

2Simple Medium Term Plan YEAR 4 TERM 3 Based on NLS unit plans

Objectives have been shortened for ease of reference, please refer to full objectives on the weekly plans.

Range : Fiction & Poetry: Stories/short novels, etc. that raise issues e.g. bullying, bereavement, injustice; stories by same author; stories from other cultures. Range of poetry in different forms e.g. haiku, cinquain, couplets, lists, thin poems, alphabets, conversations, monologues, syllabics, prayers, epitaphs, songs, rhyming forms and free verse.

Non Fiction; i) Persuasive writing: adverts, circulars, flyers; ii) discussion texts: debates, editorials; iii) information books

Links to electronic texts available on http://www.ict.oxon-lea.gov.uk/weblinks/pri_literacy.html

| Sentence Objectives | Text Objectives for Units | Suggested Outcomes for learning | Text ideas 2simple take no responsibility for content of websites | Suggestions for using 2simple products | Link to example |
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| S1 Words can change endings to show word class | POETRY-2 weeks T4 Understand the following terms and identify them in poems: verse, chorus. T5 To clap out and count syllables T6 Describe poets use or not of rhyme T7 To recognise some poetic forms T9 To read further stories or poems by a favourite writer T14 To write poems, experimenting with different styles and structures T15 To produce polished poetry | 3 poems or contributions to class poems. e.g. a poem with regular rhythm and rhyme pattern; a non rhyming poem. Make changes to a poem while redrafting and be able to say why the change is an improvement | Poems by Spike Milligan, Edward Lear, Benjamin Zephaniah. Charles Causley, John Hegley Roald Dahl, John Agard, Grace Nicholls, Roger MacGough -have poems a distinctive style. Some on Poem hunter website | Developing Tray examples 4 and 16. T14,T15 Use 2 create for Multi media presentation of poem either own or published. Record own evaluation of poem. T5 Use Music Toolkit to investigate syllables and rhythm | |
| S3 Grammar changes when sentence type changes | PERSUASIVE LANGUAGE 2 WEEKS T18 From examples of persuasive writing T19 To evaluate advertisements for their impact T25 To design an advertisement | An advertisement to persuade a specific audience to buy something. It will grab their attention in several ways for example by exaggeration, word play or presentational devices. | Advertisements for different audiences e.g. junk mail, newspapers, magazines, holiday brochures and catalogues, tapes of TV or radio adverts Web adverts e.g. Nike, Cereals, Mars | T 25 T19 Use 2Animate to add animation to advert T19 T2 5 Use 2Create to make visual impact Music Toolkit to add tune S3 Record and compare sentences using 2create | 2Connect cats and dogs |
| S2,Punctaution commas, speech etc S3 Grammar changes when sentence type changes | Narrative reading and writing 2 weeks T2 To read stories from other cultures T13 To write own longer stories in chapters from story plans | Story in chapters,with an opening a dilemma or a problem, one or two events to sort it out a resolution. Some correct paragraphs and punctuation of dialogue | James Berry's short stories about West Indies. Folk tales | T13 Use 2Connect to plan and structure story. 2Create each paragraph on separate page. | |

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| <p>S 3 sentence types and grammar S. 4. connectives</p> | <p>NARRATIVE THAT RAISE S ISSUES AND DILEMMAS 1 2 WEEKS T1 To identify social, moral and cultural issues in stories T3 To understand how paragraphs or chapters are used T11 To explore the main issues of a story T10 To describe and review own reading habits and to widen reading experience T20 To summarise a sentence or paragraph T24 To summarise in writing key ideas</p> | <p>A story about a character that faces a dilemma with: An arresting opening A dilemma that is resolved in some way Hints and details about the main character Paragraphs used to structure the main elements of the story. A range of punctuation marks are correct.</p> | <p>James Berry's short stories about West Indies Short stories written for older children e.g by Anthony Brown provide a plot structure with a dilemma as a model for children's own writing.</p> | <p>T10 record own impression of a text using 2Create T1 Identify the dilemma in the story. Use 2Create to show the different endings possible for the story that resolve the dilemma in different ways.</p> | <p>2create example Miss Muffet</p> |
| <p>S 3 sentence types and grammar S. 4. connectives</p> | <p>ISSUES AND DILEMMAS 2 - 2 WEEKS T8 To write critically about an issue or dilemma raised T9 To read further stories or poems by a favourite writer T12 To write an alternative ending for a known story T20 To summarise a sentence or paragraph T24 To summarise in writing key ideas. T13 To write own longer chapter stories</p> | <p>An alternative ending for a story. E.g. the issue is resolved differently, the character develops in a different way. Children have an opportunity to discuss and compare different versions with the original story</p> | <p>Allen Ahlberg's stories for older readers contain interesting dilemmas</p> | <p>T12. Use the same dilemma for all children. Use 2Create to show the different endings possible for the same dilemma. Make class story with multiple endings</p> | <p>2create lit resource</p> |
| <p>S2, Punctuation e.g. ; :-! S4Connectives to construct an argument</p> | <p>NOTETAKING AND DISCUSSION 2 weeks T16 To read compare and evaluate examples of arguments and discussions T17 How arguments are presented T18 From examples of persuasive writing T21 To assemble and sequence points T22 To use writing frames to back up points of view T23 To present a point of view in writing</p> | <p>.Make notes on an issue and take part in a debate speaking clearly. Use the notes to write a letter or report. Summarise some of the key ideas on both sides of the argument</p> | <p>Websites e.g. Newsround or Green peace have topical issues. Topical issues, e.g. to do with animals or environment, have their own websites usually directed at adult so take care when downloading pages</p> | <p>T21 T22 T23, Use 2Connect to brainstorm plan organise and present speech.</p> | |
| | <p>2SIMPLE PLANS</p> | <p>Year 4 term 3</p> | | <p>JULIE STEER</p> | |