

Year Group: Y3/4 SO wb 22.11.21

Genre: Narrative: To plan and write a diary entry.

Text: The Butterfly Lion - Michael Morpurgo

Week One - Reading	22.11.21 Mon	<p>LO: To gather information from a text in order to make a prediction.</p> <p>Look at the front cover of the book and ask children to discuss with a partner, what they think the story will be about. Place prompt questions on the board to initiate talk for the simplify group: <i>Where do you think this story is set? What do you think is going to happen?</i> etc. Challenge children to discuss their ideas with a partner and then work with a partner to write their ideas in 30 words or less. Share these with the rest of the class.</p> <p>Read chapter 1 and discuss what is strange and familiar about the language style. <i>What genre of story is this similar to? Ask children how Morpurgo uses language to relate to his reader? What is the effect of this?</i></p> <p>LA: Make a spider diagram of Michael and write a sentence describing him. MA/HA: Collect quotes about Michael and write a short character description of him.</p> <p>Children are to write a prediction on what could happen next.</p> <p>Next Step: Can you use quotes from the text to justify your prediction.</p> <p>Year 3 - Comprehension: Objective 7 - Can make predictions based on what is stated and implied. Inference: Objective 12 - Can predict what might happen from details stated and attempt to predict from details implied. Language for effect: Objective 16 - Can understand how writers use figurative and expressive language to create images and atmosphere.</p> <p>Year 4 - Inference: Objective 15 - Can predict what might happen from both details stated and those implied. Language for effect: Objective 20 - Can demonstrate understanding of figurative language e.g. in discussion, children find examples and comment on impact.</p>
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23.11.21
Tue

LO: To make inferences on characters' feelings based on details stated or implied.

Starter: Stick in the New York Times 'What's going on in that picture?' and write a caption based on their inferences.

Read to page 49. *How do you think Bertie feels? How do you know that? Would you like to live Bertie's life? Should they sell the lion or not?*

Ask children to think about how they felt during lockdown when they were stuck at home. *Was it fun? Did you miss being around other children? Did you miss coming to school and seeing people? Would you like to live somewhere so remote that you felt isolate?*

Share ideas with the class and make a '**feelings cloud**' to show how Bertie could be feeling.

Conscience corridor - Should they keep the lion? **PHOTOGRAPH TO BE STUCK IN BOOKS.**

Children are to write a diary entry to show how their character is feeling **USING EXAMPLES FROM THE TEXT TO SUPPORT THEIR ANSWER.**

LA: Work bank to support. Some will also have sentence starters. **BERTIE.**

MA: Write a longer entry, without the detailed word bank or the sentence starters. **BERTIE.**

HA: Write a longer entry, without the detailed word bank or the sentence starters. **MOTHER.**

Next Step: *Can you write your own inference question.*

Year 3 -Inference: Objective 10 - *Can infer character's feelings, thoughts and motives for their actions e.g. "He wasn't happy there - that's why he ran away."*

Inference: Objective 12 - *Can predict what might happen from details stated and attempt to predict from details implied.*

Year 4 -Language for effect: Objective 18 - *Can discuss how shades of meaning can affect understanding e.g. 'Desperately fast' might mean they are running from something.*

<p>24.11.21 Wed</p>	<p>LO: To use a dictionary and a thesaurus.</p> <p>Display the following words on the board: codswallop, intrusion and ravenous. Model how to use a dictionary to locate the definitions of these words (using guide words, alphabetical order, making an estimated guess at how far into the dictionary these words will appear). Challenge children to use definitions to think of another word (synonym) which means the same as one of these words. Introduce the thesaurus and model how to use this word (or one of the originals) to find other words that mean the same.</p> <p>Children are to find the definition and synonyms for the words provided by the teacher and then use them in a sentence with a fronted adverbial.</p> <p>LA: Less complex words. Sentence starters for the definition and synonyms. MA: More words. No sentence starters. HA: More words. No sentence starters.</p> <p>Next Step: Can you make your own dictionary question and answer?</p> <p>Year 3 - Comprehension: Objective 4 - Can explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p> <p>Year 4 - Comprehension: Objective 7 - Can explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p>
<p>25.11.21 Thurs</p>	<p>LO: To summarise extracts from the text.</p> <p>HA/MA: To write a short summary of several extracts.</p> <p>LA: To write a short summary of just one of the extracts.</p> <p>Next Step: Can you write your own summary question for this extract?</p> <p>Year 3 -Inference: Objective 13 - Can identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and /or ideas.</p> <p>Year 4 -Comprehension: Objective 11 - Can identify main ideas drawn from more than one paragraph and summarise these.</p>

26.11.21
Fri

EXTENDED WRITING: To write an argument for or against keeping the lion cub.

HA/MA: Independently. MA with a word bank.

LA: organise the points into for and against and write a sentence for each.

Next Step: Include whatever grammar they have not included.

Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.

Objective 21 - Can discuss and record ideas.

Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.

Objective 23 - Can organise paragraphs around a theme.

Objective 24 - Can create settings, characters and plot in narratives.

Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.

Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.

Objective 28 - Can proof read for spelling and punctuation errors.

Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

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Week Two - SpaG	29.11.21 Mon	<p>LO: To accurately spell words from the statutory year 3 and 4 spelling list.</p> <p>Spelling lesson: Year 3 and 4 statutory spelling list.</p> <p>Spelling games (anagrams, look cover write check, dice game) followed by a dictation.</p> <p>Year 3: Spelling: Objective 9 - Can write from memory simple sentences dictated by the teacher that include using the GPCs (of those covered so far).</p> <p>Year 4 - Spelling: Objective 10 - Can spell words from the Y4 spelling list (of those covered so far).</p>
	30.11.21 Tue	<p>LO: To use standard English.</p> <p>Discuss the importance of standard English. Share some examples and model correcting them.</p> <p>Give children an example based on The Butterfly Lion and ask them to edit it so that it is in standard English.</p> <p>LA: The errors that they need to edit and highlighted. MA/HA: They have more to edit.</p> <p>Next Step: Can you explain the mistake I have made here: I could of done that.</p> <p>Year 3 -</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 12 - Can use Standard English forms for verb inflections instead of spoekn forms, for example, 'we were' instead of 'we was' or 'I did' instead of 'I done'.</p>
	01.12.21 Wed	<p>LO: To use apostrophes for plural possession.</p> <p>Locate the apostrophe for plural possession.</p> <p>Add the apostrophe for plural possession or singular.</p> <p>Using a picture from The Butterfly Lion can they write sentences using the plural apostrophe.</p> <p>Next Step: Is this correct use of an apostrophe for plural possession: The childrens' teacher was happy.</p> <p>Year 3 -</p> <p>Year 4 - Vocabulary, Grammar and Punctuation: Objective 11 - Can recognise the grammatical difference between plural and possessive -s.</p>
	02.12.21 Thurs	<p>LO: To use inverted commas around speech with the reporting clause at the beginning of the sentence.</p>

Model using the reporting clause at the beginning of the sentence and show how this impacts on the punctuation.

Teacher to put a line of speech asking a question on the board and the children are to copy this and write the answer.

Year 3: Vocabulary, Grammar and Punctuation: Objective 18 - Can begin to recognise the use of inverted commas to punctuate direct speech.

Year 4 - Vocabulary, Grammar and Punctuation: Objective 17 - Can use inverted commas and other punctuation to indicate direct speech (for example, a comma after the reporting clause; end punctuation with inverted commas: The conductor shouted, "Sit down!")

03.12.21
Fri

EXTENDED WRITING: LO: To a letter to Millie from Bertie after he leaves for college.

Model locating the good parts in the WAGOLL.

Next Step: Include whatever grammar they have not included.

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Week Three - Writing</p>	<p>06.12.21 Mon</p>	<p>LO: To plan own version of the diary entry.</p> <p>Read from page 92.</p> <ul style="list-style-type: none"> • Describe how he became injured. • Describe the journey to find the lion. • Describe the moment that the lion recognised him. • Describe taking the lion back to England. <p>Read the WAGOLL and highlight the features.</p> <p>Children should map out their ideas for each paragraph.</p> <p>Children should complete a VCOP bank.</p> <p>Next Step: Include whatever grammar they have not included.</p> <p>Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Objective 21 - Can discuss and record ideas.</p> <p>Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Objective 23 - Can organise paragraphs around a theme.</p> <p>Year 4 - Composition: Objective 21 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Composition: Objective 22 - Can discuss and record ideas.</p> <p>Composition: Objective 23 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Composition: Objective 24 - Can organise paragraphs around a theme.</p> <p>Composition: Objective 25 - Can create settings, characters and plot in narratives.</p> <p>Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences.</p>

	<p>Composition: Objective 29 - Can proof read for spelling and punctuation errors. Composition: Objective 30 - Can read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>07.12.21 Tue</p>	<p>Write first draft of the diary entry.</p> <p>Model locating the good parts in a WAGOLL. Next Step: Include whatever grammar they have not included.</p> <p>Year 3: Composition: Objective 20 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Objective 21 - Can discuss and record ideas. Objective 22 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Objective 23 - Can organise paragraphs around a theme. Objective 24 - Can create settings, characters and plot in narratives. Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements. Objective 27 - Can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Objective 28 - Can proof read for spelling and punctuation errors. Objective 29 - Can read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p> <p>Year 4 - Composition: Objective 21 - Can discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. Composition: Objective 22 - Can discuss and record ideas. Composition: Objective 23 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. Composition: Objective 24 - Can organise paragraphs around a theme. Composition: Objective 25 - Can create settings, characters and plot in narratives. Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements. Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences. Composition: Objective 29 - Can proof read for spelling and punctuation errors. Composition: Objective 30 - Can read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
<p>08.12.21 Wed</p>	<p>Write first draft of the diary entry.</p> <p>Model locating the good parts in a WAGOLL. Next Step: Include whatever grammar they have not included.</p>

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09.12.21
Thurs

Write first draft of the diary entry.

Model locating the good parts in a WAGOLL.

Next Step: Include whatever grammar they have not included.

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10.12.21
Fri

Edit and improve-FINAL DRAFT

Model the editing process.

Re-draft the piece of writing to ensure that there are no spelling mistakes, no mistakes with punctuation and that vocabulary has been unlevelled.

Next Step: Include whatever grammar they have not included.

Year 3: Composition: Objective 26 - Can assess the effectiveness of their own and others' writing and suggest improvements.

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	<p>and grammar.</p> <p>Composition: Objective 22 - Can discuss and record ideas.</p> <p>Composition: Objective 23 - Can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Composition: Objective 24 - Can organise paragraphs around a theme.</p> <p>Composition: Objective 25 - Can create settings, characters and plot in narratives.</p> <p>Composition: Objective 27 - Can assess the effectiveness of their own and others' writing and suggest improvements.</p> <p>Composition: Objective 28 - Can propose changes to grammar and vocabulary to improve the consistency, including the accurate use of pronouns in sentences.</p> <p>Composition: Objective 29 - Can proof read for spelling and punctuation errors.</p> <p>Composition: Objective 30 - Can read their writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
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