

# English Medium Term plan – Summer 2

Driver: History

Main learning Challenge: Were the Greeks Really Groovy?

Text: Jump for Glory

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 (Sports day/WOW day)	Week 7 (class swaps)
Question	<b>Can you look in Pandora's box?</b>		<b>What groovy sports did the Greeks play?</b>		<b>What did Archimedes discover in the bath?</b>		<b>Were the Greeks really groovy?</b>
<b>English Learning Challenge</b>	Y3 - Can you write a myth using prepositions? Y4 - Can you write a myth using noun phrases expanded by nouns and prepositions?		Y3 - Can you write a narrative using prepositions? Y4 - Can you write a narrative using noun phrases expanded by nouns and prepositions?		Y3 - Can you retell a non-chronological report using paragraphs to organise text? Y4 - Can you write a persuasive text using nouns and pronouns to avoid repetition?		Y3 - Can you write a poem using paragraphs to organise text? Y4 - Can you write a poem using nouns and pronouns to avoid repetition?
<b>Driver Text</b>	Pandora's box Narrative		Jump for Glory Narrative		Y3 - Mr Archimedes' Bath Y4 - persuasive text		Poetry
<b>Main writing Focus/Task (pre-write/draft/final)</b>	Pre - Retell Pandora's box Mid - Redraft Retell Pandora's box Post - Pandora's box with a twist		Pre - Retell Jump for Glory Mid - Redraft/ retell Jump for Glory Post - Jump for Glory with a twist		Y3 - Pre - report on Archimedes' scientific findings Mid - Redraft report Post - final version of non-chronological report  Y4 - Pre - Persuade someone to join Archimedes science team retell Mid - improved version Post - improve own version		Pre - retell the poem  Post - write own version of poem
<b>Text Type information</b>	Y3 Narrative with sequential structure - Opening - introduction of characters or setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem		Y3 Narrative with sequential structure - Opening - introduction of characters or setting Build-up - some indication of what the problem might be to create suspense Problem - actions and dialogue Resolution - directly linked with the problem Ending - link to the beginning, showing character's feelings or how he/she or the situation has		Y3 Non-chronological report written with an opening general statement or question to hook the reader, related material appropriately organised and paragraphed for clarity with topic sentence to open each paragraph, closing statement with interesting fact or related to reader. May also include organisational devices such as sub-headings and include diagrams etc		Y3 Poems to perform List poems with extended lines. Similes. Shape poetry.  Y4 Poems to perform. Similes and metaphor to create

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	<p>Ending - link to the beginning, showing character's feelings or how he/she or the situation has changed.</p> <p>Y4 Narrative with clear sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Narratives with different settings: imaginary, historical etc.</p>	<p>changed.</p> <p>Y4 Narrative with clear sequential structure, paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Narratives with different settings; imaginary, historical etc.</p>	<p>to add clarity</p> <p>Y4 <b>Persuasion - advert or leaflet</b> which will include a series of points which lead to one point of view, a direct appeal to the reader, use of exaggerated, emotive language, opinions presented as fact, images, alliteration.</p>	<p>pictures with words. Poem based on a model, drawing on the above. For example, The Magic Box by Kit Wright, Windrush Child by John Agard.</p>
<b>Challenge write</b>	<p>Write a different ending to the myth Write own myth</p>	<p>Write another chapter for Jump for Glory Persuade someone to join a sports team</p>	<p>Write a letter to Mr Archimedes about his bath Greek Gazette- write own reports.</p>	<p>Write your own Greek inspired poem Write a narrative version of the poem</p>
<b>Writing target</b>	<p>Y3 Can you use prepositions? Y4 Can you use noun phrases expanded by nouns and prepositions?</p>	<p>Y3 Can you use prepositions? Y4 Can you use noun phrases expanded by nouns and prepositions?</p>	<p>Y3 - Can you use prepositions? Y4 - Can you use nouns and pronouns to avoid repetition?</p>	<p>Y3 - Can you use paragraphs to organise text? Y4 - Can you use nouns and pronouns to avoid repetition?</p>
<b>Reading Target</b>	<p>Interpretation Y3 Can you explain and discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions? Y4 Can you begin to build on others' ideas and opinions about a text in discussion?</p> <p>GDS Viewpoint Y3 – Can you evaluate how effectively specific text types have been written? Interpretation Y4 – Can you use inference and deduction to work out the characteristics of different people from a story?</p>	<p>Context Y3 Can you experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks? Y4 Can you experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>GDS Retrieval Y3 – Can you use text marking to identify key information and read longer texts, using independent strategies to ensure full understanding? Context Y4 - Can you compare the language in</p>	<p>Retrieval Y3 Can you check the text is meaningful and explain the meanings of various words in context? (Dictionaries) Choice Y4 Can you identify some text type language features. For example, narrative, explanation, persuasion?</p> <p>GDS Interpretation Y3 - Can you infer reasons for actions and events based on evidence from the text? Organisation Y4 - Can you begin to consider how the language contributes to the organisation of a text?</p>	<p>Oral retelling Y3 Can you prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action? Context Y4 Can you experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>GDS Choice Y3 - Can you show</p>

