



School name: \_\_\_\_\_ ENGLISH PLANNING YEAR B



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_ Year: 5/6

Term: Autumn 2

Week Commencing: Week 4

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.'	<p><b><u>LO: To understand how to write a poem.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must use descriptive words and phrases.</li> <li>2. I should write using line breaks and verses correctly.</li> <li>3. I could use a range of poetic techniques, such as rhyme, alliteration and word play.</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>- <b>Read chapter 6</b> and recap work from last week and the story so far. Discuss what they have found about Jim's life in the workhouse and make notes. Model how to use evidence from across a text to support ideas. Discuss the conditions of the workhouse.</p> <p><i>Watch video of a workhouse poem.</i> Think about all the things the boys hate and make a mind map of ideas. Model how to turn this into a poem.</p>	<p><b><u>Independent work:</u></b></p> <p><i>Children to write a poem, in role, about what they hate about the work house.</i></p>	Children up-level their poems in purple pen.	<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 different verb tenses</u>	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><b><u>L.O. To demonstrate my understanding of a text through drawing.</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must understand the text and recall relevant information.</li> <li>2. I should be able use my inference skills to read between the lines.</li> <li>3. I could use evidence from the text to support my drawing.</li> </ol>	<p><b><u>Main teaching</u></b></p> <p>Recap the work from yesterday and allow children time to respond to marking. Read chapter 7 to the children. Allow them to pair share what they think of the workhouse and the conditions. Allow them to consider the senses. Ask them to consider Jim in the workhouse. What has he seen and experienced?</p>	<p><b><u>Independent work:</u></b></p> <p><i>Children draw a picture of Jim in the workhouse and annotate it.</i></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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Wed	L.O. To <u>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.	<b><u>LO: To understand the skills required to have a successful debate.</u></b>  <u>Success Criteria:</u> 1. I must state my point of view and to justify it. 2. I should be able to use an effective counter argument to what someone has said. 3. I could use facts to make my argument more convincing and persuade others to my own point of view.	<b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback. <b><u>Main teaching</u></b> Recap the children's work so far this week and read chapter 8. Talk with the class about reasons why Jim should try to escape from the workhouse and reasons why he should stay. Organise the class into two lines facing each other and, with one child in role as Jim walking along the conscience alley, ask the children to call out from one side reasons why he should escape from the workhouse and, from the other, reasons why he should stay. For example, they, 'Stay, you've got a roof over your head!' or 'Go, this is no way to live!' Ask the children what makes an effective counter-argument? Allow them to spend time pair sharing their ideas and give them a point to counter. Split the children into two groups: one for Jim leaving the workhouse and one against. Allow them time to think about their arguments, on sugar paper and to consider counter-arguments that may arise.	<b><u>Independent work:</u></b> Children have a debate and vote on what Jim should do.	Children answer some questions about the debate in their English books.	<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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Thurs	<u>L.O. To understand the difference between active and passive verbs.</u>	Recap what a verb is. Show the difference between active and passive verbs.	<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 such as rhyme, alliteration and repetition.</li> </ol>	<p><b>Main Teaching</b></p> <p>-Reread the last paragraph of Chapter 8 'The Carpet Beaters', which begins 'Jim crept forward' ask the children to close their eyes and visualise the scene while you read. Then ask them which words or phrases helped them picture what was happening. Using an enlarged version of the text, highlight these words and phrases as the children identify them. Talk with them about how these word choices help us imagine how Jim is feeling. Think of other words and phrases to add to this list to show what is happening and how Jim is feeling. Note these words and phrases on the flipchart. Model how the words collected can be used to create a list poem, for example: <b>Escape, Invisible, Gliding, Weak and panting, Darting, Hiding, Breath bursting</b></p> <p>Use shared techniques to explore ways to improve the order of the words and phrases listed. Recap the features of a poem.</p>	<p>Children write a poem about Jim escaping from the workhouse.</p> <p>Word of the Week: exhilaration</p>	<p>Children fill in their SC and up-level their work.</p> <p><b><u>Read Chapters 9 and 10 and children copy out work for display.</u></b></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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