**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 subtractionS.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.
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| 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 10,000sS.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 insectsS.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)
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| 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 booksKey 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
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| Friday | L.O – Understand and create a ‘conflict narrative’ that demonstrates and understanding of the characters andS.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 motiveKey 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 numbersS.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
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