



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

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

Year: EYFS

Term: Summer 1

Week Commencing: Week 4

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

Pupils should be taught: 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  
 Say a sound for each letter in the alphabet and at least 10 digraphs  
 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  
 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	<u>L.O. To revise phase 3.</u>	Follow notebook slides (Phase 3, week 15) -Tricky word song -Phoneme frame -Reading activity.	<b><u>L.O. To use describing words.</u></b>  <u>Success Criteria:</u> 1. I must retell the story with my class. 2. I should describe a character. 3. I could write a simple sentence.	Read 'The Very Hungry Caterpillar' Use the story map created last week to retell the story by heart.  Have an A2 page with a picture of the caterpillar. Discuss what a describing word/adjective is. Collect a list of adjectives to describe the caterpillar. Help children expand their vocabulary by modelling some ideas. Encourage them to use their knowledge of a caterpillar to help them describe it. How does it move? How does it feel? To extend, model writing a sentence. Remind children of capital letters, finger spaces and full stops.	Children to choose either the caterpillar or butterfly. Write a few words to describe the character. <b>Challenge: Write a sentence.</b>	Tell me a good word to describe the caterpillar.	<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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Tues	<u>L.O. To revise phase 3.</u>	Follow notebook slides (Phase 3, week 15) -Tricky word song -Phoneme frame -Reading activity.	<u>L.O. To use describing words.</u>  <u>Success Criteria:</u> 1. I must retell the story with my class. 2. I should describe a character. 3. I could write a simple sentence.	Read 'The Very Hungry Caterpillar' Use the story map created last week to retell the story by heart.  Have an A2 page with a picture of the butterfly. Recap an adjective. Collect a list of adjectives to describe the butterfly. Help children expand their vocabulary by modelling some ideas. Encourage them to use their knowledge of a butterfly to help them describe it. How does it move? How does it feel? What features does it have? To extend, model writing a sentence. Remind children of capital letters, finger spaces and full stops.	Children to choose either the caterpillar or butterfly. Write a few words to describe the character. <b>Challenge: Write a sentence.</b>	Tell me a good word to describe the butterfly.	<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 revise phase 3.</u>	Follow notebook slides (Phase 3, week 15) -Tricky word song -Phoneme frame -Reading activity.	<u>L.O. To write a story.</u>  <u>Success Criteria:</u> 1. I must retell the story with my class. 2. I should choose a character and food they will eat. 3. I could write simple sentences.	Read 'The Very Hungry Caterpillar' Use the story map to retell the story by heart.  Explain that this week they will be writing their own version of the story. They will need to come up with a different minibeast for the main character 'The Very Hungry....'. Scribe ideas of different minibeast for children to use.  What could the minibeast eat each day? Recap what the caterpillar ate each day. Did he eat healthy or unhealthy food? How much of each food did he eat each day? Scribe ideas of food for children to use.	Begin writing own versions of the story using template. First children need to decide who their character will be and the foods they will eat. Aim to finish title, Monday, Tuesday and Wednesday.	Which minibeast did you choose for your main character?	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

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Thurs	<u>L.O. To revise phase 3.</u>	Follow notebook slides (Phase 3, week 15) -Tricky word song -Phoneme frame -Reading activity.	<u>L.O. To write a story.</u> <u>Success Criteria:</u> 1. I must retell the story with my class. 2. I should choose a character and food they will eat. 3. I could write simple sentences.	Read 'The Very Hungry Caterpillar' Use the story map to retell the story by heart.  Look at the story we planned yesterday. Discuss how we are going to continue writing our stories today.  Ensure the children know that we are not expecting perfection - need to give it a go and use the sounds we have learnt to try our best. Hand out whiteboards and sound mats and allow children to practice writing some words related to the story. E.g., Apple Pear Plum Leaf Encourage them to use this practice in their story writing today.	Finish writing own versions of the story using template. Share their finished story with a partner.	Read some of the finished stories to the class. What do you like about this story?	<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>

**Notes/ feedback following lesson:**

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Fri							<p><b>Exceeding ARE:</b></p> <p><b>At ARE:</b></p> <p><b>Below ARE:</b></p> <p><b>SEND</b></p> <p><b>PPG</b></p> <p><b>EAL</b></p>
<p><b>Notes/ feedback following lesson:</b></p>							