



School name: \_\_\_\_\_ ENGLISH PLANNING YEAR A



Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Year: EYFS

Term: Summer 1

Week Commencing: Week 3

**Early Learning Goals (and Development Matters)**

Pupils should be taught: Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

Anticipate – where appropriate – key events in stories

Write recognisable letters, most of which are correctly formed

Write simple phrases and sentences that can be read by others

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Mon							<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b> <b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

Notes/ feedback following lesson:

Day	SPAG/Phonics Learning Objective	SPAG/Phonics Activity	Main Learning Objectives and Success Criteria (must/should/could)	Main Teaching/ Development of knowledge including modelled and shared reading/writing	Activity and Differentiation	Plenary	Assessment
Tues	<u>L.O. To read the 'er' digraph.</u>	Follow notebook slides (Phase 3, week 14) -Tricky word song - Jolly phonics. -Geraldine Giraffe -Read 'er' words.	<b><u>L.O. To make a prediction.</u></b>  <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should make a prediction. 3. I could write my prediction. .	Look at the front cover of 'The Hungry Caterpillar.' Have an A2 page with the front cover picture. Ask and write notes on these questions... What is the minibeast on the front cover? Where did the caterpillar come from? What will he do? What will happen in the story? What do you already know about caterpillars?	Children to draw a picture to predict what they think will happen in the story. <b>Challenge: Write a sentence to explain their prediction.</b>	Why did you make that prediction?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

**Notes/ feedback following lesson:**

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Wed	<u>L.O. To write the 'er' digraph</u>	Follow notebook slides (Phase 3, week 14) - Tricky word song - Phoneme frames.	<b><u>L.O. To make a prediction.</u></b> <b><u>Success Criteria:</u></b> 1. I must look, listen, and respond. 2. I should make a prediction. 3. I could write my prediction.	Look at the front cover of 'The Hungry Caterpillar' and the predictions we made yesterday. Read up to the part where the caterpillar emerges from the egg and is very hungry. Use the same page as yesterday to make notes and continue making predictions by answering these questions... Why is the caterpillar so hungry? What do you think he will eat? Will he be hungry in the end?	Children to draw a picture to predict what they think will happen in the story. <b>Challenge: Write a sentence to explain their prediction.</b>	When you are hungry, what is your favourite food to eat?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
<b>Notes/ feedback following lesson:</b>							

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Thurs	<u>L.O. To read and understand 2 syllable words.</u>	Follow notebook slides (Phase 3, week 14) - Tricky word song -What is a syllable? -Words with 2 syllables.	<u>L.O. To sequence a story.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should retell the story with my class. 3. I could order pictures to help me retell the story.	Read 'The Very Hungry Caterpillar' to the end, asking questions and getting the children to make predictions as you read it.  As a class create a story map for the story to help with retelling and sequencing. Encourage the children to retell the story as a class with actions using the story map to help.	Order pictures to retell the story of 'The Very Hungry Caterpillar.'  Complete this activity as a class – take a photo for books.	Which fruit does he eat on Monday, Tuesday, Wednesday, Thursday, Friday?  What fruit that the hungry caterpillar eats is your favourite?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

**Notes/ feedback following lesson:**

