# Lesson/Activity Planner

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| **Name:**  | **Date:**  | **Subject: English** | **Whole Class/Small Group** | **Year Group: 5** |
| **Professional Development Focus (PDF):** **Ask appropriate pre-planned questions to enhance the learning** | **What have you learnt in relation to your own professional development?** |
| **Any other Implications for your teaching from previous evaluations and feedback**Ensure low-level disruption is kept to a minimum by continuing to enforce the school behaviour policy. |
| **Learning outcome related to the EYFS/NC:****(This may be the same for several lessons)**preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience;Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.**Place of this lesson/activity within the sequence of lessons**Within the learning running up to the first big write based on the book ‘The Lost Words.’ |
| **Learning Objective for this lesson/activity (with context if appropriate):**To use similes for effect in the context of describing an animal. | **Success Criteria****I can:**Identify similes; use similes, use comparison when considering features |
| **Key Vocabulary:** *(consider how you will introduce this, display this and assess its use)**Similes, as, like, comparison, agile (moves quickly and easily), thrice (three times)* | **Resources:** (Include health and safety issues, outdoors if appropriate)Book – ‘The Lost Words,’ IWB, whiteboard, simile starters, word bank ideas, thesauruses |
| **Potential Misconceptions/Errors**Not using a feature of the animal, they have chosen; not using comparison to describe a specific feature | **Pupils’ Prior Learning for this lesson**They should have already learnt about similes and be able to recognise them from previous years. They have begun to look at the model poem from the book. |
| **Who will you focus your assessment on and how will this be done?** Focus on the progress made by HA learners through targeted questioning. Use ‘live marking’ during the independent practice part of the lesson.Ask additional adult to assess and feedback on progress of 1-1 child. |

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| **Lesson/activity outline -** Think about the inclusivity of your lesson and how you are meeting the needs of **all** pupils. |
| **Learning episode & Time***(for example, retrieval,**exposition, repetition, practice)* | **What is your role during the lesson?***Key teaching points**Formative assessment including key questions* *How will you manage transitions between the different elements of your lesson which may include children moving around the room?* | **What are the children learning?***Consider challenge for all which may include adaptations for those working towards to those working mastery (consider scaffolds and resources/equipment)**Will the children be working independently, in pairs, groups?* | ***What is your additional adult’s role?**** *how will you ensure all pupils are supported in their learning?*
 | **Overall Assessment of Learning** |
| Exposition5-10 minutes2 minutesPractice5 minutesPractice7 minutesExposition8 minutesPractice12 minutesPractice25 minutesPlenary2 minutes | **Refer to learning value of resourcefulness they will be using in today’s lesson.****Introduce starter activity – describe the raven as having ‘inky, black feathers’ - what is this called? How do you know?****Give each child a picture of an animal. What expanded noun phrase could you use to describe your animal or its surroundings? - Model what you did first e.g., Think about the colour – the Raven’s feathers are black, and I could describe the deepness of this black colour as inky.****Extend this sentence with description of the surroundings ‘The inky black feathers in the pastel-blue sky’****Introduce activity – ensure there is enough space in the classroom. Sentence starter strips in a bag – allow a few children (showing good behaviour) to pick a strip out of the bag – model one first e.g. ‘Run as fast as a…’ and then say, ‘…a cheetah’. ‘As busy as a bee’ etc.****What feature have we been creating? How do you know? What do similes do? What are similes?****Share the poem ‘Raven’ – read it aloud and then re-read together.****What do agile and thrice mean?****Why are similes effective?****Discuss the similes in the poem – compare the speed of the raven to the wind and therefore, we can imagine how quickly the raven is moving through the air.****Write ‘Goshawk’ on the board and, with the help of the class, model (do first one to demonstrate WILF e.g., screeching like a siren) creating a range of similes, which could be used in their poem. Make it clear that you are comparing the chosen feature to something. Ensure that they are not comparing to an animal – give an example ‘as slow as a snail’ wouldn’t use this in this case if they have chosen snail – better = ‘as slow as a feather drifting through the wind’.****Eyes as shiny and amber as a bead; feathers as shiny and smooth as silk, feathers curled like eyelashes.****Display steps on board and model how to use this to assist in the children’s simile creating****E.g.;****- Has amber eyes like a cat in the night.****- Soars like an arrow through the sky****- Like a thunderbolt, he seeks out his prey – does the simile always have to be in the middle of the sentence?****- Talons as sharp as razorblades****Tell children to tell their partner their favourite simile.****Ask for a few ideas from the class to end the lesson.** | **Write down date and WILF and settle down.****Children identify that you have used an expanded noun phrase and can explain why – there are two adjectives telling us more about the noun.****Independently come up with an expanded noun phrase to describe their animal – on whiteboard****Scaffolding:****LA – prompts on PP (sky, sun etc.)****HA - Can you use the word susurrus? (Whispering or rustling)****Children must say the sentence starter aloud and rest of the class comes up with a way finish to the sentence picked out.****The class are to move around the space as directed – seated whilst picking out sentence starter, then sensibly move around classroom.****Agree that they have just created similes and explain that similes compare something to something else, using the words ‘like’ or ‘as’.****In pairs identify the similes used in Raven** **(twice as agile as the wind, thrice as fast as any gale).****Agree that they help to create an image in the reader’s mind and make the writing more interesting and engaging.****Children suggest ideas about this comparison of speed and what it might mean.****In pairs create similes for ‘Goshawk’ using ideas on the board – write on whiteboard****Share ideas with class****Create simile sentences for their animal (5 sentences) - independent****scaffolding;****Steps will be displayed on the board to support thinking process.****LA: Word bank ideas (sentence starters with similes)****HA/MA: Use thesaurus to upcycle choice of words e.g., blue = cerulean; think of more detailed sentence.****Share a simile with your partner, the other child will explain why it is effective.****Volunteer sharing their ideas with the whole class.** | ***Support their 1-1 child with getting settled and prompting them with the subject of the lesson******Encourages their child with this learning, prompting if necessary******Partake in group activity, supporting behaviour management and prompting children when necessary.******Supports the pair including her 1-1 child by prompting to encourage ideas******Support child in pair in coming up with relevant ideas – allowing independence if necessary******Get child started – support them if they need – once they seem stable enough to work independently, move around the classroom to support class in particularly the LA children******Give out thesauruses to each table******Help 1-1 child with confidence in explaining their simile*** |  |
| **What did the children learn?****How do you know?****Which teaching strategies worked most effectively in this lesson/activity?****Which teaching strategies were less effective in this lesson/activity?****Why do you think this was the case?** | **What are the implications, for you as a teacher, for the next lesson/activities?** |