

Phase ① Heroes and villains

Learning outcome

Children can identify the main features of a quest myth.

Success criteria

I can identify heroes and villains from myths.

Setting the context

This activity should be undertaken after the children have discussed the different kinds of character, both heroes and villains, who feature in typical myths. The photocopiable page 'Heroes and villains' and the 'Heroes and villains' interactive activity also feature pictures of heroes and villains. Read the names of the characters to the children and ask them if they have heard of them before. If they are unfamiliar with any of them, briefly summarise their role and the story in which they feature without using the terms 'hero' or 'villain'. Children match the pictures with text to identify which could be heroes and which villains. Both activities replicate each other in different forms to suit different learning styles, although the photocopiable page is slightly more challenging as children need to identify both the names of the characters and whether they are heroes or villains. On the interactive activity the characters are named for the children. Invite the children to state which hero and which villain they prefer and why.

Assessment opportunity

Children working at levels 2-3 can work in a supported group and discuss who the characters on the photocopiable page are before deciding if they are heroes or villains. Alternatively, the interactive activity can be undertaken independently. Children working at levels 4-5 identify the types of character independently, either on the photocopiable page or on the interactive activity. The children's preferences and reasons for them can be noted.

Assessment evidence

At levels 2-3, children will classify a character using straightforward inference that is based on a single point of reference or a literal interpretation. At levels 4-5, children will base their classification on a wider range of evidence, inferences and deductions. Use the children's written responses and the completed interactive activity to provide evidence for Reading AF3.

Next steps

Support: Create character cards of a range of heroes and villains from different stories and invite children to sort them into the two categories.

Extension: The children draw and name their own characters for quest myths.

Key aspects of learning

Social skills: When working collaboratively, children will listen to and respect other people's ideas.

Communication: Children will develop their ability to discuss as they work collaboratively in paired, group and whole-class contexts. They will communicate outcomes orally, in writing and through ICT if appropriate.