

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO To Gain, maintain and monitor the interest of the listener(s)	<p>Edit and improve your speech using the success criteria, teacher marking/feedback and the two model texts.</p> <p>Key focus on:</p> <ul style="list-style-type: none"> - Passive voice - Persuasive language phrases e.g.: No one can deny that / Surely it is obvious • Add three new words to your writing, either using a thesaurus OR from Guided Reading. Underline them in a different colour to show that these are the words you've added. <p>Watch https://www.youtube.com/watch?v=RvV23xoZRkl Michael Rosen talking about performing. (We've watched this before)</p>	<p>Practise and perform your speech.</p> <p>How well do you engage your audience?</p> <p>When you're finished, the audience will offer two stars and a next step.</p>	<p>Video link</p> <p>Paper</p> <p>Pencils</p> <p>Space to perform</p> <p>Speeches</p>	<p>Perform</p> <p>Gain</p> <p>Monitor</p> <p>Maintain</p> <p>Interest</p> <p>Listener</p>
Tuesday	LO to plan ideas for a piece of creative writing.	<p>Introduce the Natural Curriculum Writing Competition https://www.naturalcurriculum.co.uk/inspired-by-nature/creative-writing-competition/competition-2021/</p> <ol style="list-style-type: none"> 1. Watch the videos for the relevant year group. 2. Watch the video of David Millington explaining what the children need to do. 	<p>Work through the 'Expanded noun phrases' work on the Tarpon https://www.naturalcurriculum.co.uk/year-6-grammar-lessons/expanded-noun-phrases/tarpon/screen-1/</p> <p>THEN write own expanded noun phrases about the video for the competition.</p> <p>What other skills do you have that you can show off in this competition writing?</p>	<p>Video links</p> <p>Paper</p> <p>Pencils</p> <p>Dictionaries</p> <p>Thesaurus</p>	<p>Expanded noun phrase</p> <p>Adjective</p> <p>Adverb</p> <p>Description</p> <p>Plan</p>
Wednesday	LO to use detailed description in my writing	<p>Recap the videos from yesterday. Make sure the children use the one for their own year group.</p> <p>Write a list of skills on the IWB which the children have learnt and want to show off e.g.</p> <ol style="list-style-type: none"> 1. Semi-colon 2. Adverbial phrases 3. Relative clauses 4. Complex sentences 	<p>Chn to write their pieces for the competition (do this in their English books so we have the evidence)</p>	<p>English books</p> <p>Plans from yesterday</p> <p>Pens</p> <p>Video clip</p>	<p>Semi-colon</p> <p>Adverbial</p> <p>Relative clause</p> <p>Sentence</p> <p>Description</p>

Thursday	LO to edit, improve and publish my writing	<p>Learn about proofreading using the work from Natural Curriculum: https://www.naturalcurriculum.co.uk/year-6-grammar-lessons/proofreading/six-plumed-bird-of-paradise/screen-1/</p> <ol style="list-style-type: none"> 1. Review writing from yesterday. 2. Re-watch the video and make note of any new points you can add to the piece of writing 3. Review the success criteria 	<p>Ensure work is accurate and shows off your writing skills. Share with a partner and then</p> <p>Write up the piece of writing onto the competition format.</p>	<p>Natural Curriculum link</p> <p>Work from yesterday</p> <p>Success criteria (self written)</p> <p>Book</p> <p>Pen</p>	<p>Proofread</p> <p>Edit</p> <p>Improve</p> <p>Publish</p> <p>Review</p> <p>Success Criteria</p> <p>Accurate</p>
Friday	LO to demonstrate my creative writing skills from a stimulus	<p>In prep for next week's 'No More Marking' task for Y6, we are going to practise writing in response to a stimulus under timed conditions.</p> <p>Look at the picture: https://www.pobble365.com/the-mirror-in-the-attic/</p> <p>Class discussion and mind map of ideas</p> <p>Vocab collection. Can any words from Guided Reading be used here?</p> <p>Discussion about using speech to advance the action. Can they use an example of this?</p>	<p>Potential story opening to get going:</p> <p><i>She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight.</i></p> <p><i>Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...</i></p>	<p>Link</p> <p>Book</p> <p>Thesaurus</p> <p>Dictionary</p> <p>Guided Reading book</p>	<p>Demonstrate</p> <p>Creative</p> <p>Stimulus</p> <p>Vocabulary</p> <p>Deserted</p> <p>Abandoned</p> <p>Resided</p> <p>particles</p> <p>Flawless</p>

She had found it lying alone, deserted, abandoned in the attic. After making the discovery, Anna had gazed and marvelled at it for some time. Where had it come from? Why had no dust settled upon it, as it had done over everything else that resided in her attic? A layer of the thick dust blanketed the attic floor, and as the sunlight glared through the attic windows, the dust particles yet to settle were illuminated as they hovered in the stuffy air. Yet, the mirror looked flawless, untouched by age, not a finger print in sight.

Anna propped the mirror up against one of the thick, timber beams that jutted from the attic floor. Settling down into a comfortable position, she tentatively placed a finger against the glass...