

# English planning and resources

Planning and Resources

School -

Year group (s) – 4

Teacher –

Text – Charlotte's Web

Term – Autumn 1

# Overview

English Overview 14

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
A1	POR 1+2 prediction and role on the wall	POR 3 diary model text opening as Fern learn	POR 5 role on the wall – shared write diary as Wilbur	Story map so far to end of chapter 4 – POR 6 emotion grids	POR 7 role play (not research non chron) Chapt 5	Charlotte's Web by E.B White	Narrative in diary form
A2	POR 8 Chapter 6 comp tell me Read ch 7-12 at end of day	Shared writing - SPAG speech accurately punctuated	SPAG – speech – verbs and adverb choices – synonyms for said	Shared writing – focus SPAG Actions used to show character	POR 15+16 story mapping writing spag focus – we were agreement commas in a list power of 3		
A3	SPAG – adverbials recap	Recap model text told as diary by Fern – plan diary for Wilbur's day at the fair	Write diary entries as Wilbur	Complete diary as Wilbur	Review, improve, perform		
A4	Learn model text of explanation life cycle of spider – box up - tadpole	Tell me – comp on model text	Video and notes for flowering plant Vocab focus from model text and notes about flowers	Shared writing – spag Present tense – innovation for flowering plant	Continue innovation shared writing for flowering plant SPAG brackets for clarity of tier 3 language)		Explanation text – life cycles of animals / flowering plants ?
A5	Read The Hungry Caterpillar – watch clips – have non-fiction books on caterpillars and make notes / plan	Write explanation text first 2 paragraphs (hot task)	Write explanation text – next 2 paragraphs (hot task)	Write explanation text – last paragraph plus glossary of terms / headings / (hot task)	Review, improve, perform		
A6	Model text of Kennings for caterpillar – SPAG focus on verbs used	Shared write Kennings for flowering plant as innovation	POR 11 – clips and pictures of spiders spinning webs and language generator	Write own Kennings for spider (hot task)	Review, improve, perform		Kenning poetry – spider model

# Writing outcomes and SPAG focus

## Writing outcomes

- \* Diary entry as narrative
- \* Explanation text
- \* Kennings poem

## SPAG focus

- \* speech punctuation
- \* speech for action
- \* commas for list – power of 3 - recap
- \* adverbials - recap
- \* grammar agreement
- \* present tense
- \* brackets for clarity
- \* word classes

# NC objectives

## National Curriculum Writing Expectations Y3

Know what a prefix and a suffix are.

Spell commonly misspelled words.

Use the possessive apostrophe.

Check words in a dictionary.

Draft the work I am planning to complete orally and on paper.

Evaluate and edit my work, checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use a variety of conjunctions like when, if, because, although.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials.

Punctuate direct speech.

Use the correct nouns and pronouns.

Use appropriate and correct determiners

## National Curriculum Writing Expectations Y4

Spell many homophones.

Draft the work I am planning to complete orally and on paper with detail.

Use the possessive apostrophe for regular and irregular plurals.

Evaluate and edit my work checking for spelling and vocabulary errors.

Write in cursive handwriting smoothly and legibly.

Write sentences that have more than one clause.

Use appropriate conjunctions like when, if, because, although for effect.

Use the present perfect form of verbs.

Use adverbs, conjunctions and prepositions to express time and cause.

Use fronted adverbials marked with a comma accurately.

Use the grammar I have learned.

Punctuate direct split speech.

Choose the correct nouns and pronouns for clarity and cohesion to avoid repetition.



# Genre objectives

Limerick / Haiku / Cinquain / Poet study / Classic / Performance

## Poetry Expectations Year 3

- Describe the effect a poem has and suggest possible interpretations
- Discuss the choice of words and their impact, noticing how the poet creates 'sound effects' by using alliteration, rhythm or rhyme and creates pictures using similes
- Explain the pattern of different simple forms
- Perform individually or chorally
- Vary volume, experimenting with expression and use pauses for effect
- Use actions, voices, sound effects and musical patterns to add to a performance
- Invent new similes and experiment with word play
- Use powerful nouns, adjectives and verbs
- Experiment with alliteration
- Write free verse
- Borrow or create a repeating pattern

**Reading poetry** (subject matter and theme / language use / style / pattern)

**Performing poetry** ( use of voice / presentation)

**Creating poetry** ( original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

## Problem / Resolution Story Expectations Y4

- Use time, weather or place to orientate the reader
- Use a character's actions to show how they feel or their personality
- Use questions or exclamations to hook the reader's interest
- Show through actions how a character has changed their personality
- Use metaphors to describe
- Use alliteration for effect
- Use personification to describe
- Use quirky expression
- Use a speech sandwich
- Use a rhetorical question
- Opening - Main character is introduced
- Build up - Main character goes to a new setting
- Problem - There is a problem
- Resolution - There is a resolution
- Ending - Main character is happy again

## Explanation Expectations Y4

- Use formal language
- Use present tense
- Use causal conjunctions
- Use generalisers
- Use technical language
- Use detail to add information
- Use sequencing conjunctions
- Paragraph 1 - Introduce what is being explained
- Paragraph 2 - First reason
- Paragraph 3 - Second reason
- Paragraph 4 - Conclusion

# Please read the POR unit plan in full

- \* Link below

<https://clpe.org.uk/system/files/Charlottes%20Web%20TS.pdf>

# Week 1 Monday

- \* Learning Outcome / Objective
- \* I can infer from pictures and text.
- \* I can explain my thoughts about a character using evidence from a text.





## CHAPTER 1

### Before Breakfast

Where's Papa going with that ax?" said Fern to her mother as they were setting the table for breakfast.

"Out to the hoghouse," replied Mrs. Arable. "Some pigs were born last night."

"I don't see why he needs an ax," continued Fern, who was only eight.

"Well," said her mother, "one of the pigs is a runt. It's very small and weak, and it will never amount to anything. So your father has decided to do away with it."

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"Do away with it?" shrieked Fern. "You mean kill it? Just because it's smaller than the others?"

Mrs. Arable put a pitcher of cream on the table. "Don't yell, Fern!" she said. "Your father is right. The pig would probably die anyway."

Fern pushed a chair out of the way and ran outdoors. The grass was wet and the earth smelled of springtime. Fern's sneakers were sopping by the time she caught up with her father.

"Please don't kill it!" she sobbed. "It's unfair."

Mr. Arable stopped walking.

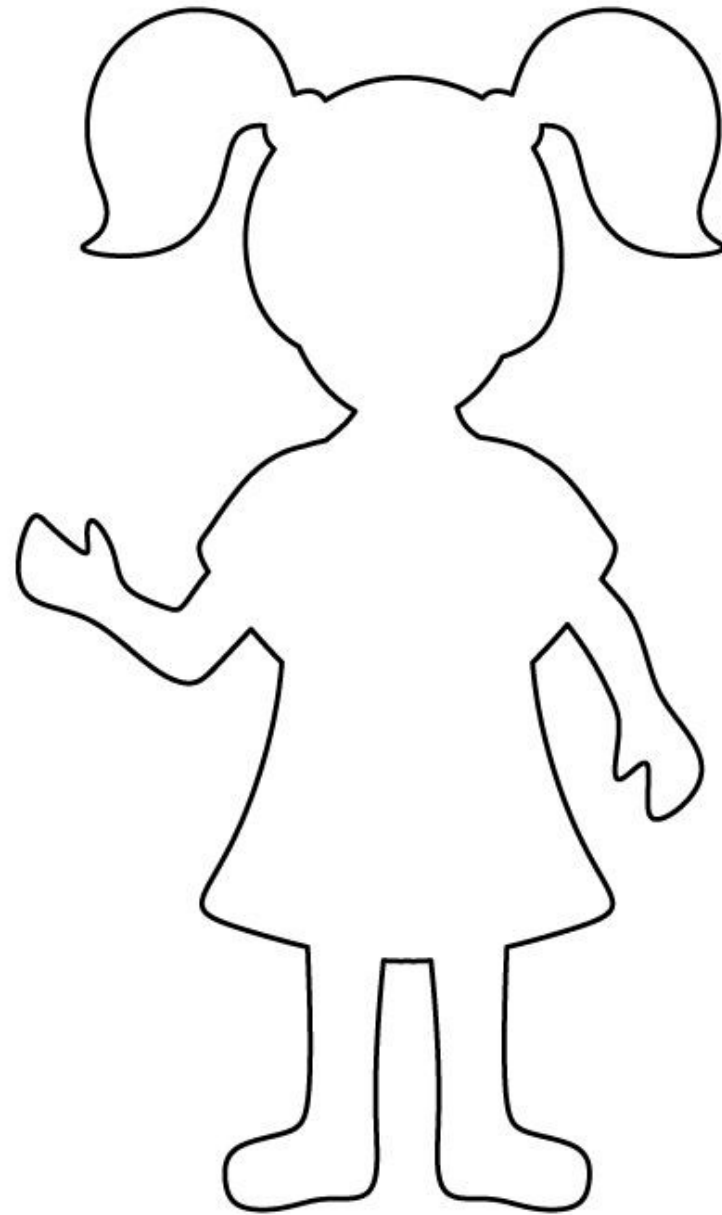
"Fern," he said gently, "you will have to learn to control yourself."

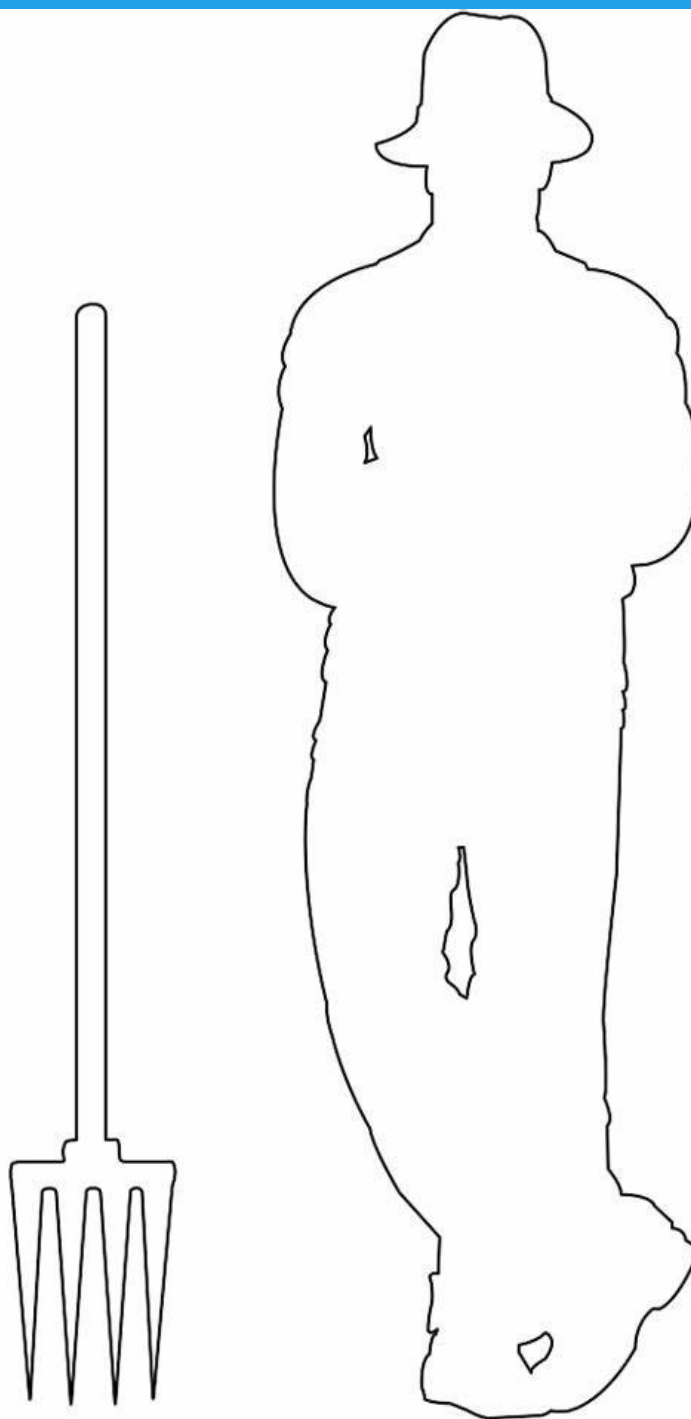
"Control myself?" yelled Fern. "This is a matter of life and death, and you talk about \_controlling myself." Tears ran down her cheeks and she took hold of the ax and tried to pull it out of her father's hand.

"Fern," said Mr. Arable, "I know more about raising a litter of pigs than you do. A weakling makes trouble. Now run along!"

"But it's unfair," cried Fern. "The pig couldn't help being born small, could it? If I had been very small at birth, would you have killed me?"

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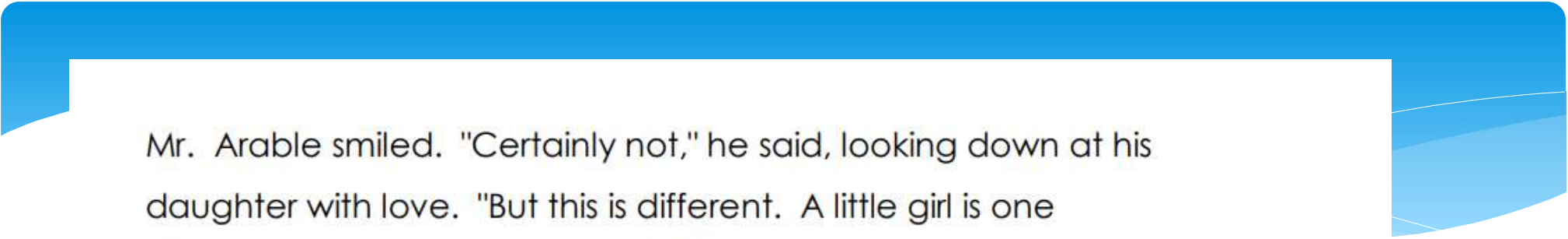
# Week 1 Tuesday

## \* Learning Objectives

I can recognise language features of a diary entry.

