

Phonic/ Word/ Sentence		Main Teaching Activity						
Obj	Activity	Obj	Shared Teaching	Teacher	TA	Independent	Plenary	
1	<p>Monday (Y5&6)</p> <p>To identify verbs and adverbs</p>	<p>Read the information about verbs and adverbs at: http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/verbs_adverbs/read/1/</p> <p>Can the children give you any other examples?</p> <p>Play the game at: http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/verbs_adverbs/play/</p>	<p>To create a Pic Collage poster for a trip to a theme park.</p>	<p>Show the children the 'Theme Park' App and how to visit the advisor park in neighbour's parks.</p> <p>Give them a little time (5minutes) to explore the park)</p> <p>Then explain we are going to keep a poster record of our trip.</p> <p>Look at examples (Saved on PPT on the server)</p> <p>Model taking screen shots of various attractions and then creating a Pic Collage poster of their trip to the theme park.</p> <p>Ask children to include their own names for the park and the rides. To include adjectives, similes etc for rides as well.</p>	<p>T to circulate supporting children creating their pic collages.</p> <p>T to share good examples of language used on posted via Apple TV on IWB.</p>	<p>To circulate giving support.</p>	<p>Children are to explore the theme park taking screen grabs of the rides and stalls that they find interesting.</p> <p>Children are to use Pic Collage to create a poster of their trip.</p> <p>To include:</p> <ul style="list-style-type: none"> • Name of park • Name of rides • Adjectives and similes associated with rides. • Smells, Sounds, Emotions associated with the attractions. 	<p>Y5 To email finished posters to T to print for record in their books (T to create Pic Collage of example work to be posted on the blog) (10 minutes to demo and allow children time to email)</p> <p>Y6 To email to their @tanfieldprimary accounts to print via Skydrive.</p>

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<p>2</p> <p>Wednesday (Y5&6)</p> <p>To identify verbs and adverbs.</p>	<p>Give the children a selection of sentences (see BBC bitesize for examples)</p> <p>Ask them to work in mixed ability pairs to highlight the verbs and adverbs in each sentence.</p> <p>Review answers on the IWB.</p>	<p>To assess own writing and up-level sentences.</p>	<p>Children are to select three of their attractions / rides and write a sentence about each.</p> <p>Look at the Up-Levelling scoring sheet (Saved on server) and using an example sentence from the class, model scoring that sentence.</p> <p>Children are to then score their own sentences, highlighting where they have achieved points.</p> <p>T to bring class back together and discuss up-levelling. Model using the score sheet as guidance and creating a much stronger sentence.</p>	<p>To support LA ensuring that they understand the scoring sheet and are able to use it to up-level their sentences.</p>	<p>To support HA focusing them on the higher scoring connectives / openers / punctuation.</p>	<p>Children are to take their original sentences and up-level them.</p> <p>LA: To up-level original 3 sentences.</p> <p>MA - To up level original 3 sentence plus a minimum additional sentence.</p> <p>HA - To up level original 2sentence plus a minimum additional sentence.</p>	<p>Children are to be given adequate time to score their up-levelled sentences.</p> <p>Who has made the biggest improvement on each table?</p> <p>Can they share their original sentence and their new version?</p> <p>Show via examples via iPad camera / Apple TV.</p>
<p>3</p> <p>Thursday (Y5&6)</p> <p>To add an adverb to a sentence.</p>	<p>Review what an adverb is and give the children some examples.</p> <p>Provide the children some simple sentences without an adverb.</p> <p>Give them five minutes to add adverbs to their sentences.</p> <p>Ask children to share their new sentences with the class. Can the rest of the class say which adverb has been added? Has it been added in the correct place? Is there another place / way we could have used that adverb in the sentence?</p>	<p>To write a descriptive piece based on a day at a theme park.</p>	<p>Remind the children of the sentences about their theme park from the previous lesson.</p> <p>Explain we are going to write a descriptive piece about a theme park (or a recount of our trip).</p> <p>Refer to the senses Feel, smell, hear, taste etc</p> <p>Model writing the beginning of this using the Pic Collage poster (teacher version) from Monday's lesson. Refer back to Up-Levelling score sheet as well in reference to stronger sentences.</p>	<p>To support MA ensuring that they are including as much detail as they can in their writing (referring back to Up-levelling score sheet)</p>	<p>To support LA ensuring they are thinking carefully about their sentences and including some of the elements from the up-levelling score sheet.</p>	<p>LA: To write about the theme park describing the rides and attractions.</p> <p>MA: To write about the theme park, describing the rides and attractions. To use a separate paragraph for each part of the park.</p> <p>HA: To write in the form of a recount from the first person perspective as if they had visited the park. To include their own emotions as they visited different parts.</p>	<p>Children are to highlight their favourite / best sentence from today's writing.</p> <p>To copy out again at the end of their work and give it a score using the up levelling scoring sheet.</p>

