

English: Term 3 & 4




Learning Objective: I can develop my understanding of adverts.

W E E k 1	Learning Focus: Identify adverts and their purpose	Key Questions: What is an advert? Why do people make adverts? Who are adverts for?	Differentiation: <ul style="list-style-type: none"> • <i>Supported pupil:</i> identify adverts with adult, match pictures instead of writing • <i>Others:</i> label adverts and write simple sentences about purpose
<p>Hook: Show 2–3 child-friendly adverts (toys/cereal). "Which one do you like best and why?"</p> <p>Prior Knowledge: Show picture of classroom signs/posters.</p> <p>Ask: "What do these do? How do they give us information?"</p> <p>Teacher Input: Explain adverts = messages to persuade. Model spotting who it's for and what it wants you to do. Activity:</p> <ul style="list-style-type: none"> • Supported: match pictures to real/pretend adverts (adult discussion) • Independent: circle adverts in a mixed sheet + write sentence "This advert is for..." <p>Plenary: "Tell your partner one advert you saw and who it was for."</p>			
W E E k 2	Learning Focus: Spot key features (slogans, pictures, colour, key words)	Key Questions: What makes an advert stand out? How do adverts get our attention?	Differentiation: <ul style="list-style-type: none"> • Circle pictures/slogans • List features and explain why they are important
<p>Hook: Show two posters (one plain, one colourful + slogan). "Which one do you notice first? Why?"</p> <p>Prior Knowledge: "Last week we learnt adverts persuade us — how?"</p>			

	<p>Teacher Input: Model highlighting features: slogan, big pictures, bright colours.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Supported: circle slogans/pictures on printouts • Independent: highlight features + write 2 features they found <p>Plenary: thumbs up/side/down — do pictures help persuade?</p>		
<p>W E E K 3</p>	<p>Learning Focus: Use persuasive vocabulary</p>	<p>Key Questions: What do persuasive words do? How do they make us feel?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Copy/choose from word bank • Write their own persuasive phrases
<p>Hook: Teacher says dull sentence vs exciting one. "Which makes you want it?"</p> <p>Prior Knowledge: "What features helped adverts stand out last week?"</p> <p>Teacher Input: Build WOW word bank; model adding WOW words to a simple product sentence.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Supported: choose persuasive words from bank to stick on template • Independent: write sentences using persuasive words <p>Plenary: Share favourite WOW word and why</p>			

W E E k 4	Learning Focus: Plan a simple advert	Key Questions: What are you trying to sell? How will you catch attention?	Differentiation: <ul style="list-style-type: none"> • <i>Adult</i> models planning, child draws + labels • <i>Full</i> plan with sentences
<p>Hook: mystery box reveal product toy.</p> <p>Prior Knowledge: "What must adverts include to persuade?"</p> <p>Teacher Input: Model planning sheet (picture, slogan, key words)</p> <p>Activity:</p> <ul style="list-style-type: none"> • Supported: draw product + dictated slogan • Independent: complete full plan with slogan + persuasive words <p>Plenary: "What did you add to make someone want it?"</p>			
W E E k 5	Learning Focus: Create advert using features	Key Questions: Did you use a slogan? Persuasive words? Clear pictures?	Differentiation: <ul style="list-style-type: none"> • Shared writing + supported labels/slogan • Independent advert with slogans and persuasive sentences
<p>Hook: Teacher shows half-finished poster — "What's missing?"</p> <p>Prior Knowledge: "What did we plan last week?"</p> <p>Teacher Input: Shared writing — model layout + slogan writing</p> <p>Activity:</p> <ul style="list-style-type: none"> • Supported: adult scribes; child colours + adds labels • Independent: make poster using plan <p>Plenary: checklist share</p>			

