



School name:

ENGLISH PLANNING YEAR A



Teacher:

Class:

Year: 3/4

Term: Autumn 2

Week Commencing: Week 2

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 revisit the prefix - super.</u>	<p>Children write down as many words beginning with super as they can.</p> <p>Look at how the prefix is added. What are the rules?</p> <p>Spot the mistakes on the board.</p> <p>Play super-bingo.</p>	<p><u>L.O. To carry out research for a fact file.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must think about what I want to find out. 2. I should use sensible sources to find out facts. 3. I could make notes. 	<p>Prior to this session, gather and display a range of books and digital texts that the children can draw on to support their research on pugs. Given that much of the humour of the book derives from the total inappropriateness of pugs for polar exploration, understanding the nature of the breed will deepen children's appreciation of the mismatch. You may wish to split the class in half and have them research a different breed – for instance, the husky dog – that is more obviously suited for Polar exploration through which to draw comparisons.</p> <p>Main teaching: Read Chapter Two, in which Shen rescues the pugs and leaves them in warmth and safety then sets off to find help. Elicit children's responses to what they have heard and notice in the illustrations: - How does Shen feel about Captain Jenkins? How do you feel about Captain Jenkins? Why? - How does he feel</p>	<p>Independent work: Children use a range of resources to make notes about pugs.</p> <p>For LAP children a template could be provided with the following headings; What they eat. How to care for a pug. What they look like. What are they know for doing?</p> <p>Provide opportunity for children to visit reputable websites, such as: - http://bit.ly/pugs_americankennel - http://bit.ly/pugskennelclub - http://bit.ly/pugsdogtime ♣ You could also watch quality film texts, such as: - http://bit.ly/pugsdogs101 - http://bit.ly/pugsakc - http://bit.ly/pugsbondi - http://bit.ly/pugsanimalist</p>	<p>What have we found out so far?</p> <p>Engage the children in debate and discussion around whether they think Shen is making the right decision to take on the pugs as his own.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

about the pugs before and after the accident? Why? - How does Shen feel about the pugs? Do you think it is a good idea for him to undertake the responsibility of looking after 66 pugs as well as himself? - What do you know about pugs? Have you seen a pug, or do you know someone who keeps one? How would you describe them? How would they cope with these icy conditions?

Tell the children that they are going to learn more about pugs to get a better sense of the wisdom of Shen's decision. Ask the children to work in groups to discuss what they already know about pugs and anything they want to find out. You might create a large chart on which each group can record their ideas and research as well as pinning one to the working wall to bring the learning together, such as:

What we already know about pugs.

What we want to find out about pugs.

What we've learnt about pugs.

Now ask the children how they think they might be able to find out how to confirm what they know is accurate or how they can find out the answers to the

