



*Nourishing the fitrah of each unique child*

## English Policy

*“Read and your Lord is the Most Generous. Who taught by the pen.*

*Taught man that which he knew not. “*

(Surah Alaq, 93: 3 – 5)

Updated: January	Review date: January	English Coordinator:
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2025	2026	Hawwa Mbombo
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Adopted: January 2025

Review: January 2026

## English Curriculum Policy

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### National Curriculum 2014

The National Curriculum English programme of study is based on four areas, which are;

- Spoken language
- Reading
- Writing
- Spelling, grammar and punctuation

The National Curriculum is divided into 3 Key stages; Key Stage 1, Lower Key Stage 2 (Years 3 and 4) and Upper Key Stage 2 (Years 5 and 6). By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

### Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar, and their understanding for reading and writing. Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions. Pupils should also be taught to understand and use the conventions for discussion and debate.

The development of children's speaking and listening skills are essential so that each child can understand the world around them and communicate their thoughts clearly and effectively in a language that is fluent and interesting.

We ensure that every opportunity is taken to enhance speaking and listening into the curriculum. It is integral to children's lives at school and their development. Examples include:

- discussion
- debating
- interviewing
- sharing views
- explaining ideas and strategies
- speaking in assemblies and school plays.
- role play activities
- sharing written work
- speaking and listening during circle times; sharing thoughts and expressing feelings

Pupils are also entitled to gain knowledge, competence and confidence in the use of Standard English, thus empowering them to use whichever is most appropriate to purpose, audience and situation. Teachers are encouraged modelling the use of Standard English

In the Early Years Foundation Stage, provision for English will be made for the development of communication and literacy skills in the following areas:

- Communication and language – comprising listening and attention, understanding and speaking
- Literacy – comprising reading and writing.

Communication and language is a prime area, meaning it is a priority area for learning and attainment in the EYFS, and children must attain the expected standard to be considered to be making a good level of development at the end of the Foundation Stage.

A range of texts are used to ensure children are exposed to a wide variety of genres, both fiction and non-fiction. These include: stories, diaries, play scripts, letters, reports, recounts, explanations, instructions, lists, and persuasive texts.

### **Role play**

All pupils should be enabled to participate in and gain knowledge, skills and understanding associated with the artistic practice of role play. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role. They should have opportunities to improvise, devise and script role play for one another and a range of audiences, as well as to rehearse, refine, share and respond thoughtfully to role play and theatre performances.

Teachers incorporate role play and role play techniques into the curriculum wherever possible, not only to develop speaking and listening, an essential component to the national curriculum in English but to develop other areas of the curriculum through role play which can inspire and stimulate children's imagination.

Pupils are taught to:

- Explore ideas and stories through role play
- Accept and engage in imaginary roles and situations
- Perform to groups of peers
- Respond to plays they have seen or been in

Pupils are given opportunities to:

- Engage in role play
- Explore the differences between pretence and reality
- Discover the expressive possibilities of their voices and bodies Perform in the classroom and in assembly
- See plays performed by professional companies
- Contribute their thoughts and feelings about a play to class discussions

Pupils are encouraged to:

- Make decisions about the development of their work in role play
- Relate what they have learned in role play to other areas of the curriculum Explore the crafts associated with role play, such as masks and puppets Express preferences about plays they see or take part in
- See plays outside school hours

Regular Techniques used are

- Still Pictures – Freezing in a scene (or a series of scenes)
- Thought tapping – Asking questions of characters to gather more information.
- Modelling (body sculpting) – Moving people into appropriate positions and poses
- Thought tunnels – Characters walking through a tunnel of people who are speaking the characters thoughts.
- Collective speaking – Deciding as a group what a character would say.
- Hot Seating – One person taking on a role and the others questioning.
- Character role (in groups) – Drawing around a person. Deciding on a character and then clothing the person with words. Props are chosen representing the character. Groups compose questions about the character.

## Phonics

### EYFS

- In nursery and reception class, children will be taught phonics through the Jolly phonics programme.
- Children will have opportunities to develop their communication, language and literacy skills on a daily basis in child initiated and adult led activities.

### Key Stage 1

- In Key Stage 1, children will be taught phonics through the jolly phonics programme.

### Key Stage 2

- In Key Stage 2, phonics will be used as a strategy for supporting reading, writing and spelling.

## Reading

The programmes of study for reading consist of two dimensions:

- word reading
- comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions, taking account that different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words.

This is why phonics should be emphasised in the early teaching of reading to beginners (i.e. unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils

must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world in which they live, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure-house of wonder and joy for curious young minds.

It is essential that, by the end of their infant education, all pupils are able to read fluently and with confidence.

### **Reading Aloud**

Teachers will be encouraged to read aloud to the class every day, and match the children's interests, age and class topic to ensure a wide range of books are read throughout the year. Reading aloud should be used by the teacher to encourage the children's own reading interest, and to model reading with intonation and expression.

### **Home Reading**

From the start of Nursery, all children are provided with a reading book from the school reading scheme to use for practise at home.

Parents are asked to record their shared reading experiences in the Reading Record book which goes between home and school.

Other reading opportunities:

The school has a book corner in each class which can be accessed by children and staff to support learning across the curriculum. Pupils will be encouraged to join and visit their local library regularly.

### **Writing**

The programmes of study for writing are as follows:

- transcription (spelling)
- Handwriting and presentation
- composition (articulating ideas and structuring them in speech and writing).
- Grammar and Punctuation

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader.

This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

Writing also depends on fluent, legible and eventually speedy handwriting.

### **Grammar**

Grammar is embedded into English lessons through the Hamilton Trust planning that we use. All children must be taught the grammatical terminology for their year group.

### **Spelling in EYFS**

Spelling in EYFS should be interwoven into Phonics and English sessions with a focus on phonetic spelling and the spelling of tricky words.

### **Spelling in KS1**

Spelling in KS1 is to be focused on common exception words and the KS1 spelling rules. Common exception words are to be taught every week. Spelling rules are to be taught three times a week. Teachers should use the Jolly Grammar, Spelling and Punctuation book for Year 1 and Year 2 to support the teaching of spelling rules.

## **Spelling in KS2**

Spelling in KS2 is to be focused on frequency words and the KS2 spelling rules, following the Jolly Grammar, Spelling and Punctuation scheme.

## **Special Educational Needs**

It has to be noted that the abilities of children with SEN will differ greatly. The key ideas in this Scheme of Work are a guide that the majority of children will work from, however others will not. This is reflected in each child's own Individual Education Plan.

## **Cross Curricular Learning**

By its nature, reading, writing, oracy and listening occurs far more widely in school than in discrete English lessons alone. It is therefore often taught and practised in a range of other subjects' teaching: for example, writing up experiments in science sessions and exploring first handwritten accounts in history sessions.

We aim to create classroom environments rich with writing and reading (through wall displays, interactive table top displays and free flow provision) so that there is an opportunity for English learning at all times.

We make sure there is progression of skills as the children travel through the year groups, and we ensure the same grammatical vocabulary is used by all staff to ensure coherent learning for the children.

A range of texts are used to ensure children are exposed to a wide variety of genres, both fiction and non-fiction. These include: stories, diaries, play scripts, letters, reports, recounts, explanations, instructions, lists, and persuasive texts.

The English curriculum is delivered by class teachers with support from class teaching assistants and staff members who deliver SEN teaching or interventions in English. Teaching is differentiated to meet the needs of all pupils and enable children of all abilities to work at the level that is right for them.

## **The Learning Environment**

Each classroom will have an English working wall, which reflects the current text and the current genre being taught. These and other displays in the classroom are used as learning tools by the pupils and the skills, vocabulary and knowledge shown are transferable between different areas of the curriculum.

Throughout the school, teachers should be using some or all of the following, as appropriate to the needs of their class:

- English working wall
- Key vocabulary according to current unit being taught
- Descriptions of text types and examples
- Access to dictionaries and thesaurus'
- Grammar and Punctuation appropriate to year group
- Common exception words
- Spelling rules and patterns and examples of these
- Range of vocabulary to support writing
- Phonics display and phonics working wall
- Reading strategies
- Handwriting examples
- Alphabet

## Assessment

Effective assessment involves careful observation, analysis and review by teachers of each child's knowledge, skills and understanding, in order to track their progress and make informed decisions about planning for the next steps of learning.

- Assessment is on a continuous basis, taking into account the children's work throughout the year.
- Work is monitored by the class teacher and Headteacher
- A scrutiny of work is carried out across the school. This is discussed in SLT meetings.
- Target Tracker is used to track and analyse English data.
- Phonics assessment activities are used and half termly assessment data is passed to the Headteacher.
- Jolly Phonics test materials will be used to assess Reading termly.

## Time allocations for English

- English is taught every day for 1 hour.
- Reading/Jolly Phonics to be taught five times a week for 20 minutes (EYFS and KS1) 30 minutes (KS2).
- Handwriting taught sessions three times a week 15 minutes as required.
- Comprehension will be taught weekly as required.
- Extended writing taught across the curriculum.
- Punctuation and grammar should be embedded in all English teaching and should be evident within planning.
- Spelling lessons 3 times a week for around 15 minutes.
- Phonics interventions or whole class focus where needed.

## Resources

- Jolly Phonics levelled reading books
- Texts – each class has a library/book corner
- English Core texts
- Reading Records

Pupils are given the opportunity to practise library skills through monthly visits to the library.

