

**English Medium Term Plan Fox Class (Y4/5)**  
**Term 6 Summer 2024/2025**

**Gaps:** See Pathway children's separate plans

**Fiction** – Character description based on a circus character. (1 week)

**Non – Fiction** – To write a non – chronological report based on World War II ( 2 weeks)

**Fiction** – To write a book opening based on 'Brightstorm' (2 weeks)

**Poetry** - To learn and perform The Yippy Yuk poem. (1 week)

Week	Learning Objectives	SPaG	Phonics/ Spelling Focus
1 2 <sup>nd</sup> June (4 days)	<p>To identify the features of a circus character description and explore how writers use language to bring characters to life.</p> <p>To create a word bank for the appearance, personality and actions of their character.</p> <p>To plan a circus character description using imaginative detail, sensory details and figurative language.</p> <p>To write a vivid circus character description using figurative language and a clear paragraph structure.</p>		<p><b>Year 4:</b></p> <p>Baseline test</p> <p>/k/ c, k, ck, ch, que</p> <p><b>Year 5:</b></p> <p>Baseline test</p> <p>sound /n/ coded n, nn, kn, gn</p>
2 9 <sup>th</sup> June	<p>To identify the features of a non-chronological report, including headings, paragraphs, and formal tone</p> <p>To gather key information about World War II using books and digital sources and take notes effectively.</p> <p>To create a word bank of topic-specific and interesting vocabulary related to World War II.</p> <p>To learn how to organise information clearly using <b>bullet points</b> and <b>subheadings</b>.</p> <p>To understand and use brackets for adding extra details or clarifications within sentences.</p>	<p>Apostrophes for plural possession</p> <p>Commas for multi-clause sentences</p>	<p><b>Year 4:</b></p> <p>/k/ /s/ c, k, ck, ch, que</p> <p><b>Year 5:</b></p> <p>sound /n/ coded n, nn, kn, gn</p>
3 16 <sup>th</sup> June	<p>To plan a non-chronological report of World War II using subheadings, bullet points, and vocabulary from the word bank.</p> <p>To write a clear introduction and first paragraphs using formal language and vocabulary from the word bank.</p>	Expanded noun phrases	<p><b>Year 4:</b></p> <p>/ch/, /k/, /sh/</p> <p><b>Year 5:</b></p> <p>sound /n/ coded n, nn, kn, gn</p>

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	<p>To write the main body of the report using bullet points, brackets, and varied vocabulary.</p> <p>To edit my report for clarity, correct use of punctuation, brackets, and effective vocabulary.</p> <p>To publish a polished report using correct formatting.</p>		
4 23 <sup>rd</sup> June	Assessment Week		
5 30 <sup>th</sup> June (3 days)	<p>To understand the purpose of a book opening and identify key features such as setting, character introduction, mood, and sentence openers (who, when, where).</p> <p>To Explore character and setting introduction using sentence openers.</p> <p>To Build descriptive vocabulary and use sentence openers to write engaging sentence using who, when and where.</p>	Contrasting relationship conjunctions (despite, nevertheless etc.)	<p><b>Year 4:</b> /ch/, /k/, /sh/</p> <p><b>Year 5:</b> sound /n/ coded n, nn, kn, gn</p>
6 7 <sup>th</sup> July (4 days)	<p>To Identify how dramatic speech can make openings more engaging.</p> <p>To plan, using boxing up, a book opening for Brightstorm, using varied sentence openers and dramatic speech for effect.</p> <p>To write a first draft using a variety of sentence openers (who, when, where).</p> <p>To edit drafts to improve sentence variety by adding or improving sentence openers</p>		<p><b>Year 4:</b> Revision of key spellings</p> <p><b>Year 5:</b> Revision of key spellings</p>
7 14 <sup>th</sup> July (3 days)	<p>To understand the Yippy Yuk Poem</p> <p>To learn the Yippy Yuk poem from memory. (2 lessons)</p>	<p>Apostrophes for plural possession</p> <p>Commas for multi-clause sentences</p>	<p><b>Year 4:</b> Have you cracked the code? Year 4 end of unit test</p> <p><b>Year 5:</b></p>

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			Have you cracked the code? End of unit test