

# English Medium Term plan – Advent 2

Driver: History

Main learning Challenge: Who had to 'Keep calm and carry on?'

Text:

	Week 1	Week 2	Week 3	Week 4	Week 5	Weeks 6 and 7
<b>Question</b>	Judaism week  Can you explore the story of Judaism?	How can football unite nations?		Who is Rose Blanche?	Who had to keep calm and carry on? (Home front)	
<b>English Learning Challenge</b>	Y5 - Can you write a narrative linking paragraphs with adverbials?  Y6 - Can you write a narrative using paragraphs to signal change?	Y5 - Can you use vocabulary for impact and effect in a description?  Y6 - Can you noun phrases in a description?		Y5 - Can you write a narrative using vocabulary for impact and effect?  Y6 - Can you write a narrative using noun phrases?	Y5 - Can you write a news report using relative clauses?  Y6 - Can you write a news report using the correct grammatical structures, features and vocabulary?	
<b>Driver Text (SPaG)</b>	The story of Moses	Billy the Kid Anne Frank's Diary		Rose Blanche/The Boy in the Striped Pyjamas Anne Frank's Diary	Goodnight Mr Tom Anne Frank's Diary	
<b>Main writing Focus/Task (pre-write/draft/final)</b>	Y5 - Retell the story  Y6- <b>Applied Write</b> Applied write: Write own version of Moses freeing the Israelites GDS - Tell a modern day version of a character fighting for the freedom of others.	<b>Description focus</b> Pre – Write a description 'going over the top' from English POV Mid – Improve pre write Post – Write a description from German POV Y5 GDS - Retell from a different perspective e.g. watching someone else going over the top Y6 GDS – Retell, including a letter from home/diary entry (shifts in formality)		<b>Description focus</b> Pre – Retell the story of Rose Blanche Mid – Improve the retell Post – Retell from first person Y6 GDS – Retell the story from another POV	Pre - News report on the Blitz Mid - Improve news report on the Blitz Post - Final improvements made Y5 GDS - Write a news report on the Blitz from another POV Y6 GDS - Write 2 contrasting news reports (Britain/German)	
<b>Challenge write</b>	Write the story of Moses from the perspective of the Pharaoh	Y5 - Write a diary entry from an English soldiers POV  Y6 - Write a letter home detailing the day's events and response back Write about the events that happened the day after the truce.  Y6 GDS activities - Write a letter from an English soldier to a German soldier about		Y5 - Write a diary entry from Rose Blanches' POV Y6 - Who is Rose Blanche? From someone in the Concentration Camp POV  Y6 GDS tasks - - Write 2 letters between Rose Blanche and the children in the concentration camp	Y5 – Write a story about the Blitz  Y6 – Write a story about the Blitz  Y6 GDS tasks -	

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		<p>the events that happened.</p> <ul style="list-style-type: none"> <li>- Rewrite the paragraph changing the mood and tone</li> <li>- Write the story titled: The Christmas Truce.</li> </ul>	<p>(contrasting views/shifts in formality)</p> <p>-</p>	
<b>Writing target</b>	<p>Y5  <b>Link paragraphs - time and place</b>            Relative clauses            """,            Impact/effect</p> <p>Y6            Grammatical structure/features/ vocabulary            Noun phrases            : ; within a list  <b>Paragraphs which signal a change</b></p> <p>Applied write: Moses frees Israelites?</p>	<p>Y5            Link paragraphs - time and place            Relative clauses            """,  <b>Impact/effect</b></p> <p>Y6            Grammatical structure/features/ vocabulary  <b>Noun phrases</b>            : ; within a list            Paragraphs which signal a change</p> <p>Descriptive writing: going over the top</p>	<p>Y5            Link paragraphs - time and place            Relative clauses            """,  <b>Impact/effect</b></p> <p>Y6            Grammatical structure/features/ vocabulary  <b>Noun phrases</b>            : ; within a list            Paragraphs which signal a change</p> <p>Descriptive writing: Retell Rose Blanche</p>	<p>Y5            Link paragraphs - time and place  <b>Relative clauses</b>            """,            Impact/effect</p> <p>Y6  <b>Grammatical structure/features/ vocabulary</b>            Noun phrases            : ; within a list            Paragraphs which signal a change</p> <p>News reports - the Blitz            Challenge: News report from German PoV</p>
<b>Reading Target</b>	<p>Y5 - EM - Interpretation: Can you infer meanings and begin to justify them with evidence from the text?</p> <p>MET- Interpretation: Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions?</p> <p>Y6 - EM - Interpretation: Can you draw inferences such as inferring characters' feelings,</p>	<p>Y5 - Choice - Can you identify and comment on writer's use of language for effect? (For example, precisely chosen adjectives, similes and personification)</p> <p>Y6 - Choice - Can you discuss and evaluate how authors use language, including figurative language, considering the impact?</p>	<p>Y5 - Can you adapt own opinion in light of further reading or other's ideas?</p> <p>Y6 - Context - Can you recognise the impact of social, historical, cultural on the themes in a text?</p>	<p>Y5 - Viewpoint - Can you present a personal point of view based on what has been read? Can you give reasons for a personal point of view?</p> <p>Y6 - View point - Can you summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas?</p>

