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|  | **Mental starter**  **AFL focus** | **Main Lesson**  **Learning Intention & Success Criteria** | **AFL FOCUS & Questions** | **Main lesson activities**  **Differentiation & Support** | **Plenary** | **Ich i** |
| **Monday** | What do you remember about Brazil?  With out looking in your books tell me what you have learned. | WALT: Understand the climate of Brazil | Previous knowledge  Applied knowledge  Why is the north warmer than the south?  Do you think there are any other countries that have such wide climatic differences? | Part one show the children pictures of different climates and ask them to annotate them with descriptive words – paying attention to the list of forbidden words.  Class Discussion: why did you choose those words? Where do you think each place was in the world? Why do you think that?  Show the picture of Brazil on the map. Discuss the equator, what is it? Look at the pictures again. What do you think the climate of Brazil is like? Why?  Which of these pictures is of Brazil? Why do you think that?  Show the next slide – Partner Talking: which is warmer the top or the bottom?  Class discussion: Could all of these pictures have come from Brazil?  Explain that Brazil is very big and it has many different types of climates, from the Rainforest in the North to the cool oceanic climate in the south.  With the handout can the children match the right climate type with its definition.    In their books put the coloured map of Brazil and label the climate zones. With an explanation of why there are so many different climate types. | Brazil has many different types of climate zones because of its size and where it is situated.  What might this mean for the type of crops that are grown in Brazil? | **Assessment to be collected during/after lesson.**  **Spoken language:** Listen and respond appropriately; Articulate and justify answers  **Discussion in class and work in books.** |
| **Challenge:**  **If the Amazon is destroyed will that affect the climates of the other areas of Brazil?** | **SEN & EAL ProvisionWho is working with SEN & EAL children this lesson? C/T and TA**  **How much teacher input have SEN & EAL learners had? Working closesly with SEN & EAL learners. Selene to work with Camille and TA.** | **Pod-cast**  **Audio play**  **Spooky**  **comprehension** |
|  | **Mental starter**  **AFL focus** | **Main Lesson**  **Learning Intention & Success Criteria** | **AFL FOCUS & Questions** | **Main lesson activities**  **Differentiation & Support** | **Plenary** | **Assessment, Outcomes, Reflections** |
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