English L/UKS2

NC. links. **English** plan their writing by: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. Noting and developing initial ideas, drawing on reading and research where necessary draft and write by: selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.

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| L.O: I can work collaboratively to produce a city charter for my residents. I can present to my class.  Outcomes. ***:*** Understanding the word sustainability and how cities need to be more sustainable. Create a carefully considered city charter.Identify how inhabitants of cities all need to work together to create a more sustainable city. Produce and present a city charter to the class. Recognise historical charters and how they shaped cities in the past and how pupil’s new charters can change cities for the future. Present a decorated city charter, in keeping with historical documents, to the class. | | | | | | |
| **Whole Class Teaching Activity** | | | **Differentiated Group / Talking Partner / Independent Activity** | | | |
| \*Warm-up. Discuss with children how the city’s residents might live in the city. Discuss what the word sustainability means. Introduce the idea of a city charter. Historical reference may also be appropriate for UKSs here.  \*PPT. Use the PPT to encourage the chn to discuss each of the considerations. This can be left on the board (or printed for LA).  \*Activity. \*Whole class Slide 10 guides the chn through what they will need to think about to produce their charter. Explain that often decisions by authorities mean people have to change the way they currently live their lives and they might need to work hard to persuade everyone to get on board with their plans. Chn to produce charters. | | | LA  Mxd ability groups.  Support with charter production and understanding. | | MA  Mxd ability groups.  Support where necessary. | HA  Mxd ability groups.  Extension – Think of reasons why people may disagree with their charter.  Research historical charters. |
| Plenary: Whole class discussion. Ask pupils to discuss what a city charter might be like adhere to? How strict should it be? | | | |
| **AfL** | **Children exceeding WALT:** | **Children not achieving WALT:** | | **Resources:**  PPT | | |