



SILVER

School name: \_\_\_\_\_ ENGLISH PLANNING YEAR A



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

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

Year: EYFS

Term: Autumn 1

Week Commencing: Week 4

**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.

Make comments about what they have heard and ask questions to clarify their understanding

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

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary

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 the 'm' phoneme</u>	Follow notebook slides (Phase 2, week 4) - Jolly phonics song -Geraldine Giraffe - Sorting words	<u>L.O. To role play</u>  <u>Success Criteria:</u> 1. I must look and listen to others. 2. I should be able to work with a peer, taking turns. 3. I could use the equipment to role-play.	<b>Arrange any opportunities over the next two weeks for parents who have a job involving a profession covered to come in and talk to the children about their career.</b>  Explain that over the next two weeks we will be looking at people who help us and what their responsibilities are. Go through PowerPoint: Who can help me? Answer each slide, pausing for any questions or discussion points about each profession which comes up.  Read 'People who help us: Doctor' What is a doctor? What does a doctor do? Who has been to see a doctor? Did they make you feel better?	Children in partners - role play doctors - use the doctors equipment. Take a picture for English books.	<i>Sing: Miss Polly had a dolly...</i>	<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>							

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Tues	<u>L.O. To read and write the 'm' phoneme</u>	Follow notebook slides (Phase 2, week 4) - Jolly phonics song - I spy with 'm' - Writing 'm'	<b><u>L.O. To role play</u></b>  <u>Success Criteria:</u> 1. I must look and listen to others. 2. I should be able to work with a peer, taking turns. 3. I could use the equipment to role-play.	What person who helps us were we learning about yesterday? What responsibilities do they have?  Go through Doctors and Nurses PowerPoint. Have a toy doctors' bag to show the equipment displayed in the PowerPoint. You could allow children to demonstrate each tool after explaining its purpose. Discuss each slide, pausing for any questions of discussion points the children have.	Children in partners - role play doctors - use the doctors equipment.	<i>Sing: Miss Polly had a dolly...</i>	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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Wed	<u>L.O. To read the 'd' phone me</u>	Follow notebook slides (Phase 2, week 4)  - Jolly phonics song -Geraldine Giraffe - Sorting words	<b><u>L.O. To understand about fire safety.</u></b> <u>Success Criteria:</u> 1. I must look and listen to others. 2. I should be able to role-play. 3. I could use colour to identify hot and cold.	<i>Watch and listen: Fire Truck Song</i> <a href="https://www.youtube.com/watch?v=28yn3BEraM">https://www.youtube.com/watch?v=28yn3BEraM</a>  Read 'People who help us: Fire Fighter' What is a fire fighter? What does a fire fighter do?  Explain to children, when there is an emergency, whether that is for a fire, medical emergency or you need the police, you must call a special number – 999. Role play with the children making a 999 call. You may include props like phones and fire fighter costumes.	Give children a picture of kitchen or lounge. In small groups, work with the children to colour in red for hot items/areas and blue for cold items/areas.	<i>Sing: Hurry hurry!</i> <a href="https://www.youtube.com/watch?v=aD3LZe7loOo">https://www.youtube.com/watch?v=aD3LZe7loOo</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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Thurs	<u>L.O. To read and write the 'd' phoneme</u>	Follow notebook slides (Phase 2, week 4)  - Jolly phonics song - I spy with 'd' - Writing 'd'	<u>L.O. To understand about fire safety.</u> <u>Success Criteria:</u> 1. I must look and listen to others. 2. I should discuss how to stay safe. 3. I could use colour to identify hot and cold.	What person who helps us were we learning about yesterday? What responsibilities do they have?  What is fire safety? How can we keep safe?  Go through Fire Safety PowerPoint. Discuss each slide, pausing for any questions of discussion points the children have.  Explain to children about what the class would do if there was a fire	Give children a picture of kitchen or lounge. In small groups, work with the children to colour in red for hot items/areas and blue for cold items/areas.	<i>Sing: Hurry hurry!</i> <a href="https://www.youtube.com/watch?v=aD3LZe7loOo">https://www.youtube.com/watch?v=aD3LZe7loOo</a>	<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>

				in the school. Go through the fire drill procedure, explaining the fire safety rules carefully.			
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Fri	L.O.		L.O. To understand how to write a poem.  Success Criteria:	Main teaching:	Independent work:		<b>Exceeding ARE:</b>  <b>At ARE:</b>  <b>Below ARE:</b>  <b>SEND</b>  <b>PPG</b>  <b>EAL</b>
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