


| Learning Wall content available from day one for the block e.g. WAGOLL, visual representations, etc. |   | English 'what makes a sentence' display prompter, 'Fred' character profile, Days of the week prompter   |   |  |  |   |   |  |
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| Year group/class: 1  | M / O starter   | LO and SC (First LO to be revisited content and include LO for below ARE pupils)  | Main teaching activities  | Independent / Group Activities (Remember if correct, no more than 3 questions at same level)   |  |   |   | Plenary  |
|  |   |   |   | 1  | 2  | 3   | 4   |  |
| Monday   | <p>Some words end with an /e/ sound spelled 'y'.</p> <p>Look at spellings and highlight the /y/ sound.<br/>happy<br/>funny<br/>party<br/>family</p> | <p>New concept Y /N<br/>LO: discuss ideas for writing. SC: 1) say out loud what is to be written 2) discuss what is written with other pupils 3) discuss what is written with the teacher.</p>            | <p>Begin by re-reading Imaginary Fred. At the end ask the children what a character is. What kind of character is Fred? Is he kind/unkind? Happy/unhappy? Ask children to discuss in talk partners and feedback ideas. Explain to the children that today with their partner they are going to create a character profile for Fred. They are going to discuss what Fred looks like and what his personality is like. Show character profile on IWB (at the end of the lesson this to be printed for WAGOLL on English working wall). Explain to the children that what Fred looks like goes around the outside of the character and his personality e.g. kind, selfless goes on the inside (because that's what he's like on the inside!)</p> <p><a href="https://www.youtube.com/watch?v=JwCsdHsQoUJ">https://www.youtube.com/watch?v=JwCsdHsQoUJ</a> (Imaginary Fred)</p>   | <p>Children work with an adult to label Fred using word bank to support.</p> <p>Children must discuss their ideas with an adult first for assessment purposes.</p> | <p>Children work with a partner to label Fred using word bank.</p>   | <p>As support with the extension of adding a sentence to describe what Fred looks like using 'and' to join words.</p>   | <p>As core with the extension of adding what Fred's personality is like using 'and' or 'because' to join phrases.</p>               | <p>E: Did you like this story? What did you like about it? Who is your favourite character and why?</p> <p>Discuss in talk partners and share ideas.</p> <p>Resources:<br/>Word bank<br/>LO Stickers<br/>iPad<br/>Character profile template</p> |
| Tuesday  | <p>Identify the subject and verb in sentences on IWB.</p>   | <p>New concept Y /N<br/>LO: spell words using known graphemes. SC: 1) write simple words identifying the individual phonemes 2) write a caption or short phrase 3) spell words that include digraphs.</p> | <p>Begin by watching the following clip from the literacy shed:<br/><a href="https://www.literacyshed.com/lilyandthesnowman.html">https://www.literacyshed.com/lilyandthesnowman.html</a><br/>↓<br/>Pause the clip when the little girl grows up and leaves the snowman in the freezer and ask the children the following questions: I: How was the snowman feeling? Why was he feeling that way? Why did the little girl stop visiting the snowman? P: What do you think will happen next? Why do you think that?<br/>Continue watching the clip to end. Display different stills from the clip on IWB and explain to the children that today we are going to be thinking about the setting in the story (the setting is where the story takes place). Ask the children to think of words to describe the setting e.g. cold, snowy, freezing, icy, dark. Scribe ideas on IWB. The children are going to record their ideas to describe the setting of the story in their literacy books.</p> | <p>Children are to write simple words to describe the setting.</p> <p>Adult supported</p>  | <p>Children are to write captions independently identifying the individual phonemes.</p> <p>Phoneme cards available for support.</p> | <p>Children are to write phrases including digraphs, making plausible attempts e.g. cold, icy etc.</p> <p>Encourage children to join words phrases using and.</p> | <p>Children are to write sentences to describe the setting spelling words independently including some digraphs e.g. 'freezing'</p> | <p>Watch the clip again. Ask the children E: Would you like to live in this setting? Why/why not? Discuss in talk partners and share ideas.</p> <p>Resources:<br/>LO stickers<br/>Setting stickers</p>   |

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| Wednesday | <p>Read/cover/write check with spellings for this week:</p> <p>Said, vet, happy, funny, party, family.</p> | <p>New concept Y /N<br/>LO: sequence sentences to form short narratives. SC: 1) write captions 2) use capital letters and full stops.<br/>3) join sentences using 'and' but 'because'</p> <p>Independent writing piece</p> | <p>Begin by looking at image below on IWB. Explain that is a setting from a 'fantasy' story. Ask the children what they think fantasy means? Discuss and share ideas. Today the children are going to write description for this setting. Begin by brainstorming ideas and recording them on IWB to form a word bank (to be displayed throughout the lesson). Look at WAGOLL and ask the children to highlight what is good about it? Highlight these on IWB e.g. use of capital letters, finger spaces, correctly formed letters, using 'and, but or because'.</p> <p>Keep HA children on the carpet to go through and modelling using 'but' in writing.</p>  | <p>Children are to use word bank to create phrases to describe the setting.</p> <p>Handwriting prompts to support.</p> | <p>Children are to write sentences using capital letters, finger spaces and full stops with some accuracy.</p>              | <p>Children are to write sentences using capital letters, finger spaces and full stops with accuracy.</p>   | <p>As core with the extension of including 'and, but, because'</p>  | <p>Children read their narratives to their talk partner and share some as a class.</p> <p>Resources:<br/>LO stickers<br/>Setting stickers<br/>Word bank</p> |
| Thursday  | <p>Write a sentence with a subject and a verb-underline the subject and the verb on WOWO.</p>              | <p>New concept Y /N<br/>LO: write the days of the week. SC: 1) use a capital letter at the beginning of each day 2) spell most days accurately 3) spell all days accurately.</p> <p>Assessment lesson</p>                  | <p>Play days of the week song:<br/><a href="https://www.youtube.com/watch?v=mXMqfxtDPUQ">https://www.youtube.com/watch?v=mXMqfxtDPUQ</a><br/>Practise writing days of the week on WOWOs teaching and highlight spelling strategies. The children are then going to write the days of the week in literacy books. Hide any displays around the classroom that children may use.</p>   | <p>Children trace days of the week (photo evidence)</p>  | <p>Children write the days of the week in their books remembering to use a capital letter at the beginning of each day.</p> | <p>Children write the days of the week accurately in their books remembering to use a capital letter at the beginning of each day.</p> <p>Children can then add sentences similarly to extension.</p> | <p>As core with the extension of adding sentences afterwards e.g. On Monday I had sausages.<br/>On Tuesday I had pizza.</p> | <p>Fill in the missing letters (days of the week) on IWB.</p> <p>Resources:<br/>Days of the week tracing pack<br/>LO stickers</p>                           |

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| Friday |  |  | Teacher Training Day |  |  |  |  |  |
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Subject Planning:  
places

English

Week beginning: 19.10.20 Fiction 3- Friendship- Imaginary Fred by Oliver Jeffers and Eoin Colfer and Imaginary