

**PURPOSE**

- Establish the mantle of expertise by learning the kinds of tasks AI's will be doing in the office, perform tasks through dramatic action. En1/2. 1,2,3,4, using imagination, developing a context for learning, creativity.
- 'Earn' the mantle of expertise by collecting & packing equipment needed for the investigation. Eng. Use a variety of simple organisational devices, eg arrows, lines, boxes, keys, to indicate relationships. Art. Design & make images & artifacts from own imagination. Art1/2 2
- Begin to work on designing the building for the company, discuss the kinds of rooms needed for such an organisation, come up with a name & a location. Discuss what the characteristics of our jobs are & how this would effect our building & location.

**TASKS**

*Task:* Through dramatic action, develop a job preformed by AI's when not on location. Discuss what kinds of jobs these might be: writing reports, collecting evidence by phone, e-mail etc, fixing & servicing technical equipment, machinery.

*Task:* Draw or make out of paper a small pack. Draw or make the kinds of things needed by an investigator going out to sea to investigate the sinking of a ship. Label.

*Task:* Draw a plan of the HQ. Work in pairs, label the plans, ensure that the buildings include all the rooms listed during our discussion.

Differentiated outcomes: By the end of the lessons pupils will be able to do; answer; demonstrate that they have learnt by:

1	2	3
<p>Draw a selection of basic pictures to represent equipment. Label 2-5 pictures.</p> <hr/> <p>Draw HQ in pencil, Draw 5-7 rooms, Label all rooms, check spelling in Try book first</p>	<p>Draw a selection of pictures to represent equipment. Label 3-7 pictures. Make simple bag, &amp; 1-2 pieces of equip</p> <hr/> <p>Coulour in using pencils &amp;/or crayons NOT pens Draw 5-12 rooms, Label all rooms, check spelling in Try book first</p>	<p>Draw a selection of pictures to represent equipment. Accurately label 5-10 pictures. Make a simple bag, &amp; 2-4 pieces of equipment.</p> <hr/> <p>Outline in black pen, Darw 12-18 rooms, Label all rooms, check spelling in Try book first</p>

**Notes**

- General enthusiasm for the idea of an accident investigators company. Ch were excited and came up with lots of good ideas. They enjoyed making the investigators bags & most quickly adopted the mantle.
- HQ pictures were less enthusiastically received. Some confusion over what constituted a plan. Some of the yr 2 plans were nothing more than 'pretty' pics. My fault, not spending enough time explaining what I wanted. Should have done some drafting & more explaining. Use first pics as draft & re-work next week. These will take some time & can be worked up in the afternoon.

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<b>Mus</b>	<b>PE</b>	<b>RE</b>

**Learning Opportunities**

- Revise and extend the reading and spelling of common words from spelling lists from KS1/2. Common spelling patterns En3 KS1/2 4/5
- En2 KS1/2: 1,2,3,4,6
- PE KS1/2: 1, 2, 3, 4, 8
- PE KS1/2: 1,2,3,4,7
- En1 KS1/2: 1,2,3,4,8,9,10,11 – PSHE/Citiz 1,2,4,5 Key Skills 1,4,5,6 Thinking Skills 2,3
- Key Skills 1,4,5,6 Thinking Skills 2,3 PSHE/Citiz 1,2,4,5

**Activites**

- **Handwriting:** three mornings a week, 20 mins. Write in H/W book, use word-wall, dictionaries & parents to think of new words, concentrate on neat H/W & spelling. Look, Cover, Write, Check
- **Reading practice:** Twice 10 mins every day, after play & after lunch. Read books from home/school bags. Read with an adult 2/3+ times a week.
- **Large apparatus:** Travel around LA safely, without touching the floor, concentrate on quality
- **Football:** Working with Norwich City coaches on football skills
- **Philosophy:** Discussion around the use of corporal punishment & whether teachers/parents should be allowed to physically punish children.
- **Class Council:** Meeting to discuss issues concerning the dinner hall & choosing a charity to support at Christmas

Differentiated outcomes: By the end of the lessons pupils will be able to do; answer; demonstrate that they have learnt by:

1	2	3
Practice H/W patterns for Yr1 Begin using & practicing 4 basic H/W joins Read on sight high frequency words occurring in ORT Lv 1-6	Practice H/W patterns for Yr2 Practice diagonal joins to letters without ascenders: ai Read on sight high frequency words ORT 6-10 To use Phon, contex, gram, & graphic to predict & check meaning of unfamiliar words	Practice basic joins Yr.2 Practice diagonal joins to letters without ascenders: ai To choose own books from selection in library & read with confidence

**Notes**

- H/W start making spelling patterns more challenging next week, move from three mornings a week to four.
- Reading Practice: check on the progress of Laura & Bethany M who both seem to be underachieving at the moment. Not sure why at the moment, could be lack of motivation, both seem quite bored & disconnected.
- L/A Most of the ch seem to have responded positively to the new arrangement of L/A, continue next week
- Philosophy: Interesting discussion around the different issues. Callum a star as usual. Need to stop letting them switch sides when they like as some tend to be influenced by their friends & it can be quite disruptive.

