



Teacher: _____

Class: _____

Year: 5-6

Term: Autumn 1

Week Commencing: Week 3

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 brackets for parenthesis</u>	Brackets	<p><u>L.O. To understand the skills required to create a character profile.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I must be able to recall information from a text. 2. I should include evidence from the text. 3. I could make inferences and deductions about a character. 	<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> Read up to p. 35 with the class. Discuss what the children think of Beowulf. What effect is Beowulf having on the people? Why? What words tell us that Wulfgar trusted Beowulf? Discuss Beowulf's real motivation. What does this tell us about Beowulf – i.e. " I have heard, Beowulf went on, " that Grendel never carries a weapon, no war axe, no sword, on his murderous missions. Well then, neither will I. etc..... Teacher to model how to complete an effective character profile.</p>	<p><u>Independent work:</u> Children complete a character profile of Beowulf.</p>	Gallery viewing of 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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Tues	<u>L.O. To understand how to use brackets for parenthesis</u>	Brackets	<p><u>L.O. To understand the skills required to write an informal letter.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must include the date, address, Dear ... and From... 2. I should write in paragraphs and include detailed vocabulary. 3. I could include a range of punctuation. 	<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> Read up to p. 41 '... was already gliding through the brooding shadows towards Heorot.' Ask the children what the thanes think of Beowulf? How do they know?</p> <p>Tell the children that today they are going to write, in role as Beowulf, home to his father: Ecgtheow, brother to the king. Discuss with the class what the possible content of the letter would be (safe journey – welcomed by the king – people terrified – feast – Danish Thanes less welcoming – thoughts on the battle to come – best wishes passed on his King). Discuss with the class that Beowulf may confide thoughts with his father that he had kept hidden from the Danes – what could these be?</p> <p>Recap yesterday's work.</p>	<p><u>Independent work:</u> Children write a letter from Beowulf to his father.</p>	<p>Children check through their work and self-assess.</p> <p><u>Read up to p. 52 before the next lesson.</u></p>	<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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Wed	Alan Peat Sentences	Alan Peat Sentences (aka sentence)	<p><u>L.O. To understand the features of a newspaper report.</u></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> 1. I understand the features of a newspaper report. 2. I can identify the features. 3. I can create a checklist if features to use in my writing. 	<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> Ask children to pair share all of the features of a newspaper report – what makes a piece of writing specifically a newspaper? Before taking any feedback give the children some real newspaper articles and ask them to skim read them. Pair share again if they would now add anything else to their checklist.</p>	<p><u>Independent work:</u> Children create a newspaper checklist.</p> <p><u>Read up to page 60.</u></p>	Children think of a good Headline and a Quote for tomorrow's lesson.	<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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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 the vocabulary of newspapers.</u></p>	<p>Alan Peat Sentences (aka sentence)</p> <p>Zone of relevance</p>	<p><u>L.O. To understand and use the different features of a newspaper report.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must include a headline, byline, 5ws in the first paragraph, main events and columns. 2. I should include a subheadline, exaggeration and a ‘for more information’ ending. 3. I should include a range of punctuation. 4. I could include statistics, wordplay and the interruption of chronology for effect. 	<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> Read up to p. 66 with the class. Ask them why Beowulf’s achievement is so great? How would the news be reported in the Viking Times? Tell the children that today we are going to be writing a newspaper article on the defeat of Grendel. Recap the newspaper report checklist. Allow the children time to think of a catchy Headline for their article. Model how to include quotes from a witness using integrated speech. Allow children to practise this. Give children an example and allow them to discuss what they could magpie.</p>	<p><u>Independent work:</u> Children write a newspaper article and Miss Bryan to support LA.</p>	Children look through their work and self-assess.	<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	<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 newspaper report.</u> <u>Success Criteria:</u> <u>Success Criteria:</u> 1. I must include a headline, by-line, 5ws in the first paragraph, main events and columns. 2. I should include a sub-headline, exaggeration and a 'for more information' ending. 3. I should include a range of punctuation. 4. I could include statistics, wordplay and the interruption of chronology for effect.	<u>Main teaching</u> Recap the task from yesterday. Why is it important to check through our work? Ask the children what sorts of errors they should look for. Put an example on the visualiser for the children to up-level.	<u>Independent work:</u> Children to up-level work using ITAF sheet. Miss Bryan to work with LA/SEN to help them up-level.	Teacher to read aloud some excellent pieces of work.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
Notes/ feedback following lesson:							