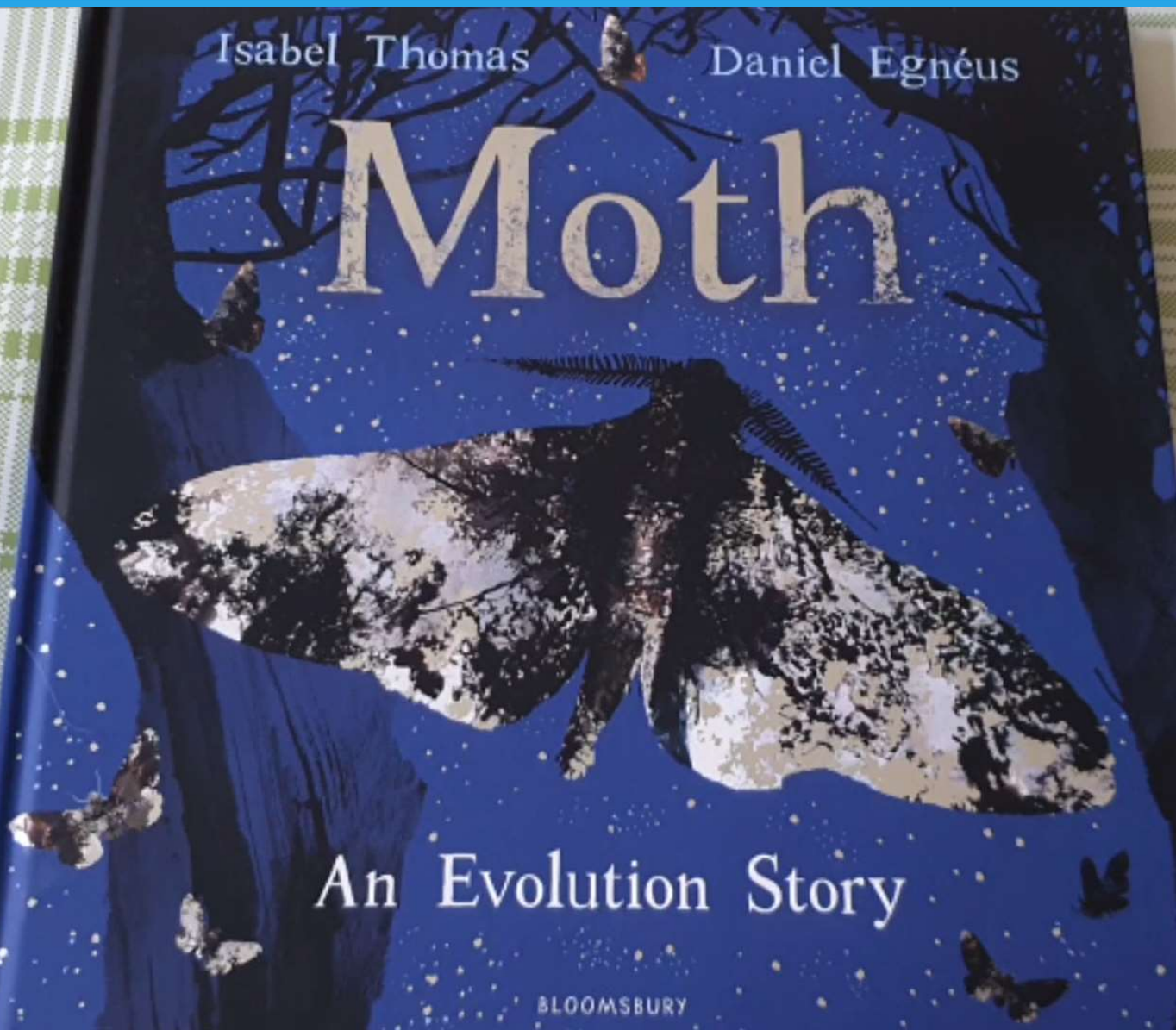
Isabel Thomas

Daniel Egnéus

Moth

An Evolution Story

BLOOMSBURY



'A gorgeous blend of text and illustrations and a wonderfully successful introduction to non-fiction for younger readers'
Booklist

This is a story of change
and survival...

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moth lies hidden and safe from hungry predators.

Until the world begins to change...

Smoke fills the air and branches are blackened with soot.
Watch out! Now, the little moth is easy to spot.

But what happens next?
Can moth survive in this new landscape?

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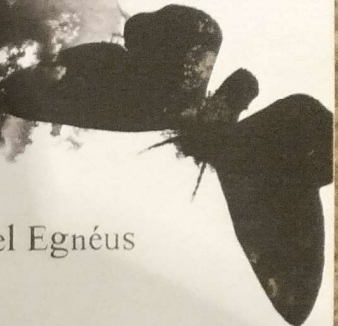


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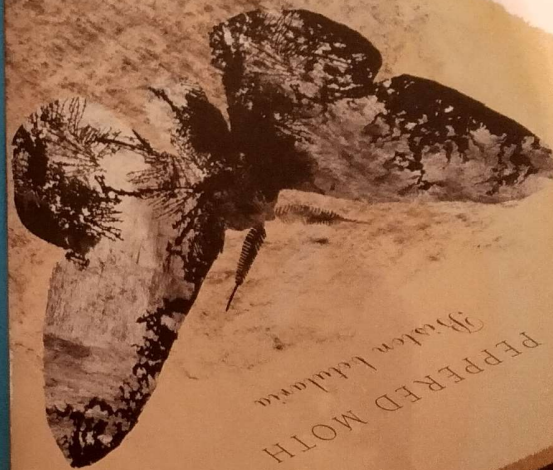
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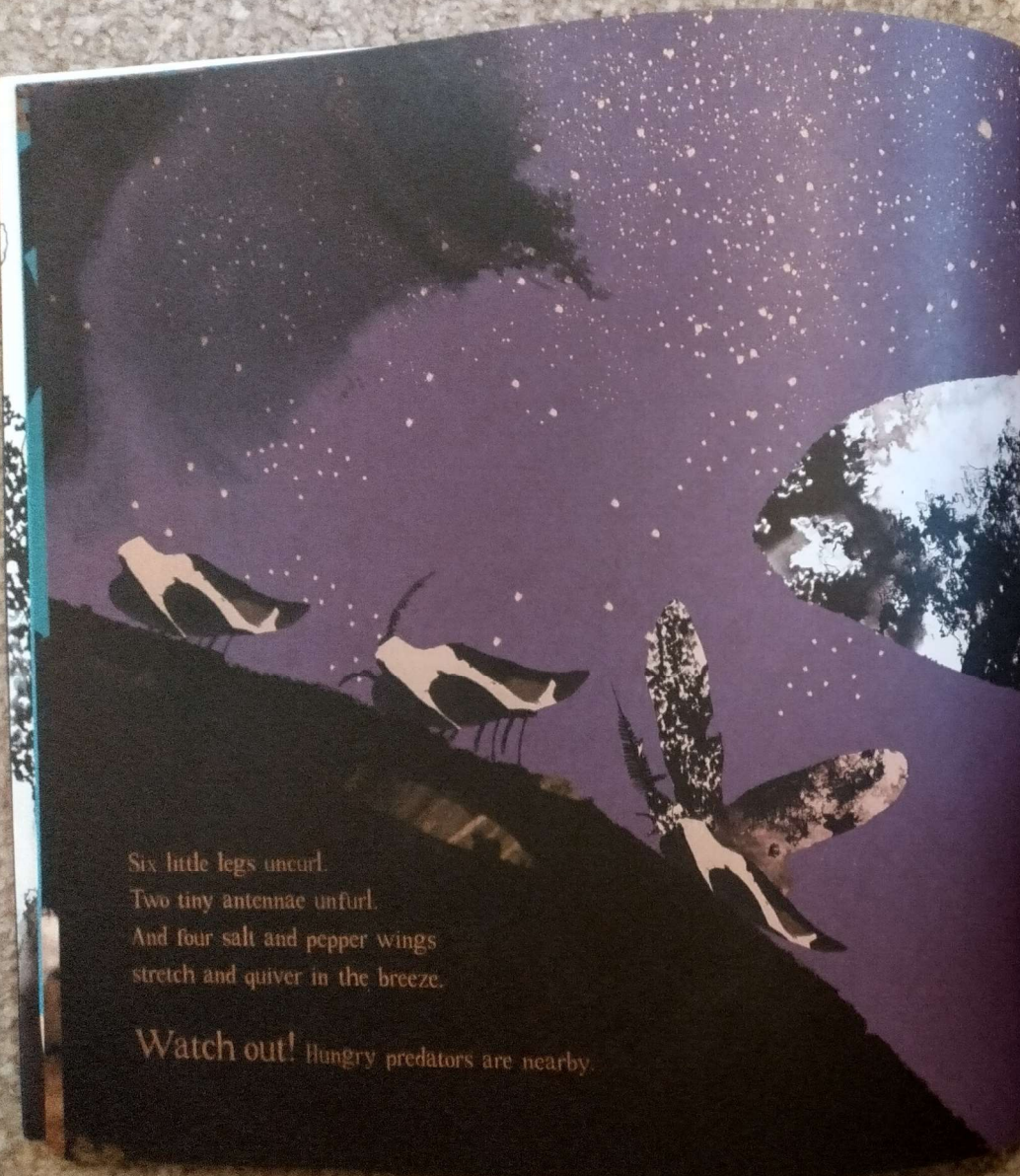


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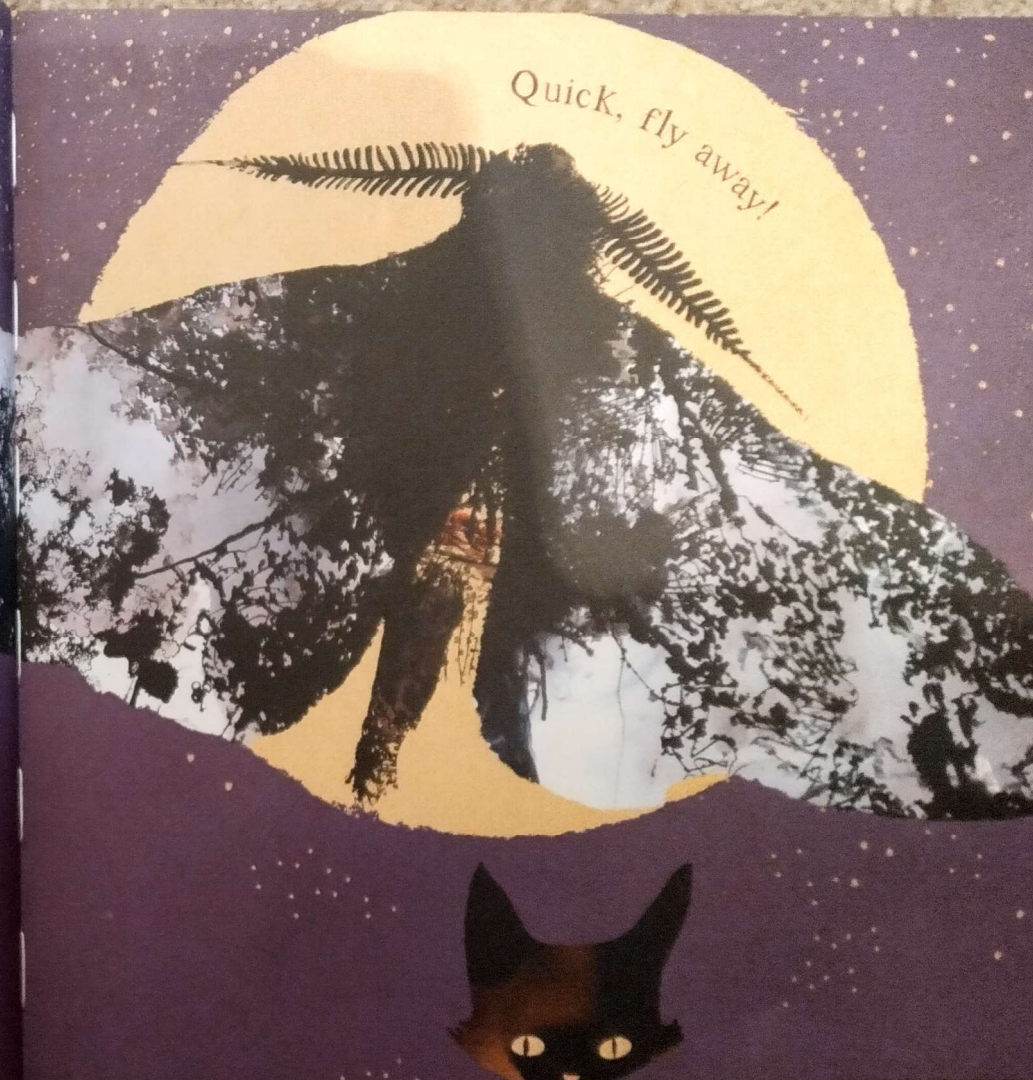


Look! What's that
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A shiny cocoon wiggles and jiggles.
Something is waking up from
a long winter's sleep.


The left page of the book features a dark, starry night sky. In the foreground, three moths are depicted. Two are perched on a dark, silhouetted branch or rock, while the third is in flight, its wings spread wide. The moths have a salt-and-pepper pattern on their wings. The background is a deep purple and blue, speckled with white stars.

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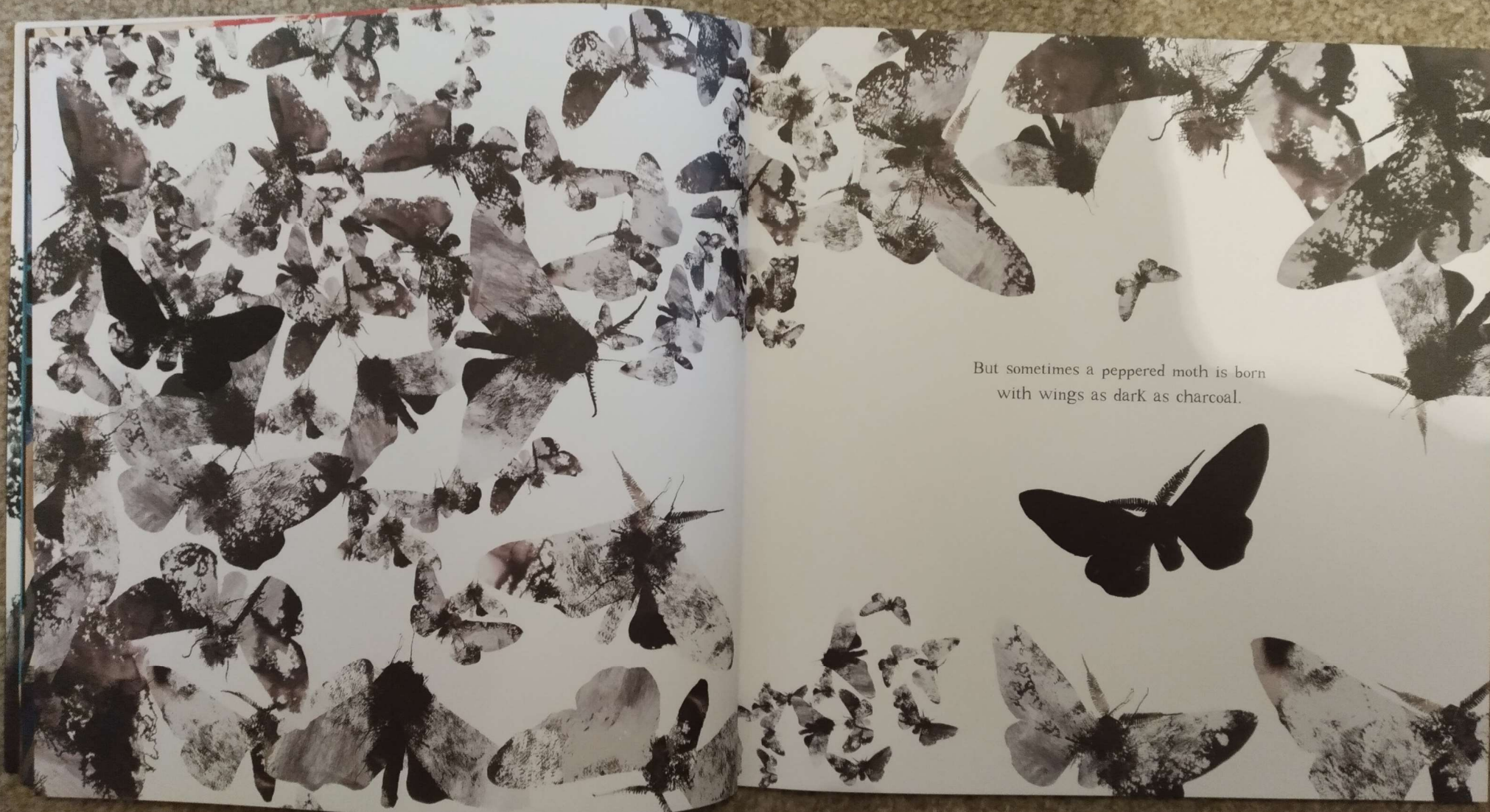
Watch out! Hungry predators are nearby.

The right page of the book features a large, full moon in the upper right corner. A large moth with a salt-and-pepper pattern on its wings is shown in flight, its wings spread wide. The moth's body is dark, and its antennae are long and feathery. The background is a deep purple and blue, speckled with white stars. In the lower right corner, a small, dark cat with yellow eyes is looking up at the moth.

