**School name: ENGLISH PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: EYFS Term: Autumn 1 Week Commencing: Week 5**

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| **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 | | | | | | | |
| **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** | L.O. To read the ‘g’ phoneme | Follow notebook slides (Phase 2, week 5)  - Jolly phonics song  -Geraldine Giraffe  - Sorting words | **L.O. To label by cutting and sticking.**  Success Criteria:  1. I must look and listen to others.  2. I should discuss the role of a policeman.  3. I could cut and stick. | Read 'People who help us: Policeman'  What is a Policeman?  What does a Policeman do?  Go through PowerPoint about Police officers. Discuss each slide, pausing for any questions of discussion points the children have. | Label a Policeman – cut and stick activity. | *Sing: 5 little Policemen -* [*https://www.youtube.com/watch?v=96GqALW8Lek*](https://www.youtube.com/watch?v=96GqALW8Lek) | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | L.O. To read and write the ‘g’ phoneme | Follow notebook slides (Phase 2, week 5)  - Jolly phonics song  - I spy with ‘g’  - Writing ‘g’ | **L.O. To label by cutting and sticking.**  Success Criteria:  1. I must look and listen to others.  2. I should role play and discuss what a policeman wears.  3. I could cut and stick. | Attach a picture of a Policeman to a large piece of paper and label what can you see on the picture? Discuss the PowerPoint from yesterday’s lesson to prompt ideas.  Where is his hat, badge, radio, belt, hand cuffs?  What do they use these items for? Use toy police costume and equipment to demonstrate the different items.  Role play a 999 call where a policeman might be needed. Recap last week’s lesson on how to do this sensibly and appropriately. | Label a Policeman – cut and stick activity. | *Sing: 5 little Policemen -* [*https://www.youtube.com/watch?v=96GqALW8Lek*](https://www.youtube.com/watch?v=96GqALW8Lek) | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | L.O. To read the ‘o’ phoneme | Follow notebook slides (Phase 2, week 5)  - Jolly phonics song  -Geraldine Giraffe  - Sorting words | **L.O. To match a problem with people who can help us.**  Success Criteria:  1. I must look and listen to others.  2. I should role play.  3. I could match a problem to the person who can help. | Read 'People who help us: Teacher'  What is a teacher?  What does a teacher do?  How many teachers do you know?  Allow children to come to the front and role play being a teacher. Can the rest of the children see similarities between their teacher and the child who is role playing? | In small groups, look at pictures of problems e.g. child stuck on school work, house on fire, etc.  Match to the correct person who can help.  Cut and Stick activity. | *Sing: 5 school teachers -* [*https://www.youtube.com/watch?v=EqplsYEtxeE*](https://www.youtube.com/watch?v=EqplsYEtxeE) | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | L.O. To read and write the ‘o’ phoneme | Follow notebook slides (Phase 2, week 5)  - Jolly phonics song  - I spy with ‘o’  - Writing ‘o’ | **L.O. To match a problem with people who can help us.**  Success Criteria:  1. I must look and listen to others.  2. I should give my opinion.  3. I could match a problem to the person who can help. | Recap on the jobs we have looked at – people who help us.  Read the final books  People who help us: Vet, Chef.  In a circle time, discuss ‘what would you like to be when you’re older?’ Would you like to be a person who helps other? Would you like a different job to the ones we mentioned? How do those different jobs help other people? | Look at pictures of problems e.g. child stuck on work, house on fire.  Match to the correct person who can help.  Cut and Stick activity. | As well as our jobs, how else can we help people? | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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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:** | | | | | | | |