Daily Planning – Class: 6D

AFL Features	Learning Intention	Success Criteria	Talk Partners	Feedback- Self, Peer, Teacher, WAGOLL
	Modelling – seeing teacher mistakes and hesitation	Quality questioning	Mini plenary.	
Date:	Wednesday 25th November 2015			Detention (Lunch)

08:30-08:45	**Morning Task:** SSR	English: B, A, S, O, J, C, J
08:45-8:50	**Register:** SSR	
09:50-9:15	**SPaG:** Begin to use complex sentences	
09:15-10:30	**English:** Autobiography	
10:30-11:00	**House Assembly & Break**	
11.25-12:15	**Maths:** Comparing basic fractions	Maths: Support: H, S Extend: J, T, B, G
12:15-13:15	**Lunch**	
13:15-13:20	**Register**	
13:20-15:00	**Science:** Exploring circuit diagrams	
15:00-15:15	Tidy up and Story	
After School	Staff Meeting (PE)	

Support	**C**: B (General), R (English) **BRP:** L, S, O, C (between 1.30-3.15, 25 min) **Intervention: J** – O, S, J (Maths, 1.15-2.10); C, O, R (Maths, 2.15-3.15); **P** – L, A, O, B, P (Reading, 1.15-2.15); C, C, C, J (Reading – 2.15-3.15)
PP/AfA	**B, G, C, C, K, P, O, L, A, S, B**

Learning Intention	Context/Activity/Differentiation/ Planned Feedback*	Success Criteria
Morning Task		
	Sustained Silent Reading – own books, change books, check book reviews (Who has started? Who needs support?) Check up on repeat offenders – no books/no reading	
SPaG		
I can turn simple sentences into complex sentences.	B and R with C, completing differentiated SPaG session. Simple sentences are sometimes exactly right but to make your writing more varied you should try to use compound and complex sentences. John loves Sir Arthur Conan Doyle's story The Hound of the Baskervilles. His favourite part is where Sherlock Holmes and Dr Watson watch as the ghostly Hound appears out of the fog. Read John's version of this episode. Then take a look at the improvements his teacher has suggested. Which passage sounds more interesting? How are the sentences in the second version different from the sentences in the first? Task 1: Add to the sentences to create four complex sentences. (C, O, K, L, J, C)	I have - used subordinating conjunctions to start sentences. - experimented with variation in sentence order.

	You can also make your sentences more interesting by changing the word order. The extra information you add can come at the start, middle or end of the sentence. Task 2: Change the word order of the sentences. Apply your skills: Here's another passage by John about the Hound of the Baskervilles. Rewrite this paragraph - adding detail and imagining what happens next - turning simple sentences into complex sentences - trying out different word orders in your sentences	
Notes		
Verbal Feedback		
English		
I can vary between simple past and past progressive when writing my autobiography .	**COVER** – D out on course **Task 1:** Ask children to complete their planning for their autobiography. **Concentrate on middle section.** They can use their homework to help them with ideas. (In box at the back of the classroom.) Support K (writing?), C and L with structure. Check on C. **J** to focus on planning in this lesson – as much detail as possible. (If needed, we'll catch up on writing tomorrow. I want the planning to be developed fully. – Feels a bit wobbly at the moment and needs to focus on one thing.) Note in his book, but please remind. – Can work independently. **All:** Decide on vocabulary to include; feelings, thoughts, descriptions; work with word mats to add conjunctions they hope to include. **Task 2:** Write the draft versions of their paragraphs. They should write the middle part of the autobiography. Check on S (keeps writing in present tense), B (needs to vary sentence openers and add description), A (sentence openers and description), O (basic sentence structures and attention to detail). **Differentiation** *MASTER* – Aim to use a range of sentence types. Use at least two different tenses (simple past and past progressive), try to include past perfect. Identify the tenses used. (Use tenses displays for support.)	I have - planned my autobiography, using a box plan. - written at least one of my paragraphs, using simple past and past progressive. - used simple, compound and complex sentences.