Quick, fly away!



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speckled, freckled wings.



But sometimes a peppered moth is born
with wings as dark as charcoal.



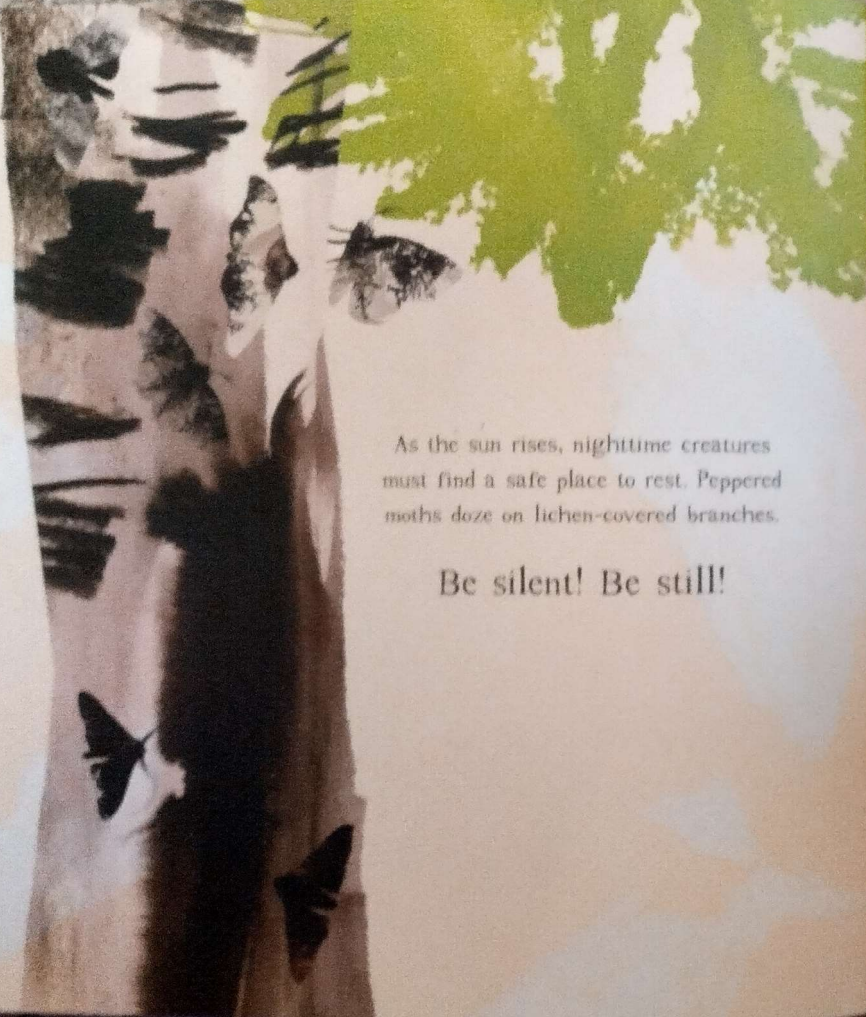
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Until the world began to change.

Use water colours to create your own moth.
Experiment with colours and design like
Daniel Egneus.



Write some descriptive words and phrases around your creation.

- * Remember your work on expanded noun phrases.
- * Once you are happy with your words around the edge, select the most effective words to create your own expanded noun phrase.
- * Label the words –
determiner adjective , adjective noun
the speckled, freckled moth

Expanded noun phrases for effect...

Oh no! Charcoal black wings
are easy to spot on the pale branches.

- * charcoal black wings
- * the pale branches

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can use drama to retell a story.
- * I can make predictions based on illustrations.

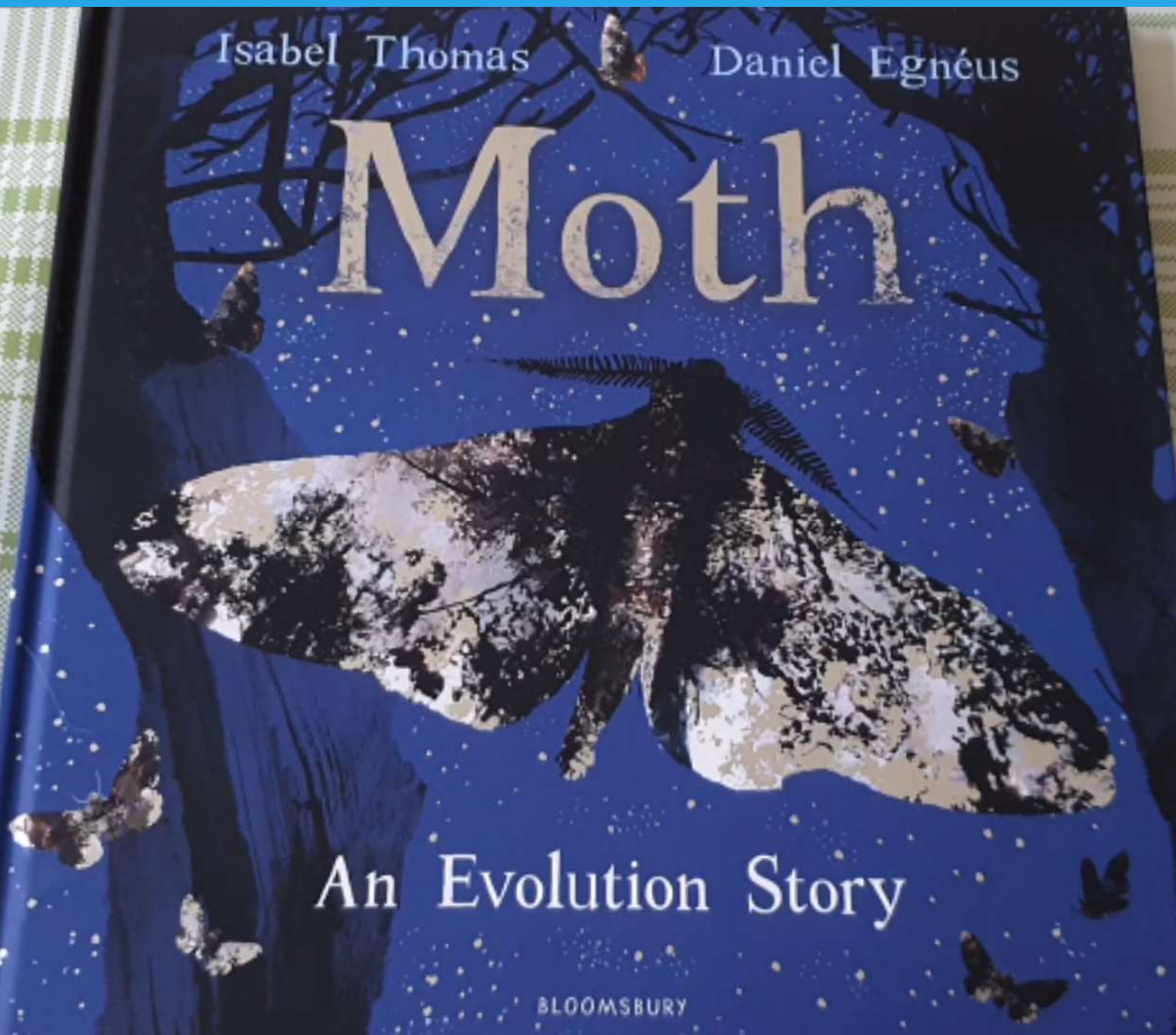
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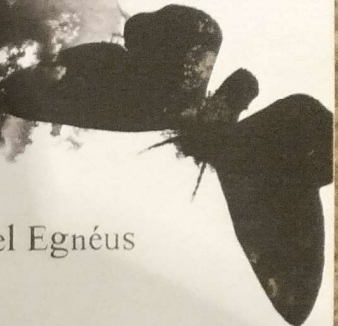


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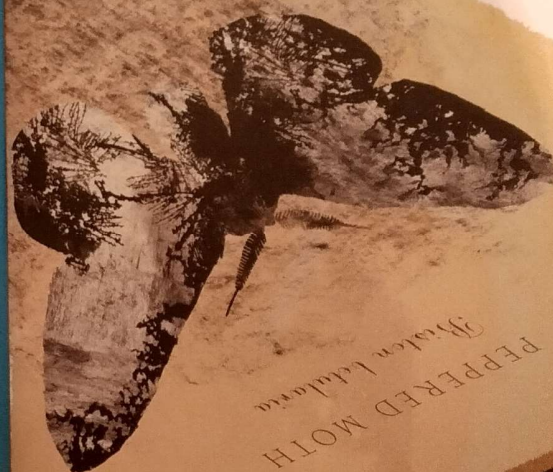



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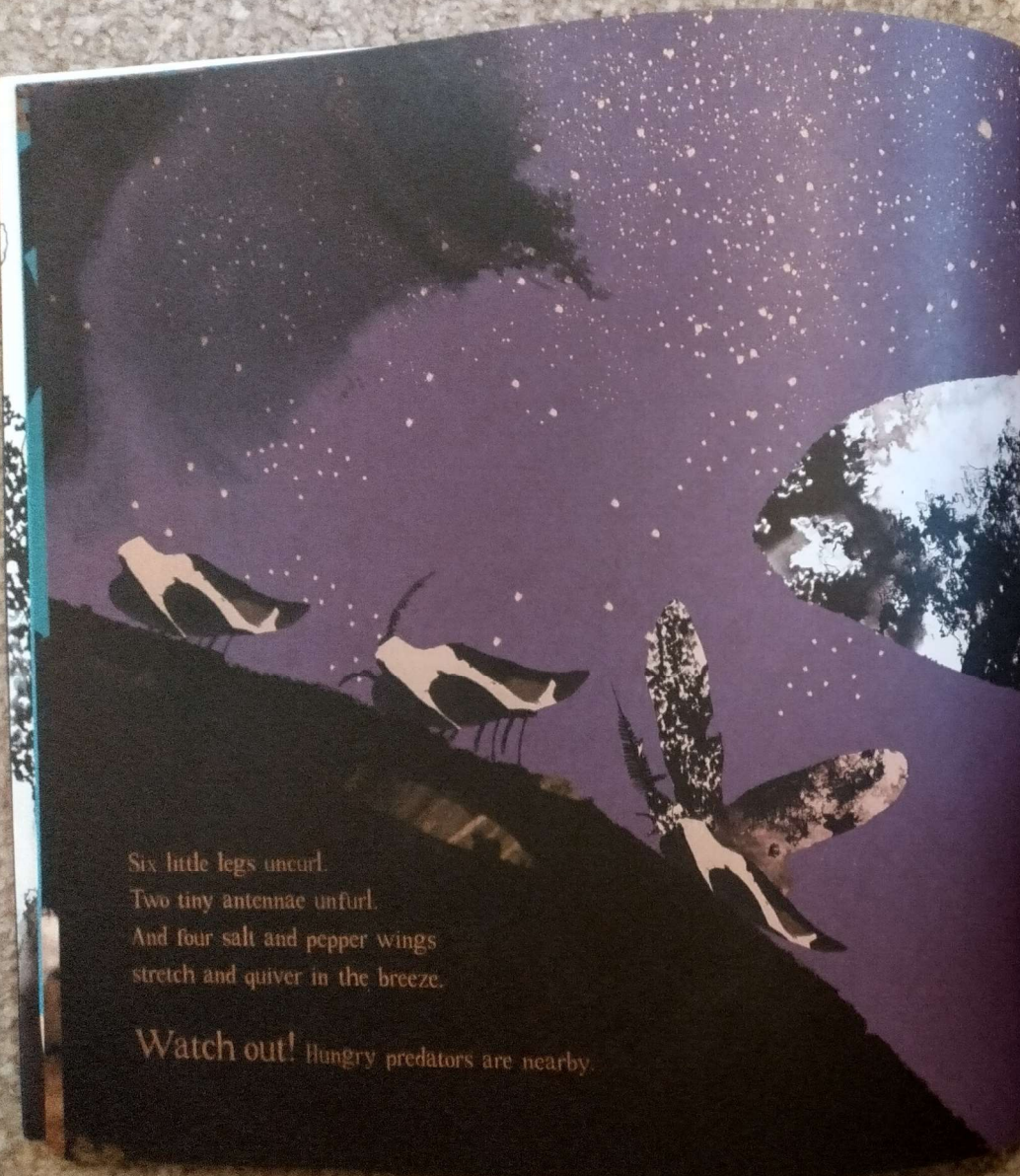


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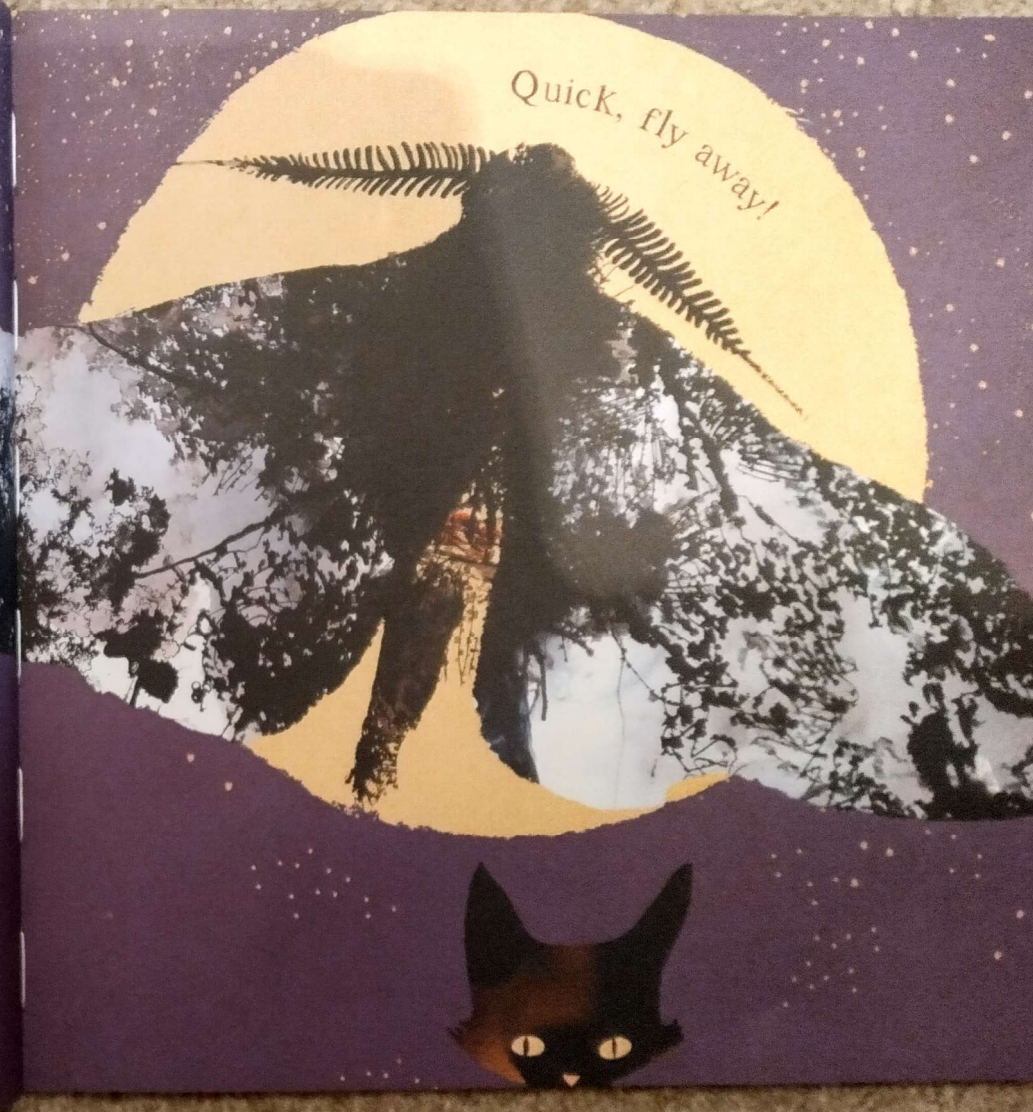


