**Medium term plan for English – Summer Y3/4**

This contains all the English units in the Hamilton blocks. Decide what you want in your plan and delete the unneeded rows.

| **Fiction: Fantasy: Amazing Adventures** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Fantasy Stories | Read, discuss and enjoy the two beautiful picture books. Make predictions about the endings and look at characters, considering their differing viewpoints. Compare the books and decide if they are mainly similar or mainly different. | *The Barnabus Project*by The Fan Brothers *The Antlered Ship*by Dashka Slater and The Fan Brothers  |
|  | 2 | 2 | SPaG | Fantasy Stories | Learn about and use adverbials and identify what information they are giving (How? Where? When? Why?). Look at how adverbials are used in *The Barnabus Project* to pace the writing and add interest. | *The Barnabus Project*by The Fan Brothers  |
|  | 3 | 3 | SPaG | Fantasy Stories | Revise the past/present tense and learn about the present perfect form. Practise using this in sentences about the final picture from the book.  | *The Antlered Ship*by Dashka Slater and The Fan Brothers  |
|  | 4 | 5 | Composition | Fantasy Stories | Bring the learning from this block together to write a journey story ‘sequel’ to either of the books read. Create a setting, plan, draft, write, edit and improve their story.  | *The Barnabus Project*by The Fan Brothers *The Antlered Ship*by Dashka Slater and The Fan Brothers  |

| **Fiction: Classic Fiction: Harry’s Mad** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Classic Fiction | Introduce the hilarious **Harry’s Mad** by Dick King-Smith, reading and discussing openings, characters and hypothetical situations. Children explore UK and USA language, answer formal comprehension questions and write about an unusual pet they would like to have. | **Essential Text:** *Harry’s Mad*by Dick King Smith **Non-essential Texts:** *Harry's Mad*read by Nigel Lambert *Audiobook* Any other animal stories you have in school by Dick King-Smith  |
|  | 2 | 3 | SPaG | Classic Fiction | Children revise dialogue punctuation, creating funny talking pet scenes through role play. They then develop and improve them to write punctuated story scenes.  | **Essential Text:** *Harry’s Mad*by Dick King Smith **Non-essential Texts:** *Harry's Mad*read by Nigel Lambert *Audiobook*  |
|  | 3 | 2 | SPaG | Classic Fiction | Children explore fronted adverbials, within the world of *Harry’s Mad*. They sequence plot events*,* extending sentences with fronted adverbials and write a speech for local radio in the role of Harry, using fronted adverbials for detail. | **Essential Text:** *Harry’s Mad*by Dick King Smith **Non-essential Texts:** *Harry's Mad*read by Nigel Lambert *Audiobook*  |
|  | 4 | 5 | SPaG | Classic Fiction | Children write their own funny animal story, inspired by *Harry’s Mad*. They use fronted adverbials to build tension and punctuated speech to give clues about character and action. They revise and publish their stories as polished story booklets, ready to share. | **Essential Text:** *Harry’s Mad*by Dick King Smith **Non-essential Texts:** *Harry's Mad*read by Nigel Lambert *Audiobook*  |

| **Non-fiction: Explanations: Modern Technology** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Explanations | Introduce explanation texts about technology using the entertaining ***Until I Met Dudley*** by Roger McGough. Children read and discuss explanations, write open questions and research answers, answer formal comprehension questions and use drama to develop funny shared explanation posters, based on the book. | **Essential Text:** *Until I met Dudley: How Everyday Things Really Work*by Roger McGough **Non-essential texts:** *DK: First How Things Work Encyclopaedia;* Any reference books about modern technology.   |
|  | 2 | 2 | SPaG | Explanations | Revise and use a range of conjunctions to extend sentences using the amusing ***Until I Met Dudley*** by Roger McGough. Children explain how funny machines work and write responses to letters of complaint. | **Essential Text:** *Until I met Dudley: How Everyday Things Really Work*by Roger McGough  |
|  | 3 | 3 | SPaG | Explanations | Explore writing clearly and cohesively using nouns and pronouns. Children improve repetitive texts about computers, create glossaries and write museum panels for children of the future. | **Essential Texts:** Included in resources **Non-essential texts:** *DK: First How Things Work Encyclopaedia; Until I met Dudley: How Everyday Things Really Work*by Roger McGough  |
|  | 4 | 5 | Composition | Explanations | Inspired by ***Until I Met Dudley***, children invent and write an explanation for a new machine to solve a specific problem. They use conjunctions to explain their idea and use precise nouns and pronouns to ensure clarity and cohesion. They then design and present a persuasive billboard advertisement, to promote their fantastic invention. | **Essential Text:** *Until I met Dudley: How Everyday Things Really Work*by Roger McGough  |

| **Non-fiction: Information Texts: Transport** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Information Texts | Explore information texts using the stimulating topic of transport. Children read and discuss a range of texts, look up word meanings and write glossary definitions, answer formal comprehension questions and write pages for a shared book about historical transport. | **Essential texts:*** You need one good quality information text on transport to share with the class.

