

**English Medium Term Plan Fox Class (Y4/5)**  
**Term 2 Autumn 2024**

**Gaps:**

**Poetry** – Haiku poem about autumn (1 week)

**Fiction** – setting description of the Grotto from The Firework Maker’s Daughter (2 weeks)

**Non-fiction** – recount of Spiritual day (1 week)

**Fiction** – retelling a section of The Firework Maker’s Daughter. (pg 61-65) (2 weeks)

| <b>Week</b>                                 | <b>Learning Objectives</b>   | <b>SPaG</b>              | <b>Phonics/ Spelling Focus</b>   |
|---|--|--------------------------|--|
| 1<br>4 <sup>th</sup><br>Nov                 | To know what a Haiku poem is.<br>To know how to identify syllables in words.<br>To write metaphors about autumn<br>To create an autumn word bank<br>To write an autumn Haiku poem  | Standard English         | <b>Year 4:</b> focus sound /g/ coded<br><i>g, gu, gue, gh</i><br>including curriculum words;<br><i>grammar, group</i><br><br><b>Year 5:</b> Suffix -ment   |
| 2<br>11 <sup>th</sup><br>Nov<br>(4<br>days) | To draw a picture and label the setting description of the Grotto (pg 67)<br>To identify key vocabulary and build success criteria for a setting description<br>To know and understand what a preposition is and what a fronted adverbial is.<br>To be able to use a preposition within a fronted adverbial.                 | Prepositions, word class | <b>Year 4:</b> focus sound /g/ coded<br><i>g, gu, gue, gh</i><br>including curriculum words;<br><i>grammar, group</i><br><br><b>Year 5:</b> Word endings –ent and -ment  |
| 3<br>18 <sup>th</sup><br>Nov                | To plan a setting description of the Grotto (scaffolded)<br>To write a setting description of the Grotto (pg 67)<br>To independently plan a setting description for a setting of their own choice.<br>To independently write a setting description.<br>To draw a picture of their learning partners own setting description. | Fronted adverbials       | <b>Year 4:</b><br>focus sound /ai/ coded <i>a_e, a, ai, ay, ey, eigh, ei</i><br>including curriculum words;<br><i>separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</i><br><br><b>Year 5:</b> Prefix – ambi and homophones –<br>complement/compliment |
| 4   | Assessment Week  |                          | <b>Year 4:</b> focus sound /ai/ coded<br><i>a_e, a, ai, ay, ey, eigh, ei</i>   |

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| 25 <sup>th</sup><br>Nov                  |  |  | <p>including curriculum words; separate, favourite, famous, occasion, strange, potatoes, weight, eight, eighth, reign, straight</p> <p><b>Year 5:</b> Word ending –ent</p>                         |
| 5<br>2 <sup>nd</sup><br>Dec<br>( 4 days) | <p>To look at the main features of a recount of Spiritual Day.</p> <p>To recognise and understand how to use the subordinating conjunctions ‘when’ and ‘after’.</p> <p>To plan a recount of Spiritual Day.</p> <p>To write a recount of Spiritual Day.</p>   | Conjunctions                           | <p><b>Year 4:</b> Year 4 assessment week</p> <p><b>Year 5:</b> Year 5 assessment week</p>  |
| 6<br>9 <sup>th</sup><br>Dec              | <p>To identify alliteration, deliberate repetition and description using the senses in the text. (pg 61-65 before the grotto)</p> <p>To identify the sequence of events in the story using boxing up.</p> <p>To explore a model text and identify the features including subordinating conjunctions.</p> <p>To understand how to use the subordinating conjunctions ‘as soon as’ and ‘even though’.</p> <p>To know how to apply subordinating conjunctions to their own writing.</p> | Conjunctions, main/subordinate clauses | <p><b>Year 4:</b> Hip homophones; grate/great, stake/steak, mane/main, pain/pane, mail/male, sale/sail</p> <p><b>Year 5:</b> Word ending –ant</p>  |
| 7<br>16 <sup>th</sup><br>Dec             | <p>To understand how to use verbs ending in –ing to start multiclaue sentences. (looking at the previous model text)</p> <p>To group plan the retelling of the extract from The Firework Maker’s Daughter (pg 61-65 – Scaffolded)</p> <p>To write and edit the retelling of the extract from The Firework Maker’s Daughter</p>   | Verbs                                  | <p><b>Year 4:</b> Apostrophe Academy Contractions &amp; Possession</p> <p>End of unit test</p> <p><b>Year 5:</b> Word endings –ant and –ent Have you cracked the code?</p> <p>End of unit test</p> |

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|  | <p>To continue writing and editing the retelling of the extract from The Firework Maker's Daughter.</p> <p>To publish the retelling of The Firework Maker's Daughter.</p> |  |  |
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