



SILVER

School name: _____ ENGLISH PLANNING YEAR B



Teacher: _____

Year: 3/4

Term: Summer 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. To understand how to use reported speech.</u>	Reported speech activity. Explanation followed by identifying reported speech.	<u>L.O. To plan a newspaper report.</u> <u>Success Criteria:</u> 1. I must include the 5 w's. 2. I should write in the 3 rd person and past tense. 3. I could use exciting vocabulary to get the attention of the reader.	<u>Main teaching</u> Remind the children of the court case we did last week. What was our verdict and how did we come to that conclusion? Explain that today we are going to be using all the information that we looked at last lesson to write a newspaper article about Noah's crime conviction. Show the chn the interview questions we created last week and the answers that were given. We are going to use all this for our report. Discuss with the children how you might summarise the events of the trial in a newspaper report. Use shared writing to model how you might structure a newspaper report. Show the chn a template to share write the beginning of a newspaper report. Include all the Ws, facts times and answers to interview questions.	<u>Independent work:</u> Children use the input from the lesson to plan their report and then write the introduction. Have word mats available. Teacher to work with LAPs to ensure current sentence structure and use of paragraphs.	Children read their introduction to a partner. Check SC – what have they included so far?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
Notes/ feedback following lesson							

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Tues	<u>L.O. To use reported speech correctly.</u>	Recap reported speech from previous lesson. Look at how we turn speech into reported speech. Practice in books.	<u>L.O. To write a newspaper report.</u> <u>Success Criteria:</u> 1. I must write in chronological order. 2. I should include some reported speech. 3. I could include a conclusion with a last line that grabs attention.	<u>Main teaching</u> Children check blue comments and make their improvements from previous lesson. Recap yesterday's lesson and explain that today they will be writing the rest of their newspaper article. Look at a good example, written by the teacher. What features can they spot? Have they included everything from the success criteria? Look back at plans from yesterday. How are they going to include reported speech and a catchy final sentence? Practice.	<u>Independent work:</u> Children continue to write their newspaper reports. Stop every 10 minutes or so and ask children to read out parts that they are pleased with so far. When finished, children check their work against the SC.	Ask children to come up to the front and read their reports in the style of a newsreader.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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Wed	<u>L.O. To identify adjectives</u>	<p>Remind children of the different word classes.</p> <p>Put sentence up and identify adjectives.</p> <p>What adjectives would we use to describe a tree?</p> <p>Write sentences to describe a tree.</p>	<p><u>L.O. To understand the skills required to write a poem.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must understand the structure of the poem. 2. I should write my own poem in the same way. 3. I could use exciting vocabulary. 	<p><u>Introduction</u></p> <p>Read chapter three up to, 'Something that made his eyes grow wide and his mouth drop open as he forgot, for a moment or two, that he was supposed to keep breathing.' (p.23)</p> <p>Explain to the children that you are going to reread the description of the tree that features on p.22-23 and you want them to visualise in their mind what the tree looks like based on the description.</p> <p>Invite them to draw the tree once you have reread the section.</p> <p>Discuss what they think makes the tree mysterious and the significance of trees in terms of their symbolism.</p> <p>Ask them to consider what they would ask the tree if it could speak.</p> <p>Share George Szirtes poem, Winter Trees http://www.poetryline.org.uk/poems/winter-trees-869 and discuss what they liked or disliked about the poem and what puzzles it may have posed and connections it made them draw. Discuss the structure of the poem's content that is summarised below: Question to the tree; Observation of the tree's actions; Expression of comment/opinion of the tree's choices</p> <p>Consider how they might use their observations and questions regarding the tree in Noah Barley Water Runs Away to form a poem using the same structure.</p> <p>Model this through shared writing.</p>	<p><u>Independent work:</u></p> <p>Invite the children to draft their own poem to accompany their drawing.</p>	<p>Read the remainder of the chapter before the next session.</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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Thurs	<u>L.O. Alan Peat sentence.</u>	Ad, same ad	<p><u>L.O. To participate in a performance.</u> <u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must recreate the text through movement. 2. I should include the events and characters. 3. I could work with others to improve our section. 	<p><u>Main Teaching</u> Draw a grid prior to reading the chapter. Devise through discussion with the children a set of words that would convey the spectrum of emotions that Noah might go through during his visit to the toyshop bearing in mind the range of strange and unusual experiences he has had so far. Mark the agreed emotions on the horizontal axis and as you read the chapter pause at intermittent points to mark how Noah might be feeling at each stage. As the experience in the toyshop has dream like qualities explain that you are going to try to recreate the scene and use the music in the following link to compliment their re-enactment. "VERTIGO" Main Title / Scene de' Amour (live) music by BERNARD HERRMANN - Bing video or Bernard Herrmann - Psycho Suite - BBC Proms 2011 (gain-up) - YouTube Music composed by Bernard Herrmann. Played by the BBC Concert Orchestra. Conducted by Keith Lockhart at the Royal Albert Hall, 12 August, 2011] Divide the different parts of the toyshop experience with an appropriate section of the music and provide the children with the text. In their groups invite them to discuss how to represent the details in the text through movement.</p>	<p><u>Independent work:</u> Children rehearse their segments. When they are ready, bring all parts together and draw these together to create one overall performance. Film the performance so children are able to experience the entire toyshop scene.</p> <p>Once they have performed and viewed the performances, ask them to consider what words or phrases they would associate with each key part of the chapter depicted in their performance.</p>	<p>Once the words/ phrases have been generated work together as a class to compose a free verse poem inspired by the toyshop experience. Each line can comprise of one word or phrase that best captures each moment as depicted in the dramatization</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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Fri	L.O.		L.O. To understand how to write a poem. Success Criteria:	Main teaching:	Independent work:		<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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