



**Medium Term Plan – Key Stage 2 Year 3/4 - Books and Authors (Animal Adventures)**

English

	<b>Week 1 A Squash and a Squeeze</b>	<b>Week 2 Room on the Broom</b>	<b>Week 3 Monkey Puzzle</b>	<b>Week 4 The Smartest Giant in Town</b>	<b>Week 5 Superworm</b>
	<p><b>Objective:</b> To interact with the story 'A Squash and a Squeeze.'</p> <p><b>Success Criteria:</b> Support: S4 Shows some understanding of how books work. E.g. turning pages, holding book right way up. S4 Joins in with rhymes/songs with few recognisable words, signs or symbols. S5 Select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures E.g. match objects to pictures and symbols or choosing between two symbols.</p> <p>Core: S6 Predict elements of a narrative. S6 Initiate and maintain short conversations using their preferred medium of conversation. S8 Associate sounds with rhymes, rhythms, syllables, words and symbols.</p> <p><b>Extension:</b> S10 Listen to what others say in discussions. S9 To make a contribution to group writing activities when writing in different forms. S10 Read words containing taught GPCs –s –es –ing –ed –er &amp; est</p> <p><b>Suggested Activities:</b> Matching pictures of animal characters in story to photos of real animal. Learn sign language for all animals in book, act out story. Order the animals as they came in, shoved out of the house. Look at rhyming words, matching name of animal to symbol or pic.</p> <p>Home Learning Opportunities: -Share the story at home -Visit a farm to look for animals found in the book.</p>	<p><b>Objective:</b> To explore the story Room on the Broom</p> <p><b>Success Criteria:</b> Support: S4 Show curiosity about content. E.g. May answer basic two key word questions about a book, or look for specific objects in a book. S4 Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols.</p> <p>Core: S8 Recognise at least half the letters of the alphabet (by shape, name or sound). S6 Ask simple questions to obtain information. S8 Recognise at least half the letters of the alphabet by shape, name or sound.</p> <p><b>Extension:</b> S10 Join in with predictable phrases. S9 Form lower case letters correctly. S10 Read accurately by blending sounds.</p> <p><b>Suggested Activities:</b> Explore plastic cat, dog, frog and bird in jelly, role play, flying on broomsticks, Matching symbols and characters, making potions – writing instructions, ingredients, spells. Design an alternative meal for Dragon, character descriptions</p> <p>Home Learning Opportunities: -Share the story at home -Watch DVD version of the story -Read witch related stories such as Winnie the Witch</p>	<p><b>Objective:</b> To explore the story Monkey Puzzle.</p> <p><b>Success Criteria:</b> Support: S4 Select a few word, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures. E.g. Match objects to pictures and symbols or choosing between two symbols. S4 Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. S6 Enjoys sharing books or listening to stories for more extended periods. E.g. up to five minutes.</p> <p>Core: S9 Being familiar with key stories, fairy stories and traditional tales. S7 Link ideas or add new information using words or symbols. S8 Understand words, symbols and pictures convey meaning.</p> <p><b>Extension:</b> S10 Draw on what they already know or on background information and vocabulary provided by the teacher. S9 Say out loud what you are going to write about. S9 Respond speedily with the correct sound graphemes for all 40+ phonemes.</p> <p><b>Suggested Activities:</b> Matching baby animals to their parents. Naming animals, learning signs, sing monkey rhymes (jumping on bed, teasing Mr Crocodile, Down in the jungle), explore emotions of baby monkey, create 'missing' posters for monkey's mum</p> <p>Home Learning Opportunities: Visit a zoo to look at the monkeys and see what parent and child animal families look like. Share the story at home</p>	<p><b>Objective:</b> To explore the story The Smartest Giant in Town</p> <p><b>Success Criteria:</b> Support: S4 Shows some understanding of how books work. E.g. turning pages, holding book right way up. S4 Use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings (E.g. Likes and dislikes).</p> <p>Core: S8 Recognise at least half the letters of the alphabet (by shape, name or sound). S6 Initiate and maintain short conversations using their preferred medium of conversation. S8 Recognise/read a growing repertoire of familiar words or symbols (including name)</p> <p><b>Extension:</b> S10 Listen to what others say in discussions. S9 Form lower case letters correctly. S10 Read words containing taught GPCs –s –es –ing –ed –er &amp; est</p> <p><b>Suggested Activities:</b> Role play dressing up in enormous clothes, make a giant for display – compare size against ourselves, write our own thank you letter to the giant, make giant ties to wear for the day and decorate with letters of the alphabet, matching words/sybol of clothing items to pics of giants clothing or our own</p> <p>Home Learning Opportunities: Go for a look around the town. Where might a giant go to buy new clothes? Try on parents 'giant' clothes.</p>	<p><b>Objective:</b> To explore the story Superworm</p> <p><b>Success Criteria:</b> Support: S4 Show curiosity about content. E.g. May answer basic two key word questions about a book, or look for specific objects in a book. S4 Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. S5 Select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures E.g. match objects to pictures and symbols or choosing between two symbols.</p> <p>Core: S8 Recognise or read a growing repertoire of familiar words or symbols including own name. S4 Joins in with rhymes/songs with few recognisable words, signs or symbols. S6 Use prepositions and pronouns.E.g. 'in' or 'on' 'my 'it' correctly.</p> <p><b>Extension:</b> S10 Join in with predictable phrases. S9 Using finger spaces S10 Apply phonic knowledge to read books aloud.</p> <p><b>Suggested Activities:</b> <b>Visit to Pets at Home or BayTree to look at insects</b>, Explore coloured cooked spaghetti, describe a bug, go on a bug hunt, learn signs for minibeasts, sign songs about bugs (incy wincy, worm at the bottom of the garden, there's a tiny caterpillar on a leaf, hairy fred), Hide Superworm, can ch describe where he is? Pose another problem for Superworm – how would he help? Write a list of helpful things that we can do for our friends. Explore non-fiction minibeast texts.</p> <p>Home Learning Opportunities: Look for minibeasts in the garden</p>