## Role of the English Coordinator: Headteacher

The Headteacher will:

- Taking the lead in English policy development
- Auditing and supporting staff in their CPD
- Liaise with the School Administrator to purchasing and organising resources
- Keeping up to date with recent English developments and disseminating to staff
- To provide guidance and support to staff in implementing the English curriculum
- To scrutinise the learning environment and displays to ensure English is represented and that it is useful to maximum impact
- To attend any relevant courses on new developments and communicate these developments back to colleagues
- To write, organise, review and maintain an inventory of policies, schemes and resources
- To ensure staff use 'best practice' in the teaching of English and take part in CPD
- To ensure continuity and progression throughout the school's curriculum for English, including monitoring medium term plans and short term plans
- To evaluate end of year assessments and SATs results to highlight any areas for concern
- To report to the Trustees about attainment and teaching and learning in English



## Monitoring

Monitoring of the standards of the children's work and of the quality of teaching in English is the responsibility of the Headteacher. The Headteacher supports colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A termly summary report is written about the strengths and weaknesses in the subject, and indicates areas for further improvement. The Headteacher has specially-allocated time in order to review samples of the children's work and undertake lesson observations of English teaching across the school.





Literacy Focus: Think about ourselves and what we like/ dislike. Learn to describe ourselves in words; write our own names and those of people we love.				
Active Learning	Large group learning	Creating & Thinking Critically	Exploring and Playing	Independent
		Guided tasks		
<p><i>Ask parents/ chn to bring in photos of themselves as babies.</i></p> <ol style="list-style-type: none"> <li>(S) Talk to children about what makes them special. <i>We are all different; each of us has particular likes and dislikes, favourites and talents</i> (special things we can do). Look at baby pictures – discuss how we are all different – that’s what makes us special.</li> <li>(S, R) Having shared <b>Do you like?</b> group reader, discuss chn’s likes. Some things are generally liked – quite popular. Some things are specific to particular children. Talk about the things that they are scared of or dislike. Different people are scared of – or dislike – different things. It’s fine to be different. It’s part of what makes us special! Relate this to <b>It’s Okay to be Different</b>.</li> <li>(R, W) What sound does my name begin with? How do I write this sound? Model phonic strategies in shared teaching.</li> <li>(W) Model writing chn’s names. <i>How do we know what to write? We sound out our names and learn how to write the different sounds.</i> Write several on the board. Then write a name REALLY untidily! <i>We can hardly read this! Why not?</i> Say that today, we will all practise writing our names so that we are really good at writing clearly.</li> </ol>		<ol style="list-style-type: none"> <li>(LAU, S) What makes me special? What makes my friend(s) special? What do we like? What do we like even better? What do we dislike?</li> <li>(S, W) <i>I’d like to make a class book in the style of <b>Do you like?</b></i> Explain that we will make one part about things we like... and like better! And the other part about things we dislike... and dislike even more! Each child has their own page and they will write their name beautifully on it!</li> <li>(R, W) How do we write ‘Mummy’ or ‘Daddy’ or ‘Nanny’ or ‘Granddad’ or other family names?</li> <li>(W) Practise writing own names on mini whiteboards and sticky labels. Also create own ‘About Me’ poster*.</li> </ol>	<p><b>Measuring myself</b> (S, M, PSED) Measure our own heights; also around hands/cover with beans (<i>see resources</i>).</p> <p><b>Role Play</b> (W, PSED, M) Set up a health centre. Register each other, write names in a list (<i>resources</i>)</p> <p><b>Portrait artists</b> (S, PSED, EAD) Create portraits* using charcoal (<i>see resources</i>).</p> <p><b>Paper dolls</b> (PD, PSED, EAD) Make zigzag paper dolls of ourselves* (<i>resources</i>).</p> <p><b>Small World</b> (S, PSED) Make the playground in a school, have small figures as them and their friends.</p> <p><b>Music</b> (S, PD) Sing heads, shoulders, knees &amp; toes with the actions. Are we good at this?</p> <p><b>Construction</b> (S, PD) Build a tower of big bricks the same height as you are!</p> <p><b>Sensory Play</b> (S, EAD) Each fingerprint is unique! Make finger-prints* using ink; use in your display.</p> <p><b>Malleable</b> (S, PD, EAD) Use clay to make chn’s hand-prints*</p> <p><b>Knowledge &amp; Understanding</b> (S, UW) Use mirrors to watch ourselves making faces; describe these (<i>resources</i>).</p> <p><b>Technology</b> (S, UW) Use photos and draw disguises using drawing program*. <b>Display photos and any * from above.</b></p>	
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Share and enjoy <b>Do you like?</b> looking at illustrations. (Show on IWB.) <i>Do you share any of the likes/dislikes of the children in the story? What do you like better?</i></li> <li>Reread <b>Do you like?</b> encouraging children to join in with reading. <i>What do you dislike? What do you dislike even more?!</i></li> <li>Introduce <b>It’s Okay to be Different</b>. Read the 1<sup>st</sup> half of the book, up to ‘It’s okay to say no to bad things’. While reading, pause to discuss specific children’s experiences.</li> <li>Look at the 2<sup>nd</sup> half of <b>It’s Okay to be Different</b>. <i>This book helps us to see that there are lots of different ways to be ourselves...</i> Use the last page to prompt discussion.</li> </ol> <p><b>Poetry/Rhyme of the Week:</b> <i>Can you walk on tiptoe? / I really want to be a cat</i> Introduce on Mon. (send copies home). Rehearse; develop performance; add actions!</p>		<p><b>Key Questions</b></p> <p>What makes me special? What makes my friend(s) special? What do we like? What do we like even better? What do we dislike? What do we dislike even more? What sound does my name begin with? How do I write this sound? How do we write ‘Mummy’ or ‘Daddy’ or ‘Nanny’ or ‘Granddad’ or other family names?</p>		<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Describe myself by describing things I like and dislike, and people I live with or am close to.</li> <li>Sound out my name and practise writing it legibly.</li> <li>Understand that we are all different and that we do not all want to be the same!</li> <li>Recognise other children’s particular likes and dislikes and learn to respect these.</li> <li>Read the names of others in our families and begin to write these.</li> </ul>

**\* Sharing books**

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered**

1.1-1.3 | 2.1, 2.3 | 8.1, 8.3 | 9.1, 9.2 | 10.1-3

**Development Matters Covered**

**3-4 year-olds:**

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some or all of their name.

**Reception:**

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Learn rhymes. Engage in non-fiction.

L: Read simple phrases and sentences. Re-read books to build up confidence.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

**EYFS Framework references**

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – [see Overview for specific references](#).



Literacy Focus: Share <b>Peace at Last</b> and <b>The Great Big Book of Families</b> ; Speak, read words and write captions about ourselves and our families		
Active Learning	Creating & Thinking Critically	Exploring and Playing
<i>Large group learning</i>	<i>Guided tasks</i>	<i>Independent</i>
<p>1. (LAU, S) Share <b>Peace at Last</b> to open a discussion about families. Point out that families are like children – they are all different and all special. <i>What makes my family special? Is it small or large? Do we like any special foods? What things do we like doing best? Which are our best days?</i></p> <p>2. (S, R) Share <b>The Great Big Book of Families</b>. Each page gives us a different way of being different! Discuss Food. <i>How do our families differ? Which families eat spicy food? Which prefer plain? Look at hobbies. What things do we like doing as a family?</i> Discuss celebrations...</p> <p>3. (R) Read words about family members and homes, taken from any of Jill Murphy's '<b>Large Family</b>' series of books. Model using knowledge of phonics and HFW. Record words on cards.</p> <p>4. (W) Model writing a sentence about your own family. Choose a topic, e.g. pets. <i>In my family we love animals. We have a dog and three cats. My dad loves his dog best!</i> Read back each sentence as you write it, pointing out that we must leave spaces between words.</p>	<p>1. (LAU, S, PD) Make biscuits (<i>see resources for recipe</i>), listening to and following instructions. Cut biscuits into people shapes using a cutter; give one to each person at home.</p> <p>2. (S, EAD, UW) Create a picture of your family in the same style as Jill Murphy's 'Large family', where they are all animals (<i>see resources for sample picture and hints</i>). <i>Why did you choose that animal for your family?</i></p> <p>3. (R, W, UW, S) Add captions to pictures from Activity 2 above – reading and copying captions from prior large group learning. <i>What are the best things about your family? What things would you like to change? What makes you annoyed?</i></p> <p>4. (W, PD) Children write one or more sentences about their own family. They can choose what to focus on, e.g. food, home, hobbies, jobs, celebrations etc., following themes from shared books.</p> <p>Create a display of children's writing and pictures.</p>	<p><b>Books</b> (R, UW) Provide a wide selection of books about families, including <b>Avocado Baby</b>, and all shared texts from the unit.</p> <p><b>Role Play</b> (C, UW) Set up a home corner. Discuss different forms this could take with the children.</p> <p><b>Construction</b> (S, PD) Build your ideal home for your family out of a suitable material – Lego™, straws, big bricks or junk modelling.</p> <p><b>Small World</b> (S, C, EAD) Use dolls' house figures in the dolls' house to play at families: different types...</p> <hr/> <p><b>Music</b> (LAU, EAD) <i>What music does your family like?</i> Children bring in favourite CDs or suggestions to listen to.</p> <p><b>Maths</b> (W, M) Write your name. Put a 2p coin on each letter. <i>How much is your name 'worth'?</i> (<i>see resources</i>)</p> <p><b>Technology</b> (LAU, UW) Explore websites about families, e.g. starting with <i>What a funny family</i> from CBeebies.</p>
Sharing Books	Key Questions	Success Criteria
<p>1. Share the story <b>Peace at Last</b>. <i>What sort of family are the Larges? Are there more children than in yours? Or fewer? More adults? Or fewer? What's different? They're elephants!</i></p> <p>2. Read <b>The Great Big Book of Families</b> up to 'Holidays'. Pause to discuss each page. Then turn back to 'spreads' 2 &amp; 3. <i>How many people make a family...?</i></p> <p>3. Read rest of <b>The Great Big Book of Families</b> and discuss each page. <i>What foods do our families eat? What pets do we have? How do we get around? It's okay to be different!</i></p> <p>4. Look through <b>The Great Big Book of Families</b>. Pause at the last page. Point out that we learned last week that each child is special and now we see that each family is special too.</p> <p>5. Re-read <b>Peace at Last</b> encouraging children to join in. <i>Why do children think that Jill Murphy chose to make the family elephants? What other animal could she have chosen?</i></p> <hr/> <p><b>Poetry/Rhyme of the Week: I had a little brother</b> Introduce on Monday (send a copy home). Rehearse and chant during week, and enjoy at home!</p>	<p>- What makes my family special? Is it small or large? Do we like any special foods? What things do we like doing best? Which are our best days?</p> <p>- Why is it good that <i>Jill Murphy</i> made her family elephants? What animal would I make my family? (Everyone in the family must be the same animal!)</p> <p>- What are the best things about my family? What are things I would like to change? What makes me annoyed?</p>	<ul style="list-style-type: none"> <li>● Express themselves clearly when talking about their families.</li> <li>● Understand that all families are different and special.</li> <li>● Share and discuss a book about families with peers and adults.</li> <li>● Say aloud and then write sentences describing their family, who they are and what they like doing.</li> <li>● Re-read what they've written; check that it says what they mean it to say.</li> <li>● Create their part of a class display.</li> </ul>





