**School name: ENGLISH PLANNING YEAR A**

**SILVER**

**Teacher: Class: Year: Term: Spring 2 Week Commencing: Week 3**

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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 use drama to explore a key moment in the text.**  Success criteria:   1. I must portray how the character is feeling using facial expressions. 2. I should speak clearly and in character. 3. I could use ambitious adjectives to describe how the character is feeling. | Read aloud from the start of the book and then on to the next double page (up to “...but no one was brave enough to talk to him.”) Spend some time exploring the different responses given by the animals. What are they all thinking and feeling? Why might that be? Draw their attention to the quote: “No one, they thought, should have to live in fear.” Is ‘Leaf’ making them live in fear? Why/why not?  Discuss: Are the animals correct? Do we all have the right not to be afraid? What do all humans have a right to? Discuss the idea of fairness.  Consider Badger’s response – “Needs to go!” Why might badger feel this way? Are they considering Leaf’s rights and needs? Are they being fair and treating him humanely? Do they realise this? Why not? Can fear sometimes cloud our other judgements?  Ask children to work in groups to prepare a freeze-frame of the moment in which the animals are having this discussion. How might their body language reflect their attitudes towards ‘Leaf’? Give the children a short time to decide their position and pose before allowing them to share their frozen image with the class. It might be helpful to keep the illustration displayed so that children can refer to it when preparing their freeze. Then, ask them to consider what their character is thinking at that moment. | **Independent work:**  *BARE: Children to work in a group to create a freeze frame and thought track their ideas.*  *ARE: Children to work in a group to create a freeze frame and thought track their ideas.*  *AARE: Children to work in a group to create a freeze frame and thought track their ideas.*  *Ask children to return to their freeze-frame groups, but this time prompt one child in each group change to being in role as ‘Leaf’.* | *Repeat the freeze-frame and thought tracking, this time to incorporate Leaf’s responses.*  *What should the animals do? Allow the class time to discuss some of the potential guidance they might give and how the animals might respond to those suggestions.* | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
| **Notes/ feedback following lesson:** | | | | | | | |