I can sequence a text using clues in words and phrasing.

I can recognise and understand new vocabulary.



Mr. Arable smiled. "Certainly not," he said, looking down at his daughter with love. "But this is different. A little girl is one thing, a little runty pig is another."


"I see no difference," replied Fern, still hanging on to the ax. "This is the most terrible case of injustice I ever heard of."

A queer look came over John Arable's face. He seemed almost ready to cry himself.

"All right," he said. "You go back to the house and I will bring the runt when I come in. I'll let you start it on a bottle, like a baby. Then you'll see what trouble a pig can be."

When Mr. Arable returned to the house half an hour later, he carried a

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carton under his arm. Fern was upstairs changing her sneakers. The kitchen table was set for breakfast, and the room smelled of coffee, bacon, damp plaster, and wood smoke from the stove.

"Put it on her chair!" said Mrs. Arable. Mr. Arable set the carton down at Fern's place. Then he walked to the sink and washed his hands and dried them on the roller towel.

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

"He's yours," said Mr. Arable. "Saved from an untimely death. And may the good Lord forgive me for this foolishness."

Fern couldn't take her eyes off the tiny pig. "Oh," she whispered. "Oh, look at him! He's absolutely perfect."





Dear Diary,

You would not believe what happened today! The pigs were born last night and Papa was going to kill the **runt** of the litter.

I woke up this morning, went down to the kitchen and sat at the breakfast table waiting for Papa. Out of the window, I saw him walking towards the **hoghouse** carrying an axe. Mother said that he was off to **do a way** with the runt of the litter of pigs that were born last night. It was just too much to consider, my heart just began to break.

Instantly, I jumped up from my seat, sprinted to the back door and charged to catch up to Papa. With **dew** on the ground and tears on my cheeks, I begged to save the life of the poor weakling. I even said, "Would you have killed me if I had been born small?" **Reluctantly**, Papa agreed that I could raise and take responsibility for this pig. My heart felt like it was going to explode with happiness.

Getting on the bus to school, I spent the whole journey feeling both excited and lucky. I selected the most beautiful name I could think of for him, Wilbur. I even answered Wilbur to a question at school because I was day dreaming! It was so embarrassing.

Love Fern.

# Vocabulary

- \* Injustice
- \* Arable
- \* Fern
- \* runt
- \* hothouse
- \* do away with
- \* reluctantly
- \* dew

She closed the carton carefully. First she kissed her father, then she kissed her mother. Then she opened the lid again, lifted the pig out, and held it against her cheek. At this moment her brother Avery came into the room. Avery was ten.

He was heavily armed - an air rifle in one hand, a wooden dagger in the other.

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"What's that?" he demanded. "What's Fern got?"

"She's got a guest for breakfast," said Mrs. Arable. "Wash your hands and face, Avery!"

"Let's see it!" said Avery, setting his gun down. "You call that miserable thing a pig? That's a fine specimen of a pig it's no bigger than a white rat."

"Wash up and eat your breakfast, Avery!" said his mother.

"The school bus will be along in half an hour."

"Can I have a pig, too, Pop?" asked Avery.





"No, I only distribute pigs to early risers," said Mr. Arable. "Fern was up at daylight, trying to rid the world of injustice. As a result, she now has a pig. A small one, to be sure, but nevertheless a pig. It just shows what can happen if a person gets out of bed promptly. Let's eat!"

But Fern couldn't eat until her pig had had a drink of milk.

Mrs. Arable found a baby's nursing bottle and a rubber nipple. She poured warm milk into the bottle, fitted the nipple over the top, and handed it to Fern. "Give him his breakfast!" she said.

A minute later, Fern was seated on the floor in the corner of the kitchen with her infant between her knees, teaching it to suck from the bottle. The pig, although tiny, had a good appetite and caught on

quickly.

The school bus honked from the road.

"Run!" commanded Mrs. Arable, taking the pig from Fern and slipping a doughnut into her hand. Avery grabbed his gun and another doughnut.

The children ran out to the road and climbed into the bus. Fern took no notice of the others in the bus. She just sat and stared out of the window, thinking what a blissful world it was and how lucky she was to have entire charge of a pig. By the time the bus reached school, Fern had named her pet, selecting the most beautiful name she could think of.

"Its name is Wilbur," she whispered to herself.

She was still thinking about the pig when the teacher said: "Fern, what is the capital of Pennsylvania?"

"Wilbur," replied Fern, dreamily. The pupils giggled. Fern blushed.



# Week 1 Wednesday

## \* Learning Objectives

I can use inference to identify different character emotions.

I can contribute ideas to a shared piece of writing.



Dear Diary,

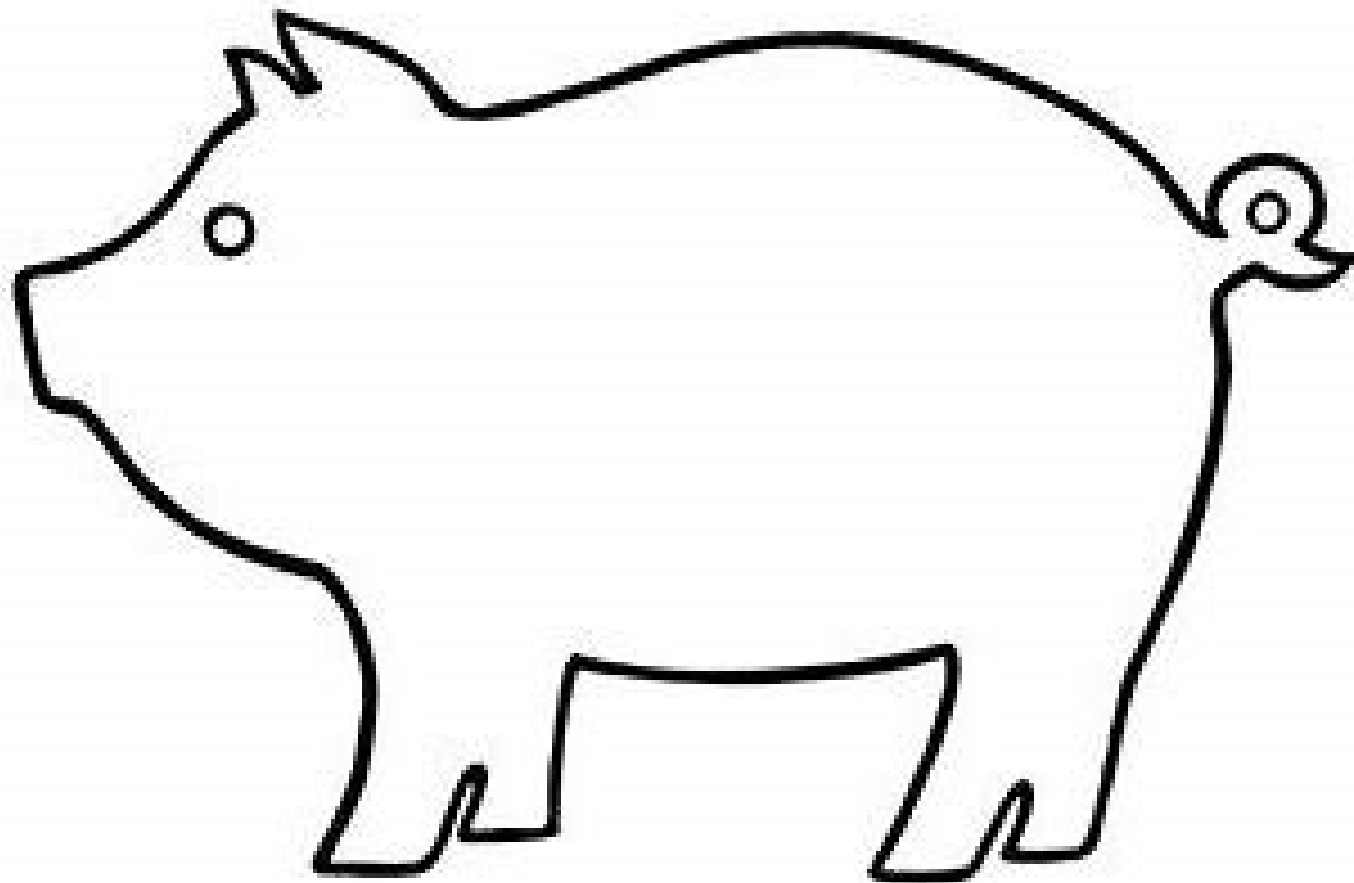
Can you believe what has happened to me over the past few weeks? I go from being a treasured pet kept in a lovely, warm house, to an ignored animal kept in a smelly cellar.

I used to have a small box by the stove, then moved to larger box outside and now I am in a manure pile in the cellar. Out of the barn door, I saw Fern walking away and leaving me. Her father has told her that I can't stay with them as I am too big and need to be sold. It was all so overwhelming, my heart is broken without Fern.

Only last week, I was being pushed around in a pram with dolls, sitting watching the school bus leave with Fern and rolling around on the banks of the brook. With straw all around me and the sun in the sky, I couldn't have been happier. Then Uncle Homer said "Only six dollars, I will buy him!". Happily, Fern agreed to let him take me. She said it was because I was only going to be down the road and she could visit me often.

Wriggling down in the dirt of the cellar, I spent the last hour feeling lonely and afraid. I have no idea what will happen to me now or who will take care of me. I don't know what to do because I have never been away from Fern or off of the Arable's farm before. Maybe Fern will change her mind and come back for me tomorrow to take me home.

Love Wilbur.



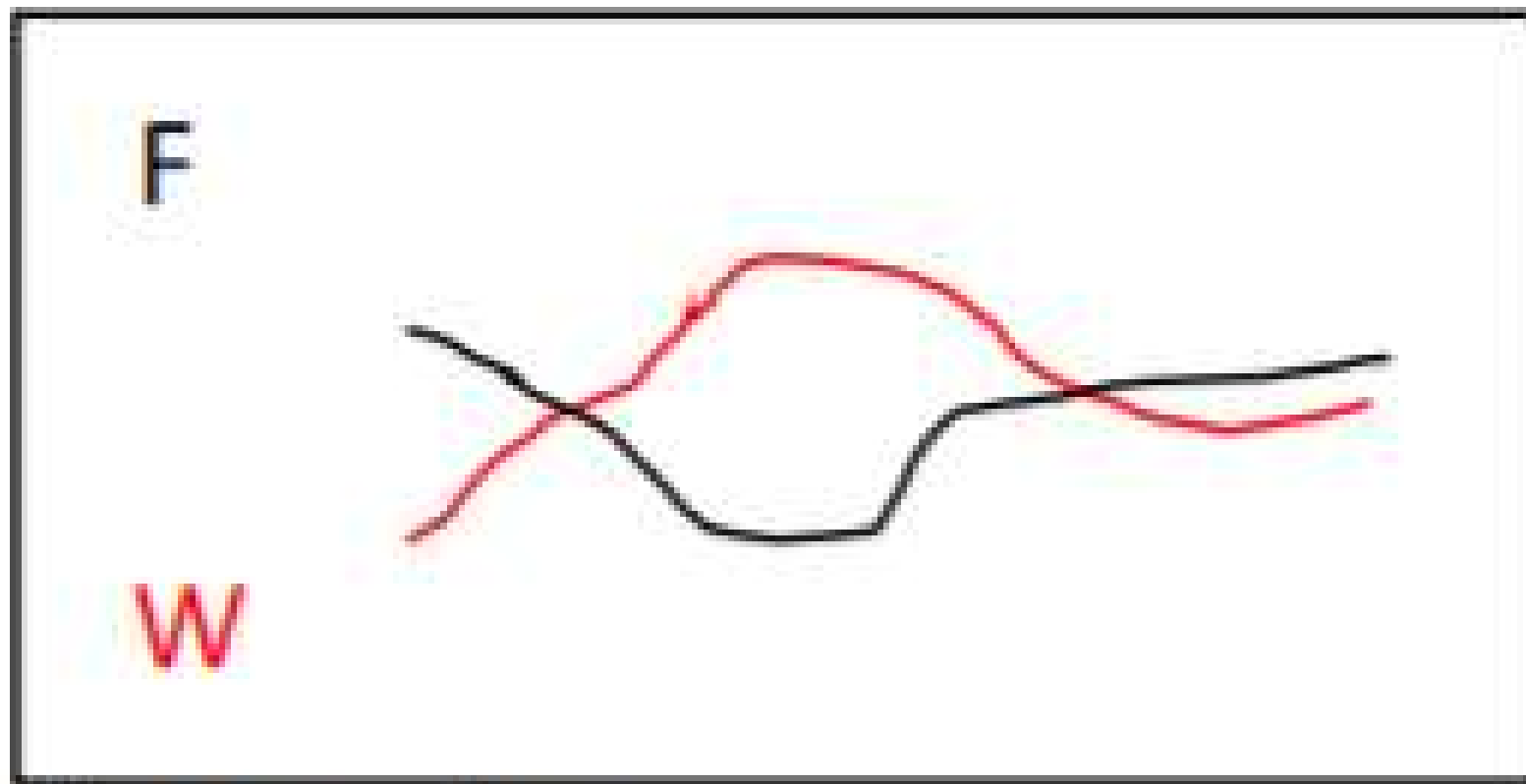
# Week 1 Thursday

Learning objectives

I can sequence story parts using clues in the text.



