



Teacher: _____

Class: _____

Year: 5-6

Term: Autumn 2

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 subject and verb agreement</u>	Discuss what a verb is. Ask children to identify the verbs in sentences. Explain what a subject is. Differentiated questions on subjects and verbs and then discuss why they need to 'agree.'	<u>L.O. To understand the skills required to write a set of rules.</u> Success Criteria: 1. I must be able to number my rules and write them in a list. 2. I should know what an imperative verb is and use them to make my rules clear. 3. I could write a detailed and precise set of rules.	<u>Main teaching</u> Read Chapter 7. Ask children to work in groups imagining they are Eels on Eel island. What rules will they need? How will they organise themselves, or distribute food? Look out for danger? Role play a discussion about the rules with one child acting as Dooby.	<u>Independent work:</u> Ask children to design and make a poster with a list of rules for life on Eel Island.	Gallery viewing of rules.	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

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Tues	<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 different verb tenses</u></p>	<p>Alan Peat Sentences</p> <p>Re-cap what a verb is and the 3 different basic tenses. Tell the children that not all verbs in the past tense end in –ed. Give some examples e.g. ‘go’ and ‘see.’ Explain the present and pass progressive to the children.</p>	<p><u>L.O. To demonstrate how to express myself through the medium of dance.</u></p> <p><u>Success Criteria:</u> Groups to create their own.</p>	<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> Tell the children that today they are going to design a chant for their tribe. Organise children into groups with each group representing the tribes of children Cats, Eels, Pigs and Horses.</p>	<p><u>Independent work:</u> Ask each group to work out a dance for their tribe to music showing their solidarity, guarding, defending, and looking after themselves.</p> <p>Then ask them to work together to devise a chorus: <i>‘We are the Eels, we...’</i></p>	<p>Share dances and chorus readings. Fill in drama self-assessment sheet</p> <p><u>Read chapter eight.</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	<u>L.O. To understand what modal verb is and how to use one.</u>	Recap past and present progressive. Tell the children that a modal verb describes a degree of certainty. What verbs can they think of? Children write their own sentence, underlining the modal verb.	<u>L.O. To understand the skills required to create a character profile.</u> Success Criteria: 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.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Read Chapter 9. Discuss what we know about the characters of Dooby and Zoe. How have their opinions changed since we first met the characters?	<u>Independent work:</u> Children create a character profile for Dooby and Zoe.	Gallery viewing of posters. <u>Read chapter 10.</u>	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 the difference between active and passive verbs.</u></p>	<p>Alan Peat Sentences</p> <p>Recap what a verb is. Show the difference between active and passive verbs.</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 use a range of punctuation correctly. 4. I select appropriate structures for a diary. 	<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> Start by reading chapters eleven and twelve.</p> <p>Ask the children what is happening. Ask the children to discuss the relationship between Zoe and Munchkin.</p> <p>Children now create a freeze frame (in pairs) of Zoe and Munchkin on the boat. If they are thought tapped then they must be prepared to speak in role.</p> <p>Ask the children what they think will be going through Zoe's head at this point in time?</p> <p>Recap the features of a diary entry.</p> <p>Children read an example diary entry and magpie ideas.</p>	<p>Ask children to write in role as Zoe when she is on the boat with Munchkin.</p>	<p>2 stars and a wish.</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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Fri	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat Sentences	<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 use a range of punctuation correctly. 4. I select appropriate structures for a diary. 	<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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