



SILVER

School name: _____ ENGLISH PLANNING YEAR B



Teacher: _____

Year: 3/4

Term: Spring 2

Week Commencing: Week 2

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 use verbs correctly</u>	<p>Every sentence must have a verb. Recap what verbs are and give the chn some sentences to find the verbs.</p> <p>Ask the chn to copy out some sentences and fill in with an appropriate verb.</p>	<p><u>L.O. To understand how to use similes and metaphors to describe.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must understand what similes and metaphors are. I should be able use my senses to add to my descriptions. I could use figurative language to describe the environment. 	<p>Main Teaching</p> <p>Explain that today we will be using the work we looked at last week to use similes and metaphors to describe the environment.</p> <p>We will be basing our descriptions around 'Pebble in my Pocket'</p> <p>Look at the following link and discuss how the poet uses metaphors. http://www.poetryline.org.uk/poems/fishing-856</p> <p>Look at the image on the IWB and ask the chn to use similes and metaphors to describe the scene.</p> <p>Model how to create a range of comparisons from the picture in the book to make interesting descriptions. How can we create metaphors in the same way?</p> <p>Remind the chn of the structure we used last lesson with the two-line structure where L1 uses a metaphor or simile (e.g. A whirling hurricane) and L2 describes the mood or tone of the movement from the previous line (e.g. intense)</p> <p><i>Chn to have two interesting pages from the book to use similes and metaphors to describe the environment.</i></p>	<p>Independent Work:</p> <p>Word of the week: hectic LA group supported by teacher. Focus on use of similes and senses to describe the scene.</p> <p>Challenge HA group to use metaphors correctly.</p>	<p>Chn to share their descriptions with the class.</p> <p>Go around the room asking the chn to share their best 2 line description and make a note on flip chart for display.</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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Tues	<u>L.O. To classify verbs correctly.</u>	<p>Explain that some verbs have very similar meanings.</p> <p>Show the chn some examples. Chn to complete a table classifying the verbs in the correct column.</p>	<p><u>L.O. To understand how to use drama to extend my writing.</u></p> <p><u>Success criteria</u></p> <ol style="list-style-type: none"> 1. I must think about my scene in detail. 2. I should think about my character/animal's thoughts and feelings. 3. I could describe my animals/character's actions in detail. 	<p><u>Main Teaching</u></p> <p>Read the next three double spreads from the fish page.</p> <p><i>Mixed ability groups to create a freeze frame, choosing one of the scenes in the dinosaur spreads: 300, 155, 67 or 65 million years ago, ensuring each period or scene is covered by at least group.</i></p> <p>Provide access to the relevant text.</p> <p>Listen to http://www.youtube.com/watch?v=T1_wnREGlq&feature=youtu.be to help set the scene.</p> <p><i>Once they have agreed and rehearsed their scene, ask each group to freeze in chronological order.</i></p> <p><i>Use thought tracking by asking individual children to say what and where they are (they may be a boulder, a mammal or flower, for example), what they can see around them, what is happening and how they feel.</i></p> <p>Collect their ideas on flip chart paper and display in the classroom.</p>	<p><u>Independent Work:</u></p> <p>On postcard-sized paper, children can use the thoughts inspired by the freeze frame activity to write a descriptive paragraph in role.</p> <p>They should describe the scene and their place in it.</p> <p>Stick their pieces of writing on a large sheet of paper with the date recorded at the centre.</p> <p>Talk through with LA group words they would use to describe their scene to create a word bank.</p>	<p>Chn to share their postcards with the class.</p> <p>Chn to listen carefully and identify the specific descriptions used.</p> <p>Similes, metaphors and any powerful language.</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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Wed	<u>L.O. AP sentences</u> -		<p><u>L.O. To infer a character's feelings and actions.</u></p> <p><u>Success Criteria</u></p> <ol style="list-style-type: none"> 1. I must think carefully about the characters in the picture. 2. I should imagine the back story to their lives and why they are where they are. 3. I could use my previous knowledge to help with my ideas. 	<p><u>Main Teaching</u></p> <p>Use the following links for reference. https://www.youtube.com/watch?v=aqHMznHE-a0 Natural History Museum website http://www.nhm.ac.uk/visit-us/whats-on/temporaryexhibitions/britain-million-years/index.html</p> <p>Look back at the page of the people sitting on the bank of the river, that starts 'Floods leave the pebble ...'</p> <p>In small groups, role-play as the family on the river bank.</p> <p>Think about how the characters interact with each other and about their everyday life beyond the picture and text.</p> <p>How did they get here? Where do they live? Why do they come to this place?</p> <p><i>Use role on the wall to explore feelings and characteristics of the boy in this image. Draw around one of the children and use this as an outline of the boy. Have the children write about how he is feeling inside the outline and words that describe him on the outside.</i></p>	<p><u>Independent Work:</u></p> <p><i>Chn to have a smaller version of the role on the wall to complete their own vocabulary about the boy on the river.</i></p> <p>LA- Support group with vocabulary to describe the thoughts and feelings of the children in the picture.</p> <p>HA – to think about the back story to the family and write some sentences about why they are there.</p>	<p>Chn to read aloud their words to describe the characters.</p> <p>Invite some chn to read their ideas for the back story to the characters.</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. To identify and use inverted commas correctly</u>	Recap what an inverted comma is and ask the children to use them correctly in a shared sentence. Using the following link, watch the video and complete the quiz to test their knowledge. Complete 2 sentences into their books. https://www.bbc.co.uk/bitesize/topics/zvwww/nb/articles/ztcp97h	<u>L.O. To understand how to sequence a story</u> <u>Success Criteria</u> 1. I must remember the story of the pebble. 2. I should create my own story for my pebble. 3. I could create a story based around my own experiences.	<u>Main Teaching</u> <i>Explain today that we will be going on a pebble hunt to find our own pebble for our own story.</i> Ask the chn to talk about likes, dislikes, connections and puzzles from the story. <i>Chn to go on a pebble hunt. Each child can return to class with a pebble of their choice and, in pairs, they can begin telling an imaginary story about their pebble and the adventures it has had.</i> They can draw on their knowledge gained from the book or create a highly personal story. Model and share write the beginning to the story, using the story map resource. Encourage the chn to add annotations and embellishments remembered from their paired storytelling, and begin drafting written sections of their text.	<u>Independent Work:</u> Chn are to complete a story map detailing the journey of their pebble. Once they have completed their initial idea they can begin drafting written sections of their text. LA group to be supported by teaching talking about ideas for their story as a group and making notes on WBs. HA group to try to up level their vocabulary by using synonyms.	Chn to hare their story ideas with the class, preparing for their first draft next week.	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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