



Example Scheme of Work – MKSHK Year 4 English

	Teacher		Prep	Year	4	No of pupils		Subject	English
	Term							No. of lessons	5
About this Unit	In this unit, the children explore fantasy fiction. They read the eBook, asking questions and developing understanding of inference. They use drama to explore characters and suspense. They develop editing and proof-reading skills. They plan, edit and write a new episode of the fantasy story they have studied.								
Specialist language and terminology introduced	Fronted adverbials, conjunctions, prepositions, direct speech								
Links to other subjects	ICT								
Resources: ActiveLearn Wordsmith: The SpiderWick Chronicles									

Lesson	Learning <i>(what is to be learnt and the evidence of the learning)</i>	Learning Activities <i>(the planned activities/tasks to develop knowledge, skills and understanding in the subject)</i>	Differentiation <i>(learning activities/ resources/tasks to support and extend learners)</i>		
1	Learning Objectives	(80 mins SPLIT) * Give out SPELLINGS work <ul style="list-style-type: none"> • Examine the cover of <i>The Spiderwick Chronicles</i>. • Read the two letters preceding Chapter 1. <i>What further clues do they give? How do they 'set up' the story?</i> • Read to the end of page 6. The children Think-Pair-Share what they have learned so far. • Read to the end of Chapter 1. <i>What happens to build up suspense about an imaginary world?</i> Show 'Simon Grace' (F ITP 4.2.1). <i>Are the statements true or false?</i> Match the statements on 'The Grace children' (F PCM 4.2.1) to a character, Simon, Mallory or Jared, using what they have found out about them so far.	Support	Core	Extension
	Identify and summarise main ideas and make predictions		<ul style="list-style-type: none"> • Read Chapter 2 to mid-page 20. Talk Partners predict what happens next. • Read to the end of page 23. <i>Who might have placed the objects in the wall?</i> • Read to the end of Chapter 2. <i>Are your predictions correct?</i> • Read Chapter 3 to the end of page 34. <i>What details make the library seem a strange place?</i> • Show 'The secret room' (F ITP 4.2.2) and complete. 		
	Learning Outcomes		Read to the end of Chapter 3. Pupils spot and circle the differences between the description in the text (pages 33–34) and the drawing on 'Spot the difference!' (F PCM 4.2.2), adding notes to explain why the drawing is incorrect. They then record		
	Able to recall and summarise ideas; able to draw inferences and make predictions				

			predictions about the former owner of the room, based on items described.
2	Learning Objectives	(40 mins)	use 'Statement detective 2' (F PCM 4.2.17) to sort statements about Chapter 5 into categories headed 'True' or 'False', referring back to the text. use 'Statement detective' (F PCM 4.2.5) to sort statements about Chapter 5 into categories headed 'True', 'False' or 'Not enough evidence'. Encourage them to refer back to the text to support their choices. record evidence from the text to show whether the statements on 'Statement detective' (F PCM 4.2.5) are true or false. If there is not enough evidence to categorise a statement definitively, they explain what evidence there is and why this is not enough.
	Use evidence from a text to determine true or false statements	<ul style="list-style-type: none"> Read Chapter 4 to 'Could he really solve anything himself?' on page 46. Show 'Jared's thoughts' Pupils to discuss Jared's thoughts so far in Chapter 4. Talk Partners predict what Jared will do next. Read to the end of Chapter 4. discuss what a 'field guide' about faeries might tell us. Discuss how the author introduces imaginary characters into the real world of the story. 	
	Learning Outcomes	<ul style="list-style-type: none"> Read Chapter 5 to mid-page 62. <i>How did Jared feel about finding the book? Did Mallory agree?</i> Read to the end of Chapter 5. Show 'True or false?' (F ITP 4.2.4). Drag the statements into the correct place. 	
	Able to ask questions about and draw inferences from a text		
3	Learning Objectives	(80 mins SPLIT)	1) Karthika, Gautam, Amber, Ariana, Daren, Caleb – Brown 3B: 2) Isobel, Moza, Saeed, Adam – Brown 3C: 3) Bedour, Alim, Daniel, Laura, Sami – Lime 4) Alisa, Robbe – White
		Guided Reading – share the comprehension activities on the ppt	
	Learning Outcomes		
4	Learning Objectives	(80 mins SPLIT)	<ul style="list-style-type: none"> Recap Chapter 6. Read Chapter 7 to page 99. <i>Why are the children leaving the Boggart little presents?</i> Discuss their feelings towards the Boggart. Read to the end of the eBook. Talk Partners discuss responses. <i>Why were the children told to throw the book away? What would you do? Has the story ended as you expected?</i> Discuss how much of this story is set in an imaginary world. If the Grace children don't see it directly, how do they, and we as readers, know it's there? Show 'Clues notebook' (F ITP 4.2.6). Use the children's responses to annotate it. Pupils make notes about which aspects of the story belong to the imaginary world and which to the real world, using 'Collecting clues' (F PCM 4.2.6). They then make predictions about what might happen next in the real and imaginary worlds, referring to the text to support their answers. Support complete: 'Real or imaginary?' (F PCM 4.2.7).
	Use drama techniques to explore character	<ul style="list-style-type: none"> Discuss what the children have learned so far about the main characters. <i>How are they similar/different? What problems do they face?</i> Talk Partners make further predictions. 	
	Learning Outcomes	<ul style="list-style-type: none"> Read Chapter 6 to page 78. Discuss Jared's reaction to the scene. Ask a volunteer to Role Play Jared's reaction. Agree success criteria for role play using 'Role play' (F ITP 4.2.5). 	
		Following the role play, read to the end of the chapter. <i>What did they find in the freezer? Does Jared's mother believe him? Did the role play accurately depict the characters' reactions? How is Jared feeling at the end of Chapter 6?</i> In small, mixed-ability groups, the children Role Play how the three children and their mother react to the mess in the kitchen. They use Freeze Frame to show different reactions, using facial expressions and body language.	

5	Learning Objectives	(40 mins)	<p><u>Handwriting/Skills</u> Noun phrases. Use a rabbit, dinosaur, flag and parrot. Present each phrase like a magician and his assistant. For example: <i>Magician: Ladies and gentlemen ... a dinosaur!</i> <i>Assistant: A scaly brown dinosaur with dripping fangs!</i></p>
		<u>Spelling Test</u>	
	Learning Outcomes		