



SILVER

School name: _____ ENGLISH PLANNING YEAR A



Teacher: _____

Class: _____

Year: _____

Term: Spring 2

Week Commencing: Week 1

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 plans</u>	<u>See separate plans</u>	<p><u>L.O. To respond to an illustration</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must express my thoughts. I should make predictions about what might happen next. I could reference the text to explain my predictions. 	<p>Read aloud the first sentence and display the text and illustration so that the class can examine it closely: <i>“Crow saw it first. The strange white creature, carried upon the dark waves towards the shore.”</i></p> <p><i>What can they see? What do they notice? Does anything puzzle them? Does it remind them of anything they’ve seen before?</i></p> <p>Consider some of the decisions that the author/illustrator has made in producing this first image. <i>Which character do they feel is the most important on the page? Which is the most powerful character? Are they the same? What do the size and posture of the two creatures tell you about their relationship and emotions? What words might they use to describe the polar bear or the crow? What makes them think that? Why might the artist have used these colours? How do they make you feel? Where have the animals come from and where are they going?</i></p> <p>Support the children in considering the</p>	<p>Independent work:</p> <p>BARE: Children to work in a group to scribe their thoughts and impressions around the image. Children to complete with word mats and adult.</p> <p>ARE: Children to work as a group to scribe their thoughts and impressions around the image.</p> <p>AARE: Children to work as a group to scribe their thoughts and impressions around the image. Children to be extended to use expanded noun phrases. Children could write down a few predictions.</p>	<p>Based on our thoughts around this illustration so far, do we have any predictions as to what the book might be about, anything that could happen in it, or what it might be called? Add these predictions to the working wall.</p>	<p>Exceeding ARE:</p> <p>At ARE:</p> <p>Below ARE:</p> <p>SEND</p> <p>PPG</p> <p>EAL</p>

				impact the author's language choices: 'strange', 'creature', 'it' – what do these say about the crow's initial attitudes towards the polar bear? <i>How does the language set the bear up as 'the other' and disempowered from the very beginning? How do the author's choices describing the bear as 'carried upon the dark waves' make the reader feel?</i>			
Notes/ feedback following lesson:							