# Emotion Graphs



Story over time



# Story map in pictures

Introduces Fern,  
Mr and Mrs Arable.  
Fern gets small pig.

Pig grows up in  
house, then  
outside, then  
moves to Uncle's  
farm.

Wilbur escapes and  
runs around before  
being lured back  
into his pen.

Wilbur feels lonely  
in the rain and tries  
to get friends to  
play.

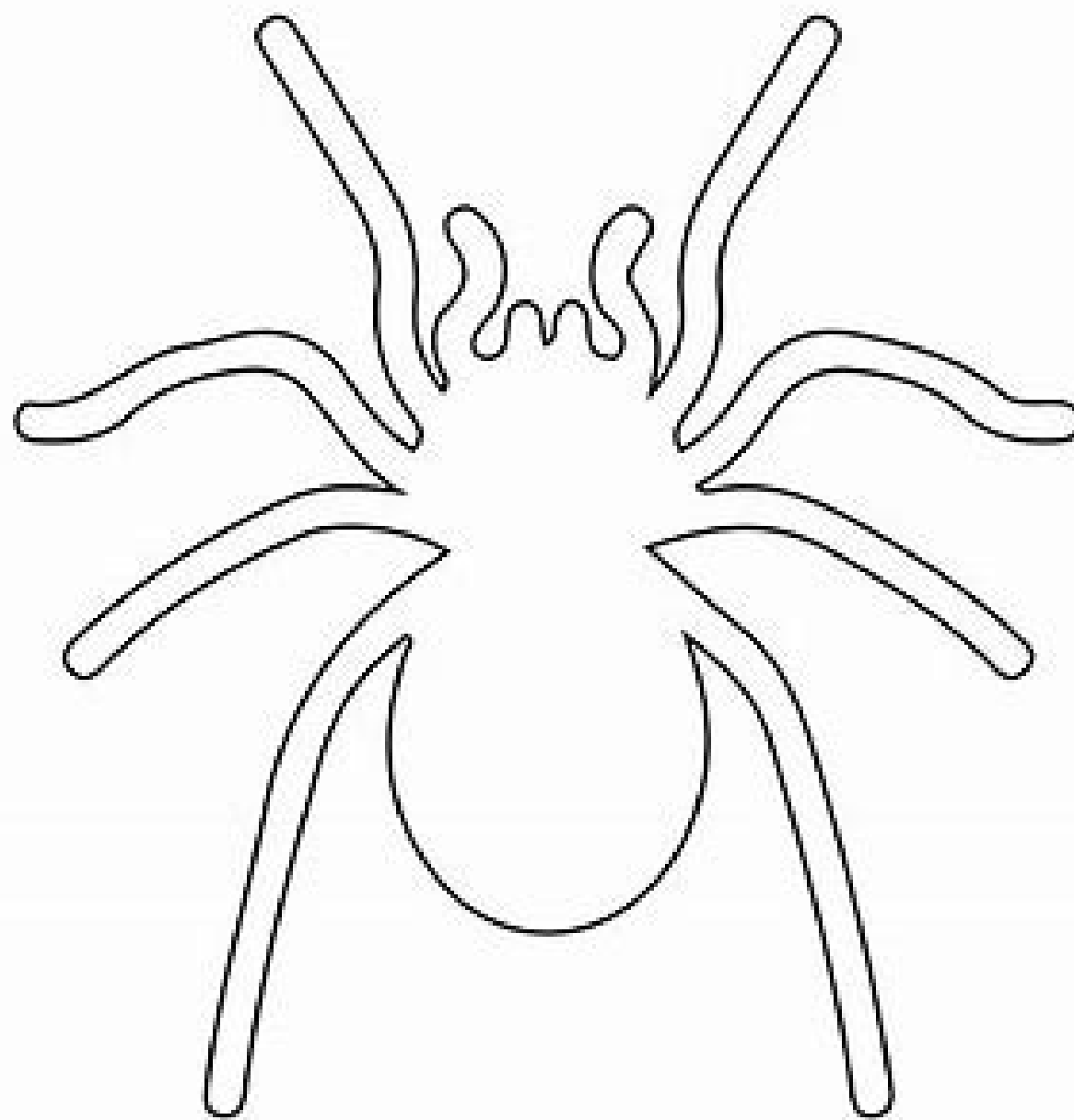
A new friend...

# Week 1 Friday

## Learning objectives

I can recognise how characters develop through a story.

I can understand how emotions are shown through actions and speech.



# Week 2 Monday

## Learning objectives

I can justify my opinions on a story.

I can recognise different sections and stages of a story as it progresses.

I can understand how settings and times of day can impact a story.

# Setting and season changes

The barn was very large. It was very old. It smelled of hay and it smelled of manure. It smelled of the perspiration of tired horses and the wonderful sweet breath of patient cows. It often had a sort of peaceful smell - as though nothing bad could happen ever again in the world. It smelled of grain and of harness dressing and of axle grease and of rubber boots and of new rope. And whenever the cat was given a fish-head to eat, the barn would smell of fish. But mostly it smelled of hay, for there was always hay in the great loft up overhead. And there was always hay being pitched down to the cows and the horses and the sheep.

The barn was pleasantly warm in winter when the animals spent most of their time indoors, and it was pleasantly cool in summer when the big doors stood wide open to the breeze. The barn had stalls on the main floor for the work horses, tie-ups on the main floor for the cows, a



# Setting and season changes

sheeptold down below for the sheep, a pigpen down below for Wilbur, and

it was full of all sorts of things that you find in barns: ladders, grindstones, pitch forks, monkey wrenches, scythes, lawn mowers, snow shovels, ax handles, milk pails, water buckets, empty grain sacks, and rusty rat traps. It was the kind of barn that swallows like to build their nests in. It was the kind of barn that children like to play in. And the whole thing was owned by Fern's uncle, Mr. Homer L. Zuckerman.

Wilbur's new home was in the lower part of the barn, directly underneath

the cows. Mr. Zuckerman knew that a manure pile is a good place to keep a young pig. Pigs need warmth, and it was warm and comfortable

down there in the barn cellar on the south side.

# Setting and season changes

Early summer days are a jubilee time for birds. In the fields, around the house, in the barn, in the woods, in the swamp - everywhere love and songs and nests and eggs. From the edge of the woods, the white-throated sparrow (which must come all the way from Boston) calls, "Oh, Peabody, Peabody, Peabody!" On an apple bough, the phoebe teeters and wags its tail and says, "Phoebe, phoe-bee! " The song sparrow, who knows how brief and lovely life is, says, "Sweet, sweet, sweet interlude; sweet, sweet, sweet interlude." If you enter the barn, the swallows swoop down from their nests and scold. "Cheeky, cheeky!" they say.

In early summer there are plenty of things for a child to eat and drink and suck and chew. Dandelion stems are full of milk, clover heads are loaded with nectar, the Frigidaire is full of ice-cold drinks. Everywhere you look is life; even the little ball of spit on the weed stalk, if you poke it apart, has a green worm inside it. And on the under side of the leaf of the potato vine are the bright orange eggs of the potato bug.

Draw the two settings adding in the phrases to describe them.

# Tell me...

What do you like?

What do you dislike?

What patterns have you found?

What puzzles have you found?

# Story map in pictures

Introduces Fern,  
Mr and Mrs Arable.  
Fern gets small pig.

Pig grows up in  
house, then  
outside, then  
moves to Uncle's  
farm.

Wilbur escapes and  
runs around before  
being lured back  
into his pen.

Wilbur feels lonely  
in the rain and tries  
to get friends to  
play.

Wilbur and  
Charlotte become  
acquainted and  
Wilbur enjoys  
summer with his  
friends

Wilbur learns that  
he might be being  
fattened up to be  
killed.  
Charlotte vows to  
save him.

# Week 2 Tuesday

## Learning Objectives

I can punctuate direct speech accurately.

# Speech Marks

“

”

.

Used to show the words  
someone has said.



# Reread this section of the story.

"I want to stay alive, right here in my comfortable manure pile with all my friends. I want to breathe the beautiful air and lie in the beautiful sun."

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur. "Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see the speech marks?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see the capital letter to start the speech?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see the punctuation before the closing speech marks?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see the punctuation at the end of the sentence?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see capital letter for the name of the person speaking?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you see the new speaker new line?

"You're certainly making a beautiful noise," snapped the old sheep.



"I don't want to die!" screamed Wilbur, throwing himself to the ground.



"You shall not die," said Charlotte, briskly.



"What? Really?" cried Wilbur.



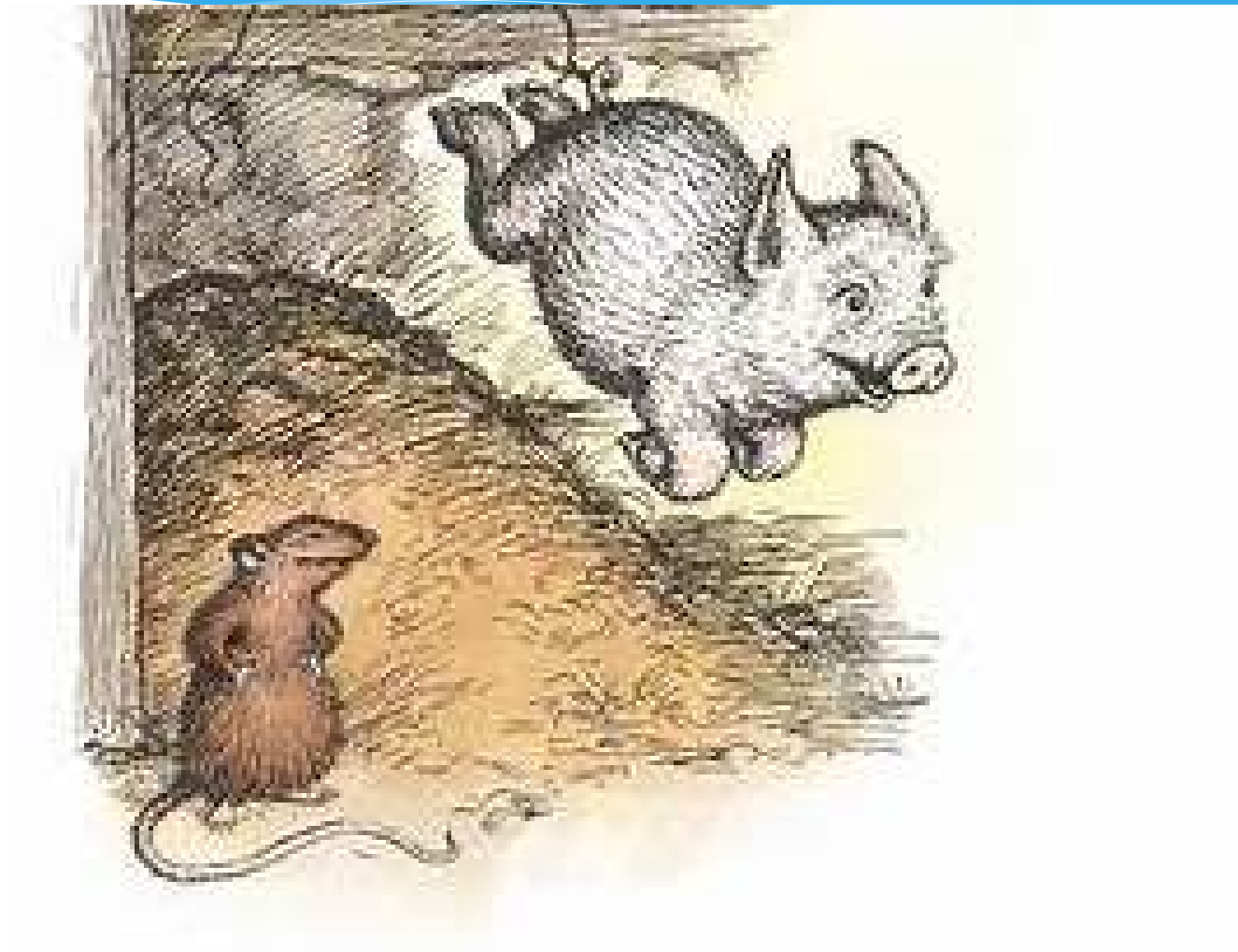
"Who's going to save me?"



