



Year Groups: 5/6

Dates: 12th October 2020

Genre: Non-Chronological Reports

Genre:			
<u>Year 5 Success Criteria</u>		<u>Year 6 Success Criteria</u>	
<u>Structural</u>	<u>Language</u>	<u>Structural</u>	<u>Language</u>
<ul style="list-style-type: none"> - Use of paragraphs to group information - Titles - Sub-headings 	<ul style="list-style-type: none"> - Technical language - Connectives 	<ul style="list-style-type: none"> - Use of paragraphs to group information - Titles - Sub-headings 	<ul style="list-style-type: none"> - Technical language - Connectives - Relative clauses

WEEK TWO

	Monday	Tuesday	Wednesday	Thursday	Friday											
	Structure	Language			Planning											
	<p>Starter: Spelling Activity – Introduction of new spelling rule – log on to Spelling Shed to find activities and games linked to this week’s spelling rules.</p> <p>L.C. Can you plan your report using the information gathered?</p> <p>Input This lesson follows on from last week, where we were researching our chosen animal for our NCR.</p> <p>T to model a blank planning template for chn to fill in – model selecting a suitable title, sub-heading etc.</p> <p>Chn should then add their gathered notes into the plan by grouping them into suitable paragraphs and using bullet points to order their point.</p> <p>Task Chn to complete the planning template using the research from their previous lesson.</p>	<p>Starter: Subject and object – identify the subject and object in each sentence provided.</p> <p>L.C. Can you write a NCR about your chosen animal?</p> <p>Input Give the chn an opportunity to revisit their plan from the day before – allow 5 minutes for any last-minute changes to be made.</p> <p>Explain that we will be writing our own NCR from the plan that we have created – T to then model how to use the plan to formulate complex sentences, suitable sub-headings and technical language.</p> <p>Chn to refer to the success criteria box provided to check that all key features have been included.</p> <p>Task Chn to write their NCR using the correct features – chn to write this over two sessions to allow them time to add all details and make any changes that they need.</p> <p>If chn would like to add a photo and caption to their work, this would be brilliant. They could also type this report if they would like to.</p>	<p>Starter: Subject and object – complete a range of GPS test questions based on subject and object.</p> <p>L.C. Can you edit your NCR?</p> <p>Input This lesson aims to provide chn the opportunity to edit and improve their finished piece of work.</p> <p>Chn should review their success criteria so that writing can match the requirements.</p> <p>Introduce chn to the idea of rainbow editing and how it is used to improve all areas of the piece:</p> <table border="1"> <tr> <td>Red</td> <td>Circle any words that require a capital letter in red. If there are any missing or in the wrong place, edit them now!</td> </tr> <tr> <td>Orange</td> <td>Circle any examples of ending punctuation, such as full stops, exclamation marks and question marks. Add in any that are missing.</td> </tr> <tr> <td>Yellow</td> <td>Underline the first word of each sentence - have you varied the way you start each one?</td> </tr> <tr> <td>Green</td> <td>Underline any conjunctions that you have used to help create complex sentences - do you need to add any more?</td> </tr> <tr> <td>Blue</td> <td>Underline any examples of language that you have used that are specific to your genre, e.g. relative clauses, technical language etc.</td> </tr> <tr> <td>Purple</td> <td>Circle any words that you think you may have misspelled and correct them - use a dictionary to help you if you are unsure.</td> </tr> </table> <p>Task Chn should use the colours indicated in the rainbow editing to correct and improve their work.</p>	Red	Circle any words that require a capital letter in red. If there are any missing or in the wrong place, edit them now!	Orange	Circle any examples of ending punctuation, such as full stops, exclamation marks and question marks. Add in any that are missing.	Yellow	Underline the first word of each sentence - have you varied the way you start each one?	Green	Underline any conjunctions that you have used to help create complex sentences - do you need to add any more?	Blue	Underline any examples of language that you have used that are specific to your genre, e.g. relative clauses, technical language etc.	Purple	Circle any words that you think you may have misspelled and correct them - use a dictionary to help you if you are unsure.	<p>Starter: Spelling Activity –log on to Spelling Shed to find activities and games linked to this week’s spelling rules.</p> <p>L.C. Can you identify the correct tenses used in a variety of tenses?</p> <p>Input When looking at different tenses, chn should be confident in identifying examples of past, present and future. Year 6 also need to examine what is known as the perfect tense.</p> <p>Chn should read through the explanation slides (for either Y5 or Y6) and use these to build their understanding. If they have any questions, there are a number of websites that can be very useful: https://www.bbc.co.uk/bitesize/articles/zh4thbk</p> <p>Task Work through the colour-coded activities, starting with red – yellow – green – blue.</p>
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Starter Activities

Tuesday

In each sentence, underline the **subject in red** and the **object in blue**:

1. The boys danced to the brilliant song.
2. The lady broke the door down.
3. They all got into the car.
4. James slowly climbed the steep hill.
5. The teacher stopped the class with a shout.
6. Lucy spent the afternoon practising ballet.
7. The man watched the boats in the harbour.
8. The brothers ripped open their presents.

Wednesday

No starter

Thursday

Label each box with **subject (S)** or **object (O)**.

Sam baked cakes for charity and he sold them at breaktime.

What is the **subject** of the sentence below?

On Tuesday, Mary plans to meet Aidan in Liverpool.

Tick **one**.

Tuesday	<input type="checkbox"/>
Mary	<input type="checkbox"/>
Aidan	<input type="checkbox"/>
Liverpool	<input type="checkbox"/>

Circle the **object** in the sentence below.

