



## Long Term and Medium-Term Planning English Focus



**Term and Year:** Summer Term 1 - 2019

**Topic:** Mary Poppins

**Teacher:** Miss Defty

**- Reading**

Subject	National Curriculum Objectives	'I can...' Statement(s)		Activities
English	Pupils should be taught to:	Week 1	<p><b>Lesson 1:</b> I can draw on information in the text to write a detailed setting description.</p> <p><b>Lesson 2:</b> I can make inferences about a character using information from the text.</p> <p><b>Lesson 3:</b></p>	<p><b>Lesson 1 – Setting description</b> Read pages 1 to 4 of Mary Poppins. Children to read through the pages and highlight any vocabulary that describes the setting of Cherry Tree Lane (including Number 17). Children to copy vocab into their books. If there are words they don't know the meaning of, they can use a dictionary to write down the definition.</p> <p><b>Lesson 2 – Character description – Mary Poppins</b> Read pages 1 to 12 (end of chapter 1) of Mary Poppins. Children to listen and to draw a picture of Mary Poppins using the language I use. Discuss how she wouldn't be happy/smiley (i.e. Julie Andrews/Emily Blunt – movie versions) because the description in the story uses language such as fierce and stern.</p> <p>Children to read through the pages and copy any vocabulary that describes the character of Mary Poppins into their books. If there are words they don't know the meaning of, they can use a dictionary to write down the definition.</p> <p><b>Lesson 3 – Extended Writing – Descriptive Writing</b> Design a poster to advertise for a new nanny.</p> <ul style="list-style-type: none"> <li>- What qualities and personality should the nanny have?</li> <li>- What hours will the nanny be required to work?</li> <li>- Who are the children the nanny is required to look after?</li> <li>- What activities will the children want the nanny to do with them?</li> <li>- How should the nanny apply for the job?</li> </ul>
		Week 2	<p><b>Lesson 1:</b> I can use a dictionary to find the meaning of unfamiliar words.</p>	<p><b>Lesson 1 – Definitions</b> Read pages 13 to 18. Write down words we don't know/recognise. Children to work together with dictionaries to find the definitions of words they are not familiar with. (e.g. sternly, haughtily, stodgy, huskily)</p>

			<p><b>Lesson 2:</b> I can answer questions using information from the text.</p> <p><b>Lesson 3:</b> I can write a detailed setting description.</p> <p><b>Lesson 4:</b></p> <p><b>Lesson 5:</b> I can write a diary entry from the point of view of a character</p>	<p><b>Lesson 2 – SATs Practice Paper – based on Mary Poppins</b> Children to read through part of chapter two (pgs 18-21) and answer the accompanying questions as if sitting the SATs Reading Paper 2.</p> <p><b>Lesson 3 – Setting Description</b> If you could draw a painting to jump into, what would you draw? Write a detailed setting description – Independent write.</p> <p><b>Lesson 4 –</b> Read pages 22 to 36. Identify all the contracted words, e.g. don't, I'll, we're and discuss them. Children to pick some words to write sentences using the contractions.</p> <p><b>Lesson 5 – Extended Writing – Diary Entry</b> Children to write a diary entry from the point of view of Jane or Michael about the tea party at Uncle Alberts.</p>
		Week 3	<p><b>Lesson 2 -</b> I can answer questions using information from the text.</p> <p><b>Lesson 3 -</b> I can answer questions using information from the text.</p> <p><b>Lesson 4 -</b> I can make inferences about a character using information from the text.</p> <p><b>Lesson 5 –</b> I can make predictions.</p>	<p><b>Lesson 2 – SATs Practice 2018 Paper One</b></p> <p><b>Lesson 3 - SATs Practice 2018 Paper Two</b></p> <p><b>Lesson 4 –</b> <b>Read Chapter 6 – Bad Tuesday.</b> Children to copy any vocabulary that describes Michael into their books. If there are words they don't know the meaning of, they can use a dictionary to write down the definition.</p> <p><b>Lesson 5 – Extended Writing –</b> Write about what you think might happen on a Bad Tuesday</p>
		Week 4	<p><b>Lesson 1</b></p> <p><b>Lesson 2</b></p> <p><b>Lesson 3</b></p>	<p><b>Lesson 1 - SATs Practice Paper – based on Mary Poppins</b> Children to read through part of chapter seven and answer the accompanying questions as if sitting the SATs Reading Paper 2.</p> <p><b>Lesson 2 – READING SATS TEST</b></p> <p><b>Lesson 3 – INFORMATION LEAFLETS</b> Look at a range of information leaflets and identify the features of information leaflets.</p>

			<b>Lesson 4</b>  <b>Lesson 5</b>	<b>Lesson 4 – TRIP TO LOCOMOTION</b>  <b>Lesson 5 – RECOUNT OF OUR TRIP TO LOCOMOTION</b> <ul style="list-style-type: none"> <li>- Written in the past tense</li> <li>- Includes who, what, where, when, why</li> <li>- Sequence of events in order</li> <li>- Use of time connectives</li> </ul>
		Week 5	<b>Lesson 1</b> <b>Lesson 2</b> <b>Lesson 3</b> <b>Lesson 4</b> <b>Lesson 5</b>	<b>Lesson 1 – MATHS SATS TEST</b>  <b>Lesson 2 – PLANNING FOR LEAFLETS – ASSESSED WRITING</b> <ul style="list-style-type: none"> <li>• A topic title which covers the whole subject</li> <li>• A brief introduction paragraph which gives a who/what/where overview</li> <li>• Information grouped into paragraphs, which may include a sub-heading.</li> <li>• Some information might be contained in fact boxes and bullet-point lists.</li> <li>• Individual points supported by extra detail and examples or evidence.</li> <li>• Present tense verbs, unless the report is historical.</li> <li>• Third person pronouns and a formal tone</li> </ul> <b>Lesson 3 – NON-CHRONOLOGICAL REPORT (LOCOMOTION LEAFLET) - CD Out</b>  <b>Lesson 4 – NON-CHRONOLOGICAL REPORT (LOCOMOTION LEAFLET) - CD Out</b>  <b>Lesson 5 - NON-CHRONOLOGICAL REPORT (LOCOMOTION LEAFLET) – FINISH OFF</b>