**School name: ENGLISH PLANNING YEAR B**

**SILVER**

**Teacher: Class: Year: Term: Spring 1 Week Commencing: Week 5**

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| **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** | See separate plans | See separate plans | **L.O. To know how to write a diary entry.**  Success Criteria:   1. I must write in first person. 2. I should remember sentence punctuation. 3. I must write in character. 4. I could think of adventurous adjectives and expanded noun phrases to use in my diary. | Read aloud up to the penultimate page of the book (“…as he planted the single pumpkin seed he had saved.”). Allow the pupils to share their response to this resolution to Pattan’s journey, including any personal connections they have with the idea of ‘coming home’, particularly after a long or difficult journey; what do they do when they get home? How do they celebrate their homecoming?  Revisit the sentence: “I’m forever grateful to the pumpkin.” How does Pattan show his gratitude? Do the children feel that this is an appropriate show of gratitude? Why? Why not? How does it compare with more traditional methods?  How might the wider group of passengers from the pumpkin feel about coming to the end of their journey and returning to their valley home?   Refer children back to the diary entry they created during the previous session in role as Kanni. What was the tone of that entry? How did she feel? How might those feelings have changed? What will her refection be on the journey in the pumpkin now that it is over? How do children feel about difficult or challenging experiences once they have been overcome?  Model a follow up diary entry as Kanni.  Ask the children to create a follow up to Kanni’s diary from the previous session. Discuss that transition in tone (from worry, despair and hope to joy, thanksgiving, celebration, relief) and how that may be achieved (short sentences, exclamations, positive imagery, looking forward, reflecting on the past). | BARE: Children to write a short diary entry as if they were Kanni, expressing her thoughts about the journey so far and her hopes for the future. Cloze procedure.  ARE: Children to write a short diary entry as if they were Kanni, expressing her thoughts about the journey so far and her hopes for the future.  AARE: Children to write a short diary entry as if they were Kanni, expressing her thoughts about the journey so far and her hopes for the future. Children to use expanded noun phrases and explain their reasoning using ‘because.’ | Ask pupils if there is anything that they would like to add to the ‘role on the wall’ posters for Pattan or Kanni now that their journey is over. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Tues** | See separate plans | **(See Separate Plans)** | **L.O. To explore features of Myths.**  Success Criteria:   1. I must know what a message or lesson from a story is. 2. I must know what a myth is. 3. I must be able to share my ideas clearly. 4. I should be able to think of other myths I have read. | Read aloud the whole book from beginning to end. Share and discuss thoughts around the book. What did they like about it? What didn’t they like? Do they have any questions about anything that happened? Was there anything that puzzled them? Did it remind them of any other stories that they’ve heard or read or seen?  Have the children heard, read or seen any stories that this reminded them of? Talk about what type of story this is. What are the features of a myth? Could any of the stories that children mentioned be characterised as myths? Myths are traditional stories that usually take place in an unspecified but distant past. They feature invented characters, not usually based on actual historical figures, and often have some fantastical elements. They might be used to explain certain natural phenomena or explain how people came to live in a particular place or behave in a particular way. It is quite common for old myths to have once been accepted as actual events.  As a myth, this story would have been handed down orally from generation to generation of the Irular tribe. What lessons or important ideas might people take away from this story? [The importance of nature; their connection to the natural world; why they needed to look after the forest, the plants and the animals; the need to share resources with others; etc.]  Provide each pupil with the opportunity to note what they think the key message is. These could be written up on green paper cut into the shape of pumpkin leaves, which might ultimately culminate in a display of work and thoughts related to the text with a large 3D pumpkin in the centre. | **Independent work:**  *BARE: Children to write down and decorate what they think the key message is.*  *ARE: Children to write down and decorate what they think the key message is.*  *AARE: Children to write down and decorate what they think the key message is.* | Group discussion about the key message from the story. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Wed** | See separate plans | (See Separate Plans) | **L.O. To understand how to create a story map.**  Success Criteria:   1. I must know what a story map is. 2. I must have an understanding of the story we have read so far. 3. I must put the story map in chronological order. 