



**SILVER**

School name: \_\_\_\_\_ **ENGLISH PLANNING YEAR B**



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

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

Year: \_\_\_\_\_

Term: **Spring 1**

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><b><u>L.O. To respond to a text</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to respond appropriately to a prompt.</li> <li>2. I should know format my ideas.</li> <li>3. I could think of ambitious questions to ask to extend my knowledge.</li> </ol> | <p><i>(Try not to share the title or front cover of this book as you gradually unfold it with the class. Wait until the book is finished or nearly finished before revealing the cover and title (at least until after session 10). The illustration on the cover of the text depicts an event from late in the narrative – knowing the event early in the sequence of work will limit children’s imaginative predictions of what could possibly happen.)</i></p> <p>Display the endpapers featuring Frané Lessac’s illustrations of a variety of pumpkin plants. Ask pupils to work as a table to write down/discuss everything that they associate with pumpkins (Halloween, carving, lantern, witches, goblins, pumpkin pie, farming, Cinderella, coach, pumpkin seeds, scarecrow, etc.)</p> <p>If possible, display some pumpkins in the classroom or on the children’s tables. Children can add to their initial impressions by drawing and annotating their own illustrations of a pumpkin plant. Discuss with the children: what do we know about pumpkins/What might we like to know? What might be the significance of a pumpkin to this story? What other stories have they encountered that feature pumpkins? How might this influence and inform their predictions about what the story might be.</p> | <p>BARE: Chn to mind map everything they associate with pumpkins in their English books. Adult support and a word mat provided.</p> <p>ARE: Chn to mind map everything they associate with pumpkins in their English books.</p> <p>AARE: Chn to mind map everything they associate with pumpkins in their English books.</p> | Chn to discuss their ideas with a peer. | <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>EAL</b></p> |
| <b>Notes/ feedback following lesson:</b> |                                 |                           |  |   |  |   |  |

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|--|---------------------------------|-----------------------|--|---|--|---|--|
| Tues                                     | <u>See separate plans</u>       | (See Separate Plans)  | <p><u>L.O To respond to a text</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to respond appropriately to a prompt.</li> <li>2. I should know format my ideas.</li> <li>3. I could think of ambitious questions to ask to extend my knowledge.</li> </ol> | <p>Look at images based on real locations in which the story occurs (for example Mannarkkad, the Sahyadri mountains, the Kerala region, etc.) and of the Irula tribe for whom this is a traditional story passed down orally for generations. Try to include a diverse range of images, from urban setting to rural, demonstrating some economic and technological diversity as well. The timeless illustrations in the book reflect the fact that it is based on a myth.</p> <p>What can children see in the pictures? What associations do they make? Where do they think it is? Why do they think that? Collect children's ideas together. Focus on one of your selected images and invite children to expand on what they can see by describing it and responding personally to it, for example: what colours do you notice? Describe the people's clothes, the houses and landscape. Have you seen clothes/buildings/landscapes like this before? Encourage use of descriptive language and annotate the image with examples. Take a photo for the chns books.</p> <p>Use a map, globe or interactive resources (like Google Earth) to locate India in relation to your locality, then subsequently Kerala in Southern India where the hills in which the story is set can be found. Zoom in further by focussing on Mannarkkad and the surrounding area. What do the children notice?</p> | <p><b>Independent work:</b> What do the children already know about India? What would they like to know? After children have had an opportunity to discuss, as a table, ask them to fill in their what do we know about India sheets.</p> <p>BARE: Children to fill in their sheets using a word mat and adult support.</p> <p>ARE: Children to fill in their sheets</p> <p>AARE: Children to fill in their sheets</p> | Children to share their responses with the class and add anything they missed to their grids. | <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>EAL</b></p> |
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|-----|---------------------------------|-----------------------|---|---|---|--|--|
| Wed | <u>See separate plans</u>       | (See Separate Plans)  | <p><b><u>L.O. To use adjectives to describe</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to respond appropriately to a prompt.</li> <li>2. I should know format my ideas.</li> <li>3. I should be able to extend my response by using ambitious and descriptive language.</li> <li>4. I could think of ambitious questions to ask to extend my knowledge.</li> </ol> | <p>Refer children back to the first double page spread illustration (without sharing the text) that they looked at briefly in the previous session. What can children see? Ask them to work with a partner to list as many different things as they can see in the image. How do they feel when they look at the image?</p> <p>Share the names of the two humans in the image (Pattan and Kanni) with the children. <i>What words would they use to describe these two people based on this image? What do they notice? What are they wearing? What are they doing? What can we deduce or infer?</i></p> <p>Read aloud the first double page. Allow the pupils to discuss: <i>What have we learned? Now, what do we know about Pattan and Kanni? What is important to them and their lives?</i> Do the children have any questions about what you've read so far? You may want to share the location of the Sahyadri Mountains (also called the Western Ghats). Children may need help in understanding that this is a real place, but that the story is an ancient myth that has been passed down over thousands of years.</p> <p>On large paper, the IWB or your flip chart draw a simple outline of a person. Explain that we are going to write down what we think we know so far about Pattan using this</p> | <p>BARE: Children to create a role on the wall poster for either Pattan or Kanni using adjectives to describe.</p> <p>ARE: Children to create a role on the wall poster for either Pattan or Kanni using adjectives and short phrases to describe.</p> <p>AARE: Children to create a role on the wall poster for either Pattan or Kanni using adjectives and expanded noun phrases to describe.</p> | After reflecting on our main characters, discuss: how might these characteristics be important to the story we are about to read? What might happen? | <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>EAL</b></p> |

