

English Medium Term plan – Summer 2

Driver: Geography

Main learning Challenge: Can you build hope for our planet?

Text: A journey for Hope.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Trip		Ghana pause week JPe to Ghana		Sports day 6/07/18 - Y4 sports trip	Class swaps	Y 6 production
Question	Can you build hope for habitats?		Can you build hope for our community?		Can you build hope for our planet?		
English Learning Challenge	Y3 - Can you write a narrative using ; "" ? Y4 - Can you write a narrative using direct speech, correctly punctuated?		Y3 - Can you write a narrative using a range of sentence structures? Y4 - Can you write a narrative using a range of sentences with more than one clause?		Y3 - Can you retell a non-chronological report using a range of sentence structures? Y4 - Can you write an explanation using a range of sentences with more than one clause?		
Driver Text	A journey for Hope						
Main writing Focus/Task (pre-write/draft/final)	Pre - Retell A journey for Hope Mid - Redraft A journey for Hope Post - Improve A journey for Hope		Pre - Retell A journey for New Hope Mid - Redraft/ A journey for New Hope Post - Improve A journey for new Hope		Y3 - Pre - report on conservation of ocean and forest habitats Mid - Redraft report Post - final version of non-chronological report Y4 - Pre - Explanation text about damage to ocean and forest habitats Mid - improved version Post - improve own version		
Text Type information	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 changed. Y4 Narrative with clear sequential structure,		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 changed. Y4 Narrative with clear sequential structure, paragraphed accurately with a range of cohesive		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 to add clarity Y4 Explanation with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.		

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	<p>paragraphed accurately with a range of cohesive devices to introduce and/or link them together. Narratives with different settings; imaginary, historical etc.</p>	<p>devices to introduce and/or link them together. Narratives with different settings; imaginary, historical etc.</p>	
Challenge write	<p>Write the story from the POV of the children - do they see the animals on their journey?</p>	<p>Write a version of A journey for Hope using different African animals with different characteristics</p>	<p>Write a persuasive report convincing people to protect ocean and forest habitats.</p>
Writing target	<p>Y3 Can you use ,""? Y4 Can you use direct speech, correctly punctuated?</p>	<p>Y3 Can you use ,""? Y4 Can you use direct speech, correctly punctuated?</p>	<p>Y3 - Can you use a range of sentence structures? Y4 - Can you use a range of sentences with more than one clause?</p>
Reading Target	<p>Please note: reading focusses are different to ensure coverage and relevance to the text. Organisation: Y3 Identify how structure and presentation contribute to the meaning of texts. Interpretation Y4 Can you begin to build on others' ideas and opinions about a text in discussion?</p> <p>GDS Interpretation: Y3 – Use clues from action, dialogue and description to establish meaning> Oral retelling Y4 – Can you show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest?</p>	<p>Organisation Y3 Can you begin to understand that narrative books are structured in different ways. For example, quest stories and stories with dilemmas? Organisation Y4 Can you explain why text types are organised in a certain way?</p> <p>GDS Organisation Y3 – Do you understand how paragraphs are used to organise and build up ideas? Organisation Y4 - Can you consider how the language contributes to the organisation of a text?</p>	<p>Context Y3 Can you experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks? Context Y4 Can you experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>GDS Context Y3 - Can you investigate what is known about an geographical setting and events and how they affect a text? Context Y4 – Can you talk widely about different writers, giving some information about their backgrounds and the type of literature they produce?</p>
Basic Skills (SPaG)	<p>Y3</p> <p>☺ Prepositions ☺ Paragraphs to organise</p>	<p>Y3</p> <p>☺ Prepositions ☺ Paragraphs to organise text</p>	<p>Y3</p> <p>☺ Prepositions ☺ Paragraphs to organise text (headings/sub-headings)</p>

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	<p>text (headings/sub-headings)</p> <p>☺ , ‘ ’’</p> <p>☺ Range of sentence structures</p> <p>Y4</p> <p>☺ Noun phrases expanded by nouns and prepositions</p> <p>☺ Pronouns and nouns to avoid repetition</p> <p>☺ Direct speech, correctly punctuated</p> <p>☺ Range of sentences with more than one clause</p>	<p>(headings/sub-headings)</p> <p>☺ , ‘ ’’</p> <p>☺ Range of sentence structures</p> <p>Y4</p> <p>☺ Noun phrases expanded by nouns and prepositions</p> <p>☺ Pronouns and nouns to avoid repetition</p> <p>☺ Direct speech, correctly punctuated</p> <p>☺ Range of sentences with more than one clause</p>	<p>☺ , ‘ ’’</p> <p>☺ Range of sentence structures</p> <p>Y4</p> <p>☺ Noun phrases expanded by nouns and prepositions</p> <p>☺ Pronouns and nouns to avoid repetition</p> <p>☺ Direct speech, correctly punctuated</p> <p>☺ Range of sentences with more than one clause</p>
Spoken Language	<p>Y3: can you sequence and communicate ideas in organised and logical way using complete sentences?</p> <p>Y4 - Can you sequence, develop and communicate ideas using complete sentences?</p>	<p>Y3 - Can you recognise that meaning can be expressed in different ways depending on the context?</p> <p>Y4 Can you show that you know that language choices vary in different contexts?</p>	<p>Y3 Can you present ideas or information to an audience?</p> <p>Y4 can you adapt what you are saying to the needs of the listener or audience?</p>
Spellings	<p>Y3 ou sound – block 6 lesson 4</p> <p>Y4 – Suffix ous – block 6 week 1</p>	<p>Y3 – homophones – block 6 lesson 9</p> <p>Y4 – revise prefixes – block 6 week 2</p>	<p>Y3 - words from statutory and personal spelling list</p> <p>Y4 words from statutory and personal spelling list</p>