4. I could think of more ambitious words to describe emotions. | Explain to the children that this is the first time this ancient story has been printed in a book for children. Despite this, it has lasted for thousands of years by being passed down orally by generation upon generation of the Irular tribe. Could we also pass the story on by telling it aloud to another audience? Discuss with the children an appropriate audience to tell this story to. It could be a younger or an older class – or you may want children to be able to go home and tell the story to their families.  Ask the children to listen to you retell the story – not read it aloud. Explain that in order to retell it, you had to try and remember the main moments in the story – perhaps you made some notes or drew some pictures to help you do this.  Explain that you want the children to work in pairs to produce a map of the main events in the story; a map that would help them in retelling it. Remind the children that the main events are the main things which happen in a story and they must be told in the right order for the story to make sense. Start with a brief discussion of how and where the story starts (“Once upon a time… on the banks of a mighty river that galloped down the Sahyadri mountains.”). Following this brief description, concentrate on sequencing the main events. Encourage the children to retell the story in stages, providing them with suitable adverbials to order their retelling (for example: *One day…; The next day…; In the morning…; At last…; Down in the valley…; And then, one day…; Back in the valley…; Even today*…). Make explicit the way in which the adverbial phrases demonstrate the passing of time as well as the changing location. | BARE: Mixed ability pairs to create the story map.  ARE: Mixed ability pairs to create the story map.  AARE: Mixed ability pairs to create the story map. | Chn to share their story map so far with another pair. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To understand how to create a story map.**  Success Criteria:   1. I must know what a story map is. 2. I must have an understanding of the story we have read so far. 3. I must put the story map in chronological order. 4. I could think of more ambitious words to describe emotions. | Recap with the chn what you did yesterday.  Send the chn off to continue with their story maps and ask them to annotate it with any words/phrases or sentences that help them remember the story, ask them to practise retelling it to each other.  Suggest that one of them is A and the other is B. A can start telling the story to B and on a given signal B can take over and continue the telling. They can keep swapping back and forth until the story is finished. If the storyteller gets stuck and can’t remember what happens next, they can use the story map to help them or the person listening can help too.  Ask the children if there is anybody that wants to bring their story map to the front of the class and practise telling everyone the story. Model being a good listener to the story, and, if you feel that the child is confident with the structure of the story, you could encourage them to add detail by pausing the story to ask questions about why Pattan or Kanni does something or how they might have been feeling at that point in the tale.  Once children have had ample opportunities to tell the story to each other, they could take their story maps home or to other classes to share the story. You may also choose to have children write and illustrate their own versions of the story (perhaps telling the story from Pattan’s or Kanni’s point of view – or as one of the animals). | *BARE: Chn to finish their maps and then perform their retelling to the class. Mixed pairs.*  *ARE: Chn to finish their maps and then perform their retelling to the class. Mixed pairs.*  *AARE: Chn to finish their maps and then perform their retelling to the class. Mixed pairs.* | *Children to retell the story to the class in pairs.* | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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| **Fri** | See separate plans | (See Separate Plans) | **L.O. To know how to retell a story.**  Success Criteria:   1. I must use finger spaces, capital letters and full stops. 2. I should know how to structure my retelling so that is flows chronologically. 3. I could think of more ambitious words to describe the setting/characters. | Re-read the story from beginning to end an recap yesterdays session – what were we doing? What story were we doing? What happens at the beginning/middle/end of the story. Who were the characters? Where is the setting?  Explain to the chn that they are going to use their story maps to write a retelling of the story. Model using each section of their map to focus on the detail of that part of the story. What happens here? How can we write it? What sounds do I need to use?  Model going through the first two boxes with a shared write – referring to the story map all the time and thinking about what you are writing out loud.  Send the chn off to finish their retellings on their own. | BARE: C Chn to complete their retellings in their books using cloze procedure and adult support.  ARE: Chn to complete their retellings in their books.  AARE: Chn to complete their retellings in their books. Encourage the children to use expanded noun phrases and descriptive language. | Chn to share their retellings of the story to EYFS. | **Exceeding are:**  **At are:**  **Below are:**  **SEND**  **EAL** |
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