**SE block 1 - Weekly plan - Example**

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| **Week beg**:  20.11.17 (wk4) | **English**: L.O, S.C and summary of content/main ideas | **Maths**: L.O, S.C and summary of content/main ideas | **Other subjects**: L.O, S.C and summary of content/main ideas |
| Monday | L.O - To introduce and discuss extracts from Rudyard Kipling’s ‘The Jungle Book’, including justification of responses and using evidence from the text.  (mentor) | L.O - To use P.value in 5 digit numbers to complete addition and subtraction  S.C - I and create and read 5 digit numbers  - I can tell the value of each digit in a 5 digit number  -I can +/- a number to a 5 digit number, using knowledge of the column values.  Key ideas:   * Revise and discuss places and use of comma between hundreds and thousands * Look at zero as a place holder * Changes to columns by adding multiples * HA – Changes to two columns when bridging over 100’s or 1000’s. |  |
| Tuesday | L.O – To punctuate dialogue in an extract of the jungle book correctly.  (mentor) | L.O - To add/subtract 1s, 10s, 100s 1000s and 10,000s  S.C- I can identify the correct column(s) that will be affected by a particular calculation.  - I can add/subtract a 1/10/100/1000/10,000 to a given number.  HA/MA - I can describe the effect an action has on the place value of a number.  BA – I can describe what needs to happen to a column in order to make a target number.  Key ideas:   * Revise/rehearse +10/100/1000/10,000 – discuss columns * Introduce ‘bridging’ and work through examples * Look at values and discuss 2 columns that change value when bridging occurs. | Science-  L.O – To learn about the lifecycle and reproduction of amphibians and insects  S.C – To identify and describe differences in the life cycles of a mammal, an amphibian, an insect and a bird.  - Can discuss how lifecycles are similar when comparing two different animals  - To illustrate the lifecycle of an amphibian and an insect accurately.  Key ideas:   * Watch BBC video to introduce lifecycle ‘ingredients’ * What do children know about amphibian and insect lifecycles already? * Discuss ‘metamorphosis’ process * Research and create illustrated lifecycle posters (pairs) |
| Wednesday | L.O – To analyse a text to demonstrate a deep understanding of the text and author’s style.  S.C – Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  -Demonstrate understanding of the text by drawing inferences and justifying these with evidence from the text  -Provide reasoned justifications for their views  -Participate in discussions about books  Key ideas:   * Display opening paragraphs of ‘Rikki-Tikki-Tavi’and discuss. * Compare the setting to Mowgli stories (garden vs jungle). * Pick out the vivid character description and animal characters. * Groups discuss Kipling's use of language, character portrayal and skill in building tension. (create a poster) | L.O - To place 5 digit numbers on a line and compare pairs of numbers using < and >  (mentor) |  |
| Thursday | L.O – To use role-play and spoken language to develop a scene, thinking about how to make their dialogue sound realistic.  - To record their dialogue in note form to create a ‘conflict’ scene.  (mentor) | L.O - To revise using column addition to add pairs of 4 digit numbers  (Mentor) | P.E (Benchball) – lesson 2.  L.O – To participate in a team game, demonstrating skills of attacking and defending.  S.C – I can attack and defend in a team game  - I can identify useful spaces to move to in a team game  - I can move to a useful space in a team game, to try to receive the ball.  Key ideas:   * Warm up – beep test and partner shadow * Introduce dodging strategy (pairs) * Introduce finding spaces * 4 small team games in hall zones |
| Friday | L.O – Understand and create a ‘conflict narrative’ that demonstrates and understanding of the characters and  S.C - Write a short narrative, based on the conflicts they role-played last session.  - Include accurately punctuated dialogue, thinking about making that dialogue sound real and distinct from narration using techniques from previous lessons.  - Use clues in writing to demonstrate characterisation and motive  Key ideas:   * Review their drafts from yesterday's session with their partner and key dialogue rules. * Discuss the personalities of their 2 characters. Is there a good/bad character? Look at personalities and motives. * Model creating a conflict dialogue. | L.O Begin to use column addition to add pairs of 5 digit numbers  S.C  - Can set out additions correctly, using PV knowledge  - Can accurately add each column  -Can use knowledge of column addition and number to solve questions.  Key ideas:   * Questions about a data set that could use ‘rounding’ strategy * Model addition process and PV rules * Consider 10,000 examples – discuss PV |  |