



	Week 1	Week 2	Week 3	Week 4	Week 5
Subject	<p>Objective: To write a narrative about a personal experience. To know that diary writing is always in the first person because it is about the person who is writing it – 'I'</p> <p>Success Criteria: Support: (S5) I can trace overwrite or copy shapes. (S7) I can show the awareness of the sequence of letters, symbols and words. (S7) I can use phrases with up to 3 key words to write a diary entry. (S8) I can show awareness of different forms of writing. Core: (S10) I can compose sentences orally to write a diary entry. (S10) I can read my writing aloud. (S11) I can sequence sentences to form a narrative. Extension: (S13) I can draft and write a narrative for a diary entry. (S15) I can plan my writing by identifying the audience and the purpose of the task.</p> <p>Stimulus: Watch the animation 'Germans in the Woods' by the Literacy Shed as stimulus for memories and diary writing of events.</p> <p>Suggested Activities: Introduction – talk about what is a diary? Why do people write diaries? Do you have to write in them every day? Can other people read them or are they private? Are diaries completely factual or are they subjective? Focus on diary writing in the first person, past tense, description and feelings. 'Tes'~wagoll diary entry of a 'good day'.</p> <p>Support: Use symbols to write about themselves. Practice ordering the days of the week. Core: Identify examples of writing in the first person and using the past tense. Look at pages from a diary and highlight them. Diary of a Wimpy Kid. Write their own diary entry Extension: Identify examples of writing in the first person, looking at pages from a diary and highlight them. Write their own diary entries using a range of punctuation, conjunctions and description.</p> <p>LOtC: Look at daily diary on monitor screens in school hallway. Discuss their purpose. Share holiday news and teacher to write some examples up on the whiteboard in diary form. SMSC Should a person's thoughts and feeling be kept secret or is it OK to read their diary? Sensory Learning Dramatise 'Germans in the Woods'. Hot-seat the main character. Using IT: CI</p> <p>Spelling links – 'ed' endings for past tense</p>	<p>Objective: To edit and improve my sentence writing. To use the present and past tense accurately.</p> <p>Success Criteria: Support: (S7) I can dictate or write a simple sentence or caption (S8) Numeracy target I can show awareness of time through some familiarity with the names of the days of the week. Core: (S10) I can compose sentences orally to write a diary entry. (S10) I can punctuate my sentences correctly and read them aloud. (S12) I can use the present and past tenses consistently and including the progressive form. Extension: (S13) I can use the present perfect form of verbs in contrast to the past tense. (S15) I can use the perfect form of verbs to mark relationships of time and clause.</p> <p>Stimulus: Download 'The Diary of a Young Girl Anne Frank Level 4' retold by Cherry Gilchrist Read the Introduction (sets the scene for WW1 and the fear of the Jewish people) Read the first diary entry 'Saturday 13th June, 1942' and 'Saturday 20th June'.</p> <p>Suggested Activities: Teacher to model how to improve a sentence then pupils in Core & Extension rewrite their diary entries – could be a D.i.r.t task.</p> <p>Support: Take a picture of each pupil writing, reading, looking out of the window ... then print off and stick into their books. Help the pupil to write/sign and use symbols to explain what they were doing eg. Monday XX January. I saw a bus out of the window. Repeat this activity next literacy lesson. Days of the week song (Munsters tune) Core: Twinkl T2-E-746 'Present perfect and simple past tense verbs'. Write about a day from the weekend. Use a writing frame with the date written on it in the style of a diary page (possibly A5) Extension: Twinkl T2-E-746 worksheet. 'Use present perfect and simple past verb tenses'. Write about your weekend using a writing frame (as above) but include both days.</p> <p>LOtC: SMSC Sensory Learning Using IT: Research where Anne Frank lived when she began writing her diary. Find Amsterdam on the globe and world map. Spelling links – changing tense eg. do/did see/saw say/said think/thought</p>	<p>Objective: To write a diary entry from Anne Franks' point of view (in the first person).</p> <p>Success Criteria: Support: (S7) I can dictate or write a simple sentence or caption (S7) I can use phrases with up to 3 key words to write a diary entry. (S8) Numeracy target I can show awareness of time through some familiarity with the names of the days of the week. Core: (S10) I can compose sentences orally to write a diary entry. (S10) I can punctuate my sentences correctly and read them aloud. (S12) I can write narrative about personal experiences and those of others for different purposes. Extension: Look at examples of diary writing eg. The Diary of Wimpy Kid by Jeff Kinney. (S13) I can discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocab and grammar. (S15) I can use expanded noun phrases to convey complicated information concisely.