**Subject: English (R, W, Sp & L) Genre: Instructions to look after a mythical creature. Year Group: 4**

**RECOVERY CURRICULUM**

**Week Beginning; 1.03.2021**

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| **Theme –The Ickabog- Mythical creatures** | | |
| **Concepts:**  Democracy  Education  Aspirations  Responsibility  **Who is responsible for the world?** | **Reading objectives to cover:**   * apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [[English Appendix 1](#EnglishAppendix1Spelling)](#EnglishAppendix1Spelling), both to read aloud and to understand the meaning of new words they meet * read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. * develop positive attitudes to reading and understanding of what they read by: * listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks * reading books that are structured in different ways and reading for a range of purposes * using dictionaries to check the meaning of words that they have read * increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally * identifying themes and conventions in a wide range of books * preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * discussing words and phrases that capture the reader’s interest and imagination * recognising some different forms of poetry [for example, free verse, narrative poetry] * understand what they read, in books they can read independently, by: * checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * asking questions to improve their understanding of a text * drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence * predicting what might happen from details stated and implied * identifying main ideas drawn from more than one paragraph and summarising these * identifying how language, structure, and presentation contribute to meaning * retrieve and record information from non-fiction * participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.   **Writing Objectives to cover:**  **Spelling**   * use further prefixes and suffixes and understand how to add them (English Appendix 1) * spell further homophones * spell words that are often misspelt (English Appendix 1) * place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s] * use the first two or three letters of a word to check its spelling in a dictionary * write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.   **Handwriting**   * use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined * increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].   **Composition**   * plan their writing by: * discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar * discussing and recording ideas * draft and write by: * composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary)) * organising paragraphs around a theme * in narratives, creating settings, characters and plot * in non-narrative material, using simple organisational devices [for example, headings and sub-headings] * evaluate and edit by: * assessing the effectiveness of their own and others’ writing and suggesting improvements * proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences * proof-read for spelling and punctuation errors * read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.   **GPS**   * develop their understanding of the concepts set out in [[English Appendix 2](#EnglishAppendix2Vocabulary)](#EnglishAppendix2Vocabulary) by: * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * using the present perfect form of verbs in contrast to the past tense * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition * using conjunctions, adverbs and prepositions to express time and cause * using fronted adverbials * learning the grammar for years 3 and 4 in English Appendix 2 * indicate grammatical and other features by: * using commas after fronted adverbials * indicating possession by using the possessive apostrophe with plural nouns * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | **Rights Respecting Schools/ Jigsaw:**  Article 28: every child has the right to an education. Primary education must be free. Disciplne in schools must resepct children’s dignity.  Article 29: education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as resepct for their parents, their own and other cultures, and the environment. |

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| **Day** | **Shared Reading Focus**  (15mins)  ***Big Books or enlarged text to be used. CT to model reading***  *Pages 1 - 27* | **Vocabulary/ W.O.T.D.**  (10mins)  ***Use the Spelling Ninja PowerPoint format. Change the word daily, reflect on previously learnt words. Needs to link to the theme/shared reading*** | **Comprehension/S+L**  **(15 mins)**  **(linked to Shared Reading)**  *Look at the Shared Reading text again; use comprehension questions orally and/or recorded to allow children to explore the text with you…* | **SPAG**  **(10 mins)**  *Concentrate on spellings (common exception words), spelling rules, phonics, sentence structure and punctuation.*  ***Formal and Informal Language*** | **Introduction to the**  **day’s R.T.W.**  **(10 mins)**  *Where are you on the R.T.W.?*  *Success Criteria for the writing expectations shared (use a RUBRIC if it ‘fits’).* | **R.T.W.**  **(30 mins)**  *Writing opportunities daily, use Cold to Hot task sequence but this must be intensive learning time…* |
| Monday | Ickabog- The Fight in the Courtyard | vain - having or showing an excessively high opinion of your appearance, abilities, or worth | What does it mean if the children ‘ceased’ their games?  Why do you think Daisy doesn’t want the King to wave?  Why did the Bert calling her ‘silly’ make Daisy hit him? | See planning | This week we are going to write instructions for the care of our mythical creature  Last week we designed our creature – share some of the children’s creatures.  Today we need to think about what our creatures need to be cared for  We are going to think about their food (diet, feeding times), habitat (where do they live, what do they need, how do we ensure they don’t escape, are they harmful?), communication (body language, noises to watch out for), caring (washing, grooming).  These will all need to be included in our instructions for caring for our mythical creature for a day.  Show children planning sheet and shared write a few ideas together. | Children to fill in the planning sheet, detailing how to care for their mythical creature in a day. |
| **Day** | **Shared Reading Focus**  (15mins) | **Vocabulary/ W.O.T.D.**  (10mins) | **Comprehension/Speaking and Listening (15 mins)**  **(linked to Shared Reading)**  *Look at the Shared Reading text again; use comprehension questions orally and/or recorded to allow children to explore the text with you…* | **SPAG**  **(10 mins)**  *Concentrate on spellings (common exception words), spelling rules, phonics, sentence structure and punctuation.* | **Introduction to the day’s R.T.W.**  *Where are you on the R.T.W.? Success Criteria for the writing expectations shared (use a RUBRIC if it ‘fits’).* | **R.T.W.**  **(30 mins)**  *Writing opportunities daily, use Cold to Hot task sequence but this must be intensive learning time…* |
| Tues | Chapter 7 – Lord Spittleworth tells tales | treachery - betrayal of trust | Why did Lord Spittleworth and Lord Flapoon ‘exchange looks’?  What does disrespectfully mean?  Why did Major Beamish pause when the King asked his final question? | **See planning** | Today we are going to write the title, introduction and equipment list.    **Shared write in parts together**  What could our title be? What is the overall purpose of our instructions? How to care for an Ickabog for a day etc.  What would we include in our introduction? What are the instructions for? What is the end goal of following the instructions?  What do we need to care for your magical creature for a day. Think about what you decided yesterday – what food do you need for them? What equipment do you need to protect yourself when dealing with them? What habitat do they need to live in and what is in their habitat? What do you need to clean them? Do you need equipment to do any training with them? | Children to write their hot task;  Title  Introduction  What you will need list |