## Websites:

**Peace at Last** by Jill Murphy: online versions with [no text on screen](#) or [book with text](#), from YouTube.com

[Heads Shoulders Knees and Toes](#) from BBC.co.uk

[What a funny family](#) from BBC.co.uk

## \* Sharing books

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

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### Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Learn rhymes. Engage in non-fiction.

L: Read simple phrases and sentences. Re-read books to build up confidence.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

## EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – [see Overview for specific reference](#)







Literacy Focus: Listen to <b>Leaf Man</b> ; discuss seasons; identify signs of autumn; share ideas, opinions and feelings; use descriptive vocabulary; write labels.			
Active Learning	Large group learning	Creating & Thinking Critically	Exploring and Playing
		Guided tasks	Independent
<p>1. (R, C, LAU) Read a page about autumn leaves, in a non-fiction book. Show the heading, discuss the pictures and notice the labels. <i>Labels identify specific parts of a picture.</i></p> <p>2. (S, UW) Ask children to identify the four seasons, and to name the season we are in now. Say that autumn is a special time of year when many fruits/crops ripen; the weather changes and leaves begin to fall. Explain there are many signs that autumn has begun.</p> <p>3. (W) Display a double page spread from <b>Leaf Man</b>. Look at the shapes and colours of the leaves. If possible, identify them using the end pages of the book. Discuss and share writing descriptive vocabulary for their colour, e.g. <i>orange, russet, auburn, brown</i>. List for use in CTC3 and CTC4.</p> <p>4. (R, C, W) Read <b>Leaf Man</b>. Encourage children to join in with repeated refrain: <i>A leaf man's got to go where the wind blows</i>. Identify all of the different locations Leaf Man travelled through and all of the things he saw. Share writing labels for some of these.</p>	<p>1. (LAU, UW) Take children on an autumn nature walk in a tree rich environment and photo the signs of autumn they notice, e.g. <i>leaf colour, fungi, fruits/nuts ripening, weather patterns</i>.</p> <p>2. (W) [Follows CTC1] Display photos from the nature walk. Generate descriptive vocabulary to describe what the children <u>saw</u>, <u>heard</u>, <u>smelt</u>, <u>felt</u> and the <u>emotions</u> they experienced, e.g. <i>saw = beautiful, smooth, golden leaf</i>. Share adding labels to each picture, using phonics and HFWs to write each idea.</p> <p>3. (W, R) [follows AL3] Provide a range of dried leaves. Children arrange the leaves to create a familiar image, e.g. <i>dog</i>. <i>What is a label? Why are labels useful?</i> Children write their own labels for pictures (see Activity Card for differentiation).</p> <p>4. (S, W) Display photos from the nature walk. Support children to share writing a list of their best memories (<i>resources</i>).</p>	<p><b>Small World &amp; Sensory Play</b> (EAD, UW) Set-up a 'Small world/ Autumn sensory tray' (<i>see resources</i>). Include a range of native wildlife for small world toys/ puppets to identify.</p> <p><b>Creative</b> (PSED, EAD, PD) Children make different leaf images, e.g. by printing and rubbing (<i>see resources</i>). Cut them out and display.</p> <p><b>Maths</b> (W, M) Children select a paper strip with a number and count a set of leaves ALTERNATIVEY children order leaves by size.</p> <p><b>Knowledge &amp; Understanding</b> (S, UW) Provide four sorting hoops, labelling each a different season. Display 'Which season suits me best?' pictures (<i>see resources</i>). Children sort pictures and describe the reasons for their choices.</p> <hr/> <p><b>Books</b> (R) Provide a range of fiction and non-fiction books about autumn.</p> <p><b>Role Play</b> (CLL, PSED) Set-up an Autumn park (<i>resources</i>).</p> <p><b>Music</b> (EAD) Learn, sing and adapt <i>The Leaves on the Tree</i> (<i>see resources</i>).</p> <p><b>Fine Motor</b> (PD) Thread a necklace of conkers. Count them or sort them by their size.</p> <p><b>Technology</b> Explore the changing seasons with an online game.</p>	
Sharing Books*		Key Questions	Success Criteria
<p>1. Display a non-fiction book about autumn. Browse through the <i>Contents</i> page; select headings. Look at the information carefully. Lastly, find information about how the seasons change.</p> <p>2. Enjoy <b>Leaf Man</b>, but stop before the final double page spread. Predict how the story will end. Encourage children to use <i>because</i> to provide reasons for their ideas. Finally, read the ending.</p> <p>3. Share <b>Leaf Man</b>. After, show the refrain (<i>resources</i>). Read it aloud together. Discuss how different seasonal weather may affect Leaf Man, e.g. <i>Spring = rain, Summer = sun, Winter = snow</i>.</p> <p>4. Read <b>Leaf Man</b>. Look carefully at the different arrangements of leaves and the images they create. Generate descriptive language to describe some of them, e.g. <i>bright orange pumpkin</i>.</p> <hr/> <p><b>Poetry/Rhyme of the Week: Five Little Leaves</b> – Anon, adapted by Hamilton Trust Introduce the poem and tune on Monday (send a copy home). Rehearse and sing throughout the week, e.g. <i>waiting to go to lunch, to focus on carpet, for fun!</i> Develop and refine the performance.</p>		<ul style="list-style-type: none"> <li>o How many seasons do we enjoy in a year? What season is it now?</li> <li>o How do we know what season it is?</li> <li>o How are seasons similar and different?</li> <li>o What are the signs of Autumn?</li> <li>o What is description and why is it important?</li> <li>o Can you describe your idea?</li> </ul>	<ul style="list-style-type: none"> <li>● Share thoughts and opinions with peers and adults. Justify opinions.</li> <li>● Know that information books can be used to discover facts.</li> <li>● Appreciate some of the features of non-fiction and fiction books.</li> <li>● Join in with a repeated refrain in a familiar story.</li> <li>● Apply reading strategies.</li> <li>● Write words in ways that match their spoken sounds.</li> <li>● Write labels accurately.</li> </ul>



## Reception English: Autumn – Autumn Leaves, Unit 1: Leaf Man: Signs of Autumn

Literacy Context: Lists and labels

### Suggested online resources

*A year on a farm | 5 Little Ducks Went Swimming One Day | The Wheels on the Bus*

\* **Sharing books** The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered:** 1.1, 3 | 2.1, 3 | 8.3 | 9.1-3 | 10.1-3

### Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Engage with non-fiction books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Use some print and letter knowledge in early writing.

Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. .

