



Nerdy Neddly

EN



KS1

ENGLISH (PRE-VISIT)



BRANSBY HORSES
Rescue and Welfare

National Curriculum (2013) Programmes of Study

Year 1 Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.

Year 2 Pupils should be taught to develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- encapsulating what they want to say, sentence by sentence
- evaluating their writing with the teacher and other pupils
- read aloud what they have written with appropriate intonation to make the meaning clear.



BLACK BEAUTY
'GINGER'S STORY'


Learning Objectives (children will be taught to):

- consider the story of *Black Beauty*, focusing on Ginger's story
- identify the ways in which horses are treated badly in the story
- write/create a narrative re-telling Ginger's story.

Learning Outcomes (children will be able to):

- describe a variety of ways in which the horses were mistreated in the story
- sequence events of Ginger's story
- write sentences as a narrative re-telling the story.

Lesson Plan

Activity	Resources
<p>In a previous session or story time read or listen to the story of <i>Black Beauty</i> (Usborne Young Reading) so the children are familiar with the content.</p> <p>Starter</p> <ul style="list-style-type: none"> • Ask the children to use talk partners to discuss what they can remember from the story. Ask the children to put their hands up and share something that their partner could remember from the story. What did they like about the story? How did different parts of the story make them feel? How do they think they would have felt if they were Black Beauty? • Re-read or listen to chapter 2 pg 12–20 (Ginger's Story) to the children. Explain that in this session we will be exploring the events from the chapter that affected Ginger and ultimately affected her behaviour. 	<p>Usborne Young Reading <i>Black Beauty</i> ISBN 978-0-7460-9348-1</p> 

Teaching

- Sit the children in a circle and explain that we are going to try and imagine what life was like for Ginger before she came to live with Squire Gordon. Read each of the following sections from the chapter to the children, stopping at the end of each section and ask the children to come up with an action that might show how Ginger would have been feeling in that part of the story.
1. (pg 15) So I was paired up with Ginger....
.... My first memory is a stone being thrown at me....
 2. (pg 16) Poor you!....
.... blood poured from my flanks....
 3. (pg 17–18)and then he cut off my tail....
.... "Horrible!" I snorted....
 4. (pg 18–19) That's not all....
.... Kindness wins us, not painful whips....
 5. (pg 20) But we're lucky here....
.... because everyone is so kind....
- Re-read the chapter one final time to the children asking them to join in with the chosen actions at the appropriate parts.



Activity

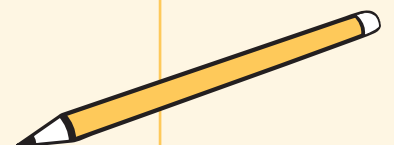
- For their task the children will be asked to retell 'Ginger's Story.' There is a choice of three differentiated tasks:
 1. Series of pictures and sentences to cut out, match and sequence to re-tell the story.
 2. Series of pictures to cut out and sequence, the children will (either with support or independently) write a sentence to match each picture.
 3. Create a comic strip, re-telling the story of Ginger producing their own pictures and sentences.

Resource 1, 2 & 3

Scissors, glue
& writing and
colouring
equipment

Plenary

- With their talk partner, swap their work and check that they have sequenced it correctly. Read each other's work and comment on what they liked about it.
- Ask the children when they think this story happened? Discuss that although the story happened many years ago in the time of horses and carriages, some horses and donkeys are still very badly treated today. Explain to the children that they will be meeting some of these horses and hearing some of their stories on their visit to Bransby.





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