</p> <p>Stimulus: Watch the first part of 'Anne Frank – The Whole Story' Fast fwd to 41:18. Mr Frank gets his join up papers and they decide to go into hiding. Up to about 56:00 (if pupils can watch for 15 mins). Sets the scene for Anne's life told through her diary. Indicate their coats with the 'Jood' badge sewn on.</p> <p>Suggested Activities: Support: Complete a days of the week chart using symbols and simple sentences or captions. Pupils to choose a picture to stick in for each day (from a range of activities) then write underneath – either by overwriting or hand over hand. Call it a diary. Use phrases with up to 3 key words for S7 Core: Play hide and seek – how does it make them feel whilst waiting to be found? Talk about how you might feel if you had to hide away until(next Christmas, your next birthday, next week?) Write about how they think Anne must have felt. Extension: Write as if you are going into hiding, either as Anne or yourself. How are you feeling? How long do you think it will be for? What do you have to be careful of every day? Would you feel free? Teacher to provide writing frame for a diary entry with starting points such as 'Into hiding', 'A terrible day', 'No turning back'.</p> <p>LOtC & Sensory Learning Hiding games – how does the person hiding feel whilst they are being looked for? SMSC Should the Jewish people have been asked to wear Jude on their coats? Using IT: Find the 'Secret Annexe' online. The hiding place in 3D. Move the bookcase aside to find where the family lived.</p>	<p>Objective: To write a narrative about Anne Frank and her family living in hiding.</p> <p>Success Criteria: Support: (S7) I can link ideas to dictate or write a simple sentence. (S9) I can form a sentence. Core: (S10) I can use 'and' to join sentences together. Begin to join sentences to form a narrative. (S10) I can use capital letters and full stops in writing with prompting. (S12) I can write narratives about personal experiences and those of others for different purposes. (S12) I can use the present and past tenses consistently and including the progressive form. Extension: (S13) I can place the possessive apostrophe accurately with words with irregular plurals eg the stairs' secret, the Franks' hiding place. (S14) Indicate possession using the possessive apostrophe with plural nouns. (S15) I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. (S15) I can write legibly, fluently and with increasing speed by choosing which shape of letter to use when given a choice and deciding whether or not to join specific letters.</p> <p>Stimulus: Watch 'Anne Frank – The Whole Story' 1:40 to 1:44. Skip to 1:55 when the family are discovered in hiding and captured. Very powerful watching from this point. Use with discretion.</p> <p>Suggested Activities: Support: Use colourful semantics to create a sentence about 'hiding'. Play hide and seek. How do they feel while they wait to be found? Record feelings using symbols. Core: Write narrative about Anne Frank and her family trying to avoid capture by the Germans. Model how to use the past tense and ask pupils to read each sentence they write to check for consistency. Extension: As above but include more detail in their descriptions and use a wide range of punctuation in their writing. Allow time for redrafting.</p> <p>LOtC: SMSC Sensory Learning Using IT:</p>	<p>Objective: To recognise the difference between fact and opinion. To give my opinion about whether Anne Frank's Diary is an important resource</p> <p>Success Criteria: Support: (S6) I can begin to initiate communication about my wants, needs and feelings. (S7) I can begin to communicate ideas about present, past and future events and experiences. Core: (S11) I am beginning to use capital letters, full stops, ? and ! in writing. (S12) I can use sentences with different forms. Statements, questions and exclamation marks. Extension: (S14) I can organize paragraphs around a themes (S15) I can use commas, brackets, dashes and commas to indicate parenthesis (an explanation or afterthought). S15) I can write legibly, fluently and with increasing speed by choosing which shape of letter to use when given a choice and deciding whether or not to join specific letters.</p> <p>Stimulus: Look at the duck or rabbit poster on internet. What do they see? Are other people who don't see what you see wrong? Binky's fact and opinions pbskids.org/arthur/games/factsopinions Fun interactive game about fact and opinion. Fact versus opinion song.</p> <p>Suggested Activities: Support: Sequence events about their day or week at school in the style of a diary. Use printed symbols and/or communicate in print. Pupils can use the visual timetable on the wall too. Core: Read through a selection of statements about WW2 and decide whether they are facts or someone's opinion. Give examples of their own using statements, questions and exclamation marks. Extension: Write at least two paragraphs about their own views of the danger that Jewish people found themselves in during WW2. Be aware that they can use facts and use them to form their own opinion.</p> <p>LOtC: SMSC Adult drama activity resulting in 'writing' two different diary entries from two different points of view. Ask pupils to discuss whether they agree with either/both of the characters. Sensory Learning Using IT:</p>