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| Wednesday | Chapter 8 – The day of the petition | petition – a formal request appealing to authority in respect of a particular cause | Why do you think Bert felt ‘hot and uncomfortable’ when he saw Daisy?  Why do you think the King chose to wear a plainer suit?  Why were the dressers astonished?  What does sacrifice mean? | **See planning** | Show chn some WAGOLL examples from yesterday’s work. Feedback on WWW and EBI.  Today we are going to write our instructions.  What do we need for the instructions?  **Chronological order, imperative verbs, time conjunctions, some adverbs and fronted adverbials, relative clauses to add more detail to nouns eg. the food, equipment, creature (grammr focus).**  **CHN WILL HAVE TWO DAYS FOR INSTRUCTIONS**  Shared write some instructions together, starting from the beginning of the day eg.   1. Brush the ground in front of your Ickabog gently to wake it up. 2. As soon as it’s eyes are open, throw the 10oz steak in front of its mouth for breakfast. | Chn to write the instructions to care for their mythical creature. Beginning of day to the end.  Chn will have time to continue this tomorrow |

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| Thursday | Chapter 9 – The Shepherd’s Story | impertinence - lack of respect; rudeness. | How would you describe Lord Spittleworth and Lord Flapoon?  What does queasy mean?  Why is the King helping the shepherd? | **See planning** | Share WWW and EBI from yesterday. Share WAGOLLs from yesterday.  Take a few sentences from chn’s work yesterday, or create your own instructions to a similar standard- discuss how you could improve these? Have we used all the features in our RUBRIC? Does it fit the success criteria?  Edit and continue shared writing together, focusing on key features missed yesterday.  What picture of diagram could we include in our instructions? Discuss and add a one together, | Chn to edit/finish their list of chronological instructions. Then add a picture/diagrams to their work. |

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| Friday | Chapter 10 – Fred’s quest | inhabitants - a person or animal that lives in or occupies a place. | Do you think the King is vain?  What is the King’s ‘milk-white charger’?  What ‘terrible looming danger’ do you think is coming? | **See planning** | Share WAGOLLS from yesterday. Mark a few against the RUBRIC. Chn to share their instructions with each other (in school this could be a gallery walk, peer marking or editing for 10 mins)  Finally, today we will be writing our conclusion.  **What is the purpose of a conclusion?**  Sum up the instructions, explain what the finished product should look like – in our case a happy content creature! Give ideas of what they could do with their mythical creature next or perhaps reference the havoc and chaos they have prevented?  Shared write an example together. | Chn to write their conclusion for their instructions.  Then spend time editing and responding to feedback when they are finished. | |

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| Monday – Relative clauses  We have looked at relative clauses this year already. *Can you remember anything about how or why they are used?* Discuss.  Use ppt to recap Relative clauses and relative pronouns. Chn to have a go at the brief activities together.  Then chn to re-write sentences and add a relative clause in that are on the final slide. |
| Tuesday  Recap relative clauses – what do they add detail to? What does a relative clause begin with? Can you give examples of relative pronouns? Can you give me an example of a sentence with a relative clause?  Work through the PPT together, chn working on whiteboards or verbally online. |
| Wednesday  Recap Relative clauses and pronouns.  Chn to complete the relative pronoun worksheets, with VF and R questions.  Plenary – can we create an instruction sentence with a relative clause that we could use in our shared writing later? |
| Thursday  Go through Grammar ppt for quick recap and to remind chn of how to use and recognise relative clauses.  Chn to complete the Relative Clauses silly sentences sheet. Chn online can do this as an assignment or together during the lesson. |
| Friday  Chn to complete relative clauses mini test. |