L: Read simple phrases and sentences. Spell words by identifying the sounds and then writing the sound with letter/s.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



Literacy Focus: Listen to stories with repeating patterns: <b>We're Going on a Bear Hunt</b>   Learn /join in with the repeating phrases   Write own version		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<ol style="list-style-type: none"> <li><b>[LAU, S]</b> Having read <b>We're Going on a Bear Hunt</b> before the lesson, discuss the story. <i>How scary is the bear? Are you scared? What happens at the end? Would children be scared to go on a bear hunt?</i> Explain that we shall write our own class version of this story.</li> <li><b>[LAU, S]</b> Apply appropriate phonics strategies to reread <b>Bear Hunt</b> with children joining in. Rehearse repeated phrases; add actions to help children remember the order of places. <i>What scary animal shall we hunt?</i> e.g. tiger, shark, dinosaur, dragon etc.</li> <li><b>[S, C, R]</b> <i>[follows C&amp;TC2]</i> What different places did we chose to go through? What noises/ actions will we need to go through each of these places? Scribe children's ideas, e.g. Crowded streets – dodge and swerve... Steep steps – climb and rest/ puff and pant... Round the park – skip and skate...</li> <li><b>[S, W]</b> Discuss how the class version of the story will end. <i>Will we all get back home safe? Or will we get eaten?!</i> Model writing ideas in a Story ending writing frame (see resources).</li> </ol>	<ol style="list-style-type: none"> <li><b>[CL, C, M]</b> <i>[follows AL1]</i> Look at each place the hunt passes through. What position word (preposition) is used to describe how they pass it? ('under', 'over', 'through' etc.) Use words to place a bear 'above the books', 'under the shelves', etc.</li> <li><b>[S, C, EAD, W]</b> <i>[follows AL2]</i> Use creative activity (Bear Footprints, see resources) to help children innovate own ideas about places to go through on <b>their own</b> animal hunt... <i>Where do they lead?</i> Write ideas to use in AL Activity 3.</li> <li><b>[C, W, M]</b> <i>[follows AL3]</i> Now we must decide what 'position' word' to use. Do we go 'along' it? Or 'up' it? Or 'down' it? Show children 'We're going on a _____ hunt... writing frames' (see resources). <i>We will write the place and the noise it makes going through or over or along it.</i> Also decide whether we go <u>up</u> it (e.g. up a flight of steps) or <u>down</u> it (e.g. down a steep lane) or <u>along</u> it... etc.</li> <li><b>[C, W]</b> <i>[follows AL4]</i> How will your version of the story end? <i>Will we all get back home safely...?</i> Write ideas in a Story ending writing frame (see resources).</li> </ol>	<p><b>Bear hunt small-world</b> <b>[S, C, EAD]</b> Set up a tray with sand, soil, grass clippings, twigs for trees etc. Create the environment for little toys to go on their own bear hunt.</p> <p><b>Bear hunt collages</b> <b>[C, UW, EAD]</b> Children create a collage picture using bear-hunt materials. They could write words that match that picture at the top.</p> <p><b>Construction</b> <b>[C, M, PD]</b> Using junk modelling or a construction toy e.g. Lego, children make a den for a bear.</p> <p><b>Obstacle course</b> <b>[C, PSED, PD]</b> Act out the bear hunt. Set up an obstacle course in the outside area.</p> <hr/> <p><b>Knowledge &amp; Understanding</b> <b>(UW)</b> Go out and explore the different possible outside environments for your version of 'Bear Hunt'.</p> <p><b>Fine motor</b> <b>(PD, EAD)</b> Cut out and colour one of the Bear pictures (see resources).</p> <p><b>Books with repetitive language</b> <b>(R, C)</b>            Funnybones by Ahlberg, Bear Flies High by Michael Rosen, Where's Spot? by Eric Hill, Inside Outside by Berenstain.</p>
<p><b>Sharing Books</b></p> <ol style="list-style-type: none"> <li>Read and enjoy <b>We're Going on a Bear Hunt</b>. Notice repetition. Encourage children to join in wherever they can, enjoying the sounds of the words. Pause to look at and talk about illustrations.</li> <li>Act out the whole of <b>Bear Hunt</b> with only occasional references to the book. Children should now know most of it by heart.</li> <li>Read <b>Funnybones</b>, encouraging children to join in with the repetitive phrase. Compare with <b>We're Going on a Bear Hunt</b>. <i>Which story do you prefer? Why?</i></li> <li>Read and act out the class version of 'We're all going on a _____ hunt'. <i>Do we all know it off by heart?</i> Use percussion instruments to create faster beats/tension as together you go on your bear hunt (M).</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Bear was afraid</b> (see resources)            Introduce to children at the beginning of the week, send a copy home to share with parents, rehearse and chant throughout the week, waiting to go to lunch, for fun! Develop performance and add actions.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>What different places do the children go through on their bear hunt? Which is the best? Worst? Why?</li> <li>Look at each place. What position word (preposition) is used to describe how they pass it? ('under', 'over', 'through' etc.)</li> <li>How does the story end? What happens? Does the bear eat them?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>Rehearse and act out a familiar story using repetitive phrases.</li> <li>Create own version, deciding what animal to hunt and which places to pass (and how) on our journey.</li> <li>Use the template to write our own parts of the new version of the familiar story.</li> <li>Talk about position words (prepositions) and be able to generate a variety of different examples appropriately.</li> </ul>



## Websites

- [We're going on a Bear Hunt](#) from youtube.com

### • Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding (ELG1)** and **Comprehension (ELG8)**:

- 1.1 *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*
- 1.2 *Make comments about what they have heard and ask questions to clarify their understanding;*
- 1.3 *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*
- 8.1 *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*
- 8.2 *Anticipate – where appropriate – key events in stories;*
- 8.3 *Use and understand recently introduced vocabulary during discussions.*

### English ELGs covered

1.1-1.3 | 2.1, 2.3 | 8.1-8.3 | 9.1, 9.2 | 10.1-10.3

### Development Matters Covered

#### 3-4 year olds

CL: Remember much of what happens in a story. Use a wider range of vocabulary. Be able to talk about familiar books. Use longer sentences of four to six words.

L: Engage in conversations, learning new vocabulary. Develop phonological awareness. Use some print and letter knowledge in early writing.

#### Reception

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories. Retell a story.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences with words with known sound-letter correspondences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



**Reception English: Autumn – Patterns and Repetition, Unit 1: Join in when you can!**

**Literacy Context: Repetitive Chants and Rhymes**



Literacy Focus: Listen to stories with repeating patterns: <b>Little Rabbit Foo Foo</b>   Learn the repetitive phrases and invent a new ending for the story		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<ol style="list-style-type: none"> <li>(LAU, S) [follows <i>Sharing books 1</i>] Discuss why the story is funny. What makes us laugh? Is it the pictures? Or the language? What do children think of the behaviour of Little Rabbit Foo Foo?</li> <li>(C, S) Explain that we are going to write a new ending to the story. In our new ending, Little Rabbit Foo Foo might change how he behaves –Take one of children’s suggestions; expand on this for a new class/shared version.</li> <li>(C, W) Reading a summary of LRFF up to the ending (see resources). Act out the chosen ending to the new class/shared version of the story. Model writing 2 sentences to suggest a different ending to the story.</li> <li>(W) Model proof reading the new class/shared version of the story. <i>Does it make sense? Do we want to add or change anything – all good writers like us do this to their books...!</i> Model making changes.</li> </ol>	<ol style="list-style-type: none"> <li>(LAU, S, C) [follows AL1] As precursor to writing own story endings, discuss the key questions (see below).</li> <li>(S, C, W) [follows AL2] Review children’s (AL2) suggestions for new endings. <i>Note</i> that several people might want to write the same ending – and that is fine! Ask children to choose their own new ending for the story. Scribe quickly as an aide-memoir.</li> <li>(C, W) [follows AL3] Provide a summary of the book up to the ending (see resources). Children begin writing onto the next few pages to make their own booklet.</li> <li>(W) [follows AL4] Children finish writing the new pages of their own booklet. They can draw appropriate illustrations in the rest of the booklet. Can they keep their pictures in the same style as those in the book? Or do they want to invent their own style for the new ending?</li> </ol>	<p><b>Role Play</b> (R, PSED) Act out riding through the forest, NOT bopping people on the head but doing something different and nicer! Maybe delivering sweets or fruit!</p> <p><b>Small World and Sensory Play</b> (C, EAD, PD, JW) Create a forest with lots of different materials including Lego, twigs, stones, leaves, sand, conkers etc. Give figures and small animals a ‘home’ in the forest</p> <p><b>Writing</b> (W) Be Little Rabbit Foo Foo and do ‘naughty writing’ (see resources).</p> <p><b>Maths and construction</b> (PD, M ) Build and count the animals bopped on the head by LRFF (see resources).</p> <hr/> <p><b>Books</b> (R, C) <i>The Elephant &amp; the Bad Baby</i> by Vipont Michael Rosen’s <i>Book of very silly poems</i> – choose a different poem to read each day.</p> <p><b>Malleable</b> (PD) Use plasticine to make a mini hammer for a soft-toy rabbit and turn him into LRFF.</p> <p><b>Fine motor</b> (PD) Create a mini-umbrella/parasol for the good fairy (see resources).</p>
Sharing Books	Key Questions	Success Criteria
<ol style="list-style-type: none"> <li>Read and enjoy <b>Little Rabbit Foo Foo</b>.</li> <li>Reread <b>LRFF</b> with children joining in. Rehearse the repeated phrases, so they start memorising these – invent and add actions to help children remember exactly how it goes.</li> <li>Read <b>LRFF</b> with children performing the repeated phrases with expression using the actions agreed last time. Set the repetitive refrain to music using wind instruments and soft percussion (EAD).</li> <li>Read <b>The Elephant and the Bad Baby</b>, encouraging children to join in with the repeated phrase. Compare with Little Rabbit Foo Foo. Which do children prefer? Why?</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Who stole the cookie from the cookie jar?</b> (see resources)</p> <p>Introduce to children part-way through the week and discuss how, like Little Rabbit Foo Foo, someone has been naughty!</p> <p>Perform the rhyme whilst clapping hands (it is a clapping-rhyme) and point to different children to be the robber! Rehearse on Thursday and Friday – send home for w/end.</p>	<ul style="list-style-type: none"> <li>Why does the good fairy punish LRFF?</li> <li>Why does he not stop bopping people on the head?</li> <li>What do chn think LRFF should do? Do they sympathise with him?</li> <li>How might the story end? Could LRFF possibly be sorry? Could he change? What might he do instead of bopping people on the head?</li> </ul>	<ul style="list-style-type: none"> <li>Read a familiar story with their peers and with the teacher. Join in with the repetitive phrases.</li> <li>Invent a completely new ending for a familiar story, using imagination and an understanding of the story.</li> <li>Use your Fred Fingers to write one or more new sentences in your own book to give the story a completely different ending.</li> <li>Illustrate your own book in the same style as the original or using your own new style for the new ending.</li> </ul>