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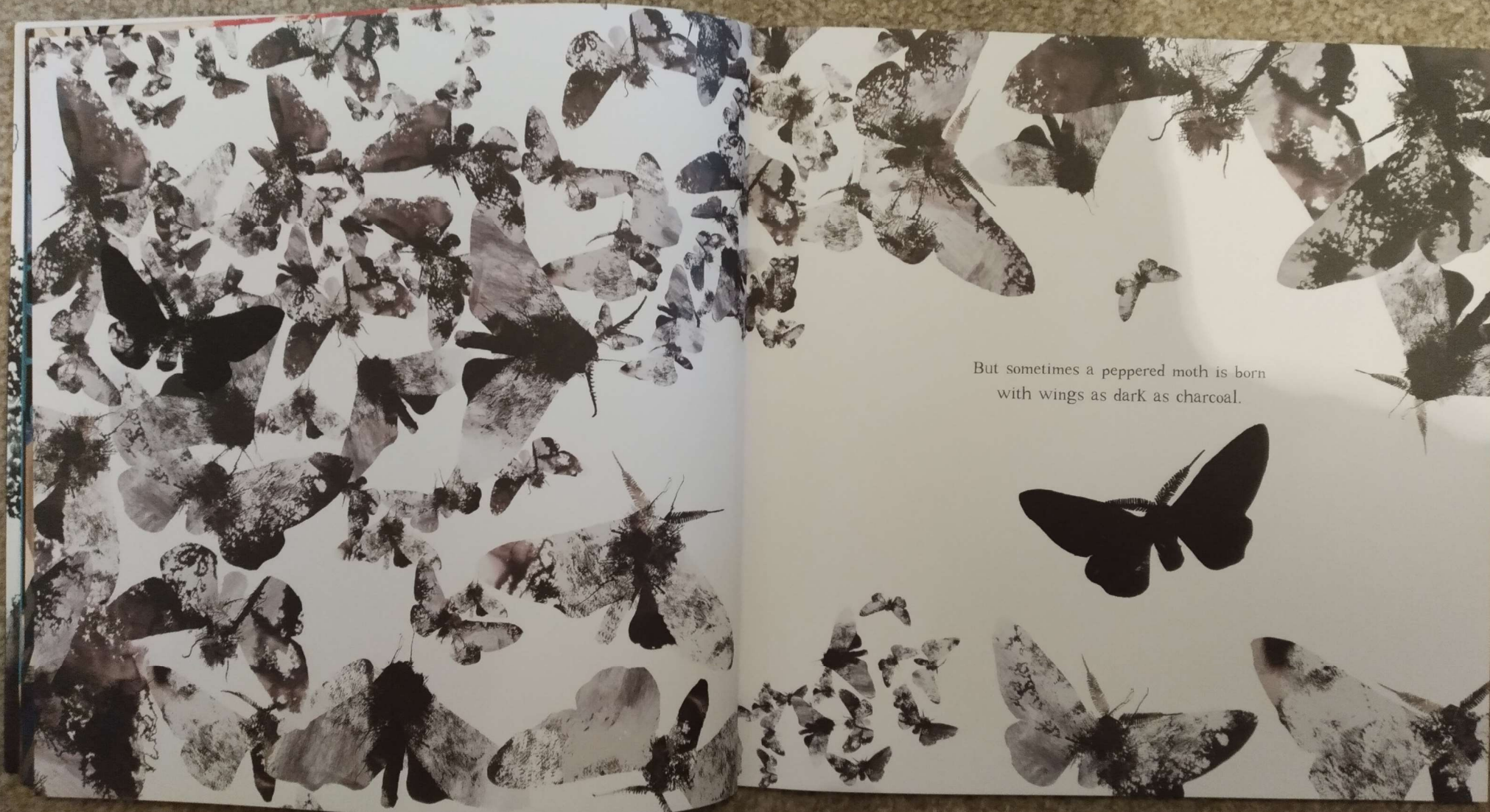
Watch out! Hungry predators are nearby.

The right page continues the night scene. A large, detailed moth is the central focus, its wings spread wide, showing a complex pattern of dark and light areas. It is positioned in front of a large, bright yellow full moon. The text "Quick, fly away!" is written in a curved path above the moth's head. At the bottom of the page, a black cat with large, glowing yellow eyes is looking up towards the moth. The background is a dark purple night sky with small white stars.

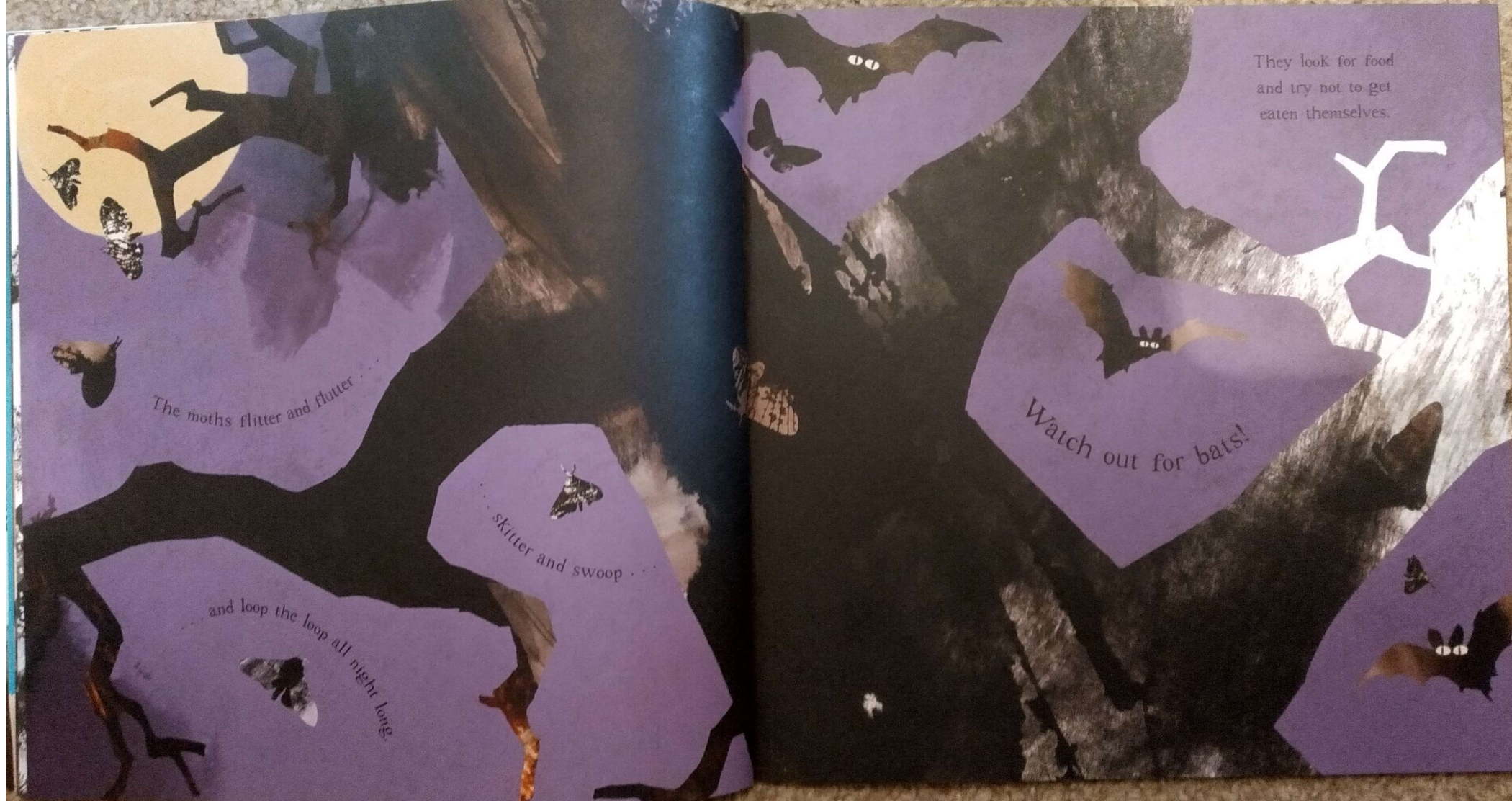
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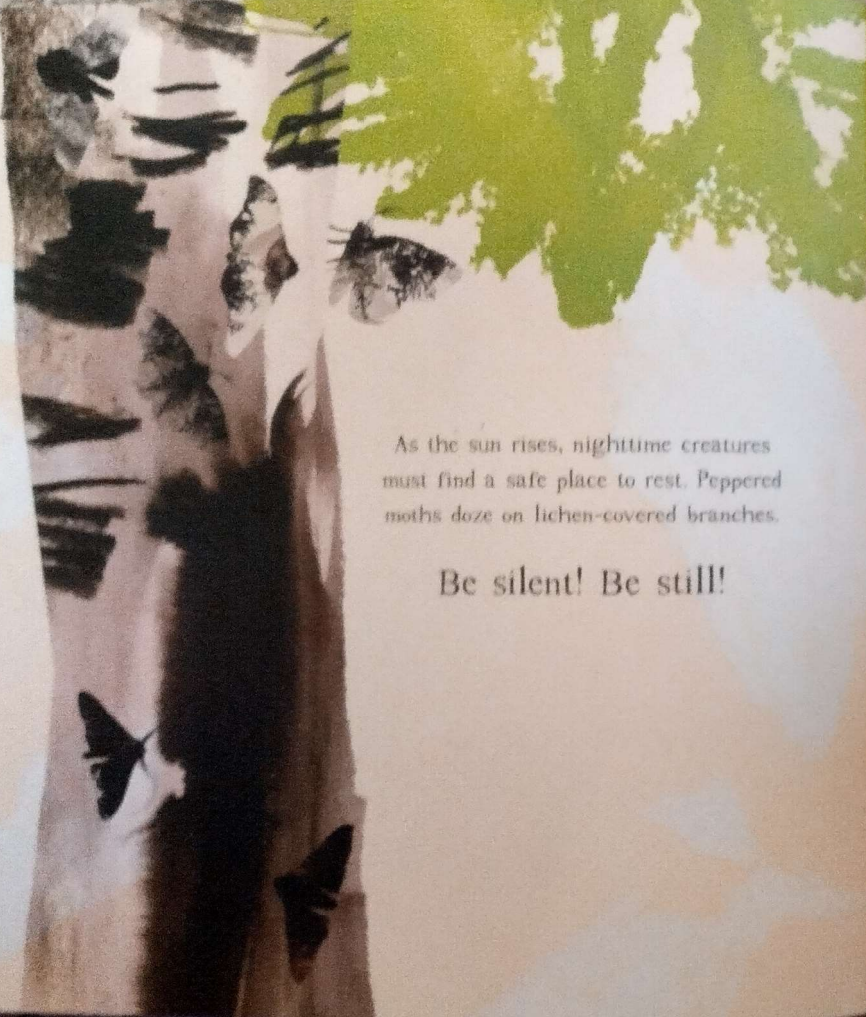
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They look for food
and try not to get
eaten themselves.

Watch out for bats!




As the sun rises, nighttime creatures
must find a safe place to rest. Peppered
moths doze on lichen-covered branches.

Be silent! Be still!




Someone else is looking for food now.
Who is disguised? Who will survive?



Oh no! Charcoal black wings
are easy to spot on the pale branches.



These dark-coloured moths will
be a feast for hungry chicks!




A small, dark moth is shown in flight, its wings spread, against a light brown background. The moth is positioned in the lower right corner of the page.



The speckled, freckled moths are masters of
disguise. Their salt and pepper wings
Keep them safe from hungry eyes.

The very next night they lay eggs
of their own. The new moths will
have salt and pepper wings too,
just like their parents.



Every year, the same thing happens.

Hundreds of tiny eggs hatch.
The moths with the best camouflage
survive long enough to have children,
and pass on their salt and pepper wings.

This is why most peppered moths
were speckled and freckled.

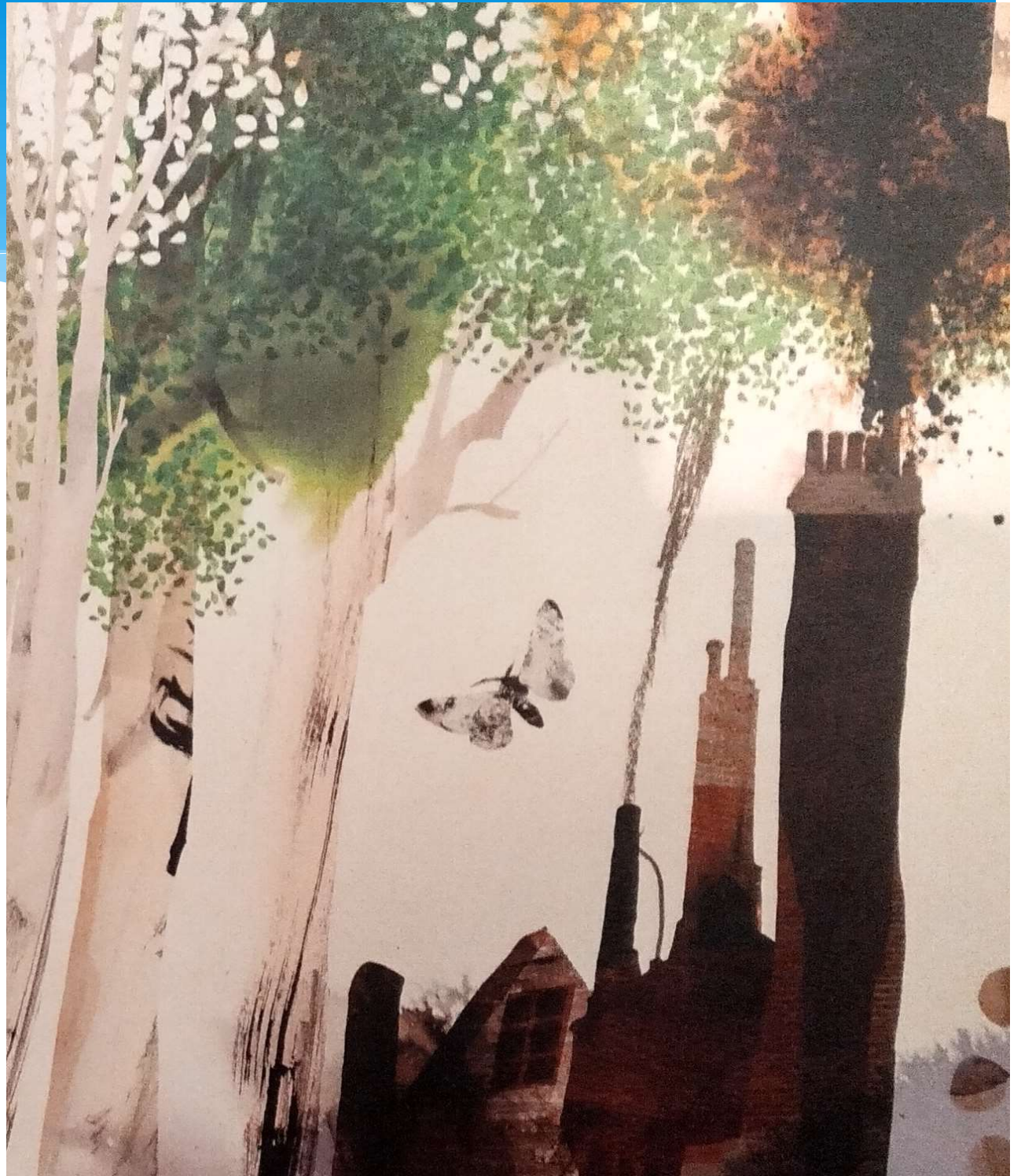
Until the world began to change.

Prediction

Until the world began to change.

Look closely at this picture to see how the illustrator is helping us understand what is to come in the story.

What are your thoughts?



Freeze framing

- * In groups decide on 5 parts to the story so far.
- * Create 5 freeze frames for these parts.
- * Take a photo of each freeze frame and then write what is happening in each one in a simple sentence.

Sections could have been...

- * Emerging from the cocoon
- * Flying around at night
- * Resting on tree during the day
- * Moth with charcoal wings being eaten
- * More moths hatching

Week 4 Wednesday

- * Learning Outcome / Objective

- * I can

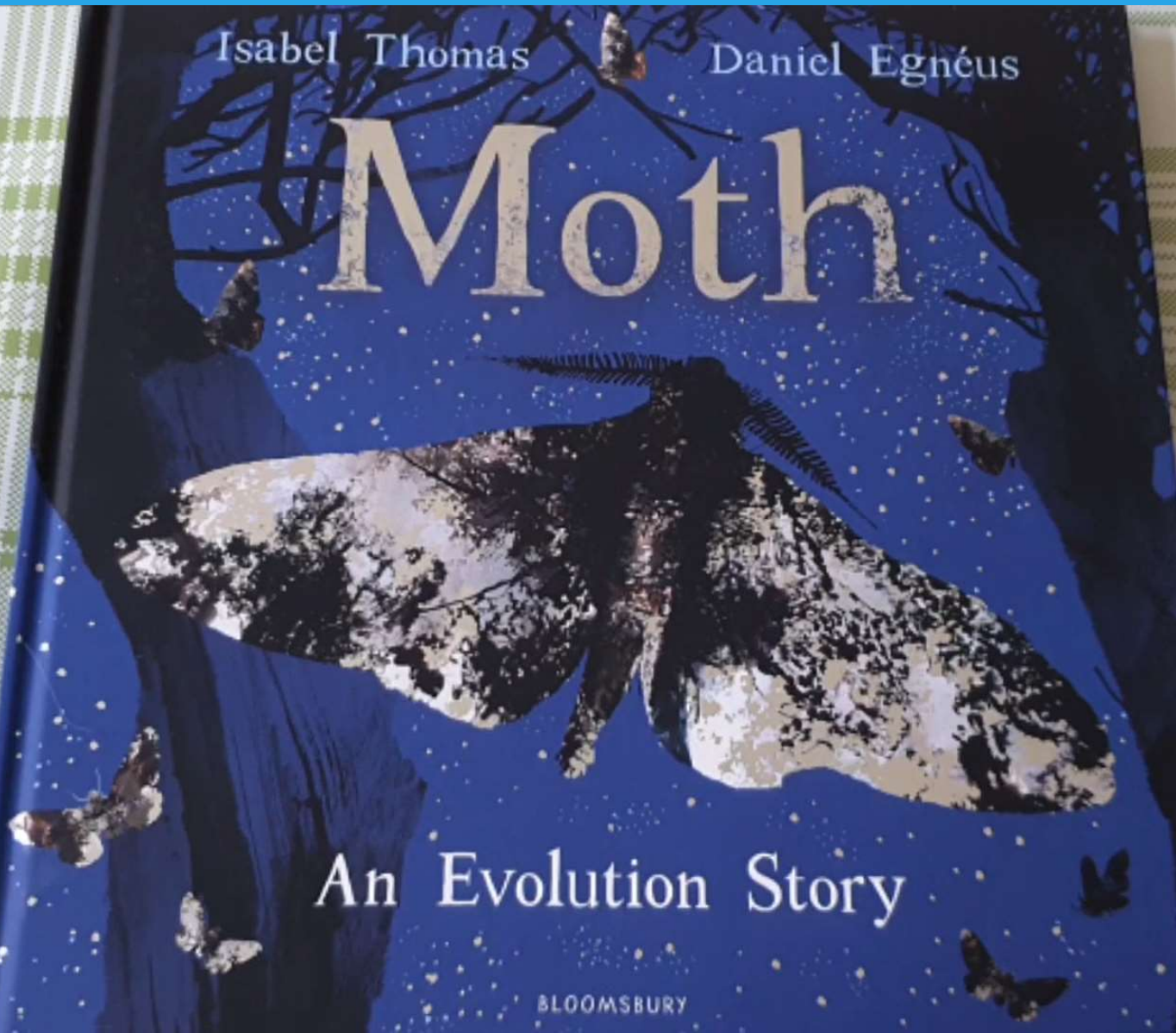
Isabel Thomas

Daniel Egnéus

Moth

An Evolution Story

BLOOMSBURY



'A gorgeous blend of text and illustrations and a wonderfully successful introduction to non-fiction for younger readers'
Booklist

This is a story of change
and survival...

