



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
 Make comments about what they have heard and ask questions to clarify their understanding
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary
 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play
 Write recognisable letters, most of which are correctly formed
 Spell words by identifying sounds in them and representing the sounds with a letter or letters

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 'oo' diagraph.</u>	Follow notebook slides (Phase 3, week 9) - Tricky words song - Jolly Phonics song - Mr Thorne - Buried Treasure	<u>L.O. To understand the character through role play.</u> <u>Success Criteria:</u> 1. I must look, listen, and respond. 2. I should create a picture of the setting with animal stickers. 3. I could write the wrong animal noise.	Read up to where the ladybird whispers into the animals' ears. What was the ladybird's good idea? Children take it in turns to hold the ladybird stick puppets and in role to whisper what they think/what they remember of the ladybird's idea is in each of the animal's ears. Discuss after as a class. Why do the children think the ladybird only whispers? Play a game where one child sits blindfolded in the centre of a circle as a ladybird. Children pass a whispered message around the circle and ladybird says what she heard.	Create a picture of a setting from the story. (The farm at night time). Complete on black paper and draw scene using crayon/chalk. Use animal stickers and children should write the 'wrong' animal sounds in a white speech bubble (like they do to try and trick the robber's)	What is the opposite of whispering and being quiet?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL

Notes/ feedback following lesson:

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Tues	<u>L.O. To write the 'oo' diagraph.</u>	Follow notebook slides (Phase 3, week 9) - Tricky words song - Jolly Phonics song - Phoneme Frame - Writing sentences	<u>L.O. To discuss a setting.</u> <u>Success Criteria:</u> 1. I must create a picture of the setting with animal stickers. 2. I should write the wrong animal noise. 3. I could identify and describe a setting.	Read up to 'And they both stepped into the duck pond – SPLOSH!' Discuss: <ul style="list-style-type: none"> • What did the animals do to fool the robber's? • Why did they 'tiptoe' into the farm? • Why could the robber's not see the animals? • Where did the robber's end up? - Talk to children about what a setting is. What is the setting of this story? Talk to the children about how the farmyard changes when it is night. Look at the images and discuss how the illustrator uses colour and tone to represent night time.	Create a picture of a setting from the story. (The farm at night time). Complete on black paper and draw scene using crayon/chalk. Use animal stickers and children should write the 'wrong' animal sounds in a white speech bubble (like they do to try and trick the robber's)	How do you feel when it is dark outside?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
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Wed	<u>L.O. To read the 'oo' diagraph.</u>	Follow notebook slides (Phase 3, week 9) - Tricky words song - Jolly Phonics song - Mr Thorne - Countdown reading - Buried treasure	<u>L.O. To understand and identify rhyme.</u> <u>Success Criteria:</u> 1. I must notice and identify rhyme. 2. I should match rhyming words. 3. I could make up my own rhyming pair.	Read the whole book. Use the book to discuss rhyming words. Write some of the words on an A2 page. Do the children notice anything about words that rhyme? Dog and hog – last two letters are the same. Read two lines with rhyming words – which two words rhyme? How do you know?	Match the rhyming words together. HA – Think of their own two words that rhyme	Who can think of a word that rhymes with mat?	Exceeding ARE: At ARE: Below ARE: SEND PPG EAL
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Thurs	<u>L.O. To write the 'oo' diagraph.</u>	Follow notebook slides (Phase 3, week 9) - Tricky words song - Jolly Phonics song - Phoneme Frame - Reading the caption	<u>L.O. To write a book review.</u> <u>Success Criteria:</u> 1. I must express my opinion about a book. 2. I should match rhyming words. 3. I could make up my own rhyming pair.	Read the whole story. Write a shared book review. This could include: <ul style="list-style-type: none"> Title What is the setting? Who are the characters? What happens at the beginning, middle and end? Do we like the story? Why or why not? <p>Would we recommend the story to our friends?</p>	Match the rhyming words together.	Who would read this book again?	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>
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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:							