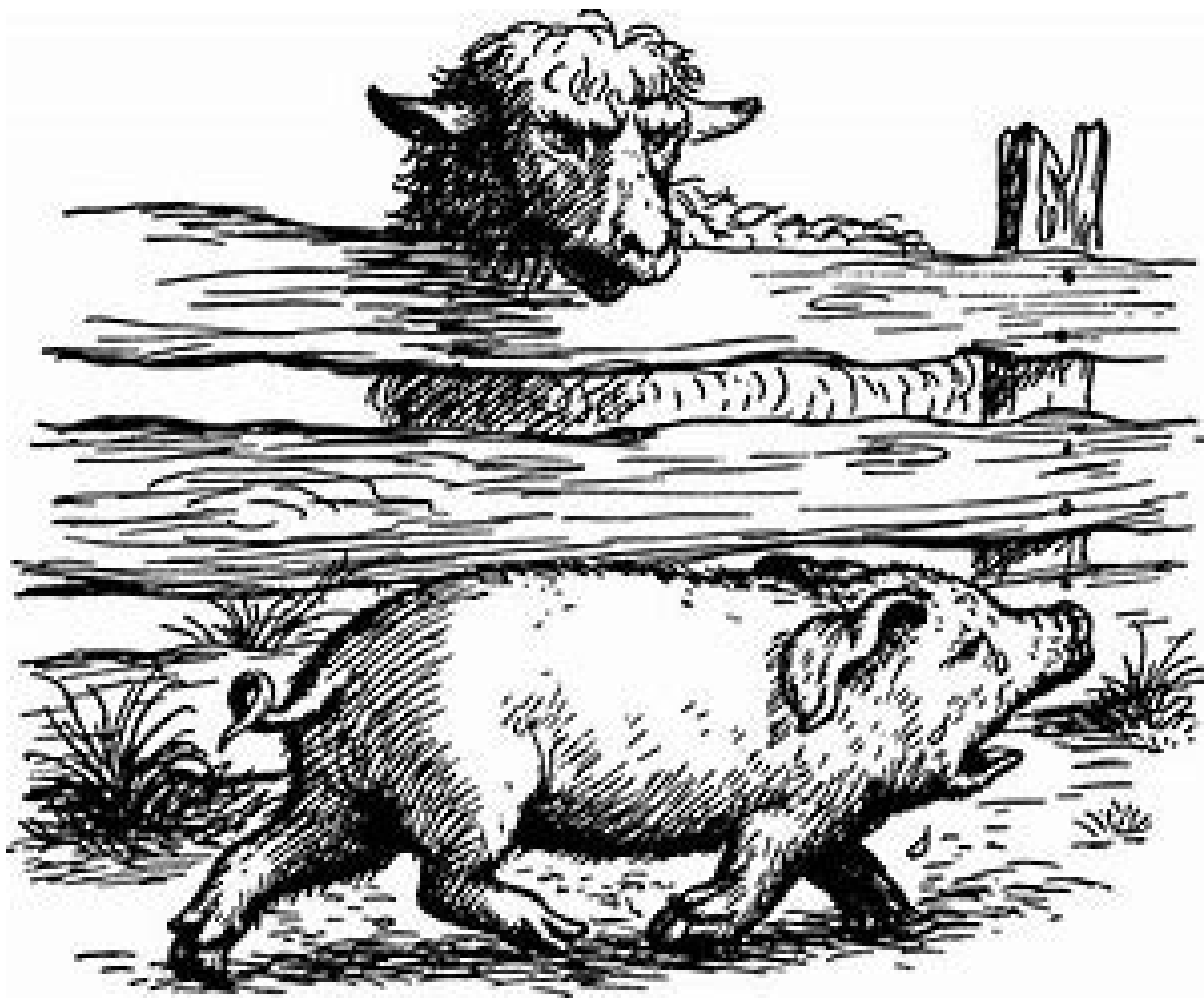
"I am," said Charlotte.



"How?" asked Wilbur.







## Success criteria:

- \* speech marks around what is being said
- \* capital letter to start speech
- \* punctuation before closing speech marks
- \* punctuation for end of the sentence
- \* capital letter for the name of the person speaking
- \* new speaker on a new line

# Week 2 Wednesday

## Learning objectives

I can understand how word choice impacts the reader.

I can recognise and use synonyms of 'said'.

I can add adverbs to explain further how speech is to be said.

# Act out this section of the story.

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Pick out all of the verbs.

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Did you find them all?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Let's focus on the verb 'said'?

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

# Synonyms for 'said'?

"You're certainly making a beautiful noise," **snapped** the old sheep.

"I don't want to die!" **screamed** Wilbur, throwing himself to the ground.

"You shall not die," **said** Charlotte, briskly.

"What? Really?" **cried** Wilbur.

"Who's going to save me?"

"I am," **said** Charlotte.

"How?" **asked** Wilbur.

What verbs could be best used for Wilbur talking to Charlotte here?





# What about Wilbur and Templeton in this picture?



# Alternative ways, add an adverb.

"You're certainly making a beautiful noise," snapped the old sheep.

"I don't want to die!" screamed Wilbur, throwing himself to the ground.

"You shall not die," said Charlotte, briskly.

"What? Really?" cried Wilbur.

"Who's going to save me?"

"I am," said Charlotte.

"How?" asked Wilbur.

What adverbs could be best used for Wilbur talking to Charlotte here?



What adverbs could be used with Wilbur and Templeton in this picture?



Write a brief conversation for each of these pictures. Remember to choose words for effect.





Act it out and discuss with your partner the effect of the verbs and adverbs you used.



# Week 2 Thursday

## Learning Objective

I can recognise how and when speech should be used.

# What purpose does this speech do at the start of the chapter?

"Some pig!" muttered Lurvy in a low voice.

"Some pig!" whispered Mr. Zuckerman. They stared and stared for a long time at Wilbur. Then they stared at Charlotte. "You don't suppose that that spider ..." began Mr. Zuckerman - but he shook his head and didn't finish the sentence. Instead, he walked solemnly back up to the house and spoke to his wife.

"Edith, something has happened," he said, in a weak voice. He went into the living room and sat down, and Mrs. Zuckerman followed. "I've got something to tell you, Edith," he said. "You better sit down."

Mrs. Zuckerman sank into a chair. She looked pale and frightened. "Edith," he said, trying to keep his voice steady, "I think you had best be told that we have a very unusual pig." A look of complete bewilderment came over Mrs. Zuckerman's face.

"Homer Zuckerman, what in the world are you talking about?" she said.



# All speech should have a purpose.

Speech is used to show how a character is feeling or to move the action on.

If speech doesn't do this, take it out and change it for narrative.

Speech should be used sparingly to add impact.

# Read this section of text. Replace the speech with narrative where it is not having an impact.

One evening, a few days after the writing had appeared in Charlotte's web, the spider called a meeting of all the animals in the barn cellar.

"I shall begin by calling the roll. Wilbur?"

"Here!" said the pig.

"Gander?"

"Here, here, here!" said the gander.

"You sound like three ganders," muttered Charlotte. "Why can't you just say 'here'? Why do you have to repeat everything?"

"It's my idio-idio-idiosyncrasy," replied the gander.

"Goose?" said Charlotte.

"Here, here, here!" said the goose. Charlotte glared at her.

"Goslings, one through seven?"

"Bee-bee-bee!"

"Bee-bee-bee!"

"Bee-bee-bee!"

"Bee-bee-bee!"

"Bee-bee-bee!"

"Bee-bee-bee!"

"Bee-bee-bee!" said the goslings.

Read this section of text. Replace the speech with narrative where it is not having an impact.

"This is getting to be quite a meeting," said Charlotte. "Anybody would think we had three ganders, three geese, and twenty-one goslings. Sheep?"

"He-aa-aa!" answered the sheep all together.

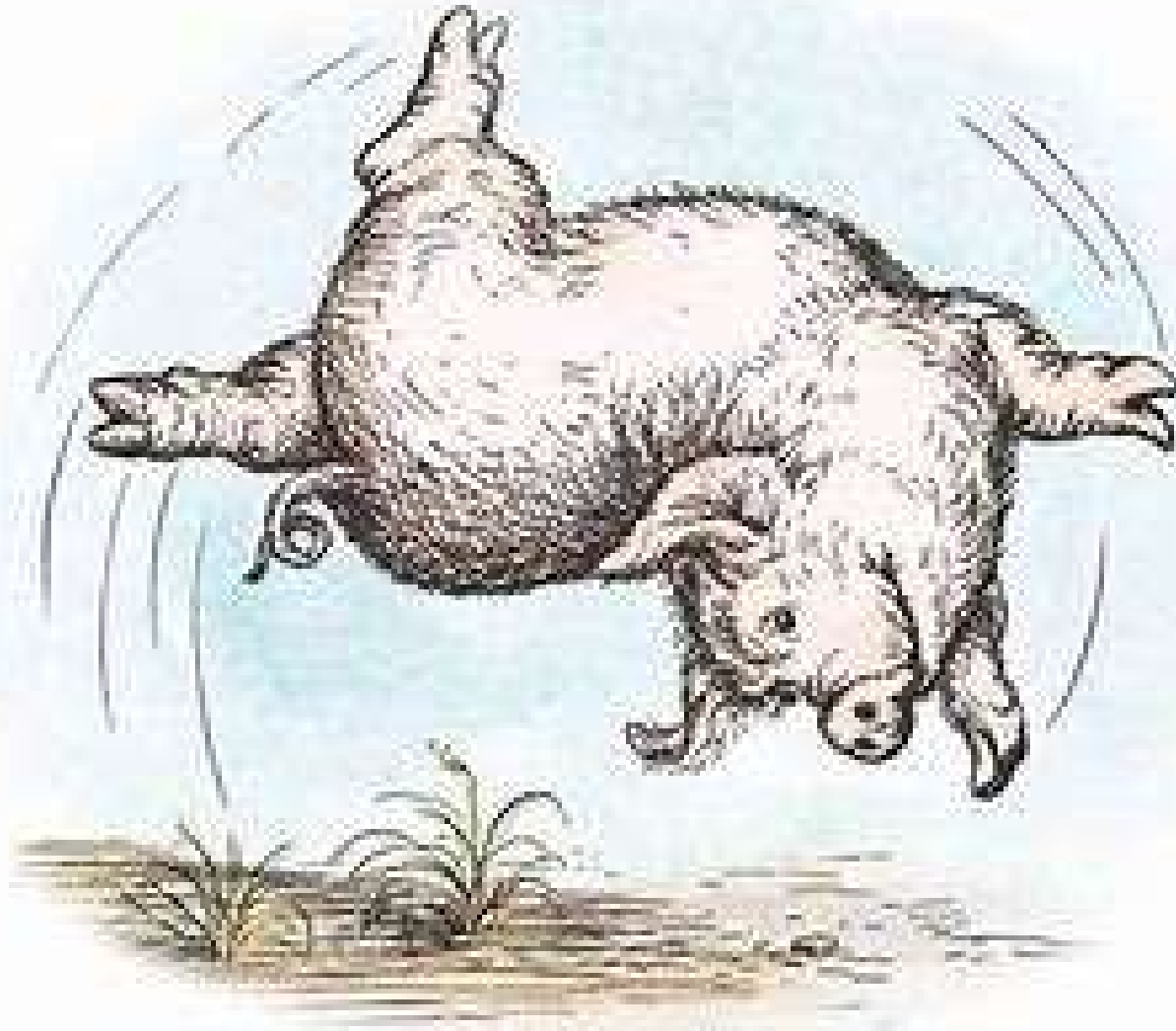
"Lambs?"

"He-aa-aa!" answered the lambs all together.

"Templeton?" No answer.

"Templeton?" No answer.

"Well, we are all here except the rat," said Charlotte. "I guess we can proceed without him. Now, all of you must have noticed what's been going on around here the last few days. The message I wrote in my web, praising Wilbur, has been received. The Zuckermans have fallen for it, and so has everybody else."



# Week 2 Friday

## Learning Objective

I can understand how to create impact.

I can punctuate a list accurately.

I can sequence ideas in a retelling.

# The Power of 3!

"Oh, Avery," chuckled Mrs. Arable. "Avery is always fine. Of course, he gets into poison ivy, gets stung by wasps and breaks everything he lays his hands on. He's fine."

"Oh, Avery," chuckled Mrs. Arable. "Avery is always fine. Of course, he gets into poison ivy, gets stung by wasps and breaks everything he lays his hands on. He's fine."

# The power of 3!

- \* list 3 things
- \* the first and second are separated by a comma and the second and third are separated by the word 'and'

Wilbur's barn had a smell of fresh hay, pens for the animals and cobwebs in the corners.

Wilbur felt radiant as he pranced across the barn, tilted his head to one side and did a backflip with half twist.



Dear Diary,

You would not believe what happened today! The pigs were born last night and Papa was going to kill the runt of the litter.

I woke up this morning, went down to the kitchen and sat at the breakfast table waiting for Papa. Out of the window, I saw him walking towards the hoghouse carrying an axe. Mother said that he was off to do a way with the runt of the litter of pigs that were born last night. It was just too much to consider, my heart just began to break.

Instantly, I jumped up from my seat, sprinted to the back door and charged to catch up to Papa. With dew on the ground and tears on my cheeks, I begged to save the life of the poor weakling. I even said, "Would you have killed me if I had been born small?" Reluctantly, Papa agreed that I could raise and take responsibility for this pig. My heart felt like it was going to explode with happiness.

Getting on the bus to school, I spent the whole journey feeling both excited and lucky. I selected the most beautiful name I could think of for him, Wilbur. I even answered Wilbur to a question at school because I was day dreaming! It was so embarrassing.

Love Fern.



# Story map in pictures

Introduces Fern,  
Mr and Mrs Arable.  
Fern gets small pig.

Pig grows up in  
house, then  
outside, then  
moves to Uncle's  
farm.

Wilbur escapes and  
runs around before  
being lured back  
into his pen.

Wilbur feels lonely  
in the rain and tries  
to get friends to  
play.

Wilbur and  
Charlotte become  
acquainted and  
Wilbur enjoys  
summer with his  
friends

Wilbur learns that  
he might be being  
fattened up to be  
killed.  
Charlotte vows to  
save him.

Charlotte creates  
words in her web.  
Everyone comes to  
see and the plan  
starts to work.

# Week 3 Monday

## Learning Objectives

I can recognise the impact of beginning sentences with adverbials to mark time, place or frequency.



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I woke up this morning, went down to the kitchen and sat at the breakfast table waiting for Papa. **Out of the window**, I saw him walking towards the hoghouse carrying an axe. Mother said that he was off to do a way with the runt of the litter of pigs that were born last night. It was just too much to consider, my heart just began to break.

**Instantly**, I jumped up from my seat, sprinted to the back door and charged to catch up to Papa. With dew on the ground and tears on my cheeks, I begged to save the life of the poor weakling. I even said, "Would you have killed me if I had been born small?" Reluctantly, Papa agreed that I could raise and take responsibility for this pig. My heart felt like it was going to explode with happiness.