**Medium Term Plan – Key Stage 2 Year 3/4 – Books and Authors (Animal Adventures)**

<p><b>Week 6</b> <b>Stick Man</b></p>	<p><b>Week 7</b> <b>The Gruffalo</b></p>	<p><b>Week 8</b> <b>The Gruffalo's Child</b></p>	<p><b>Week 9</b> <b>The Snail and the Whale</b></p>	<p><b>Week 10</b> <b>Tiddler</b></p>
<p><b>Objective:</b> To explore the story Stick Man</p> <p><b>Success Criteria:</b> Support: S4 Select a few word, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures. E.g. Match objects to pictures and symbols or choosing between two symbols. S4 Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. S5 Show curiosity about content. E.g. may answer basic two key-word questions about a story or look for specific objects in a book.</p> <p><b>Core:</b> S8 Recognise at least half the letters of the alphabet (by shape, name or sound). S7 Use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others. S8 Understand words, symbols and pictures convey meaning.</p> <p><b>Extension:</b> S10 Discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. S9 To make a contribution to group writing activities when writing in different forms. S9 Increase number of familiar and unfamiliar words.</p> <p><b>Suggested Activities:</b> <i>Go on a stick hunt in the woods at Sandringham</i>, make our own Stick Person, name our stick people, send them on an adventure, describe them, wrapping sticks in wool, painting sticks, painting with sticks, create a missing poster for Stick Man, make a list of as many uses we can think of for a stick. Branch painting.</p> <p><b>Home Learning Opportunities:</b> -Look for sticks in the woods or garden. -Share the story at home -Watch the dvd version of the story</p>	<p><b>Objective:</b> To explore the story The Gruffalo</p> <p><b>Success Criteria:</b> Support: S4 Select a few word, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures. E.g. Match objects to pictures and symbols or choosing between two symbols. S6 Enjoys sharing books or listening to stories for more extended periods. E.g. up to five minutes.</p> <p><b>Core:</b> S6 Predict elements of a narrative. S6 Use prepositions and pronouns.E.g. 'in' or 'on' 'my 'it' correctly. S8 Recognise/read a growing repertoire of familiar words or symbols (including name)</p> <p><b>Extension:</b> S10 Draw on what they already know or on background information and vocabulary provided by the teacher. S9 To be aware of capital letters and full stops in writing. S9 Respond speedily with the correct sound graphemes for all 40+ phonemes.</p> <p><b>Suggested Activities:</b> Role play, character description, art/collage Gruffalo, Create our own made up beast – give them a personality, matching description to parts of Gruffalo, pin the wart on the Gruffalo, create a story map of the mouse's walk through the woods and the animals he meets, art opportunity to make snakes from paper plates</p> <p><b>Home Learning Opportunities:</b> -visit Sandringham woods and look for Gruffalo wooden statue. -read the story at home -watch dvd version of The Gruffalo</p>	<p><b>Objective:</b> To explore the story The Gruffalo's Child</p> <p><b>Success Criteria:</b> Support: S4 Shows some understanding of how books work. E.g. turning pages, holding book right way up. S4 Repeat, copy and imitate between 10 and 50 single words, signs or phrases or use a repertoire of objects of reference or symbols. S6 Match letters and short words.