Week 6	Week 7	Week 8	Week 9	Week 10
<p>Objective: To write a description of a setting.</p> <p>Success Criteria: Support: (S5) I can produce meaningful marks and symbols associated with my own name or familiar spoken words, actions, images or events. (S7) I can show the awareness of the sequence of letters, symbols and words. Core: (S9) I am aware of the use of capital letters and full stops. (S9) I am beginning to use suffixing for regular plurals. (S11) I can use suffixes for plural nouns and some prefixes. Extension: (S12) I can expand noun phrases to describe a setting. (S13) I can draft and write in narrative creating a setting. (S15) I can draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.</p> <p>Stimulus: Copies of Macbeth can be borrowed from Jo Cadman. 'Double double, toil and trouble' Read pp 7 - 12 of 'Macbeth A Shakespeare Story' by Andrew Matthews. A simplified version.</p> <p>Suggested Activities: Support: Stick images of a battlefield, mist, thunder lightning etc in their literacy books. Ask pupils to describe what they see using signing, simple words and selected symbols. Create a page to describe the setting of the witches on the heath. Core: Write a setting for the three witches in the opening scenes of 'Macbeth'. Grammar session Plural nouns – witch ~ witches, field ~ fields wood ~ woods, horse ~ horses Prefix - appear ~ disappear believe ~ disbelieve ~ unbelievable seeing ~ unseeing afraid ~ unafraid</p> <p>Extension: Describe the setting of the three witches on the heath. Wounded men lay dying. Everything is shrouded in mist and then thunder rolls over and rain lashes down. Edit and improve their writing. Experiment with powerful description eg. 'Blood curdling cackle' 'Eerie mists descended on the wounded and dying' 'Horses hooves pounded across the windswept heath'. LOtC: Stand outside on a windy, rainy day. SMSC Sensory Learning Make the classroom feel different by turning off the lights, opening the door playing a wild and windy or creepy soundtrack. Using IT</p>	<p>Objective: To write about one or more characters in the opening scenes of Macbeth.</p> <p>Success Criteria: Support: (S7) I can dictate captions or simple narrative. Core: (S10) I am beginning to use terminology (capital letters, sentences and full stops). (S11) I am beginning to punctuate sentences using capital letters and .!? (S11) I can re-read my writing to make sure it makes sense. Extension: (S12) I am learning how to use sentences with different form statements, questions and exclamation marks. (S14) I can compose and rehearse sentences orally, progressively building a rich, vocabulary and an increasing range of sentence structure. (S15) I can use relative clauses beginning with who / which / where / when / whose / that or with an implied relative pronoun.</p> <p>Stimulus: 'Come to me powers of darkness'. Read pp 14 - 25</p> <p>Suggested Activities: Support: Choose words to describe characters in the opening scenes of Macbeth. Stick small pictures of the witches, Macbeth and Banquo into their Literacy book and add symbols or words such as for Macbeth:- tall, beard, soldier, scarred face, wants to be King. Core: Make a list of character attributes and sort them. How easy are they to sort? Could clever also be sneaky, secretive, cunning? Expand pupils descriptive vocabulary Choose to write about either Lady Macbeth, Macbeth himself or the Witches. Extension: Make a list of character attributes, extending vocabulary to think of alternative words eg. Sly - cunning, secretive, untrustworthy, sneaky. Evil - hateful, vengeful, cunning, foul, offensive, wicked, villainous When pupil runs out of ideas use computer to search for synonyms for evil. Write about how greed changes Lady Macbeth. Highlight keys part on copied pages 19 to 23 which illustrate her character 'Come to me powers of darkness ...' LOtC: SMSC Circle time – how we see people. 'Ruby and the Rubbish Bin' by Margot Sutherland. Sensory Learning Using IT:</p>	<p>Objective: To recognise the conventions of play writing (characters, narrator, stage directions, scenes, organization of text – different characters speech written on separate lines.)</p> <p>Success Criteria: Support: (S7) I can dictate captions or simple narrative. (S8) I can show some awareness of different forms of writing, e.g. lists, letters, stories. Core: (S9) I can participate in discussion about what is being read to me. (S11) I can check that the text makes sense to me and I can correct inaccurate reading. Extension: (S16) I can read longer sentences. I can use a wide range of devices to build cohesion within and across paragraphs. I can identify further organisational and presentational devices to structure text and to guide reader, e.g. headings, underlining, brackets, italics.