Resting upon speckled, freckled trees, the peppered
moth lies hidden and safe from hungry predators.

Until the world begins to change...

Smoke fills the air and branches are blackened with soot.
Watch out! Now, the little moth is easy to spot.

But what happens next?
Can moth survive in this new landscape?

Powerful and visually spectacular, this remarkable story
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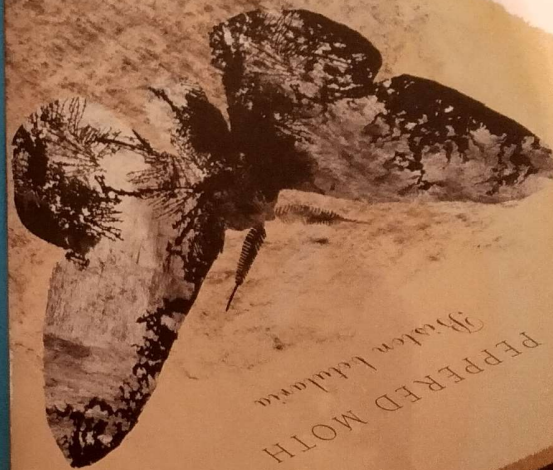
An Evolution Story


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CHILDREN'S BOOKS
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This is a story of light and dark.
Of change and adaptation,
of survival and hope.

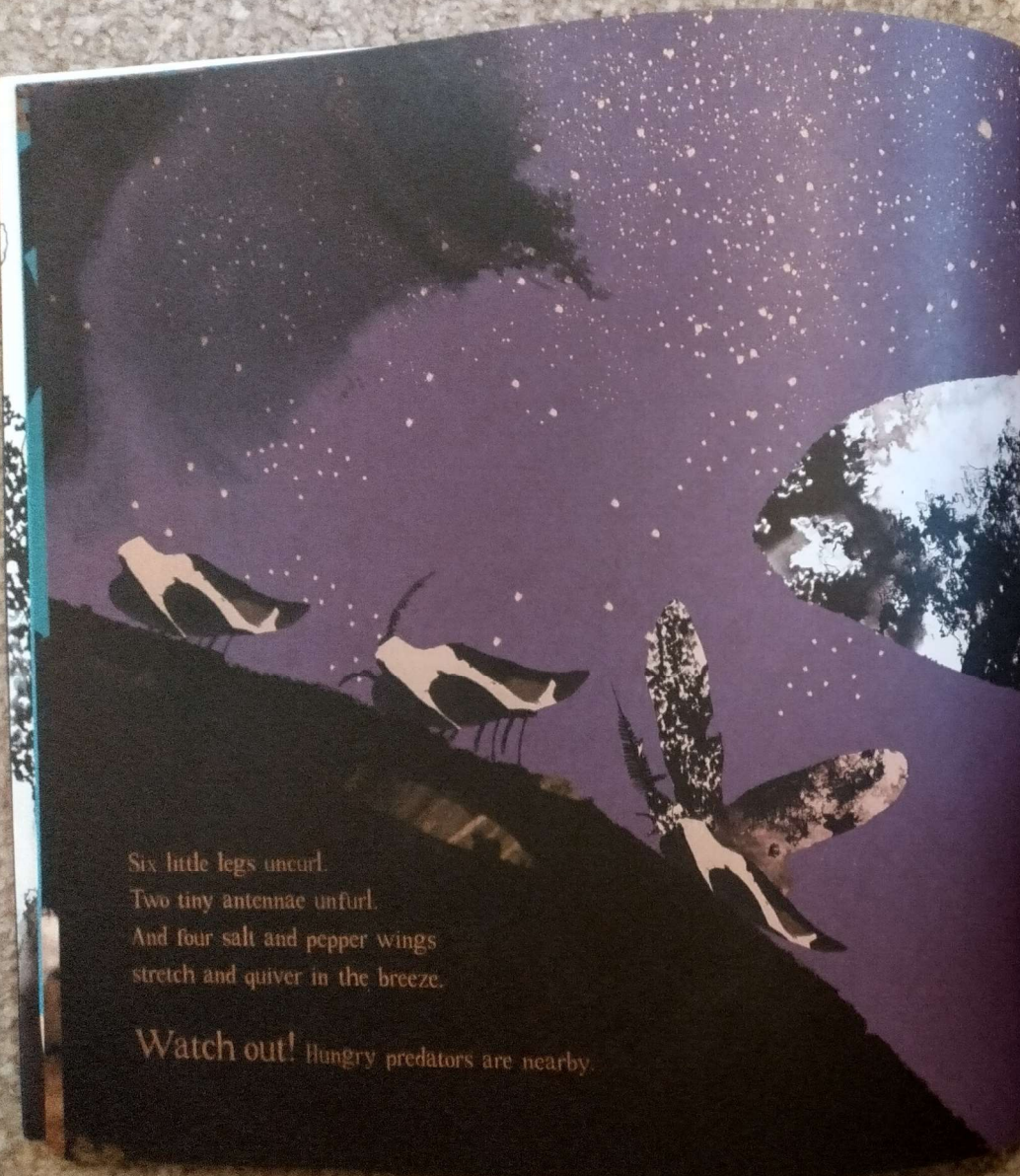


It starts with a little moth.



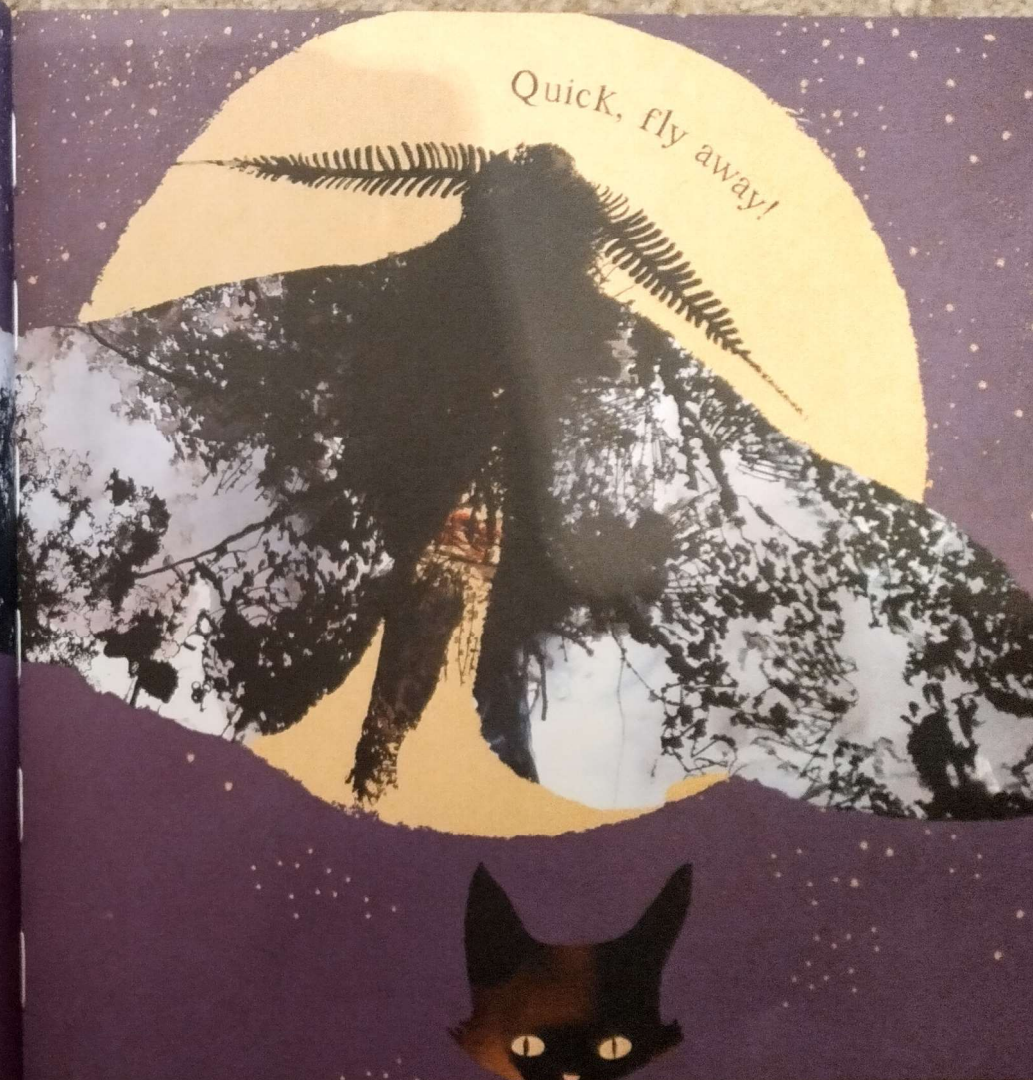


Look! What's that
moving in the moonlight?
A shiny cocoon wiggles and jiggles.
Something is waking up from
a long winter's sleep.


The left page of the book features a dark, starry night sky. In the foreground, three moths are depicted. Two are perched on a dark, silhouetted branch or rock, while the third is in flight, its wings spread wide. The moths have a salt-and-pepper pattern on their wings. The background is a deep purple and blue, filled with numerous small white stars.

Six little legs uncurl.
Two tiny antennae unfurl.
And four salt and pepper wings
stretch and quiver in the breeze.

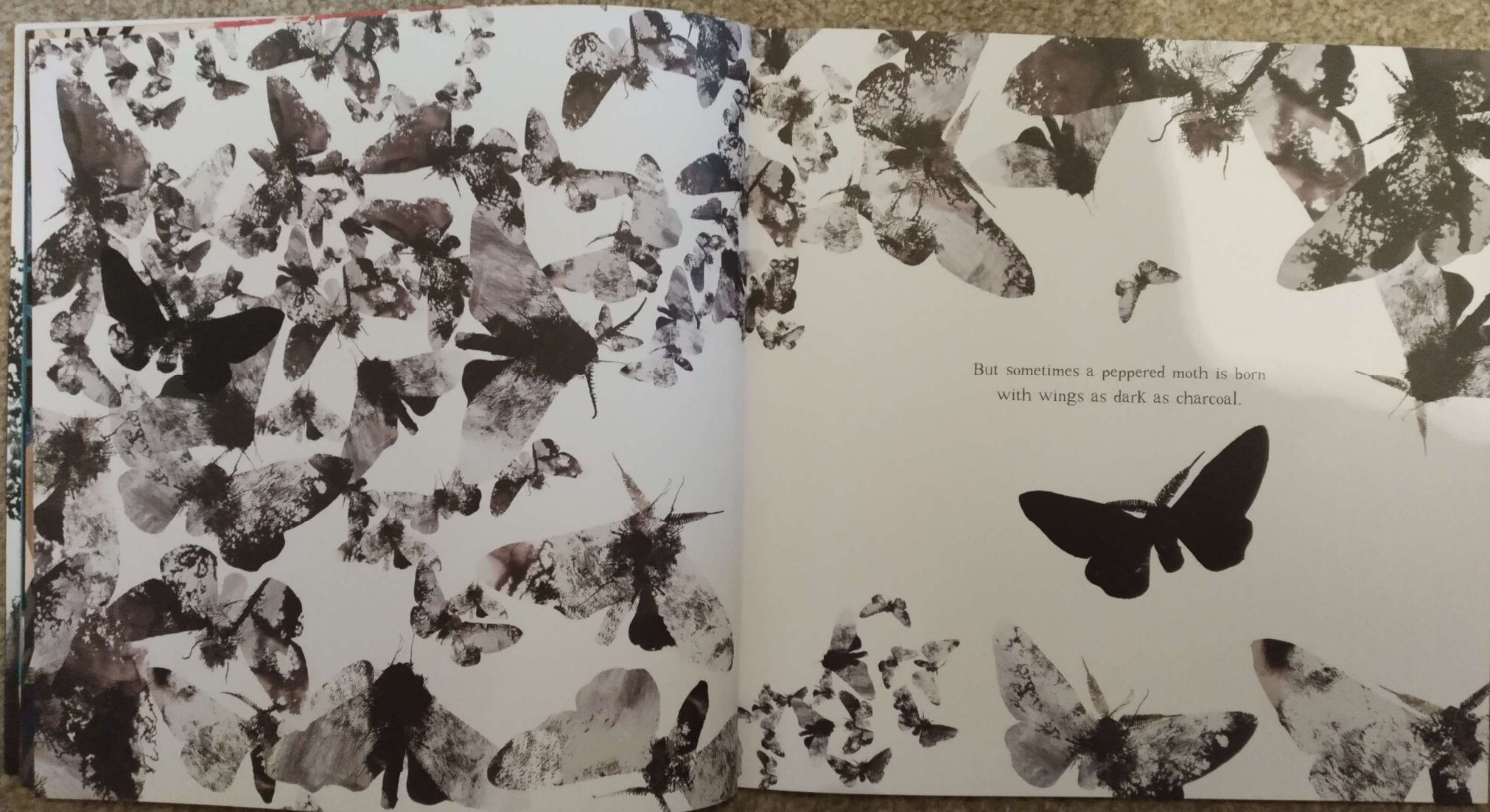
Watch out! Hungry predators are nearby.

The right page of the book features a large, full moon in the upper right corner. A large moth with a salt-and-pepper pattern on its wings is shown in flight, its wings spread wide. The moth's body is dark, and its antennae are long and feathery. The background is a deep purple and blue, filled with numerous small white stars. In the lower right corner, a small, dark cat with yellow eyes is looking up at the moth.

Quick, fly away!



The peppered moth joins its sisters,
brothers and cousins. Most have
speckled, freckled wings.



But sometimes a peppered moth is born
with wings as dark as charcoal.



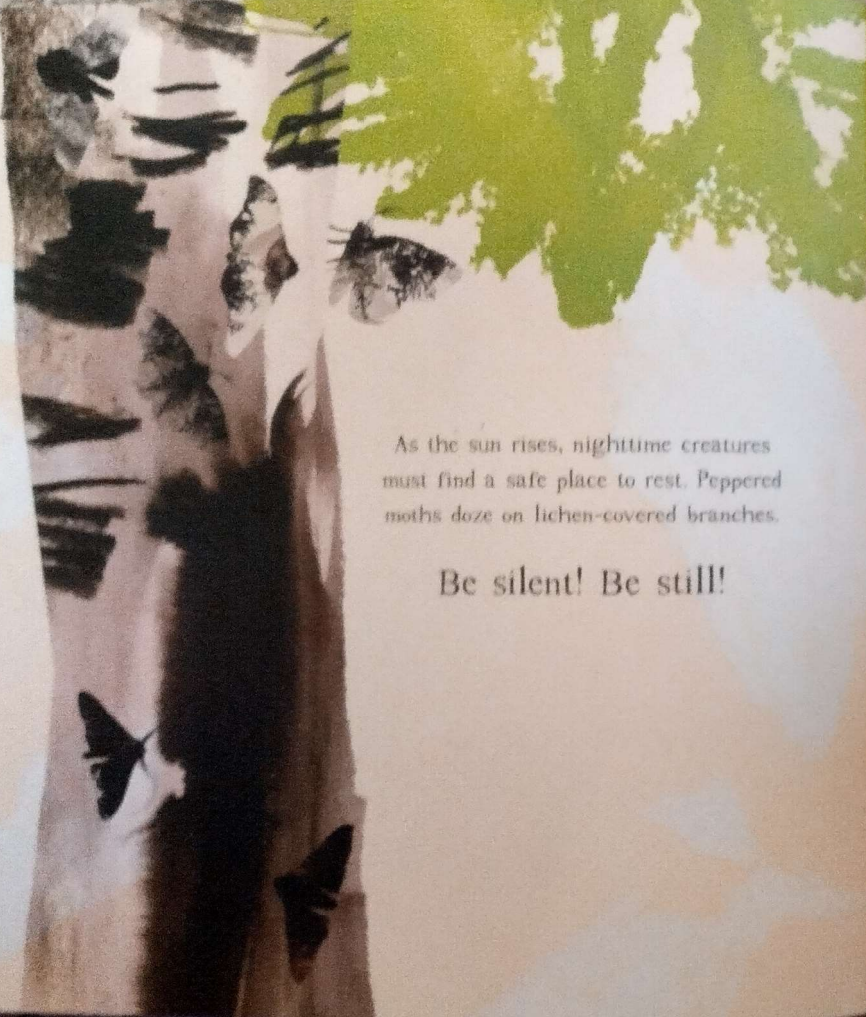
They look for food
and try not to get
eaten themselves.

