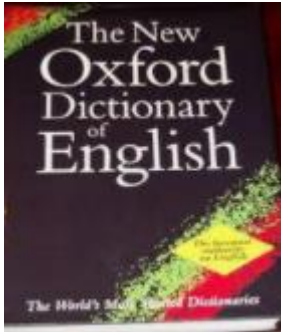


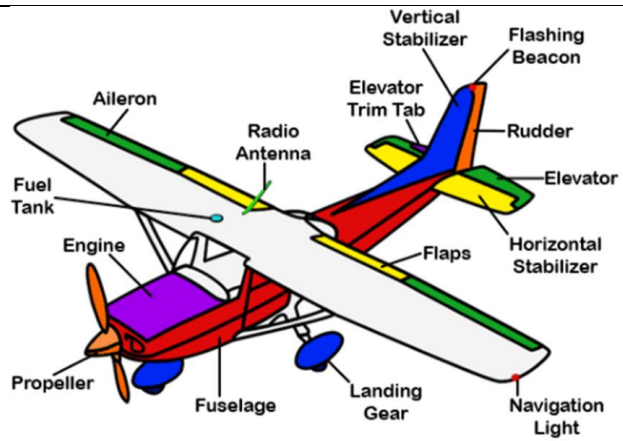


	Learning objective	Main teaching	Activity	Resources	Vocabulary
Monday	LO to use topical vocabulary in my writing.	<p>Re-read the 'Watch out Below' paragraph: <i>Watch out below!</i> <i>The Spitfire continued to play many roles throughout the Second World War and beyond, often in air forces other than the RAF. For example, the Spitfire became the first high-speed <u>photo-reconnaissance</u> aircraft to be operated by the RAF. Sometimes unarmed, they flew at high, medium and low <u>altitudes</u>, often ranging far into enemy <u>territory</u> to closely observe the Axis powers and provide an almost <u>continual</u> flow of valuable <u>intelligence</u> information throughout the war. These beasts have served across every inch of the world including in the Pacific, the Middle East and Russia. In Australia, RAAF and RAF Spitfires helped defend the <u>port</u> town of Darwin against air attack by the Japanese Naval Air Force, Finally, the Spitfire MKVllls took part in the last battle of World War II in a ground attack role helping <u>defeat</u> a Japanese break-out attempt.</i></p> <p>Look at the underlined words. Find out what they all mean, using a dictionary or the internet, and write a definition for each.</p> 	<p>Today you will write your penultimate (second to last) paragraph.</p> <p>You are writing about the role your plane played in wars or the role your plane currently has. What was it used for? What do people remember about it? Why was it such an incredible plane?</p> <p>On Friday, you learnt some new vocabulary. Look back at your work.</p> <p>Today, you will: <u>Write a paragraph about the role your plane played in wars.</u></p> <p>Making sure you include:</p> <ol style="list-style-type: none"> 1. Your words from Friday 2. Some of the underlined words from the passage on the left. <p>Please underline any words you use which are from Friday or from the original text.</p>	<p>Dictionary</p> <p>'Watch out below' paragraph</p> <p>Paper</p> <p>Pencil/pen</p> <p>Work from Friday</p>	<p>Reconnaissance</p> <p>Altitude</p> <p>Territory</p> <p>Continual</p> <p>Intelligence</p> <p>Port</p> <p>Naval</p> <p>Defeat</p>

