**School name: ENGLISH PLANNING YEAR A**

**BRONZE**

**Teacher: Class: Year: 3-4 Term: Autumn 1 Week Commencing: Week 7**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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. To understand the use of pronouns.  | Explain that pronouns are words used to replace nouns.Its stops repetition. Use pronouns to finish a repetitive story.  | **L.O. To understand what a Mayan paradise is.**Success Criteria1. I must be able understand what a Mayan paradise looks like from the text.2. I should be able to use descriptive sentences to write about a Mayan paradise.3. I could be able to write a menu for my Mayan Gods in paradise.  | **Main teaching**Read chapter 3.Listen to the description of paradise. Write down what children take from the text. Remind them about using interesting adjectives to describe the setting when taking ideas.From the phrases on the board, children must write 3 sentences to describe paradise. They must remember all their punctuation. Remind them of AP sentences, BOYS and 2A. When children are finished, they can create a menu for the Gods thinking about the different Mayan foods. Print out menu examples. Think about a starter, main meal and dessert.Remind them of their Mayan word mats for ideas of different types of food they could include in their menus.  | **Independent work:**Word of the Week: appealingWrite 3 sentences describing paradiseLA – children will work with TA to write 3 sentences as a group.HA – must include at least 1 AP sentence. Recap BOYS to help them.MenuEach child has an example menu. LA – can create a menu as a group with TA. Photocopy to put into books.  | Children pretend they are in a feast made for a God and act out what they believe it would be like. | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |
| **Notes/ feedback following lesson:** |

****

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **Tues** | L.O. To identify correct use of punctuation.  | Full stops, capital letters, commas and question marks. Also, identify AP sentences within the text. | **L.O. To compose a letter**Success Criteria 1. I must use the correct layout for writing a letter.
2. I should write in paragraphs.
3. I could write in the past tense.
 | **Main teaching**Recap some the feelings that the characters have at the end of the book.Explain that children will now be writing a letter to Night Jaguar from Kukulkan. This will include:I am sorry for taking the chocolate tree and why he took it.Tell Night jaguar how happy the Maya people are now.Asking him why did he tell the Gods that he had taken the tree and how he feels about that.  | **Independent work:**Children will write a letter to Night Jaguar.LA – will have a writing guide with sentence ideas written down for them.MA – will have a writing guide to practise letters.HA – will independently write a letter.  | Share the letters with the class.Discuss the features of a letter and ensure that they have been included. Peer assess the features that we can see.  | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |
| **Notes/ feedback following lesson:** |

****

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **Wed** | L.O. Alan Peat  | What+ !What an adjective noun.What a lovely day!What a horrible dress! | **L.O. To plan a first draft of my folk tale.**Success Criteria 1. I must be able to decide on my characters names and where they live
2. I should be able to decide what the problem will be
3. I could decide on the solution of my tale**.**
 | **Main Teaching**Explain to chn that they will be writing their own folk tale based on ‘The Chocolate Tree’. We will be using the structure of The Chocolate Tree to write our own version of a Mayan folk tale.Ask short sharp questions about the chocolate tree and what happened in each chapter.**Activities:** Children must write what is going to happen in each chapter of their tale, thinking about what happened in The Chocolate Tree.Then children must think of two character names and decide on a city where the tale is going to be. As a class discuss what the problem could be that they need to overcome – relating back to the story.Chn must then write plan the problem and the solution of their tale. | **Independent work:**Decide on their character, setting, problem and solution of their myths.Use story plan template to help structure ideas. LA – must have their word mats and use their partner to help talk out their ideas.  | Chn to share their plan with a partner. What is the problem and how do they overcome it?  | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |
| **Notes/ feedback following lesson:** |

****

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **Thurs** | L.O. To use apostrophes for possession.  |  Explain the rule about using apostrophes for single possession. Belonging to the teacher = the teacher’s Chn to identify correct use of apostrophes for possession.  | **L.O. To create story board.** Success Criteria1. I must be able to recap my plan of my tale.
2. I should be able to draw out my tale.
3. I could be able to write a few sentences about my tale.
 | **Main Teaching**Discuss with the class what a story board is. Why would this activity help us with writing our tales?Share my storyboard. Discuss what sentences I would write under each of my pictures.Each square will be a new paragraph.Underneath, chn should write 3 sentences about each chapter looking at yesterday’s plan. | **Independent work:**Draw out the tale plans from yesterday.HA – must write 3 different AP sentences describing their storyboards.  | Chn to share their story board with the person next to them and explain the sequence to their story. | **Exceeding ARE:****At ARE:** **Below ARE:****SEND****PPG****EAL** |
| **Notes/ feedback following lesson:** |

****

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **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** |
| **Notes/ feedback following lesson:** |