The moths flutter and flutter . . .

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Be silent! Be still!



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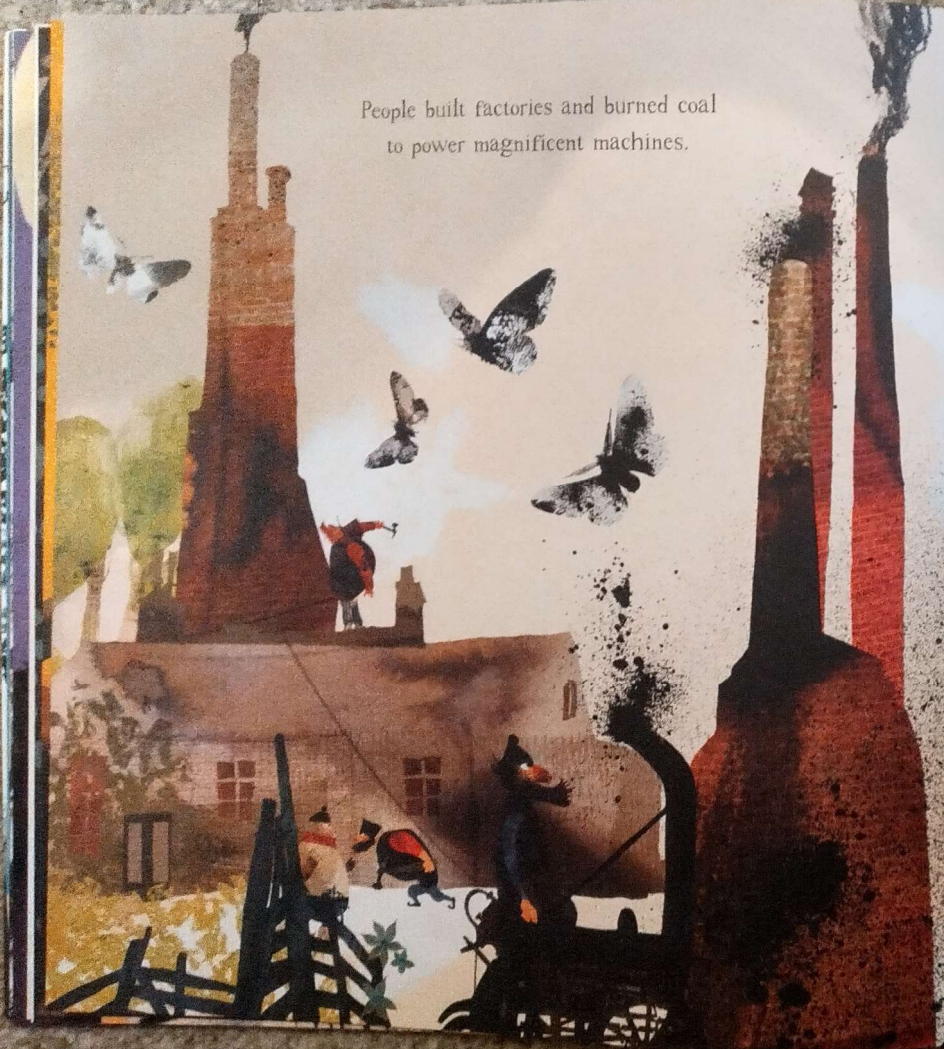


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The moths with the best camouflage
survive long enough to have children,
and pass on their salt and pepper wings.

This is why most peppered moths
were speckled and freckled.

Until the world began to change.

An illustration of a factory with two tall, dark smokestacks. The left stack is emitting a plume of white smoke. Several butterflies are flying in the sky. In the foreground, there is a small house with a chimney, a fence, and a person in a red coat walking. The style is a mix of watercolor and collage.

People built factories and burned coal
to power magnificent machines.

An illustration of a steam train crossing a large, arched metal bridge. The train is emitting a large plume of black smoke. The background features a large, stylized red and white striped structure. The style is a mix of watercolor and collage.

They made steam trains
to take things here . . .

... there

... and everywhere.

Share your thoughts about this illustration with a partner.



Tell me

o What do you like about this?

What do they dislike? Why?

o What is happening?

What do you notice?

o What does it remind you of anything you know?

o When is this?

Whereabouts is it happening?

o Do you have any questions?

Does anything puzzle you?

The Industrial Revolution

* https://youtu.be/nl_-6WPQ4Sg

Discuss what The Industrial Revolution is with a partner.

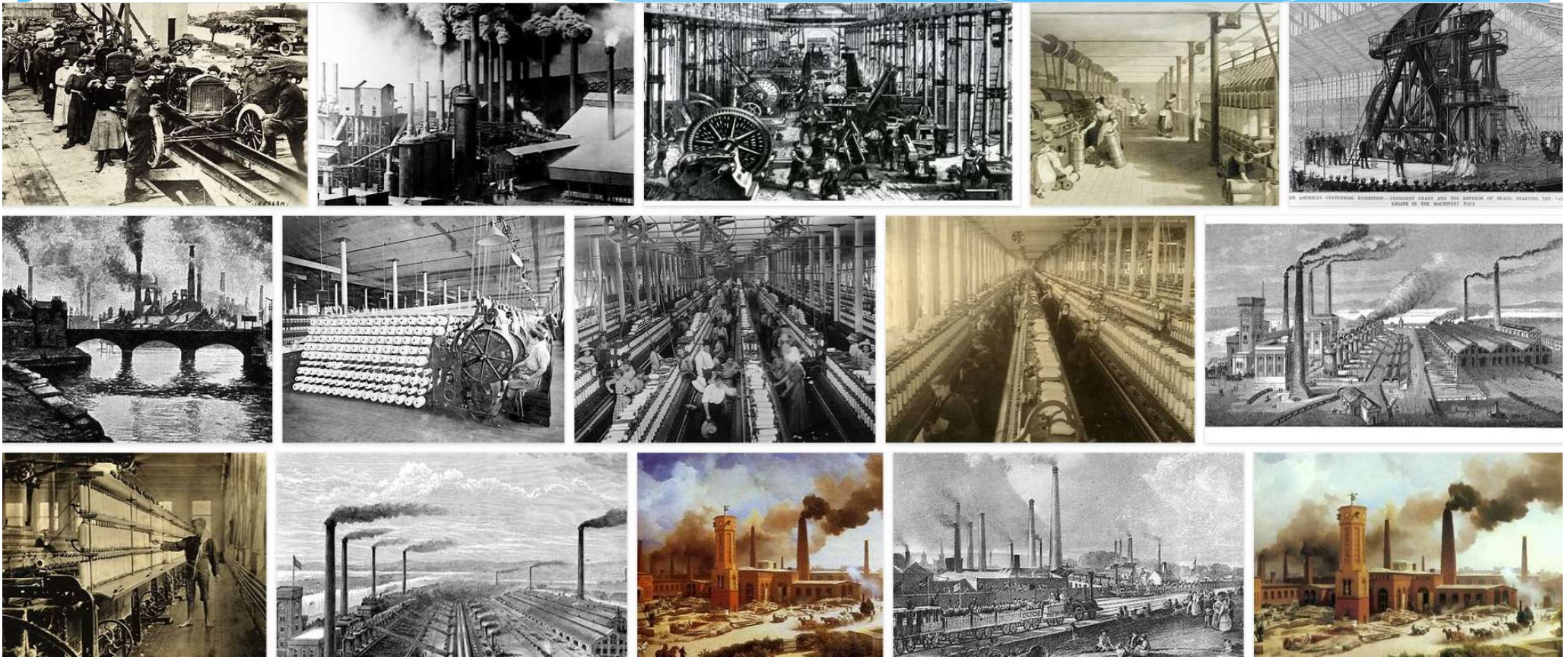
Key words:

factories

steam train

coal

Use charcoal to create your own Industrial Revolution illustration in the style of Daniel Egneus.



Add some expanded noun phrases around your illustration.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can speak with confidence, fluency and prosody.

Moth - An evolution story

It all started with a little moth. Long ago, in the moonlight, there was a wiggling and jiggling cocoon desperate to burst open. Soon, six little legs uncurled, then two tiny antennae unfurled and four salt and pepper wings quivered in the breeze. Quickly, it took to the dark sky and flew away.

After a while, the little moth found its sisters, brothers and cousins. They were all speckled and freckled, all except one cousin who had wings as dark as charcoal. The whole family flittered and fluttered, skittered and swooped, and looped the loop all night long. They had to be very careful as they had to watch out for bats that wanted to eat them.

The next day, they rested silent and still on lichen-covered branches where they were camouflaged. Birds swooped by hunting for food. The little moth looked around worried for his family. He could barely see them as they matched the bark completely. All that was, except for his cousin who could be seen completely and could get eaten up.

In a flash, the little moth called to his cousin and together they raced away to another tree. The tree they chose had charcoal coloured bark, just like his cousin's wings. They both stayed still as birds flew around them. The little moth noticed some movement and looked closer to see lots of other charcoal coloured moths resting on the tree, including his uncle. "He will be safe here with us little one," his uncle said. "Pop back to your tree and meet him when the moon is back in the sky."

So from then on every night, the little moth and his cousin raced around the sky doing loop the loops, then during the day they each chose a tree that matched their wing colour to sleep safely camouflaged from predators.

Oh no! I have muddled up the text again.

Take out the cut up text from the envelopes and put them into the correct order for the story.

Write the name of each section – opening / build up / problem / resolution / ending.

Write what is happening in each section.

Boxing up

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So from then on every night, the little moth and his cousin raced around the sky doing loop the loops, then during the day they each chose a tree that matched their wing colour to sleep safely camouflaged from predators.

Opening - moth being born

Build up – flying around

Problem – cousin seen

Resolution – find other tree

Ending – happy together

Week 4 Friday

- * Learning Outcome / Objective
- * I can recognise and use possessive apostrophes.

Moth - An evolution story

It all started with a little moth. Long ago, in the moonlight, there was a wiggling and jiggling cocoon desperate to burst open. Soon, six little legs uncurled, then two tiny antennae unfurled and four salt and pepper wings quivered in the breeze. Quickly, it took to the dark sky and flew away.

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Possessive apostrophe

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In a flash, the little moth called to his cousin and together they raced away to another tree. The tree they chose had charcoal coloured bark, just like his **cousin's wings**. They both stayed still as birds flew around them. The little moth noticed some movement and looked closer to see lots of other charcoal coloured moths resting on the tree, including his uncle. "He will be safe here with us little one," his uncle said. "Pop back to your tree and meet him when the moon is back in the sky."

So from then on every night, the little moth and his cousin raced around the sky doing loop the loops, then during the day they each chose a tree that matched their wing colour to sleep safely camouflaged from predators.

cousin's wings

- * The wings that belong to the cousin.

How to use a possessive apostrophe

An apostrophe can be used to show that one thing **belongs** to or is **connected** to something. This is called a **possessive apostrophe**.

The **cat's** tail was fluffy.

Cat is a singular noun so you need to add an apostrophe and "s" to show that the tail belongs to the cat.

Belonging to

- * Go and find something that you can hold so you can say it belongs to you.
- * Hold it up in the air.
- * Look at someone and say their name and what they have belonging to them.
- * e.g. Kelly's pencil / Solomon's coat / Umarah's ball



Apostrophes



Apostrophes are used to show possession.

This is Amy's car.



Robert's shoes
are dirty.



The apostrophe goes in the air before the s - the cat's whiskers

Where would the apostrophe go for these sentences?

The moths wings are speckled.

The moths antennae are hairy.

The moths habitat is in woodland.

The moths diet is nectar from flowers.



'S

Did you get it correct?

The moth's wings are speckled.

The moth's antennae are hairy.

The moth's habitat is in woodland.

The moth's diet is nectar from flowers.

Think about the butterfly below.

- * Write 4 sentences to show **the butterfly** possessing something to use a possessive apostrophe.



Common misconceptions...

- * Butterflies – more than 1 butterfly
- * Butterfly's – belonging to



Week 5 Monday

- * Learning Outcome / Objective

- * I can

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Camouflage and adaption story ideas...



Shared writing...

- * Choose a different animal and plan as class

- * e.g.

Opening - a green lizard emerges from egg

Build up – find friends and hunts all day

Problem – rests at night on green leaves but friend is red

Resolution – finds autumn fallen leaves to sleep on

Ending – plays with friend every day and hunt together

Model opening together

- * Opening...
- * In groups each write a different section e.g. 1 group build up / one group problem / one group resolution /one group ending – all to use shared plan
- * End of lesson read whole story aloud – see if it works!

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can plan my own story.

Moth - An evolution story

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Planning

Choose an animal and a habitat.

Draw pictures in each section.

Write some key words and phrases.

Talk through your story, using your plan, with a partner.

Opening	
Build up	
Problem	
Resolution	
Ending	

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can write an opening and a build up from a plan.

Model editing and improving the class shared text.

- * Show how changes can be made to improve cohesion and rereading for sense. Use a different coloured pen to show.

Week 5 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.

Week 5 Friday

- * Learning Outcome / Objective
- * I can perform / publish my story.
- * I can evaluate the effectiveness of a story.

Success criteria

- * Third person
- * Past tense
- * Animal in danger from not camouflaging
- * finding habitat to be safe

Week 6 Monday

- * Learning Outcome / Objective
- * I can justify personal responses.
- * I can

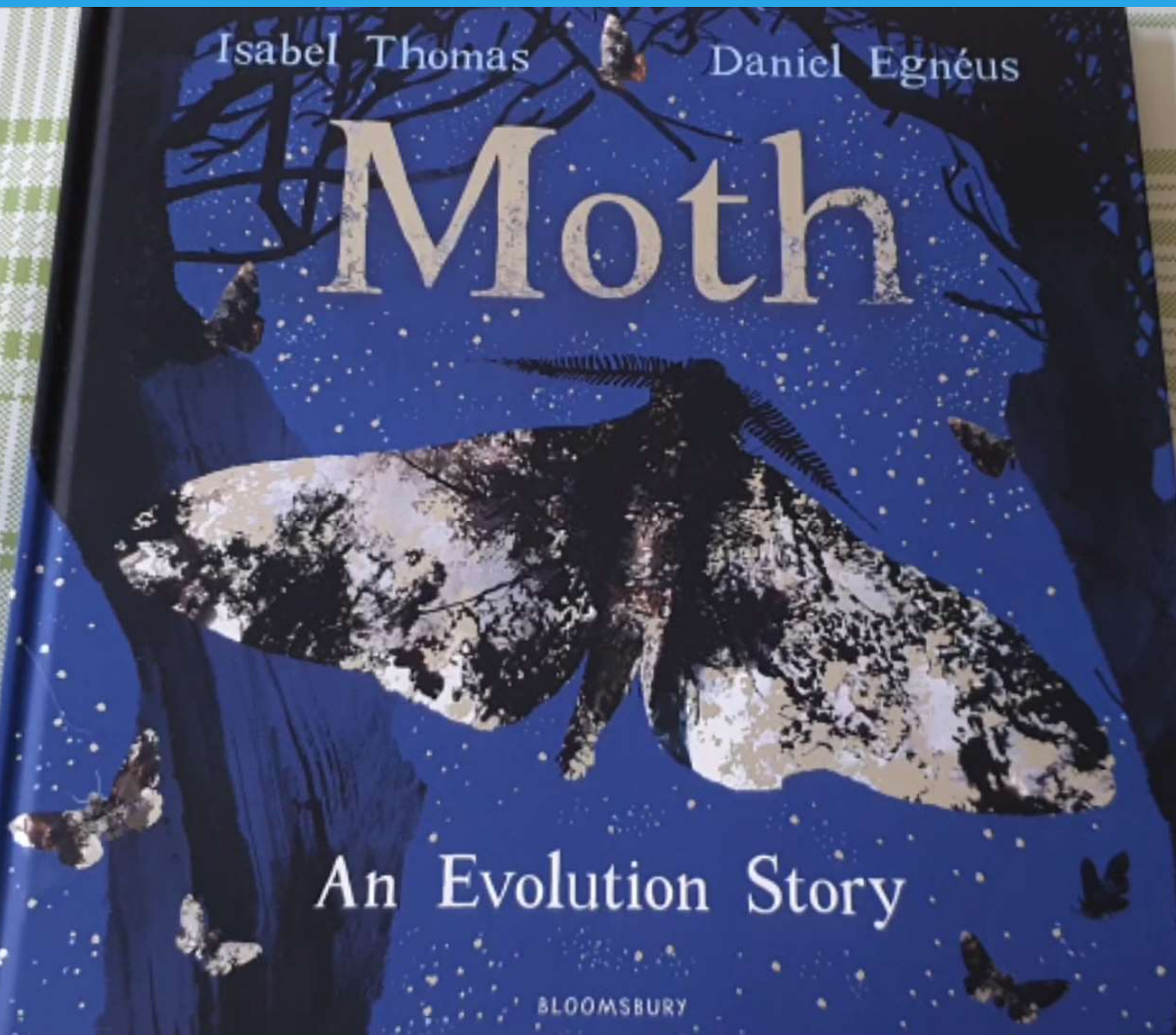
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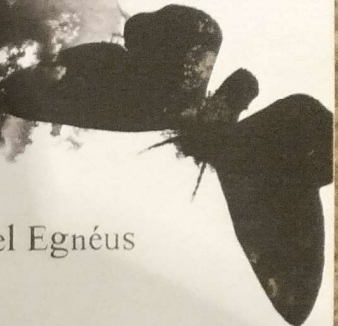


