



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 how to use the active voice.</u>	<p>What is the active voice? When would you use the active voice?</p> <p>Definition</p> <p>Examples</p> <p>Link to Lady of Shallot</p> <p>Children to give the active voice a go.</p>	<p><b><u>L.O. To understand the skills required to perform a choral poem.</u></b></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> <li>We must understand the poem.</li> <li>We should be able to perform in time.</li> <li>We could perform an authentic choral reading, with movement and expression.</li> </ol>	<p><b><u>Introduction</u></b> Recap last week's work.</p> <p><b><u>Main teaching</u></b> Put the children into six groups to read aloud, allotting one verse from the poem to each group.</p> <p>Give them time to discuss how the verse will be read and to rehearse the reading.</p> <p>They should decide how to express the feelings in the text through the use of voice, other sounds or visual methods such as movement or gesture.</p> <p><u>Finally, work with the groups to put the verses together, using a few musical instruments.</u></p>	<p><b><u>Group work:</u></b></p> <p><u>Children work in groups to perform their section of the poem, using voice, actions and instruments.</u></p>	<p>Once each group has performed their verse, ask the class to think about their response to the reading: How did this reading make us feel? How do we think this group managed that?</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Tues	<u>L.O. To understand how to use the passive voice.</u>	<p>What is the passive voice? When would you use the passive voice?</p> <p>Definition</p> <p>Examples</p> <p>Link to Lady of Shalott</p> <p>Children to give the passive voice a go.</p>	<p><b><u>L.O. To understand how to describe the ideas, methods and approaches of an artist's work.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to identify what I can see and explain what I think and feel about it.</li> <li>2. I should be able to identify different ideas and approaches and say what I think and feel about them.</li> <li>3. I could record details of the approaches of the artist.</li> </ol>	<p><b><u>Introduction</u></b> Recap yesterday's lesson and what the poem is about.</p> <p><b><u>Main teaching</u></b> Read to the end of the poem and discuss the outcome of the story with the class. What might have been going on in the Lady's head as she drifted down the river? Hot seat Lady of Shalott – children ask questions, take feedback.</p> <p><u>Look at and talk about the painting of The Lady of Shalott by Alfred Waterhouse. Ask the children what they can see? What colours are used? What techniques and resources has the artist used? How does it make them feel?</u></p>	<p><b><u>Independent work:</u></b> <u>Children stick the painting into their books and answer the questions.</u></p>	<p>Children share their answers with their learning partner.</p> <p><u>If time, allow the children to create some of their own images of the Lady of Shalott.</u></p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Wed	<u>L.O. To be able to identify between the active and passive voice.</u>	<p>What is the active voice? What is the passive voice?</p> <p>Can you give an example of each?</p> <p>Recap</p> <p>Quiz</p>	<p><b><u>L.O. To understand how to visualise the text effectively.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>I must listen to and understand the text.</li> <li>I should be able to recall the key facts.</li> <li>I could make detailed inferences and deductions about a character.</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>Ask the children which character has really stood out for them in the text.</p> <p>Ask the children to pair share with their learning partner what they have learnt about Sir Lancelot, teacher to make list to put on working wall.</p> <p><u>Show them images of Sir Lancelot (Sir Lancelot by Eleanor Brickdale, Sir Lancelot by Melissa Benson and Sir Lancelot by Arthur Dixon). Allow them to discuss techniques, similarities and differences.</u></p>	<p><b><u>Independent work:</u></b></p> <p><u>Children produce an image of sir Lancelot using black paper and oil pastels.</u></p>	Gallery viewing of work.	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

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Thurs	<u>L.O. To use the active and passive voice in my writing.</u>	<p>What is the active voice? What is the passive voice?</p> <p>Can you give an example of each?</p> <p>Children give an example of an active voice to do with Sir Lancelot.</p> <p>How could you improve that sentence but still keep it in the active voice?</p> <p>Children to write their own sentence about Sir Lancelot. Can you write it in the passive? Uplevel sentence.</p>	<p><u>L.O. To understand the skills required to write a poem.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must include adventurous vocabulary.</li> <li>2. I should use line breaks and verses correctly.</li> <li>3. I should use a range of punctuation accurately.</li> <li>4. I could use poetic techniques effectively.</li> </ol>	<p><u>Main teaching</u></p> <p>Go through the poem and children select wow words that describe Sir Lancelot's character, personality or physical attributes. Encourage children to use these words in their writing and up-level using thesauruses. Can we infer any other details based on the evidence in the poem? What other thoughts do we have of Sir Lancelot?</p> <p>Create a class word bank.</p> <p>Explain to children that they will be writing a poem about Sir Lancelot. Their poem could tell the story from Sir Lancelot's point of view or they could write a brief account of one of his adventures. They could also write the poem as an onlooker describing Sir Lancelot.</p> <p>Children pair share some ideas / events that they could include in their poems.</p> <p>Add any additional words to the class word bank</p>	<p><u>Independent work:</u></p> <p>Children plan their poem using the planning sheet provided.</p> <p>Review the features of a powerful poem. Encourage children to use the class bank of wow words.</p> <p>Recap the Success criteria. Children will start their writing. Stop after 20 minutes to check how many different 'WOW' words used so far. Discuss whether they are good words and how to up-level.</p>	<p>Children up-level their work in purple polishing pen.</p>	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
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Fri	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<u>L.O. To understand the skills required to edit and improve a poem.</u>  <u>Success Criteria:</u> 1. I must include adventurous vocabulary. 2. I should use line breaks and verses correctly. 3. I should use a range of punctuation accurately. 4. I could use poetic techniques effectively.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback.  <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 of the features of a poem.  Teacher to read out a couple of the examples.	<u>Independent work:</u> Children look over their own work and edit and improve.	Children level their own work.	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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