


# ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN



**TOPIC TITLE/SUBJECT:** English Stella and the Seagull

**YEAR GROUP:** 3

**TERM:** Spring

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| <p><b>Vocabulary</b><br/>noun, expanded noun phrase, question, adjective, adverb, comma, conjunction, contraction, apostrophe, possession, preposition, prediction, summarise, determiner, speech.</p> <p><b>Subject vocabulary:</b><br/>Recycle, re-use, single use plastics, persuade, passion</p> <p><b>Speaking/Listening:</b><br/><b>Listening:</b> listening to videos and taking notes to inform research. Listening to the performance of others and giving constructive feedback.<br/><b>Questioning:</b> questioning the audience to engage them<br/><b>Oral Rehearsal/Presenting:</b> performance of speech.</p> | <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing</li> <li>- Use <b>conjunctions</b> for cohesion and to add detail</li> <li>- Use past and present tense mostly correctly (e.g. ran, wander) and begin to use other verb forms (e.g. will go, have eaten)</li> <li>- Understand the features of a persuasive speech and replicate these.</li> <li>- Write using appropriate punctuation</li> <li>- Use phonic knowledge and other knowledge of spelling to spell many words relating to KS1 programme of study correctly</li> </ul> | <p><b>What we already know</b></p> <p><b>Sentence</b></p> <ul style="list-style-type: none"> <li>- Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>- Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> </ul> <p><b>Text</b></p> <ul style="list-style-type: none"> <li>- 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]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> </ul> |
| <p><b>Illustration</b></p>    | <p><b>Application/ Outcomes</b></p> <ul style="list-style-type: none"> <li>• Reading with appropriate expression</li> <li>• Using conjunctions to add detail to persuasive writing.</li> <li>• Conducting research from text and video sources</li> <li>• Planning a speech to invoke change</li> <li>• Using questioning to engage a listener</li> <li>• Writing a passionate speech in paragraphs.</li> <li>• Performing speech to an audience</li> </ul>  | <p><b>Themes/Morals</b></p> <p><b>Themes:</b><br/>Global goals<br/>Plastic pollution<br/>Making a difference</p> <p><b>Morals:</b><br/>Anyone can contribute to making a change for the better</p>  |