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4	<p>Tuesday (Y5 ONLY)</p> <p>To orally describe a theme park attraction.</p>	<p>Children are to stick their posters from the previous lesson in their literacy books.</p> <p>Number children 1 or 2.</p> <p>Ask 1's to move to another table and describe one of the attractions on their poster in as much detail as possible to another person.</p> <p>Then ask 2s to stand up and do the same.</p> <p>(Child listening to magpie any good ideas, recording them in their jotters).</p>	<p>To make a persuasive advert for a theme park.</p>	<p>Session 1</p> <p>Explain that the Theme Park they visited yesterday wants to put out some persuasive tv adverts.</p> <p>Ask some volunteers to come and look excited and explain what was brilliant / fantastic / wonderful about the theme park.</p> <p>Model how to quickly make pretend photos using Pic Collage / google as if they were at the theme park.</p>	<p>Pair up children in mixed ability pairs and then support groups.</p> <p>Check that groups are creating both still images using themselves and short video clips</p>	<p>To support in the library, giving more space for the children to work / record their videos.</p>	<p>Children are to spend their time creating short video clips of the children explaining their trip to the theme park.</p> <p>Children are to use Pic Collage to make photographs of themselves at the park doing different things.</p>	<p>Ask the children to check the camera roll for any pictures they don't need to keep and to delete them. (Eg the photos of themselves that have later been used in a pic collage image)</p> <p>Discuss not cluttering up the ipads</p>
				<p>Session 2</p> <p>Ask the children to brainstorm short, punchy phrases to advertise the themepark. Eg 'Exciting adventures await' 'Once in a lifetime experience' 'Wonderful wacky fun' etc</p> <p>Model using iMove to create an advert using some of the screen grabs from earlier in the week, the short movie clips created earlier and the edited Pic Collage images.</p>	<p>Teacher to support pairs throughout the activity.</p> <p>To use Weebly app on iPads to blog some of the children's trailers.</p>	<p>To support children in the library (if possible) to give the children more space to work.</p>		
5	Year 5 & 6 and Tanfield School all day. Literacy themed day.							

Outcomes	Lower Ability		Middle Ability		Higher Ability	
<p>With support children have created a PicCollage poster showing the attractions of a theme park. With peer support children have create a persuasive advert for a themepark attraction. Children have made some improvements to their writing through up-levelling. Children have described a theme park.</p>	<p>Children have created a PicCollage poster showing the attractions of a theme park. (Labelled) Children have create a persuasive advert for a themepark attraction. Children have made improvements to their writing through up-levelling and show awareness of what they can do to improve their work. Children have described a theme park, taking time to up-level their ideas as they go,</p>		<p>Children have created a PicCollage poster showing the attractions of a theme park. (Labelled) Children have create a persuasive advert for a themepark attraction as well as supporting others. (Some have coompleted / recorded a radio advert / discussion about the theme park) Children have made substantial improvements to their writing through up-levelling and show awareness of what they can do to improve their work. Children have written a first person recount of a trip to a theme park.</p>			
Expectations	Below Expectations	Above Expectations	Below Expectations	Above Expectations	Below Expectations	Above Expectations