


Weekly English Planning

Date: Summer 2020 Class 4 Ash, Elm & Oak

Unit: Why Dragons are Extinct.

DAY	OBJECTIVES	STARTER/GRAMMAR	MAIN TEACHING ACTIVITY	DIFFERENTIATED ACTIVITIES	PLENARY AND ASSESSMENT
MON	<p>Key Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <i>I can show you I have understood the increasingly wide range of texts I have read.</i></p> <p>GD objective Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <i>I can evaluate an increasingly wide range of texts I have read.</i></p>		<p>The explaining game Why are bananas curly? Why trees have bark Why dogs bark. Why rainbows don't wobble in the wind Why the moon changes shape Why a river starts off small and ends up wide</p> <p>Have fun making up explanations to the above questions. They can be as silly as they like but must be persuasively plausible</p>	<p>Read the text. Can the children identify the features of the text? Discuss and explain. https://www.youtube.com/watch?v=DchQ2Y0CDy8</p> <p>Learn first three paragraphs of the text</p> 	
TUE	<p>KEY] Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. GD objective: Understand what</p>	<p>The explaining game Sorry Miss Its all the dog's fault Being late for school, not doing homework, not having the correct school uniform SEE CARDS</p>	<p>https://www.youtube.com/watch?v=DchQ2Y0CDy8</p>	<p>Learn the second half of the text.</p>	

	<p>they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with a range of quality evidence.</p>			
W E D	<p>Key Draft and write by creating settings, characters and plot in narratives.</p> <p><i>I can organise my writing using different settings, characters and plot.</i></p> <p>Draft and write by creating a diverse range of effective settings, characters and plot in narratives.</p> <p><i>I can organise my writing using a wide range of effective settings, characters and plot.</i></p>	<p>One minute explanation why the dragons should have been saved.</p> <p>Give children the 1 minute explain how to cards. Can they choose one with a partner and explain.</p>	<p>Go through the power point on causal conjunctions and discuss.</p> <p>Children have used these before, can they remember what their purpose is? They connect a fact and then give the reason so</p> <p>The ball burst because it hot a nail on the ground.</p>	<p>Harder *** Twinkl sheet practising using causal conjunctions</p> <p>Middle **</p> <p>Easier *</p>

<p style="text-align: center;">T H U R</p>	<p>Key Draft and write by creating settings, characters and plot in narratives.</p> <p><i>I can organise my writing using different settings, characters and plot.</i></p> <p>Draft and write by creating a diverse range of effective settings, characters and plot in narratives.</p> <p><i>I can organise my writing using a wide range of effective settings, characters and plot.</i></p>	<p>We have been learning about dragons. What are dragon famous for? Fire breathing, capturing maidens.</p> <p>Who is arch enemy? Knights</p> <p>How do knights usually rescue maidens?</p> <p>https://www.youtube.com/watch?v=kW9-xUCw0Nw</p> <p>If you were a knight what would do? Talk to your partner and write on a white board.</p> <p>Discuss</p> <p>https://www.youtube.com/watch?v=iropsnsCEjA stop after 48 seconds.</p> <p>Write top tips rescuing a maiden for fellow knights!</p> <p>As a class discuss what top tips a knight would give a trainee knight in order to capture a maiden. See flipchart</p> <ul style="list-style-type: none"> • Explain each step. =paragraph • Use causal conjunctions detail to help understand. <p>You would give a knight who needed to save a maiden. Could the maiden save herself? Would these require different tips?</p>	<p>Harder -How could a maiden save her. Could the maiden save herself? Would these require different tips?</p> <p>Middle- Top tips for a dragon to capture.</p> <p>Easier Top tips to rescue a maiden written as a list.</p>
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<p>F R I</p>	<p>Key Draft and write by creating settings, characters and plot in narratives. <i>I can organise my writing using different settings, characters and plot.</i> Draft and write by creating a diverse range of effective settings, characters and plot in narratives. <i>I can organise my writing using a wide range of effective settings, characters and plot.</i></p>	<p>Go through the powerpoint to see how <i>Generalisers</i> work and what they are used for.</p>	<p>Short burst independent Write an explanation of what the villagers did to protect their homes and maidens.</p> <p>Tool kit Try to include the following paragraphs opening sentence to sign post causal conjunctions generalisers Use an embedded clause The girl, <i>who was wearing a red dress</i>, ran down the road.</p>
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