**TERM: Spring 1 Week 1 AND Week 2 AND Week 3 YEAR GROUP: 6 Core Subject Plan: English - Rose Blanche**

| **WB:** | **Learning Objectives**  (LO: taken from overview)  Logical flow? | **Success Criteria**  (I can – if you follow the steps you will be successful OR  I can – if you include these you will be successful) | **Teaching Input**  **(**Specific teaching, questioning, demonstrating, rehearsing, modelling, stimulus**)** | **Activities – Support/Differentiation and Challenge**  (Provide opportunities to rehearse, apply, understand and record learning including key vocabulary)  Think about timings and how activities will take place or be recorded? |
| --- | --- | --- | --- | --- |
| **MON** | R: To understand the context of a story  To predict events in a story | To use clues to infer information  To make predictions linked to evidence |  | To write a prediction of the story based on what is seen in the picture. |
| To summarise the main events of a story | To read and discuss visual and written clues and infer information from a story  To summarise main events of a story | Read full story – discuss clues in images throughout - clues of rationing, contrasting between innocence of Rose and soldiers treatment of Jews/ signs of war.  Why has the author described waving and crowds enjoying themselves – yet finishes Winter was coming. How did things not change for Rose? What was changing within her town? How can you tell?  Look at picture – what questions would you ask? | chn to summarise key events from story in pairs – gradually refining to 5/6 main events  - add these to content section of boxed up plan |
| **TUES** | R: To choose appropriate vocabulary and synonyms to describe | I can choose appropriate vocabulary to describe a scene  I can develop phrases to effectively describe  I can use a range of sentence structures and advanced vocabulary to create atmosphere/ impression | How do you think people are feeling in this image?  Carousel: Annotate the images with descriptive language to show:  Who/what is in the scene?  What are they doing/ what is happening?  How are they feeling? | Annotate the images with descriptive language to show:  Who/what is in the scene?  What are they doing/ what is happening?  How are they feeling?  Add descriptive language to develop phrases  Ch to create different sentence types from language gathered: some; others, de:de, noun, who/which, passive voice, tell, show three, outside inside, similes/ metaphors, personification, the more, the more.  CHN TO ADD chosen language on to boxed up plan for use in story writing.  BAs descriptosaurus  Ipad thesaurus |
| To develop a range of vocabulary and sentence structures to create atmosphere | Review and model examples using chn’s chosen vocab of different sentences – Continue carousel – this time chn to create different sentence types from language gathered: some; others, de:de, noun, who/which, passive voice, tell, show three, outside inside, similes/ metaphors, personification, the more, the more. |
| **WEDS** |  |  | **Hallsville Trip** |  |
|  |
| **THURS** | To summarise ideas in a non- fiction text | I can read the question and annotate key information  I can give a- heading for each paragraph  I can retrieve information  I can infer information | Fact file about WW2 – Model then chn to summarise rest and identify unknown vocab. | Write a summary of the text in 50 words only |
|  | To use techniques to create an atmosphere | I can choose appropriate vocabulary to describe a scene  I can develop phrases to effectively describe  I can use a range of sentence structures and advanced vocabulary to create atmosphere/ impression | Grammar - conveying atmosphere in sentences- Which is more effective - the girl looked towards the sky Looking up , the clouds loomed ominously? What’s been used – personification.  Shared write opening to create scene and atmosphere:   |  | | --- | | **the fat mayor bursting with pride**  **it was as if the whole town were**  **packed into the cobbled street**  **waving hands beaming faces**  **excited chatter eager for war**  **uniforms gleaming** | | Chn to use annotations and ideas as well as modelled shared write to create own opening – focusing on creating atmosphere. |
| **FRI** | To retrieve and infer information from a text | I can read the question and annotate key information  I can retrieve information  I can infer information | Model answering questions using retrieval – review skill; inference – review skill strategies. | Chn to answer retrieval and inference questions once modelled – review answers. |
|  | To edit sentences to build tension/atmosphere | I can choose appropriate vocabulary to describe a scene  I can develop phrases to effectively describe  I can use a range of sentence structures and advanced vocabulary to create atmosphere/ impression | Look at next section and focus on the contrasts – how the town changes during war time – add ideas to plan. Model putting it succinctly in to a couple of paragraphs, using a range of sentences from annotated images.  Model Then and now sentence.  Peer – assess and give feedback for effect of story writing so far. | Chn to use model and language chosen from carousel to create own descriptions of how town changes during war time.  Then and now sentence. |
|  | **Learning Objectives** | **Success Criteria** | **Teaching Input**  **(**Specific teaching, questioning, demonstrating, rehearsing, modelling, stimulus**)** | **Activities – Support/Differentiation and Challenge** |
| **MON** | To identify the meaning of vocabulary in a text  To summarise a text | I can read the question and annotate key information  I can give a- heading for each paragraph  I can retrieve information  I can infer information | Read Ursula Adler’s bio- what do we know about her? what questions would you like to find Out?  Children read transcript  Model then chn to summarise rest and identify unknown vocab.  Model answering questions using retrieval – review skill; inference – review skill strategies. | *Dwindled*  *Witnessed*  *Quarantine*  What do these words mean?  How did you work it out?  To write down the main ideas of each para  Teacher read with MA – generate questions to develop explanation  To write 5 explanation questions |
