

Literacy- Year Six Autumn Term

Blitzcat

Key Text Type – Narrative

Do Kung Fu cards and read to page 10. The web diagram can be done if there is time.

Blitzcat Day 4	Learning to: use dictionaries to check meaning discuss what I understand from reading a book and explore the meaning of different words look at one or more paragraphs and say what the main ideas are and identify key details that support the main ideas
Key vocabulary	Kung Fu cards; punctuation; skim; scan; web diagram; organise; select; relevant information; notes.
Main Teaching/ learning Key questions	Introduce Kung Fu Contest. Have English books, draft books and target cards on tables. Give time to look at work marked so far in Literacy and respond to comments and write spelling corrections and make entries onto Kung Fu Cards. <i>Where did the cat begin her journey? What have we learnt so far about the cat?</i> Read pages 7 to 10, asking questions such as, <i>What can she remember? What is driving her on?</i> Tell the children that the cat is one of the main characters in the story. <i>Can an animal be a character? Can you think of other examples where this has been the case?</i>
Activities Differentiation T/A to support L/A on web diagram	M/A and H/A – work through the questions on the text. L/A : start a web diagram to collect information about Lord Gort. <i>(f1) How did we use the web diagram to organise our ideas?</i> (Use of colour for one strand of similar ideas; all thoughts related to one idea on one strand; use of small, quick pictures as well as words.) Demonstrate start of web diagram, reminding children of the key features of using this to organise ideas. Remind them to be selective. Work neatly straight into Literacy books. Children to skim back through the text, selecting significant details to include in their webs. Teachers in the room to circulate working on Kung Fu cards with children. Plenary Work through answers to questions – children self-marking <i>f2-6</i>
Outcomes	Children to have checked work with reference to Kung Fu cards. M/A and H/A to have answered questions on the text.
Resources	Flipchart; gel pens/coloured pencils for L/A; English books; draft books; copies of Blitzcat; Kung Fu cards; question sheets
Evaluation	Stick question sheets with answers on in English books.

<p>Tuesday Day 5 Objectives</p>	<p>Learning to: ask relevant questions to extend my understanding and knowledge ask questions to help me understand books better explore my own ideas and politely challenge those of other class members develop my ideas by talking about them</p>
<p>Key vocabulary</p>	<p>Theme; persecution; discussion; listen; respond; questions; prejudice</p>
<p>Main Teaching/ learning Key questions</p>	<p>Have the word prejudice on the board. Children to make as many words as they can from it. What does it mean? f1 Children to share thoughts on places that make them/others uncomfortable. Blitzcat - read pages 11 to halfway down 14. <i>What do you know about the persecution of Jews during WW2?</i> Explain about the persecution of Jews and concentration camps. (Ensure there is an understanding that this is HISTORY and brought about by Hitler and the Nazi Party, not all the German people. Show the covers to the book on <i>f1</i>. <i>What do they tell you? Why has the book been given this title? What does it suggest the book will be about?</i> Explain a little about the book then read pages 35 to 38 and then pages 207 and 208. <i>How do the writers want us to feel? What questions do these extracts make you want to ask? (F2)</i> Give children thinking time. Write any questions they want to ask on wipeyboards. Ask children to share their questions with others on their tables. <i>Are your questions similar to those of others?</i> Collect a range of questions on the IWB. (add to f2) (Reinforce question marks at the end of questions.)</p>
<p>Activities Differentiation</p>	<p>Put the children in mixed ability groups of 4. Have one observer/scribe per group. The rest are to select questions from the board to discuss, with the scribe/observer making notes about their responses and the interaction of the group. Children discussing in mixed ability groups. Adults to circulate and observe. Observer to feed back for each group, summarising main points of discussion. Plenary <i>Does prejudice exist today?</i> Give children time to think about the statement and then discuss ideas.</p>
<p>Outcomes</p>	<p>The children will have read and listened to extracts from Blitzcat and 'The Boy in the Striped Pyjamas'. They will have participated in a discussion of one of the themes of the text.</p>
<p>Resources</p>	<p>Copies of Blitzcat; wipeyboards; copy of 'The Boy in the Striped Pyjamas'; paper/clipboard for scribes; flipchart.</p>
<p>Evaluation</p>	

