



Teacher: _____

Class: _____ Year: 5/6

Term: Spring 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 what a specific determiner is and how to use one.</u>	Recap with the children what a determiner is. Specific determiners make things clear in the text. Show some examples. Children then write some sentences in their books.	<p><u>L.O. To understand how to use my knowledge of the book to create an image.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to recall information from a text. 2. I should use evidence from the text. 3. I could make inferences and deductions about a setting. 	<p><u>Main teaching</u></p> <p>Recap story so far and what we have learnt about the Gobi Desert. Read the rest of the Chapter 'The Ice Cream Man of the Gobi Desert' (p. 154-170).</p> <p>Ask the children to visualise what the Gobi Desert and the Possibility Building look like and share with a learning partner.</p>	<p><u>Independent work:</u></p> <p>Children create an image of the Gobi Desert based on what we have read in the book.</p>	<p>Gallery viewing of deserts.</p> <p><u>READ CHAPTER 16 'I CAN'T WORK MY TROUSERS' before tomorrow.</u></p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Notes/ feedback following lesson:

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Tues	<u>L.O. To understand what an article is and how to use them in a sentence.</u>	Re-cap works on determiners from yesterday – what are they? Tell the children that articles are all determiners – they express the definiteness of a noun. A an and the are articles. How are they different? The is a definite article and a and an are indefinite.	<u>L.O. To understand the skills required to create a persuasive advert.</u> <u>Success Criteria:</u> 1. I must be able to recall information from the text. 2. I should be able to use rhetorical questions, exaggerated language and imperative verbs. 3. I could create a catchy slogan or use word play.	<u>Main teaching</u> Recap the story so far. Read Chapter 17 of ‘Cosmic’. What do we know about Infinity Park? Highlight any description of it. How do you imagine the Infinity Park? Look at the map of the Epcot Center in Florida, what can you see and do there? How is this presented to visitors? How does it persuade visitors to visit? What do theme parks have to persuade people to visit? Look at features. Look at examples of persuasive posters and model creating one using persuasive language.	<u>Independent work:</u> Children design a creative advert to encourage people to visit the theme park.	Gallery viewing of adverts. <u>Read Chapter 18.</u>	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
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Wed	<u>L.O. To understand the different types of determiners.</u>	Recap the determiners that we have covered so far. Show the children the different types: definite and indefinite articles, possessive determiners, interrogative determiners, demonstrative determiners and quantifiers. Go through what each one is. Ask the children to write an example sentence of a demonstrative determiner and a quantifier.	<u>L.O. To understand the skills required create a persuasive leaflet.</u> <u>Success Criteria:</u> 1. I must be able to recall information from the text. 2. I should be able to use rhetorical questions, exaggerated language and imperative verbs. 3. I could create a catchy slogan or use word play.	<u>Introduction</u> Recap what we have read so far and allow the children time to respond to feedback. <u>Main teaching</u> Read Chapters 18' Astro Gossip and 19 'Gravity is not a trivial monster' of 'Cosmic'. (p173-189) START BEFORE LESSON. What do you know about the theme park now? What would you expect to see in a leaflet? Recap persuasive techniques. Show examples. Shared write a persuasive paragraph.	<u>Independent work:</u> Children create a persuasive leaflet for Infinity Park.	Gallery Viewing.	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>To understand how to select vocabulary for effect.</u></p>	<p>Alan Peat sentences.</p> <p>Zone of relevance.</p>	<p><u>L.O. To understand the skills required to write a persuasive play script.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know how to use colons correctly. 2. I should be able to use persuasive techniques. 3. I should be able to write detailed stage directions, in the correct format. 4. I could distinguish between written and spoken language. 	<p><u>Main Teaching</u></p> <p>What do you know about the theme park now? What would you expect to see in an advert? Watch several theme park adverts. How do these adverts persuade? Children Hotseat Dr. Drax, asking her questions about the Theme Park. -What are the features of a playscript?</p> <p>Demonstrate writing a play script for a persuasive advert for Infinity Park.</p>	<p><u>Independent Task</u></p> <p>Children write a play script persuading others to visit Infinity Park.</p>	<p>The class edit and improve a section of one on the visualiser together and then give each other two stars and a wish.</p> <p><u>READ CHAPTERS 20-22 (including 'If anything goes wrong') before next week.</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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Fri	L.O.		<p><u>L.O. To understand the skills required to up-level a play script.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know how to use colons correctly. 2. I should be able to use persuasive techniques. 3. I should be able to write detailed stage directions, in the correct format. 4. I could distinguish between written and spoken language. 	<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> Recap why it is important to check over our work. What sorts of things should we look for? Teacher to model how to uplevel work on the visualiser.</p>	<p><u>Independent work:</u> Children edit and improve their letters.</p>	Teacher reads out some excellent examples and children magpie ideas.	<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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