



**BRONZE**

School name: \_\_\_\_\_ **ENGLISH PLANNING YEAR A**



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: 3-4

Term: Autumn 1

Week Commencing: Week 1

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To identify and use adjectives correctly.</u>	<p><u>Word grammar: Adjectives - BBC Teach</u> Watch the video clip about what adjectives are and how/why we use them.</p> <p>Chn to write the definition into their books and two sentences.</p>	<p><u>L.O. To identify descriptive vocabulary.</u></p> <p><u>Success Criteria:</u> 1. I must identify adjectives used to describe Charlie. 2. I should think about Charlie's personality traits. 3. I could think about Charlie as person and how he would act in certain situations.</p>	<p><u>Main teaching</u> Introduce book 'Charlie and the Chocolate Factory' to chn. What do you think it will be about? Read blurb together and make predictions. Don't give the story away to those that don't know it. Read chapters 1 &amp; 2. Chn to write down on WBs words/phrases that describe the appearance of Charlie. Discuss the term/use of adjectives. Share good words found. Can we think of other adjectives that could be used which aren't in the book? What type of person is Charlie?</p>	<p><u>Independent work:</u> Word of the week: charming Role on the wall activity. Using outline of Charlie Bucket, write adjectives to describe the character's TRAITS and APPEARANCE. Use this information to write sentences about Charlie's character.</p> <p>Support LA with a range of adjectives.</p>	<p>Chn to share with the class some of the adjectives they have used to describe Charlie and talk about what they think he is like as a person.</p> <p>Give the chn different scenarios and ask them to think about how Charlie would react.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Tues	<u>Alan Peat Sentences</u>	<p>Similes</p> <p>Describing something like/as something else.</p> <p>Discuss some examples and write into books.</p>	<p><b><u>L.O. To write a character sketch.</u></b></p> <p><b><u>Success Criteria:</u></b></p> <p>1. I must describe the appearance.</p> <p>2. I should describe character traits.</p> <p>3. I could use similes in my descriptions.</p>	<p><b><u>Main teaching</u></b></p> <p>Recap with the chn what we looked at yesterday. Chn to discuss some of the adjectives we used to describe Charlie. Discuss synonyms and antonyms.</p> <p>Courteous/polite/rude.</p> <p>Read chapter 3 of Charlie and the Chocolate Factory. Discuss what we learn about the prince, make notes on flip chart.</p> <p>In talk partners chn to discuss the prince in more detail. Show the chn a picture of an Indian prince and chn are to think about his character in more detail.</p> <p>Add to flip chart the way he presents himself, moves around, looks at other people and what his character traits might be.</p>	<p><b><u>Independent work:</u></b></p> <p>Create an enhanced character sketch elaborating on the brief description of the Indian Prince. Write adjectives to describe the TRAITS and APPEARANCE of the prince. Use similes to enhance the writing.</p>	<p>Chn to share their ideas with the class. What similes have they used to describe the prince?</p> <p>Add any WOW ideas to display.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Wed	<p><a href="https://www.bbc.co.uk/bitesize/articles/zcdvp4j">https://www.bbc.co.uk/bitesize/articles/zcdvp4j</a></p> <p>Conjunctions are words used to extend sentences.</p> <p>Used to join two clauses together. Discuss FANBOYS</p> <p>Have a go at using the conjunctions to create sentences.</p>	<p><b>LO: To make inferences about characters</b></p> <p>▪</p> <p><u>Success Criteria:</u></p> <p>1. I must listen carefully to the descriptions in the story.</p> <p>2. I should think about what makes a good character description.</p> <p>3. I could use what I know to</p>	<p><b>Main Teaching</b></p> <p>Remind the chn of the some of the vocabulary we have discussed so far. Adjectives, synonyms and similes.</p> <p>Read chapters 4-5 to the class. Invite for discussions about what happens, what we learn about the different characters that we come across. Go through a range of well-known character descriptions and ask the chn to identify the character/story and what was</p>	<p><b>Independent work:</b></p> <p>Chn to have 3 well know characters from a story/nursery rhyme and to create character descriptions in mixed ability groups. Based on what we have looked at over the last few lessons.</p>	<p>Chn to discuss their character descriptions with the class.</p> <p>Explain that we will be writing a character description for Willy Wonka tomorrow. Discuss what we know about him already.</p>	<p><a href="https://www.bbc.co.uk/bitesize/articles/zcdvp4j">https://www.bbc.co.uk/bitesize/articles/zcdvp4j</a></p> <p>Conjunctions are words used to extend sentences.</p> <p>Used to join two clauses together. Discuss FANBOYS</p> <p>Have a go at using the conjunctions to create sentences.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

		describe different types of characters.	used to describe the characters.				
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Thurs	<u>L.O. To identify and use proper nouns correctly.</u>	<p>Discuss as a class nouns and specifically proper nouns.</p> <p>Give the chn some examples of proper nouns to identify in sentences.</p> <p>Look at a range of words and identify as proper nouns or common nouns.</p>	<p><u>L.O. To write a character sketch.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use adjectives to describe appearance.</li> <li>2. I should describe traits and actions.</li> <li>3. I could use similes to extend my descriptions.</li> </ol>	<p><b>Main Teaching</b></p> <p>Explain that today we will be looking at Willy Wonka in detail. Look at the description of him the first time we see him in the story. What does this description indicate about him as person, what have we learned?</p> <p>Show the chn a template with a range of adjectives to describe. Ask the chn to identify the words we would say reflect Willy Wonka's character. Discuss his character traits along with his appearance.</p>	<p><b>Independent Work:</b></p> <p>Chn to complete a character sketch of Willy Wonka. Chn to have a picture in their book of WW and write about him in detail. His appearance and traits along with similes to extend their writing.</p> <p>LA group to use a template to structure their paragraph.</p>	<p>Chn to share their descriptions with the class. Chn to explain what they liked about, what specific description they thought was very good.</p> <p>Chn to fill in their Success criteria ladder for self-assessment.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Fri	L.O.		L.O. To understand how to write a poem.  Success Criteria:	Main teaching:	Independent work:		<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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