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**PURPOSE**

- En3 – 1a,b,c,d,e,f, 2a,b,c,d, Plan & compose work, sequencing, structuring & organising work, develop ideas on screen, plan, review & discuss quality. Use word processor to improve writing by using spell check & thesaurus. Change appearance, save work onto server, return to over time.
- See notes from week 1.
- Learn to organize thinking using a mind map. Learn about the different characteristics of mind mapping: branches, naming, colour & pictures. Record thinking on agency & the characteristics of agency. Plan for writing business brochure for agency.
- Art: 1/2 1 – Explore & develop ideas. 3 – Evaluating & developing work. Use a dictionary.

**TASKS**

- Task:** (see work sheet) Write report of first investigation – Lorry/train crash, draft each section & type into computer; Use adjectives, work on examples as a class using projector, re-write for clarity & interest. Red edit use spelling & thesaurus on ‘Word’. Use word-processor, change: font, colour, size. Save onto file on the server. Copy & paste onto report template.
- Task:** Continue work on plan of the HQ. Work in pairs, label the plans, ensure that the buildings include all the rooms listed during our discussion.
- Task:** Continue making a mind map plan for agency brochure. Discuss diff characteristics of mind maps. Build on 4 main branches: *How the Agency works, Past Investigations, What equipment the Agency uses, Investigation methods*
- Task:** Continue to design & make a project file. Draw pictures of equipment & machinery used by accident investigators. Use a dictionary.

Differentiated outcomes: By the end of the lessons pupils will be able to do; answer; demonstrate that they have learnt by:

1	2	3
Write a simple sentence in sequence, red edit & type into computer Change font & colour, print Mind Map-use diff colours, order & include 3 sub-branches File-3 pictures use dictionary to spell	Write a paragraph in sequence, red edit, use dictionary & type into computer. Change font, size & colour, print, save into server Mind Map-use diff colours, order & include 5 sub-branches, 2 pics File-5 pictures use dictionary to spell & Try Book	Write a long sentence in sequence, red edit, use spell check & thesaurus, edit work & develop writing, evaluate & improve Change font, size & colour, print, save into server, scan picture Mind Map-use diff colours, order & include 5 sub-branches, 6 pics File-6+ pictures use dictionary to spell & Try Book

**Notes**

- **Report writing:** Ambitious, some of the ch. struggled a bit, need to review beginning of next week, perhaps more scaffolding. Make a laminated diagram of drafting process, with pictures & a list of questions to plan what is needed to write the events of the accident: *What was the weather like? What was the lorry like? What was the lorry doing? What happened to the bridge? What was the train like? What happened to the train?* Drama definitely helped with writing, v. important that ch have a v clear idea about what they are going to write about. Planned events of accident & added them to mind map. Do more review, evaluation, & re-writing as a class next week, using ch’s own writing. Put template of accident report onto server so ch can assess. Teach them to copy & paste writing into text boxes.
- **Note:** Do some science next week, build bridges from lego, test using weights, film, photograph & record results.
- **Note:** Make a timeline to record & sequence events of accident.
- **Note:** Make a sign to go outside office.

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**Activites**

- **Handwriting:** three mornings a week, 20 mins. Write in H/W book, use word-wall, dictionaries & parents to think of new words, concentrate on neat H/W & spelling. LCWC Spelling patterns include a,w, oo, k, kn, n't ou
- **Reading practice:** Twice 10 mins every day, after play & after lunch. Read books from home/school bags. Read with an adult 2/3+ times a week.
- **Large apparatus:** Travel around LA safely, without touching the floor, concentrate on quality
- **Football:** Working with Norwich City coaches on football skills
- **Drama:** Work on building up the history of the agency through dramatic action, explore ideas for agencies first investigation
- **Class Council:** Meeting to discuss issues concerning the dinner hall & choosing a charity to support at Christmas

Differentiated outcomes: By the end of the lessons pupils will be able to do; answer; demonstrate that they have learnt by:

1	2	3
H/W practice writing words beginning with a,w & pattern oo Use dictionary, LCWC Begin using & practicing 4 basic H/W joins Read on sight high frequency words occurring in ORT Lv 1-6	H/W practice writing words beginning with k & patterns ou & ow(as in wow) Use dictionary, LCWC Practice H/W patterns for Yr2 Practice diagonal joins to letters without ascenders: ai Read on sight high frequency words ORT 6-10 To use Phon, contex, gram, & graphic to predict & check meaning	H/W practice writing words beginning with kn & patterns ou & ow(as in show) & n't contraction Use dictionary, LCWC Practice basic joins Yr.2 Practice diagonal joins to letters without ascenders: ai To choose own books from selection in library & read with confidence

**Notes**

- **H/W:** Wide diff between ch whose parents come in & help & those who don't. Michael working v. hard taking H/W book home. Adam joining up & looking v. neat, Dan, Jamal & Beth F. all seems to be taking it v lightly. Callum showing improvement.
- **Reading:** Laura still struggling a bit. Spoke to her mum who says she sometimes doesn't want to read at home. She may be worried about her injections which start next week – keep an eye on. Beth M. seems to have picked up, watch her.
- **L/A:** Ch continue to enjoy apparatus, even those who don't normally. Work on Climbing & descending.
- **Drama:** Drama lacked a little seriousness, ch still at playing level. Slow things down, work on using their imaginations – close in on specific aspects. Build next weeks tasks off of drama.

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