

Fantastic Mr Fox by Roald Dahl

Recommended Year Group: **Year 2**
Recommended Edition: **9780141365442**
Suggested Term: **Autumn**



Unit overview

This six-week unit is a study of Roald Dahl's classic story *Fantastic Mr Fox*. The sequence of learning will develop children's understanding of the story, characters, themes and language. The unit teaches reading, including fluency, vocabulary and comprehension, and meaningful writing, for a range of form, purpose and audience. The teaching of grammar and punctuation is embedded within analysis of the language and structures used to tell the story, through activities that explore the effect these might have on readers. The children are taught to apply what they have learned to their own writing, making choices to affect their reader's thoughts and feelings. All learning culminates in a final piece of work, where the children apply all that they have learned about this story to write a narrative from Mr Fox's perspective to show what life would be like for the animals after deciding to stay underground. They can use the clues given at the end of the story to aid their prediction of what life would be like. **All extracts, resources, session planning and teaching slides are included within this unit.**

Themes and cross-curricular links

- **Science** – different habitats and behaviours of foxes and other woodland animals
- **ICT** – research foxes and the other animals found in the story using the internet
- **Design and Technology** – design, recreate the story in 3D
- **Geography** – use geographical language to look at where Mr Fox and the farmers lived and create a simple map of the village using basic symbols in a key
- **Maths** – solve problems with addition and subtraction using pictorial representations, compare and sort common 2D and 3D shapes and everyday objects
- **Music** – experiment with, create, select and combine sounds
- **Art** – draw a healthy meal for one of the farmers
- **PSHE** – discuss healthy eating

Curriculum coverage

Spoken language:

- To be able to explain, adapt and retell the story
- To discuss different points of view
- To have opportunities to create, devise, improvise and script a range of roles through drama to express and adapt the story
- To perform, share, refine and rehearse and perform for others
- To listen carefully to other's performances

Reading:

- To listen to, discuss and express views about a story, at a level which maybe beyond that which they can read independently
- Discuss the sequence of events
- To be able to retell the story
- Adapt and develop the story structure
- Make inferences
- Answer, ask questions and find evidence
- Predict what may happen
- Analyse questions for meaning

Grammar, punctuation and spelling:

- Learn how to use sentences with different forms
- Apostrophes for possession
- Use of suffixes –er and –est in adjectives
- Regular nouns suffixes –s or –es
- Capital letters, full stops, question marks and exclamation marks

Vocabulary:

- Develop new vocabulary
- Discuss and clarify the meaning of words, linking new meanings to know vocabulary

Writing:

- Drafting, planning and editing
- Writing a narrative composition
- Writing for different purposes; letters, newspaper articles, adverts
- Rehearsing what they are going to write
- Planning and rehearsing out loud before writing
- Jotting ideas down and noting key words

Key questions

- What makes someone or something fantastic?
- What does cooperation mean?
- Is it sometimes right to take something that belongs to someone else?

Writing outcomes

- **Fact file** (session 3) – to write and present a fact file about a fox
- **Newspaper report** (session 10) – to write a newspaper report of the hunt from the viewpoint of the villagers
- **Non-fiction** (session 18) – to write a non-fiction report about one of the other animals in the story
- **Poem** (sessions 23 and 24) – To learn a poem by heart and to write their own poem about a fox
- **Letter** (session 27) – To write a letter for one of the Small Foxes to their Grandmother
- **Dictated sentence** (sessions 28) – To write sentences that have been read aloud ensuring that they use correct grammar and vocabulary
- **Final piece** (session 29) – To write a narrative from Mr Fox's perspective to show what life would be like for the animals now they have decided to stay underground

Related books for wider reading

- *Pax* by Sara Pennypacker
- *The Gruffalo* by Julia Donaldson
- *The Gingerbread Man* (recommended version: Ladybird First Favourite Tales, 2011)
- *Fox Friend* by Michael Morpurgo
- *Fox: City Safari* by Isabel Thomas
- *Mammals* by Nichola Tyrrell (Foxton Primary Science)
- *Mammals!* by Nick Forshaw (Explorer)

Essential teaching guidance

- The *Read in to Writing* approach supports meaningful reading experiences within a rich book study. This unit does however offer SATs style questions/preparation (see Teaching slides), which may be used in guided reading lessons or focused SATs prep sessions, still linked to the book that's being studied in depth, in English. The reading comprehension within the unit of work, and the reading aloud to improve fluency and understanding that is threaded through the unit, is excellent SATs preparation also.
- Children are urged to freely discuss their feelings throughout, so it is important that there is clear guidance about respecting the thoughts and emotions of others.