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| **Tues** | See separate plans | (See Separate Plans) | **L.O. To know how to write a letter.**  Success Criteria:   1. I must use ‘To…’ and ‘From…’ 2. I should know what I want to say to the Animal Council. 3. I should know how to write in first person and use the correct tense. 4. I could use Alan Peat sentences and the correct sentence punctuation. | Remind the children what they have been doing in the previous sessions and briefly discuss their freeze frames and thought tracking – referring to any notes you made on the boars during the session.  Return to the discussion about what the animals should do after the freeze frame activities. Allow the class time to discuss some of the potential guidance they might give and how the animals might respond to those suggestions. Model how to format a letter using the correct layout, tense and person – remind them of the letters they wrote when we were looking at The Jolly Postman.  Children will write a short letter to the council of animals giving them some advice about what they might do in this situation. Pupils might draw on personal experience from school to validate their arguments – what would they do if a new pupil joined? Would they be excluded from activities and talk around the school? Could they encourage the animals to try and see things from Leaf’s point of view. | **Independent work:**  BARE: Children to write a letter using cloze procedure and a template. Adult support if needed.  ARE: Children to write a letter using the template provided. Chn must use another joining word aside from ‘and’  AARE: Children to work independently to write a letter, encouraged to use expanded noun phrases, adjectives and ambitious sentence joiners. | Children to re-read and edit their letters, checking for spelling and grammar mistakes and correcting them. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Wed** | See separate plans | (See Separate Plans) | **L.O. To visualise from a text.**  Success Criteria:   1. I must understand what I have read. 2. I should know how to imagine an image from a piece of text. 3. I could use the text to make my drawing realistic. | Read aloud page 9-10 without sharing the illustration (From “One day, fox called out to the other animals...” to “They had never seen anything like it!”). *Ask the children to close their eyes and try to see what is described in their mind’s eye. When you have finished rereading provide the children with paper and art materials to draw what they saw.*  *Use materials that children will be comfortable with, such as cartridge paper and watercolours, pastels, coloured pencils or crayons. When they have finished drawing, ask them to write a sentence underneath to describe their drawing.*  Conduct a gallery walk, allowing children to walk around the class, looking at the drawings/paintings created by the other pupils and reading their sentences. When they return to their tables, give them time in their groups to discuss what they saw, what were the similarities and differences they noticed between the different creations. Was there anything that stood out and why?  Return to the text that you read out earlier. Was there anything in particular in the writing that influenced the art work? Draw their attention to the line: “They had NEVER seen anything like it!”  If you were one of the witnesses to this event, how might you describe what you had seen to another animal? Ask children to look at their drawing and annotate it with words and phrases to help them describe what they saw in their mind’s eye to somebody else. You may wish to explore the purpose and benefit of figurative language, particularly similes, to communicate unusual sights to an audience as it allows them to compare one thing with which they are unfamiliar with a more familiar image. How would you describe it? What could you compare it with to help somebody else visualise the same thing? | **Independent work:**  *BARE: Children to draw a picture of what they saw/visualised and write short sentences underneath.*  *ARE: Children to draw a picture of what they saw/visualised and write a few sentences underneath using joining words.*  *AARE: Children to draw a picture of what they saw/visualised and write a sentence underneath – children encouraged to write this into a paragraph.* | Children can go on to add to their descriptive writing to accompany their art work. Less confident writers would benefit from the teacher modelling the process first and explicitly demonstrating how authorial choices are made, including regular rereading to check for sense, flow and clarity for the reader. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Thurs** | See separate plans | (See Separate Plans) | **L.O. To use drama to explore a key moment in the text.**  Success criteria:   1. I must portray how the character is feeling using facial expressions. 2. I should speak clearly and in character. 3. I could use ambitious adjectives to describe how the character is feeling. | Reread from the beginning until the end of the next page (“...the beast stomped back to hide once again in the dark cave.”) Before the page turn, you might ask children to reflect once again on their predictions about what they think Leaf is trying to do and what he is using the leaves for. Explore how the choices in both language and illustration support a shift between Leaf’s vulnerability and otherness and the beauty and power of the polar bear and then back again. Earlier he was ‘stomping around the forest’, now he ‘burst through’, ‘ran very fast’ while covered in ‘beautiful’ leaves. He ‘leaped’ and ‘flew’ before it switches back to ‘tumbling’ and ‘stomped’ as Leaf loses the grace with which he briefly took flight.  Prepare for a performance. *Start by choosing a short section of the book to model. Display the script and discuss: Which words or phrases shall we speak together? Are there some sections where one or two voices might be more effective? Which words need to be whispered, shouted, sung, echoed, repeated, etc.? Are there places we might add some movement, music or sound effects? Scripts attached to end of planning.* | **Independent work:**  *Chn to work in mixed ability groups to rehearse a performance of the parts/scripts that they have been given.*  *BARE: Group work.*  *ARE: Group work.*  *AARE: Group work.* | After giving the children time to rehearse, draw the class together to perform the script. This will be an opportunity to re-read and by doing so think carefully not only about the story but also the language the writer uses to prepare the children for their own writing.  Children to share their performances with the class and peers to offer feedback. | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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| **Fri** | See separate plans | (See Separate Plans) | **L.O. To know how to describe a character.**  Success Criteria:   1. I must be able to think of interesting adjectives. 2. I should use capital letters, finger spaces and full stops. 3. I could describe using expanded noun phrases. | Share the illustration from page 12 where Leaf has returned to his cave. *How does the illustration make them feel? How is the bear feeling back in the cave? How do you know?* Children might relate Leaf’s response to personal experiences: *how have they felt when they tried something they were excited about and it failed? Was there someone there to comfort or encourage them?* Compare their positions with that of the other animals that Leaf has encountered during the book so far. *How do they feel about Leaf? Are they judging him, protecting him, guarding, supporting, comforting? Can they see his vulnerability? And, if so, why can they see it but not the other animals?*  Work with the children to complete a ‘role on the wall’ poster for the character of Leaf. On large paper, the IWB or your flip chart draw a simple outline of the bear. Explain that we are going to write down what we think we know so far about Leaf using this outline. In the space outside of the outline, write down what Leaf does and his appearance (how others view him). Within the outline, write down words and phrases to describe his characteristics, how he might be thinking or feeling. | **Independent work:**  **Chn to use the class roll on the wall as a starting point to create their own.**  BARE: Children to create a roll on the wall poster in their books, using word banks and adult support.  ARE: Children to create a roll on the wall poster in their books.  AARE: Children to create a roll on the wall poster in their books. | Suggest that children write a short message of support for Leaf (perhaps they could write their message on a cut out leaf and then combine them to create a collage display inspired by the front cover of the book). | **Exceeding ARE:**  **At ARE:**  **Below ARE:**  **SEND**  **PPG**  **EAL** |
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Scripts for Readers Theatre:

***Part 1*** *Crow saw it first. The strange white creature, carried upon the dark waves towards the shore.  
It was unlike anything the animals of the wild wood had seen before. It made its home in the old, overgrown cave on the hill. No one had lived there for as long as they could remember, and no one dared approach now.*

***Part 2*** *Stomping around the forest, the creature collected leaves every day. Big leaves and small leaves, round leaves and colourful ones. As he looked around the forest with a searching eye, the animals would flee in fear.*

***Part 3*** *They named him LEAF, not only after the creature’s odd habit, but because they wanted him to leave. No one, they thought, should have to live in fear. Every day they discussed the stranger but no one was brave enough to talk to him.*

***Part 4*** *One day, fox called out to the other animals as Leaf burst through the forest. He ran very fast and was covered in hundreds of beautiful leaves. They had NEVER seen anything like it!*

***Part 5*** *With a giant ROOOAR! Leaf leaped off the edge of the hill and flew... for a moment at least, before tumbling down into the lake. Soaking wet, the beast stomped back to hide once again in the dark cave.*