

English Medium Term plan – Autumn 1

Driver: History

Main learning Challenge:

Was Robin Guilty?

Text: Robin Hood

	Week 1 Pause Week	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Question		Who is Robin Hood?		Who threatened Robin Hood?		Should we defend ourselves against the Anglo-Saxons?		
English Learning Challenge		Y3 Can you write an adventure narrative using a range of conjunctions? (revisit year 2 skills in addition)		Y3 Can you write an adventure narrative using a range of conjunctions? (revisit year 2 skills in addition)		Y3- Can you write a non-chronological report using subordinate clauses? (revisit year 2 skills in addition)		
		Y4 Can you write a historical narrative using fronted adverbials?		Y4 Can you write a historical narrative using fronted adverbials?		Y4- Can you write a persuasive text using commas after fronted adverbials?		
Driver Text		Variations of Robin Hood (Rob Lloyd Jones)/				non-fiction reports about Anglo-Saxons		
Main writing Focus/Task (pre-write/draft/final)		Pre- retell The Story of Robin Hood Mid - edit pre write Post- retell Robin Hood with improvements		Pre- retell The Story of Robin Hood Mid - edit pre write, adding a twist Post- retell Robin Hood with a twist		Y3 Pre - non-chronological report retell Mid - edit of non-chronological report post- Write a non-chronological report about weapons with improvements y4 Pre- non-chronological report retell/persuasive text retell Mid - edit of persuasive text Y4 post- Write a persuasive text how should we defend ourselves with improvements		

English Medium Term plan – Autumn 1

Challenge write		POV of Maid Marion What happens next? Robin Hoods diary	Robin's letter from jail Merry men song/ poem	Day in the life of an anglo saxon Describe your weapon
Writing target		Y3- Can you use expanded noun phrases? Y4- Can you use precise paragraphs?	Y3- Can you use 'Aa . ! ?' ? Y4- Can you use fronted adverbials?	Y3- Can you use subordinate clauses? Y4- Can you use commas after fronted adverbials?
Reading Target		Context Y3/4 Can you develop pleasure in reading, motivation to read, vocabulary and understanding?	Interpretation Y3 Can you discuss books, poems and other works which are read aloud? Y4 Can you discuss books, poems and other works which are read aloud and independently, taking turns and listening to others opinions?	Organisation Y3 Do you know that non-fiction books are structured in different ways? Retrieval- Can you retrieve information from a non-fiction? Y4 Do you know that non-fiction books are structured in difference books and use them effectively? Retrieval- Can you retrieve and record information from a non-fiction?
Basic Skills (SPaG) Y3		Y3: Recognise: expanded noun phrases Find examples: found in mentor text Use in a sentence: write own expanded noun phrases Use in different ways: change phrase within sentence Use effectively: within a paragraph Manipulate: edit and improve	Y3: Recognise: Aa . ! ? Find examples: found in mentor text Use in a sentence: write own sentences using punctuation Use in different ways: change punctuation in variety of sentences. Use effectively: within a paragraph Manipulate: edit and improve	Y3: Recognise: conjunctions Find examples: found in mentor text Use in a sentence: combine two clauses with given conjunctions Use in different ways: try different conjunction Use effectively: within a paragraph Manipulate: edit and improve

English Medium Term plan – Autumn 1

<p>Basic Skills (SPaG) Y4</p>		<p>Y4: Recognise: fronted adverbials Find examples: found in mentor text Use in a sentence: add your own main clause Use in different ways: adverbial at end Use effectively: within a paragraph Manipulate: edit and improve</p>	<p>Y4: Recognise: fronted adverbials Find examples: found in mentor text Use in a sentence: add your own main clause Use in different ways: adverbial at end Use effectively: within a paragraph Manipulate: edit and improve</p>	<p>Y4: Recognise: commas after fronted adverbials Find examples: found in mentor text Use in a sentence: add own adverbials and commas to given clauses Use in different ways: adverbial at end- no comma Use effectively: within a paragraph Manipulate: edit and improve</p>
<p>Nelson Grammar Units</p>		<p>Y4- unit 19 Y3- unit 26</p>	<p>Y4- unit 16 Y3- unit 25</p>	<p>Y3- unit 28 Y4- unit 28</p>
<p>Spoken Language</p>		<p>Y3- Can you retell a story using narrative language and add relevant detail? Y4- Can you present to an audience using appropriate information controlling the tone and volume so that the meaning is clear?</p>	<p>Y3/4- Can you sequence, develop and communicate ideas in an organised and logical way, always using complete sentences?</p>	<p>Y3- Can you present ideas or information to an audience? Y4- Can you present to an audience using appropriate intonation controlling the tone and volume so that the meaning is clear?</p>