

Weekly English Planning

Date: 30.03.2020

Class 4Ash, Elm and Oak

Unit: Flotsam: Non- Fiction - Newspaper reports.

DAY	OBJECTIVES	STARTER/GRAMMAR	MAIN TEACHING ACTIVITY	DIFFERENTIATED ACTIVITIES	PLENARY
MON	<p>WALT: I can retell a story using story actions and language.</p> <p>READING</p> <p>Develop positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>↳ <b>GD objective:</b> Develop positive attitudes to reading and understanding of what they read by comparing books that are structured in different ways and reading for a range of purposes.</p>		<p>Show the chn the real newspaper report about Chinese children finding an underwater camera. <a href="https://www.bbc.co.uk/news/world-asia-43579098">https://www.bbc.co.uk/news/world-asia-43579098</a></p> <p>Look at the photographs and discuss how they are what you would expect to see. What are the unusual elements of the story? The camera still had charge ever two years in the water, the case hadn't leaked and the photographs could still be seen. How does this differ from the story of Flotsam?</p> <p>Why would some people question Johnny's version of events? Would we believe him if we hadn't seen the photographs with our own eyes? Would you believe the story if it had been one of your friends?</p> <p>Show the children the written Newspaper report about Johnny finding the camera. Why might the newspaper be questioning Johnny's version? A reporter's job is to get to the truth of a story and report it accurately. What would make them believe? The photographs.</p> <p>Show the children the article about the Cottington Fairies. Discuss the relevance of this story to ours.</p> <p>At the time these photographs caused a stir. Many people believed it because photography was a relatively new invention and they didn't really know a lot about it. The photographs of the fairy would have been taken around the time the photograph of the Edwardian boy was taken.</p>	<p>Chn write a pros and cons list as to why they should or shouldn't believe Johnny.</p>	

<p>T U E</p>	<p>[KEY] Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].</p> <p>↳ GD objective: Understand what they read, in books they can read independently, by accurately predicting what might happen from key details stated and implied [based on content, simple themes or text types].</p> <p>Key Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <i>I can show you I have understood the increasingly wide range of texts I have read.</i></p> <p>GD objective Develop positive attitudes to reading and understanding of what they read by listening to and evaluating a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <i>I can evaluate an increasingly wide range of texts I have read.</i></p>	<p>Look at a range of newspapers and discuss the features. These can be found online if, in the circumstances, newspapers are hard to come by. Examples are in today's resources</p> <p>What are the immediate features you notice about this report?</p> <p>Look at the first paragraph. What does it tell us? It tells us who, what, where, when, why and gives us an introduction to the story, a bit like the news headlines tell us briefly and then the report goes into more detail</p> <p>Build tool kit to display</p> <p>Tool kit</p> <p>Headline</p> <p>By line (who it is written by)</p> <p>Sub headings</p> <p>First paragraph <b>5 Ws What, when, who, where, why</b></p> <p>Second paragraph slightly more detail</p> <p>Direct and indirect speech</p> <p>Third person</p> <p>Past tense</p> <p>Final paragraph includes a conclusion</p>	<p>Chn highlight the features and create a key.</p>	
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W E D	Plan their writing by beginning to discuss and record ideas. ↳ <b>GD objective:</b> Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.	Grammar lesson on speech and reported speech. Use twinkl power point to go through the difference between direct and indirect speech. Children practice to identify and change the two ways of writing speech.		<b>THE TWINKL SHEETS ARE MARKED WITH AN *** , ** OR *</b>  <b>HARDER ***</b> <b>MIDDLE **</b> <b>EASIER *</b>	Review answers.
T H U R	Plan their writing by beginning to discuss and record ideas. ↳ <b>GD objective:</b> Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.	Fact and opinion. Look at the power point and discuss the difference between fact and opinion. Give the children a range of both. Can they tell the difference? Do you have to agree with someone else's opinion? I believe that all children should be seen and not heard. What does that mean? Do you agree? Why? Is this a fact or opinion? Have a short debate. What is the opinion of the children?		Complete Fact and opinion sheets <b>EASIER</b> <b>HARDER/MIDDLE</b>	
F R I	Plan their writing by beginning to discuss and record ideas. ↳ <b>GD objective:</b> Plan their writing by beginning to discuss and record ideas as part of their own routine across a range of styles.  <b>WALT:</b> To create effective Headlines	<b>Grammar starter</b> <b>Using nouns and pronouns to avoid repetition.</b> <b>Go through the power point. Don't worry too much about the spinner slide.</b>	<b>Discuss the purpose of the headlines.</b> <b>What are they for and why are they written in large bold fonts? Children look at the headlines of the newspapers if you can but maybe stick to the ones on the power point. What do they notice them about them? Discuss play on words. Some maybe funny, some alliteration (starting with the same sound i.e. Troublesome Trio).</b>	<b>HARDER/MIDDLE</b> Headline sheet  <b>EASIER</b> Twinkl sheet	

			<b>ALL OF THIS WORK IS BUILDING UP TO WRITING A NEWSPAPER REPORT. Look at the powerpoint.</b>		