SILVER

**School name:** **ENGLISH PLANNING YEAR B**

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

| 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 identify different types on nouns. | **'u' sound spelt with an 'ou' spelling focus.**<br>Re-cap the types of nouns we have looked at – common and proper.<br>Explain that under the common noun umbrella we have abstract, collective and concrete. Give examples.<br>Go through PP for quiz. | **L.O. To understand the skills required to participate in a debate.**<br><br>Success Criteria<br><br>1. I must stick to one position.<br><br>2. I should speak clearly and make my point concise.<br><br>3. I could use persuasive language. | **Main Teaching**<br>http://news.bbc.co.uk/sport1/hi/olympic_games/world_olympic_dreams/9503036.stm<br>Show the chn the video. Watch it twice so the chn can really listen to different elements, both positive and negative for deforestation.<br>Chn to report back and give the main issues of the video, they can add any of their own ideas/facts that they have learnt so far.<br>Explain that we are going to be debating the topic of deforestation, focusing on the points made from the clip and the article we have on our tables.<br>Discuss what a debate is and how it works (take photos?).<br>Initiating a debate across the room making a note of the most powerful points for their position on things. | **Independent Work**:<br>Word of the week: scorched<br>Chn to work in small groups, each group to either focus on the positives or negatives of deforestation.<br>Chn to write their points on big paper to use for their side of debate.<br>Chn are to initiate their point by saying that logging is harmful/helpful because…<br>Discuss a balanced argument vs a one-sided argument. | Decide as a class the most powerful reasons for and against deforestation.<br><br>This will be used for display around in class. | **Exceeding ARE:**<br><br>**At ARE:**<br><br>**Below ARE:**<br><br>**SEND**<br><br>**PPG**<br><br>**EAL** |

**Notes/ feedback following lesson**

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| **Tues** | L.O. To recognise and use verbs correctly. | Recap verbs and discuss.<br><br>Go through SB and look at examples.<br><br>Chn to find the verb in each sentence and change it to make it more interesting. | **L.O. To develop persuasive writing techniques.**<br><br>Success Criteria<br>1. I must include persuasive language.<br>2. I should stick to my argument point.<br>3. I could include modal verbs/ degrees of possibility. | **Main Teaching**<br><br>Shared Writing<br><br>Revisit some of the issues raised in yesterday's lesson.<br>What were the main points that the children remember, why did those points stick in their mind?<br><br>Do they think the benefits of logging outweigh the negatives?<br>Is there a balance between the two?<br><br>Discuss what an argument is and why we would write one.<br>As a class decide on the points for an argument against logging suggesting how logging is negative to the environment.<br><br>Share/model write the beginning of the argument. Opening paragraph and how to make a point and back it up.<br><br>**Discuss persuasive language.**<br>**Recap the persuasive language we did last week.**<br>degrees of possibility – perhaps/surely<br>Modal verbs – might/should/will/must<br>Posters on tables. | **Independent Work**:<br>Chn to focus on the shared writing as a class and write their own balance argument about logging.<br><br>Chn to have word mats on their tables of different language to include.<br><br>Stop the chn at different intervals for them to share their arguments so far. | Share the arguments that the children have written.<br><br>Discuss and recognise the persuasive techniques that they have used.<br><br>Do we think that they have stuck to their point and made a good argument?<br><br>Any suggestions for how we could make it even better? | **Exceeding ARE:**<br><br>**At ARE:**<br><br>**Below ARE:**<br><br>**SEND**<br><br>**PPG**<br><br>**EAL** |
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| **Wed** | L.O. To understand how to use a variety of sentence types. | Discuss and model the 2A rule with the children.<br><br>2 adjectives before the noun.<br><br>Chn to create some sentences based on this rule. | **L.O. To understand the skills required to edit and improve my work.**<br><br>Success Criteria<br>1. I must make clear points.<br>2. I should use persuasive phrases.<br>3. I could re-assess my writing and up-level it. | **Main Teaching**<br><br>Chn have time to read their arguments and make any improvements needed, based on marking feedback and peer assessments.<br><br>Show the children the example on the board and assess it together for improvements. Model how to spot and improve mistakes.<br><br>Explain that we will be using our persuasive writing to write a letter to the Brazilian Embassy explaining our position and why we think our argument is important.<br><br>Embassy of Brazil<br>14-16 Cockspur Street<br>London SW1Y 5BL<br><br>Today we are going to look at the structure of a letter and write following the structure and putting in any improvements we need. | **Independent Work**:<br><br>Chn to use the persuasive letter format to write a letter to the Brazilian Embassy.<br><br>Focus is on ensuring we follow the success criteria and make sure our points are backed up with reasoning.<br><br>Assess work to include improvements on writing, punctuation and grammar. | Chn to assess their work against the success criteria for persuasive letter writing.<br><br>Share with a partner and peer assess.<br><br>Chose some chn to share their letters with the class. | **Exceeding ARE:**<br><br>**At ARE:**<br><br>**Below ARE:**<br><br>**SEND**<br><br>**PPG**<br><br>**EAL** |
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| **Thurs** | L.O. To identify and use adverbs correctly. | Recap what a verb is and ask the chn for examples. Explain what an adverb is and its uses. We are going to focus on HOW adverbs today to improve our sentences. | **L.O. To understand the skills required to write a persuasive letter.**<br><br>Success Criteria<br>1. I must include the address, date, dear…, yours sincerely.<br>2. I should offer advice in a persuasive way and demonstrate my knowledge of deforestation.<br>3. I should use a range of punctuation accurately.<br>4. I could use ambitious vocabulary and facts to persuade someone to my point of view. | **Main Teaching**<br><br>Explain that today we are going to be writing our persuasive letter to the Brazilian Embassy about our position on deforestation.<br>We will be using all of our work throughout the last weeks to draw upon to write a strong argument about how we feel and what should be done about it.<br>Discuss with the class the letter format we will be following and ensure the chn have taken on board the marking and feedback from yesterday's lesson. | **Independent Work**:<br>Chn are to compose their persuasive letter.<br>BIG WRITE<br>Chn to ensure they are following the SC and include persuasive language and points that back up their position on the matter. | Read some of our letters when finished to the class.<br><br>Use reading time to finish off our writing if needed be after lunch. | **Exceeding ARE:**<br><br>**At ARE:**<br><br>**Below ARE:**<br><br>**SEND**<br><br>**PPG**<br><br>**EAL** |
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| Fri | L.O. | | L.O. To understand how to write a poem.<br><br>Success Criteria: | Main teaching: | Independent work: | | Exceeding ARE:<br><br>At ARE:<br><br>Below ARE:<br><br>SEND<br><br>PPG<br><br>EAL |
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