



SILVER

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



Teacher: _____

Class: _____

Year: _____

Term: Summer 1

Week Commencing: Week 4

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 use drama to inform writing</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must speak clearly to act out and share my ideas. 2. I must use my finger spaces, capital letters and full stops in my writing. 3. I should know what a script is. 4. I must format my writing in a script layout. 	<p>Revisit the underwater cave illustration and the children’s initial responses. Discuss what they did last week.</p> <p>Ask pairs of children to re-enact and role-play a couple of their favourite underwater scenes in role as Anna and Crocodile. Ask the children why they find these scenes memorable?</p> <p>Have the children imagine conversations that take place between them and how they reacted to each dramatic event. Take photographs for the children’s books.</p> <p>Develop this further into a short piece of writing in the form of a short play script the children will write with their group, revising their initial thoughts to reflect genuine interaction between the characters at the moment illustrated.</p> <p>Provide opportunity for drafting, redrafting of writing throughout the rehearsal and performance before the final script is acted out for an audience. Again, shared write to support this process – modelling the script layout and explaining to the chn what a script is and where it is used/what is it used for.</p>	<p>BARE: Children to work in mixed pairs to role play a short scene and then turn their scene into a script.</p> <p>ARE: Children to work in mixed pairs to role play a short scene and then turn their scene into a script.</p> <p>AARE: Children to work in mixed pairs to role play a short scene and then turn their scene into a script.</p>	Chn to perform their scripts to the class.	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>

Notes/ feedback following lesson:

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Tues	<u>See separate plans</u>	(See Separate Plans)	<p>L.O. To explore sound scaping</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 should listen to the members in my group in order to share ideas. 4. I should be able to see how music can relate to text or an image. 	<p>Revisit the illustration of Anna and Crocodile diving through the underwater cave.</p> <p>Create a soundscape to represent the mood, characters and events as they unfold. Choose and use appropriate instruments, voice or body percussion. Explain to the children what a soundscape is and why it might be used – can they think of any times in their lives where they have heard a soundscape before? Share some examples of soundscape with the children so they have an idea of what they are working towards.</p> <p>Rehearse and perform to the wider group commenting on effective features of the soundscape in capturing mood, movement or character</p> <p><i>Children could record their soundscapes using digital media, playing it back later, and using it, along with their large scale underwater scenery, to enhance a dramatic performance of the scene.</i></p>	<p>Independent work:</p> <p>BARE: Chn to work in groups to create a soundscape for the illustration and perform it for the class.</p> <p>ARE: Chn to work in groups to create a soundscape for the illustration and perform it for the class.</p> <p>AARE: Chn to work in groups to create a soundscape for the illustration and perform it for the class.</p>	Chn to write a short sentence about how the other pieces of music/soundscapes made them feel.	<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 explore points of view</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know what a debate is. 2. I must speak clearly to share my thoughts and ideas. 3. I must be able to work co-operatively in a group. 4. I must be able to format my arguments clearly. 	<p>Read aloud the whole book until the pair do indeed find the sunken treasure and are deciding what to do with it...stopping at “What will we do with it?” asked Crocodile.’</p> <p>Ask the children what they would do with the treasure if they found it. Pose the dilemma for them to discuss and debate: Would you spend it or hide it? If you were to spend it, what would you spend it on? Would you spend it on yourself? At this point, or perhaps later in the session, might be an opportunity to consider the needs of others through discussions around ethical spending or charitable donations.</p> <p>Model starting off the debate with some well chosen sentence starters and arguments presented by you, additional adults and countered by confident children. You could make some of the suggestions that Crocodile and Anna debate such as hiding it by burying it, not spending it because people will know about it, etc. and elicit the children’s responses to this</p> <p>Have small groups collaborate to consider what they would do with treasure they found and what they might spend it on, recording their ideas with drawings and writing. Re-engage them in discussion and debate.</p>	<p>BARE: Chn to role play Chn to work in small groups to consider what they would do with the treasure.</p> <p>ARE: Chn to work in small groups to consider what they would do with the treasure.</p> <p>AARE: Chn to work in small groups to consider what they would do with the treasure.</p> <p>Conduct a Conscience Alley in which a child in role as Anna walks between two lines of children whilst each advises her what they think she should do with the treasure. Have ‘Anna’ walk towards an image of the pile of gold on the IWB before she tells the class of her decision, based on the most compelling arguments she shares.</p>	Children to write a sentence in their book about what they thought was the most convincing argument and why.	<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 retell a story</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. 4. I must know how to re-enact a story. 	<p>Re-read and read aloud from the beginning until the end of the book, allowing the children time to explore the illustrations and re-enact the story in a range of ways, through role-play, storytelling props or small world play.</p> <p>Make opportunities for the children to re-read and revisit the whole book so that they get to know it well.</p> <p>Model choosing a scene from the story and acting it out/re-telling it with a LSA or another child in the class – can the children guess which part of the story it is? Speak your thoughts out-loud and discuss the methods you used to re-tell that part of the story so the children have a clear idea of what is expected of them.</p> <p>Children can act out their favourite scenes and have the other children guess which scene it is.</p> <p>Create small world scenes, puppets and props through which the children can re-enact the story.</p> <p>Allow the children to choose with performative methods they would like to use to perform.</p>	<p>BARE: Children to work together in groups to re-enact/re-tell the story so far.</p> <p>ARE: Children to work together in groups to re-enact/re-tell the story so far.</p> <p>AARE: Children to work together in groups to re-enact/re-tell the story so far.</p>	<p>Children to perform their re-tellings/re-enactments to the whole class.</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 use adjectives to describe</u></p> <p><u>Success Criteria:</u></p> <ol style="list-style-type: none"> 1. I must know how to infer information from a text 2. I must use adjectives to accurately describe a character 3. I must describe both how the character looks and what the character might be thinking/feeling 4. I must use capital letters, finger spaces and full stops. 	<p>Show children a range of illustrations of Crocodile, asking the children to mimic his eyes, facial expression or body position and talking about how they think he is feeling in each.</p> <p>Model drawing Crocodile, asking the children to decide with you how they would like his eyes, eyebrows and mouth to be drawn, demonstrating how this changes his expression and what he might be thinking.</p> <p>Ask the children to draw Crocodile themselves, using chalk and large paper.</p> <p>Revisit Crocodile's Role on the Wall, encouraging the children to justify their ideas about him by talking about what he does in the story or what they have seen in the illustrations.</p> <p>This could lead to some rich cross-curricular work in which the children learn about real crocodiles, comparing their behaviour in the wild to that of the fictional character Crocodile in the story. We will start this next week.</p> <p>Ask the children what they already know about crocodiles and scribe their answers on the board. Then ask them to write down five things they would like to know in their books in preparation for next week.</p>	<p>BARE: Children to illustrate the crocodile in their books and complete a role on the wall poster to describe.</p> <p>ARE: Children to illustrate the crocodile in their books and complete a role on the wall poster to describe.</p> <p>AARE: Children to illustrate the crocodile in their books and complete a role on the wall poster to describe. Encourage to use expanded noun phrase.</p>	<p>Chn to write down 5 things they would like to learn about crocodiles in preparation for their non-fiction work next week.</p>	<p>Exceeding are:</p> <p>At are:</p> <p>Below are:</p> <p>SEND</p> <p>EAL</p>
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