

Year group/class:	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	See guided reading plan attached							
Tuesday	<p>Adding -e and -es to words.</p> <p>Display singular words on IWB and the children are to add the correct plural (es/s) at the end. Children are to write words on WOWOs. Take photo for evidence.</p> <p>TA to take WBA/BA group to model this.</p>	<p>LO: to write a question. SC: 1) shared write a question 2) form a question mark accurately 3) use a question mark at the end of a question.</p> <p>Resources: 'Human Body' book, LO stickers, English books.</p>	<p>Begin by looking at the front cover of 'Human Body' book. Explain to the children that this a non-fiction book. Ask the children what a non-fiction book is and share ideas. Ask the children what they think this non-fiction book will have inside? What pages might you find in a non-fiction book? (contents page, index page, pictures, diagrams, labels) Discuss in talk partners and feedback ideas. Look at contents page and re-visit what a contents page is and what it is used for and then look at the index page and discuss what this page is and what it is used for.</p> <p>Explain that today we are going to be thinking about questions we might have about the human body. When we have questions we can sometimes use non-fiction books to help us find the answers! Can the children think of any questions that they have about the human body? Discuss in talk partners and share ideas. Use one of the children's ideas to model how to write a question accurately- reminding them of where and how to use a question mark.</p>	<p>Children are going to shared write questions with an adult.</p> <p>Working in English Books.</p>	<p>Children are going to have a go at writing a question independently, forming the question mark accurately.</p> <p>Working in English Books.</p>	<p>As support with the extension of using the question mark in the correct place.</p> <p>Working in English Books.</p>	<p>As core with the extension of spelling some words accurately.</p> <p>Working in English Books.</p>	<p>Read questions to partners and share some as a class. Ask children to check that they have used a question mark at the end of their questions.</p>
Wednesday	<p>Common Exception words spelling test (back of books)</p> <p>(the, do, to, a, today, of, said, says, are, were)</p>	<p>LO: create labels using phonic knowledge. SC: 1) segment words with support 2) segment words and make a plausible attempt spelling 3) spell many words correctly.</p> <p>Resources: WBA/BA label resources, human body template, English books, LO stickers, IPad</p>	<p>Ask the children what kind of book we were looking at yesterday in our English lesson. Discuss and feedback. Re-cap what non-fiction books are and the features that they have. Explain that today we are going to make a diagram for the non-fiction book 'Human Body'. Display letter from 'Human Body' author on IWB explaining that they need the children's help to add a page to the book as there is a page missing. Go through the interactive body part labelling activity: https://www.twinkl.co.uk/resource/tq-sc-05-parts-of-the-body-labelling-activity</p>	<p>Children are going to cut and stick the labels into the correct places (photo evidence)</p>	<p>Children are going to have a go at segmenting words for their labels with support (working in books)</p>	<p>Children are going to have a go at segmenting words and make plausible attempts at their labels (working in books)</p>	<p>As core with the extension of spelling some words accurately. (working in books)</p>	<p>Look at share page 12 in 'Human Body' book about muscles and how they work. Watch Body part video https://www.youtube.com/watch?v=7y_TUJy2TY8</p>

Thursday	Days of the week-children are to write days of the week on WOWOs. Take photo for evidence.	LO: rehearse ideas orally for writing. SC: 1) tell a fact to a friend or grown up 2) rehearse a sentences orally 3) write down a sentence that has been orally rehearsed. Resources: Paper, pencils, WOWOs, extracts from 'Human Body' book, iPad	Ask the children what kind of book we were looking at yesterday in our English lesson. Discuss and feedback. Re-cap what non-fiction books are and the features that they have. Read the following pages from the 'Human Body' book (4, 5, 6, 7, 12, 13, 14, 15, 16, 17, 18, 19, 20 and 21). Explain to the children that it is really important that they listen as they are going to be creating their own facts later in the lesson. Watch 'body part' video https://www.youtube.com/watch?v=Sql-NMDLq8 to help children retain some more facts about the human body. Explain to the children that they are going to make their own fact video about the human video. These could then be recorded and shared in tomorrow's lesson. No evidence for this lesson- TT assessment only.	Children are to be put into mixed ability pairs for this lesson. In pairs the children are to discuss facts about the human body. They can then write down their facts on WOWO. The children should practise reading their facts aloud. The children can then perform their 'fact show' at the end of the lesson. No evidence for this lesson- just videos to be recorded for tomorrow's lesson.				Children are to perform 'human fact' shows.
	TA to take WBA/BA group to model this.			Challenge: Children could add diagrams to their show using pencils and paper.				
Friday	Common Exception words spelling test (back of books) (was, is, his, has, I, you, your, they, be, he)	LO: create a non-fiction piece of writing. SC: 1) form most letters accurately 2) use capital letters, finger spaces and full stops 3) use 'and' and 'because' to extend sentences. Resources: Picture template, LO stickers, word bank, videos from yesterday's lesson	Begin by watching the children's best video clips from yesterday's lesson. Ask the children to then tell their partner any facts that they can remember about the human body. Share some as a class. Explain to the children that they are going to be writing their own non-fiction fact file today about the human body using everything that they have learnt this week. Look at WAGOLL on the IWB and ask children to highlight what is good about it. Highlight these on the IWB. Go through the success criteria before sending children to tables.	Children are to shared write facts with an adult.	Children are to write facts using the word bank to support. Most letters should be formed accurately.	Children are to ensure they are punctuating sentences accurately.	As core with the extension of using 'and' and because to extended sentences.	Invite children to read work aloud to their partner. Their partner is to choose something that is good about it. Some could also be shared as a class.
				Challenge: Can children include exclamations in their writing? Children who achieve this could move onto the rainbow.				

Text/stimulus (linked to novel studies where possible)	VIPERS strand	Questions		
		Support	Core	Challenge/ Extend
<p>The Woman Who Fooled the Fairies</p> <p>(Big Cat EBooks)</p> <p>Resources:</p> <p>LO stickers</p>	<p>Predict</p> <p>Stop at page 7 and ask the children:</p> <p>What is going to happen next?</p> <p>What are the fairies going to do to capture the woman?</p> <p>At the end of the lesson read the rest of the story.</p> <p>Were our predictions correct?</p>	<p>Children are to work with an adult to shared write an idea.</p>	<p>Children are going to write to write what they think is going to happen next.</p>	<p>As core with the extension of explaining why they have the prediction using the following sentence starter:</p> <p>I think this will happen because</p>