

Year group/ class: 3	M / O starter	LO and SC (First LO to be revisited content and include LO for below ARE pupils)	Main teaching activities	Independent / Group Activities (Remember if correct, no more than 3 questions at same level)				Plenary
				WBA	Support	Core	Extension	
Monday	<p><i>Suffix:</i> - sure The ending – ture, - With – ture, you have to check the root word does not end in 'ch' with an 'er' ending-</p> <p>measure, treasure, pleasure creature, picture, nature teacher, catcher, richer</p> <p>First 100: Are at big</p>	<p>Identify the features of a non- chronological report</p> <p>Identify the third person</p> <p>Identify subheadings and title</p> <p>Identify other key features</p> <p>Challenge: Write an example of each of these features</p> <p>Y1 LO: Write sentences using and.</p>	<p><u>Non-Chronological Reports</u></p> <p>A non-chronological report is a text which is not written in order of time. Normally they are non-fiction texts (facts) that give information on a certain subject or event, without referring to the order in which things happen. They usually are about a single theme or topic.</p> <p><u>EXAMPLES:</u></p> <ul style="list-style-type: none"> <li>• Information leaflet</li> <li>• Formal letter</li> <li>• Non-fiction book</li> <li>• Newspaper or magazine article</li> </ul> <p>Here are some <b>key features</b> of a non-chronological report:</p> <p>Often <b>present tense</b> ('is', 'are' talking about now). If the report is a historical report it will be in <b>the past tense</b>.</p> <p><b>Title</b> of the topic    <b>Third person:</b> he, she, it, they (but not I or we)</p> <p><b>Formal tone:</b> this means it feels serious and sensible (not silly)</p> <p><b>Technical language:</b> special words about the topic    Lots of <b>facts</b> (things that are true)</p> <p><b>Subheadings:</b> each <b>paragraph</b> has a subheading (often a question) that tells you</p>	Write factual sentences using 'and' in their sentences.	Stick in LA non chronological report example. Identify the features in their report.	Stick in MA non chronological report example. Identify the features in their report.	Stick in HA non chronological report example. Identify the features in their report.	Discuss the different features that are present in these examples.

	<p>time in just all about can</p>		<p>what the <b>paragraph</b> (a group of related sentences) is about</p> <p><b>Pictures/photos</b> than may have a <b>caption</b> (describes the picture)</p> <p>There may an <b>introduction paragraph</b> at the start (tells you what the report is about with a few facts) and a <b>conclusion paragraph</b> at the end (sums up the report at the end with the key facts).</p> <p><b>Generalisers</b> (like openers): words and phrases such as 'Usually', 'Often, Sometimes'.</p> <p>What do you think we could write a non-chronological report about after looking at the story of Escape from Pompeii?</p> <p>We are going t be researching and writing a non-chronological report about volcanoes.</p>					
<p>Tuesday</p>	<p><i>Suffix: - sure The ending - ture, - With - ture, you have to check the root word does not end in 'ch' with</i></p>	<p>Retrieve and record non-fiction information. Discuss what you have recorded with your partner Identify key information Record information within a given structure Challenge: Record key vocabulary</p>	<p>Using fact sheets to find information to include in their non-chronological report.</p> <p>What does non-fiction mean? It means that the information we are looking at is all factual.</p> <p>Recap the features of a non-chronological report – what information should we be looking to include in our report on volcanoes?</p> <p>We are going to be reading through some fact sheets are recording the key information. We are going to work in pairs to help each other with the reading. Class teacher to support readers who may not be able to access the texts.</p> <p>When we come to write out non-chronological report we will be using the following paragraphs so think about which information could go under each heading:</p>	<p>Using volcano fact sheets. Class teacher to support children reading. Record key information to include in their report under the subheadings:  Introductory paragraph How volcanoes erupt Why volcanoes erupt Other facts about volcanoes</p>	<p>Using volcano fact sheets. Record key information to include in their report under the subheadings:  Introductory paragraph How volcanoes erupt Why volcanoes erupt The different parts to a volcano Other facts about volcanoes</p>	<p>Using volcano fact sheets. Record key information to include in their report under the subheadings:  Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano Other facts about volcanoes</p>	<p>Using volcano fact sheets. Ensure key vocabulary is recorded. Record key information to include in their report under the subheadings:  Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes</p>	<p>Ensure you and your partner discuss what you have written down so far.</p>

