



SILVER

School name: \_\_\_\_\_ ENGLISH PLANNING YEAR B



Teacher: \_\_\_\_\_

Year: 3/4

Term: Autumn 1

Week Commencing: Week 7

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 identify a noun phrase.</u>	<p><b>-sion and – tion endings spelling focus.</b></p> <p>Noun phrases add extra information about a sentence.</p> <p>Chn to identify the noun and the noun phrase in sentences and have a go at creating some together.</p>	<p><b><u>L.O. To recognise some poetic devices.</u></b></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. I must use repetition in sentences about a forest.</li> <li>2. I should use personification in sentences about a forest.</li> <li>3. I could use imagery sentences about a forest.</li> </ol>	<p><b><u>Main Teaching</u></b></p> <p><a href="https://www.bbc.co.uk/programmes/p00x1xqw#:~:text=%E2%80%98For%20Forest%E2%80%99%20by%20Grace%20Nichols%20%28introduction%20and%20poem%29,rainforest%20were%20the%20inspiration%20for%20her%20poem%20">https://www.bbc.co.uk/programmes/p00x1xqw#:~:text=%E2%80%98For%20Forest%E2%80%99%20by%20Grace%20Nichols%20%28introduction%20and%20poem%29,rainforest%20were%20the%20inspiration%20for%20her%20poem%20</a></p> <p>Explain today that we are going to be listening to some poetry. What do you know about poetry already, different types?</p> <p>Discuss the secrets a forest could keep.</p> <p>Look at the poem and discuss the different poetic devices that have been used. Can we identify them in the poem?</p> <p>Personification, repetition, rhythm, refrain and imagery.</p> <p>Show the chn some other forest poems to compare. What do they like/dislike? Are there any similarities?</p>	<p><b><u>Independent Work:</u></b></p> <p>Word of the week: trickled</p> <p>Chn to use 'For Forest' to come up with some poetic style sentences based on the Amazon rainforest.</p> <p>In pairs chn to write sentences that use repetition, personification and imagery.</p>	<p>Share the sentences with the class and discuss any ways we could improve them.</p> <p>Ask the chn to explain to their partner what the poetic devices were we looked at this lesson.</p> <p>Can anyone explain any of them to the class?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Tues	<u>L.O. recognise and use adverbial phrases.</u>	They act like adverbs. How, when, where and how often. Recognise the adverbial phrases in sentences and have a go at creating some.	<u>L.O. To understand the skills required to plan a poem.</u>  <u>Success Criteria</u> 1. I must use my senses to describe the forest. 2. I should use similes/ personification to describe the forest. 3. I could use repetition and rhyme.	<u>Main Teaching</u>  Recap what we did yesterday and explain today that will be putting together some planning to create our own rainforest poem. We had a go yesterday at creating some sentences about a forest using personification and imagery following the 'For Forest' poem.  Explain today that we will be using a planning format to write down interesting vocabulary that we could use in our poem using similes, our senses, rhyming and personification.  Play rainforest sounds and pictures on the SB to give chn some additional help.	<u>Independent Work:</u>  Chn to use the examples we created together to help them create their own interesting words, phrases and sentences for their forest poem.  Listen to 'For Forest' and see if that helps with any additional ideas of style for their poem.	Chn to read out their favourite sentences. Chn can magpie ideas but try their best to make them their own.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Wed	<u>L.O. To use fronted adverbials</u> -	Put together some sentences with the adverbial phrase at the beginning. Ensure it is followed by a comma.  Recap from yesterday and have a go at creating sentences.	<u>L.O. To understand the skills required to write a forest poem.</u>  <u>Success Criteria</u> 1. I must use follow the structure of 'for forest'. 2. I should include a range of descriptive language. 3. I should use a range of poetic devices.	<b>Main Teaching</b> Explain that today we will be composing our rainforest poems. Discuss what this term means.  Children to have a copy of 'For Forest' to help them with the structure and additional ideas for their poem.  Share write the opening to the poem. Modelling the structure of 'For Forest' to follow.  Chn to identify the poetic devices we have included in our shared version.	<b>Independent Work:</b> Chn to write their own version of 'For Forest' about the Amazon Rainforest.  Chn to use their planning sheet and work from the previous lessons to help them.  Work in a small group with adult to come up with senses and similes to write their poem.  Chn to perform their poems to their partner and their partner to assess against the SC.  Some chn can perform to the class and we will give 2 stars and a wish.	Discuss what poetic devices we have used in our poems. Do chn feel confident with these terms? What did we look for in a good performance ?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Thurs	<u>L.O. To use question marks correctly.</u>	Statements tell you something. The thing comes before the verb. If you put the thing after the verb is becomes a question. Identify the questions and ensure question marks are used correctly.	<p><b><u>L.O. To know how to successfully perform a rainforest poem</u></b></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> <li>1. I must use volume in my voice.</li> <li>2. I should use pace in my poem.</li> <li>3. I could use expression in my voice.</li> </ol>	<p><b><u>Main Teaching</u></b></p> <p><a href="https://www.bing.com/videos/search?q=performance+poetry+chocolate&amp;&amp;view=detail&amp;mid=A0DB1216D100A6CE0109A0DB1216D100A6CE0109&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dperformance%2Bpoetry%2Bchocolate%26FORM%3DHDR">https://www.bing.com/videos/search?q=performance+poetry+chocolate&amp;&amp;view=detail&amp;mid=A0DB1216D100A6CE0109A0DB1216D100A6CE0109&amp;&amp;FORM=VRDGAR&amp;ru=%2Fvideos%2Fsearch%3Fq%3Dperformance%2Bpoetry%2Bchocolate%26FORM%3DHDR</a></p> <p><b><u>SC4</u></b></p> <p>Explain that today we are going to be performing our rainforest poems. Show the chn the 'For Forest' poem and Chocolate Cake.</p> <p>Discuss what made those poems enjoyable to listen to.</p> <p>Make a list of the features we need to include in our performance.</p>	<p><b><u>Independent Work:</u></b></p> <p>Chn to work in small mixed ability groups.</p> <p>Use the SC and performance poetry checklist to include features in their poetry performance.</p>	Watch the poems and give two stars and a wish.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></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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