



KPA & GS English Plan for week beginning 8th February, 2021



Monday	Tuesday	Wednesday	Thursday	Friday
<u>L.O. To identify and summarise the main ideas of a text from what they have read so far.</u> <u>L.O. To explain and discuss their understanding of what they have read..</u>	<u>L.O. To identify the key features of a newspaper report.</u>	<u>L.O. To use my critical reading skills to identify 'fake news'.</u>	<u>L.O: To plan a newspaper report.</u>	<u>L.O. To write a newspaper report set in the past.</u>
Teaching input: Watch recorded video lesson English 8th February 2021.	Teaching input: To start, watch beginning of recorded video lesson English 9th February, 2021. Then children log on to Espresso and watch the following link https://central.espresso.co.uk/espresso/primary_uk/subject/module/video/item858870/grade2/module858868/index.html (you may need to copy and paste this into your browser once you have logged on to Espresso.	Teaching input: Note: If you did not watch the video at the end of yesterday's lesson, please watch it now to find out about the different types of news. Watch recorded video lesson English 10th February. Discuss 'critical reading skills'. Discuss different types of newspapers/news. Q: Is everything you read/hear in the news real? Establish – NO! Digital technology in particular has made it easy to misinform/mislead. Explain 'Fake News'. Discuss: Facts, Rumours, Speculation & Opinion.	Teaching input: Recorded video lesson English 11.02.21 Watched recorded video. Discuss the importance of a newspaper headline in grabbing the reader's attention and the different methods used by journalists to make their headlines memorable. Children to think of headlines for images shown on video. Discuss some of the key features expected in this type of text. Remind pupils that it is a type of recount. Non-fiction texts need an opening paragraph and a clear ending. The opening paragraph must give 5Ws. Remind pupils of the 'inverted' structure – key information at the beginning.	Teaching input: Exciting Writing recorded video – 12th February, 2021. Children use their plan from yesterday to write a two-page newspaper report. Their report must contain as many historical references as possible. They should also include the main features of this text type and try to impress the reader with my use of exciting and interesting language, sentence structure and punctuation.
Activity: Children reading their current reading book out loud for 2-3 min. Upload a video of them reading onto Tapestry or send to school office.	Activity 1: Children to watch video and then annotate their copy of the front page of a newspaper (copies on website). Once they have labelled all the key parts of the front	Activity 1: Children to view a series of Tweets- which ones do they think are fact/opinion etc. Why? Share tips for spotting which is which. Look at	Activity: Planning a newspaper report based on key events from the Stuart many Period. Aim is to include as historical references and facts as possible.	Activity: Watch the Exciting Writing video. Discuss expectations.

Children to write a short summary of their book, or what they have read of their book so far. Prepare a book report that includes: a prediction of what they think will happen next or at the end of the book and an explanation of what you like/don't like about the book. Y5/6 support their viewpoint using examples from the text. Extension: If they had to be one of the characters in their book, who would they choose? Why? Provide reasoned justifications for their views. Design a new front cover showing key events/main ideas of the text.	page, return to the English lesson video. Recap on features found on the front page. Activity 2: Y4: Match the names of parts of the newspaper with definitions supplied (see website resources). Stick completed pairs in books. Y5: Using some of the cards as a reminder, pupils to identify and explain the role of different key parts of a newspaper. Can children find any key features that are not previously mentioned? Y6: Work independently to describe different parts of the newspaper front page and their role. What other key features of this text type can they identify? Plenary: Children to log back in to Espresso, watch the following clip to find out about the different type of news – make a note for next lesson.	language clues. Share Fake News Navigator and checklist. Activity 2 Y4 to complete 'Gorilla on the loose!' activity (see website). Use language clues to find the three Tweets that are fact. Use these in the template to make a short news bulletin. Children can practise delivering it and upload to Tapestry if they wish. Y5: Children to complete the 'Fake News' what do you know activity (website). Y6: Children to compete News story activities on the website. View evidence and decide if stories are real or fake. Extension: Complete 'Twinkl' fact or opinion cards (website) Plenary: Can you trust pictures on the internet? Discuss Photoshop, reverse image searches, www.Tineye.com etc.	Share success criteria. Y4: To plan on the planning sheet. Y5/6: Can plan on planning sheet or use their book. Use sheet as a structural guide.	Plenary: Send written work to your teacher for marking.
Resources: English 8th February saved Zoom lesson; their current reading book.	Resources: English 9th February saved Zoom lesson. Copies of scanned newspaper headlines.	Resources: English 10th February saved Zoom lesson. Y4: Gorilla on the loose' resource; Y5: Fact/opinion sheet; Y6: News stories. All: Twinkl cards.	Resources: English 11th February saved Zoom lesson. Newspaper report planning sheet.	Resources: Exciting Writing video. The Great Fire of London Anniversary Edition.
Please upload a short clip (2-3 min) of you reading from your book onto Tapestry.				Please send a copy of this work to your class teacher for marking.