



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

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

Year: EYFS

Term: Summer 2

Week Commencing: Week 2

**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  
 Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary  
 Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher  
 Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play  
 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 read and write the 'gr' digraph.</u>	Recap sounds and HFW. Introduce 'gr' Blend words with 'gr' Reading and writing words with 'gr' activities. Green, grab, grow, Grass, grunt	<b><u>L.O. To understand and write similes.</u></b>  <u>Success Criteria:</u> 1. I must understand what a simile is. 2. I should complete simile phrases. 3. I could write my own simile.	Read 'Dinosaur Roar' What do you notice about the words in this story? How could we make the descriptions more exciting? We could turn the words into a simile - what is a simile? A simile describes something by comparing it to something else, using <i>like</i> or <i>as</i> . A simile is a useful way to describe something without using a long list of adjectives. It can create a vivid image in the reader's mind, helping to engage and absorb them.  Look at some of the adjectives in the book and turn them into similes. As Fierce as a ... As fast as a... As slow as a...	Children complete simile phrases.	What is a simile?	<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 read and write the 'cr' digraph.</u>	Recap sounds and HFW. Introduce 'cr' Blend words with 'cr' Reading and writing words with 'cr' activities. Crab, cress, crowd	<b><u>L.O. To understand and write similes.</u></b>  <u>Success Criteria:</u> 1. I must understand what a simile is. 2. I should complete simile phrases. 3. I could write my own simile.	What did we learn about yesterday? Recap on similes. Show a picture of a dinosaur - how could we describe the dinosaur using similes? Model writing a simile to describe the dinosaur.	Children complete simile phrases.	Complete a simile phrase... Slow like a...	<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 read and write the 'br' digraph.</u>	Recap sounds and HFW. Introduce 'br' Blend words with 'br' Reading and writing words with 'br' activities. Brown, Brush brick	<u>L.O. To design and describe a dinosaur.</u>  <u>Success Criteria:</u> 1. I must draw my own dinosaur. 2. I should write a sentence to describe my dinosaur. 3. I could write a simile to describe my dinosaur.	Explain that today we will be creating our own dinosaur. What will yours look like? Will it be a fierce or kind dinosaur? Will it be big or small? How many legs will it have? Will it live on land, fly or swim? Model designing a dinosaur - write some adjectives around it to describe how it looks, behaves and it's personality.	Draw a picture of their dinosaur. Write adjectives around the picture and then a sentence to describe your dinosaur.  <b>Ext: Can you describe your dinosaur using a simile?</b>	Tell your partner one word to describe your dinosaur.	<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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Thurs	<u>L.O. To read and write the 'fr' digraph.</u>	Recap sounds and HFW. Introduce 'fr' Blend words with 'fr' Reading and writing words with 'fr' activities. Frog Free From fresh	<b><u>L.O. To design and describe a dinosaur.</u></b>  <u>Success Criteria:</u> 1. I must draw my own dinosaur. 2. I should write a sentence to describe my dinosaur. 3. I could write a simile to describe my dinosaur.	Recap on yesterdays' lesson. What did we design? Children to describe their dinosaur to their partner. Explain that today they will write a description of their dinosaur using adjectives and similes.	Draw a picture of their dinosaur. Write adjectives around the picture and then a sentence to describe your dinosaur.  <b>Ext: Can you describe your dinosaur using a simile?</b>	Tell your partner one word to describe your dinosaur.	<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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Fri	<u>L.O. To read and write the 'bl' digraph.</u>	Recap sounds and HFW. Introduce 'bl' Blend words with 'bl' Reading and writing words with 'bl' activities.	<u>L.O. To</u> <u>Success Criteria:</u>	<u>Main Teaching</u>	Word of the Week:		<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
<b>Notes/ feedback following lesson:</b>							