Day 6 Wednesday Objectives	<p>Learning to: interpret characters' feelings, their thoughts and motives from their actions, and support what I think using clues from the text</p> <p>read through a piece of work and make changes to improve the punctuation</p>												
Key vocabulary	Effective questions; hot seat; first person account; role play; character.												
Main Teaching/learning Key questions	<p>Read from halfway down page 14 to the end of the chapter.</p> <p><i>If you were a journalist what questions would you want to ask Stalker about what has happened?(f3)</i></p> <p>Write questions on wipeyboards.</p> <p>Hot seat Stalker – either teacher in role or child. Children to take notes in draft books.</p> <p>Tell the children they will be writing an account of what has happened as if they are Stalker. <i>What did he see? How did he feel about the events?(f4)</i></p> <p>Model writing start of account of events through the eyes of Stalker. (f4) <i>How can we show Stalker's character through the words he might use?</i></p>												
Activities Differentiation	<p>Tell the children they are to write an account of what has happened as if they are Stalker in English books.</p> <table border="1" data-bbox="496 913 1243 1196"> <tr> <td>HA</td> <td></td> </tr> <tr> <td>MA</td> <td></td> </tr> <tr> <td>MA</td> <td>TA - Focus on writing as Stalker – how did he feel about the events? Use template.</td> </tr> <tr> <td>MA</td> <td></td> </tr> <tr> <td>LA</td> <td>Booster Group</td> </tr> <tr> <td>LA</td> <td>Teacher – use template to guide.</td> </tr> </table> <p>Plenary</p> <p>Read back through your work. Check use of sentence punctuation and make changes to improve it.</p>	HA		MA		MA	TA - Focus on writing as Stalker – how did he feel about the events? Use template.	MA		LA	Booster Group	LA	Teacher – use template to guide.
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Outcomes	<p>Children will have written a first person account of the events through the eyes of Stalker.</p>												
Resources	<p>Copies of Blitzcat; literacy books; draft books; wipeyboards; flipchart; template for L/A</p>												
Evaluation													

Day 7 Thursday Objectives	Learning to: interpret characters' feelings, their thoughts and motives from their actions, and support what I think using clues from the text												
Key vocabulary	Press conference; interview; statement; effective questions; hot seat; first person account; role play; character												
Main Teaching/ learning Key questions	<p>Explain that so far we have seen the events through the eyes of Stalker. <i>Who else might have something to say about the events?</i> (Marge – on switchboard; German pilot; policeman on the scene; land-girls; sergeant-pilot who had shot down the Stuka.) Recap on these characters. (f5) <i>What questions might we want to ask these if we were collecting information to write a radio report about the events?</i> Collect a few ideas, and then give the children time to write a question for each character on wipeyboards.</p> <p>Have the characters in the front. (Children in role) Role play a press interview, with the children asking the questions. Encourage them to jot down some of the actual words said by the characters on their wipeyboards.</p>												
Activities Differentiation	<p>Explain that we are now going to write a statement that each of the characters might make following what we have learnt about them from the interviews. Look at the flipchart. (f6) We are going to write two or three sentences that each of these characters might say using the information we have gained from the interviews. Include how you think the character might feel as well as describing what he/she saw. We will be including these in when we write our report.</p> <table border="1" data-bbox="496 1037 1230 1462"> <tr> <td data-bbox="496 1037 576 1070">HA</td> <td data-bbox="576 1037 1230 1070">Remind to write in first person.</td> </tr> <tr> <td data-bbox="496 1070 576 1104">MA</td> <td data-bbox="576 1070 1230 1104"></td> </tr> <tr> <td data-bbox="496 1104 576 1216">MA</td> <td data-bbox="576 1104 1230 1216">Encourage children to write in first person, writing appropriate sentences for at least three of these characters. Use template.</td> </tr> <tr> <td data-bbox="496 1216 576 1249">MA</td> <td data-bbox="576 1216 1230 1249"></td> </tr> <tr> <td data-bbox="496 1249 576 1361">LA</td> <td data-bbox="576 1249 1230 1361">Booster – Encourage children to write in first person, writing appropriate sentences for at least three of these characters. Use template.</td> </tr> <tr> <td data-bbox="496 1361 576 1462">LA</td> <td data-bbox="576 1361 1230 1462">TA –share ideas and write two sentences in role for at least two of these characters. Use rolling whiteboard to help record and model.</td> </tr> </table> <p>Plenary Check back to ensure these are written in the first person. Hear some examples.</p>	HA	Remind to write in first person.	MA		MA	Encourage children to write in first person, writing appropriate sentences for at least three of these characters. Use template.	MA		LA	Booster – Encourage children to write in first person, writing appropriate sentences for at least three of these characters. Use template.	LA	TA –share ideas and write two sentences in role for at least two of these characters. Use rolling whiteboard to help record and model.
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Outcomes	The children will have participated in role-play and written up brief statements for some of the characters in the scene.												
Resources	Flipchart; English draft books; copies of Blitzcat; templates.												
Evaluation													

