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| Intent | Implementation | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| The London Eye Mystery |
| To make predictions and justify my choices.  | Read TLEM.Model making predictions based on what we have read. Model PEE paragraphs.  | Children write PEE paragraphs to make predictions about what will happen in the story. | Children will be able to make predictions based on information stated and implied. |
| To revise and apply descriptive writing techniques. | Explore first chapter and language used. Discuss how we could change the tone for the reader. Discuss how we could change the tone. Watch video clip of London Eye and discuss feelings. Model changing the tone to scary using precise, descriptive vocab. | Children rewrite the opening, changing the vocab and therefore the tone of the writing.  | Children will be able to use descriptive language to describe a scene.  |
| To show an awareness of the reader through the tone of my writing.  | Explore the two letters from Aunt Gloria. Discuss tone and language used. Model how to write using angry tone. Model vocabulary needed. Discuss other tones and effective language.  | Children write a letter from Aunt Gloria in their chosen tone.  | Children will be able to choose the correct tone in their writing. |
| To express opinions and justify my reasons.  | Read TLEM.Discuss opinions of the characters. Model how to use PEE paragraphs to justify answers.  | Children write PEE paragraphs about each character explaining their thoughts about them. | Children will be able to justify opinions with reference to the text. |
| To use commas to separate clauses. | Discuss use of commas with children and model using them with images from the fairground.  | Children up-level a variety of se3ntences, adding additional clauses using commas.  | Children will be able to commas in 6 different ways. |
| To explore the use of idioms. | Discuss idioms. Show examples. Discuss actual meanings.  | Children identify idiom and write a literal translation of them.  | Children will be able to identify and use idioms.  |
| To use drama to explore an idiom rich conversation.  | Model conversations between characters using TLEM.  | Children work in pairs to practice conversations. Perform to class.  | Children will be able to perform a conversation between 2 characters.  |
| To write a conversation between two characters.  | Model the use of speech marks.  | Children write a conversation between characters, punctuating it correctly.  | Children will be able to use speech marks correctly.  |
| To write a conversation between two characters. | Model use of reporting clauses. Recap speech marks and correct punctuation.  | Children write conversation between characters using reporting clauses.  | Children will be able toUse speech marks and reporting clauses correctly.  |
| To write a recount in character.  | Discuss what a recount is, tenses used etc.  | Children write a recount as their chosen character of events in one scene.  | Children will be able to use the past tense to write a recount in the first person.  |
| ASSESSMENT WEEK |
| To use drama to explore the events in Chapter 11.  | Recap events from Chapter 11. Explore conversations and how characters personalities come across.  | Children work in groups to act out the scene from Chapter 11.  | Children will be able to perform a short piece in character.  |
| To write a police report about Chapter 11. | Use grid to discuss how the detective uses speech and body language to help with identifying suspects.  | Children write a police report using a character, looking at what they said and making inferences.  | Children will be able to show an understanding of what they have read and ask questions.  |
| To plan a diary entry. | Recap features of a diary entry. Model how to recount but include thoughts and feelings.  | Children write event and how the character might be feeling.  | Children will be able to infer characters thoughts and feelings.  |
| To write a first draft of a diary entry. | Model how to write the opening part of a diary entry.  | Children write first draft.  | Children will be able to write a recount using thought and feelings.  |
| To edit and improve my work.  | Model editing and improving using one child’s work and visualiser.  | Children identify and work through any improvements in their work.  | Children will be able to make improvements to their work. |
| To write a diary entry.  | Model writing final draft.  | Children use improvements made to write final draft of their diary entry. | Children will be able to write a diary entry.  |
| To explore information texts. SCIENCE | Provide children with a range of information texts based on animals. Explore non-fiction books of animals.  | Children discuss and identify what makes them good examples.  | Children will be able to identify features of an information text.  |
| To plan and draft an information text. SCIENCE | Discuss and recap previous lesson. Model how to use appropriate sentences openers, images and additional features. | Children draft their information texts based on their chosen animal.  | Children will be able to write a draft of an information text.  |
| To write an information text. SCIENCE | Model how to edit and improve texts and changing layout to suit.  | Children write final draft.  | Children will be able to write a final draft.  |