

PARKLANDS PRIMARY SCHOOL
ENGLISH WEEKLY PLANNING

Class - Year 4

Autumn 1 The Iron Man Novel Study

W.B - 5th October 2020

	Starter Objective: SPAG	Main Writing Objective: Composition and Handwriting	Independent group activities			Resources Needed for Lesson.
			LA	MA	HA	
M O N	Spelling practice	<p>LO: To infer and empathise Quick recap on story so far. Ensure chn have remembered that TIM is buried underground. T explains that this week our focus will be on describing without revealing. We will be describing a scene without actually saying what happens so the reader can imagine the scene like they are there. So to do this we must have the experience....</p>	<p>Now Press Play - Natural Disasters Y3/4 Geography</p> <p>As a class, collect vocabulary and display on the WW. Verbs, emotions, sights, sounds (notebook slide 2 - enlarge and add to WW)</p>			<p>Now Press Play headphones</p> <p>Notebook slide 2 enlarged</p>
T U E	Look at the WW and recap vocabulary collected yesterday. Can they add any more?	<p>LO: To use powerful vocabulary to describe Read chapter 3 to page 62 "The kettle disappeared." Allow time for discussion. What has happened? What can you picture from this scene? Has Ted Hughes made it descriptive? How? Allow time for children to reread the section and make notes of good vocabulary used to help the reader picture the scene. Chn make notes on whiteboards.</p>	<p>As a group, chn listen to this section of the story again and re-enact it through drama. In their books, chn make notes on the sheet (same as copy on the WW).</p>	<p>Using the 4 images, chn make notes next to each one to describe what they have just read and pictured. Chn refer to books throughout.</p>	<p>Chn cut out one picture at a time and use thesaurus' for synonyms</p>	<p>Sheet for SEN</p> <p>4 images for rest of class</p>
W E D	Spelling practice	<p>LO: To use conjunctions effectively What are conjunctions? The 2 we will focus on are time connectives (remind chn of previous learning) and coordinating conjunctions (FANBOYS) Share notebook slides and enlarge them for the WW. We will be taking the vocabulary we have been building the past 2 days to write descriptive sentences. Then we will use time conjunctions to write a paragraph. Explain that the Big Write tomorrow will have 4 paragraphs as paragraphs focus on one point. T model writing a few descriptive sentences with the children's ideas. Follow SC so chn can see how to organise their work.</p>	<p>Guided Write as a group using the sheet they made notes on yesterday. Chn put the vocabulary in to a sentence and use a coordinating conjunction to write a compound sentence.</p>	<p>Continue the modelled writing. Chn have the conjunctions to refer to (1 between 2) to write compound sentences.</p>		<p>Conjunction mats for pupils and enlarged for WW</p>
			<p>Success Criteria</p> <ul style="list-style-type: none"> • Listen carefully to the story • Imagine you are there • What can you see and hear? • How do you feel? • What verbs describe your actions? 			
			<p>Success Criteria</p> <ul style="list-style-type: none"> • Read the work you did yesterday • Pick one image and 2 words from that section • Choose a coordinating conjunction (FANBOYS) • Can you put all 3 words in to one sentence? • Re read it to make sure it makes sense. • Can you up level any of the vocabulary? 			

T H U	Handwriting	<p>LO: To use conjunctions to write descriptive paragraphs Recap this week's learning by talking through the WW. T explains that today we will put all powerful vocabulary and conjunctions together to write paragraphs. Remind chn that there will be 4 paragraphs as we have focused on 4 sections - what you can see, hear, feel and action verbs to describe your movements.</p>	<p>BIG WRITE All chn writing independently - descriptive paragraphs. SEN - have pictures to write next to (notebook slide)</p> <hr/> <p>Success Criteria</p> <ul style="list-style-type: none"> ● ___Choose one image - see OR hear OR feelings OR ACTIONS ● ___Pick 2 powerful words ● ___Pick a coordinating conjunction ● ___Write a compound sentence. ● ___Pick a time conjunction and write another descriptive sentence ● ___Repeat with another image 	Sheet for SEN
F R I		<p>LO: Spelling and Dictation.</p> <p>After green penning, children to spelling test and dictation using dictation sheets from Spelling Shed. One each, then trim and stick into books.</p>		