

Cloud Tea Monkeys : English : Year 4

	Learning Objective	Overview	Assessment Questions	Resources
Lesson 1	To identify and sort descriptive sentences.	This lesson begins with an activity designed to capture the children's imagination. Sitting in a circle with the lights dimmed and looking at pictures of objects related to the story, children make predictions about the book they will be reading. In a drama activity, they read sentences from the first couple of pages to begin to uncover more about this delightful story. Children then classify the stunning description used at the start of the story according to which of the five senses it is describing.	<ul style="list-style-type: none"> Can the children read aloud with confidence? Can the children identify descriptive sentences within a text? Can the children identify facts and make inferences from a text? 	Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Picture cards / props for introduction to story MP3 file (Atmospheric Music) Sentence Cards Worksheet 1A/B/C Description Cards Copies of first two pages of book (not provided) Worksheet 1D (FSD? activity only)
Lesson 2	To write a detailed setting description using fronted adverbials (position).	Children learn in this lesson what is meant by an expanded noun phrase. Moving around the classroom, they visit different stations and use sticky notes to develop noun phrases to describe items in the village setting at the start of the story. They then read Tashi's diary and identify fronted adverbials (position) within the model text. They then have a go at using these features to write their own diary entry in role as Tashi to describe the village setting where the story begins.	<ul style="list-style-type: none"> Can the children identify expanded noun phrases in a text? Can the children identify fronted adverbials in a text? Can the children use noun phrases and fronted adverbials in their own writing? 	Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Sticky notes Noun cards Writing Help Sheet Worksheet 2A/B/C Drama Conventions Guide (FSD? activity only)
Lesson 3	To identify effective use of similes and to use them in writing.	In this lesson, the children meet the Overseer and identify the similes used by the author in the text to describe him. They learn to explain why the author described him using these. They then read the next part of the story and identify other similes used by the author. Children use these in their writing to retell this part of the story in role as Tashi. At the end of the lesson, they look at a metaphor used in the text and identify how it is different to a simile.	<ul style="list-style-type: none"> Can the children identify similes in a text? Can the children explain why a particular simile was used by an author? Can the children use figurative language in their own writing? 	Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Enlarged image of the Overseer (not provided) Simile Starter Sheet Worksheet 3A/B/C Worksheet 3D (FSD? activity only)
Lesson 4	To use a range of figurative and descriptive language in my writing.	Drama is used to explore how Tashi feels at the point of the story when her mother is too ill to work. They apply what they have been learning over the last few lessons to write a diary entry in role as Tashi at this point in the story. At the end of the lesson, children evaluate their partner's writing against the success criteria and are encouraged to use sentence starters displayed to feed back what their partner did well and what they could work on to improve further.	<ul style="list-style-type: none"> Can the children use drama techniques to explore how a character feels? Can the children use figurative language devices in their writing? Can the children evaluate the success of a piece of writing and suggest how to improve it? 	Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Writing Help Sheet Worksheet 4A/B/C Thought Bubble Cards and Feelings Hearts Drama Conventions Guide Speech Sheet (FSD? activity only) Worksheet 4D (FSD? activity only)

Cloud Tea Monkeys : English : Year 4

<p>Lesson 5</p>	<p>To improve base sentences using fronted adverbials (manner) and figurative language.</p>	<p>The children recap in this lesson on what happened previously and then read the next part of the text. They identify adverbials (manner) in the text and are taught how these can be moved around in a sentence. They practise improving base sentences from the story by including a fronted adverbial (manner) and the descriptive techniques they have learnt in the unit so far. Drama is used to engage the children with how Tashi feels as she sits with her head in her hands by her empty tea basket.</p>	<ul style="list-style-type: none"> • Can the children identify adverbs in a text? • Can the children improve base sentences with fronted adverbials (manner)? • Can the children use figurative language within their writing? 	<p>Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Copies of pages 15-17 (not provided) Highlighter pens / colouring pencils Mini-whiteboards and pens / paper Worksheet 5A/B/C Word Bank Sentence Cards Enlarged Sentence Cards Drama Conventions Guide Worksheet 5D (FSD? activity only)</p>
<p>Lesson 6</p>	<p>To use conjunctions to extend descriptive sentences.</p>	<p>In this lesson, children meet the Royal Tea Taster who visits the tea plantation in search of tea good enough for Her Majesty the Empress. Children become apprentice tea tasters and learn how to taste a range of different types of tea. They record their tasting notes as descriptive sentences with conjunctions in a table. At the end of the lesson, they share which tea was their favourite and why.</p>	<ul style="list-style-type: none"> • Can the children make inferences from a text? • Can the children use descriptive and figurative language to describe the appearance, smell and taste of tea? • Can the children use conjunctions to extend their sentences? 	<p>Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Tea Tasting Word Bank Tea Tasting Sheet 6A/B/C A variety of different teas for children to taste Cups Worksheet 6D (FSD? activity only)</p>
<p>Lesson 7</p>	<p>To write a descriptive story ending.</p>	<p>In the final lesson of the unit, children read to the end of the story. They read a model diary entry in role as Tashi and identify all the language features they have been learning in this unit. This forms the success criteria for this lesson. After writing their final diary entry in role as Tashi, the children self-assess their writing against the agreed success criteria. Alternatively, if you choose the Fancy Something Different activity, children will produce a detailed book review of 'Cloud Tea Monkeys'.</p>	<ul style="list-style-type: none"> • Can the children use a range of figurative language? • Can the children use fronted adverbials with commas? • Can the children use conjunctions to extend sentences? 	<p>Slides 'Cloud Tea Monkeys' by Mal Peet and Elspeth Graham (not provided) Worksheet 7A/B/C Self-assessment Card Drama Conventions Guide Book Review Sheet (FSD? activity only)</p>

Reading - word reading	
<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	
Reading - comprehension	
<ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied identifying main ideas drawn from more than one paragraph and summarising these identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
Writing - transcription HANDWRITING	Writing - spelling, punctuation and grammar
<ul style="list-style-type: none"> use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<ul style="list-style-type: none"> extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although using the present perfect form of verbs in contrast to the past tense choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials learning the grammar for years 3 and 4 in English Appendix 2 using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns using and punctuating direct speech (In FSD? Activity only) use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
Writing - transcription SPELLING	English Appendix 2
<ul style="list-style-type: none"> use further prefixes and suffixes and understand how to add them (English Appendix 1) spell further homophones spell words that are often misspelt (English Appendix 1) place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] use the first two or three letters of a word to check its spelling in a dictionary write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far 	<p>WORD</p> <ul style="list-style-type: none"> The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]
Writing - composition	<p>SENTENCE</p> <ul style="list-style-type: none"> Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Fronted adverbials [for example, Later that day, I heard the bad news.] <p>TEXT</p> <ul style="list-style-type: none"> Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition <p>TERMINOLOGY FOR PUPILS</p> <p>determiner pronoun, possessive pronoun adverbial</p>
<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar discussing and recording ideas composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2) organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices [for example, headings and sub-headings] assessing the effectiveness of their own and others' writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<p>PUNCTUATION</p> <ul style="list-style-type: none"> Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"] Apostrophes to mark plural possession [for example, the girl's name, the girls' names] Use of commas after fronted adverbials