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		older texts with modern Standard English?		awareness of writers' use of figurative language and how it is used to create effects? (For example - simile and metaphor)  Context Y4 - Can you talk widely about different writers, giving some information about their backgrounds and the type of literature they produce?
<b>Basic Skills (SPaG)</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Prepositions</li> <li>☺ Paragraphs to organise text (headings/sub-headings)</li> <li>☺ , ' ""</li> <li>☺ Range of sentence structures</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by nouns and prepositions</li> <li>☺ Pronouns and nouns to avoid repetition</li> <li>☺ Direct speech, correctly punctuated</li> <li>☺ Range of sentences with more than one clause</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Prepositions</li> <li>☺ Paragraphs to organise text (headings/sub-headings)</li> <li>☺ , ' ""</li> <li>☺ Range of sentence structures</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by nouns and prepositions</li> <li>☺ Pronouns and nouns to avoid repetition</li> <li>☺ Direct speech, correctly punctuated</li> <li>☺ Range of sentences with more than one clause</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Prepositions</li> <li>☺ Paragraphs to organise text (headings/sub-headings)</li> <li>☺ , ' ""</li> <li>☺ Range of sentence structures</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by nouns and prepositions</li> <li>☺ Pronouns and nouns to avoid repetition</li> <li>☺ Direct speech, correctly punctuated</li> <li>☺ Range of sentences with more than one clause</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Prepositions</li> <li>☺ Paragraphs to organise text (headings/sub-headings)</li> <li>☺ , ' ""</li> <li>☺ Range of sentence structures</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by nouns and prepositions</li> <li>☺ Pronouns and nouns to avoid repetition</li> </ul>

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<b>Nelson Grammar Units</b>	Y3 - Unit 7 (page 20) Y4 - Unit 17 (Page 38)	Y3 - 18 (page 40) Y4 - Unit 26 (page 56)	Y3 Unit 26 (page 56) Y4 Unit 8 (page 20)	Y3 – Unit 28 (page 60) Y4 – Unit 21 (page 46)
<b>Spoken Language</b>	Y3 - Can you sequence and communicate ideas in an organised and logical way? Y4 - Can you sequence, develop and communicate ideas using complete sentences?	Y3 Can you show you have listened carefully by making relevant comments? Y4 Can you understand the main point and details in a discussion?	Y3 Can you vary the amount of detail and choice of vocab depending on the purpose and audience? Y4 can you adapt what you are saying to the needs of the listener or audience?	Y3 Can you perform poems by memory adapting expression and tone? Y4 Can you perform poems from memory conveying ideas by adapting expression and tone?
<b>Spellings</b>	Y3 Un, de, re, pre, non (Unit 21) Y4 – lve, able, ible (Unit 24 and 25)	Y3 - Sure, ture words (Unit 23) Unstressed vowels (Unit 26)	Y3 - Dictionary words (Unit 28) Y4 Word roots (Unit 27) and dictionary words (unit 28)	