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|  |  |  | <p>outline (role on the wall). In the space outside of the outline, write down what children notice about the character – what he does, his appearance, what he says (He hasn't said anything yet, but we can return to this role on the wall later in the text to add other ideas). Within the outline, write down words and phrases to describe his characteristics, how he might be feeling and what he might be thinking.</p> <p>Give children the opportunity to verbalise, why they believe he might be thinking or feeling those things – explicitly making the link between the external and the internal – how does what a character does or say inform us about what he might be thinking or feeling and vice versa?</p> |  |  |  |
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| Thurs | <u>See separate plans</u>       | (See Separate Plans)  | <p><b><u>L.O: To use features of non-fiction</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know what a poster is and what its purpose is</li> <li>2. I must know what information needs to go on to my poster.</li> <li>3. I should be able to think of interesting language to draw the reader in.</li> </ol> | <p>Reread the story from the beginning to “<i>A pumpkin has started to grow</i>”, this time sharing the illustration from the double page that was discussed in the previous session. Ask the children to look at the animals surrounding the pumpkin plant. <i>How can we tell that the pumpkin is important? What might the animals all be thinking about as they look at it? Is Pattan worried about the plant? Might he be worried about any of the animals eating it while it’s still growing?</i></p> <p>Discuss children’s response to these questions, scribing their ideas around the image. Give out copies of the image for children to draw thought bubbles on showing what the different animals are thinking. Add a speech bubble for Pattan – <i>what is he saying?</i> If Pattan wants to protect the pumpkin, what could he do? Stand guard? Put a fence around it? Make signs explaining how to treat it?</p> <p>Collect in ideas from the children and then explain that Pattan needs them to make small signs and posters that will ensure that people protect the pumpkin plant and treat it correctly. This may lead to a wider conversation about what a pumpkin plant needs to grow successfully – various gardening websites and seed packets have information about this.</p> | <p>BARE: Chn to create a poster on how to look after their pumpkins properly. What will they need to grow etc. Using the template and cloze procedure.</p> <p>ARE: Chn to create a poster on how to look after their pumpkins properly. What will they need to grow etc.</p> <p>AARE: Chn to create a poster on how to look after their pumpkins properly. What will they need to grow etc.</p> | Chn to share their posters with each other. | <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>EAL</b></p> |

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| Fri                                      | <u>See separate plans</u>       | (See Separate Plans)  | <p><b><u>L.O. To understand a text</u></b></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> <li>1. I must know how to find information in a text.</li> <li>2. I should know what information fits with the question.</li> <li>3. I could think of any other information I could infer from the text.</li> </ol> | <p>Explain to the children that they are going to be focusing on their comprehension skills today. Discuss what this means with the class and how they can use their comprehension skills to help them find information in a text.</p> <p>Read the information text with the class. Model how you can focus in to find information. Talk about the headings with the children and how we can use them to help us.</p> <p>Read the first question on the page – model finding the answer to the question in the text.</p> <p>Explain to the chn that they are now going to read the questions and find the answers in the text</p> | <p>BARE: Chn to complete the comprehension activity with adult support.</p> <p>ARE: Chn to complete the comprehension activity.</p> <p>AARE: Chn to complete the comprehension activity.</p> | <p>Chn to share their answers with the class.</p> <p><i>What did you find tricky about finding the information?</i></p> <p><i>What did you find easy?</i></p> | <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>EAL</b></p> |
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