



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



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

Class: Year: 5/6

Term: Spring 1

Week Commencing: Week 5 (1)

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 the structure of a sentence.</u>	The concept of a sentence. (subject + verb) explain to the children the difference between object and subject.  Explain how verb + subject is not a sentence.	<u>L.O. To understand the skills needed to interview a character.</u>  Success Criteria: 1. I must ask appropriate open-ended questions. 2. I should use the language of interview. 3. I could answer in role.	<b>Main teaching</b> Recap the story so far. <b>Read chapter 31 ('Dark Side of the Moon') and 32 ('Doing the Dadly Thing')</b> -Discuss how each of the characters is dealing with life in space and the problems the children face. -How have they changed? How have their relationships changed? Hotseat some characters.	<b>Independent work:</b> <i>In mixed ability groups, children interview each of the characters.</i>	Children watch and evaluate the performances.  <b>Read Chapter 33 'Logic Says...'</b>	<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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Tues	<u>L.O. To understand what is meant by a 'phrase'.</u>	<p>What is a phrase?</p> <p>Ask the children what is a phrase. Explain that a phrase is a group of words acting as one unit. Show examples of different sentence types so they can compare and see the difference. Look at the different types of phrases that there are.</p>	<p><u>L.O. To understand the skills required to write direct and reported speech.</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must be able to think of interesting descriptive phrases.</li> <li>2. I should be able to write and correctly punctuate direct speech.</li> <li>3. I could write and correctly punctuate reported speech.</li> </ol>	<p><u>Main teaching</u></p> <p>Recap the story so far, ask the children if that was the conversation that Liam wanted to have with his dad.</p> <p><b>Read chapter 34 'This is not a simulation' and 35 'We Got a Bit Lost'</b></p> <p>Discuss events and what it was like for the children, How would it have looked to people on the ground?</p> <p><u>Show the video of the rocket landing.</u></p> <p>Go through the difference between direct and reported speech. Practise examples of each.</p>	<p><u>Independent work:</u></p> <p>Children write eye witness quotes from people witnessing the rocket landing, using direct speech.</p>	Go through examples.	<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 understand what is meant by a 'clause'.	<p>What is a clause? Ask children if they can tell you what a clause is.</p> <p>Re-cap what a clause is.</p>	<p><b><u>L.O. To understand the features of a newspaper report.</u></b></p> <p>Success Criteria:</p> <ol style="list-style-type: none"> <li>1. I understand the features of a newspaper report.</li> <li>2. I can identify the features.</li> <li>3. I can create a checklist if features to use in my writing.</li> </ol>	<p><b>Introduction</b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b></p> <p><b>Read the end of the book.</b> 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><b><u>Independent work:</u></b> Children produce a checklist in their books of what a newspaper article should contain.</p>	<p>Children feedback to the class and construct a 'newspaper article checklist' to use in tomorrow's lesson.</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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Thurs	<u>L.O. To understand how to use a variety of sentence types.</u>	Alan Peat sentences.	<p><u>L.O. To understand and use the different features of a newspaper report.</u></p> <ol style="list-style-type: none"> <li>1. I must include a headline, byline, 5ws in the first paragraph, main events and columns.</li> <li>2. I should include a subheadline, exaggeration and a 'for more information' ending.</li> <li>3. I should include a range of punctuation, including embedded speech.</li> <li>4. I could include statistics, wordplay and the interruption of chronology for effect.</li> </ol>	<p><b>Main Teaching</b></p> <p>Remind the children what we were doing at the end of yesterday's lesson – ask them to pair share the features of a newspaper report. Take feedback.</p> <p>Tell the children that for the rest of the lesson they are going to be journalists. They are going to write a newspaper article on Shenjian's space mission and Dr Drax's role in it. In groups, children freeze frame the end of the book and the teacher completes thought tapping, so we know what the characters are thinking, this will help us to include quotation's in the written article.</p> <p>Ask the children whether they think Dr Drax acted fairly? Why? Why not?</p> <p>Allow children time to think of a Headline.</p> <p>Children then read an example newspaper and write what they like about it and could magpie for their own work.</p>	<p><b>Independent Task</b></p> <p>Children write a newspaper article about the space mission.</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><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	L.O.		<p><b><u>L.O. To understand the skills required to up-level a newspaper report.</u></b></p> <ol style="list-style-type: none"> <li>1. I must include a headline, byline, 5ws in the first paragraph, main events and columns.</li> <li>2. I should include a subheadline, exaggeration and a 'for more information' ending.</li> <li>3. I should include a range of punctuation, including embedded speech.</li> <li>4. I could include statistics, wordplay and the interruption of chronology for effect.</li> </ol>	<p><b><u>Introduction</u></b> Recap what we have read so far and allow the children time to respond to feedback.</p> <p><b><u>Main teaching</u></b> Recap why it is important to check over our work. What sorts of things should we look for? Teacher to model how to up-level work on the visualiser.</p>	<p><b><u>Independent work:</u></b> Children edit and improve their letters.</p>	<p>Teacher reads out some excellent examples and children magpie ideas.</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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