**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Year: 3/4 Term: Summer 1 Week Commencing: Week 1**

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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. To describe the features of a fictional book. | 3 Minute Challenge – What would you expect to find in/on a book? – Brainstorm this on a whiteboard.  Feedback children’s ideas – What does it have? Why are these things important? – ISBN, Blurb etc… | **L.O. To use a range of descriptive vocabulary in my writing.**  Success Criteria  1. I must use adjectives to describe a setting.  2. I should similes to describe a setting.  3. I could use paragraphs to structure my description about a setting. | **Main Teaching**  Explain to the children that we are going to be reading ‘Escape From Pompeii’.  What do we think it might be about? Look at the cover? Consider the title?  Jot ideas down on IWB.  Use Power of Reading 4 questions – what do you like, dislike, puzzles you/questions you have, connections to other books/tv shows/omics you might know.  Read the blurb together as shared reading. – What does this tell us?  Read the first 4 pages as shared reading, what is life like in Pompeii? Collect WOW words for working wall and discuss meaning.  Ask the children what an adjective/noun is?  Model activity on IWB.  Shared writing activity. | **Independent Activity:**  Word of the week: bustling  Children draw a picture of Pompeii from information they have read and write nouns and adjectives around it as a word bank for tomorrow.  LA: Children focus on nouns to describe what they can see/hear/taste/feel.  Brainstorm adjectives they may want to use.  HA: similes, metaphors, personification, senses | Model how to turn picture and word bank into a descriptive paragraph.  Shared writing. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson** | | | | | | | |

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| **Tues** | L.O. To identify powerful language in my writing. | Recap yesterday’s lesson and what a noun/adjective is.  Re-read paragraph modelled in plenary. Which nouns/adjectives are powerful and why?  Can we think of a metaphor or simile to use that we could add in? | **L.O.** **To write descriptively about Pompeii**  Success Criteria  1. I must use adjectives in my writing.  2. I should use similes in my writing.  3. I could structure my writing in paragraphs. | **Main Teaching**  Re –read to page 4 – children to have a copy of the pictures.  What can Tranio see/hear/smell/taste down by the docks? Collect ideas on IWB.  Can the children remember what a simile is?  Can they think of one to add to this description?  Look at a few examples of setting descriptions – any words/phrases we can magpie. | **Independent Activity:**  COLD WRITE  Children write a description of Pompeii making sure it is vivid – the reader needs to feel like they are there.  Encourage children to think about what we have found out from the text.  LA: Use adjectives.  HA: Use similes.  LA – Recap work from yesterday. Concentrate on use of punctuation as they are writing, full stops and capital letters. | Children read out their descriptions to the class while they shut their eyes. Can they imagine the image in their minds eye? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To use apostrophes for contractions. | Chn to recap what a contraction is.  Join the contraction to not the non-contracted form.  Use the correct contraction in a sentence. | **L.O. To know why authors use adverbs in their writing**  Success Criteria:  1. I must know what an adverb is.  2. I should be able to identify an adverb.  3. I could try to use a range of adverbs to fit one sentence. | **Main Teaching**  Read pages 5-9 of the story. Shared reading looking at vocabulary and story.  Recap what an adverb is (tells us more about the verb) and how to recognise them.  Show pages of the book up on the IWB – who can spot any adverbs – collect them for working wall.  How has the author used adverbs to make the story more exciting?  Zone of relevance – which adverbs could you use for these sentences. | **Independent Activity:**  Chn to use a range of adverbs to complete sentences.  LA group – supported by teacher and discuss use of adverbs that fit the sentence best. | Spot the adverb – list words on the board. Which are adverbs? How do you know? Show them an –ly word that isn’t an adverb. Is this an adverb – why? Why not?  Write a definition of an adverb for the working wall. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. AP sentence | Object/person (aka)  The brave policeman (aka P.C. No-Nonsense) rounded up the mean bullies. | **L.O. To show empathy through drama.**  Success criteria  1. I must remember what happened in the story.  2. I should know what empathy means.  3. I could express my emotions through body language.  . | **Main Teaching**  Re-read pages 5-9 when Tranio starts to feel the tremors.  Discussion on how the villages would be feeling and what they might be doing.  **Activity**  COLD WRITE  Children to write in a speech bubble of how they felt as they ‘saw the sky begin to darken and a thick cloud drifted slowly overhead…’ | **Independent Activity:**  Children to act out that section of the story, ending in a freeze frame to show the expression on their faces. | Children show freeze frames to each other. Teacher to thought tap a few children as they go to see if they are really in role. | | **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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