



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Spring 1

Week Commencing: Week 5

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>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To role play in character</u> <u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must stay in character the whole time. 2. I should think about my facial expressions and my tone of language. 3. I could extend my skills by using descriptive language. 	<p><u>Introduction</u> Continue reading the story up to Chapter 8. Read chapter 8 up to 'START A RUMOUR.' (p.103) Discuss what sort of rumour Olga might invent to make their world seem interesting and exciting. Invite the children to form a circle. Whisper a possible rumour and encourage the children to pass this around the circle. Discuss what can happen when information gets passed on from one person to another. Read on up until 'whereas now... now it was on her left!' (p.108) Discuss what might have been the cause and whether in fact Olga's rumour had become truth? Read on to 'What can it be?' (p.110) Discuss the truth of what has arisen and reflect on whether Olga deserved to have been shaken considering the effect she had had on the other animals. <u>Main Teaching</u> Read to the end of the chapter. Explain that each group will represent a different character from the chapter and the teacher will take on the role of a journalist.</p>	Whole class activity, teacher interviewing the children and making notes.	Chn to view notes and discuss what they have learnt about the characters as a result of the activities.	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				Interview the children and note down their views on what had arisen.			
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Notes/ feedback following lesson:

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Tues	<u>See separate planning</u>	<u>See separate planning</u>	<p>LO: To write a newspaper article</p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a newspaper article is. 2. I should think about headings and vocabulary specific to articles. 3. I could extend my skills by using descriptive language 	<p>Introduction</p> <p>Recap with the children what they were doing yesterday and what they learnt about the characters.</p> <p>Explain to them that they are going to use this to write a newspaper article about the event.</p> <p>Main Teaching</p> <p>On the board, go through the powerpoint about the features of newspaper articles and create a class success criteria on the board for the children to follow during independent writing. Focus on headings, the tone of the language used and suggest adding a picture to really create an image of the event in the readers mind. Remind the children that this isn't a story and that it needs to be written as such with lots of informative language.</p> <p>Through shared writing model how to draw from the notes from these interviews to inform and shape a newspaper article.</p> <p>Give children the time and opportunity to draft and write their own newspaper articles. This might take longer than one session but try and fit it in to one lesson if you can!</p>	<p>Chn to write their articles.</p> <p>BARE: Chn to write an article using the template and a sound mat with adult support. Headings provided.</p> <p>ARE: Chn to write an article using the template and headings provided.</p> <p>AARE: Chn to write an article using the template.</p>	<p>Chn to swap their newspapers with the person next to them to read and give peer feedback on.</p>	<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>See separate planning</u>	<u>See separate planning</u>	<p>LO: To retell a story</p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must speak clearly and confidently. 2. I should listen carefully to the other stories. 3. I could use exiting and ambitious language whilst telling my story. 	<p>Introduction</p> <p>Read chapter nine up to 'THE SURREY PUMA.' (p.114.) What might the expression, 'not imposing on people,' mean?</p> <p>Who might the Surrey Puma be and what might be his/ her back story?</p> <p>Share the following video clip http://www.bbc.co.uk/nature/life/Cougar#p00377qq</p> <p>Discuss what insights can be gleaned from the video clip. What does the video tell us about the behaviour, characteristics and habitat of pumas?</p> <p>Main Teaching</p> <p>Read onto '...began keeping their pets indoors at night.' (p.115)</p> <p>Talk about the idea of Urban Legends. You might choose to share the 2012 phenomenon of the Essex Lion http://www.bbc.co.uk/news/uk-england-essex-19397686 as a real life example.</p> <p>Create a pretend campfire, invite the children to sit in a circle and taking on the perspective of the different animals featured in the chapter, invite the children to retell the encounters with the puma from the different perspectives.</p> <p>You may need to model this in the first instance.</p>	Whole class activity.	Chn to share what their favourite story from the session was.	<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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Thurs	<u>See separate planning</u>	<u>See separate planning</u>	<p><u>L.O. To perform a poem</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to speak clearly and confidently. 2. I should add appropriate movement to my words. 3. I could challenge myself to include dramatic facial expressions when performing. 	<p><u>Introduction</u></p> <p>Read on from ‘Noel was one of the few exceptions.’ Up to ‘...caught in a bog, unable to move her feet...’ (p.117)</p> <p>Discuss what might be causing and aggravating the bad dreams. Discuss and note what other things she might dream about. Re-read the description of the dream and invite the children to draw a representation of the dream using pastels on dark sugar paper. Collate these and arrange them into one mass on a display board, cutting out the border of some of the drawings to create a jagged border.</p> <p><u>Main Teaching</u></p> <p>Colour photocopy and enlarge the illustration of Olga on p.118 and place her in the midst of the nightmarish cloud.</p> <p>Invite the children to discuss what details in the nightmares depicted stand out most and why. Scribe their contributions, e.g. carrots, teeth and thorns.</p> <p>Work with the children to consider how we might create expanded noun phrases by drawing on the initial contributions that create a sinister, nightmarish tone, e.g. towering carrots, razor sharp teeth, wall of thistles. Consider how we might create</p>	<p>Whole class activity – take pictures for evidence.</p> <p>Arrange the strips in groups to formulate a stanza and in between each stanza add the repeat refrain – ‘Wake me, wake me from this nightmare’. An example of how the final poem might begin is detailed below:</p> <p><i>Towering Carrots thundering past Wall of thistles closing in Razor sharp teeth gleaming in the night Wake me, wake me from this nightmare</i></p>	<p>Encourage the group to perform the final poem, initially reading the ‘wake me’ line quietly but then getting progressively louder until the last ‘wake me line’ which should be said the loudest is summarised with a clap.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				<p>similes inspired by the items depicted in the drawing.</p> <p>Provide the children with strips of paper and invite them to note the detail from the drawings. How might they either formulate an expanded noun phrase or a simile in the way modelled?</p>			
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Fri	<u>See separate planning</u>	(See Separate Plans)	<p><u>L.O. To visualise a poem</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to speak clearly and confidently. 2. I should add appropriate movement to my words. 3. I could challenge myself to include dramatic facial expressions when performing. 	<p><u>Introduction</u></p> <p>Continue reading the story Read on from ‘<i>However, shortly afterwards Olga did get a change of scene.</i>’ (p.144) up to ‘<i>...the fairy in the box.</i>’ (p,147)</p> <p>Listen to the music of the Dance of the Sugar Plum Fairy https://www.youtube.com/watch?v=Rapf3g_XvCc</p> <p>Invite the children to draw what they visualise. Display the drawings around the room and invite the children to view the illustrations and note on post-it notes the words and thoughts that the drawings inspire.</p> <p>Show the children a video performance of Dance of the Sugar Plum Fairy. https://www.youtube.com/watch?v=Wz_f9B4pPtg</p> <p>Give the children the opportunity to discuss their initial impressions. What did they notice? How did it make them feel? What parts did they most enjoy and why? Did it remind them of anything else they have ever seen or experienced? Note key words and ideas either on the working wall or class reading journal.</p> <p><u>Main Teaching</u></p> <p>Provide each child with a strip of paper and invite them to note the word or phrase that best encapsulates the essence of the Dance of the Sugar Plum Fairy.</p> <p>Divide the children into groups and encourage them to share their strips and work together to</p>	<p>BARE: Mixed ability groups to create a poem</p> <p>ARE: Mixed ability groups to create a poem</p> <p>AARE: Mixed ability groups to create a poem.</p>	<p>Give the children the opportunity to draw on the discussions and language generated to create their own free verse poem.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				order them so that together the strips read as a poem.			
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