|  | To use description and adverbials to describe a journey | I can use effective description to detail a journey  I can summarise to move a story on  I can use adverbials to move a story on | Reread the incident with escape of the boy from the van linked to Rose deciding to follow the van and her journey through the woods. – discuss what we think is happening – what does Rose think is happening? How can we use the same techniques to give reader clues without the images to help that the original has. Explore show not tell techniques.  Read through journey – how can we use summary to move through journey without too much detail. | Chn to write incident and journey section using show not tell, summarising and adverbials to move story on. |
| **TUES** | To compare main ideas and themes of a text. |  | Children read Harry Bibring – what questions would you like to find out? | Ch to underline words that they are unfamiliar with and try and work out meaning – use dictionary , then use a synonym for the word – does it make sense?  What other questions does it make us ask?  How does this compare to Rose Blanche? |
|  | To write from a specific point of view to develop the problem | Finding the children in camp  A child’s point of view  Range of sentence techniques to create atmosphere | Model and develop techniques to show the shocking scene of the camp  Ensure we are writing from Rose’s point of view when we describe what she thinks is happening.  Refer back to the language we gathered around the picture on the working wall.  Model using a range of sentence structures. | Write arrival at camp – zooming in from whole scene into more and more specific details.  Use a range of sentences including ENP, Noun, who; de:de; some; others, personification, similes/ metaphors.  Challenge: including cohesive devices to link sections of story |
| **WED** | To identify technical language  To summarise main ideas of a text  To compare to fictional text |  | compare Ursula and Bibring texts – what‘s similar and different. Create summary of texts | Teacher work with LA defining unfamiliar words  MA  Summarise text |
|  | To edit build up and problem to develop contrast | A child’s point of view  Range of sentence techniques to create atmosphere | Model showing the passing of time succinctly to summarise Rose helping the prisoners then bringing it back to the day of the invasion.  Model show not tell to ensure it is written from Rose’s eyes as the town is evacuated. | Chn to write next section showing the passing of time succinctly to summarise Rose helping the prisoners then bringing it back to the day of the invasion.  Teacher work with LA on sense and basics  Support HA on cohesion and variety |
| **THURS** | To identify technical language  To summarise main ideas of a text  To compare to fictional text |  | Read Jersey Under Occupation  Display ***Demilitarized***  ***reconnaissance civilian***  ***prominent***  *Which is technical vocab ? why? How can we work out meaning of words – root .. look at the prefix/suffix.* | Teacher work with LA defining unfamiliar words  MA to underline words they think are technical – how can they work out meaning. Is there any pattern?  Summarise text |
|  | To resolve my problem with another long-lasting problem | A child’s point of view  Range of sentence techniques to create atmosphere | Model developing tension – residents leaving the town – show not tell.  Mother can’t find Rose; Rose noticing how her journey and the camp have changed now – using show not tell to give clues to the reader. Building tension with clues of the soldiers struggling to see through the fog; tired and confused from war – ending with a dramatic sentence to describe the sound of the shot – could use short sentence for effect. | Chn to explore building tension, using show not tell and creating a dramatic short sentence to show Rose is shot. |
| **FRI** | To read and retrieve information  To create retrieval questions | I can retrieve information  I can create retrieval questions | Read Anne Frank extract – discuss meaning – What retrieval questions could be asked? Review structure of retrieval questions | Chn to write 3 retrieval questions with answers, then swap and answer partners questions. |
|  | To create an engaging ending | A child’s point of view  Range of sentence techniques to create atmosphere | Look at original ending – discuss why it is effective – identify contrasts between tension and celebration and then in the land - war time landscape and peace time landscape.  Chn to explore creating contrasting sentences in pairs and share with class. Use these to shared write ending modelling using variety of techniques to create the contrast. | Support HA on cohesion and variety |
|  | **MON TUES WED** |  | **ASSESSMENT WEEK** |  |
| **THURS** | To infer information  To create inference questions | I can infer information  I can create inference questions | Read Anne Frank extract – discuss meaning – What inference questions could be asked? Review structure of inference questions | Chn to write 3 inference questions with answers, then swap and answer partners questions. |
|  | To edit and redraft | A child’s point of view  Range of sentence techniques to create atmosphere | Model using visualiser to edit basics  then identify stronger and weaker sections  choose section to redraft/ sentences to change  chn to carry this out on their own piece to ensure SC is met and they are happy with each section | Teacher work with LA on sense and basics  Support HA on cohesion and variety |
| **FRI** | To infer information  To create inference questions | I can infer information  I can create inference questions | Read Anne Frank extract – discuss meaning – What inference questions could be asked? Review structure of inference questions | Chn to write 3 inference questions with answers, then swap and answer partners questions. |
|  | To publish | Use best presentation  Include editing to create best piece | Publish piece – remind of process – sentence by sentence; best handwriting; sitting correctly for best presentation; sharp pencil. | Chn to complete editing and redrafting then publish accurately. |