



BRONZE

School name:

ENGLISH PLANNING YEAR A



Teacher:

Class:

Year: 3 / 4

Term: Autumn 2

Week Commencing: Week 4

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. AP sentence – 3_ed.</u>	<p>Look at the given AP sentence and discuss how it is put together.</p> <p>How could we use this type of sentence to describe the Kraken?</p> <p>Model this to children.</p> <p>Children write their own in their books to use later in the lesson.</p>	<p><u>L.O. To create a shared poem about the Kraken.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must use descriptive language. 2. I should use a 3_ed sentence. 3. I could work with others to create a verse of a shared poem. 	<p>Main teaching:</p> <p>Put up a picture on the board of the Kraken. What is this? What do we know about it from our work last week?</p> <p>Remind children of the work from last week on The Kraken and especially the language that was used to describe it.</p> <p>Can we remember any of the words?</p> <p>What other words can we use?</p> <p>Model how to turn these into phrases to describe the Kraken.</p>	<p>Independent work:</p> <p>Ask the children to write words, phrases or whole sentences on strips of paper to convey the horror and power of the Kraken.</p> <p>Once each child has written down a word, phrase or sentence, have the children in groups of five or six collaboratively arrange these to form a stanza, making small alterations and edits as necessary, and reading aloud to check for sense and impact.</p> <p>Invite each group to share its stanza, then co-ordinate the creation of a class poem from the separate stanzas.</p>	<p>Take a photo of the poem and stick it into their books.</p> <p>Children answer the following questions;</p> <p>What do you think is good about the poem?</p> <p>What could be better?</p> <p>How well do you think the poem describes the Kraken?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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	<u>L.O. To identify different types of sentences.</u>	<p>There are 4 types of sentences. Does anyone know what they are?</p> <p>Put different types of sentences up on the board and get children to identify them.</p> <p>Write one of each type of sentence into their books.</p>	<p><u>L.O. To understand the skills needed to tell a story.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> I must listen and watch carefully. I should be able to say what techniques are used in storytelling. I could find a story that I could use to retell to others. <p>NB: You could create a display of texts to which the children could read and revisit, sharing new versions of stories they know or are unfamiliar to them. There</p>	<p>Main teaching: Read Chapter Eight, in which Sir Basil cheats by sending the remaining four competitors on a dastardly detour, ending up at the Lost Hope, a noodle bar run by yetis. (you may want to briefly explore what a yeti is).</p> <p>Talk to children about their experience of storytellers: Have you heard a storyteller before? What does a storyteller do? How might storytelling be different from reading aloud? If children have experienced both, ask them what they prefer and why?</p> <p>Model storytelling for the pupils. Learn a myth from Inuit culture to retell to the class. Rather than learning the story word-for-word ‘as written’, learn the basic outline or structure of the story and retell it in your own words.</p>	<p>Independent work:</p> <p>After telling the class your story, discuss what made it an effective retelling of the myth: - What made it different from having a story read aloud? - Were there any moments in the story that are particularly memorable? If so, what made them memorable? Was it a particular phrase? Or was it a technique, such as repetition or alliteration that made it memorable? Was it dialogue or sound effects?</p>	<p>Ask children which of the stories they read they liked and why?</p> <p>Were there any they didn’t like?</p> <p>Which ones would be good for oral story telling?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

			<p>are a large number of published collections and online sources that you could use to find a suitable tale specific to Inuit culture, such as: - 'The Ten Fingers of Sedna' from Legends: The Wrath of the Gods, retold by Anthony Horowitz (Macmillan) - 'The Ice King' by A.B. Demille, in A River of Stories, compiled by Alice Curry (Commonwealth Education Trust) - 'The Raven and the Moon' and 'Mummy's Baby' in Silver Myths and Legends of the World, Geraldine McCaughrean (Orion) - 'The Woman who Left no Footprints' in Golden Myths and Legends of the World, Geraldine McCaughrean (Orion) - Animated myths at http://bit.ly/animatedmyths)</p>	<p>You might create resources to support your retelling that you can model using for the children, such a story map and story stones. A story map can take many forms as its primary use is in supporting the retelling of the story and so should be adapted to suit the needs of the storyteller. Usually, it is largely pictorial illustrating the journey of the main character(s) through the narrative's main events and locations. It might be annotated with key phrases that the storyteller wants to remember to include. Story stones represent an even more condensed version of that story map — they are a series of images (as many as the storyteller feels to be necessary) which sequentially tell the story; they might be literal — showing a character, location or event — or symbolic — representing an emotion or turning point in the tale.</p>	<p>Make a list of memorable techniques and phrases that children might wish to use in their own storytelling. This could be written into their books or a photo could be taken.</p> <p>Give children the opportunity to read some similar myths with a partner.</p>		
--	--	--	---	--	---	--	--

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	<u>L.O. To use exclamation marks.</u>	<p>When do we use a ! and why?</p> <p>Look in reading books to find examples.</p> <p>Write onto whiteboards. Do they have anything in common?</p> <p>Write exclamation sentences into books.</p>	<p><u>L.O. To practice retelling a story.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must create a story map. 2. I could create some story stones. 3. I should be able to retell a story from memory. 	<p>Main teaching:</p> <p>Remind the class of the story telling activity from yesterday.</p> <p>Tell them they are going to be learning a story of their own which they will be retelling to Year 1 and 2 tomorrow.</p> <p>Tell them that they are going to use one of the stories from yesterday. They can work with a partner or do it on their own.</p> <p>What could we use to help us learn the story? (story map / story stones)</p> <p>Model how to make a story map using the story that you told yesterday.</p>	<p>Independent work:</p> <p>Children prepare the resources that they will need.</p> <p>They then learn the story and practice it.</p> <p>Have differing levels of story available according to the needs of the children.</p> <p>The teacher may need to work with specific children in order to support them.</p>	<p>Ask children how they have got on.</p> <p>What are they finding hard / easy?</p> <p>Would anyone like to tell us their story so far?</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
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	<u>L.O. To use question marks.</u>	<p>When do we use a ? and why?</p> <p>Look in reading books to find examples.</p> <p>Write onto whiteboards. Do they have anything in common?</p> <p>Write questions into books.</p>	<p><u>L.O. To retell a myth.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must use my props when retelling my story. 2. I should be confident and clear. 3. I could use expression and intonation to keep the listener's attention. 	<p>Main teaching:</p> <p>Recap previous lesson.</p> <p>Tell children that they will be retelling their stories to KS1 today.</p> <p>Give children the opportunities to practice their stories.</p>	<p>Independent work:</p> <p>Telling of stories to other children in KS1.</p> <p>Take photos to stick into books.</p>	<p>Update Shen and Sika's race diaries to the point where Sika reaches the noodle bar, while Shen sleeps.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
<p>Notes/ feedback following lesson:</p>							

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:							