	<p>an 'er' ending-</p> <p>measure, treasure, pleasure creature, picture, nature teacher, catcher, richer</p> <p>First 100: Are at big time in just all about can</p>		<p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano Other facts about volcanoes</p>				<p>The different parts to a volcano Other facts about volcanoes</p>	
<p>Wednes day</p>	<p>Suffix: - sure The ending - ture, - With - ture, you have to check the root word</p>	<p>Retrieve and record information from a non-fiction text Discuss what you have recorded with your partner Identify key information Record information within a given structure Challenge:</p>	<p>Using printed ppt to find information to include in their non-chronological report.</p> <p>What does non-fiction mean? It means that the information we are looking at is all factual.</p> <p>5 minutes to recap the information that they recorded yesterday about volcanoes.</p> <p>Recap the features of a non-chronological report - what information should we be looking to include in our report on volcanoes?</p>	<p>Using volcano printed ppt. Class teacher to support children reading. Record key information to include in their report under the subheadings:</p> <p>Introductory paragraph How volcanoes erupt Why volcanoes erupt</p>	<p>Using volcano printed ppt. Record key information to include in their report under the subheadings:</p> <p>Introductory paragraph How volcanoes erupt Why volcanoes erupt</p> <p>The different parts to a volcano</p>	<p>Using volcano printed ppt. Record key information to include in their report under the subheadings:</p> <p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes</p>	<p>Using volcano printed ppt. Ensure key vocabulary is recorded. Record key information to include in their report under the subheadings:</p> <p>Introductory paragraph How volcanoes erupt</p>	<p>Ensure you and your partner discuss what you have written down so far</p>

	<p>does not end in 'ch' with an 'er' ending-</p> <p>measure, treasure, pleasure creature, picture, nature teacher, catcher, richer</p> <p>First 100: Are at big time in just all about can</p>	<p>Record key vocabulary</p>	<p>We are going to be reading through some fact sheets are recording the key information. We are going to work in pairs to help each other with the reading. Class teacher to support readers who may not be able to access the texts.</p> <p>When we come to write out non-chronological report we will be using the following paragraphs so think about which information could go under each heading:</p> <p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano Other facts about volcanoes</p>	<p>Why volcanoes erupt Other facts about volcanoes</p>	<p>Other facts about volcanoes</p>	<p>The different parts to a volcano Other facts about volcanoes</p>	<p>Why volcanoes erupt Famous volcanoes Where to find volcanoes</p> <p>The different parts to a volcano Other facts about volcanoes</p>	
<p>Thursday</p>	<p>Suffix: -sure The ending -ture, -With -ture, you</p>	<p>Plan a non-chronological report Orally rehearse sentences Include key vocabulary in your plan Plan following a given structure</p>	<p>Using information gathered to create a plan.</p> <p>Introductory paragraph – tells you what the report will be about.</p> <p>Concluding paragraph – sums up the report with key facts.</p> <p>You have to include these 2 paragraphs in your plan.</p>	<p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Other facts about volcanoes</p>	<p>Introductory paragraph How volcanoes erupt Why volcanoes erupt The different parts to a volcano Other facts about volcanoes</p>	<p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano</p>	<p>Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes</p>	<p><b>Discuss your plan with your partner – orally rehearse your</b></p>

