



ALMOND HILL JUNIOR SCHOOL MEDIUM TERM PLAN

TOPIC TITLE/SUBJECT: English – The Iron Man (1)

YEAR GROUP: 4

TERM: Autumn

<p>Vocabulary (grammar) Determiner, pronoun, possessive pronoun, adverbial, preposition</p> <p>Subject vocabulary Narrative, dialogue, speech, vocabulary</p> <p>Speaking/Listening:</p> <ul style="list-style-type: none"> sustains listening to a variety of sources, making notes if required focuses listening on main source by tuning out of distractions listens to key information and makes relevant, related comments when answering, refers back to and rephrases evidence from the context <p>Oral rehearsal/presentation: Show an awareness of spoken standard English required for formal contexts</p> <p>Vocabulary</p> <ul style="list-style-type: none"> builds a varied vocabulary with greater independence discusses and clarifies word meanings 	<p>Skills</p> <ul style="list-style-type: none"> create settings, characters and plot in narrative use speech punctuation correctly most of the time appropriate noun or pronoun to avoid repetition and adverbs to express time and cause use past and present tenses correctly use the range of punctuation taught up to and including Y4 mostly correctly e.g. commas after adverbials; use of apostrophe write legibly and with increasing fluency, paying attention to size and spacing <p>Skills – spelling:</p> <ul style="list-style-type: none"> use knowledge of phonics to support accuracy with spelling use phonics and morphology to spell words spell Y2 common exception words include Y3/4 spelling words 	<p>What we already know (Year 3)</p> <p>Word: formation of nouns using prefixes, use of ‘a’ or ‘an’ depending on following sound, word families based on common words</p> <p>Sentence: expressing time, place or cause using Conjunctions – when, before, after, while Adverbs – next, soon, therefore, Prepositions – before, after, during, in</p> <p>Text: use of paragraphs to group ideas Headings and subheadings to aid presentation</p> <p>Punctuation: inverted commas for speech, commas for lists, apostrophes for possession</p>
<p>Key Texts/wider reading</p> <p><u>Visual resources:</u> film clips of Iron Man chapter 1, image interpretations of Iron Man</p> <p>Other/Cross Curricular links with English/Maths Reading – The Lost Happy Endings – similes - The Wolves of Willoughby Chase – prejudice</p>	<p>Application/ Outcomes</p> <ul style="list-style-type: none"> Justified predictions about the text using evidence Use visual resources and thesauruses to build a vocabulary bank of expanded noun phrases, similes and verbs to describe the Iron Man Write a character description of the Iron Man Short narrative of the Iron Man falling from the cliff Create speech dialogue model using coloured border paper Narrative including dialogue between Iron Man and Hogarth 	<p>Themes Choice of language that is more likely to be found in written text rather than spoken language Use of contractions in speech and speech dialogue Describe characters effectively through both actions and speech Begin to consider the reader when adding detail to narrative writing</p> <p>Text – prejudice and fear which become bravery and friendship</p>