## Websites

- [Little Rabbit Foo Foo](#) by Michael Rosen, at youtube.com

### Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding (ELG1)** and **Comprehension (ELG8)**:

- 1.1 *Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*
- 1.2 *Make comments about what they have heard and ask questions to clarify their understanding;*
- 1.3 *Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*
- 8.1 *Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*
- 8.2 *Anticipate – where appropriate – key events in stories;*
- 8.3 *Use and understand recently introduced vocabulary during discussions.*

### English ELGs covered

1.1-1.3 | 2.1, 2.3 | 8.1-8.3 | 9.1, 9.2 | 10.1-10.3

### Development Matters Covered

#### 3-4 year olds

CL: Remember much of what happens in a story. Use a wider range of vocabulary. Be able to talk about familiar books. Use longer sentences of four to six words.  
L: Engage in conversations, learning new vocabulary. Develop phonological awareness. Use some print and letter knowledge in early writing.

#### Reception

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories. Retell a story.  
L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences with words with known sound-letter correspondences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

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**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing





Literacy Focus: Listen to <b>The Enormous Turnip &amp; Pumpkin Soup</b> ; share thoughts and opinions; retell familiar stories; write lists and add labels to a picture.		
Active Learning <i>Large group learning</i>	Creating & Thinking Critically <i>Guided tasks</i>	Exploring and Playing <i>Independent</i>
<p>1. (S) Ask children to name the four seasons and identify what is special about each. Name the current season, i.e. <i>autumn</i>. Say that towards the end of summer and from beginning of autumn many foods from plants are ready to be eaten.</p> <p>2. (LAU, R, S) Read <b>The Enormous Turnip</b>. Ask children to share experiences of harvesting foods; identify where the food was grown and who helped them collect it. Discuss the children’s most and least favourite foods; encourage them to use <i>because</i> to provide a reason for their opinion.</p> <p>3. (LAU, R, W, PSED) Read <b>Pumpkin Soup</b>. Use phonics strategies to share writing a list of the character names in the story. Note that the characters help each other to prepare a delicious meal. Identify school-based scenarios when cooperation is important, e.g. <i>playtime equipment</i> etc. Discuss the benefits and the feelings linked to being helpful and cooperating.</p> <p>4. (S, W, PSED) Say many people donate food to help those who are having difficulty buying enough. Show a range of fresh and dried/tinned foods. Which would be good to donate? Share writing a list of foods suitable for donation.</p>	<p>1. (S) Group pictures of foods based on different criteria (<i>resources</i>).</p> <p>2. (R, W) Attempt a group storytelling of <b>The Enormous Turnip</b>. Use phonics strategies to write labels for pictures of harvest produce.</p> <p>3. (R, W, LAU) Enjoy reading <b>Pumpkin Soup</b>. Note that there are lots of jobs the animals do together. Display ‘Teamwork!’ pictures (<i>resources</i>). Identify each activity. Can children do the actions? Read each sentence together. Children create lists of the jobs that the animals do.</p> <p>4. (S, W) Compose an additional verse for ‘We thank you for the harvest’ (<i>see resources</i>).</p>	<p><b>Role Play</b> (S, C, UW, EAD) Set up a Harvest Supper (<i>resources</i>). Children identify a range of familiar fruit and vegetables.</p> <p><b>Small World</b> (S, C, EAD) Set up a turnip farm (<i>resources</i>). Children take part in imaginative small world activities/ retell familiar stories and scenarios and create original narratives.</p> <p><b>Maths</b> (M, PD, EAD) Children create repeating patterns of shape or colour, using fruit and vegetable prints (<i>resources</i>).</p> <p><b>Malleable</b> (UW, EAD, PD) Children add detail to a playdough mat. They safely handle tools and objects to create patterns and shapes.</p> <hr/> <p><b>Books</b> (R, C) Provide a range of fiction and non-fiction books about harvest time.</p> <p><b>Creative</b> (EAD, PD) Children create a paper-plate pumpkin (<i>resources</i>).</p> <p><b>Fine Motor &amp; Maths</b> (PD, M) Give pots, each with a different total of pumpkin seeds. Use tweezers to count.</p> <p><b>Gross Motor</b> (PD) Provide large pumpkins. Children work together to move them across the playground or a small obstacle course.</p> <p><b>Construction</b> (PD, EAD) Provide junk modelling materials. Children make a wheelbarrow to carry a turnip.</p>
Sharing Books*	Key Questions	Success Criteria
<p>1. Enjoy <b>The Enormous Turnip</b>. Discuss why so many people were needed to pull the turnip. List the characters on the board.</p> <p>2. Read <b>The Enormous Turnip</b> several times until the children can confidently sequence the story. Provide suitable props/costumes; support the children to act out a story retelling.</p> <p>3. <b>Music</b> Learn, sing and adapt <i>We Thank You for the Harvest</i> (<i>resources</i>).</p> <p>4. Read <b>Pumpkin Soup</b>. Notice the animals work together to prepare a shared meal. <i>Why did feel upset?</i> Reflect on how his friends felt and what they did to help.</p> <hr/> <p><b>Poetry/Rhyme of the Week: One Potato, Two Potato, Three Potato, Four</b> (see resources) Recite at suitable times throughout the week. Encourage children to vary the tone to emphasise the counting words, e.g. <i>one, two, three...</i> Children learn and perform in small groups.</p>	<p>o How many seasons are there?</p> <p>o What activities are associated with each season?</p> <p>o What is harvest? Why is harvest a special time of year?</p> <p>o How can I be helpful to others?</p> <p>o Why is sharing helpful? How do I feel when I share?</p> <p>o How will I remember my ideas?</p> <p>o Why are list and labels useful?</p>	<ul style="list-style-type: none"> <li>● Share thoughts/ opinions with peers/ adults.</li> <li>● Reflect on the positive emotions associated with being helpful.</li> <li>● Provide reasons for opinions.</li> <li>● Retell personal experiences and familiar stories.</li> <li>● Join in with a repeated refrain in a familiar story.</li> <li>● Apply reading strategies.</li> <li>● Write words in ways that match their spoken sounds.</li> <li>● Write list and labels appropriately.</li> </ul>