	<p><i>have to check the root word does not end in 'ch' with an 'er' ending-</i></p> <p><i>measure, treasure, pleasure creature, picture, nature teacher, catcher, richer</i></p> <p><i>First 100: Are at big time in just all about can</i></p>	<p>Challenge: Include subordination in your plan</p> <p>Y1 – re-read sentences to ensure they make sense</p> <p>Y2 – record new vocabulary in plan</p> <p>Y3 – plan within a given structure</p>	<p>You also need to include subheadings for each paragraph to tell your reader what that paragraph is about.</p> <p>You can include technical language in your plan – look at the key information that you have identified in the previous lessons to do this.</p> <p>Your paragraphs may be: Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano Other facts about volcanoes</p> <p>Include subordination in your plan for each paragraph. Main clause and a subordinate clause. Subordinate clause must start with a subordinating conjunction. I SAW A WABUB words are subordinating conjunctions.</p>	<p>Use these subheadings to write sentences using the information that you have recorded. Orally rehearse these sentences so you are ready to publish your non-chronological report tomorrow.</p>	<p>Use these subheadings to write sentences using the information that you have recorded.</p> <p>Orally rehearse these sentences so you are ready to publish your non-chronological report tomorrow.</p>	<p>Other facts about volcanoes</p> <p>Use these subheadings to write sentences using the information that you have recorded.</p> <p>Orally rehearse these sentences so you are ready to publish your non-chronological report tomorrow.</p>	<p>The different parts to a volcano</p> <p>Other facts about volcanoes</p> <p>Use these subheadings to write sentences using the information that you have recorded.</p> <p>Orally rehearse these sentences so you are ready to publish your non-chronological report tomorrow. Include key vocab and subordination in your plan.</p>	<p><b>sentence s.</b></p>
<p>Friday</p>	<p><i>Suffix: - sure The ending - ture, -</i></p>	<p>Write a non-chronological report Use full stops and capital letters Include coordinating conjunctions Include subheadings</p>	<p>Publishing non-chronological report.</p> <p>Take 5 minutes to look through the information you have gathered this week and the plan that you created using this information yesterday.</p>	<p>Orally rehearse your sentences with your partner. Then write your non-chronological report. Remember to use full stops and capital letters.</p>	<p>Orally rehearse your sentences with your partner. Then write your non-chronological report. Remember to use full stops and capital letters and coordinating conjunctions.</p>	<p>Orally rehearse your sentences with your partner. Then write your non-chronological report. Remember to use full stops and capital letters and coordinating conjunctions. Use</p>	<p>Orally rehearse your sentences with your partner. Then write your non-chronological report. Remember to use full stops and capital letters</p>	<p>Read through your partners work.</p>

	<p>With – ture, you have to check the root word does not end in 'ch' with an 'er' ending-</p> <p>measure, treasure, pleasure creature, picture, nature teacher, catcher, richer</p> <p>First 100: Are at big time in just all about can</p>	<p>to organise text Challenge: Use a/an correctly</p> <p>Y3 Draft and write non narrative material using subheadings</p> <p>Y2 – full stops and capitals</p> <p>y1 – say a sentence before writing</p>	<p>Introductory paragraph – tells you what the report will be about.</p> <p>Concluding paragraph – sums up the report with key facts.</p> <p>You have to include these 2 paragraphs in your plan.</p> <p>You also need to include subheadings for each paragraph to tell your reader what that paragraph is about.</p> <p>You can include technical language in your plan – look at the key information that you have identified in the previous lessons to do this.</p> <p>Your paragraphs may be: Introductory paragraph How volcanoes erupt Why volcanoes erupt Famous volcanoes Where to find volcanoes The different parts to a volcano Other facts about volcanoes</p> <p><b>Remember that your non-chronological report needs to be informative and factual.</b></p> <p><b>5 minutes to orally rehearse your sentences from your plan.</b></p> <p><b>Full stops and capital letters – capital letters for proper nouns and the start of sentences. Full stops to break up your sentences.</b></p> <p><b>Coordinating conjunctions – FANBOYS – middle of sentences</b></p> <p><b>Subheadings to organise your text – each of the paragraph titles I have provided could be a subheading.</b></p> <p><b>a/an – use a if the next word starts with a consonant an if it starts with a vowel</b></p>			<p>subheadings to organise your writing.</p>	<p>and coordinating conjunctions. Use subheadings to organise your writing. Use a/an correctly.</p>	
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Subject Planning: English

Week beginning October<sup>th</sup>

Year 3 Week

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