W E E k 6	Learning Focus: Evaluate adverts and improve	Key Questions: What works well? What can be improved? Did your advert persuade?	Differentiation: <ul style="list-style-type: none"> • Verbal feedback and simple tick sheet • <i>Peer</i> feedback + edit own work
	<p>Hook: Silly advert example missing features — children spot mistakes</p> <p>Prior Knowledge: "What features have we been learning?"</p> <p>Teacher Input: Model checking against success criteria.</p> <p>Activity:</p> <ul style="list-style-type: none"> • Supported: tick sheet with adult • Independent: peer review + edit <p>Plenary: vote on most persuasive poster</p>		
 <p>Learning Objective: I can develop my understanding of playscripts.</p>			
W E E k 7	Learning Focus: Explore playscripts	Key Questions: What makes a script different from a story? Who speaks in a script?	Differentiation: <ul style="list-style-type: none"> • Match character to picture • Label features
	<p>Hook: Show a storybook and a playscript side by side. "What is same/different?"</p> <p>Prior Knowledge: "We learnt adverts persuade — do playscripts persuade or tell a story?"</p> <p>Teacher Input: Explain playscripts tell a story for actors. Show labelled example: characters, lines, title.</p>		

	<p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> picture matching — characters and speech bubbles • <i>Independent:</i> highlight characters and spoken lines in simple script <p>Plenary: "Tell your partner one thing a script ALWAYS has."</p>		
W E E K 8	<p>Learning Focus: Identify features (names, colons, stage directions)</p>	<p>Key Questions: How do we know who is speaking? What are stage directions?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Highlight names only • List key features and explain
	<p>Hook: Teacher reads same line two ways (story style vs script style)</p> <p>Prior Knowledge: "Last week we saw scripts show characters speaking — how?"</p> <p>Teacher Input: Model features: character names, colon, simple stage direction in brackets.</p> <p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> circle character names only • <i>Independent:</i> highlight 3 key features + label them <p>Plenary: mini quiz</p>		
W E E K 9	<p>Learning Focus: Read simple lines using expression</p>	<p>Key Questions: Why do characters speak differently? How do we show feelings in a script?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Repeat simple lines with adult • Read 2-3 lines with emotion
	<p>Hook: Teacher reads a line in monotone vs expressive voice — children choose favourite.</p> <p>Prior Knowledge: "Where do we find what a character says?"</p>		

	<p>Teacher Input: Model reading single line with emotion. Introduce simple emotion cards (happy, sad, excited)</p> <p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> echo read line with chosen emotion card • <i>Independent:</i> practise 2–3 lines adding feelings <p>Plenary: "Which emotion did you use? Why did it fit the line?"</p>		
<p>W E E k 10</p>	<p>Learning Focus: Plan beginning, middle, end</p>	<p>Key Questions: Who is in your script? What will they say first/next/last?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Draw plan + key words with adult • Plan with sentences
<p>Hook: Show 3 short pictures (sequence) — "What could characters say?"</p> <p>Prior Knowledge: "What do scripts need? Characters + speaking!"</p> <p>Teacher Input: Model simple 3-scene plan: characters, setting, what they say</p> <p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> draw each scene + adult adds child's words • <i>Independent:</i> storyboard with simple speech ideas <p>Plenary: partner share — "Who is in your script? What will they say first?"</p>			
<p>W E E k 11</p>	<p>Learning Focus: Write simple script</p>	<p>Key Questions: Did you include character names? Colons? Directions?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Adult scribe, pupil writes/chooses key words • Independently write lines + simple directions
<p>Hook: Teacher script with missing names/colons — children say what's wrong</p>			

	<p>Prior Knowledge: "How do we show who is talking?"</p> <p>Teacher Input: Shared writing using plan — model colon + brackets</p> <p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> child chooses line cards; adult writes script format • <i>Independent:</i> write lines + 1 simple direction (e.g., [waves]) Plenary: checklist show — character names, colons, speaking lines 		
<p>W E E k 12</p>	<p>Learning Focus: Edit and present</p>	<p>Key Questions: What did you do well? How could your script be clearer for actors?</p>	<p>Differentiation:</p> <ul style="list-style-type: none"> • Highlight key features they used • Edit punctuation and clarity
<p>Hook: Teacher reads script incorrectly (ignoring names) — children correct</p> <p>Prior Knowledge: "What must scripts include?"</p> <p>Teacher Input: Model self-check and tiny edit (capital letters/colon)</p> <p>Activity:</p> <ul style="list-style-type: none"> • <i>Supported:</i> highlight features they used + verbal read with adult • <i>Independent:</i> peer review + edit punctuation <p>Plenary: celebration read-through (two lines each) and certificate share</p>			