



Lowry Class



Muck, Mess and Mixtures - English Medium Term Plans—Autumn Term 1 2017

<p><u>Week 1</u></p> <p><u>Labels,</u> <u>Lists and</u> <u>Captions</u></p>	<p><u>Spoken Language</u></p> <p>Participate in a messy morning, Describe what they saw and did. Remember the materials the children used and create a list of words that describe their properties</p>	<p><u>Reading</u></p> <p>Read the first two chapters of 'George's Marvellous Medicine' and make inferences about each character. Using pictures, create a word map, labelling the characters using adjectives to describe their appearance, personality, thoughts and feelings</p> <p>Read George's magic medicine recipe for Grandma. Highlight their favourite phrases and use WordArt to write colourful versions for printing out.</p>	<p><u>Writing</u></p> <p>Write a list of strange ingredients for a magical concoction and decide who they would give it to and what the effects would be.</p> <p>Copy ingredients onto sticky labels and attach to plastic bottles, filling them with magically-coloured and glittery liquids.</p>	
<p><u>Week 2</u></p> <p><u>Recipes</u></p>	<p><u>Reading</u></p> <p>Read from Roald Dahl's 'Revolting Recipes'. Look at the names of different dishes and imagine what ingredients they may contain. Give an opinion on how the dishes might taste. Look carefully and describe how they are written and organised, identifying any 'bossy' verbs.</p>	<p><u>Spoken Language</u></p> <p>Work in groups to follow different recipes from Roald Dahl's 'Revolting Recipes'. Listen carefully to instructions and take turns with others. Take digital photos at different stages of cooking to discuss afterwards. Taste their food and assess their success at following the instructions. Order images chronologically using phrases such as 'first we', 'next we', 'then we', etc.</p>	<p><u>Writing</u></p> <p>Write a description of how their food tastes, imagining that it will be added to the original book. Include funny and descriptive words and phrases that will amuse and appeal to the reader.</p> <p>Write a recipe card telling others how to make the dish they have made in the week. Include all the features needed for a recipe. (bossy verbs, time connectives)</p> <p>Use ICT to present recipes as a class cookbook. List ingredients and insert and image of the dish.</p>	



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<u>Week 3</u>	<u>Spoken Language</u>	<u>Reading</u>	<u>Writing</u>	<u>Handwriting</u>
<u>Poetry</u>	Search in the classroom and outdoors for mystery boxes, bags and bottles labelled with riddles. Solve the riddles taking turns to guess what might be inside each container. Open containers to reveal their contents and explain how the riddles helped them guess what was inside. Work as a group to create instructions for writing a good riddle.	Think about the range of foods and materials explored so far and write a simple sentence or short paragraph about a selection. Use a dictionary to check the spelling and meaning of any difficult or unfamiliar words.	Choose a food or material and write a riddle about it using its characteristics as clues. Refer back to their instructions on how to write a good riddle and include words learnt in previous activities. Write the riddles on envelopes and put the answers on a piece of paper inside. Share riddles and take turns to guess what is being described. Explore a range of acrostic poems and identify genre features. Use the word bank from previous activities to write an acrostic poem that features the name of a material or substance, Write the name vertically down the side of the page and include adjectives that begin with the appropriate letters.	Make a presentation copy of acrostic poem in best handwriting then illustrate it with a picture of photo of the material or substance.
<u>Week 4</u>	<u>Spoken Language</u>	<u>Writing</u>	<u>Spoken Language</u>	
<u>Narrative</u>	Watch simple stop motion animations of dough balls or characters being manipulated and morphed and talk about what happens. Describe how the material helps the animator to create effects or tell a story. Brainstorm and list words that describe the properties of dough	Handle a ball of dough, manipulating it in different ways to make various shapes. Create 6 different shapes and give each shape a name. Create a six-window animation storyboard about the changing shape of the dough ball and describe how the ball changes using time connectives.	Plan and write a simple narration or dialogue to add to their storyboard. Using ICT record dialogue and narration to add to photos of their animation to share with class and evaluate success.	



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<p><u>Week 5 and 6</u> <u>Leaflets</u></p>	<p><u>Reading</u></p> <p>Collect and read leaflets from galleries and museums. Talk about the type of detail they include and how their layout helps the reader to find essential information.</p>	<p><u>Writing</u></p> <p>Think about information for our own leaflet. Make a list of important details we could include in our own such as opening times, directions, what's on and costs.</p> <p>Begin to compose sentences and short paragraphs that present key information about their exhibition. Write clear, concise sentences so that the information is easy for the reader to understand and think how they might persuade the reader to come and visit.</p> <p>Start to add the suffix '-er' or '-est' to a verb or adjective.</p>	<p><u>Writing</u></p> <p>Draft a final version of a leaflet using sentences and paragraphs precisely composed. Add features discussed such as captions, labels, photographs, prices and directions.</p> <p>Use I.C.T software Publisher to produce an electronic draft of their final leaflet. Use different techniques such as font size and colour to entice reader. Add pictures using the internet.</p>	
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