# THE IRON MAN



**Year 3 English Scheme of Work. (Week 2 of 6)**

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| **Curriculum Links: NC 2014 English** | | |
| **Reading**  *Develop positive attitudes to reading, and an understanding of what they read, by:*  listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  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. | **Writing (Composition**)  *Plan 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  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  proofread for spelling and punctuation errors  read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that  the meaning is clear | **Writing (Vocabulary, grammar and punctuation)**  *Develop their understanding of the concepts set out in* [*English*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)[*appendix 2*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) *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*](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)*] 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 [Englis](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf)h [appendix 2](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335190/English_Appendix_2_-_Vocabulary_grammar_and_punctuation.pdf) accurately and appropriately when discussing their writing and reading |
| **Cross Curricular Links:** | | |

**English Unit Plan**

**Overall Writing Focus for Week 2:** Diary writing - Children writing in character as Hogarth

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| Weekly Assessment Focus - Week 2 | |
| Most of us will…  write mainly in simple and compound sentences. | Some of us will…  vary the length, structure and subjects of sentences. |

\*\* SUGGESTION: When reading look at diary examples to familiarise children with this text type.

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| Objectives | Whole-Class Shared Session  Independent and Group Tasks |  |
| **Day 1**  ***L.O. I can answer questions about a text*.**  **27th April** | This week focuses on the events in chapter 2 of the story. Children read the beginning of this chapter and complete comprehension activity to ensure they are familiar enough with text and characters to write diary entries in character later in the week.  Reading comprehension based on chapter 2 of the Iron Man.  Read text with children - children to have own copy to follow / use scanned in copy.  (Week 2 Day 1 Reading Comprehension) |  |
| **Day 2**  ***L.O. I can use conjunctions***  ***28th April*** | Today children start to show their understanding of events in the story and characters reactions and feelings. They will make wanted posters for the Iron Man with a focus on using connectives.  Today you will need to create a wanted poster. It must tell the reader what the Iron Man looks like and what he has done.  Try to use conjunctions and, but, so, however and because. See example poster.  E.G. Usually his eyes are blue, however.....  He is stomping through our countryside and ...  Children to write their own wanted posters independently. They can use the template on Purplemash, set as a 2DO if they wish or write and draw on paper. |  |

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| **Day 3**  ***L.O. I can relate to a character’s actions and feelings.***  ***29th April*** | Today children will start to consider the view point of Hogarth and how he might feel guilty about the Iron Man.  Children will think about character’s relationships and how this could influence their actions.  Re read the last two pages of chapter 2.  How do the children think Hogarth feels – what clues are there? Discuss why Hogarth may feel guilty. Do they think he did the right thing?  Ask question “Did Hogarth do the right thing?” Listen to ideas and then ask “Do you think Hogarth’s dad thinks he did the right thing? Why?” Discuss the relationship between the two characters and how Hogarth would want to make his dad happy and proud.  Children to list reasons why the Iron Man is a good or bad character. Focus writing on using conjunctions.  E.G. The Iron Man ate a tractor, but he only did it because he was hungry.  Complete a list of sentences. (Week2 Day3 Sentence Starters) |  |
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| **Day 4**  **BIG WRITE**  ***L.O. I can write a Diary entry***  ***30th April*** | Today children will imagine that they are Hogarth and write in role explaining the events in chapter 2.  Explain task to children and show the success criteria for a diary.  Children to imagine that they are Hogarth. The Iron Man has just been trapped and they are in their bedroom writing in their diary. Remind children to write in the past tense.  The writing should explain what he did.  It should detail how he felt.  It could say what he feels might happen now.  They could start their writing like this –  Dear Diary, I’m not sure I did the right thing tonight.  (Week2Day5SuccessCriteriaDiary) |  |