**Medium Term Plan Teacher: Mr Skye Year group: 4/5**

**Term: A Passport To Europe 2021**

 **Novels**

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| Intent | Implementation | Impact |
| Date  | Learning Objective | Teaching | Activity | Learning Outcomes |
| CreatingInterest | To create and describe a magical scene exploring the senses.  | Involve the children in a visualisation session using this magic carpet ride relaxation guide on YouTube ([here](https://www.youtube.com/watch?v=80QVNBRPVXI)).Encourage children to answer key questions such as: Where did you go? What did you see? Describe it using your senses… see, hear, smell, taste and touch.Capture visualisations and thoughts as a short writing opportunity and allow children to choose how they record their responses e.g. via images with annotations; writing words, phrases or sentences; a poem; personal recount or story map. Pose a question e.g. Where do you want to go on your next journey? A new place; a familiar place; an imaginary place. What will you see/do there? Record ideas via own choice in short writing. | Children to visualise a magical carpet ride to a fantasy world. Write notes and annotate diagram.  | Children will be able to listen and interpret ideas.Children will be able to discuss and record images and visualisations. Children will be able to develop vocabulary. |
| Reading Response & Analysing | To use inference, ask questions about a text and make predictions about a text.  | Children respond to visual images. What predictions can we make? What questions could we ask?  | Looking at an image of Gulliver, children list a series of predictions about the content of the text and also asking questions from the inferences they have deducted.  | Children will be able to listen and interpret ideas.Children will be able to discuss and record images and visualisations. Children will be able to develop vocabulary. |
|  | I can answer questions from a text with a travel genre.  | Nelson Grammar – A Whole New World | Children answer questions from a text.  | Children will be able to understand a text exploring the genre of travel.  |
|  | To write an account of an event in standard English.  | Continue to explore the text, reading print versions and using film clips of the same event. Model identifying similarities and differences, justifying preferences. Together, create a chart to record similarities and differences and display this on the working wall. Continue to explore the text, reading and thinking about each key event in the story. Focus on the other characters in the story e.g. the little people in Lilliput in Gulliver’s Travels discovering Gulliver and capturing him.  | Children to write an account from Gulliver’s point of view, from being ship wrecked to finding himself in Liliput.  | Children will be able to use Standard English e.g. was/were agreement in past tense with correct pronouns.  |
|  | To select nouns for precision and create noun phrases.  | Children to identity and define nouns and adjectives in sentences.  | Children complete grammar activity identifying noun phrases.  | Children will be able to identify noun phrases in sentences. ‘ |
|  | To use dictionaries to check the meaning of words in context.  | Return to the sections of text read and play ‘spotters’ to identify new vocabulary (words and phrases) which need clarification. Model using a dictionary to find definitions and discuss selecting correct definitions in relation to the context of the text. Return to the text and discuss the vocabulary identified in the context of a sentence or paragraph. Children to follow the modelling and explore new vocabulary from differentiated texts with a range of dictionaries appropriate to ability. | Children to use dictionaries to check the meaning of words selected from the text. Pupils should predict what they think these words might mean, find word in dictionary and create their own sentences using these words in context.  | Children will be able to use dictionaries to find the meaning of words. Children will be begin to use new vocabulary in context.  |
| Gathering Content  | To use adjectives and noun phrases to describe a setting.  | Remind children of previous work on noun phrases. Children shown image from Gulliver’s Travels. They then complete a task firstly listing adjectives then nouns, pupils work on compiling noun phrases from the lists created.  | Pupils compile a list of noun phrases to describe a scene.  | Children will be able to use noun phrases to accurately describe a fantasy setting.  |
|  | To use drama techniques to explore character’s feelings, emotions and actions through questioning.  | Use drama techniques to deepen comprehension e.g. role play conversations between the main character, Gulliver, tied up, and the people of Lilliput. Link to short writing opportunities such as think, say, feel bubbles, or model writing speech between the characters. Children follow this modelling to write their own interchanges of dialogue.  |  | Children will be able to use drama techniques to explore events, character actions and feelings.Children will be able to raise questions. Children will be able to answer questions orally and in writing. |
|  | To use fronted adverbials accurately in my writing.  | Continue to explore the text, reading and thinking about each key event in the story. Focus on the other characters in the story e.g. the little people in Lilliput in Gulliver’s Travels discovering Gulliver and capturing him.  | Pupils write a series of fronted adverbials describing events in the chapter to date.  | Children will be able to identify effective words and phrases. |
|  | To write a summary of a text, highlighting key events.  | Link to writing opportunities which draw information for summarising across the text. Children to summarise chapter.  | Children to write a complete summary of the chapter Brodbingag in four or five sentences.  | Children will be able to identify characters, setting and events. Children will be able to specify points and use evidence from the text to justify opinions.Children will be able to summarise key points from across a text and justify with reasons.  |
| Planning and Writing  | To story map and develop a new story based on a plot structure.  | Referring to the new plot created, use shared writing techniques to model a section at a time with the children. Focus on skills – the use of fronted adverbials for ‘where’, and Standard English inflections linked to pronouns in the first person.Model writing the opening paragraph which combines characters and setting before children write their own.Continue to model each section/paragraph daily. Children follow the modelling each day from the whole class focus and use their own plan to inform writing. | Slow Write – children complete structured plan outlining the plot of their won fantasy story. Children to self-edit work in preparation for final draft. | Children will be able to compare plot structures.Children will be able to develop a new story based on a plot structure. Children will be able to use drama techniques to explore a new character. Children will be able to develop a plot. |
| Presentation  | To write my own creative story in a fantasy genre.  | Story based on a plot structure from the focus text or from the point of view of a new character created. | Children to write their own fantasy story based around a fantasy genre.  | Children will be able to write a new story with an issue or dilemma which includes:Fronted adverbials for ‘where’.Standard English verb inflections with appropriate pronouns e.g. first person. An opening paragraph which combines characters and setting. |

