

Medium Term English Planning

Class Book - Aliens in underpants save the world- Claire Freedman/Winnie's Midnight Dragon- Valerie Thomas/Information books- Spiders/Bug Quiz/My First Book of Garden Bugs

Term: Summer 1

Year Group: 1

<u>Week Beginning</u>	<u>Chapter/Page Reference</u>	<u>Reading Intention/Objectives</u>	<u>Spelling, Punctuation & Grammar</u>	<u>Outcome(s) Reading/Writing/Speaking & Listening</u> PASS - Purpose /Audience / Style / Structure	<u>Prior Learning:</u> Can you remember when we did.
19.04.2021 Week 1	<p>Look at a variety of books that have fantasy world settings.</p> <p>Read Aliens in Underpants save the world discussing the setting, defining new vocabulary and what objects you would expect in that setting.</p> <p>Read Winnie the witch story- what objects would we find in this fantasy story?</p>	<p>Develop motivation in reading, motivation to read, vocabulary and understanding.</p> <p>Listen to and discuss a wide range of stories at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<ul style="list-style-type: none"> To segment and blend sounds to spell words Letter formation To segment and blend sounds to spell words combining words to create sentences Punctuate sentences correctly using capital letter, full stops, 	<ul style="list-style-type: none"> Write different fantasy world settings on post-it notes to add to class list Defining new vocabulary and discussing the setting of the story Writing a list of objects found in the settings that are different from the world around us. Write a word bank of objects a witch would need. Write sentences justifying why a witch would need certain objects 	<p>Writing lists</p> <p>Used the conjunction and to join ideas together</p>
26.04.2021 Week 2	<p>Use the text to explore what Winnie and Wilbur did. Look for words in the past ending in 'ed'</p> <p>Watch a version of the story on the IWB and think about the problems Winnie faced and how they were resolved.</p>	<p>Listen to and discuss a wide range of stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<ul style="list-style-type: none"> Combining words to create sentences Punctuate sentences correctly using capital letter, full stops and finger spaces Using phonics to spell words Writing common exception words correctly Using the conjunction 'and' Using the suffixes 'ed' 	<ul style="list-style-type: none"> Look at action words in the past ending in 'ed' Add ed endings to action words from the story of Winnie's Midnight Dragon Write sentences containing ed words in response to what Winnie and Wilbur did Write the problems Winnie faced in the story. Role-play other problems that could happen TAKE PHOTOS 	<p>Looked at adding the suffix ing to words from Goldilocks and Just One Bear</p>

<p>04.05.2021 Week 3</p> <p>4-day week</p>	<p>Using the photos from the role play look at more problems that could have been caused.</p> <p>Look at other things that could have come through the cat flap- what problems and resolutions could be found.</p> <p>Decide on a different animal to come through the cat flap- another cat, dog, frog, alien</p> <p>Decide on what it does in the house- jumps around, dog chases Wilbur, cats chase each other</p>	<p>Use spoken language to develop through speculating, hypothesising, imagining and exploring ideas.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p>	<ul style="list-style-type: none"> • To segment and blend sounds to spell words • Saying the sentence orally and counting the words • Combining words to create sentences • Punctuate sentences correctly using capital letter, full stops and finger spaces • Letter formation • Using the conjunction 'and' • Using the suffixes 'ed' 	<ul style="list-style-type: none"> • Write sentences about other problems that could have been caused by the baby dragon. • write a list of other animals that could come through the cat flap (fantasy story) • Write other ideas of problems • Choose a new animal and write about what it could do and how the problem could be resolved. 	<p>Re-telling the story of Goldilocks and just one bear.</p>
<p>10.05.2021</p> <p>Week 4</p>	<p>Introduce the front cover of the NF book- Bugs/Spiders- what would you like to find out about? Think about questions we could ask.</p> <p>Use a variety of F and NF books to see the differences between fact and fiction.</p> <p>Find out information about spiders- using contents, index and glossary.</p>	<p>Develop motivation in reading, motivation to read, vocabulary and understanding.</p> <p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing word meanings, linking new meanings to those already known.</p>	<ul style="list-style-type: none"> • To segment and blend sounds to spell words • Saying the sentence orally and counting the words • Combining words to create sentences • Punctuate sentences correctly using capital letter, question marks and finger spaces • Letter formation 	<ul style="list-style-type: none"> • Write questions of what we would like to find out about spiders • Find out answers to the questions using NF book • Look at Fiction and non-fiction books and sort. • Record information as a list/spidergram 	<p>Wrote questions to Little Bear</p>
<p>17.05.2021</p> <p>Progress week</p> <p>Week 5</p>	<p>Look at evidence in the text (books, internet and power point) to find more information out about spiders and then use this information to model writing sentences.</p> <p>Look at using plurals- bugs, insects, catches</p> <p>Look at the features of a</p>	<p>Discussing word meanings, linking new meanings to those already known.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Explain clearly their understanding of what is read to</p>	<ul style="list-style-type: none"> • Combining words to create sentences • Common exception words • Using the conjunction 'and' • Adding 's' or 'es' to plurals • Punctuate sentences correctly using capital letter, full stops and finger spaces • Letter formation 	<ul style="list-style-type: none"> • Look at information- books, power point and read information about spiders. • Record things found out and interesting facts about spiders • Write sentences about spiders- what they eat, where they live etc • Writing words and sentences using the plurals 's' and 'es' 	

	NF text- using Bugs book to support.	them. Draw on what they already know or on background information and vocabulary provided by the teacher.	<ul style="list-style-type: none"> To segment and blend sounds to spell words 			
24.05.2021 Week 6	Use what we know about spiders to model writing a page for our own information book. Look at headings we can put our writing under. Model using a prepared layout- what spiders eat, where they live etc	Draw on what they already know or on background information and vocabulary provided by the teacher.	<ul style="list-style-type: none"> Combining words to create sentences Common exception words Using the conjunction 'and' Punctuate sentences correctly using capital letter, full stops and finger spaces Letter formation To segment and blend sounds to spell words 	<ul style="list-style-type: none"> Write a spider diagram to put ideas of what we know under headings Write a fact file about spiders- what they eat, look like, live and any interesting facts. 		
Christian values:	Trust	Thankfulness	Respect	Forgiveness	Hope	Courage
British values:	Democracy	Individual Liberty	Rule of Law	Respect	Tolerance	