Literacy Focus: Read a sequenced adventure and describe the stages using prepositions; write these. Describe why we have festivals of light in winter.		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (R, W) Re-read <b>Bears in the Night</b> together. Highlight the <b>prepositions</b>. These describe <b>the place/ where</b> the bears are going: ‘out of the window’, ‘around the lake’, ‘up the hill’, and so on. Practise reading/writing these words.</p> <p>2. (LAU, S) Talk about light and dark. Are any children afraid of the dark? Do they like to sleep with a light? Encourage children to talk about how they make themselves feel safe at night and what they like to do before bedtime. Would they like to go ‘up Spook Hill...’?</p> <p>3. (LAU, S) Display candle images on the IWB. <i>Where have you seen candles?</i> e.g. to mark birthdays, religious occasions, scent, decoration etc. <i>How many candles did you have on your last birthday cake? When else do we use candles?</i> Encourage good listening skills. Scribe a set of notes on the IWB, with the candle images.</p> <p>4. (LAU, S, W) Discuss pictures of ‘divas’ in <b>Let’s Celebrate...</b> <i>What do we know about these candle holders? They must not be flammable! What does this mean? We know these are made of clay. We can make these using salt dough. What else will we need?</i> With children’s help, write a list of things needed to make them (next week).</p>	<p>1. (S, C, PSED) Go on a ‘preposition walk’. <i>What can we go around, or up, or out of here in school? What can we go across or through?</i> Children carry out some preposition actions, e.g. Duck <i>under</i> the slide/ Hop over the puddle, etc.</p> <p>2. (R, C) Share reading of cards from the ‘Preposition list’ (<i>see resources</i>).</p> <p>3. (W) Children write prepositions, describing the location of one or more places in the school. <b>Challenge:</b> Describe 4 or 5 stages in the ‘journey’. e.g. Class 4 is <u>down</u> the corridor, <u>across</u> the hall, <u>around</u> the corner, <u>past</u> the toilets and <u>up</u> the stairs. <b>Support:</b> Children write words directly into ‘Preposition Templates’ (<i>see resources</i>).</p> <p>4. (S, W) Light a candle. Sit in a circle and listen to the slow movement of Handel’s Water Music. Encourage children to describe in words how they felt. Share writing some description words.</p>	<p><b>Act it Out!</b> (C, S, PSED) (<i>see resources</i>) Children role play ‘Bears in the Night’ using the school as the context. Go <u>up</u> the stairs, <u>across</u> the hall, etc.</p> <p><b>Rangoli patterns</b> (PD, EAD) Children make Rangoli patterns. Inspire with pre-printed patterns (<i>see resources</i>) or other images (<i>see website list</i>).</p> <p><b>Build a dark space</b> (UW, S) Experiment on how to construct a totally dark space. <i>What will we use for this?</i> (<i>see resources</i>).</p> <p><b>Diwali chefs</b> (PSED, UW, S, C&amp;L) Children cook simple burfi sweets (<i>see resources</i>—<b>warning: nuts</b>).</p> <hr/> <p><b>Books</b> (R) Copies of ‘<b>Rama and Sita</b>’ Hamilton Group Reader for children to read.</p> <p><b>Small World</b> (PSED, S ) Make the bears’ bed. Create an adventure. What will the monster be?</p> <p><b>Sensory play</b> (UW) Explore the dark tent with a torch. Turn off the torch to <i>feel</i> the darkness!</p> <p><b>Technology</b> Produce preposition cards on the computer, typing the words correctly.</p>
<p><b>Sharing Books*</b></p> <p>1. Share and enjoy <b>Bears in the Night</b> reading it and enjoying the suspense. Read the last pages really fast to get the bears safe back in bed! What makes it exciting? What do children think will be at the top of Spook Hill? What do they think that the creature is? An owl? A ghost? A monster?</p> <p>2. Look again at <b>Bears in the Night</b>. Say that many people are afraid of the dark. Even grown-ups often feel more scared if walking in the dark, or going somewhere strange in the dark. That’s why we have festivals in winter (when it’s dark) to celebrate light – with candles/fireworks</p> <p>3. Read <b>Let’s Celebrate 5 Days of Diwali</b> up to the end of Day 2. Have any of the children celebrated Diwali? Or do they know others who have.</p> <p>4. Read the last half of <b>Let’s Celebrate 5 Days of Diwali</b>. Do children think it sounds fun? Recap the Days of Diwali (<i>see resource</i>) and discuss which day sounds like the most fun.</p> <hr/> <p><b>Poetry/Rhyme of the Week: Fireworks and Penny for the Guy</b> Introduce two poems: <b>Penny for the Guy</b> and <b>Fireworks</b> this week. Children choose which poem they like best. They will work together to learn this one off by heart.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Which little words describe position or direction? (Prepositions)</li> <li>o How do we read or write these words? Can we sound them out?</li> <li>o What is at the <b>top</b> of the hill?</li> <li>o What do the bears do when they get to the top of the hill? Describe this.</li> <li>o What can we go around, or up, or out of here in school? What can we go across or through?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Write phrases using prepositions to describe position or direction.</li> <li>● Say which prepositions can be sounded out to read them and which are learned as ‘tricky’ words.</li> <li>● Write independently by sounding out or by having memorised words.</li> <li>● Retell the story using some of the same vocabulary in the right order.</li> <li>● Understand why some people celebrate Diwali; know the story that it commemorates.</li> <li>● Realise why we have festivals of light at the start of winter’s darkness.</li> </ul>







**Websites:** Oral story of Rama and Sita – Parts 1 and 2, on the [Hamilton Player](#)

**Other images and activities to source online:** Rangoli patterns | Coloured rice | Bead designs | Rangoli patterns to colour | Handel's Water Music

### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

### English ELGs covered

1.1, 3 | 2.1-3 | 8.3 | 9.1-2 | 10.1-2

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books. Engage with non-fiction books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Use some print and letter knowledge in early writing.

#### Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. L: Read simple phrases and sentences. Spell words by identifying the sounds and then writing the sound with letter/s.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





Literacy Focus: Express ourselves by giving descriptions of how we feel in the dark, and also of fireworks and candlelight; write these descriptive words.			
Active Learning	Creating & Thinking Critically	Exploring and Playing	
<i>Getting involved in large group learning</i>	<i>Applying ideas during guided tasks</i>	<i>Independent, open-ended engagement</i>	
<p>Ongoing: Create a 'Light and dark display', e.g. using black paper decorated with fireworks and candles...</p> <ol style="list-style-type: none"> <li>(LAU, S) Share <b>Firework Night</b>. Share children's experiences of having fireworks or going to a firework celebration somewhere near them. <i>Have any of you seen or held sparklers?</i> Talk about safety when dealing with anything 'fiery' or hot. <i>Fireworks can be very dangerous – only adults can handle them.</i> Discuss how we keep well back when fireworks are being let off.</li> <li>(S, R) Watch a firework display online. <i>For our wall display, we will need really good writing about fireworks. What words can you think of to describe these?</i> Write some describing words on the board to share reading, e.g. beautiful, colourful, sparkly, noisy.</li> <li>(S, W) Watch another firework display,,, <i>How do fireworks make you feel?</i> Excited? A bit scared? Scribe feelings words with the children.</li> <li>(S, PSED, W) <i>What words describe a quiet candle?</i> (Candle watching – see resources). Soothing? Calm? Peaceful? <i>We also need to write some words about how the dark makes us feel.</i> Are we scared? Frightened? Peaceful? Sleepy? Reassure children that we can all feel differently about the dark.</li> </ol>	<ol style="list-style-type: none"> <li>(S, W). Children discuss key safety messages for being around fireworks and sparklers: They choose one 'message' and create a poster to share the message.</li> <li>(S,W, EAD) Play Handel's Firework Music alongside displaying some firework images. <i>Does it sound exciting?</i> Write descriptions of fireworks for the class display.</li> <li>(S, C, UW) Children listen to the story of <b>Rama and Sita</b>. As they listen, they use salt dough, small stones and small figures to re-create the event where the animals make a bridge.</li> <li>(S, W) <i>How do we feel in the dark? What words or phrases express this best?</i> Children write descriptive, expressive words and phrases about light and dark.</li> </ol>	<p><b>Making Divas</b> (PD, EAD) Use salt dough to make their own divas (<i>see resources</i>). Paint in bright colours and add glitter.</p> <p><b>Make a timer</b> (M) Make a Candle timer (<i>see resources</i>) and use it to time events such as playtime or lunch.</p> <p><b>Shadow experiments</b> (UW, S) Experiment with shadows (<i>see resources</i>). How do we create shadows? How does light help us create scary monsters?</p> <p><b>Firework pictures</b> (PD, EAD) Use fine paintbrushes and watery paints to create Firework pictures (<i>see resources</i>).</p> <hr/> <p><b>Books</b> (R) Provide the <b>Rama and Sita</b> Hamilton Group Reader for children to read to themselves/ others.</p> <p><b>Construction</b> (PD) Use big bricks to build a house and place divas in the windows for Diwali.</p> <p><b>Sensory Play</b> (PD) Obtain 'hedgehog balls' or light-up bouncy balls; explore how these feel and look as you play with them (<i>search online</i>).</p> <p><b>Technology</b> (UW) Watch firework displays online.</p>	
Sharing Books*		Key Questions	Success Criteria
<ol style="list-style-type: none"> <li>Share the story <b>Rama and Sita</b> on the IWB. Remind children that these names were in 'Let's Celebrate....' that we read last week.</li> <li>Share <b>Firework Night: The Story of November 5<sup>th</sup></b> (<i>see resources</i>). Discuss how we have fireworks all over England on 5<sup>th</sup> November. Do some children go to a bonfire party? Or share sparklers.</li> <li>Look again at <b>Let's Celebrate 5 Days of Diwali</b> and look at Day 3. The little clay pots to hold the candles are called divas. Talk about how we use candles in our homes/lives.</li> <li>Look again at <b>Rama and Sita</b> on the IWB. Remind children of the ending. People lit divas in their homes to celebrate the return of Rama &amp; Sita. Now they light divas to remember.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week:</b> <b>Fireworks</b> and <b>Penny for the Guy</b> , <b>Remember, remember</b> Use <b>Remember, remember</b> and say this together. Continue to learn the two rhymes from last week: <b>Penny for the Guy</b> and <b>Fireworks</b>.</p>		<ul style="list-style-type: none"> <li>o How do we feel in the dark? What words or phrases express this best?</li> <li>o How do fireworks make us feel? How can we describe these? How does it make us feel to sit round a candle?</li> <li>o Why did the people light divas when Rama and Sita came back home?</li> <li>o Why do people light candles to celebrate? How about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>● Use a range of good descriptive words and phrases in speaking.</li> <li>● Write new words and phrases, with help and using phonetic clues.</li> <li>● Understand that different children feel differently about being in the dark and about fireworks.</li> <li>● Listen to others describe how they feel and express their own feelings using a range of descriptions.</li> <li>● Create their part of a class display on light and dark, using different visual and written modes.</li> </ul>



**\* Sharing books**

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

- 1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- 1.2 Make comments about what they have heard and ask questions to clarify their understanding;
- 1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
  
- 8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- 8.2 Anticipate – where appropriate – key events in stories;
- 8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered**

1.1, 3 | 2.1-3 | 8.1,3 | 9.1-2 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books. Engage with non-fiction books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Use some print and letter knowledge in early writing.

Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. L: Read simple phrases and sentences. Spell words by identifying the sounds and then writing the sound with letter/s.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

**EYFS Framework references**

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**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



**Literacy Focus:** Listen to **Man on the Moon** and **Here Come the Aliens**; share thoughts/ideas/opinions; use descriptive language; write labels and captions.

Active Learning	Large group learning	Creating & Thinking Critically	Guided tasks	Exploring and Playing	Independent
<p>1. (LAU, S) Create and share an exciting flying saucer crash site to signify the arrival of alien visitors to the classroom, e.g. <i>crashed flying saucer, surveillance photographs, foot prints, eye-witness reports</i>. Ask: <i>What are aliens? What might they look like? Who thinks they could be real?</i></p> <p>2. (R, S, W) Use sticky-labels to leave alien-questions on classroom objects, e.g. <i>What is a cup? Why are the chairs small?</i> Read the questions together, using the correct intonation. Note question mark. Leave questions for the children to find each day. Discuss suitable replies. Model writing replies as a complete sentence.</p> <p>3. (LAU, S) Having read <b>Here Come the Aliens</b>, focus on their illustrations (<i>resources</i>). Ask children to describe them; notice how different each one is. Share writing some descriptive labels, e.g. <i>green, bumpy skin etc</i>.</p> <p>4. (S, C) Discuss story ending in <b>Here Come the Aliens</b>. <i>What did you think? Was it funny? Why?</i> Display the photograph on pp.21-22. Identify what the children are doing to scare the aliens away. Ask children to suggest what else they could do to frighten the aliens away! End the Unit by reading the 'Thank you letter from the aliens' (<i>resources</i>).</p>		<p>1. (S, W) Children select a classroom item and write a short sentence caption to provide more information about it for a confused alien, e.g. <i>This is a bottle</i>. Challenge: Write an extended caption for each item, e.g. <i>This is a water bottle. We drink from it</i>. <b>Simplify:</b> On a sticky label, write a single word to identify each item, e.g. <i>bottle</i>.</p> <p>2. (C) Having noticed rhyming in shared reading, work together to read rhyming strings (<i>resources</i>) and find the odd word out. Can children add more words to a rhyming string?</p> <p>3. (S, R) Show illustration of the aliens speaking. Read speech bubbles; enjoy the humour. Choose an alien - <i>What might the alien be saying?</i> You could record some of the ideas in large speech bubbles...</p> <p>4. (S, M) Display the 'Alien sorting' images (<i>resources</i>). Discuss and describe them. Children generate different criteria to sort and group them.</p>		<p><b>Sorting</b> (S, M) Explore the characteristics of alien images; use mathematical language to describe them.</p> <p><b>Construction</b> (S, EAD, PD) Children create a range of Alien Finger Puppets. N.B. PVA glue will also work, but it does take longer to dry.</p> <p><b>Malleable</b> (EAD, PD) Create salt dough aliens.</p> <hr/> <p><b>Creative &amp; Fine motor</b> (PD, UW) Children make Alien Face Biscuits. Adapt recipe for children with specific allergies.</p> <p><b>Books</b> (R) After use for C&amp;TC Activity 2, display Rhyme cards (<i>resources</i>). Children read words and find the odd one out.</p> <p><b>Role Play</b> (PSED, S, C) Enhance last week's role play by introducing alien encounters, e.g. <i>messages, puppets</i>.</p> <p><b>Small World &amp; Sensory Play</b> (PSED) Make different versions of Alien Gloop. Add a different texture to each, e.g. <i>sand, glitter, pasta</i>. Define differences.</p>	

Sharing Books*	Key Questions	Success Criteria
<p>1. Share <b>Here Come the Aliens</b>. Notice the repeating sentence; encourage children to join in. Notice rhyme in aliens' descriptions. Identify rhyming strings and extended them, e.g. <i>two, true, do, glue, new</i>. Explain that rhymes share the same end sound.</p> <p>2. Read <b>Here Come the Aliens</b> together. Remind children that includes a repeating sentence and rhyme, which will help them to join in.</p> <p>3. Share <b>Man on the Moon</b>. Ask children if it is a story or information book; children justify their choice. Sequence the story and recognise it only makes sense when read in sequence.</p> <p>4. Re-read <b>Man on the Moon</b>. Enjoy the humour of the book. Identify parts that are real and parts that are made up. Use questions to encourage the children to develop each answer, e.g. <i>Why do you think that? How do you know?</i> Encourage the children to use <i>because</i> to justify their thoughts.</p> <p><b>Poetry/Rhyme of the Week: Five Little Men in a Flying Saucer</b> (<i>resources</i>) Introduce on Monday (send a copy home). Rehearse and chant during week; enjoy at home! You might like to develop performance and add actions.</p>	<p>What are aliens? Do you believe they are real? How do you know? What are they like? Why would aliens visit earth? How would you welcome/scare/help an alien?</p>	<ul style="list-style-type: none"> <li>● Articulate thoughts and ideas and share them with adults and peers.</li> <li>● Read questions, using appropriate intonation.</li> <li>● Orally prepare replies to questions.</li> <li>● Correctly identify the sounds in words and use recognisable letters to represent those sounds.</li> <li>● Write a statement, using correct punctuation.</li> <li>● Select and use descriptive language to provide specific information.</li> </ul>



## Websites:

[Twinkle Twinkle Little Star](#) from canteach.ca | [Alien face biscuits](#) from kidspot.com | [Alien gloop](#) from littlebinsforlittlehands.com | [Alien Finger Puppets](#) from onelittleproject.com

## \* Sharing books

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

- 1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
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- 8.3 Use and understand recently introduced vocabulary during discussions.

## English ELGs covered

1.1, 3 | 2.1, 3 | 8.3 | 9.1-3 | 10.1-3

## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness.... Write some letters accurately. Use some print and letter knowledge in early writing.

### Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.

L: Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter/s.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

## EYFS Framework references

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## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*







**Literacy Focus:** Listen to **Whatever Next**; sequence the story; discuss the characters and settings; share thoughts/ideas and justify opinions; write a list.

Active Learning <i>Large group learning</i>	Creating & Thinking Critically <i>Guided tasks</i>	Exploring and Playing <i>Independent</i>
<p>Pre-teach around the context of space travel as required.</p> <ol style="list-style-type: none"> <li>(LAU) Tell the story of 'Whatever Next' before session. <i>How does the story make you feel? Have you got any questions about the story?</i> Show 'Storyboard' images (<i>resources</i>). Identify characters/ settings. List key words. Discuss sequence: note how the story starts (beginning), builds excitement (middle) and resolves (ending). <i>Do you think Baby Bear really travelled to the moon?</i> Encourage justification of opinions.</li> <li>(R, S) Display appropriate pages/ images from 'Whatever Next'. How does Baby Bear prepare? Identify his rocket and items he packs. Use illustrations to recognise each item. <i>Do you think they were good choices?</i> Model use of because... for justification. <i>What would you have packed? Why?</i></li> <li>(S, LAU) Read Toys in Space. <i>How did the toys feel in space?</i> Notice that the toys are frightened of the dark. <i>Why might this be?</i> Children identify what they are scared of and also what helps them to feel brave.</li> <li>(W, S) Display end-pages from 'Whatever Next'. <i>Have you ever imagined travelling into space? What might you see?</i> Discuss and list ideas; model using knowledge of phonics and HFWs. Reflect on the emotions children may experience if they visited space.</li> </ol>	<ol style="list-style-type: none"> <li>(R, W) Children write a list of ~5 items they would take into space, rehearse orally before writing. Children write a list of items in a writing frame (<i>resources</i>).</li> <li>(W) Children label the parts of a 'Space rocket' (<i>resources</i>). <i>Can you tell me which part of the rocket this is? That's right, the fin...</i> Model/support children using knowledge of phonics and HFW to write each suggestion. Repeat for all parts of the rocket.</li> <li>(W, S)) <i>Remind me how Baby Bear prepares for his journey... What did he choose to pack? What would you take...Why?</i> Discuss preparing for different journeys, e.g. going to school/ on holiday/ the shops/ visiting relatives etc. Encourage children to list ~5 items for a chosen journey.</li> <li>(S, EAD) Create a space-themed picture to round off the week's learning. Encourage reflection on the week's activities; then choose how they represent what <u>they</u> have found memorable. Upload pictures to <a href="http://BBC.co.uk/Make a Stargazing Picture">BBC.co.uk/Make a Stargazing Picture</a> (see weblink). Display to represent the week's experiences.</li> </ol>	<p><b>Role Play</b> (C, S, EAD) Children dress up and/ or use story props for their own space-themed role play. Do they try to retell a story, or invent a different narrative?</p> <p><b>Lunar Landscape</b> (S, EAD) Children play with space- and moon-themed stimuli. Encourage children to narrate their play for you and to respond to your open questioning.</p> <p><b>Model rockets</b> (S, EAD, PD) Print, laminate and display 'Spacecraft pictures' (<i>resources</i>). Children independently engage and play with space- and moon-themed stimuli, building spacecraft. Encourage children to use descriptive language to provide additional info.</p> <p><b>Storytellers</b> (C) Provide a range of space-themed stories/ other texts, and the 'Whatever Next' sequencing cards (<i>resources</i>) in an informal reading area. Encourage children to retell a favourite story, perhaps by ordering the cards from 'Whatever Next'.</p> <hr/> <p><b>Music</b> (EAD) Learn <i>Bedtime Song</i> (see weblink).</p> <p><b>Maths</b> (M) Show 'Count Down to Blast off' cards (<i>resources</i>). Order numbers; say 1 more/less.</p> <p><b>Malleable</b> (PD) Space Playdough mats (<i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Read <b>Whatever Next</b>. <i>Why did Baby Bear want to go to the moon?</i> Encourage children to think of as many different ideas as possible; children use <i>because</i> to justify their opinion.</li> <li>Share <b>Whatever Next storyboard</b> (<i>resources</i>). Say it is a way to sequence the story. Use it to retell the story. Repeat with the children joining in, adding actions and also expression.</li> <li>Focus on p.7 of <b>Toys in Space</b>. Read the labels. Children identify special toys and describe them. Next display a range of labelled soft toys to read together. Reinforce using phonic knowledge to read words.</li> <li>Re-Read <b>Toys in Space</b>. Discuss if children believe there are aliens in space. Respect their ideas. Ask children to say what they would do if an alien spaceship landed in their garden requesting help!</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Astronaut and Rocket Ship!</b>            Introduce the poem and tune on Monday (send a copy home). Rehearse and sing throughout the week, e.g. <i>waiting to go to lunch/ to focus on carpet/ just for fun!</i> Develop performance and add actions.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What characters are in this story?</li> <li>o Where is the story set?</li> <li>o What happens in the story?</li> <li>o How did Baby Bear prepare for the journey to the moon?</li> <li>o What would you take to the moon?</li> <li>o How can we remember/ share our great ideas? (write a list!)</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Retell a familiar story, with confidence and enthusiasm, using prompts.</li> <li>● Share thoughts, ideas and feelings with adults and peers.</li> <li>● Apply phonic strategies to read a range of decodable words.</li> <li>● Use phonic knowledge to write ideas using recognisable letters.</li> <li>● Appreciate the effect of using descriptive language to provide readers with additional information.</li> </ul>