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Tues	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To conduct research</u></p> <p><u>(Two sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> I must read and listen carefully. I should put the things I have learned into my own words. I could use new vocabulary in my sentences. 	<p>Return to the illustration from the first session. <i>Have they seen a polar bear before? What are they like? Where do they live?</i></p> <p>Provide each table with an A3 sheet featuring a variety of wildlife photographs of polar bears in their natural habitat. <i>What do they notice? How does this illustration of the polar bear compare to what we know about polar bears in the wild? What do they know about polar bears already? Has anybody seen a polar bear in real life or in a film? What would they like to know?</i></p> <p>Allow children to make some notes or annotations to the photographs and then ask them to share with the class. Use their feedback to model adding sentences to the first two columns of this grid, before giving small groups their own grid to complete.</p> <p>Allow children to offer tentative facts and model how these might be adapted into questions until we can find out for sure. Display the class version of the grid somewhere so that it can be added to throughout the sequence.</p>	<p>Independent work:</p> <p>BARE: Children to work in a group with an adult to fill in their information grids and come up with questions for their research.</p> <p>ARE: Children to work in groups independently to fill in their grids.</p> <p>AARE: Children to work in groups independently to fill in their grids. Encourage children to think if more challenging questions to research.</p>	Children to share their questions/ things they would like to know with the class.	<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 plans</u>	(See Separate Plans)	<p><u>L.O. To conduct research</u></p> <p><u>(Two sessions)</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must read and listen carefully. 2. I should put the things I have learned into my own words. 3. I could use new vocabulary in my sentences. 	<p>Remind the children of what we were doing in the last session. What questions did we think of? What animal are we researching? Explain that we are going to have as many opportunities as possible to build our knowledge of polar bears.</p> <p>What other methods are there for finding information? Jot down children’s ideas and discuss the ease or difficulty associated with each of them.</p> <p>Prior to this session, prepare a small card for each pupil with one polar bear fact on it. Take the class to a space where they can move around easily. Hand out these ‘fascinating facts’ to each pupil. After they have had a chance to read their fact, ask the children to move around the space finding as many children as possible to share their fact with. At the end of the allocated time-period, they should try to remember four or five of the facts that other children had shared with them. Have they learned anything that they didn’t already know? Did it answer any of their questions? Do they have new questions they’d like to ask?</p>	<p>Independent work:</p> <p>BARE: Children to add their newly learned facts to their research grid as a group with adult support.</p> <p>ARE: Children to add their newly learned facts to their research grid.</p> <p>AARE: Children to add their newly learned facts to their research grid. Give children the opportunity to conduct more research if there is time to answer any questions they had from the previous session.</p>	<p>Share with the children a short video about polar bears: https://www.youtube.com/watch?v=N8JD_P2J24g https://www.youtube.com/watch?v=1zRGzIWqce4)</p> <p>Give children the chance to add anything else they have learnt about polar bears on to their grids at the end of the session.</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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Thurs	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To explore non-fiction</u></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. I must listen attentively. 2. I should write down the important or most interesting parts. 3. I could note down effective vocabulary – nouns, verbs, adjectives or adverbs. 	<p>Support the class in gathering more information about polar bears by using a dictogloss. Select an appropriate piece of non-fiction text either from a suitable website or using an extract from a non-fiction text, such as <i>Ice Bear</i> by Nicola Davies, illustrated by Gary Blythe (Walker) or <i>Usborne Beginners: Bears</i> by Emma Fischel (Usborne).</p> <p>Ask the children to do the following:</p> <ol style="list-style-type: none"> 1. Listen to the text being read aloud. 2. Listen to text being read aloud again. 3. Listen to the text being read aloud and write down some key points and phrases that you hear. 4. Share your notes with a partner. Work together to write a new version of your individual notes. 5. One set of partners join with another set to form a group of four. Work collaboratively to improve what you produced in your pairs. 6. Rewrite the text on a large sheet of paper. <p><i>What do we now know about polar bears that we didn't know before?</i></p>	<p>Independent work: Children will create a polar bear mind map under headings guided by the class teacher.</p> <p>BARE: Whole class activity, using given headings on a mind map template, children to fill in information about polar bears.</p> <p>ARE: Whole class activity, using given headings, children to fill in information about polar bears.</p> <p>AARE: Whole class activity, using given headings, children to fill in information about polar bears.</p>	<p>After this session, in read aloud time or in guided group work, refer to a series of high quality non-fiction texts. Access to these texts will support the children in becoming increasingly familiar with the authentic voice and format of this type of writing.</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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Fri	<u>See separate plans</u>	(See Separate Plans)	<p><u>L.O. To write a non-fiction text</u></p> <p><u>Success criteria:</u></p> <ol style="list-style-type: none"> 1. I must write in the correct tense/person. 2. I should include relevant information 3. I could use ambitious adjectives to make my writing more interesting to the reader. 	<p>Following the children’s research and fact finding, provide them with the opportunity to write fact files or non-chronological reports about polar bears.</p> <p>Use shared writing to model how to take some of the notes made during previous sessions and construct passages or paragraphs which give the reader information about polar bears in an engaging, concise and clear manner. Be explicit in modelling the technicalities of writing, such as specific grammatical choices (e.g. how determiners and tenses are used in many non-fiction texts, how noun phrases might differ from those in narrative texts). Discuss different methods of engaging the reader in the process of finding out the information.</p> <p>Look at other features of information texts, e.g. labelled diagrams, drawings or photographs with captions, ‘Did you know?’ boxes. Think about which of these features the children might use in their own information texts. Ask the children to consider who the audience is and therefore what they will need to do to engage them in the text they are producing.</p>	<p>Independent work:</p> <p>Talk about the writing process and explain that the children will initially produce a draft.</p> <p>BARE: Children to write their first draft of their non-fiction text, using the template and headings provided.</p> <p>ARE: Children to write their first draft of their non-fiction text, encouraged to work independently.</p> <p>AARE: Children to write their first draft of their non-fiction text, encouraged to use expanded noun phrases and extended sentences.</p>	<p>Chn to share their draft non-fiction texts with a peer.</p> <p>Provide some time for some peer to peer feedback for the children.</p> <p>Explain to the children that they will come back to this next week in order to edit and refine their work.</p>	<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:

Non-fiction text suggestions:

The Emperor's Egg by Martin Jenkins, illustrated by Jane Chapman (Walker)

Big Blue Whale by Nicola Davies, illustrated by Nick Maland (Walker)

Tigress by Nick Dowson, illustrated by Jane Chapman (Walker)

Otters Love to Play by Jonathan London, illustrated by Meilo So (Candlewick Press)

My Little Book of Animals by Camilla de la Bédoyère (QED Publishing)