Getting on the bus to school, I spent the whole journey feeling both excited and lucky. I selected the most beautiful name I could think of for him, Wilbur. I even answered Wilbur to a question at school because I was day dreaming! It was so embarrassing.

Love Fern.

# Adverbs tell us about the verb...

- \* where the action is happening
- \* when the action is happening
- \* the frequency of the action happening
- \* how the action is happening

# Spot the adverb...

Read this sentence and spot the adverb.

Fern waved gracefully at the fair crowds.

What does this tell us about the verb?

Now this one....

Yesterday Charlotte created a beautiful web.

What does this adverb tell us about the verb?

Or this one...

Fern and Wilbur see each other often.

What does this adverb tell us about the verb?

# Did you spot the verbs, adverbs and say what effect they had?

Verb

Adverb

What it tells us....

Fern **waved** **gracefully** at fair crowds. **HOW**

**Yesterday** Charlotte **created** a beautiful web. **WHEN**

Fern and Wilbur **see** each other **often**. **HOW OFTEN**

**Adverbs tell us about the verbs by saying how, when, where, how often or how much.**

# Adverbs

Adverbs usually give more information about verbs, adjectives or other adverbs.

## Different Types of Adverbs

### NOTE

An adjective can often be changed to an adverb adding  
honest → honestly  
brave → bravely  
happy → happily



### ADVERBS THAT TELL US **HOW** (MANNER)

EXAMPLE SENTENCE

The boy brushed his teeth **well** this morning.

MORE EXAMPLE ADVERBS

carefully	quickly	quietly	safely
angrily	gently	happily	tenderly
gladly	loudly	sadly	poorly



### ADVERBS THAT TELL US **WHEN** (TIME)

EXAMPLE SENTENCE

The girl was so tired she went to bed **early**.

MORE EXAMPLE ADVERBS

before	now	often	today
after	lately	recently	tomorrow
again	soon	then	yesterday



### ADVERBS THAT TELL US **WHERE** (PLACE)

EXAMPLE SENTENCE

Mum told Peter to play **inside** because it was raining.

MORE EXAMPLE ADVERBS

above	there	outside	wherever
below	up	around	downstairs
here	down	everywhere	upstairs



# Adverbs



## ADVERBS THAT TELL US **HOW OFTEN** (FREQUENCY)

EXAMPLE SENTENCE

Themba **always** gets up at six o'clock in the morning.

MORE EXAMPLE ADVERBS

daily	yearly	rarely	often
weekly	always	occasionally	once
monthly	hourly	constantly	usually



## ADVERBS THAT TELL US **HOW MUCH** (AFFIRMATION OR NEGATION)

EXAMPLE SENTENCE

**Never** play with medicines without adult supervision.

MORE EXAMPLE ADVERBS

yes	not	rather	entirely
no	little	totally	completely
almost	much	very	undoubtedly



# Groups of words can act as an adverb

How about this one...

Charlotte spun her web out of control.

For this one it is not just one word that is giving information about the verb 'to spin' but a phrase (a group of words)

This is called an adverbial phrase.

# Adverbial phrase

Charlotte spun her web out of control.

For this one it is not just one word that is giving information about the verb 'to dance' but a phrase (a group of words)

This is called an adverbial phrase.

Here are some simple sentences, add an adverb or an adverbial phrase to begin each one. Remember to place a comma after it. Do a when, where, frequency and how for each.

Charlotte spun her web.

Wilbur did a backflip.

Templeton hid his treasures.

Fern cared for Wilbur.

# Week 3 Tuesday

## Learning objectives

I can plan using chronology and sequences to order my ideas.



— 276 —  
North Williams Middle School

1922

# Freeze framing and hot seating

- \* Waking up and Charlotte saying she would go with him -
- \* Taking a butter bath –
- \* Overhearing the bacon and ham comment –
- \* Being loaded into the pig pen –
- \* Arriving at the fair and finding out about Uncle –
- \* Having people look at him throughout the day –
- \* Falling asleep knowing Charlotte was making something for herself -



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Love Fern.

## Plan for diary entry for Wilbur on day of the fair

Starting Dear Diary,

Ending Love Wilbur

Paragraph 1	Summary of the day	Feeling ...
Paragraph 2	Waking up / bath	Feeling ...
Paragraph 3	Hearing comment / going in the crate	Feeling...
Paragraph 4	Arriving at the fair – sounds smells and meeting uncle – people looking at him	Feeling...
Paragraph 5	Falling asleep and Charlotte making something for herself	Feeling ...



# Week 3 Wednesday and Thursday

## Learning Objectives

I can write an effective diary entry as a character from a story.



Dear Diary,

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I woke up this morning, went down to the kitchen and sat at the breakfast table waiting for Papa. Out of the window, I saw him walking towards the hoghouse carrying an axe. Mother said that he was off to do a way with the runt of the litter of pigs that were born last night. It was just too much to consider, my heart just began to break.

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Love Fern.

# Success criteria

- \* 1<sup>st</sup> person consistent
- \* past tense consistent
- \* paragraphs clearly defined
- \* adverbials to start sentences
- \* a summarising opening paragraph
- \* a sentence expressing feelings in each paragraph
- \* a piece of speech accurately punctuated
- \* a list using the power of 3 for impact

# Week 3 Friday

## Learning Objectives

I can edit, review and perform my own text.

# Week 4 Monday

## Learning Objectives

I can recognise language and text features of an explanation text

# Spider Life Cycle

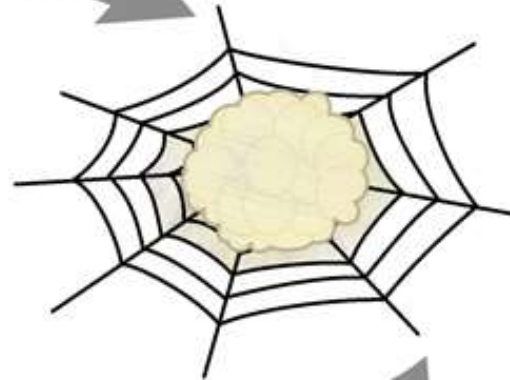
## Eggs

Develop inside  
a sac-like  
structure



## Egg Sac

Protects the  
eggs till they  
hatch into  
spiderlings



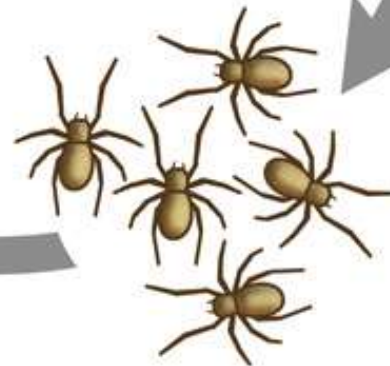
## Adult

Lays eggs



## Spiderlings

Undergo several  
molts to reach  
adulthood



# What are the Different Stages of a Spider Life Cycle?

All spider species, ranging from the smallest jumping spiders to the giant huntsman spiders, mature in four different stages – egg, egg sac, spiderling, and adult.

## **First Stage: Egg**

After mating, the females store spermatophores until they are all set to lay eggs. The number of eggs laid varies by the spider species, ranging from a few eggs to hundreds and thousands of eggs. These eggs are usually wrapped with an egg sac constructed from silk.

## **Second Stage: Egg Sac**

The egg sac, made for protecting the eggs from the elements and against predators such as birds and ants, is the place where the offspring develop. The eggs start hatching in a few weeks. Some spiders carry the sac until the eggs hatch while others leave it in a secure location, such as a burrow, under bark, or hidden among leaves or foliage.

## **Third Stage: Spiderlings**

The spiderlings are the immature spiders that bear a great resemblance to their parents. After coming out from the egg sac, the spiderlings immediately disperse by either walking or ballooning. As they develop, these young spiders molt several times, and they remain vulnerable until the formation of the new exoskeleton.

## **Fourth Stage: Adult**

After five to ten molts, most spider species reach adulthood. When the spiderlings attain maturity, they are ready to reproduce and start the life cycle again.

Look closely at the text – what features do you notice?

E.g.

What are the Different Stages of a Spider Life Cycle?

Title – a question



# An opening paragraph and headings

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# Present tense and third person

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# Commas to mark clauses to add additional and factual information

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## **Fourth Stage: Adult**

After five to ten molts, most spider species reach adulthood. When the spiderlings attain maturity, they are ready to reproduce and start the life cycle again.

# Fronted adverbials to show how, where or when the verb is happening

All spider species, ranging from the smallest jumping spiders to the giant huntsman spiders, mature in four different stages – egg, egg sac, spiderling, and adult.

## **First Stage: Egg**

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## **Fourth Stage: Adult**

**After five to ten molts,** most spider species reach adulthood. **When the spiderlings attain maturity,** they are ready to reproduce and start the life cycle again.

## Explanation Expectations Y4

Use formal language

Use present tense

Use causal conjunctions

Use generalisers

Use technical language

Use detail to add information

Use sequencing conjunctions

# Life cycle of a spider

## Spiderlings



- Spiderlings are baby spiders.
- They look like their mommy and daddy.
- Some spiders carry the babies on their backs.

## Spiders

Some people are afraid of spiders because they may bite. Some spiders are poisonous to humans. Some spiders have long, hairy legs. Spiders look creepy to some people.



Spiders are called arachnids. They have eight legs. Many spiders are black or brown, but they can be other colors or have designs. Most spiders spin webs to catch bugs. Spiders are important because they help take away the bugs.

## Molting

Spiders grow out of their skin. That is called molting.



## Eggs

In fall the mommy spider lays hundreds of eggs. She wraps them in silk. They will hatch in spring.





# What are the stages of the life cycle of a frog?

A life cycle is made up of a series of different phases that each living thing undergoes during its life. But not all plants and animals have the same life cycle. Most animals such as mammals, fish, reptiles and birds have very simple life cycles. They are simply born/hatched from eggs and grow up. But Amphibians, like frogs, have a more complicated life cycle.



## Stage 1: Egg

**The Egg is the first phase of the life cycle of a frog.** A frog begins life as a **fertilized egg**. A female frog lays a lot of eggs (thousands of eggs at once) usually in or near water. Eggs are covered in a **jelly like** substance which makes them slippery. The jelly protects them from other animals eating the eggs. Now the eggs are ready to hatch into tadpoles.

## Stage 2: Tadpole

**The tadpole is the second phase of a frog's life cycle.** Tadpoles hatch from eggs. When the tadpole emerges, it does not look exactly like a frog, but rather like a fish. They have no legs at this point in the life cycle. It breathes using gills and moves like a fish. It uses its long tail to swim and eats small water plants and algae. During this time, the tadpole begins to develop two hind legs and has a long body along with its head. With the help of its two hind legs it can easily jump around instead of just swimming. At this stage, the tadpole begins to develop the lungs, so that it can also breathe out of water when it becomes a frog.



## Stage 3: Froglet

**Froglet is the third stage of a frog's life cycle.** In this stage the lungs and two front legs also grow. Its long tail becomes shorter and shorter. Due to the lungs, the froglet also floats above the water to breathe air. At this stage of the life cycle, a froglet does not require anything else to eat because it uses the nutrients stored in its tail as food.



## Stage 4: Adult Frog

**The adult frog is the fourth and final stage of life cycle of a frog.** Now it is perfectly fit to leave the water and live on the land. The frog's tail disappears completely and it begins to seek insects for nutrients. The mother frogs return to the water to lay eggs, and the life cycle of a frog begins again.



# Week 4 Tuesday

## Learning Objectives

I can justify my opinions about a text.



# What are the Different Stages of a Spider Life Cycle?

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## **Fourth Stage: Adult**

After five to ten molts, most spider species reach adulthood. When the spiderlings attain maturity, they are ready to reproduce and start the life cycle again.

# Tell me...

- \* what do you like about this and why?
- \* what do you dislike about it and why?
- \* what patterns have you found?
- \* what puzzles have you found?

# What are the stages of the life cycle of a frog?

A life cycle is made up of a series of different phases that each living thing undergoes during its life. But not all plants and animals have the same life cycle. Most animals such as mammals, fish, reptiles and birds have very simple life cycles. They are simply born/hatched from eggs and grow up. But Amphibians, like frogs, have a more complicated life cycle.



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# Tell me...

- \* what do you like about this and why?
- \* what do you dislike about it and why?
- \* what patterns have you found?
- \* what puzzles have you found?

# Week 4 Wednesday

## Learning objectives

- \* I can understand and use technical vocabulary.
- \* I can create notes that are accurate and concise.

