



Teacher: _____

Class: _____

Year: 5-6

Term: Autumn 2

Week Commencing: Week 1

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon	<u>L.O. To understand what a conjunction is</u>	Think, pair, share: what is a conjunction? Why do we use conjunctions? Is there a rule for where they have to appear in a sentence? Define 'conjunction' Think about what conjunction works best within different sentences. Differentiated task.	<u>L.O. To understand how to successfully answer comprehension questions on a piece of text.</u> <u>Success Criteria:</u> 1. I must understand the opening of the story. 2. I should use my comprehension skills to pose and answer questions. 3. I could use evidence to support my views.	<u>Main teaching</u> Read the opening paragraph of the book. Then with the text displayed on an IWB ask children to work with a partner and discuss: What they know so far about the story, setting, and characters? What do they think will happen next? Continue reading the rest of this first chapter and at the end of the session ask children to note of aspects they liked, disliked and puzzled them or any connections they make with anything they have heard or read.	<u>Independent work:</u> In their books, children answer the questions: 1. What do you like about the story so far? Why? 2. What do you dislike about the story so far? Why? 3. What questions would you like to ask about the story? 4. Does the book remind you of anything? In what way?	Take predictions as to what to the story could be about.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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Tues	<u>L.O. To understand what a co-ordinating conjunction is</u>	What is a co-ordinating conjunction? Define co-ordinating conjunction. Show children how it works with clauses. Teacher to show children FANBOYS. Differentiated starter: children to choose their level of difficulty.	<u>L.O. To understand the skills required to write a diary entry.</u> Success Criteria: 1. I must write in the first person and express my feeling, in role. 2. I should use a range of punctuation accurately. 3. I could use precise, emotive and figurative language.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Go back to the point where the gang were chasing Zoe as she began to row away, re-reading these lines: 'Pulling it across the grass, and then into the water.....' Ask children to work in groups and make a freeze frame of this point in the story. After they have created it ask each group to write a caption for their freeze frames. Look at each of these in turn and ask children to consider what each character is thinking or feeling at this moment. Ask the children what the features of a diary entry are? Take feedback for the working wall.	<u>Independent work:</u> Children write in role as Zoe about her departure from the island of Norwich	Children up-level diary entry using two stars and a wish.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
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Wed	<u>L.O. To understand how to what a subordinating conjunction is.</u>	What is a subordinating conjunction? Discuss what a subordinating conjunction is. Difference between the two conjunctions. Can you name any subordinating conjunctions? Children to try writing their own sentences.	<u>L.O. To understand how to visualise the text effectively.</u> <u>Success Criteria:</u> 1. I must listen to and understand the text. 2. I should be able to recall the key facts and visualise what has happened. 3. I could make detailed inferences and deductions about a part of the story and represent these creatively.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Using a large map of the UK, find Norwich with the children. Then show the woodcuts of the flooded landscape in the book and other images of floods in the UK. (See PowerPoint slides).	<u>Independent work:</u> Ask children to visualise the scene and draw a picture of Zoe in her boat, Lyca. Children draw this on plain white paper as this will be used for display.	Read chapter two before the next session.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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Thurs	<p><u>L.O. To understand how to use a variety of sentence types.</u></p> <p><u>L.O. To understand how to use co-ordinating and subordinating conjunctions in my writing</u></p>	<p>Alan Peat Sentences</p> <p>What is a coordinating conjunction? What is a subordinating conjunction? How do we use them in sentences? As a class write an extended sentence using a conjunction to do with Floodland. The children are all to give this a go in their whiteboards and to use this for their big writes.</p>	<p><u>L.O. To understand the skills required to write a diary entry, in role.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write in the first person and in the correct tense. 2. I should be able to write about my feelings using precise vocabulary. 3. I should be able to extend my sentences using conjunctions. 4. I could use figurative language and word play to describe how I feel. 	<p><u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><u>Main teaching</u> Should dad have left Zoe behind? Why might he have done this? Ask children to write their own views on a sticky note. Collect and share these and have a whole class discussion about this. Complete a conscience alley with Zoe walking down the middle and children say their views on whether her father made the right choice.</p> <p>Recap the features of a diary entry with the class. Pair share and then take feedback.</p> <p>Ask the children to spend time reading a good example of a diary entry – what do they like about it? What could they magpie for their own work?</p> <p>Allow the children time to plan their work (10 minutes).</p>	<p><u>Independent work:</u> Ask children to write, in role, as Zoe, in their diaries on the night she was left behind.</p>	2 stars and a wish.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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Fri	<p><u>L.O. To understand how to use a variety of sentence types.</u></p> <p><u>L.O. To know the difference between coordinating or subordinating conjunctions.</u></p>	<p>Alan Peat Sentences</p> <p>Talk partners: What is the difference between a subordinating and coordinating conjunction? Whiteboard game!</p>	<p><u>L.O. To understand the skills required to edit and improve a diary entry.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must write in the first person and in the correct tense. 2. I should be able to write about my feelings using precise vocabulary. 3. I should be able to extend my sentences using conjunctions. 4. I could use figurative language and word play to describe how I feel. 	<p><u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><u>Main teaching</u> Children are given a low ability piece of writing and need to up-level it on the line below. They need to include all punctuation, adventurous vocabulary, connectives and different sentence openers. It must be written in formal English.</p> <p>Teacher to read out a couple of the examples.</p>	<p><u>Independent work:</u> Children look over their own work and edit and improve.</p> <p>Children must then write up their diary in best (on plain white paper) for show care corridor display.</p>	Children level their own work.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

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