



SILVER

School name: _____ **ENGLISH PLANNING YEAR B**



Teacher: _____

Class: _____

Year: _____

Term: Summer 1

Week Commencing: Week 2

| 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 develop narrative</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know how to respond accurately 2. My response should be relevant to the stimulus 3. I must be able to verbally explain my choices and develop narrative using a prompt. | <p>Explain to the chn that Anna and the Crocodile saw their pamphlet in a shop whilst they were on their adventures and have a letter arrive by return mail from the characters thanking the children and explaining that they have made a map of the places in the world in which they think they will find the gold.</p> <p>Explore the illustration in which Anna and Crocodile have created their large map, and eliciting responses through the Book Talk prompts: o Where do you think Anna and Crocodile intend to go? What makes you think that? Does this remind you of anything you know in real life or stories? Do you have any questions? Does anything puzzle you? Record responses around a copy of the illustration on the working wall. Read aloud from the beginning until “We need a map with a cross where the gold is.” Where would you go in your search for gold? What might happen on your adventure? Create a map that will help Anna and Crocodile to find gold.</p> <p>Encourage the children to verbalise the narrative that they are inevitably negotiating and playing out as they create their map and develop their ideas. Get them to annotate the map to support recall for the next session. Clarify, recast and enrich their</p> | <p>BARE: Children to make a map that will guide Anna on her adventure.</p> <p>ARE: Children to make a map that will guide Anna on her adventure. Children to label and write short sentences for each section of the map.</p> <p>AARE: Children to make a map that will guide Anna on her adventure. Children to label and write short sentences for each section of the map.</p> | Chn to explain their maps to the class. | <p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p> |

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| | | | | language and vocabulary to support the children's oral explanations and the beginnings of oral storytelling. | | | |
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Notes/ feedback following lesson:

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| Tues | <u>See separate plans</u> | (See Separate Plans) | <p><u>L.O. To use tone of voice to tell a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what role play is 2. I must be able to retell a story verbally with a clear structure, beginning/middle/end. 3. I must speak clearly. 4. I must be able to work co-operatively in a group. | <p>Recap what the chn did in their session yesterday. What were we making? Why were we making maps? Who were they for? What are the characters trying to find? What has happened in the story so far? What do we think is going to happen next? Encourage discussion around the book to develop the children's comprehension skills.</p> <p>As a larger group, use Crocodile's map as a storymap to create an imagined narrative in which gold is found.</p> <p>Model using oral storytelling language that connects and sequences ideas or add detail and drama such as adverbial phrases or expanded noun phrases, again using metalanguage in context, whilst pole-bridge talking (thinking aloud) as appropriate.</p> <p>You might want to share writing your agreed story with the children.</p> <p>Groups can be supported to use their own (story)map to role-play then tell a story, retelling it to others. Encourage the audience to ask questions that help the storyteller clarify or add detail. Model as appropriate. Take pictures for their books.</p> | <p>Independent work:</p> <p>BARE: Chn to work in groups to practice verbally telling their story using their story maps they created yesterday.</p> <p>ARE: Chn to work in groups to practice verbally telling their story using their story maps they created yesterday.</p> <p>AARE: Chn to work in groups to practice verbally telling their story using their story maps they created yesterday.</p> | Children to retell their stories to the class. | <p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p> |
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| Wed | <u>See separate plans</u> | (See Separate Plans) | <p><u>L.O. To understand how to tell a story</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know how to structure a story, beginning, middle, end. 2. I must use adjectives and expanded noun phrases to describe. 3. I must write in the correct tense and the correct person. 4. I must use capital letters, finger spaces and full stops. | <p>Recap what you completed with the children in the last session. Remind the chn of their maps and their story structure that they used to re-tell their stories earlier. Explain to the children that they are going to be using this work to create their own book so that other people can enjoy their story.</p> <p>Model writing and example story into a example zig zag book and then have the children write it in a simple zig-zag book of their own. The children may benefit from drawing the illustrations before writing to help them sustain the narrative before then writing the text. This could have a positive impact on the ability to employ more precise language choices and appropriate grammatical structures as well as demonstrating the value of illustration in enhancing the reader experience. Display the published books in the reading area for the children to read and revisit and even borrow for home reading.</p> | <p>BARE: Chn to create their zig zag books to retell their story that they created verbally in their groups in the previous session using cloze procedure.</p> <p>ARE: Chn to create their zig zag books to retell their story that they created verbally in their groups in the previous session.</p> <p>AARE: Chn to create their zig zag books to retell their story that they created verbally in their groups in the previous session.</p> | Chn to create a display of their 'zig zag' books in the classroom. | <p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p> |
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| Thurs | <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"> 1. I must be able to verbally share my ideas with a peer. 2. I must speak clearly. 3. I must be able to work co-operatively in a group. | <p>Revisit the sea monster that Crocodile and Anna talk about. Are there any clues in the illustrations that the children have explored so far? What would this monster look like? What makes you think that? How might it be dangerous to ships? Show the children images/footage of unusual real life and fantasy sea creatures, eliciting and scribing their responses and descriptions. Images of unusual creatures can be found on National Geographic: http://ocean.nationalgeographic.com/ocean/photos/strange-looking-sea-creatures/#/unusual-looking01-clown-frogfish_23805_600x450.jpg</p> <p>As a group, have children collaborate to create a sea monster with junk modelling, art materials, embellishments, large boxes, etc. Encourage the children to think about their monster carefully as they create it together:</p> <ul style="list-style-type: none"> o What is it like? What can it do? o Where does it usually like to live? Why? With whom? o Where does it go? Why? o What would it like to do? Who would it like to meet? <p>You could scribe the children’s conversations or ideas about their monsters or ask them to annotate their model with description, perhaps using the Role on the Wall as a model.</p> | <p>BARE: Chn to work together in pairs to create a monster.</p> <p>ARE: Chn to work together in pairs to create a monster.</p> <p>AARE: Chn to work together in pairs to create a monster.</p> | <p>Have the children conduct a gallery walk, in which groups have opportunity to visit each other, asking questions and making comments about the sea creatures on display. Provide opportunity for children to act upon any comments made that they think would benefit their creature and the life they envisage for it.</p> | <p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p> |

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| Fri | <u>See separate plans</u> | (See Separate Plans) | <p><u>L.O To visualise from a text</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must be able to verbally share my ideas with a peer. 2. I must speak clearly. 3. I must be able to work co-operatively in a group. | <p>Recap with the children what they were doing yesterday – what were they making? What kind of character were they making? Why were they making that character? Explain to the chn they are going to go even further with their creations today!</p> <p>Ask groups to create a large-scale imaginary world for their sea monster, considering all its needs. This would work well in the outside area; even considering ways in which the materials used could protect the monsters from the elements and from danger, e.g. waterproof tarpaulin ‘sea caves’.</p> <p>Have the children help you gather appropriate materials and resources for their large-scale underwater worlds, extending language and understanding of the nature of the setting by discussing, describing, and comparing their properties.</p> <p>Encourage the children to play with and introduce each of their monsters to others within the worlds they have created; supporting their conversations and encouraging children to elicit detail with prompts, such as:</p> <ul style="list-style-type: none"> o What is it like? What can it do? o Where does it usually like to live? Why? With whom? o Where does it go? Why? o What would it like to do? o Who would it like to meet? | <p>BARE: Chn to create a large-scale world for their sea monsters.</p> <p>ARE: Chn to create a large-scale world for their sea monsters.</p> <p>AARE: Chn to create a large-scale world for their sea monsters.</p> | Chn to verbally explain the different areas of their sea world. | <p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p> |
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