# Life cycle of a flowering plant video clip

- \* <https://www.bing.com/videos/search?q=flowering+plant+life+cycle+kids&&view=detail&mid=97A10F756C4A495E068C97A10F756C4A495E068C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dflowering%2520plant%2520life%2520cycle%2520kids%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26pq%3Dflowering%2520plant%2520life%2520cycle%2520%26sc%3D8-27%26sk%3D%26cvid%3D4328E91A90CB4E23A6303AF9F502464F>  
(BBC bitesize science plant life cycle)

- \* watch several times and make notes

# Flowering and non-flowering plants

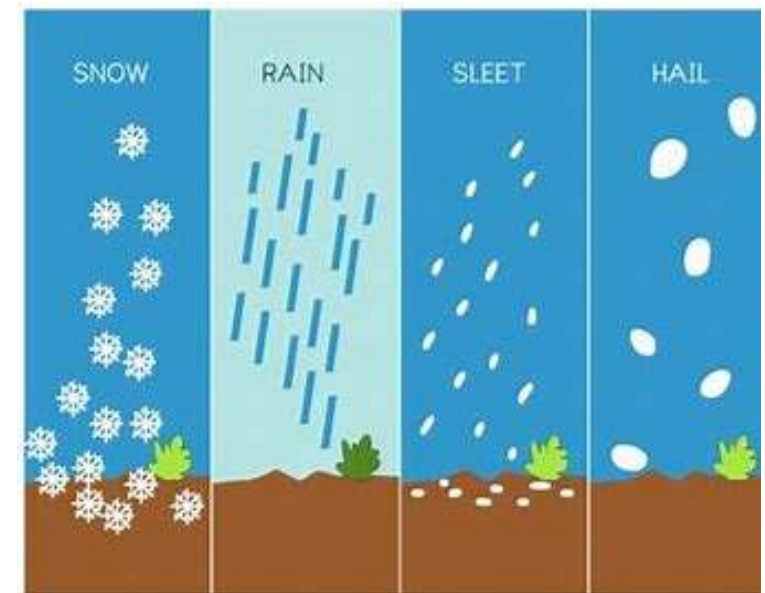
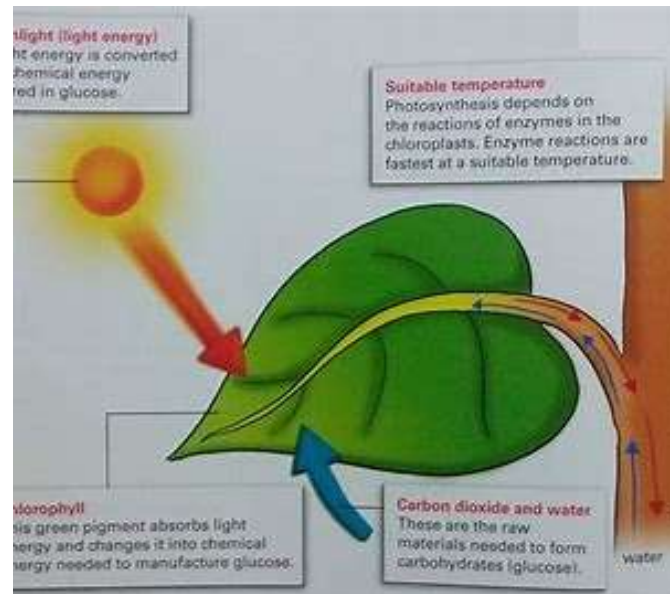
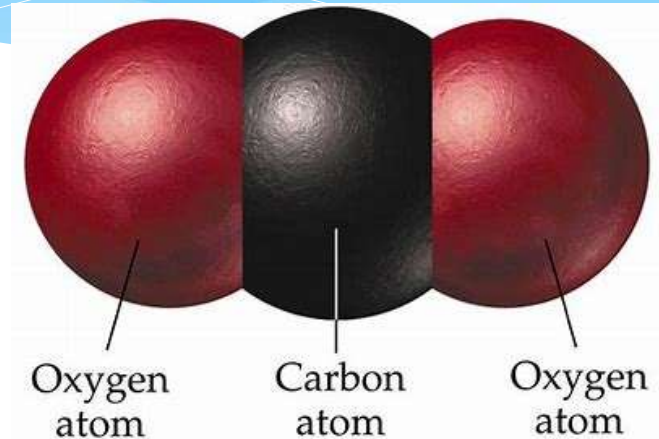
- \* Life cycle –happens over and over
- \* seed needs water and nutrients from soil
- \* sunlight needed – push up through soil
- \* leaves grow
- \* leaves use sun and carbon dioxide to make food = photosynthesis
- \* adult plant = flowers grow
- \* pollen from stamen to stigma = pollination
- \* seeds created
- \* seed dispersal – water / wind / eat and excrete / stick to animals / shoot out
- \* ferns and moss (non-flowering plant) – spores disperse
- \* start again



# Vocabulary



- \* germination
- \* seed dispersal
- \* pollination
- \* precipitation
- \* excretion
- \* photosynthesis
- \* carbon dioxide





# Vocabulary

## germination

when a seed starts to grow – it needs water and warmth



# Vocabulary

## seed dispersal

how a seed moves away from the plant

- \* can be on the wind
- \* can be carried on an animal
- \* can float in water
- \* can be eaten by animals and excreted
- \* can be shot out from the original plant



# Vocabulary

## pollination

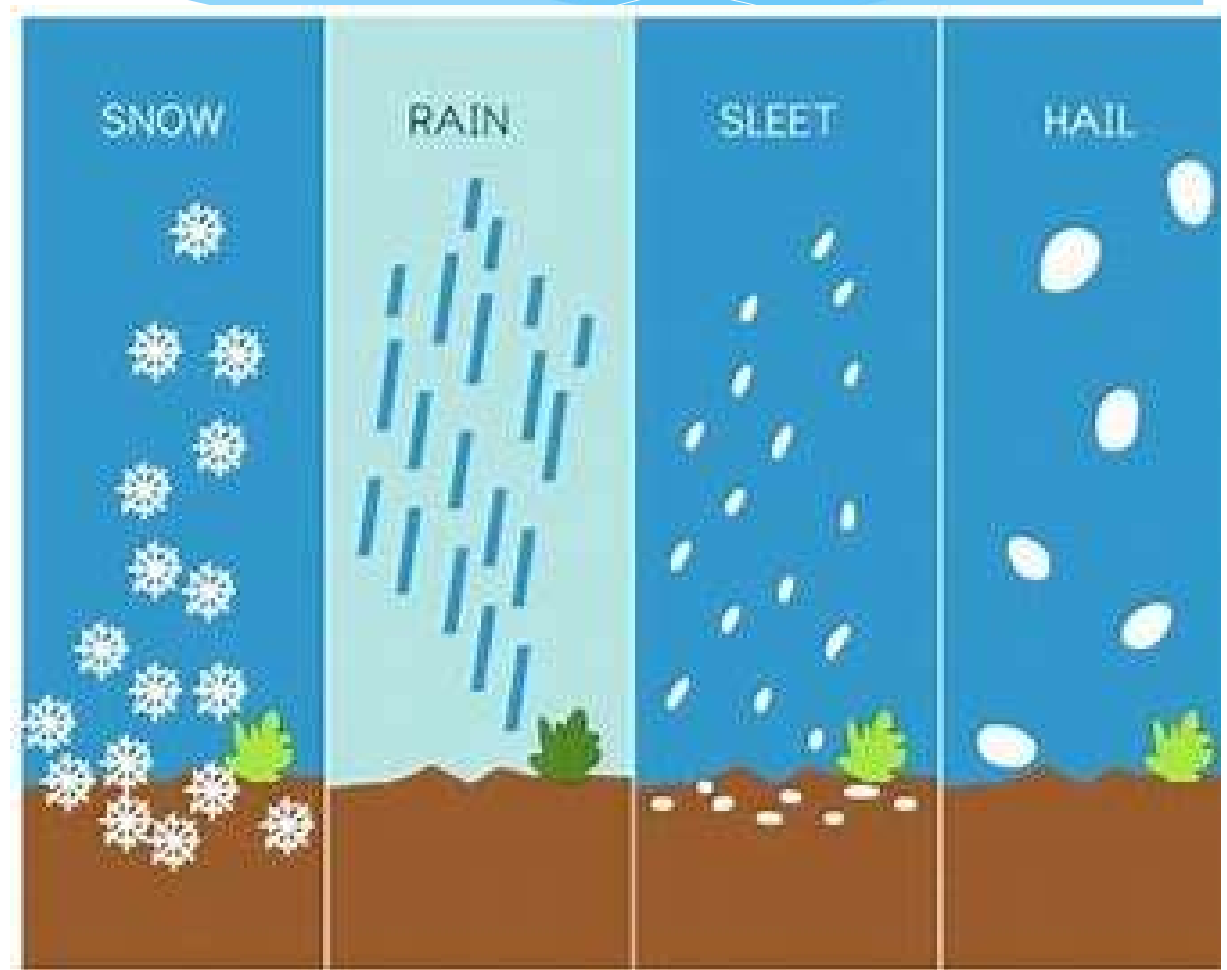
when pollen moves  
from one plant to  
another, usually by  
insects like bees



# Vocabulary

## precipitation

any type of water falling from the sky



# Vocabulary

## excretion

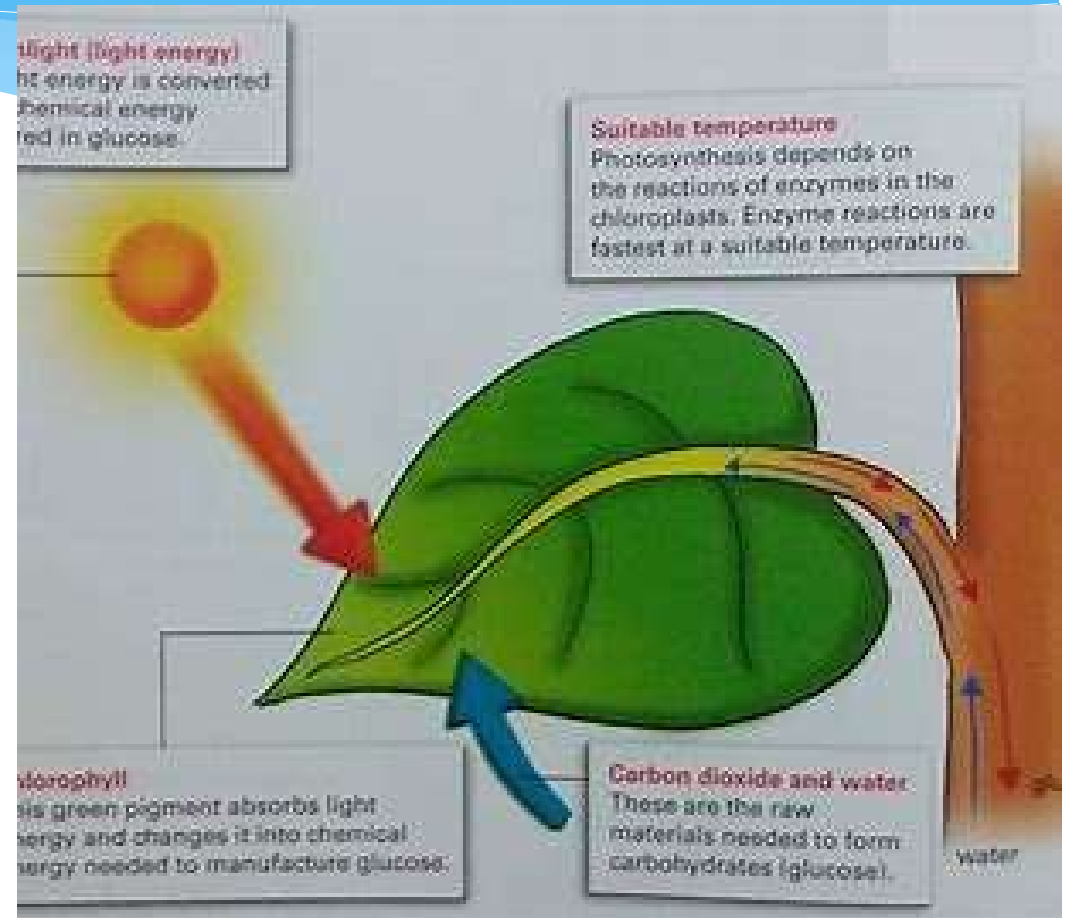
the bits that a person or animal does not need so comes out of the body as poo



# Vocabulary

## photosynthesis

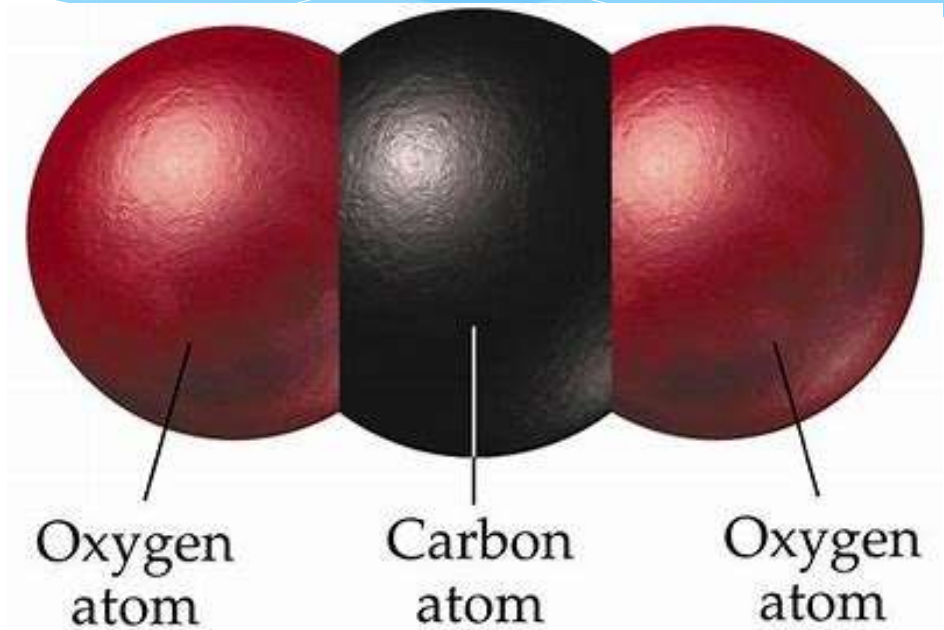
how a plant makes food in their leaves using sunlight and carbon dioxide



