

	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO to use topical vocabulary in my work	<p>Make sure you read through the History powerpoint (found on website).</p> <p>Firstly, take a look at the vocabulary bank document on the website. You will find a bank of words and phrases you may like to magpie throughout this unit!</p> <p>Highlight 5 words you are unsure of and research what they mean. Write the words and definitions in your exercise book.</p>	<p>Design your own plane using the 4-part planning sheet. You may want to use the History powerpoint to help you with your plane knowledge or the internet/books you have at home.</p> <p>Your LO is to use the vocabulary related to the topic so can you add any words from the vocabulary bank to your plan?</p>	History powerpoint 4-part planning sheet	<p>Battle of Britain</p> <p>RAF - Royal Air Force</p> <p>Fighter plane</p>
Tuesday	To retrieve information from a text	<p>Take a look at the document titled: Battle of Britain Planes. Choose one plane and read the information about it.</p> <p>Once you have read the information about your chosen plane, create a top trump card using the template on the website. Rate your chosen plane based on the criteria given (the answers will be in the text!).</p> <p>You should rate your plane on a scale of 0-100. 0 is the worst score and 100 is the best.</p>	<p>Read through The Great Supermarine Spitfire on the website. Create a top trumps card (using the same template as before) for the Supermarine Spitfire.</p> <p>You need to be able to justify (explain) your answer as we will be working on this tomorrow so make sure you find the part in the text where you got your answer from.</p>	<p>Top trumps template</p> <p>Battle of Britain planes text</p> <p>The Great Supermarine Spitfire text</p>	<p>Spitfire</p> <p>Battle of Britain</p> <p>Production Speed</p> <p>Weight</p> <p>Weapons</p> <p>Deadly Rating</p>

Wednesday	To justify my point using evidence from a text	<p>There will be a zoom lesson link on class dojo. If you don't join the zoom follow:</p> <p>Can you remember when we learned how to use PEE in our writing?</p> <p>P - make your point E - use evidence to back up, or prove, your point E - explain why that evidence backs up, or proves, your point</p> <p>For example: <u>I give the Spitfire a 85 rating for weight because it is light-weight and climbs into the sky easily. It says, "The plane weighed almost 2,400 kilograms and was able to climb to a height of almost 7,000 metres in just over 9 minutes." so we know that it is light and easy to manoeuvre. This would be very successful in battle.</u></p>	<p>Using this stem sentence: I give the Spitfire a --- rating for its ----- because it ----- . It says, "-----" so we know that -----.</p> <p>Rate the spitfire on the below criterion (from yesterday's top trump cards), using evidence from The Great Supermarine Spitfire to support your points.</p> <ul style="list-style-type: none"> - Production - Speed - Weight - Weapons - Deadly Rating 	<p>Top trump card</p> <p>Stem sentence</p> <p>The Great Supermarine Spitfire</p>	<p>Point Evidence Explanation</p> <p>Spitfire</p> <p>Production Speed Weight Weapons Deadly Rating</p>
Thursday	LO: to engage the reader using repetition	<p>Read through the FIRST paragraph of the document titled: The Great Supermarine Spitfire (found on website).</p> <p>Look at the Imagine.. section.</p> <p>Here's an example I've written: <u>Imagine the perfect Headteacher. Imagine a Headteacher who plans fun assemblies and dresses up in hilarious costumes. Imagine a Headteacher who cares about all of the children and wants them to be part of the best school ever. You're thinking of Mrs Bartley: The Swaffhams' Super-Headteacher!</u></p> <p>Write one of your own about someone you know. It could be a teacher, a friend, a famous person or someone in your family.</p>	<p>Write the first paragraph of your text about your WW2 plane (including your three imagine, imagine, imagine sentences) about your own plane. Use The Great Supermaine Spitfire as a model (just like we did with The Caravan story).</p> <p>Imagine... Imagine... Imagine... You're thinking of...</p>	<p>The Great Supermarine Spitfire</p>	<p>Repetition</p> <p>Paragraph</p> <p>Introduction</p> <p>Apostrophe</p>

Friday Y6	LO To identify the passive voice	<p>There will be a zoom lesson link on class dojo. If you don't join the zoom follow:</p> <p>Watch: https://www.youtube.com/watch?v=ZnL689Mpzew OPTIONAL SONG to watch (I know you love a song!): https://www.youtube.com/watch?v=ARaEpSAD-ng</p> <p>A sentence is written in active voice when the subject of the sentence is performing the action. A sentence is written in the passive voice when the subject of the sentence has something done to it by someone or something.</p> <p>Active voice: The cat was chasing the mouse. In this sentence, 'the cat' is the subject, 'was chasing' is the verb and 'the mouse' is the object.</p> <p>Passive voice: The mouse was being chased by the cat. In this sentence 'the mouse' has become the subject which is having something done to it by the cat.</p> <p>In writing, we use the passive voice when we want the focus on what has been done, rather than who did it. For example: The votes have been counted. Here, it doesn't matter who counted the votes, it just matters that they have been counted.</p>	<p>Get your CGP Targeted Question Book (Grammar, Punctuation and Spelling)</p> <p>Complete pages 24 and 25 on Passive and Active Voice.</p> <p>You should mark your work using the answers at the back of the book.</p> <p>Remember: your sentences must be accurately punctuated, with a capital letter and a full stop for it to be correct.</p>	<p>Video links</p> <p>CGP workbook</p>	<p>Subject</p> <p>Object</p> <p>Active</p> <p>Passive</p> <p>Verb</p>
Friday Y5	To identify complex sentences	<p>Watch the Loom video and follow along with the exercises to understand what a complex sentence is and how you can create them.</p> <p>The Loom video will be posted on Class Dojo on Friday.</p>	<p>Complete the two worksheets on the website:</p> <p>Worksheet 1 – Identifying Main Clauses Worksheet 2 – Creating Complex Sentences</p> <p>Use the Conjunctions Helpsheets when completing these tasks.</p>	<p>Worksheets</p> <p>Conjunctions helpsheet</p>	<p>complex sentence</p> <p>main clause</p> <p>subordinate clause</p> <p>conjunction</p>