<p>Day 8 Monday</p> <p>Objectives</p>	<p>Learning to: plan my writing for the appropriate audience write in a style appropriate for the audience it is for carefully organise my work into paragraphs</p>												
<p>Key vocabulary</p>	<p>Fact; opinion; report; radio broadcast; plan; structure.</p>												
<p>Main Teaching/ learning</p> <p>Key questions</p>	<p>Look at facts on <i>f7</i>. Invite children to come up and drag these into order. (Print off these for reference by the children in the activity section of the lesson.)</p> <p>We are going to put everything together to write a radio report. Explain to the children the importance of the radio during the war. Success stories like these would have been broadcast to help keep morale high. Play the following broadcast: http://www.bbc.co.uk/schoolradio/subjects/history/ww2clips/news/battle_of_britain <i>How can we structure the report?</i> They will need to plan what they are going to write. Remind them they will need to inform the listener of ‘what, where, who, why and when’ as well as including details and quotations to make their report interesting.</p> <p>Look at the plan on <i>f8</i> which provides a guide to what each paragraph could contain, including facts and the comments from the various witnesses whose statements the children wrote earlier in the week. Together add detail to the plan which will help the report writing process. Save for reference.</p>												
<p>Activities</p> <p>Differentiation</p>	<p><i>Looking at the plan, what would be a good opening sentence for the first paragraph?</i></p> <p>Children to record on wipeyboards. Share. (Record an example next to relevant section of plan on <i>f8</i> for reference by those who need a little more support.) Tell the children that they are to write their opening sentence into their draft books when they are happy with it, and then go on to write the opening paragraph in their draft books. Keep plan on <i>f8</i> displayed for reference. Mini plenary – hear some examples of opening paragraphs. Refer to the templates filled in to show what Stalker, Marge, The Policeman and the German Pilot had to say. Look at the start of the second paragraph <i>f9</i>; ask children to help continue it, drawing on the information contained in the templates – more able should have something similar in their books. Include a quotation from one of the witnesses to show the children how to write this as part of their report. Children to continue with their reports, including the comments from witnesses. Tell the children they will have this lesson and half of the next lesson to complete the reports.</p> <table border="1" data-bbox="496 1563 1401 1917"> <tr> <td data-bbox="496 1563 576 1599">HA</td> <td data-bbox="576 1563 1401 1599"></td> </tr> <tr> <td data-bbox="496 1599 576 1697">MA</td> <td data-bbox="576 1599 1401 1697">TA - Ensure the opening paragraph will grab the attention of the listeners; children to include quotations in their writing. Use the templates to draw quotations from – one for each character.</td> </tr> <tr> <td data-bbox="496 1697 576 1733">MA</td> <td data-bbox="576 1697 1401 1733"></td> </tr> <tr> <td data-bbox="496 1733 576 1769">MA</td> <td data-bbox="576 1733 1401 1769"></td> </tr> <tr> <td data-bbox="496 1769 576 1850">LA</td> <td data-bbox="576 1769 1401 1850">Booster– children to use the plan and templates to write the report.</td> </tr> <tr> <td data-bbox="496 1850 576 1917">LA</td> <td data-bbox="576 1850 1401 1917">T– children to use the plan and templates to write the report.</td> </tr> </table> <p>Plenary Children to look back and check work. Ensure they know what they will need to do next lesson.</p>	HA		MA	TA - Ensure the opening paragraph will grab the attention of the listeners; children to include quotations in their writing. Use the templates to draw quotations from – one for each character.	MA		MA		LA	Booster– children to use the plan and templates to write the report.	LA	T– children to use the plan and templates to write the report.
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Outcomes	Children will have shared in producing a plan for their report. They will have written the introductory paragraph and continued using the plan and templates to include quotations.
Resources	Flipchart; draft books; wipeyboards; copies of Blitzcat for reference; plan printed form <i>f8</i> for reference by pupils; templates from days 6 and 7 for use
Evaluation	Ensure plan is saved on flipchart for use next lesson.