# Vocabulary

## carbon dioxide

a gas in the air that is made up of a carbon atom and two oxygen atoms

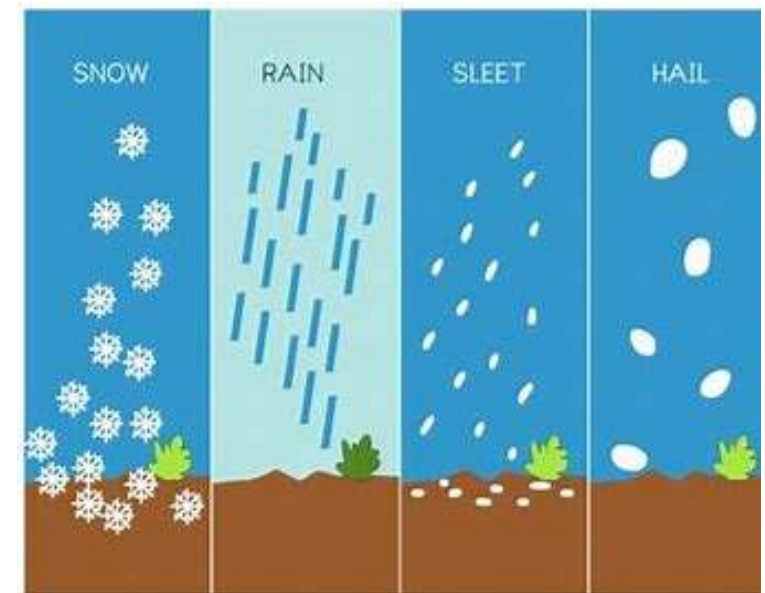
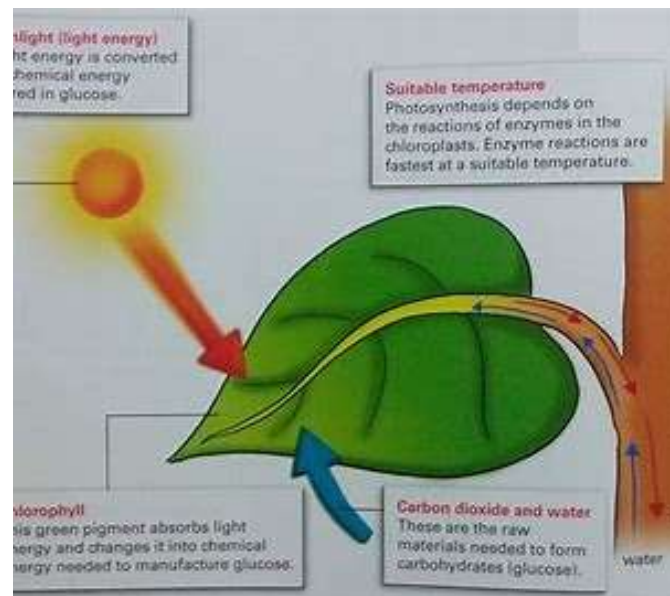
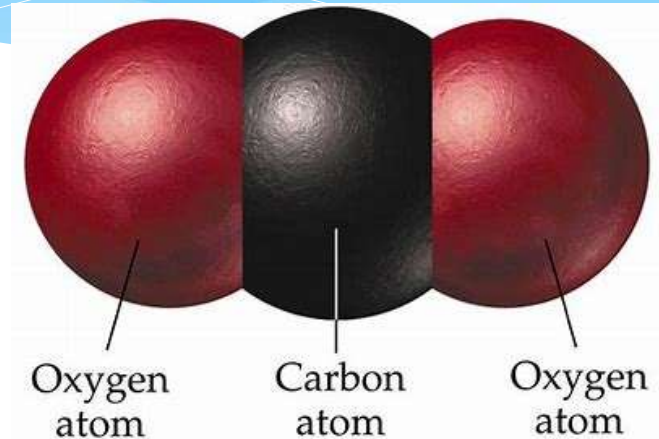




# Vocabulary



- \* germination
- \* seed dispersal
- \* pollination
- \* precipitation
- \* excretion
- \* photosynthesis
- \* carbon dioxide





# Week 4 Thursday

Learning objectives

I can recognise present tense verbs.

I can create a flowering plant life cycle as a class.

# Tenses – find the verbs

## \* Charlotte's web - narrative – past tense

Fern came slowly down the stairs. Her eyes were red from crying. As she approached her chair, the carton wobbled, and there was a scratching

noise. Fern looked at her father. Then she lifted the lid of the carton. There, inside, looking up at her, was the newborn pig. It was a white one. The morning light shone through its ears, turning them pink.

# Tenses – find the verbs

## \* Explanation text – present tense

All spider species, ranging from the smallest jumping spiders to the giant huntsman spiders, mature in four different stages – egg, egg sac, spiderling, and adult.

### **First Stage: Egg**

After mating, the females store spermatophores until they are all set to lay eggs. The number of eggs laid varies by the spider species, ranging from a few eggs to hundreds and thousands of eggs. These eggs are usually wrapped with an egg sac constructed from silk.

### **Second Stage: Egg Sac**

The egg sac, made for protecting the eggs from the elements and against predators such as birds and ants, is the place where the offspring develop. The eggs start hatching in a few weeks. Some spiders carry the sac until the eggs hatch while others leave it in a secure location, such as a burrow, under bark, or hidden among leaves or foliage.

# Why is it different for different texts?

- \* Charlotte's web is telling a story that has already happened.
- \* The explanation text is explaining something that is going on all the time at the moment.
- \* If an explanation text were explaining how the dinosaurs died out, what tense do you think it would be written in?

# What are the life cycle stages of a flowering plant?

*Plants and animals depend on each other for their survival. Plants create food for animals and animals help flowers to reproduce. This symbiosis that is created is extremely important to ensure the continuation of life on the planet.*

## **Stage one: Germination**

Firstly, given the right conditions, seeds *germinate* and grow into new plants. Germination is the term used when a seed sprouts roots and a stem. For this to happen, seeds need just warmth and water. There is no need for sunlight at this stage.

## **Stage two: Pollination**

Next, the stem of the plants reach for sunlight and break through the soil layer. The plant continues to grow the roots and stem which then leads to leaves and flowers forming. A flower head contains male and female parts. Flowers produce sweet liquid called *nectar*, which provides food for bees. They also have *pollen* on the end of thin strands called *filaments* so that bees rub against them when they land. Once the bees have taken their reward of nectar, they fly off to another flower with the pollen on their backs. As a result pollen is carried from one flower to another. Next, the pollen is rubbed onto the *stigma* of the new plant and travels into the ovary. This results in *fertilisation* and new seeds or nuts are formed.

## **Stage three: Seed dispersal**

Seeds or nuts provide an excellent food source for animals so they are soon eaten by birds or small animals like squirrels. Consequently, the seeds are *dispersed* as the animal moves and eventually they are deposited in the animal's droppings.

*This life cycle shows clearly how plants and animals work together and that without these plants the animals would have no food and without the animals, especially the bees, new plants would not be created.*

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# Week 4 Friday

## Learning objectives

I can recognise the use of brackets to provide clarity of information.

I can complete a flowering plant life cycle as a class.

# Brackets

- \* Writing an explanation text can be tricky. Reading an explanation text can be even trickier. That is because it is full of technical language and challenging subject matter.
- \* Brackets can help support a reader by giving extra help when they are reading.
- \* Did you know that arachnids (spiders) can lay hundreds of eggs in an egg sac?
- \* Can you see how putting the word spiders in brackets help the reader understand a challenging scientific word.



# BRACKETS []

## WHEN TO USE BRACKETS?

### 1. To help clarify information about the subject or subject matter

- "She [Jane] wasn't so sure about the plan," Bill said.
- "He was planning to get it [the game] tomorrow during his lunch break."

### 2. To note any translation for material quoted in a foreign language

- "The only French I spoke in Paris was *parlez-vous anglais* [Do you speak English]".



### 3. To notate grammatical errors

- He said, "It came to my house and than [sic] went to hers."

### 4. To change the punctuation to maintain contextual accuracy

- Although "[h]e wasn't sure about all the details", John was pretty certain that it would be an easy class.



Here are some sentences with brackets –  
which ones are used correctly.

Insects contribute to pollination (moving pollen from one plant to another) by being attracted to the colours and scents of flowers.

When a seed germinates (grows roots and a stem) it needs both water and warmth.

Anthophilia (bees) collect nectar from flowers.

All of the words in brackets explain the tricky word in before them.

Insects contribute to **pollination** (moving pollen from one plant to another) by being attracted to the colours and scents of flowers.

When a seed **germinates** (grows roots and a stem) it needs both water and warmth.

**Anthophilia** (bees) collect nectar from flowers.

# Try adding brackets to these sentences

- \* Watch this clip and make notes – then complete these sentences.
- \* [The lifecycle of an animal - KS2 Science - BBC Bitesize](#)

The larva stage of a life cycle of a butterfly is at the start.

A chrysalis is created ready for the metamorphosis.

The adult butterfly can now reproduce.

# You could have had something like this...

The larva (caterpillar) stage of a life cycle of a butterfly is at the start.

A chrysalis (protective layer like a sleeping bag) is created ready for the metamorphosis (a complete change).

The adult butterfly can now reproduce (lay eggs).

# Week 5 Monday

Learning objectives

I can recognise and use sequencing conjunctions.

# How else can we help our reader?

- \* Using time conjunctions allows our readers to follow the text and keep the chronology of what they are reading in order.

# Can you order these paragraphs so they are correct for the life cycle.

The frog's tail disappears completely and it begins to seek insects for nutrients. The mother frogs return to the water to lay eggs, and the life cycle of a frog begins again.

Tadpoles hatch from eggs. When the tadpole emerges, it does not look exactly like a frog, but rather like a fish. They have no legs at this point in the life cycle. It breathes using gills and moves like a fish. It uses its long tail to swim and eats small water plants and algae. During this time, the tadpole begins to develop two hind legs and has a long body along with its head. With the help of its two hind legs it can easily jump around instead of just swimming.

A female frog lays a lot of eggs (thousands of eggs at once) usually in or near water. Eggs are covered in a jelly like substance which makes them slippery. The jelly protects them from other animals eating the eggs. Now the eggs are ready to hatch into tadpoles.

Due to the lungs, the froglet also floats above the water to breathe air. At this stage of the life cycle, a froglet does not require anything else to eat because it uses the nutrients stored in its tail as food.

A life cycle is made up of a series of different phases that each living thing undergoes during its life.

# Can you add some key phrases to help readers follow along?

A life cycle is made up of a series of different phases that each living thing undergoes during its life.

A female frog lays a lot of eggs (thousands of eggs at once) usually in or near water. Eggs are covered in a jelly like substance which makes them slippery. The jelly protects them from other animals eating the eggs. Now the eggs are ready to hatch into tadpoles.

Tadpoles hatch from eggs. When the tadpole emerges, it does not look exactly like a frog, but rather like a fish. They have no legs at this point in the life cycle. It breathes using gills and moves like a fish. It uses its long tail to swim and eats small water plants and algae. During this time, the tadpole begins to develop two hind legs and has a long body along with its head. With the help of its two hind legs it can easily jump around instead of just swimming.

Due to the lungs, the froglet also floats above the water to breathe air. At this stage of the life cycle, a froglet does not require anything else to eat because it uses the nutrients stored in its tail as food.

The frog's tail disappears completely and it begins to seek insects for nutrients. The mother frogs return to the water to lay eggs, and the life cycle of a frog begins again.



# Did you add any of these...

A life cycle is made up of a series of different phases that each living thing undergoes during its life.

Firstly, ...

The first stage of a frog life cycle...

A female frog lays a lot of eggs (thousands of eggs at once) usually in or near water. Eggs are covered in a jelly like substance which makes them slippery. The jelly protects them from other animals eating the eggs. Now the eggs are ready to hatch into tadpoles.

Secondly,...

The next stage ....

Tadpoles hatch from eggs. When the tadpole emerges, it does not look exactly like a frog, but rather like a fish. They have no legs at this point in the life cycle. It breathes using gills and moves like a fish. It uses its long tail to swim and eats small water plants and algae. During this time, the tadpole begins to develop two hind legs and has a long body along with its head. With the help of its two hind legs it can easily jump around instead of just swimming.

Next,...

The third stage...

Due to the lungs, the froglet also floats above the water to breathe air. At this stage of the life cycle, a froglet does not require anything else to eat because it uses the nutrients stored in its tail as food.

Finally,...

Lastly,...

The last stage....

The frog's tail disappears completely and it begins to seek insects for nutrients. The mother frogs return to the water to lay eggs, and the life cycle of a frog begins again.

# Week 5 Tuesday

## Learning objectives

I can plan an explanation text using stages.

### Explanation Expectations Y4

Use formal language

Use present tense

Use causal conjunctions

Use generalisers

Use technical language

Use detail to add information

Use sequencing conjunctions

Paragraph 1 – Introduce what is being explained

Paragraph 2 – First stage

Paragraph 3 – Second stage

Paragraph 4 – Third stage

Paragraph 5 – closing - fact

# The Hungry Caterpillar

- \* [The Very Hungry Caterpillar - Animated Film - Bing video](#)
- \* [The lifecycle of an animal - KS2 Science - BBC Bitesize](#)

# Week 5 Wednesday

## Learning objectives

I can write an opening for an explanation text, the first stage paragraph and the second stage paragraph.

# Week 5 Thursday

## Learning objectives

I can edit and improve my writing.

I can write the third stage paragraph and closing.

# Week 5 Friday

Learning objectives

I can evaluate my work and reflect on my progress.

# Computer skills to help present your work

- \* Change the size of your title to help readers know where to start
- \* Change the colour of your headings and underline them
- \* Change the font to italics for words explained in brackets
- \* Add pictures and captions to aid understanding
- \* Use inserted shapes to add arrows to aid flow through the text

# Week 6 Monday

## Learning objectives

I can perform poetry with rhythm and expression.

I can recognise verbs and how to change them to a noun by adding the suffix 'er'.

I can reflect on the effect poems have on people.



