

# English Medium Term plan – Spring 1

Driver: Geography Main learning Challenge: Where is my food from and where does it go? Text: The Incredible Book-Eating Boy

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Question	Where does our incredible food come from		Where does our incredible food arrive?		What happens next to our incredible food?	
English Learning Challenge	Y3 - Can you write a narrative using direct speech punctuation? Y4 - Can you write a narrative using noun phrases expanded by adjectives?		Y3- Can you write a narrative using direct speech punctuation? Y4- Can you write a narrative using apostrophes to mark plural possession?		Y3 - Can you write a non-chronological report using precise paragraphs? Y4 - Can you write an explanation text using noun phrases expanded by adjectives?	
Driver Text	<i>Y3 and 4 - narrative The book eating boy</i>		<i>Y3 and 4 - narrative The book eating boy</i>		<i>Y3 - non-chronological report about the digestive system  Y4 - explanation text about the digestive system</i>	
Main writing Focus/Task (pre-write/draft/final)	Y3 and 4 pre- The book eating boy mid- improved version of the book eating boy post- final draft of the book eating boy		Y3 and 4 pre- The book eating boy mid- edited version of the book eating boy post- own twist on the book eating boy		y4 pre- explain the digestive system mid- improved version post- final draft of explaining how the digestive system works  y3 pre- non-chronological report about the digestive system. mid- improved version post- final draft of non-chronological report.	
Text type information	Y4 <b>Can you write a narrative text retelling the book eating boy?</b>  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.		Y4 <b>Can you write a narrative text retelling the book eating boy?</b>  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.		Y4 <b>Explanation: Can you write an explanation text about the digestive system?</b> <b>Explanation</b> with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences which link to the previous paragraph.  Y3 <b>Can you write a non-chronological report about the</b>	

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	<p><b>Y3 Can you write a narrative text retelling the book eating boy?</b>  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.</p>	<p><b>Y3 Can you write a narrative text retelling the book eating boy?</b>  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.</p>	<p><b>digestive system?</b>  <b>Non-chronological report</b> 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.</p>
<b>Challenge write</b>	<p>write the story from the POV of another character  write a letter to food producers across the world about their products.</p>	<p>Write a poem to describe the journey of the food across the world  Narrative about the journey of food from the source to our plates.</p>	<p>Create a narrative about the journey of our food through the digestive system.  Write an email to a friend in a different city in the world asking them about their own food habits.</p>
<b>Writing target</b>	<p>Y3- Can you use direct speech punctuation?  Y4- Can you use noun phrases expanded by adjectives?</p>	<p>Y3- Can you use direct speech punctuation?  Y4- Can you use apostrophes to mark plural possession?</p>	<p>Y3- Can you use precise paragraphs?  Y4- Can you use noun phrases expanded by adjectives?</p>
<b>Reading Target</b>	<p>Y3  <b>Retrieval:</b> Can you discuss responses to texts?  <b>GDS - Retrieval:</b> Can you discuss responses to texts and explain your reasoning with evidence?    Y4  <b>Interpretation:</b> Can you raise queries about texts and make connections using prior knowledge and experience?</p>	<p>Y3  <b>Interpretation:</b> Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?  <b>GDS - Interpretation:</b> Can you deduce from the evidence in the text what characters are like?    Y4  <b>Interpretation:</b> Can you infer meanings and begin to justify them with evidence from</p>	<p>Y3  <b>Retrieval:</b> Can you retrieve and record information from non-fiction?  <b>GDS - Retrieval:</b> Can you use the features of non-fiction texts to locate information?    Y4 -  <b>Organisation:</b> Can you identify some text type organisational features, for example, narrative, explanation, persuasion?  <b>GDS - Organisation:</b> Can you begin to consider how</p>

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	<b>GDS - Interpretation:</b> Can you make relevant points to compare and contrast characters, finding evidence in the text?	the text? <b>GDS - Interpretation:</b> Can you infer meanings and clearly justify them with evidence from the text?	the language contributes to the organisation of a text?
<b>Basic Skills (SPaG)</b>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Adverbs</li> <li>☺ Precise paragraphs</li> <li>☺ , ' ""</li> <li>☺ Direct Speech punctuation</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by adjectives</li> <li>☺ Varied choice of pronoun/noun</li> <li>☺ Apostrophes to mark plurals</li> <li>☺ Use a range of sentence structures</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Adverbs</li> <li>☺ Precise paragraphs</li> <li>☺ , ' ""</li> <li>☺ Direct Speech punctuation</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by adjectives</li> <li>☺ Varied choice of pronoun/noun</li> <li>☺ Apostrophes to mark plurals</li> <li>☺ Use a range of sentence structures</li> </ul>	<p>Y3</p> <ul style="list-style-type: none"> <li>☺ Adverbs</li> <li>☺ Precise paragraphs</li> <li>☺ , ' ""</li> <li>☺ Direct Speech punctuation</li> </ul> <p>Y4</p> <ul style="list-style-type: none"> <li>☺ Noun phrases expanded by adjectives</li> <li>☺ Varied choice of pronoun/noun</li> <li>☺ Apostrophes to mark plurals</li> <li>☺ Use a range of sentence structures</li> </ul>
<b>Nelson Grammar Units</b>	Y4- unit 6 Y3- unit 10	Y4- unit 7 Y3- unit 20	Y4- unit 13 Y3- unit 26
<b>Spoken Language</b>	Y3 Can you show that you know when standard English is required and begin to use it? Y4 can you use standard English when it is required?	Y3 Can you take full part in paired and grouped discussions? Y4 Can you ask questions to clarify or develop my understanding?	Y3 can you vary the amount of detail and choice of vocabulary depending on the purpose and audience? Y4 Can you present to an audience using appropriate intonation controlling the tone and volume so that the meaning is clear?

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