



Phase	Activity	Outcomes
<p style="text-align: center;">1 Prediction</p>	<ol style="list-style-type: none">1. Prediction using from cover without the title2. Show cover, name the characters and elicit that they are polar bears	<p>Oral and scribed answers to these questions:</p> <p>Who is this?</p> <p>What do we know about them?</p> <p>Where do they live?</p> <p>How do you know?</p> <p>Have you ever seen a polar bear?</p> <p>What are they like?</p>

2 Understanding

<ol style="list-style-type: none"> 1. Show the film (or extract) Polar Bears Playing 2. Shared writing of a sentence to go with a still from the film 3. Complete KWL grid together about polar bears to give familiarity with the setting of the story 4. Responding to illustration - double page spread of I and I back to back with text covered. Ask these questions: How do you think the polar bears are feeling? How do you know? Have you ever felt like that? Why? What might have happened? What might happen next? Have you read any other stories like this? 5. Reveal text Why do you think they are not friends any more? 6. Read the spread beginning <i>Iris had made a snow nest ...</i> and then look at <i>... they had squashed the net flat</i> 7. Role play, freeze frame, thought tracking - discuss and scribe children's responses to the question what are I and I thinking - make freeze frames of I and I looking at the squashed nest - thought tracking - touch some children on the shoulder and ask for their thoughts in role as I or I 8. Shared writing - 'find' letters in the book from Iris and Isaac which explain their pint of view - model for the children how to write back to I or I to offer advice about how to make friends 9. Read the rest of the story until Isaac sees the Northern Lights 	<ul style="list-style-type: none"> • Vocabulary - furious - upset • KWL grid - Scribe the children's responses and make sentence strips available for independent work • Scribed or independent responses following discussion of the illustration • Speech bubbles of I and I's thoughts stuck on • Model of letter to I and I - children's letters to I and I on the stationery made available • Chatterpix app - message from I or I • Pastel pictures of Northern Lights with key vocabulary on • Role on the wall diagrams of I and I • Venn diagram - to compare I and I • Axis of emotion and finish my sentence activity • Story map
<ol style="list-style-type: none"> 10. 1Children make pastel/chalk pictures to interpret the Northern Lights pages - write key words on to describe their scene 11. Read the rest of the story until the end - Role on the wall of I and I - Written/scribed sentences about the characters 12. Sort words to describe I and I into a Venn diagram made of large hoops 13. Construct and axis of emotion with the children to show how I or I felt at different parts of the story - Written/scribed sentences about the characters - perhaps using finish my sentence as a prompt <i>Iris felt when she ...</i> 	

Transcription	Mark making, Letters and Sounds (or other) phase appropriate application of phonics in context. Practising letter formation including the use of capital letters.	
Enhanced Provision	Describe and imitate polar bears movement in the outdoor area or hall where they have space to lope, slide or tumble	
Enhanced Provision	Arctic role play - re-enact scenes from the story - or imagined scenes open ended loose parts - ambiguous role play fabric and props - polar bear masks - white fur - mark making resources and digital equipment record and revised their re-enactments	
Enhanced Provision	Messy play - fake snow -	
Enhanced Provision	Small world arctic scenes and landscape	
<h1>3</h1> <h2>Writing</h2>	<ol style="list-style-type: none"> 1. Writing activities following Role on the Wall, Venn diagram and Axis of emotion could be included under the Writing heading 2. Story map to support a re-telling of the story including powerful vocabulary from the start 	<ul style="list-style-type: none"> • Story map • Performed and/or written re-tellings of the story.

This teaching sequence is an adaptation of the original sequence published by CLPE.