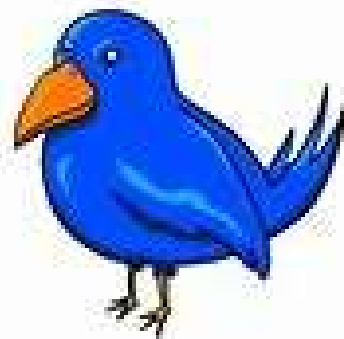
Here are some poems  
Think about ...  
likes, dislikes, patterns, puzzles

Leaf muncher,  
Stem crawler,  
Cocoon maker,  
Nap taker,  
Metamorphosis bringer,  
Wing creator,  
Bug eater,  
Colourful flier.

a worm-eater  
a fast-flier  
a noisy-singer  
a colourful-tweeter  
a land-scanner  
a nest-maker  
a window-messer  
a crop-ruiner  
a seed-eater  
a creature-stalker  
a high-glider

*put these together;*

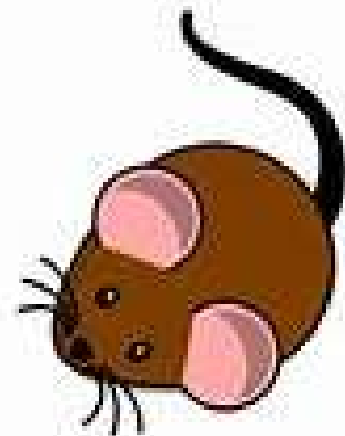
*I'm a bird!*



a small-squeaker  
a plump-eater  
a tiny-scuttler  
a good-sniffer  
a little-sneaker  
a nosey-peeker  
a cat-escaper  
a fast-scamperer  
a messy-scurrier

*put these together;*

*I'm a Mouse!*



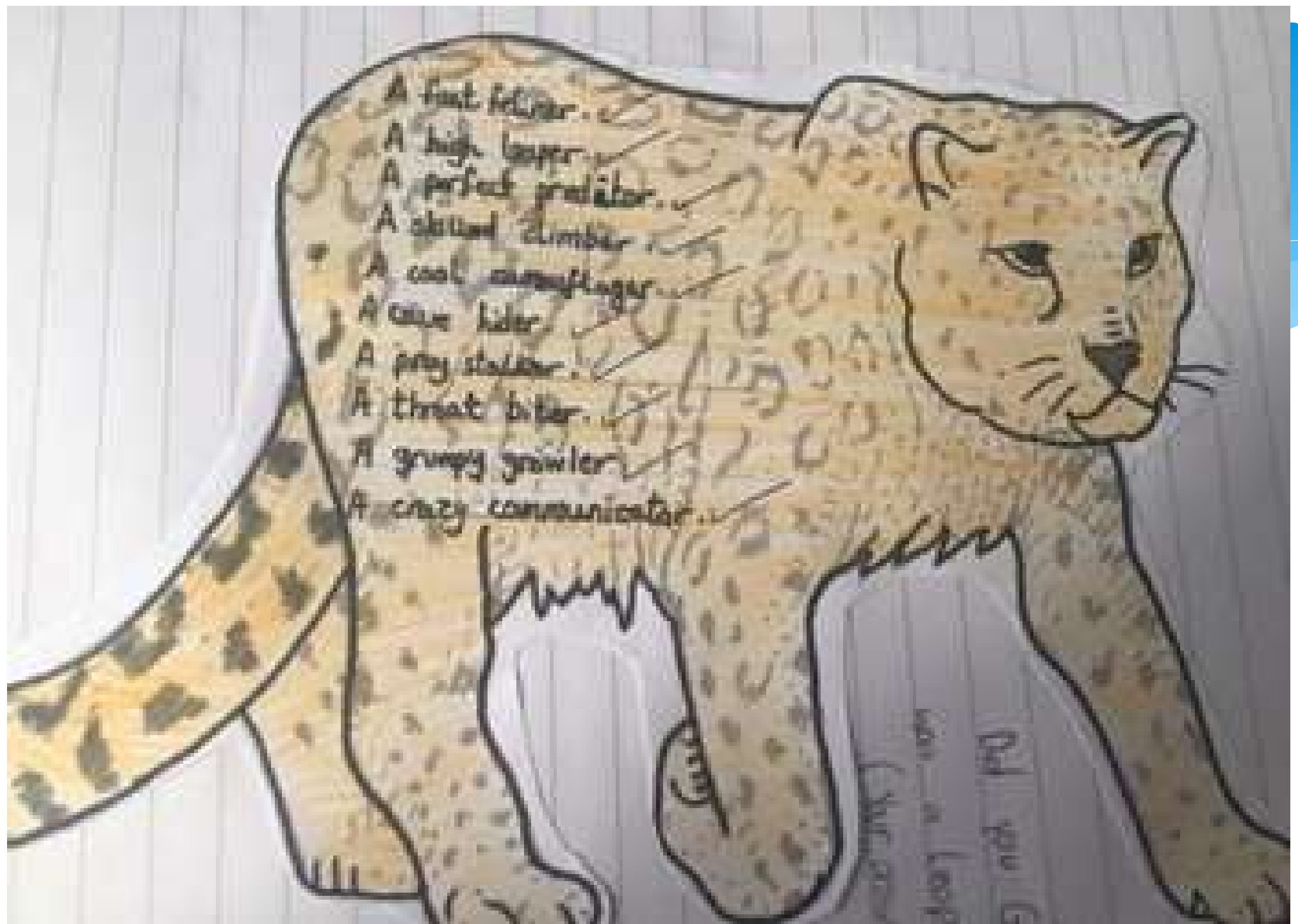
Quiet prowler  
Night howler  
Free mealer  
Chicken stealer  
Rusty splasher  
Hunter dasher

What am I?



A Fox

People scarer  
Body tearer  
Ocean hunter  
Limb cruncher  
Fish scoffer  
Bone cougher  
Sharp gnasher  
Skull smasher



- A fast feline ✓
- A high leaper ✓
- A perfect predator ✓
- A skilled climber ✓
- A cool camouflage ✓
- A claw biter ✓
- A prey stalker ✓
- A throat biter ✓
- A grumpy growler ✓
- A crazy communicator ✓

Did you G  
know a leopard  
is a cat



Happy hopper  
Rapid racer  
Running racer  
Slow swimmer  
Happy hopper  
Playful player  
Giant jumper  
Wonderful Walker  
Quite sleepers  
Sensitive sniffer  
Big biter  
Elegant eater

Good sniffer  
Messy eater  
Fast runner  
Loud woofers  
Noisy sleeper  
Funny tricker  
Massive leaper  
Smelly biter



# Likes, dislikes, patterns, puzzles



What did you notice about these poems?



What did they all have in common?



What did they make you do?



# kennings



A kenning is a much-compressed form of metaphor, originally used in Anglo-Saxon and Norse poetry. In a kenning, an object is described in a two-word phrase, such as 'whale-road' for 'sea'.

They are used in writing to describe something **without giving the name of what it is away**. They are kind of like a riddle.

They look at the characteristics of something and they **describe what that thing is and does**.

# Verbs

- \* Think of some doing or being words that would be suited to Templeton.  
(How does he move or act?)
- \* Then add 'er' to them to make the verb a noun.
- \* e.g. squeak = squeaker





# Week 6 Tuesday

## Learning objectives

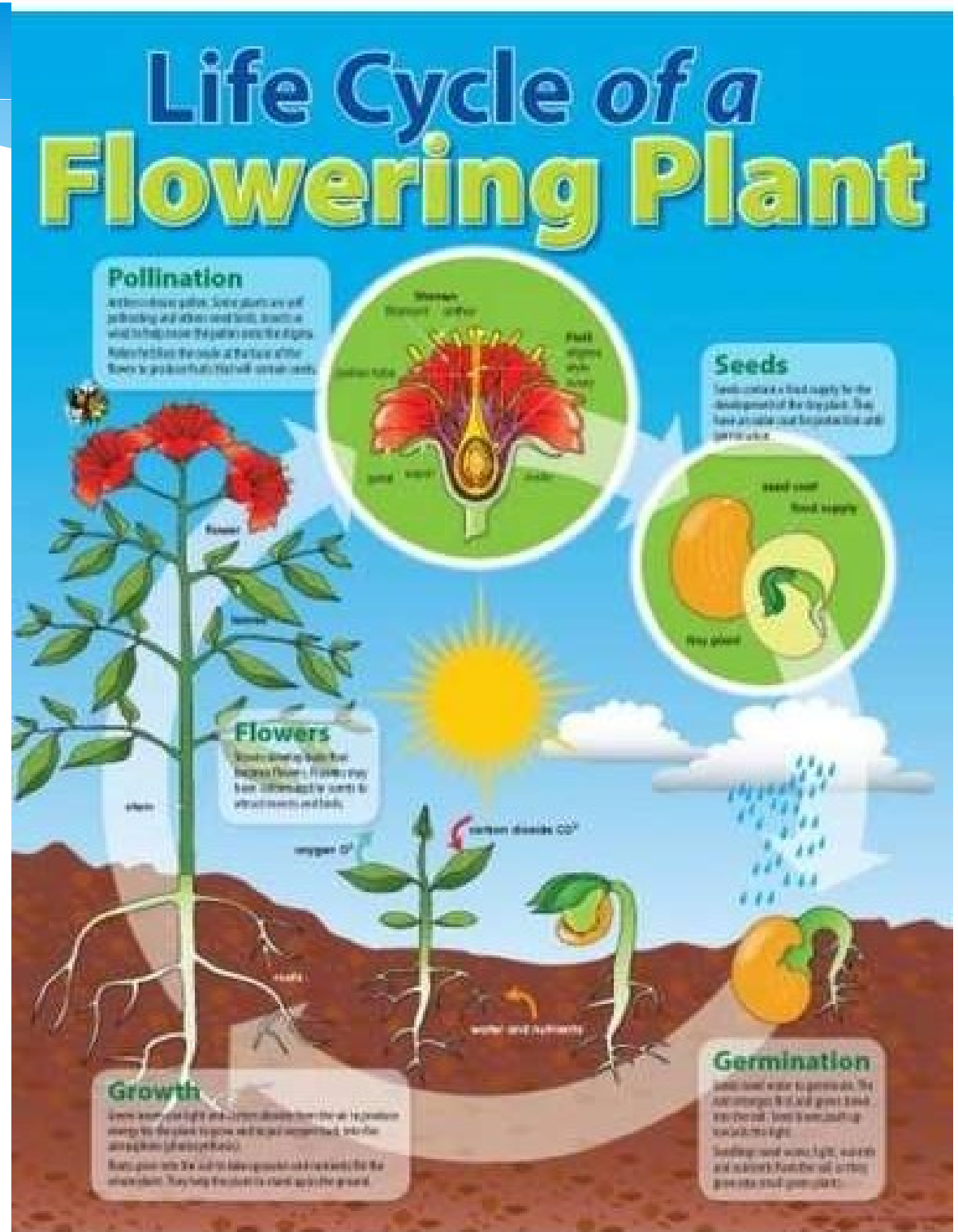
I can join ideas to describe something without saying what it is.

I can select words for effect.

# Think about a flowering plant.

Brainstorm some words for a flowering plant.

<https://www.bing.com/videos/search?q=flowering+plant+life+cycle&ru=%2fvideos%2fsearch%3fq%3dflowering%2bplant%2blife%2bcycle%26FORM%3dHDRSC3&view=detail&mid=798765E3A0B9F7E6C94A798765E3A0B9F7E6C94A&&FORM=VDRVRV>



# Think of your words...

- \* Are any verbs that could changed from a noun by adding er?
- \* Are any words really specifically for plants to help the reader solve the clues / riddle?
- \* What ones are just not good enough or could be linked to something else and need to be scraped?

# Words to keep and words to throw away.



germinate  
good  
pollenate  
disperse  
grow  
smell  
wave  
soak  
suck  
root  
stem  
nice  
aroma  
insect  
bug  
sun  
shine



# Phrases to keep and words to throw away.



Seed disperser  
Good grower  
Pollen generator  
Colour giver  
Life bringer  
Water hoarder  
Aroma creator  
Insect supporter  
Green waver  
Sun taker  
Nice taster



# Have a go...

- \* Use ideas to create your own flowering plant Kenning poem.
- \* Write only 5 lines (two words on each line) and then explain why you chose each one.

# Week 6 Wednesday

## Learning objectives

I can research effectively by scanning information and selecting only relevant facts.

I can present my notes so they are easy to access and ordered.

# Spiders – what have we already found out?

- \* What do we already know?
  - \* What do we want to find out?
  - \* How will we find out?
- 
- \* [http://en.wikipedia.org/wiki/Barn\\_spider](http://en.wikipedia.org/wiki/Barn_spider)
  - \*



# Spider facts

- arachnids, not insects.
- arachnid family include scorpions, mites, ticks and harvestmen.
- 8 legs - insects 6 legs.
- don't have antennae.
- found on every continent of the world except Antarctica.
- 40000 different species.
- make silk - create spider webs and capture prey.
- Abandoned webs = cobwebs.
- most harmless to humans
- some like black widow, can bite humans and inject venom.
- death from bites = rare.
- fear called 'arachnophobia'.
- Tarantulas are large and hairy
- biggest species kill mice, lizards and birds.
- largest = Goliath Birdeater.
- Giant Huntsman leg-spans approx. 30cm.

# Week 6 Thursday

Learning objectives

I can write a Kenning poem.

I can select words for effect.

# Ideas...

Web weaver

Thread knitter

Insect catcher

Gap filler

Bridge builder

Sign writer

# Week 6 Friday

## Learning objectives

I can edit and improve my work.

I can perform my poem with tone and expression to aid the understanding of my audience.

