

# The Tale of Jemima Puddle-Duck by Beatrix Potter

Recommended Year Group: **Year 2**  
Recommended Edition: **9780723247784**  
Suggested Term: **Spring**

THE TALE OF  
JEMIMA  
PUDDLE-DUCK



BEATRIX POTTER

*The original and authorized edition*

## Unit overview

This half term unit is a study of Jemima Puddle-Duck. 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 learnt 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 create a story about an animal character from their experience or imagination. The children will then use the structure of the Jemima story to introduce their character and describe a difficult situation that gets solved. **All extracts, resources, session planning and teaching slides are included within this unit.**

## Themes and cross-curricular links

- **Science** – Different habitats and 'Hatching Project' to observe how chicks grow
- **Computing** – Research information about Beatrix Potter
- **History** – Edwardian England
- **Art** – Drawing pictures of animals from observation
- **Geography** – Use geographical language to compare where Beatrix Potter lived compared with the children

## Related books for wider reading

- *Watch it grow Duck* by Barrie Watts
- *The Life Cycle of a Duck (How Things Grow)* by Andrew Hipp
- *The Ugly Duckling* by Hans Christian Anderson
- *Animal Neighbours: Duck* by Stephen Savage

## 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 may be 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
- Expanded noun phrases
- Correct tenses past and present
- Subordination
- 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 purpose; letters, newspaper articles, adverts
- Rehearsing what they are going to write.
- Planning and rehearsing aloud before writing
- Jotting ideas down and noting key words

## Essential teaching guidance

- *The Tale of Jemima Puddle-Duck* by Beatrix Potter is an out of copyright text and there are examples of the story available online and in print. This unit of work recommends using pictures and words from the edition with the ISBN 9780723247784.
- This unit includes a hatching chick project. It is important to use an ethical company and speak to children about the importance of looking after animals properly and ensuring that they are properly housed after the project.

## Key questions

- What is determination?
- Who do you trust?
- Who is a good friend?

## Writing outcomes

- **Non-fiction writing** (session 3) – to make observations about a chick's development
- **Instructions** (session 5) – to write instructions about how to look after a chick
- **Fact file** (session 7) – to write and present a fact file on different aspects of Beatrix Potter's life
- **Advert** (session 13) – to write an advert for a safe place for Jemima to lay her eggs
- **Diary entry** (session 19) – to write a simple chronological diary about how chicks develop
- **Script** (session 23) – to write a short script based on the story, changing one aspect
- **Description** (session 27) – to describe the Foxy gentleman
- **Final piece: Story about an animal character from their experience or imagination** – (session 29) – to entertain

# Planning Overview

## Week 1

### Objectives and outcomes summary:

This week the children will:

- be introduced to the book
- discuss the main sequence of the story
- retell the story to a partner
- adapt and develop the story structure
- answer, ask questions, and find evidence
- use an extract with punctuation and missing punctuation (capital letters and full stops)
- write instructions about how to look after a chick.
- edit and proofread their work
- act out the sequence of the story in small groups
- make observations about the chicks' development.

### Resources provided:

- Extracts from the text
- Presentation slides to aid discussion
- Slides with comprehension questions
- Chick Hatching projects or use of Internet to observe the development and life cycle of a chick

## Week 2

### Objectives and outcomes summary:

This week the children will:

- highlight vocabulary and inference by using questions to delve into understanding
- look at the meaning of more challenging vocabulary beyond the individual reading level
- use comprehension questions to prepare children to think about what they have read
- Analyse questions for meaning
- use extract to look at subordination
- develop vocabulary using the text
- research meaning in the dictionary
- write a diary entry for Jemima using vocabulary acquired

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 3

### Objectives and outcomes summary:

This week the children will:

- find evidence from the text to support decisions
- use comprehension questions to prepare children to think about what they have read.
- look at different types of questions
- make a comparison between different types of text, looking at The Tale of Jemima Puddle-duck (fiction) and an information text about the life cycle of a duck (non-fiction)
- work as detectives and hunt for answers to questions in pairs
- create an advert for a safe place where Jemima could lay her eggs
- make a class chart of the differences between fiction and non-fiction texts, built on evidence
- present advert to the class

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 4

### Objectives and outcomes summary:

This week the children will:

- express views and develop ideas about Jemima's life on the farm.
- use geographical language and compare where Beatrix Potter wrote and where the children live
- use comprehension questions to prepare children to think about what they have read
- use an extract to look at tenses in context
- read the *The Ugly Duckling* and think about how you would look after the ugly ducking

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 5

### Objectives and outcomes summary:

This week the children will:

- read extracts with fluency and expression
- look at apostrophes for omission and possession
- use comprehension questions to prepare children to think about what they have read
- discuss different points of view
- revisit short scripts edit and add further details
- perform short scripts to their classmates
- edit and improve their work. Record the changes
- use extract to revisit ways in which their work may be improved

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions

## Week 6

### Objectives and outcomes summary:

This week the children will:

- look at the characters and their characteristics in more detail
- read extracts and use vocabulary to describe characters
- think about and discuss whether and how Jemima shows determination
- explore why Jemima trusted the foxy gentleman. Talk about trust and who they trust
- read the part in the text which shows that Jemima had good friends
- 'hot seat' the characters to explore how they feel at different parts of the story
- ask the children to prepare questions for different characters
- write a description of the foxy gentleman/make a wanted poster
- write a story about an animal character from their experience or imagination. Introduce their character and describe a difficult situation that gets solved
- perform their story and develop questioning skills to peer assess

### Resources provided:

- Word choice extracts from presentation slides
- Extracts from the text.
- Presentation slides to aid discussion
- Slides with reading comprehension questions