


ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN



TOPIC TITLE/SUBJECT: English Spider and the Fly

YEAR GROUP: 3

TERM: Autumn

<p>Vocabulary noun, expanded noun phrase, question, adjective, adverb, comma, conjunction</p> <p>Subject vocabulary: Parlour, vain, weary, pantry, gauzy, looking-glass, subtle, flattering, cunning, hither, behold, crest, winding, dismal</p> <p>Speaking/Listening: Listening: adds detail or leaves information out according to how much is already known by the listener Questioning: poses 'What if?' questions that may change the outcome or direction of the problem Oral Rehearsal/Presenting: performs stories and poems, identifying appropriate expression, tone, volume and use of voices; participates, speaking audibly in a range of situations e.g. drama, formal presentations and debates</p>	<p>Skills</p> <ul style="list-style-type: none"> - Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing - Use some conjunctions (e.g. and, because, when, even though) for cohesion and to add detail - Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten) - Use phonic knowledge and other knowledge of spelling to spell many words relating to KS1 programme of study correctly 	<p>What we already know</p> <p>Sentence</p> <ul style="list-style-type: none"> - Subordination (using when, if, that, because) and co-ordination (using or, and, but) - Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] <p>Text</p> <ul style="list-style-type: none"> - Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting] <p>Punctuation</p> <ul style="list-style-type: none"> - Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences
<p>Illustration</p> 	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> • Class performances of the poem • Investigate new vocabulary from the text • Conscience alley – should we go into the spider's den? • Description of the Spider's character • Alien sentence spotters • Sentence match up and unscramble • Write a speech either to persuade the fly not to enter the spider's den or as the spider persuading the fly inside. 	<p>Themes/Morals</p> <p>Themes: good/bad animal kingdom and the circle of life persuasion</p> <p>Morals: Don't trust a stranger</p>