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

Monday	Tuesday	Wednesday	Friday
Focus: Reading	**L.O. To develop initial ideas, drawing on reading and research where necessary.**	**L.O. I can use a flow diagram to explain how my time/space machine works.**	**L.O.**
In school: **Reading – STAR Tests – Accelerated Reader** Issue new reading books according to AR level. Pupils can also complete AR tests for current or previous reading books. Adults in class listening to pupils reading. **In school/at home:** **Poetry by Heart:** pupils choose another poem to learn. Pupils working towards submission of recitals to 'Poetry by Heart' website by, at latest, 20th March. Selection of poems for each group on website, pupils to choose as directed. Pupils to learn poems for performance.	**Teaching input:** **[Cross-curricular with D & T]** **Pupils will need a draft copy of their time/space travel machine plan from D & T if they have one. If not… read below.** Over the next few lessons, we will be preparing to write our own explanation texts; we will be explaining how our space and/or time machine works. If you haven't already done so, you may wish to take some time to design your machine. Think about: • How will you travel? Back in time? Or and/or through the universe? • Who will be travelling? Tourists? Scientists? Or people escaping from a destroyed planet perhaps? The circumstances may affect your design. Tourists might want comfort, legroom and facilities; scientists will want scientific equipment and bench/lab space. People escaping to another planet might want luggage racks, family seating and pet carriers etc. **You will need your labelled design for the English lesson.** **On website, watch video for English 08.03.21** to get some ideas/vocabulary to enhance your design. See also pictures taken from this video to show labelled parts of the rocket etc. **Further information can be obtained from Nasa Kids' Club https://www.nasa.gov/kidsclub/index.html** **Use materials on the website and your own independent research to 'invent' key parts for your design.** Add these key parts to your design and label them.	**Teaching input:** **[Cross-curricular with D & T]** **Pupils will need a draft copy of their time/space travel machine plan from previous lesson(s).** Consider reasons for space/time travel and impact this may have had on machine design. Pupils to orally describe the purpose of their machine and some of its specific design features. Try to include time and causal conjunctions and technical language. Pupils to describe the various parts of their machine and **where they fit in the process** using a flow diagram. This might be a similar linear process as before, or it might more complex, with one or more bubbles feeding in to another. Pupils to think carefully about the whole process and the role different parts of the machine play.	**Teaching input:** **Exciting Writing** Instruction text. Science write up of class investigation.

Independent work: **All pupils** will be completing AR Star Tests in school as well as the following activities which can be completed at home: See website, pupils learning poems for 'Poetry by Heart'. Reading with an adult.	**Independent Work:** **Y4:** Pupils label key parts of their design. Include some technical language. **Y5:** As above but pupils also to include an initial introduction to explain the purpose of their machine. Include technical language and details. **Y6:** As for year 5 but with a real focus on technical language and details about how things work. Maintain an impersonal/ scientific tone. **Extension:** Include ideas gleaned from your own research. Detailed drawings of key parts with captions. **Consider compiling a glossary.**	**Independent Work:** **Y4: On a flow diagram,** pupils to write a topic sentence and at least one other sentence for each named part on their design to explain the purpose of that part/how it works. Try to include time and causal connectives. **Y5: On a flow diagram,** as above, pupils to include technical language and machine parts specifications. Time and causal conjunctions are used to make the order and cause and effect clear. **Y6: On a flow diagram,** as for Y5. Time and causal conjunctions are used to make the order and cause and effect clear. Maintain impersonal /scientific tone. **Extension:** Develop design and explanation with information from own personal research. Update **glossary**.	**Activity:** **Complete investigation.** Write up investigation. Explain main aims and method. Explain how data will be recorded. **Send written work to your teacher for marking.**
Resources: Poetry by Heart materials on website. Reading books & journals. AR for Star Tests	**Resources:** Video for 08.03.21 Time/space machine design English books/paper to make notes from personal research. List of time/causal connectives.	**Resources:** Video from 08.03.21 on website. Time/space machine design from previous lesson and notes from personal research. List of time/causal connectives.	**Resources:** See website.
		Please send a copy of this work to your class teacher for marking.	**Please send a copy of this work to your class teacher for marking.**