<p>Tuesday</p>	<p>LO to understand how use the subjunctive form</p>	<p>Listen to this song. Do you know it? https://www.youtube.com/watch?v=o6WeVBHtL9o</p> <p>Why have we just listened to that song?</p> <div data-bbox="492 239 1254 813"> <h3 style="text-align: center;">Giving Advice</h3> <p style="text-align: center;">What would you suggest for these problems?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>I've got a terrible cough. I just can't get rid of it!</p> </div> <div style="text-align: center;">  <p>Oh no! I've forgotten my lunch AGAIN!</p> </div> </div> <p style="text-align: center;">Did anyone begin their suggestion with the phrase, "If I were you, I would..."?</p> <p style="text-align: center;">Well done; you're using the subjunctive verb form!</p> </div> <div data-bbox="492 845 1254 1165"> <p>If John were to get an A on his test, I would be very surprised.</p> <p>Were I a little bit taller, I would be able to reach the shelf.</p> <p>I would run if I were younger.</p> <p>If I were him, I'd try a lot harder at school.</p> </div> <p>We use the subjunctive to talk about a wish or a dream or something that isn't real just yet. E.g. If I were the Queen,... or If you were to win the lottery,...</p> <p>Now listen to the song again. Keep your pen in your hand because I'd like you to write down the subjunctive sentences you hear.</p>	<p>Now you're going to be a problem solver. Each of these children have a problem and you are going to write back to them with a solution <u>using the subjunctive form</u>.</p> <p style="color: magenta;">If I were you, I would... If you were to ____, you could...</p> <p>E.g. <u>My pencil has broken.</u> If I were you, I would quickly find another one and I wouldn't tell the teacher because you know where the tub of pencils is.</p> <ol style="list-style-type: none"> I've forgotten to do my homework. My friend doesn't want to play with me. My skateboard is broken. My dog has cut his paw. Three children were mean to us at the park. I find lockdown so boring. The lesson was too hard for me. Tesco has run out of my favourite bread. Someone has left rubbish in our front garden. I wish school were open again. <p>Extra challenge: You should notice that every answer you give contains a modal verb (would, should, might, can, could,</p>	<p>Video link</p> <p>Pen</p> <p>Writing book</p>	<p>Subjunctive</p> <p>Was/were</p> <p>Suggestions</p> <p>Phrase</p> <p>Verb</p> <p>Sentence</p> <p>Modal verb</p>
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			wouldn't, shouldn't, shall etc). Have you used different ones for each sentence?		
Wednesday	LO to use the subjunctive accurately.	<p>Now look at the final paragraph. What do you notice? Have you spotted the subjunctive?</p> <p><i>If you were to decide which plane ruled the skies, if you were to decide which plane was designed for the finest combat, if you're trying to decide which plane could consistently achieve success in its air battles, who could rule the skies then you're thinking of the ferocious, fearsome Supermarine Spitfire!</i></p> <p>Jenny thinks that <i>if you're trying to decide which plane...</i> Is not the subjunctive because it doesn't have the word 'were' in it. Can you explain why Jenny is wrong?</p>	<p>Today you will write a paragraph in this ← style about your own plane. You will use the subjunctive.</p> <p>Your job is to tell us why your plane is the most DEADLY plane ever invented!</p> <p>You might like to look at the use of alliteration in the last line!</p> <p><u>Write your paragraph in this style.</u></p>	<p>The Great Supermarine Spitfire</p> <p>Subjunctive work from yesterday</p> <p>Paper</p> <p>Pen/Pencil</p>	<p>Subjunctive</p> <p>Repetition</p> <p>Apostrophe</p> <p>Alliteration</p>
Thursday	LO to edit and improve my work	<p>Today you are editing and improving your work.</p> <p><u>Here is your success criteria list for this piece of writing:</u></p> <ol style="list-style-type: none"> 1. A repetition in the opening paragraph (Imagine) 2. Passive voice sentences 3. Interesting and varied sentence openers 4. Hyphens 5. Plane-related vocabulary (see picture below AND word bank) 6. Subjunctive form 7. Work organised into paragraphs <p>You might like to include some of these words:</p>	<p>Look through your own work. Use the Success Criteria as a checklist and make sure that you have met all of the criteria.</p> <p>Use the margin in your book to indicate where you have an example of each of these. Create a key to show what each code means E.g.</p> <p>PV: Passive voice sentence</p> <p>If you're missing any of them, add them in so your work is complete.</p> <p>What else can you do? Do you have any other skills you can show off?</p> <p>★ ()</p> <p>★ - -</p>	<p>Success criteria list</p> <p>Word bank</p> <p>The Great Supermarine Spitfire</p> <p>Plane Vocabulary picture ←</p> <p>Your work from last 3 weeks</p> <p>Pen</p>	<p>Repetition</p> <p>Passive</p> <p>Hyphen</p> <p>Vocabulary</p> <p>Subjunctive</p> <p>Paragraphs</p> <p>Simile</p> <p>Alliteration</p> <p>Success Criteria</p>

			<p>★ ?</p> <p>★ !</p> <p>★ Alliteration</p> <p>★ Similes</p> <p>★ ; :</p>	Writing book	
Friday	LO to organise my paragraphs	<p>Look at the presentation of the Great Supermarine Spitfire. You can see text, with bold headings and pictures to capture the reader's interest.</p> <p>Have a look at the six paragraphs you have written over the course of this 3 week unit.</p> <p>Which order should they be written in?</p> <p>Which pictures will you include in your work?</p> <p>Write a catchy heading for each paragraph. You can use the ones from the text or make some of your own.</p>	<p>Now publish your work. By this, I mean:</p> <ul style="list-style-type: none"> • Write the paragraphs in the order you think • Include headings and titles • Include pictures <p>You could send us your work in written form OR record a video of yourself reading your Deadly Plane writing.</p>	<p>The Great Supermarine Spitfire</p> <p>Your work from the last 3 weeks</p> <p>Paper</p> <p>Pencils</p>	<p>Publish Illustrations</p> <p>Paragraph Cohesion</p> <p>Heading</p>