**Non-essential texts:*** *Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle*by DK; Any reference books about transport.
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|  | 2 | 2 | SPaG | Information Texts | Children learn about adverbials and fronted adverbials in the context of water transport. They answer *what, where* and *how* questions about a timeline text, and write descriptive captions and paragraphs about images of water craft. | **Essential texts:*** Included in resources.

**Non-essential texts:*** *Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle*by DK Any reference books about transport.
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|  | 3 | 3 | SPaG | Information Texts | Children explore paragraphs and headings. They cut up a provided text into paragraphs and write subheadings, and then plan and write new paragraphs on fictional transport, indenting paragraphs and using other signposts. | **Essential texts:*** Any reference book about transport

**Non-essential texts:***Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle*by DK |
|  | 4 | 5 | Composition | Information Texts | Children design clean transport for the future using discussion, diagrams and labels. They then draft an information brochure to present their designs using headings and paragraphs to organise, and adverbials for detail and variety. | **Essential Texts:*** Included in resources.
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| **Poetry: Poems by the Same Poet: Valerie Bloom** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Poetry | Introduce Valerie Bloom and her poetry collection **Stars with Flaming Tails**, reading, discussing and performing the poems. Children play with sound, answer formal comprehension questions and write a new stanza for a funny family poem. | *Stars with Flaming Tails* by Valerie Bloom  |
|  | 2 | 2 | SPaG | Poetry | Revise and explore prepositions for time, place and cause, using Valerie Bloom’s funny poem, ‘Hide and Seek’ as a stimulus. Children redraft the poem for a new fantasy setting using prepositional phrases to change the impact. | *Stars with Flaming Tails* by Valerie Bloom  |
|  | 3 | 3 | SPaG | Poetry | Revise expanding noun phrases using adjectives, adverbs and prepositional phrases, within the context of Valerie Bloom’s emotion poem, ‘My Heart is a Volcano’. Children explore and create metaphors for emotion, writing a poem which uses expanded noun phrases. | *Stars with Flaming Tails* by Valerie Bloom  |
|  | 4 | 5 | Composition | Poetry | Inspired by two more poems from **Stars with Flaming Tails**, Children write tribute poems as gifts to someone special, using expanded noun phrases for impact. They then listen to music and write dreamscape descriptions, taking their reader on a prose dream journey. | *Stars with Flaming Tails* by Valerie Bloom  |

| **Poetry: Classic Poetry: Fun with Sounds and Images** |
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| **Date** | **Unit** | **Recommended no. of days. Adjust as wanted.** | **Focus** | **Genre and texts** | **Summary of content** | **Resources needed** |
|  | 1 | 5 | Comprehension | Poetry | Introduce classic poetry, reading, discussing and performing poems. Children explore rhythm, rhyme, alliteration and onomatopoeia, answer formal comprehension questions, create collaborative sound poems and write a poem to evoke the sounds of the seaside. | **Essential Texts:**Included in resources**Optional Texts:**Collect any classic poem collections to share and display during the unit. |
|  | 2 | 2 | SPaG | Poetry | Revise expanding noun phrases using adjectives, adverbs and prepositional phrases, writing lists and a recipe poem for a fantasy character. | **Essential Texts:**Included in resources |
|  | 3 | 3 | SPaG | Poetry | Children read a classic poem about a boy and his shadow, role-play an argument, writing it first as a script and then as a punctuated story scene. They explore ways to reveal character and use a variety of speech verbs. | **Essential Texts:**Included in resources |
|  | 4 | 5 | Composition | Poetry | Children explore comic poems, discussing and choosing favourites. Inspired by the poems, children write dialogue about character problems, descriptive briefs for illustrators and recommend a poem giving reasons for their choice. | **Essential Texts:**Included in resources |