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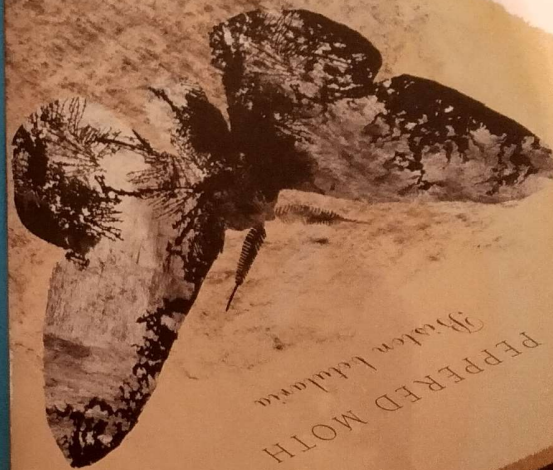
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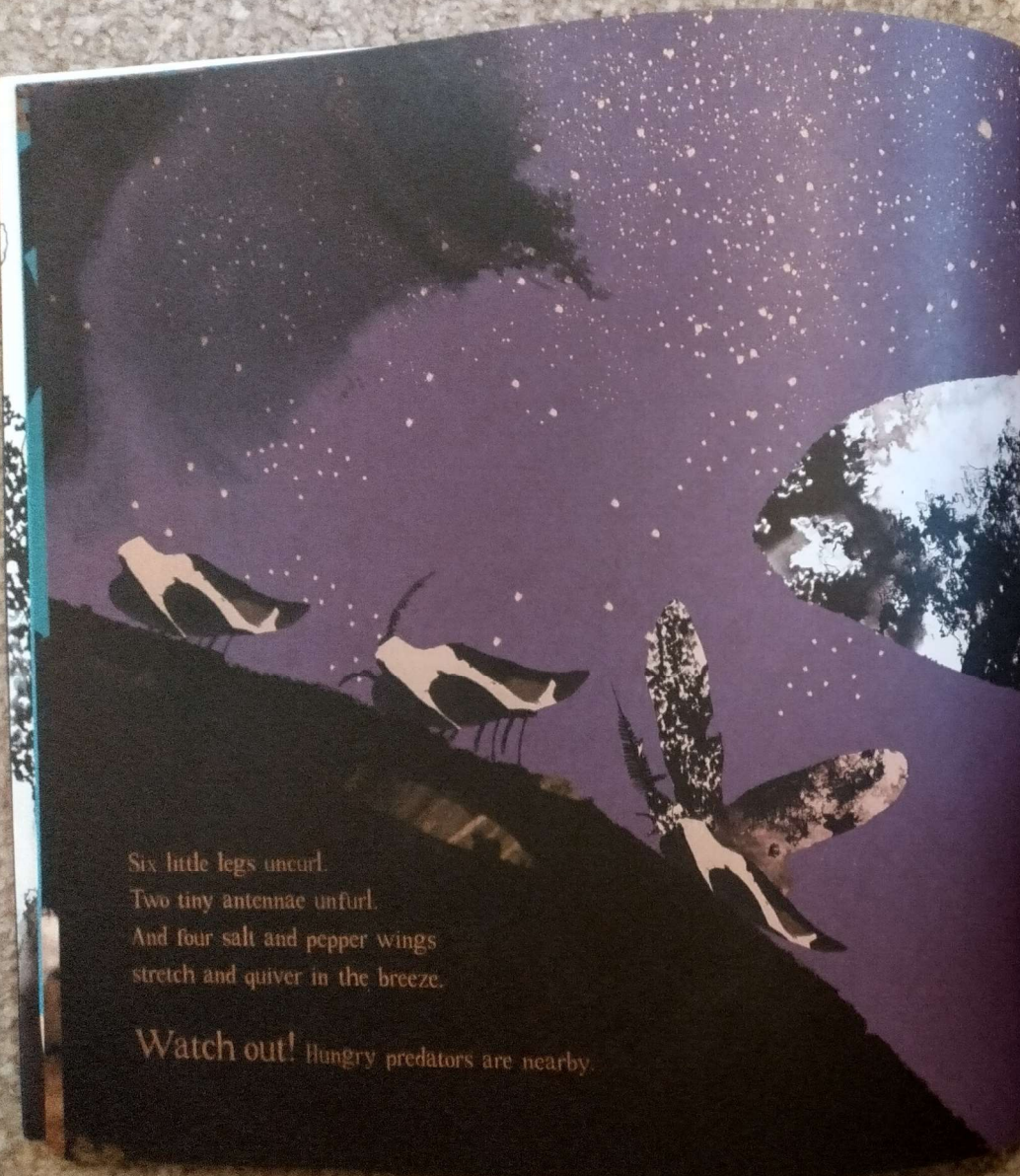


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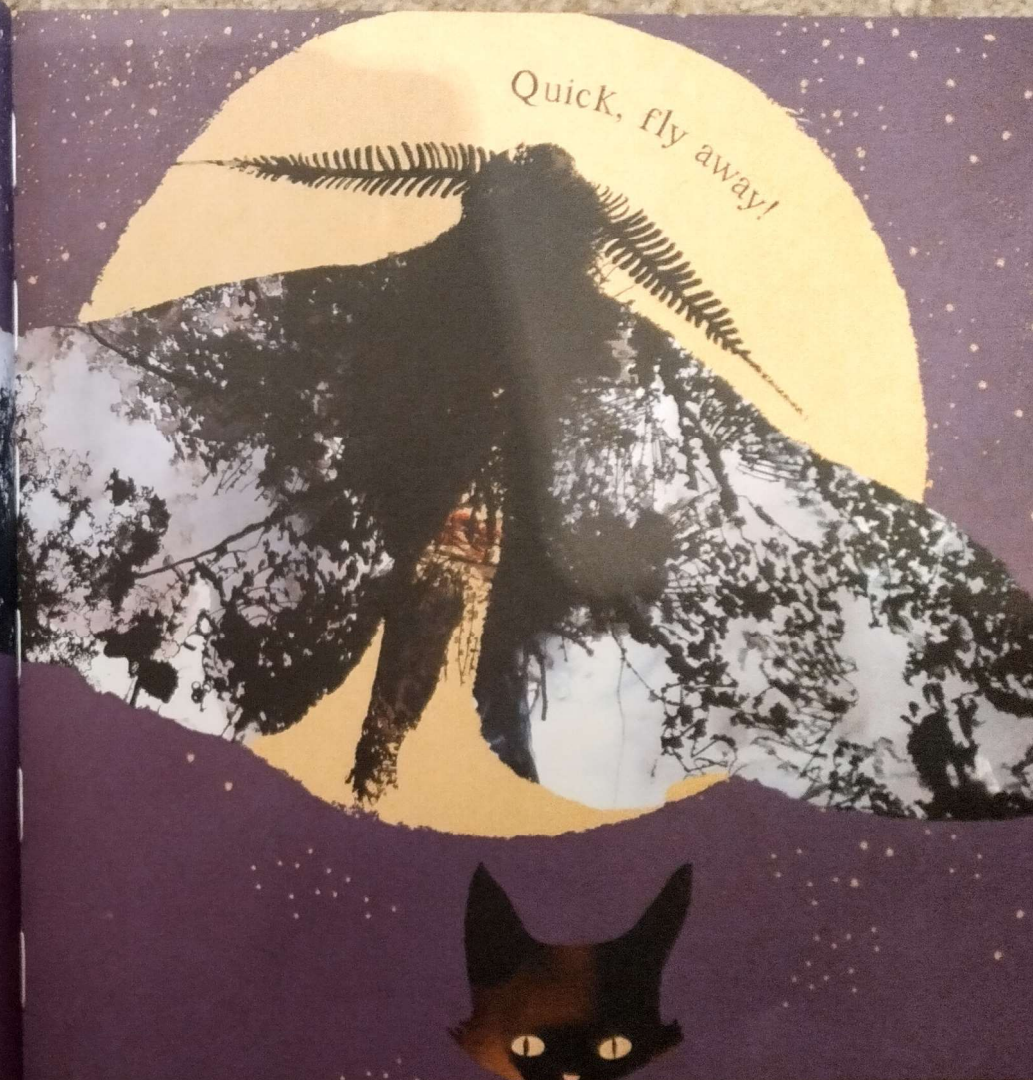


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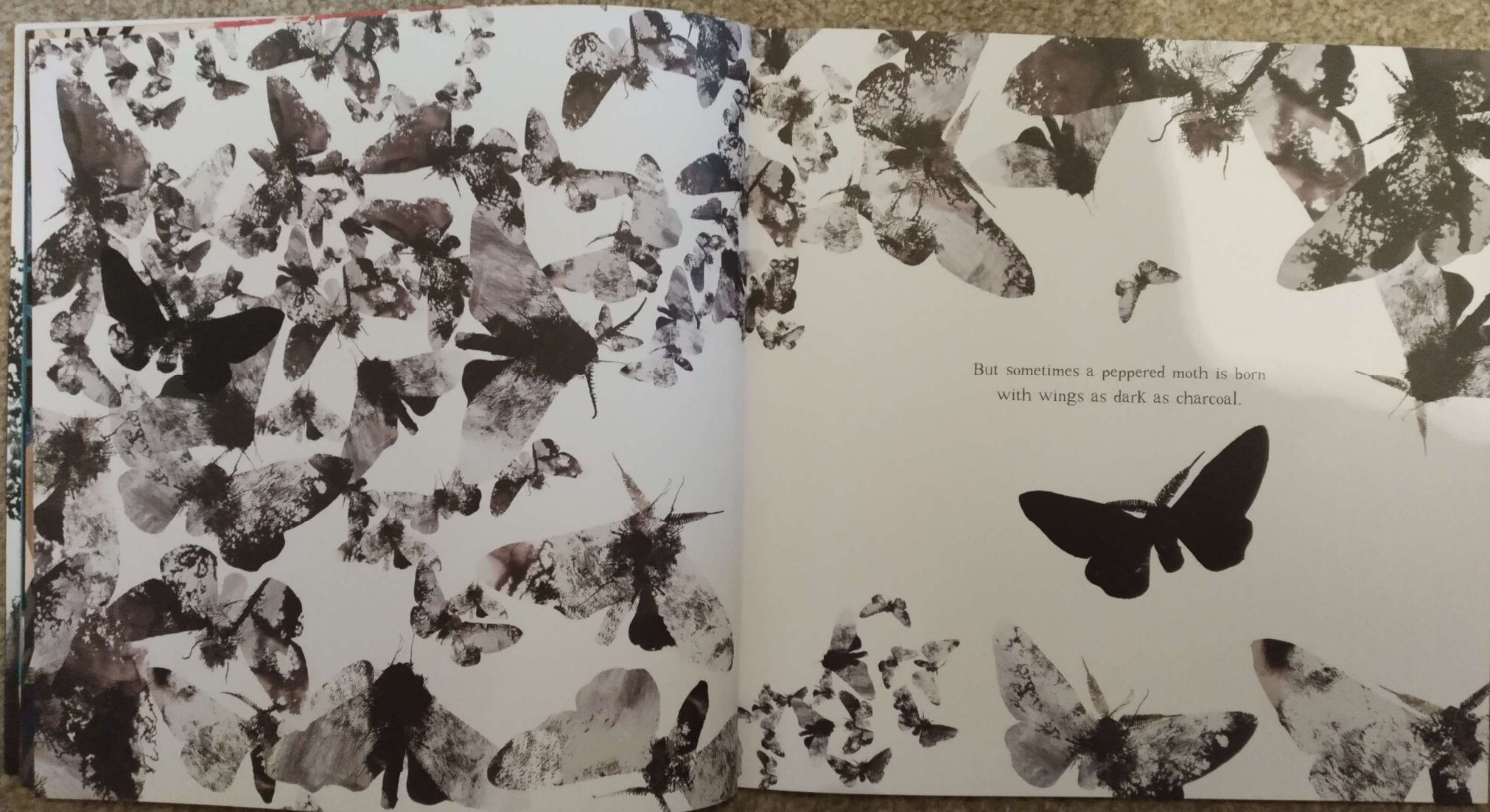
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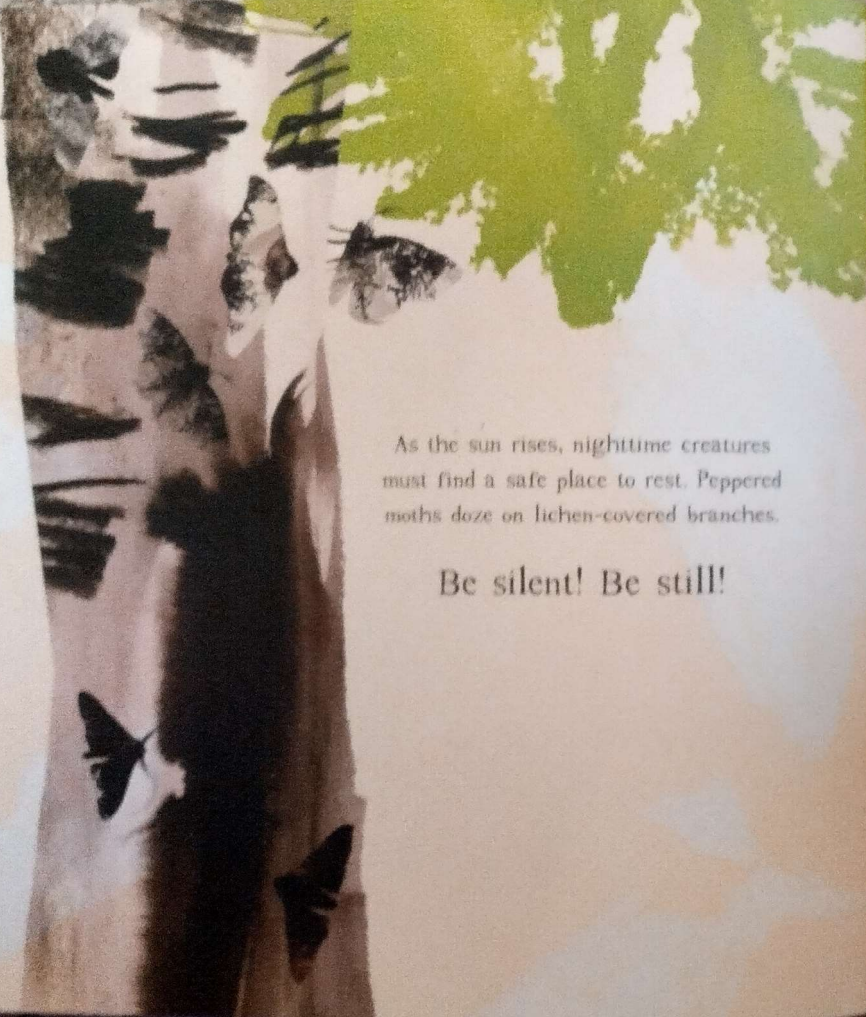
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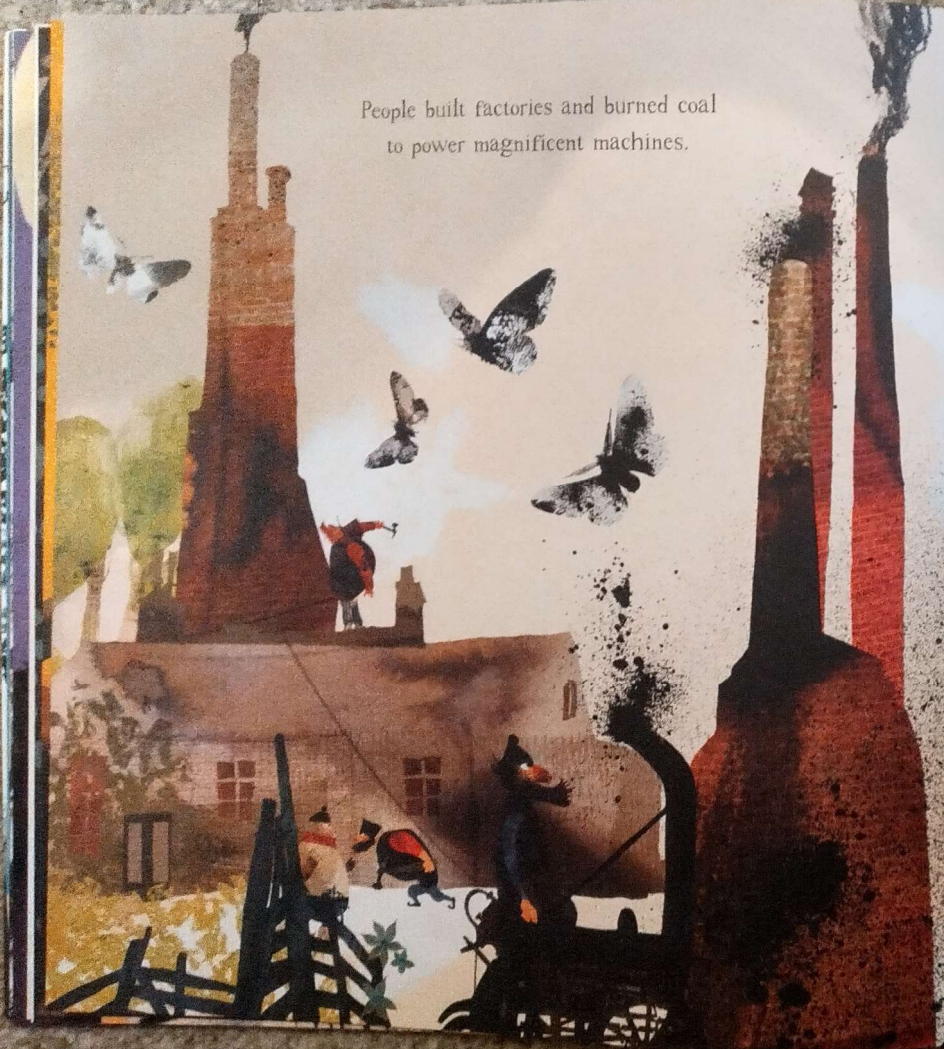


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This is why most peppered moths
were speckled and freckled.