My friend bought a cake from the bakery.

Label the boxes with **V (verb)**, **S (subject)** and **O (object)** to show the parts of the sentence.

Nadia ate strawberries.

Lesson Tasks

Monday

Title						
Introduction						
Paragraph 1						
Paragraph 2						
Paragraph 3						
Didi you know?						
Technical language						

Tuesday

Success Criteria guidelines

Tuesday 13th October 2020

LC: Can you write a non-chronological report on an animal of your choice?



SA	TA	PA	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use capital letters and full stops correctly.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can include a suitable title.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use paragraphs and sub-headings.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use at least 3 conjunctions and 2 relative clauses.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can use technical language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	I can re-read my own work to check that it makes sense.

Wednesday

Continued from Tuesday

Thursday

Red	Circle any words that require a capital letter in red. If there are any missing or in the wrong place, edit them now!
Orange	Circle any examples of ending punctuation, such as full stops, exclamation marks and question marks. Add in any that are missing.
Yellow	Underline the first word of each sentence - have you varied the way you start each one?
Green	Underline any conjunctions that you have used to help create complex sentences - do you need to add any more?
Blue	Underline any examples of language that you have used that are specific to your genre, e.g. relative clauses, technical language etc.
Purple	Circle any words that you think you may have misspelled and correct them - use a dictionary to help you if you are unsure.

Friday

Year 5

Match the present tense verbs to their past tense form:

see	wrote
walk	ran
fall	bought
draw	saw
think	walked
write	fell
buy	drew
run	thought

1. Write 3 sentences in the past tense.

2. Write 3 sentences in the present tense.

3. Write 3 sentences in the future tense.

Tick a box in each row to show whether the sentence is in the past or present tense.

Sentence	Present	Past
The children learnt about Romans in history.		
The computer works well.		
The children are choosing what they want to do for their projects.		
They added raisins to the muffins.		

Circle the **verb** that shows the **past** tense in each sentence below.

On holiday, we were very happy on the beach.

The journey was rather too long for me.

The weather in Spain is usually hot and sunny, though one day it rained a lot.

Rewrite the verbs in the boxes to complete the sentences with the correct choice of **tense**.

The visitors left after they _____ their coffee.

↑
to finish

Jo usually _____ up early on Saturday morning

↑
to wake

and goes swimming before breakfast.

Which sentence uses **tense** correctly?

Tick **one**.

We sat and ate our lunch once we had found a sunny picnic spot.

Once we find a sunny picnic spot, we sat and ate our lunch.

Once we had found a sunny picnic spot, we sit and eat our lunch.

We sat and eat our lunch once we had found a sunny picnic spot.

Which sentence is grammatically correct?

Tick **one**.

Tomorrow we went shopping at the sales.

In three weeks' time, I will be on holiday.

Next weekend, we had gone to the river to fish.

Last summer, we swim at the beach and collect seashells.

1. Write 2 sentences in the simple past tense.
2. Write 2 sentences in the simple present tense.
3. Write 2 sentences in the past perfect tense.
4. Write 2 sentences in the present perfect tense.

Which sentence uses **tense** correctly?

Tick **one**.

We sat and ate our lunch once we had found a sunny picnic spot.

Once we find a sunny picnic spot, we sat and ate our lunch.

Once we had found a sunny picnic spot, we sit and eat our lunch.

We sat and eat our lunch once we had found a sunny picnic spot.

Which sentence is grammatically correct?

Tick **one**.

Tomorrow we went shopping at the sales.

In three weeks' time, I will be on holiday.

Next weekend, we had gone to the river to fish.

Last summer, we swim at the beach and collect seashells.

Which option completes the sentence in the **past perfect**?

Soon after a Frenchman _____ the first land speed record, it was broken.

Tick one.

has set

had set

set

was setting

Rewrite the underlined verbs in the **simple past tense**.

During the winter months, the sun does not appear high in

↓

the sky and the days are much shorter than the nights.

↓

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____

classified as a planet.

Tick one.

was is

was was

is is

is was

Year 5 Explanation Slides

There are **three main tenses: present, past and future.**

These sentences are written in the **present** tense:

- I walk into the monster's cave.
- I am walking into the monster's cave.

The present tense is made up of **simple present / present simple** (actions which happen regularly), **present continuous / present progressive** (actions which are taking place now) and **present perfect** (actions which are now completed).

These are examples of sentences written in the **past** tense:

- I walked into the monster's cave.
- I was walking into the monster's cave.

The past tense is made up of **simple past / past simple** (actions which took place at a specific time and are now finished), **past continuous / past progressive** (Actions which took place in the past over a period of time) and **past perfect** (actions which were completed by a particular point in the past).

These sentences are written in the **future** tense:

- I will walk into the monster's cave.
- I will be walking into the monster's cave.

The future tense is made up of **simple future / future simple** (actions which will take place in the future), **future continuous / future progressive** (actions which will take place in the future over a period of time) and **future perfect** (actions which will be completed by a particular point in the future).

Year 6 Explanation Slides

Past perfect

Rule: Use 'had' plus a past tense verb.

The man *had walked* to the shop.
The bird table *had eaten* the banana.

**You can also use the negative sense: 'had not'*

Perfect tenses are more precise than 'simple' tenses.

Simple tenses just give us a general idea as to whether something happened in the past present or future.

Simple past: I walked to school.
Simple present: She is green.

Present perfect

Rule: Use 'have/has' plus a past tense verb.

The man *has* walked to the shop.
The bird tables *have* eaten the banana.

**You can also use the negative sense: 'have not', 'has not'*