



**Gillespie Primary School
English Medium Term Plan**

Year Group:
Class Teacher:

Term:
Academic Year:

Class Topic: Rainforests , Forces and Magnets & Plants



Summary of cross-curricular links:

- History: Endangered species throughout time, tribal history
- Geography: location of rainforests /layers in a rainforest, climate change,
- Science: plants and animals
- ICT: finding information on endangered animals
- Maths: mathematical symbols %

Unit & duration	Outcomes for learners	Resources/texts	Specific GPS links
<p>Poetry- inc Shape poetry</p> <p>With a focus on current issues around climate change and deforestation within Rainforests</p> <p>2 weeks</p>	<p>Explore how different poems appeal to readers using varied sentence structures and descriptive language</p> <p>Identify features that writers use</p> <p>Select and use a range of technical and descriptive vocabulary</p> <p>To identify language features of a poem</p>	<p><i>The Great snake: Stories from the Amazon</i></p>	<p>Using a range of language features: Alliteration, repetition, onomatopoeia, similes and metaphor. Experiment with vocabulary and phrases. To include short phrases Use a range of punctuation Homophones</p>

	<p>To read carefully and retrieve information.</p> <p>To understand figurative language in a poem</p> <p>To infer meaning about a poem</p>		
<p>Direct Speech (1 week)</p>	<p>Use Direct Speech in different texts</p> <p>To understand the key features of direct speech</p> <p>To understand the punctuation needed for direct speech</p>	<p>Extracts taken from WCR book - Firework Makers Daughter</p>	<p>Direct Speech</p> <p>Punctuation</p> <p>Varying said</p>
<p>Diary Entry Assessment (2 weeks)</p>	<p>Learn the key features of a Diary</p> <p>Learn about the different types of diaries</p> <p>Use show not tell to explore emotions of the character</p> <p>Use fronted adverbials</p> <p>Use descriptive language</p>	<p>https://www.literacyshed.com/scarlett.html</p>	<p>Similes</p> <p>Suffixes</p> <p>Past tense</p> <p>Adverbs/time adverbials</p> <p>Synonyms</p>
<p>Non-fiction text: leaflets</p> <p>To write information leaflets on facts about endangered rainforest animals and include facts about deforestation.</p> <p>3 weeks</p>	<p>Identify the presentational features used to communicate the main points in non-chronological report</p> <p>Retrieve information and sequence.</p> <p>To use fronted adverbials to write cohesively.</p> <p>Identify and make notes of the main points of section(s) of text</p>	<p><i>Stimulus:</i> <i>The great Kapok tree</i> <i>Lynne Cherry (texts from IELTS)</i></p> <p><i>Model text on</i> <i>Endangered animals in the Rainforest</i></p>	<p>Apostrophes for contractions</p> <p>To include a range of fronted adverbials and using commas after fronted adverbials.</p> <p>To use adverbs and prepositions to express time and cause</p>

	<p>Identify how different non-chronological reports are organised: instructions on how to make food, instructions on furniture building, reports on how a rainbow is formed.</p> <p>Identify features that writers use to provoke readers' reactions</p> <p>Write non-narrative texts using structures of different text-types</p> <p>Use layout, format, graphics and illustrations for different purposes</p>		<p>Organise information into paragraphs</p> <p>To include facts using mathematical symbols %</p> <p>Use of pronouns and nouns</p> <p>To include suffix</p>
<p>Non-fiction - chronological report. Explanation books about what plants need to survive and how photosynthesis occurs (links to science) 3 weeks</p>	<p>Understand the purpose of an chronological report.</p> <p>Explore different platforms where chronological reports can be found, e.g. online blogs, articles in newspapers, magazines ,etc.</p> <p>To write and edit their own chronological report</p> <p>To sequence events that need to happen during photosynthesis</p> <p>Including technical language in writing a text</p>	<p><i>Model text: How do flowering plants grow?</i></p> <p><i>Non-fiction facts about different plants</i></p> <p><i>Non-fiction books on plant survival</i></p>	<p>Use a or an correctly</p> <p>Organise information into paragraphs</p> <p>Include layout features: Titles & Subheading</p> <p>Use a range of adverbs</p> <p>Use of prefixes</p> <p>Use of possessive apostrophes "girl's toilet"</p> <p>Use of homophones</p> <p>Use of conjunctions</p>
<p>Additional Notes:</p>			

GPS teaching overview

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Words with short /i/ sound spelt with 'y'</p> <p>Expanded Noun Phrases</p>	<p>Adding suffixes beginning with a vowel (er/ed/ing) to words with more than one syllable</p> <p>Colour Thesaurus</p>	<p>Adding suffixes beginning with a vowel (er/ed/en/ing) to words with more than one syllable</p> <p>Similes</p>	<p>Creating negative meanings using prefix mis-</p> <p>Direct Speech punctuation</p>	<p>Creating negative meanings using prefix dis-</p> <p>Time adverbials</p>	<p>Words with a /k/ sound spelt with 'ch'</p> <p>Past tense</p>
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p>Homophones and Near homophones</p> <p>Apostrophes</p>	<p>Homophones and near homophones</p> <p>suffixes</p>	<p>Adding the prefixes bi- and re-</p> <p>Fronted adverbials</p>	<p>Words ending in the /g/ sound spelt 'gue and the /k/ sound spelt 'que</p> <p>A or an</p>	<p>Words with a /sh/ sound spelt with 'ch'</p> <p>prefixes</p>	<p>Statutory spelling challenge words</p> <p>conjunctions</p>

Independent writing opportunities - across the term

Assessment piece 1	Assessment piece 2	Assessment piece 3
Animal Shape Poem	Information Leaflet	Chronological Plant Survival Guide
Assessment Week Focus		
Area	Materials/resources	
Reading assessments	<ul style="list-style-type: none"> • Guided reading notes • Reading assessment papers • Headstart comprehension activities 	
Writing assessments	<ul style="list-style-type: none"> • 2 Diary entries • Review consistency in SPAG application • Review independent work from across the term 	
Speaking & listening	<ul style="list-style-type: none"> • Poetry performance • Responses to sp & list in class situations • Articulation of ideas and oral vocabulary choices • Non-fiction piece to be explained to another class • Non-fiction piece to be explained in assembly 	