Until the world began to change.

An illustration of a factory scene. On the left, a small house with a chimney and a fence is visible. In the center, a large, dark, stylized smokestack rises, emitting a trail of black smoke. To the right, another tall, reddish-brown smokestack is shown. Several butterflies are flying in the sky between the smokestacks. The overall style is painterly and somewhat abstract.

People built factories and burned coal
to power magnificent machines.

An illustration of a steam train crossing a large, arched metal bridge. The train is dark and detailed, with smoke coming from its chimney. The bridge has a complex lattice structure. In the background, there are large, vertical, red and white striped structures that resemble giant letters or pillars. The sky is a pale, hazy color.

They made steam trains
to take things here . . .


... there

... and everywhere.

Chimneys filled the air

with smoke and soot.

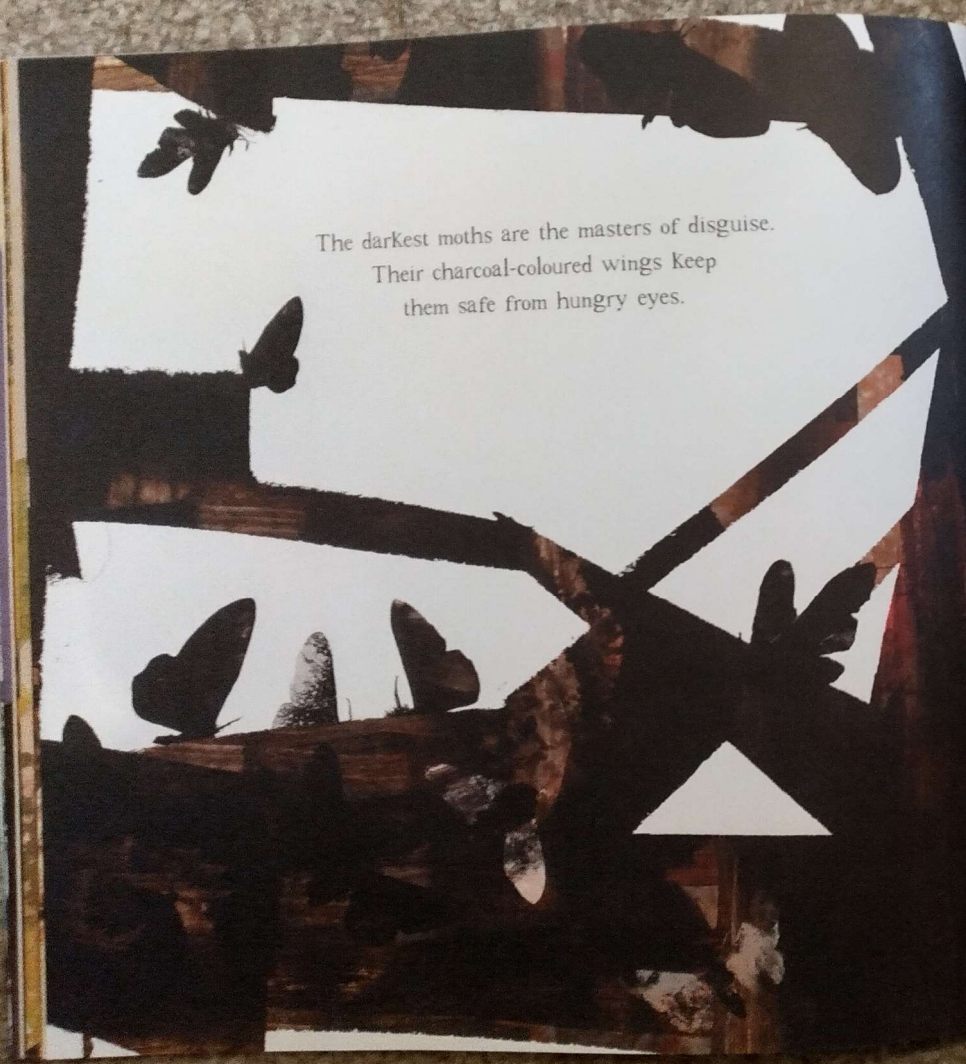




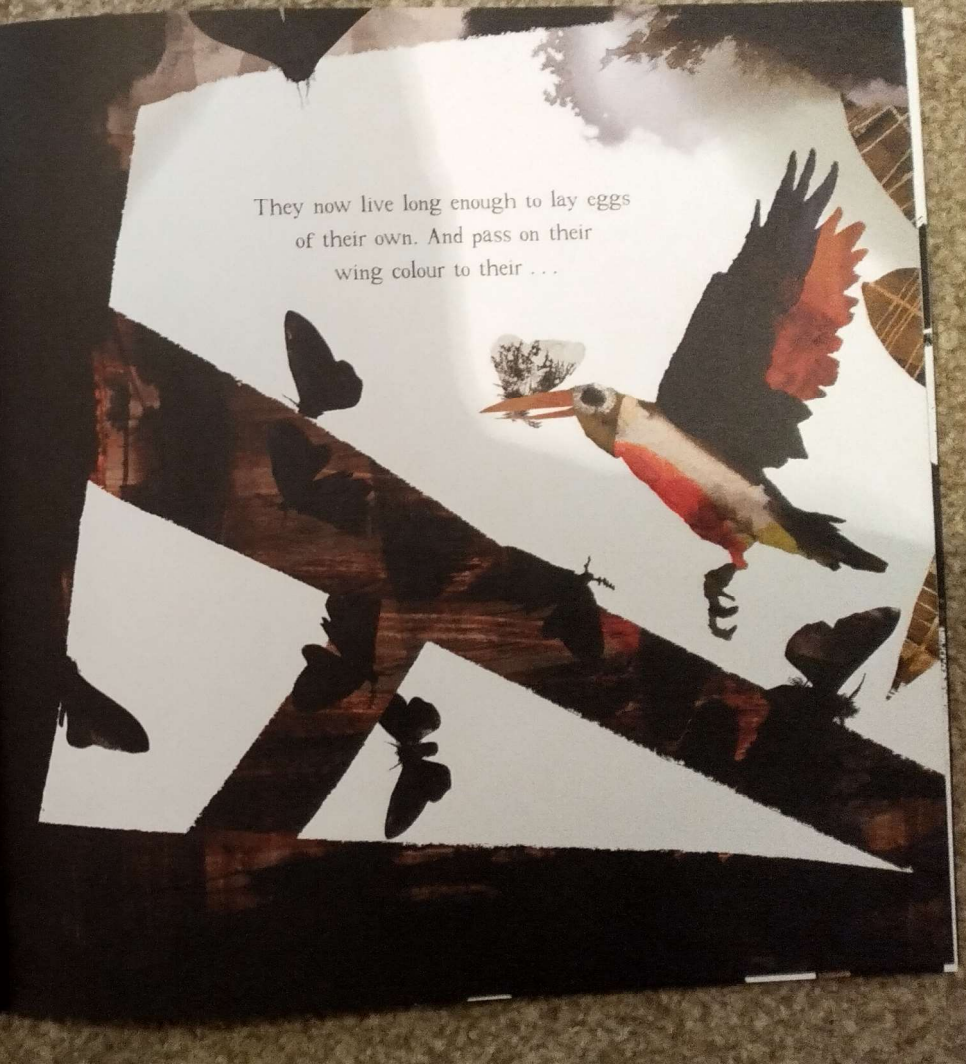
Pollution

stained the clouds
and blackened the branches
where peppered moths rest.

A bird is hunting for a snack.
Now that their world is darker,
which moths are disguised?
Which moths will survive?

An illustration of a dark, gnarled tree branch extending across the left page. Numerous dark charcoal-colored moths are shown in various positions: some are perched on the branch, while others are in flight. The background is a light, off-white color, creating a high contrast with the dark moths and branch.

The darkest moths are the masters of disguise.
Their charcoal-coloured wings keep
them safe from hungry eyes.

An illustration of a toucan bird with a large, colorful beak (red, yellow, and black) and wings with red and black feathers. The bird is perched on a dark tree branch. Several dark charcoal-colored moths are also shown on the branch and in flight around the bird. The background is a light, off-white color.

They now live long enough to lay eggs
of their own. And pass on their
wing colour to their . . .

... children,

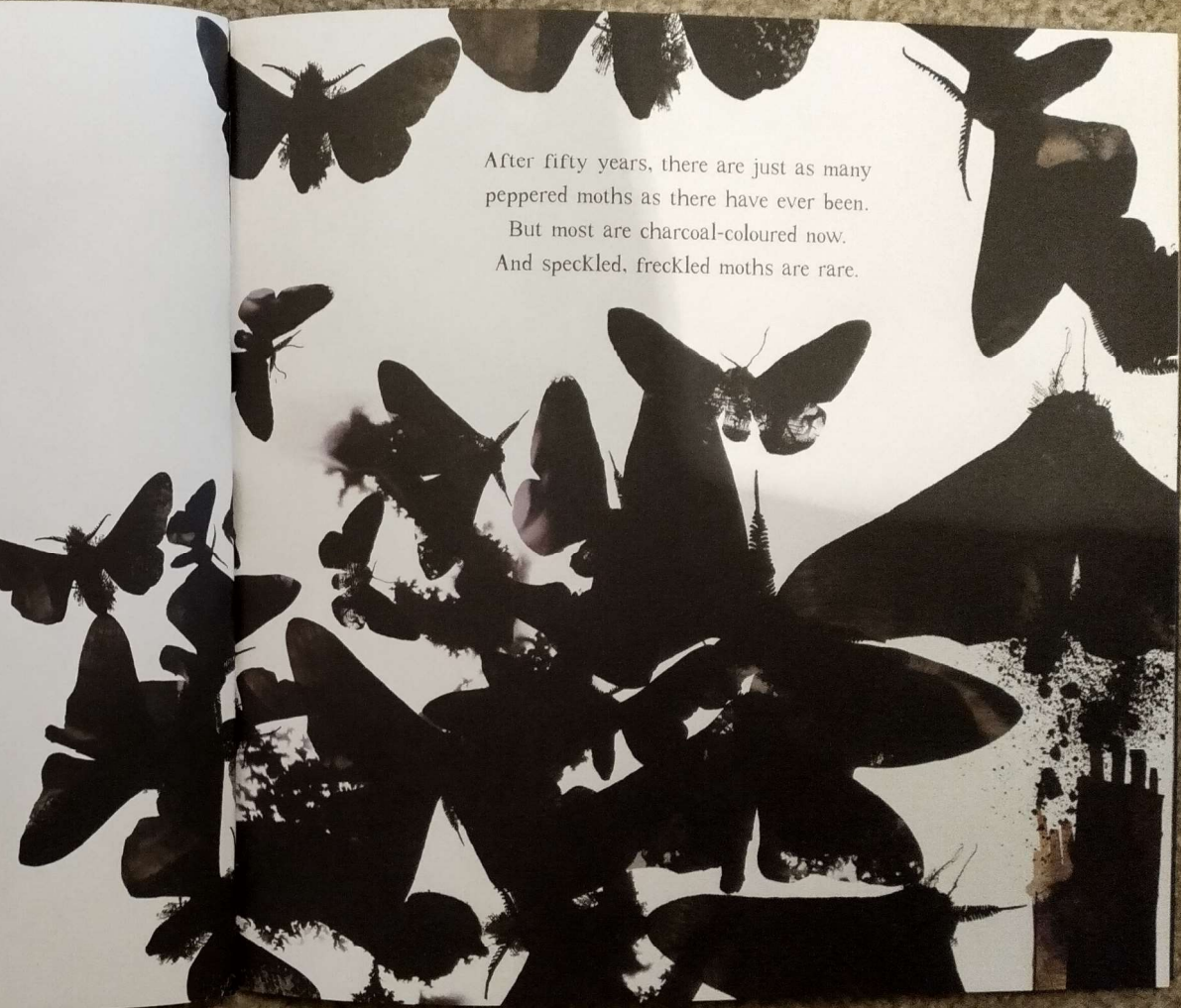


grandchildren ...



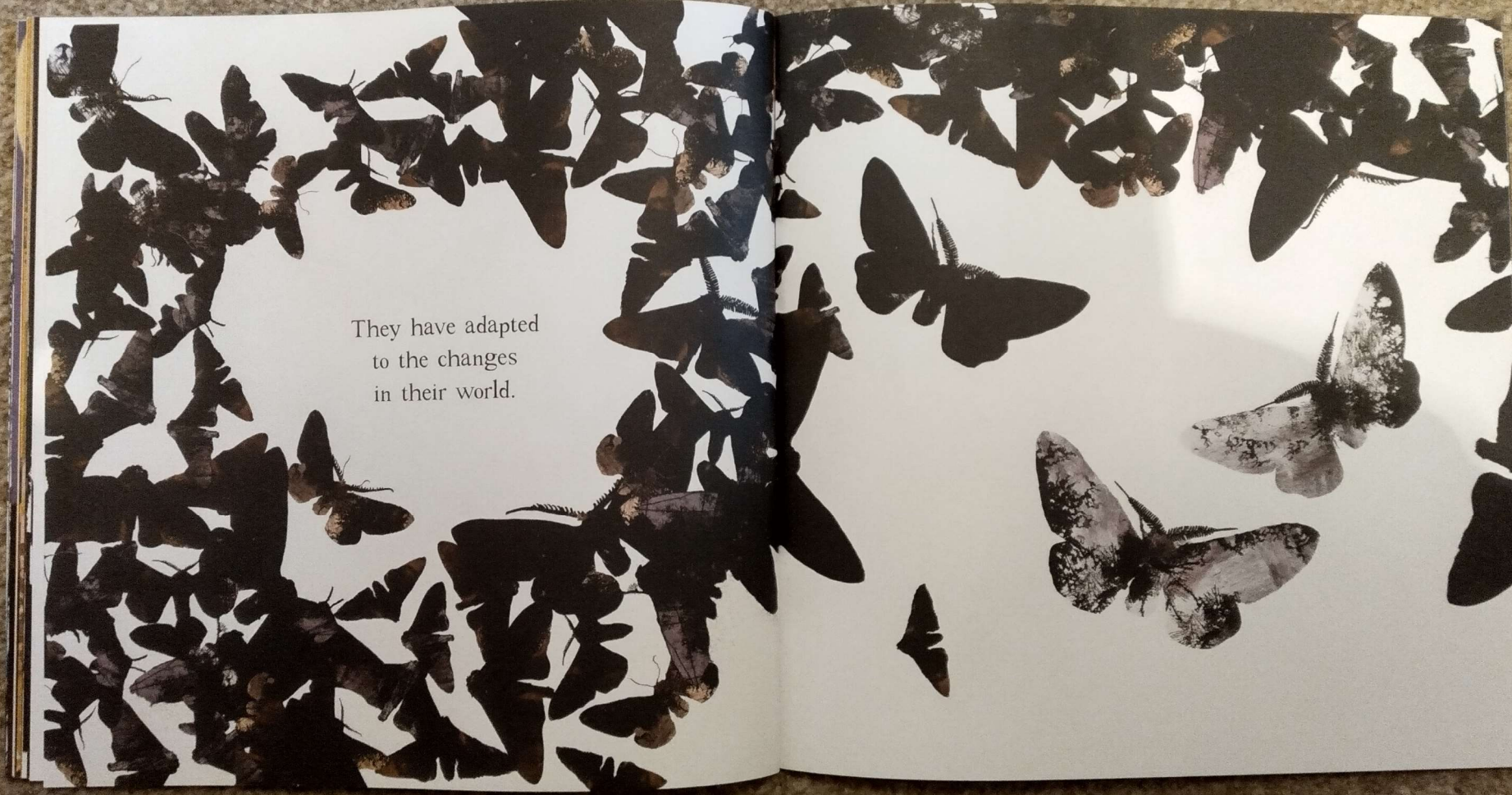


... and great grandchildren.