Planning Overview

Week 1

Objectives and outcomes summary:

This week the children will:

- be introduced to the book
- discuss what the story may be about
- create their own funny poem or song
- perform their own poem or song to the class
- use extracts and other books to create a fact file
- describe the characters using a range of vocabulary
- read non-fiction texts for information
- edit and proofread their own work
- mime the characters
- read for fluency and expression
- correct an extract using the correct punctuation (capital letters and full stops)

Chapter focus: 1–2

Resources provided:

- Extracts from the text
- Teaching slide – Words used to describe the characters
- Pupil resource – Our funny poem/song
- Teaching slide – Information about Mr Fox
- Pupil resource – Fact file template
- Teaching slide and pupil resource – Uncorrected and corrected text

Week 2

Objectives and outcomes summary:

This week the children will:

- use evidence from the text to answer questions
- plan and label a healthy meal for one of the farmers
- highlight vocabulary and inference by using questions to delve into understanding
- use test framework questions to prepare to think about what they have read
- unpick questions to work out what they are asking
- perform a scene and use instruments or props to create sound effects
- learn how to use sentences with different forms
- write a newspaper report about the hunt for Fantastic Mr Fox

Chapter focus: 3–7

Resources provided:

- Extracts from the text
- Teaching slide – The Farmers
- Teaching slide – Food groups
- Pupil resource – The farmer's dinner
- Links to online resources
- Teaching slides – Three questions
- Teaching slide – Question types
- Pupil resource – Sentence types
- Teaching slide – Newspaper report brief
- Pupil resource – Newspaper report template

Week 3

Objectives and outcomes summary:

This week the children will:

- sequence the story so far
- perform the story so far with sound effects
- use more challenging vocabulary
- compare with characters in other stories
- learn what a synonym is
- use test framework questions to think about what they have read
- become detectives, finding clues and answers to questions
- find evidence from the text to support decisions
- understand the differences between a fiction text and a non-fiction text
- draft, plan and edit
- learn about possessive apostrophes

Chapter focus: 8–11

Resources provided:

- Extracts from the text
- Teaching slide – Synonyms of 'clever'
- Teaching slides – Two questions
- Teaching slide – Apostrophes for possession
- Teaching slide and pupil resource – Possessive apostrophes

Week 4

Objectives and outcomes summary:

This week the children will:

- sequence the story
- use geographical language to describe the features of a map, devise a simple map and create basic symbols in a key
- discuss the sequencing of the events with a partner, and design and recreate the story in 3D.
- write a non-fiction report about one of the other animals in the story
- present their report to a partner who has studied a different animal
- edit and proofread
- use regular noun suffixes –s or –es
- make a chart of what different woodland animals eat

Chapter focus: 12–13

Resources provided:

- Teaching slide – Short non-fiction text brief
- Links to online resources
- Teaching slide – What is the plural for each word?
- Teaching slide and pupil resource – Plurals
- Pupil resource – Food chart

Week 5

Objectives and outcomes summary:

This week the children will:

- become detectives again, thinking about questions types and interrogating text in more detail
- read extracts with fluency and expression
- create a table plan or pictorial representation of the feast
- use maths problem solving with pictorial representations and labels
- learn a poem by heart about the feast
- become poets and write their own poem about a fox
- perform their poems
- use suffixes –er and –est in adjectives

Chapter focus: 16–17

Resources provided:

- Extracts from the text
- Teaching slides – Three questions
- Pupil resource – The woman
- Teaching slide – Questions
- Teaching slide and pupil resource – The Greedy Fox
- Teaching slide – Poem brief
- Teaching slide – Animal comparisons

Week 6

Objectives and outcomes summary:

This week the children will:

- make valid predictions
- write a letter from one of the small foxes to her grandmother, explaining why they are taking things that don't belong to them
- write a dictated sentence
- write a narrative from Mr Fox's perspective to show what life would be like for the animals after deciding to stay underground. They can use the clues given at the end of the story to aid their prediction of what life would be like
- plan, edit and proofread

Chapter focus: 18

Resources provided:

- Extracts from the text
- Teaching slide – Letter brief
- Teaching slide – Narrative brief