**Belmont School – Year 5 Narrative - The Wonderful Flight to the Mushroom Planet**



**Term: Autumn Week: 5**

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| **Day** | **Aim & SLIC** | **Quality First Teaching** | | **Differentiation** | | | **Extension** | **Plenary** |
| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Mon** | Aim: give a synopsis of the novel so far.  To be SLIC:  summarise the story plot so far.  understand how a story is built using different sections  use a story mountain template to map ' The Wonderful Flight To The Mushroom Planet' | Children to bullet point key points of story so far.  Brainstorm on IWB what makes a good story. | | Children to then look at different story openings and highlight the key features outlined on IWB.  Then Children to plot story so far on story Story Mountain( see template). | | |  |  |
| **Additional Adults** | | **Guided Group Work** | **Next Steps and FF**  **BH: Predict what will happen in the story.** | | | | **Resources:**  Mushroom Planet Cover | |

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| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Tues** | Aim: gather and plan the language you will use in your Big Write  To be SLIC:  Consider which scientific language you will use and where this can be implemented in your narrative  Choose a range of openers to use in your narrative  Write down a list of adjectives you will use to make your writing more interesting to read  Identify which conjunctions will be used to ensure your narrative 'flows' | Children to pull out VCOP features to be brainstormed as a class on IWB.  Children to think about what they might like to happen in their story. Model using story mountain.  Introduce idea of super sentences.  Model first example. Children to then complete subsequent independently.. | | Children to write opening sentence for each section using sentence starts template.. | | |  |  |
| **Additional Adults** | | **Guided Group Work** | **Next Steps and FF**  **Read through the text on your table.**  **What type of writing is it?**  **Convince me that you are right!** | | | | **Resources:**  Sentence starters for story openings. | |

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| **Day** | **Aim & SLIC** | **Quality First Teaching** | **Differentiation** | | |
| **Challenge 1** | **Challenge 2** | **Challenge 3** |
| **Weds** | **AIM: to be able to plan a story using the 5W's**  **To Be SLIC:**  **- understand the structure and features of a story.**  **- create a plan for a story using different stages**  **- begin to use a range of sentence starters to begin my story.** | **Planet Tnoleb**  Challenge 1: Read through the story carefully. Highlight descriptive language in green. What effect do these have on the reader?Circle the conjunctions.  Challenge 2: Read through the story carefully. Highlight descriptive language in green.What types of words has the writer used? What effect do they have on the reader. Highlight any interesting sentence openers in yellow. Circle the conjunctions.  Challenge 3: Read through the story carefully. Highlight descriptive language in green. Lable any examples of similes or metaphors.What types of words has the writer used? What effect do they have on the reader. Highlight any interesting sentence openers in yellow. Circle the conjunctions and make a list of different types of punctuation. | Model using story plant to build a story.  Chn to plan opening to story adding ideas to original story mountain.  Children to begin writing opening of Sci-fi story, | | |