</p> <p><b>Core:</b> S8 Recognise or read a growing repertoire of familiar words or symbols including own name. S7 Link ideas or add new information using words or symbols. S8 Understand words, symbols and pictures convey meaning.</p> <p><b>Extension:</b> S10 Start to predict what might happen on the basis of what has been read so far. S9 Using finger spaces S9 Start to learn simple rhymes.</p> <p><b>Suggested Activities:</b> <i>Trip to Thetford Forest</i> to look at Gruffalo carvings, compare and contrast with The Gruffalo, stranger danger, Big Bad Mouse character description</p> <p><b>Home Learning Opportunities:</b> -Watch dvd version of The Gruffalo's Child at home -Read the story at home</p>	<p><b>Objective:</b> To explore the story The Snail and the Whale</p> <p><b>Success Criteria:</b> Support: S4 Show curiosity about content. E.g. May answer basic two key word questions about a book, or look for specific objects in a book. S4 Joins in with rhymes/songs with few recognisable words, signs or symbols. S5 Select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures E.g. match objects to pictures and symbols or choosing between two symbols.</p> <p><b>Core:</b> S9 Being familiar with key stories, fairy stories and traditional tales. S6 Initiate and maintain short conversations using their preferred medium of conversation.</p> <p><b>Extension:</b> S10 Discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. S9 Say out loud what you are going to write about. S10 Apply phonic knowledge to read books aloud.</p> <p><b>Suggested Activities:</b> Thank you letter to the whale, postcards, non-fiction texts about sea creatures, glitter snail trail writing,</p> <p><b>Home Learning Opportunities:</b> -Visit a pet shop with an aquatics section to look at the variety of fish that can be seen. -Visit an aquarium -Look for creatures in rock pools at the beach</p>	<p><b>Objective:</b> To explore the story Tiddler</p> <p><b>Success Criteria:</b> Support: S4 Select a few word, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures. E.g. Match objects to pictures and symbols or choosing between two symbols. S4 Use single words, signs and symbols for familiar objects (E.g. cup, biscuits) and to communicate about events and feelings (E.g. Likes and dislikes). S6 Match letters and short words.</p> <p><b>Core:</b> S9 When encouraged link what they read or hear to their own experiences. S7 Use phrases with up to three key words, signs, or symbols to communicate simple ideas, events or stories to others. S8 Recognise at least half the letters of the alphabet by shape, name or sound.</p> <p><b>Extension:</b> S10 Join in with predictable phrases. S9 To be aware of capital letters and full stops in writing. S10 Read accurately by blending sounds.</p> <p><b>Suggested Activities:</b> <i>The Boy Who Cried Wolf</i>, <i>Trip to Hunstanton Sea Life Centre</i>, Clay fish with sequin scales, write our own tall tale, songs and rhymes about fish (1,2,3,4,5 once I caught..., Ring a ring a roses..., bloop bloop went the little blue fish)</p> <p><b>Home Learning Opportunities:</b> -Visit a pet shop with an aquatics section to look at the variety of fish that can be seen. -Visit an aquarium -Look for creatures in rock pools at the beach</p>



Churchill Park School

**Medium Term Plan – Key Stage 2 Year 3/4 - Books and Authors (Animal Adventures)**