

YA Hepworth Y3 and Y4 - Spring 2018 - English - Tremors

<u>Teacher</u>	<u>Teaching focus</u>	<u>duration</u>	<u>Learning intentions</u>
<u>TB</u>	<p>Link to RE</p> <p>The Creation - Make a storyboard depicting the story of 'The Creation' - Discuss what is meant by 'good' and 'very good' - Text - Our Wonderful Earth</p> <p>Read - Hindu version of 'The Creation' - make comparisons and note differences.</p> <p>Consider - What makes our world good?</p> <p>What are you in awe of? - relate to ICT</p> <p>Consider the effects of man on the world - Read Stories for Our Fragile Planet - discuss concerns.</p>	1 week	<ul style="list-style-type: none"> • Shared reading and discussion • Read aloud own writing with expression and appropriate intonation • Compose and rehearse sentences orally
<u>TB</u>	<p>Poetry - watch video of volcanic activity - read a selection of poems about volcanoes - create a word bank of powerful verbs, adjectives and adverbs.</p> <p>Work with a partner, to create a Shape poem</p>	1 week	<ul style="list-style-type: none"> • Expanded noun phrases, adjectives and adverbs (use of Thesaurus) • Shared reading and discussion. • Read aloud own writing with expression and appropriate intonation • Propose changes to vocabulary to improve writing • Check spellings and grammar •
	<p>Historical narrative - read a range of accounts of the eruption of Mount Vesuvius - Plan a narrative based on the day of the eruption as seen by a child living in Pompeii.</p>	2 weeks	<ul style="list-style-type: none"> • Compose and rehearse sentences orally • Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. • In narratives, create settings, characters and plots • Organise paragraphs around a theme • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • Assess the effectiveness of their own and others' writing and

	Big write - Story - linked to Pompeii		<p>suggest improvements</p> <ul style="list-style-type: none"> • using and punctuating direct speech • Use the possessive apostrophe
<u>TB</u>	<p>Newspaper Reports - analyse reports of earthquake disasters- highlight features of newspaper reports- use web to research 2004 Indian Ocean earthquake and Tsunami - Create own newspaper report using key features.</p> <p>Big Write - newspaper report</p>	2 weeks	<ul style="list-style-type: none"> • Compose and rehearse sentences orally • Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. • Proof-read for spelling and punctuation errors • Organise paragraphs around a theme • Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although <ul style="list-style-type: none"> • using commas after fronted adverbial • use of subordinate clause • express time, place and cause using conjunctions
<u>TB</u>	Narrative using personification- Plan and write a short narrative from the point of view of a natural disaster.	<u>2 weeks</u>	<ul style="list-style-type: none"> • In narratives, create settings, characters and plots Compose and rehearse sentences orally • Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar. • Proof-read for spelling and punctuation errors • Organise paragraphs around a theme • using commas after fronted adverbial • use of subordinate clause • Sentence - Expressing time, place and cause using conjunctions (when, before, after, while, so, because), adverbs (then, next, soon, therefore), or prepositions (before, after,

			during, in, because of)
	<p>Information Poster - non fiction Information poster - Research volcanoes to create own poster</p> <p>Big write - tsunami poster and information</p>	<u>2 weeks</u>	<ul style="list-style-type: none"> • in non-narrative material, use simple organisational devices (for example, headings and subheadings) • using the present perfect form of verbs in contrast to the past tense • use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
	Easter related activities		