	CORE – Independently write based on their planning. Aim to use different sentence types. Peer-assess for specific use of tenses. LOWER – C, L and K to use writing frame for support. "I can write an autobiographical paragraph using the past tense." (Open on laptop for K, if hand isn't better and he still can't write.) SEN – B, T, C and R are following a separate scheme of work. See additional SEN planning.	
Notes		
Verbal Feedback		
Maths		
I can compare and order fractions, using models and images for support. I can compare and order unit fractions, and fractions with the same denominators.	Initial Task: Find three equivalent fractions for a) 1/3 b) 4/5 c) 6/10 Which of the fractions in the box are a) equal to one half? b) less than one half? c) greater than one half? 1/6; 6/10; 3/8; 50/100; 3/5; 7/16; 11/20; 6/12 Initial Teaching: M – L, T, L, C W – H, J, C Start by looking at fractions with the same denominator. How can we compare these? What tells us which one is bigger/smaller? Use images to help. How does it work when looking at unit fractions? **ORANGE LI** **C: K, C, R, M, J, L** Revise how to find equivalent fractions. Use fraction pieces. Work through Year 3 Inspire Maths 3B (p.69-74) to consolidate understanding. Independent task: TM6, p. 14, C:A (lower)/B (challenge)	I have - compared fractions with the same denominator - compared unit fractions

	QT: Put these fractions in order from smallest to largest a) 2/7; 6/7; 4/7 b) 7/14; 2/14; 5/14; 11/14 c) 1/2; 1/5; 1/8; 1/9 **Independent Tasks:** **Stage 1** Complete FDP, Series F, p. 5/6 **Stage 2** 10 Ticks, pack 4, p.3 **Stage 3** LuM, p.54/55 (C to support L, M, A, S – garden room) **EXPLORE:** Fraction Squares - BEAM **Vocabulary:** fraction, denominator, unit fraction, bigger, smaller, equal, largest, smallest, equivalent **D: Work with K, C, R, M, J, L.** Take a look at comparing fractions, using fraction pieces. Which rules can we come up with, if we are comparing fractions with the same denominators? Is this always true? Together, work on developing understanding of which fraction is bigger/smaller. Create "Steps to success" for unit fractions and fractions with the same denominator. 1) If the fractions have the same denominator, look at the numerator of each 2) The greater fraction is the one with the greater numerator. 1) If the fractions have the same numerator, look at the denominator for each. 2) The greater fraction is the one with the smaller denominator.	
Notes		
Verbal Feedback		
Science		
I can identify and correct faults in circuit diagrams.	Task 1: Revise the use of symbols for the drawing of circuit diagrams. *Why are they important?* Play a game of circuit symbol bingo in groups (*session resource*). Task 2: Next provide the children with some circuit diagrams (*session resource*), ask them to cut out the diagrams and explain in a few sentences what will happen when power is on. Can they explain why a particular circuit might work or not? Tell the	I have - explored different circuit diagrams - created circuits based on diagrams - identified and corrected mistakes

I begin to understand the difference between series and parallel.	children that they are going to become electricians called out to repair circuits. In each case, they will be asked to describe what would be required to make it work. Then provide children with the necessary equipment to create the circuit to check their explanation. Were they right? **Adult-led:** Work with small groups to look at the difference between parallel and series circuits, since these were an issue in the previous session. Show children how the circuit diagrams for each one differ. Support: Work with adult first repairing broken circuits. Children make a complex circuit which should be given to the teacher. The teacher should change the circuit in some way so that it no longer works correctly, before returning it to the children. Can they repair the damage? Move towards the identification of faults in circuit diagrams. **Moving on:** Ask children to explore the difference between series and parallel. Does it have any effect on the bulb?	- developed a basic understanding of series and parallel circuits
Notes		
Verbal Feedback		