				<p>questions they want to know.</p> <p>Gather the children's ideas around authentic sources of information, both primary and secondary. This would be an ideal opportunity to teach children how to read and navigate different kinds of information texts in small groups.</p> <p>Read aloud selected spreads to children from high quality non-fiction texts such as Adopt-a Dog: an illustrated guide to choosing and caring for a dog by Holly Maguire and Tim Baker (Cicada Books), The Dog-Lover's Guide by Honor Head (QED) and The Complete Pug Handbook by Linda Whitwam (CreateSpace Independent Publishing Platform) that confirm prior knowledge, answer questions and activate new questions and learning. Make available texts for the children to revisit and draw on in conducting their research.</p>			
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Tues	<u>L.O. To use a rhetorical question.</u>	<p>Put up a short passage on the board that includes a rhetorical question.</p> <p>Read through and discuss the punctuation that has been used.</p> <p>Focus on the question and whether the children what this type of question is and why we use them?</p> <p>How could we use a rhetorical question in our factfiles.</p> <p>Model.</p> <p>Children write their own examples.</p>	<p><u>L.O. To write a fact file.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must include facts. 2. I should lay my work out in clear paragraphs. 3. I could use topic language and a rhetorical question. 	<p>Main teaching: Tell children that today they will be creating a factfile about pugs.</p> <p>What did they find out yesterday that surprised them?</p> <p>Collect examples of information the children have found out from their research on the 'What we've learned about pugs' section of the grid. Talk about how to organise the information so that facts are categorised to help the reader. Does some information relate to what pugs look like? What they eat? Where they come from? How to keep them? Special features? Display the strips on the working wall for children to reference whilst organising their own research and preparing for writing.</p> <p>Provide ideas for formats through looking at a wide variety of ways that information texts can be presented. Model the process of thinking about how to present and organise information and the style, language and formality of non-fiction writing through Shared Writing.</p>	<p>Independent work:</p> <p>Give children time to compile their own fact files. This could be an individual, paired or group writing task. Give the children a variety of materials and choices about how they might want to present their fact files. Some may want to create large, interactive posters, others may want to use ICT to create a PowerPoint, a movie maker documentary, or poster, and some may want to write a more traditional report. Give plenty of time for the children to draft their writing before reading aloud to check for sense and meaning, editing for spelling and punctuation and then write up for presentation in their chosen format.</p>	<p>Share work so far and what is good about it.</p> <p>Children could read their work to a partner or another group.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Wed	<u>L.O. To revisit the prefix - anti.</u>	<p>Children write down as many words beginning with anti as they can.</p> <p>Look at how the prefix is added. What are the rules?</p> <p>Spot the mistakes on the board.</p> <p>Complete sentences by inserting the correct anti= word.</p>	<p><u>L.O. To write in role.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> I must think about what I know about the character. I should be able to write a doary entry. I could include the emotional response of the character using what I know. 	<p>Main teaching: Discuss with the children what has happened so far. What kind of person does Shen seem to be? Why is he working on a ship? Why do Captain Jeggings and his crew abandon him? The research on pugs will have shown the children that they are totally unsuited to this environment, and that Shen is endangering himself by protecting them. What does it tell you about Shen that he rescues the pugs and looks after them? Would you have done the same? Why? Why not?</p> <p>To get inside Shen’s character it would be really good to do a Role on the Wall for him here; writing known facts relating to outward appearance or behaviour on the outside and what perceptions around his thoughts, feelings, personality and characteristics on the inside. Make explicit the link between outer behaviour and appearance, such as facial expression or</p>	<p>Independent work: Through shared writing model the writing of an entry from Shen’s diary, building on the insights into his character gained from the Role on the Wall, and outlining his emotional response to the day: the loss of his home, abandonment by Captain Jeggings and the crew, the sudden responsibility for 66 pugs.</p> <p>Children then write their own version.</p>	Share diary entries.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				body language, and inner characteristics or feelings. The Role on the Wall can be added to as you progress through the text and learn more about Shen and his character.			
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Thurs	<u>L.O. To revisit the prefix - auto.</u>	Children write down as many words beginning with auto as they can. Look at how the prefix is added. What are the rules? Spot the mistakes on the board.	<u>L.O. To demonstrate my understanding of text through drawing.</u> Success Criteria: 1. I must listen carefully. 2. I should draw what I am imagining. 3. I could use annotate my work with descriptive language.	Main teaching: Discuss with the children what has happened in the last pages, and the end of the last chapter: 'Then he set off across the motionless ocean.' Can you predict what will happen next? Tell the children that they will need to listen really carefully to the next paragraph because they are going to draw what they see in their mind's eye from the description given. Read Chapter Three aloud to the end of page 24 ('...to the nearest.'). Ask children for their immediate	Independent work: Provide the children with paper and suitable drawing materials, such as pencils or pastels then reread the passage several times whilst the children draw the image from the description. Give them time to complete the illustration. Once they have	Read to the end of the chapter, pausing at appropriate points to draw attention to and to discuss the Po of Ice, True Winter, the sledge, Sika and her appearance [Philip Reeve effectively focuses on	Exceeding ARE: At ARE: Below ARE: SEND PPG

		<p>Complete auto- words wordsearch.</p>		<p>responses to the text, and then to share language that is memorable to them. What kinds of pictures did they help you to imagine? Scribe these impressions, creating the beginning of a language collection to be referred to and added to on the Working Wall.</p>	<p>completed the drawings, ask them to share with a response partner – explain to each other what they have drawn and why. Encourage the children to look at the similarities and differences in each of their drawings and to consider why this might be. What provoked the images you saw in your mind’s eye, and how do you think the author achieved this?</p> <p>Support the children in identifying particularly effective language use, e.g., ‘as solid and as clear as thick glass’, ‘cold, gleaming depths’, ‘fish hung imprisoned’, ‘scattering sequins on the snow’, ‘frozen fjord’ or ‘spindly legs [...] perched on stilts’.</p> <p>In pairs ask children to support each</p>	<p>Shen’s eyebrows (‘thick black eyebrows like lines drawn with charcoal. They were very good for frowning with.’) as a salient feature through which much of her personality and mood are communicated; and later her connection to her mother.].</p>	<p>EAL</p>
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					other to annotate their images with descriptive words and phrases. C		
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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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