**School name: ENGLISH PLANNING YEAR A**

**BRONZE**

**Teacher: Class: Year: 3-4 Term: Autumn 1 Week Commencing: Week 5**

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| **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** | L.O. use commas correctly in a sentence. | Recap what we did last week with commas. What did we learn and how do we use them?  Activity to continue a sentence after using a comma. | **L.O. To write a warning story.**  Success Criteria:  1. I must explain the warning.  2. I should explain what happens when warning is ignored.  3. I could describe how the problem was fixed. | **Main teaching**  Today we will be putting everything together that we have looked at to create a warning story based on Charlie and the Chocolate factory.  Chn to spend 5 minutes looking at their story mapping boxes and discuss with a partner how they will extend each box.  They should include powerful language and the features that we identified from the first lesson.  Use Wbs to make notes.  Share ideas and write the first paragraph together.  Focus on extending sentences, using commas and including descriptions.  Show the SC to work through. | **Independent work:**  Word of the week: disaster  Chn to write their warning story.  Try to include all the elements on the SC. | Chn to tick their SC.  Make any corrections to spelling and punctuation.  Time to peer assess. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | A.P. Sentence | BOYS  But, or, yet and so.  First part always ends with a comma. The last part always has a connective.  He was a lovely dog most of the time, but he had a nasty bite. | **L.O. To use descriptive language**.  Success Criteria  1. I must think of adjectives to describe chocolate cake.  2. I should use my five senses to think of descriptive language.  3. I could write a descriptive paragraph about chocolate cake. | **Main teaching**  What is a poem? Talk partners.  Discuss what a narrative poem with chn. Talk partners what it might be? Spider diagram to brainstorm ideas.  Read poem. Discuss again what you think a narrative poem is? Does it match our spider diagram?  Poem is about chocolate cake. Using our senses we are going to describe a chocolate cake. (Bring out the cake!). Brainstorm ideas on the board.  Descriptive writing of chocolate cake. | **Independent work:**  Each child will have a piece of cake on table and using their senses, they must describe the cake.  LA – work with adult and use word mats to boost vocabulary. | Share work as a class and taste our cake! | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To use past tense correctly. | Ask chn to tell you the different tenses that we use.  Past, present and future.  Explain today we are going to look at past tense.  Chn to write words from present tense to past tense.  I behave – I behaved  I offer – I offered. | **L.O. To use imperative verbs.**  Success Criteria   1. I must understand the key features of writing instructions 2. I should write my own instructions using these key features 3. I could use the correct layout to write out these instructions | **Main Teaching**  Show chn a recipe used to make the chocolate cake from lesson before.  Highlight the key features used in a recipe. (Command words, short and simple instructions, numbered steps, headings, punctuation (commas for lists, full stops, capital letters) and clear and concise.  Discuss imperative verbs (bossy verbs) and give the chn some to follow.  List ingredients and some key features needed to make a recipe.  This will be guidance for when chn write their own recipes. (Could list some command words to help). | **Independent work:**  Chn write their own chocolate cake recipes. Have a couple of examples for them to follow so they can use correct vocabulary.  LA – set worksheet to help them write recipe. | Compare work to original recipe.    Talk partners, what key features did you include in your recipe?  Did you include them all? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. To understand different types of verbs. | <https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs>  Discuss that verbs tell us an action, a state of being e.g. likes and something that is happening e.g. became. | **L.O. To use prepositional phrases to describe a journey.**  Success Criteria  1. I must be able to map out my route.  2. I should use prepositional phrases to describe my route.  3. I could verbally describe my route using prepositional phrases. | **Main Teaching**  Reread poem.  Play a game. Sneak bag of marbles from one end of the room to the teacher. One person at the front with their eyes closed. They have 3 chances to point at the person with the bag.  After the game, what did the person sneaking around do? Describe how they moved. Did they do anything to trick the person listening for them? Did they move quickly or slowly? Did they go in a straight line? Describe their body movements. What were the obstacles?  What happened to the boy in the poem when he was sneaking? What obstacles did he have to face? Was there anything different to when we were sneaking around?  Explain that the chn will be making their own sneaking map to go and get their yummy chocolate cake. Draw a map from their bedroom to their kitchen and add some obstacles in the way. Example on board  Label map with prepositional phrases. | **Independent Work:**  Draw map of house from bed to kitchen with 3 obstacles.  Add prepositional phrases to describe the route. | Talk to a partner and them your route to get the cake.  Try and think of all your senses to describe the journey. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | **L.O.** |  | **L.O. To understand how to write a poem.**  **Success Criteria:** | **Main teaching:** | **Independent work:** |  | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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