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	<p>thoughts and motives from their actions?</p> <p>MET Interpretation: Can you draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations? Can you present an oral overview or summary of a text?</p> <p>GDS - Interpretation: Can you use evidence to explain inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations? Can you present an oral overview or summary of a text?</p>			
<b>Basic Skills (SPaG)</b>	<p>Y5 – Linking paragraphs with adverbials</p> <p>Y6 – Paragraphs that signal change.</p>	<p>Y5 – Using language for impact and effect</p> <p>Y6 – Noun phrases</p>	<p>Y5 – Using language for impact and effect</p> <p>Y6 – Noun phrases</p>	<p>Y5 – Relative clauses “ ”</p> <p>Y6 - : ; Grammatical structures, features and vocab</p>
<b>Spoken Language</b>	<p>Y5 - Can you engage your audience by varying expression and vocabulary?</p> <p>Y6 - Can you engage listeners through appropriate vocabulary and register matched to context?</p>	<p>Play/Drama</p> <p>Y6 - Can you engage listeners through choosing appropriate vocabulary and register that is matched to the context?</p> <p>Y5 - Can you engage your audience by varying expression and vocabulary?</p> <p><b>Describing</b> <i>It is like, I can see, It makes me feel, It has/looks/feels In general, usually, often, It seems that, It appears that, In conclusion etc Positional language</i></p>	<p>Write a speech for 'Preventing history repeating itself'</p> <p>Y6 - Can you sustain and argue a point of view in a debate, using the formal language of persuasion?</p> <p>Y5 - Can you express your point of view?</p> <p><b>Expressing/Justifying an opinion</b> <i>I think, My opinion is, It seems to me, According to me Connectives - because, as a result, so, therefore etc</i></p>	<p>Oral news reporting</p> <p>Y5 - Can you adapt your spoken language depending on the audience, purpose and context?</p> <p>Y6 - Can you talk confidently and fluently in a range of situations, using formal and standard English, if necessary?</p> <p><b>Reporting</b> <i>Past tense. Time connectives - then, later, at the same time, finally, eventually Also, moreover, and etc</i></p>

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### Intervention Plan

Focus Group	Targets – 2 max	What will the child be able to do at the end that they couldn't do at the start?	Activities	What will be used as evidence to prove success?	PLTs
<b><u>Y6 Emerging literacy</u></b>  Daniel  Carmen  (KMac)	To use a variety of sentence structures in their writing.	To use 2 compound sentences, 2 complex sentences, 2 simple sentences within their writing.	1) Use subordinating conjunction word map to rehearse use of different conjunctions to form complex sentences. (because, when, even though) 2) Recap use of FANBOYS to form compound sentences (And But, Or, So) 3) Real vs fake sentence spotting game. Identify sentences that are not complete/don't make sense.	To see evidence of sentences constructed within intervention session in their applied write.  Pupil voice to discuss how pupils feel about their improvements.	
<b><u>Y6 Met Literacy</u></b>  Lucy  Tallen	To use a variety of sentence structures in their writing.	To use different structures of sentences to make their own writing more interesting.	1) Through reading activity compare text with all one sentence type to a text that varies the	Evidence in applied writes in literacy.	Can you be an effective participator?  Being wholly involved for intervention sessions

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<p>Sophie Alayna Darcy Christina Lydia C  (Emily Pugh)</p>	<p>To recognise and use the correct features for the text type.</p>	<p>To be able to edit own/peer's work for incomplete sentences.  To be able to use the correct vocabulary and grammar for the text type they are writing.</p>	<p>sentences. Discuss positives/negatives. 2) Recap FANBOYS for compound sentences. 3) Recap relative clauses and fronted adverbials and provide subordinate clause word map. 4) Real vs fake sentence spotting game. Identify sentences that are not complete/don't make sense.  5) To build up a 'features of a text type' booklet.</p>		<p>and understanding the benefit of the activities in their own work.</p>
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