

English Medium Term plan – Autumn 2

Driver: Science

Main learning Challenge:

How will Peter hear the wolf?

Text: Peter and the Wolf

	Week 1 Judaism Week	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Question		What did Peter hear?		How did the wolf's sound travel?		Will the wolf hear us?	
English Learning Challenge		Y4- Can you write a narrative using precise paragraphs? Y3- Can you write a narrative using paragraphs?		Y4- Can you write an explanation text, identifying improvements to grammar and vocabulary? Y3- Can you write a non-chronological report using apostrophes for contraction and commas to mark subordinate clauses?		Y4- Can you write a sound poem, identifying improvements to grammar and vocabulary? Y3- Can you write a poem to perform using apostrophes for contraction and commas to mark subordinate clauses?	
Driver Text		Peter and the Wolf		How sound travels		The Sound Collector	
Main writing Focus/Task (pre-write/draft/final)		y4 pre- retell Peter and the wolf mid- improved version post- final draft of Peter and the wolf in the style of a legend. y3 pre- retell Peter and the wolf mid- improved version post- final draft of Peter and the wolf		y4 pre- explain how sound travels mid- improved version post- final draft of explaining how sound travels y3 pre- non-chronological report about sound travelling mid- improved version post- final draft of non-chronological report.		y4 pre- sound poem retell of the sound collector mid- improved version post- final draft of own version of the sound collector y3 pre- poem to perform of the sound collector retell mid- improved version post- final draft of own version of the sound collector	
Text type information		Y4 Can you write a narrative? Peter and the Wolf Narrative with clear sequential structure. Imaginary setting.		Y4 Science – Can you write an explanation of how sound travels? with opening to introduce subject, sequence of logical steps in paragraphs introduced by topic sentences		Y4 Can you write a sound poem? Sound Poems to perform. Similes and metaphor to create pictures with words. Poem based on a model, drawing on the above.	

English Medium Term plan – Autumn 2

		<p>Y3 Can you write a narrative? 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>which link to the previous paragraph.</p> <p>Y3 Can you write a non-chronological report about how sound travels?? (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>	<p>Y3 Can you write a poem to perform? Poems to perform List poems with extended lines. Similes. Shape poetry. Sound poetry.</p>
Challenge write		Write a newspaper article about the incident in Peter and the wolf write from the POV of peter of another character.	Write a letter to a scientist asking about sound write a narrative describing the journey of a sound wave/ particle	write your own sound poem/poem to perform retell your favourite poem
Writing target		Y3- Can you write in paragraphs? Y4- Can you use precise paragraphs?	Y3- Can you use an apostrophe for contraction and commas for subordinate clauses? Y4- Can you identify improvements to grammar and vocabulary?	Y3- Can you use an apostrophe for contraction and commas for subordinate clauses? Y4- Can you identify improvements to grammar and vocabulary?
Reading Target		Inference Y3 Can you draw inferences such as inferring characters feelings and thoughts? GDS - Can you draw inferences such as inferring characters feelings and thoughts and begin to justify your ideas?	Interpretation Y3/4 Can you ask questions to improve the understanding of a text? GDS- Can you identify how the structure of a non-fiction text supports your understanding?	Oral retelling Y3 Can you orally retell some well-known poems? GDS - Can you orally retell some well-known poems and justify your verbal presentation? Y4 Can you prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?

English Medium Term plan – Autumn 2

		<p>Y4 - Can you listen to others ideas and opinions about a text and express a personal point of view?</p> <p>GDS - Can you respond to others ideas and opinions about a text and compare to your own point of view?</p>		<p>GDS - Can you prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action, explaining the importance of this?</p>	
Basic Skills (SPaG)		<p>Y3- Use a range of conjunctions Paragraphs , ' Subordinate clause</p> <p>Y4- Fronted adverbials Paragraphs for organisation Comma after fronted adverbials Identify improvements: grammar/vocabulary</p>	<p>Y3- Use a range of conjunctions Paragraphs , ' Subordinate clause</p> <p>Y4- Fronted adverbials Paragraphs for organisation Comma after fronted adverbials Identify improvements: grammar/vocabulary</p>	<p>Y3- Use a range of conjunctions Paragraphs , ' Subordinate clause</p> <p>Y4- Fronted adverbials Paragraphs for organisation Comma after fronted adverbials Identify improvements: grammar/vocabulary</p>	<p>Y3- Use a range of conjunctions Paragraphs , ' Subordinate clause</p> <p>Y4- Fronted adverbials Paragraphs for organisation Comma after fronted adverbials Identify improvements: grammar/vocabulary</p>
Nelson Grammar Units		<p>Y4- unit 19 Y3- unit 26</p>	<p>Y4- unit 16 Y3- unit 25</p>	<p>Y4- unit related to specific grammar improvement as assessed Y3- unit 25</p>	
Spoken Language		<p>Y3- Can you vary the amount of detail and choice of vocabulary depending of purpose and audience? Y4- Do you know that language choices vary in different contexts?</p>	<p>Y3- Can you show that you have listened carefully by making relevant comments? Y4- Can you show that you understand the main point and details in a discussion?</p>	<p>Y3- Can you perform poems from memory, adapting expression and tone where appropriate? Y4- Can you perform poems by memory, conveying ideas about characters and situations, adapting expression and tone where appropriate?</p>	
NNS		<p>Y3 - homophones Y4 - prefixes in, il, im, ir</p>	<p>Y3 - Prefixes mis and re Y4 - suffixes ing, er, en, ed</p>	<p>Y3 - Statutory spelling/topic words Y4 - statutory spelling/topic words</p>	

English Medium Term plan – Autumn 2

Intervention Plan

Reading List