A large, dense cluster of black silhouettes of peppered moths of various sizes and orientations, covering the right page and extending from the gutter. The moths are shown in flight, with their wings spread, against a plain, light-colored background.

After fifty years, there are just as many
peppered moths as there have ever been.

But most are charcoal-coloured now.
And speckled, freckled moths are rare.



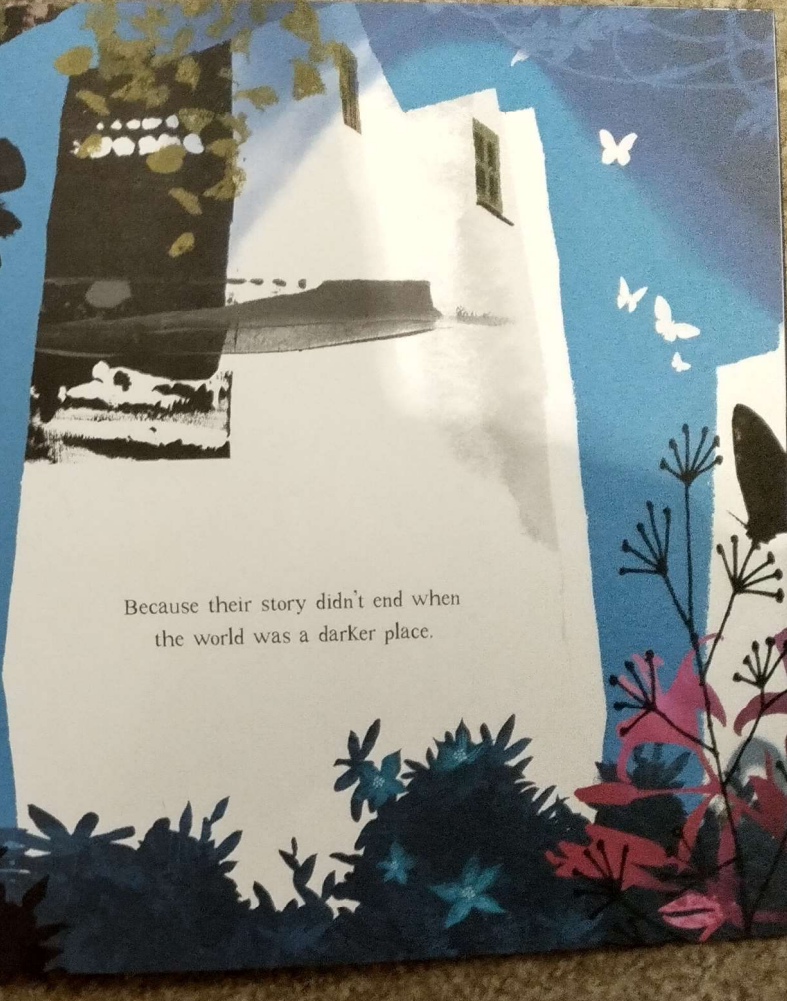
They have adapted
to the changes
in their world.




Next time you scramble through
a forest, ramble near a hedgerow
or run around a garden . . .

Be silent. Be still.

Look closely at the trees.
You might spot a moth with wings
as dark as charcoal. Or a moth
with speckled, freckled wings.



Because their story didn't end when
the world was a darker place.



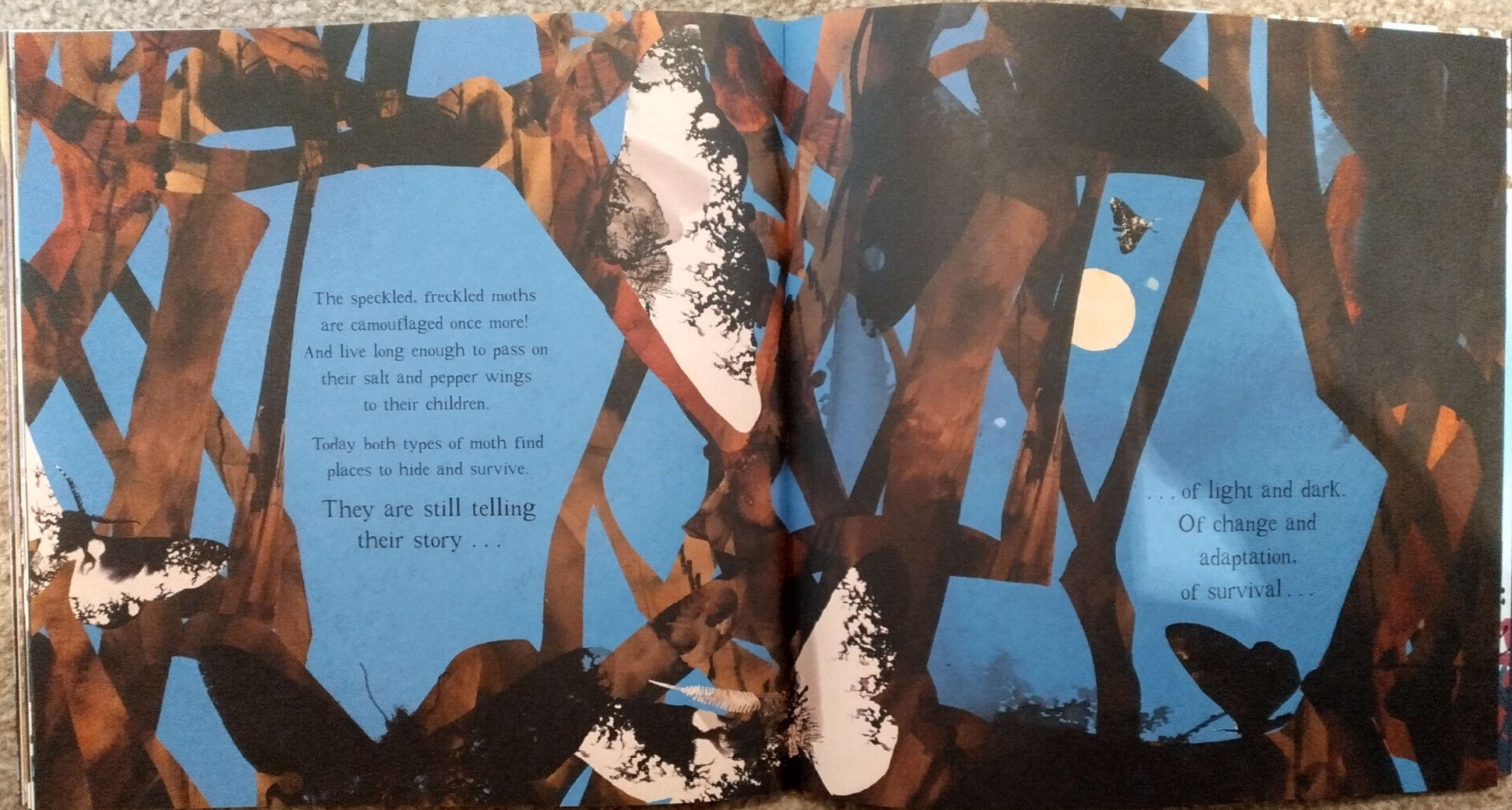
People decided to
clean up the air.
They burned less
coal and found new
ways to power
machines.

Year

by year

by year

cities grew greener.
The air all around
became cleaner.
And the trees shed
their sooty bark.

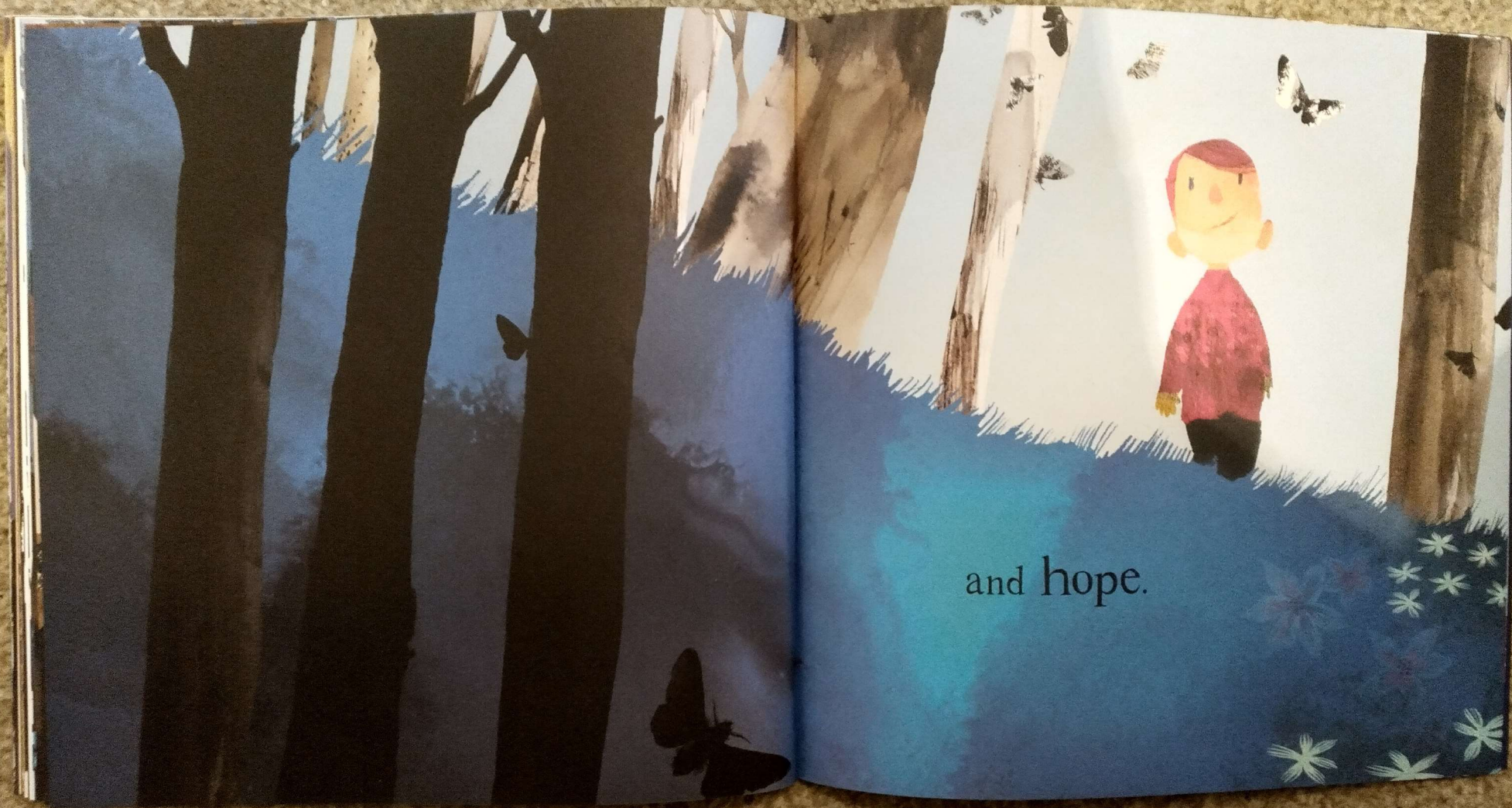


The speckled, freckled moths
are camouflaged once more!
And live long enough to pass on
their salt and pepper wings
to their children.

Today both types of moth find
places to hide and survive.

They are still telling
their story . . .

. . . of light and dark.
Of change and
adaptation.
of survival . . .



and hope.

Tell me...

Now we have finished the full book, what did you like?

What did you dislike?

What patterns did you find?

What puzzles you?

Model poem

The Moth

**Isled in the midnight air,
Musked with the dark's faint bloom,
Out into glooming and secret haunts
The flame cries, 'Come!'**

**Lovely in dye and fan,
A-tremble in shimmering grace,
A moth from her winter swoon**

Uplifts her face:

**Stares from her glamorous eyes;
Wafts her on plumes like mist;
In ecstasy swirls and sways
To her strange tryst.**

Walter de la Mare

Walter de la Mare [1873-1956] is one of England's greatest poets and a famous writer especially for children.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can understand language choices and their impact.

Model poem

The Moth

Isled in the midnight air,
Musked with the dark's faint bloom,
Out into glooming and secret haunts
The flame cries, 'Come!'

Lovely in dye and fan,
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Walter de la Mare

Walter de la Mare [1873-1956] is one of England's greatest poets and a famous writer especially for children.

Why the 'midnight air'?

- * What do we know about when moths are out and about?
- * Why does midnight air sound better than 'Isled in the night time air'?
- * What does midnight suggest?

‘Musked with...’

- * Musk meaning to smell
- * Other words instead of smell?
- * Synonyms – fragrance / scent
- * Why musk? Does it seem fitting for a smell at night?

The flame cries, 'Come!'



What effect do these words have?

- * swirls
- * sways
- * glamorous
- * shimmering

How do you think Walter De La Mare thinks about moths?

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can share ideas and collaborate.

Shared writing.

- * Model planning adapted poem.

The Butterfly

Brainstorm words

chrysalis / wings / eyes / predator / feelers / glides /
flutters / nectar / flowering blooms / emerges / swoops

Shared planning

Title	The Butterfly
Verse 1 (4 lines)	Emerging from chrysalis
Verse 2 (4 lines)	Moving around the sky
Verse 3 (4 lines)	Feeding from flowers

The Butterfly

Cocooned in the hard, smooth shell,
Eager to emerge and soar,
Slowly unfurls and uncurls legs, wings and limbs,
Lifts her head towards the sunlight.

Stretches wings from tip to tip,
Feels the air shimmer and caress,
Swoops, skitters, swirls, flutters and flitters,
Looping the loop through fluffy white clouds.

Week 6 Thursday

- * Learning Outcome / Objective
- * I can plan a poem based on The Moth.
- * I can write a poem based on The Moth.

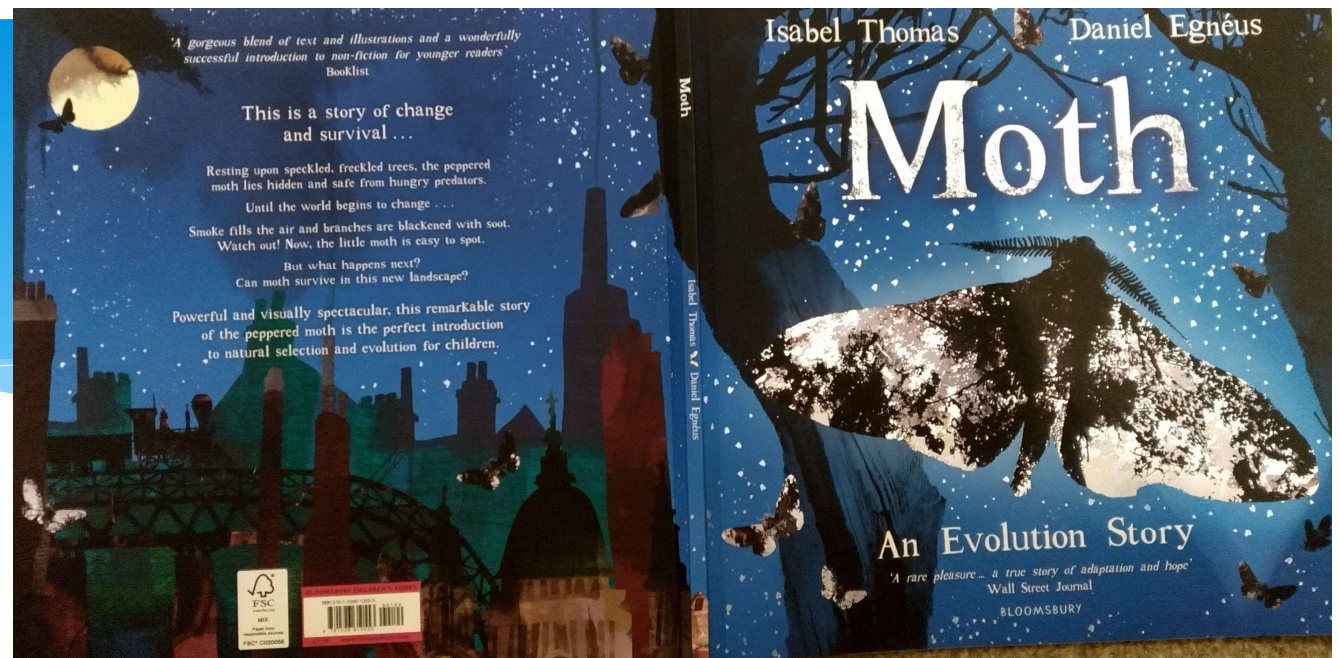
Planning – draw your ideas and then
write key words for effect.

Title	
Verse 1 (4 lines)	
Verse 2 (4 lines)	
Verse 3 (4 lines)	

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform my poem.
- * I can evaluate the poetry of others.

Unit evaluation



* <https://youtu.be/dMUUZNN89QQ>

Does the book trailer do the book justice?

What did you enjoy most?

What have you achieved?

What have you improved?

What are you going to work on to get even better?