



Toys: The Velveteen Rabbit: Year 3 and Year 4 English Planning (to accompany The History of Toys history unit)

Introduction

- Year 3 and 4 have been planned together to support teaching within mixed aged classrooms. Where only one year group is taught, follow guidance and material specifically directed at that year group. However, less able Year 4 pupils might at times be more secure in working towards Year 3 tasks and therefore this can be used to support differentiation.
- This unit has been planned to compliment the Foundation subject unit, Toy Story, which focuses on a history of toys and childhood. Therefore, it has been planned for Summer Term 1 and focuses on writing and reading skills and objectives which are taken from the Summer Term in the Reading and Writing long term plans. The assumption is also made that Spring and Autumn objectives have been taught by this time. However, it can be taught at any point in the year to support other sequences of long-term planning.
- Pupils will benefit from having their own copies of the text to refer to. However, if this is not possible, text can be projected onto white board.

Objective/skills	Class Teaching/Introduction
Lesson 3	
<p>Year 3 Uses a mixture of simple, compound and complex sentences.</p> <p>Year 4 Complex sentences are used occasionally in independent work through the use of conjunctions such as: when, if, because, although.</p>	<p>This lesson can act as a revision lesson on simple, compound and complex sentences for Year 4 before they go onto write and use complex sentences with greater independence.</p> <p>Begin by asking the pupils to independently read the next part of the story (Near the house where they lived...to ...creep out of the small bracken near him.) This is page 20-21 in the Egmont version.</p> <p>Then ask them to also read VR Pupil Sheet 3. This has the same part of the story but it has been written using only simple sentences. Once read, ask the pupils if they could spot any differences? What were they? Hold a brief discussion to gauge pupils' current understanding before explaining that this version has been written using only simple sentences. Ask the pupils which version is better and why? Ask them to focus on the sentence openers in the second version? Are they repetitive? Does it seem like a list of ideas? Do the ideas seem broken and harder to follow? Are bits of information repeated in different sentences? Look back at the original version- can the pupils identify how the same information is included but it is included in longer, more complex sentences? Explain that this is what we are going to be learning about writing over the next few lessons.</p> <p>Look at slide 5 (Y3) or slide 6 (Y4). This should be revision for both year groups (simple sentences). Look at examples together and then ask pupils to record their own on a wipe board/in draft.</p> <p>The following slides then go through simple, complex and compound sentences and provide opportunities for the pupils to practice using each and the relevant conjunctions. These should be worked through as a class, pausing to provide time for pupils to complete activities and then reflecting on their success.</p>



Lesson 4	
Year 3 Uses a mixture of simple, compound and complex sentences.	Begin with revision of yesterday's learning by displaying three sentences on the board. Pupils are to say which is simple, compound and complex and explain why. Once completed go through together and evaluate how well the pupils have done. Today the pupils are going to continue to develop their understanding of the three sentence types.
Year 4 Complex sentences are used occasionally in independent work through the use of conjunctions such as: when, if, because, although.	Independent Activity Pupils to complete one of three differentiated sheets. The first (VR pupil resource sheet 3 Bronze) provides more practice on identifying and then changing simple, compound and complex sentences and is a good starting point for Year 3 and less able Year 4 pupils. Once the pupils have completed the closed sentence level activities on this option, they are asked to re-write a paragraph which only uses simple sentences. The second activity sheet (VR Pupil resource sheet 3 Silver) has the starts of sentences which pupils are initially asked to complete to make one of the three sentence types. Then they are asked to re-write the paragraph of simple sentences (as above). Finally, they are asked to then re-write a paragraph of text so that it only includes simple or compound sentences (changing sentences form complex). The third sheet (VR pupil resource sheet 3 Gold) is suitable for more able Y4 pupils who are already confident in using all three sentence types purposefully in their work. Initially, they are to change the two paragraphs as in the sheets above (simple to compound and complex to compound and simple). They are then to write a third paragraph which contains all three sentence types. It will be presented to them in only simple sentences and will follow on from the paragraphs they have just been changing in terms of textual content. Their challenge is to decide when it is most appropriate to use complex and compound sentences with additional details and when it is appropriate to use a simple sentence to make their ideas stand out clearly on the page.