

YA Hepworth Y3 and Y4 - Summer 2018 - English - On Safari

<u>Teacher</u>	<u>Teaching focus</u>	<u>duration</u>	<u>Learning intentions</u>
<u>TB</u>	<ul style="list-style-type: none"> <li>• Haiku Poems -</li> </ul> <p>Grammar - prepositions</p>	1 week	<ul style="list-style-type: none"> <li>• Shared reading and discussion</li> <li>• Read aloud own writing with expression and appropriate intonation</li> <li>• Compose and rehearse sentences orally</li> <li>• Adopt the features of existing texts to shape own writing</li> <li>•</li> </ul>
<u>TB</u>	<ul style="list-style-type: none"> <li>• Based on Akimbo Adventures - story settings, character description and dilemmas</li> </ul> <p>Grammar - there/their Revise use of inverted commas</p>	3 weeks	<ul style="list-style-type: none"> <li>• Build sentences with varied vocabulary and structures</li> <li>• Organise paragraphs around a theme</li> <li>• Develop detail of characters, settings and plot in narratives</li> <li>• Propose changes to vocabulary to improve writing</li> <li>• Check spellings and grammar</li> <li>• using and punctuating direct speech</li> <li>• Use the possessive apostrophe</li> <li>• Use conjunctions, adverbs and prepositions to express time, cause &amp; place</li> <li>• Use fronted adverbials</li> <li>• Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using commas after fronted adverbial</li> </ul>
	<ul style="list-style-type: none"> <li>• Non -fiction - Fact File - Research - One of the Big Five - Headings, sub headings, diagram, bullet points</li> </ul>	2 weeks	<ul style="list-style-type: none"> <li>• Compose and rehearse sentences orally</li> <li>• Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</li> </ul>

			<ul style="list-style-type: none"> <li>• Adopt the features of existing texts to shape own writing</li> <li>• Build sentences with varied vocabulary and structures</li> <li>• in non-narrative material, use simple organisational devices (for example, headings and subheadings, diagram and bullet points)</li> </ul>
<u>TB</u>	<ul style="list-style-type: none"> <li>• Non Fiction – Research work of a game keeper in an African Reserve – Create Job Advert</li> </ul>	1 week	<ul style="list-style-type: none"> <li>• Adopt the features of existing texts to shape own writing</li> <li>• Build sentences with varied vocabulary and structures</li> </ul>
<u>TB</u>	<ul style="list-style-type: none"> <li>• Recount based on a trip – Bristol Zoo</li> </ul>	<u>1 week</u>	<ul style="list-style-type: none"> <li>• Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Organise paragraphs around a theme</li> <li>• using commas after fronted adverbial</li> <li>• use of subordinate clause</li> <li>• 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)</li> </ul>

	<ul style="list-style-type: none"> <li>Research life of the Masai and compare to their own daily life - Fictional Letters based on fact.</li> </ul>	<u>1 week</u>	<ul style="list-style-type: none"> <li>using the present perfect form of verbs in contrast to the past tense (Today I have been...)</li> <li>use appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> <li>Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Proof-read for spelling and punctuation errors</li> <li>Organise paragraphs around a theme</li> </ul>
	<ul style="list-style-type: none"> <li>Biography based on Nelson Mandela- key events in his life and why he is important in African and World history. Persuasion Letter from Mandela- also, in addition, furthermore</li> </ul>	<u>1 week</u>	<ul style="list-style-type: none"> <li>Discuss writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar.</li> <li>Proof-read for spelling and punctuation errors</li> <li>Organise paragraphs around a theme</li> </ul>
	<ul style="list-style-type: none"> <li>Advert for a Safari - Topic Day - On Safari</li> </ul>	<u>1 week</u>	<ul style="list-style-type: none"> <li>Adopt the features of existing texts to shape own writing</li> <li>Build sentences with varied vocabulary and structures</li> <li>in non-narrative material, use simple organisational devices (for example, headings and subheadings, diagram and bullet points)</li> </ul>
	<ul style="list-style-type: none"> <li>Myths and Legends - African Tales - Retell and create own</li> </ul>	<u>2 weeks</u>	<ul style="list-style-type: none"> <li>Build sentences with varied vocabulary and structures</li> <li>Organise paragraphs around a theme</li> <li>Develop detail of characters, settings and plot in narratives</li> </ul>