**Non-Chronological Reports**

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| Intent | Implementation | Impact |
| Date  | Learning Objective | Teaching | Activity | Learning Outcomes |
| Creating Interest  | (+) To identify what I can recall from previous work, developing cross curricular links.  | Set up the classroom as a quiz game show scenario. Organise the class into teams as in a game show. Linked to learning opportunities in geography, pose questions for children to answer about the region studied. Alternatively, pose questions about the imaginary setting from the novel studied. Explain that in the unit there will be a focus on finding information about real places studied in geography and developing ideas for an information text about that place and/or an imaginary place. | Children to answer quiz on work previously completed during this and previous topics.  | Children will be able to identify what they know about a place, either real or imaginary, from a text read or from cross-curricular contexts e.g. geography. |
| Reading Response & Analysing  | (+) To be able to answer key questions from an information text. | Nelson Comprehension – You Are What You Eat | Children answer questions from a text.  | Children will be able to understand a text exploring the genre of travel.  |
|  | (+) To be able to identify the structure of an information text. | Evaluate the information text further by analysing the language used e.g. present tense, sentence types.Examine different information texts presented in a range of ways e.g. leaflets, flip- flap sections, layout on the page or on screen via hyperlinks, information presented using film.Display the analysis of language, structure and presentation of these texts on the working wall for reference during subsequent phases. | Children to create a check list of the key features and grammatical essentials of an information text.  | Children will be able to identify the structure of an information text.Children will be able to identify how information is presented.  |
| Gathering Content  | (+) To identify and gather information from a range of sources. | Select content from a cross-curricular context e.g. geography and/or develop ideas for an imaginary place from the novel as a theme unit. Provide groups with differentiated key questions to focus information finding. Ensure provision of relevant books, websites, fact cards and film clips for children to use for their independent information finding. Children record findings on sticky notes which are placed on the working wall. Alternatively, ask children to develop their own ideas in groups about the imaginary place focusing on: place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life and fascinating facts. Children record ideas on sticky notes and place on the working wall.  | Children to research and gather information from a variety of sources.  | Children will be able to listen, view and read a range of information texts.Children will be able to identify information from a range of sources e.g. books, websites, film clips.  |
|  | (+) To identify and gather information from a range of sources. | Select content from a cross-curricular context e.g. geography and/or develop ideas for an imaginary place from the novel as a theme unit. Provide groups with differentiated key questions to focus information finding. Ensure provision of relevant books, websites, fact cards and film clips for children to use for their independent information finding. Children record findings on sticky notes which are placed on the working wall. Alternatively, ask children to develop their own ideas in groups about the imaginary place focusing on: place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life and fascinating facts. Children record ideas on sticky notes and place on the working wall.  | Children to research and gather information from a variety of sources. | Children will be able to listen, view and read a range of information texts.Children will be able to identify information from a range of sources e.g. books, websites, film clips.  |
|  | (+) To summarise the texts highlighting key information succinctly.  | Children presented with information texts on a variety of different physical geography features found in Iceland. Using highlighters, children highlight key vocab, phrases and information. Pupils then summarise the information.  | Children to summarise extracts of texts.  | Children will be able to summarise key points across a text. |
| Planning & Writing  | (+) To plan an information text exploring the different areas of life in Iceland.  | Model how to group information by placing the sticky notes under different headings to create sections e.g. *place, capital city, landmarks, climate, people who live there, food, religion, currency, language, animals/plants, working life, fascinating facts.* Decide on the format of the outcome e.g. flip- flap booklet. | Children to begin planning and mapping their information text.  | Children will be able to create an information text which includes: Standard English verb agreement.Appropriate text type features. |
|  | (+) To write an information text highlighting the virtues of Iceland.  | Information poster using flip-flap facts and information linked to geography and/or fictional place from novel studied in the novel as a theme unit. | Children to write their own information text, presenting information on the lives of people in Iceland.  | Children will be able to create an information poster using flip-flap facts and information linked to geography and/or fictional place from novel studied in the novel as a theme unit. |
| Presenting  | (+) To present and record the information I have gathered using ICT.  | Present an information broadcast using ICT to record. Return to the clip used in the reading phase, for example ‘Why is Madrid so popular with tourists?’ on the BBC Bitesize website ([**here**](http://www.bbc.co.uk/education/clips/zrkg9j6)) to use as a model.Playback, evaluate and improve presentation before finalising for an audience. | Children to present their work. This will then be recorded using laptops and shown back to the class.  | Children will be able to present information gathered in an appropriate manner. Use standard English skills when presenting their work.  |