</p> <p>Stimulus: 'Is this a dagger I see before me?' Read pp 26 – 35. No need for 'said' as every different speaker is named in a play script.</p> <p>Suggested Activities: Teacher to help pupils identify features of play writing using the IWB. Support: Use pictures of 2 pupils and added text (scribed by adult support) identify the different 'speakers' using highlighter pens. Adult to extend the script and pupils highlight each speaker again. Core: Highlight the speakers in a sample of a playscript. Use a different colour for each speaker. Identify the narrators voice and stage directions. Write a short piece of dialogue to complete a conversation and include stage directions (he smiled, she gasped). Extension: Follow a play script by reading it through and use highlighters to identify different parts of play writing convention. Create a colour coded key on the script sheet to explain where each part can be found. Continue a piece of dialogue on an unfinished script. Convert a piece of dialogue into a playscript.</p> <p>LOtC: SMSC Sensory Learning. Dramatise the scene where Macbeth attempts to kill King Duncan and Lady Macbeth does the deed. Using IT:</p>	<p>Objective: To write a short script using the conventions of playwriting.</p> <p>Success Criteria: Support: (S7) I can show awareness of the sequence of letters, symbols and words, e.g. write my name and one or two other simple words from memory. (S8) I can write names using upper and lower case. Letters/symbols. Core: (S9) I can make a contribution to group writing activities when writing in different forms. (S10) I can read my writing aloud to hear. (S11) I am beginning to punctuate sentences using capital letters and .!? Extension: different forms of writing (S15) I can plan writing by: • Identifying audience • Purpose • Model (S15) I can use expanded noun phrases to convey complicated information concisely.</p> <p>Stimulus: 'Blood will have blood'. Read pp 36 - 44</p> <p>Suggested Activities: Checklist of playscript features on Primary Resources.</p> <p>Support: Complete a simple playscript between two pupils with support. Use speech bubbles to show that each character is speaking. Stick pictures of two pupils in book in pairs to illustrate that one pupils speaks and the other replies. Core: Complete a simple playscript between two pupils with support. Use speech bubbles to show that each character is speaking. Extension: Create a simple playscript of p.30 in 'Macbeth' by Andrew Matthews. Write a playscript with an audience in mind – it could be about their class teachers and other pupils. Use all play writing conventions- each speaker on a new line, stage directions to help the actor.</p> <p>LOtC: SMSC Sensory Learning Using IT:</p>	<p>Objective: To follow a simple script and act out short dramas written by the class.</p> <p>Success Criteria: Support: (S7) I can listen, attend to and follow stories for short stretches of time. (S8) I can show some awareness of different forms of writing, e.g. lists, letters, stories. Core: (S10) I can read my writing aloud to hear. (S11) I can check that the text makes sense and I can correct inaccurate reading. Extension: (S13) I can ask questions to improve meaning of a text. (S14) I can identify how language, structure and presentation contribute to meaning.</p> <p>Stimulus: 'Beware Macduff, the Thane of Fife!' Read pp 45 – 58 (end) Watch short DVD of Macbeth 'Animated Tales' See Jo Cadman.</p> <p>Suggested Activities: All pupils to be involved in acting out each other's plays. All pupils to add oral editing comments to improve and clarify each script. Film the short plays on the i-pad. Play back for pupils to watch.</p> <p>LOtC: SMSC Sensory Learning ~ enjoy acting out different short plays using props and instruments to create atmosphere. Using IT: Film the plays.</p> <p>During Week 11 use literacy lessons to consolidate play writing and performing skills. Watch examples of actors reading a script. Recognise that stage directions help the actors decide where to stand. Create a simple set for a class play and make sure everyone knows where to stand and the order of who is speaking.</p>



					<p>Suggested Home Learning</p> <p><u>The persecution of Jews in WW II</u> Discussions about the Nazi ideal to rid Germany of Jewish people. What would it have felt like to be scared every day and have to go into hiding to avoid capture like Anne Frank and her family did? Are we free?</p> <p>Character descriptions. Writing in sentences.</p> <p><u>Shakespeare's play 'Macbeth'</u> Writing and acting out short plays for familiar people or toys. Each new speaker on a new line to make it easy to read.</p>
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