



Teacher: _____

Class: _____

Year: EYFS

Term: Autumn 2

Week Commencing: Week 4

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
Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play

Anticipate – where appropriate – key events in stories

Write recognisable letters, most of which are correctly formed

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	<u>L.O. To read the 'l' phoneme</u>	Follow notebook slides (Phase 2, week 11) - Tricky word song - Jolly phonics song -Geraldine Giraffe -phoneme frame – segment and read	<u>L.O. To describe a present.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should be able to design my own special bucket. 3. I could verbally describe my bucket.	Begin the session by having a box wrapped up with a yellow bucket in. Play music to play 'pass the parcel' to get inside the box. Have the 'opener' reveal what is inside. Ask questions to increase children's responses and explore their thoughts, puzzles and connections with the object inside, e.g. <ul style="list-style-type: none"> What is it? 	Children should design their own 'special' bucket. This must be based around a theme. E.g. football, fairies, zoo animals etc. (Children will be making these buckets in creative development) https://www.bakerross.co.uk/mini-plastic-buckets?gclid=CNrGwaWAXsMCFWXHtAodQyoAQw	What present would you like to get at the end of pass the parcel?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p>

				<ul style="list-style-type: none"> • Do you think this is a good birthday present? Why? Why not? • What could Billy need a bucket for? <p>Pass the bucket round the circle, thinking of words to describe it. Encourage the use of words to describe the properties and what it could be used for, as well as the appearance, e.g. it's hard, it's plastic, it's yellow, it has a handle, you can put water in it, you can make sandcastles with it.</p>			<p>EAL</p>
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Notes/ feedback following lesson:

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Tues	<u>L.O. To read and write the 'l' phoneme</u>	Follow notebook slides (Phase 2, week 11) - tricky word song - Jolly phonics song - Writing 'l' -spelling and reading words	<u>L.O. To role play using manners.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should be able to design my own special bucket. 3. I could verbally describe my bucket.	Look at the front cover of the book and introduce the title. Discuss: How does Billy look and feel about the bucket? How do we know? Read the text, up to the part “Yippee!” shouted Billy Go around in a circle and talk to the children about what they would like for their next birthday. Look at how Billy asks for his bucket using “Please can I have...”. Talk about how this is a good way to ask for a present. What is the difference between saying “Please can I have...” and “I want”? Bring children up to role play asking for a present politely. One should be a child and one a parent (mum/dad).	Children should design their own ‘special’ bucket. This must be based around a theme. E.g. football, fairies, zoo animals etc. (Children will be making these buckets in creative development)	Remind children to remember their manners throughout the day. See if you can notice your friend saying please and thank you to you?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

Notes/ feedback following lesson:

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Wed	<u>L.O. To read the 'll' phoneme</u>	Follow notebook slides (Phase 2, week 11) - Tricky word song - Jolly phonics song -Geraldine Giraffe -phoneme frame - match words and pictures – write a caption	<u>L.O. To describe their buckets.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should be able to describe my bucket. 3. I could help sound out and write my own describing word.	Re-read the story so far, up to “No, that one’s special,” said Billy excitedly. Discuss the different types of buckets that Billy has looked at. Discuss the different buckets the children made in creative development yesterday. What makes your bucket a fairy/football/farm bucket? etc. Ask children to think of adjectives to describe their buckets. Using A2 paper, share the different adjectives as a class.	Describe the bucket. ‘I love the bucket because....’ Opportunity to make this into a free verse poem	What might you find inside your bucket?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Notes/ feedback following lesson:

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Thurs	L.O. To read and write the 'll' phoneme	Follow notebook slides (Phase 2, week 11) - tricky word song - Jolly phonics - Writing 'll' - segment words	<u>L.O. To answer questions using your imagination.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should be able to describe my bucket. 3. I could help sound out and write my own describing word.	Re-read the story from the beginning, stopping at "Seven sea lions and a walrus," said Billy. "Of course there are, Billy," laughed his mum and dad'. Talk about the different things that Billy saw in his bucket. Ensure the children are clear on which animal names correspond to each illustration. You could label the animals on the text using post it notes. Watch a video, such as: https://www.youtube.com/watch?v=9kj_vwleR6Q to explore and extend children's knowledge of underwater animals. Watch the video beforehand to ensure you can point out and name creatures such as cuttlefish, jellyfish, anemones, seahorse, urchin, crab, eel etc. Pass a bucket round the children so that they can visualise what they think could be in the bucket when they look in. Encourage questioning to describe in more detail, e.g. How many are there? What are they doing? What do they look like? etc.	Describe the bucket. 'I love the bucket because....' Opportunity to make this into a free verse poem	Have you ever seen any of these creatures before?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Notes/ feedback following lesson:

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Fri	L.O.		L.O. To understand how to write a poem. Success Criteria:	Main teaching:	Independent work:		Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
Notes/ feedback following lesson:							