**Reception English: Autumn – Space, Unit 1: Blast off!**

**Literacy Context: Lists, labels and captions**



## Websites:

Animated version of [Whatever Next](#) from youtube.com

[Make a Stargazing Picture](#) from bbc.co.uk

Interactive version of the [Bedtime Song](#) from bbc.co.uk

## \* Sharing books

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

## English ELGs covered

1.1-2 | 2.1-3 | 8.1, 8.3 | 9.1, 9.2 | 10.1-3

## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Use some print and letter knowledge in early writing.

### Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. .

L: Read simple phrases and sentences. Spell words by identifying the sounds and then writing the sound with letter/s.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

## EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



**Reception English: Autumn – Space, Unit 1: Blast off!**

**Literacy Context: Lists, labels and captions**



**Literacy Focus:** Listen to **Little Kids First Big Book of Space**; understand the differences between fiction & non-fiction; share questions and find answers.

Active Learning <i>Large group learning</i>	Creating & Thinking Critically <i>Guided tasks</i>	Exploring and Playing <i>Independent</i>
<p>1. (LAU, S) Display a range of story <b>and</b> information books about space. Look through several; discuss the content and format. Sort the books. Encourage children to justify their ideas. If not already done, sort into fiction/ non-fiction; make N/F available for independent use (see Exploring &amp; Playing).</p> <p>2. (LAU, R, S, W) Read the chapter about <i>Earth</i>, i.e. pages 19 – 23. Discuss words/ concepts the children find difficult. Identify different facts about Earth. Orally prepare each idea as a complete sentence; model writing it on the board, e.g. <i>Earth is a planet</i>. Notice that each sentence begins with a capital letter and ends with a full stop. Finally, read the facts aloud together, using appropriate intonation.</p> <p>3. (LAU, C, W) Having completed guided task 2, display the list of questions about the Sun. Read them aloud. Next, read the chapter about the <i>Sun</i>, pages 13 – 17. Using information in the chapter, demonstrate how to prepare answers to each of the questions. Write each answer as a complete sentence. Emphasise correct punctuation.</p> <p>4. (LAU, C, W, PSED) Read 'A Journey into Space' (<i>resources</i>). Discuss what children: <i>saw, heard, smelt, felt</i> and the <i>emotions</i> they experienced. Scribe several to save for C&amp;TC 4.</p>	<p>1. (S, UW) Compare/contrast the Moon and Earth. Scribe children's ideas in a table (<i>resources</i>), sharing your writing strategies.</p> <p>2. (LAU, R), Say that information books can help readers to learn new facts. Display photograph of the Sun, p.12. Model orally preparing a question about the sun, e.g. <i>What is the Sun?</i> Invite children to prepare, rehearse and share questions about the Sun; write a selection on f/c. Note the question mark and say it tells readers the sentence is a question. Finally, read each question using appropriate intonation.</p> <p>3. (C, W) Write labels/ captions for pictures. Say <b>labels</b> identify specific parts in a picture, while a <b>caption</b> is a sentence to give more information. Display space vehicle pictures, e.g. <i>satellites, rovers</i>. Children select a vehicle to <b>label</b> (<i>resources</i>). <b>Harder:</b> Display <i>The Solar System</i>, pp.120-121. Children select a planet and write a <b>caption</b> about it (<i>resources</i>). <b>Simplify:</b> Read <i>Rockets</i>, pp.109 - 110. Children label a picture of an astronaut (<i>resources</i>).</p> <p>4. (LAU, C, W, PSED.) Having read the 'Journey into Space', children write a list of their memories/reactions inside the rocket writing-frame (<i>resources</i>). Children share ideas.</p>	<p><b>Books</b> (C, R, UW) Display information books about space. Select and write daily 'heading' on this area, e.g. <i>Rockets</i>. Children find &amp; write facts about that heading.</p> <p><b>Role Play &amp; Music</b> (S, PD, EAD) Set up a Rocket/Space Station role-play area. Listen to music from Gustav Holst's <i>Planets</i> e.g. <i>Mars</i>. Children use actions to respond to the music, e.g. <i>walking, spinning, jumping, tip-toeing</i>.</p> <p><b>Maths</b> (S, M) Wrap different vegetables in silver foil, e.g. <i>potatoes, parsnips, carrots</i>. Call them <i>Moon Rocks</i>. Children weigh them using non-standard units, e.g. <i>bricks</i>. Compare &amp; order weights.</p> <p><b>Construction</b> (S, PD, EAD) Children use a range of different construction toys, e.g. <i>Lego™, Mobilo™, Unifix cubes™</i> to create space vehicles.</p> <hr/> <p><b>Small World &amp; Sensory Play</b> (PSED, PD) Create Marbled Planets (see weblink).</p> <p><b>Creative &amp; Fine Motor</b> (EAD, PD) Create Papier Mache Planets (see weblink).</p> <p><b>Malleable</b> (PD) Add playdough to mats (<i>resources</i>)</p> <p><b>Technology</b> (UW) Select and complete a range of Space Jigsaws (see weblink).</p>

Sharing Books*	Key Questions	Success Criteria
<p>1. Show <b>Little Kids First Big Book of Space</b>. Say it contains facts and doesn't have to be read in sequence to make sense. Share the headings from the contents page and read interesting pages.</p> <p>2. Read chapter about the <i>Moon</i>, pages 24 – 29. Notice how information is presented, e.g. <i>paragraphs, photographs, labels, captions</i>. Find examples and discuss why they are helpful.</p> <p>3. Read chapter on <i>Telescopes</i>, pages 113 – 115. Afterwards, focus on discussing each illustration and highlighting the labels. Think of additional labels that could be included.</p> <p>4. Read the chapter on <i>Comets</i>, page 85 – 87. Use the information to prepare captions orally for each illustration. Encourage children to use specific space vocabulary appropriately.</p> <hr/> <p><b>Poetry/Rhyme of the Week: Twinkle Twinkle Little Star</b> ('<i>Science Version</i>' in <i>resources</i>) Share poem; rehearse throughout the week, e.g. <i>start/end of the day</i>. Encourage the children to vary the pitch and tone of their voice as they rehearse. At the end of the week invite another class/guardians/headteacher to a whole class performance.</p>	<ul style="list-style-type: none"> <li>▪ What is the difference between a story book and information book?</li> <li>▪ Why are information books helpful?</li> <li>▪ How do authors present information in an information book?</li> <li>▪ How can you discover facts in an information book?</li> <li>▪ Why are labels/captions useful?</li> </ul>	<ul style="list-style-type: none"> <li>● Understand that fiction/non-fiction texts have different features.</li> <li>● Identify some similarities and differences between fiction and non-fiction texts.</li> <li>● Find and select appropriate headings in a non-fiction book.</li> <li>● Appreciate that non-fiction texts can help readers answer questions.</li> <li>● Generate questions and use non-fiction texts to find answers.</li> <li>● Write labels and captions to accompany illustrations.</li> </ul>





Websites:

[Marbled Planets](#) from [artfulparents.com](#)

[Papier Mache Planets](#) from [instructables.com](#)

A range of [Space Jigsaws](#) from [bbc.co.uk](#)

## \* Sharing books

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

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*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

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*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

## English ELGs covered

1.1-3 | 2.1-3 | 8.3 | 9.1, 9.2 | 10.1-3

## Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Engage with non-fiction books.

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Reception:

CL: Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. .

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## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – [see Overview for specific references.](#)





Literacy Focus: Share <b>The Jolly Christmas Postman &amp; Christmas on Exeter Street</b> . Discuss winter traditions. Read fairy tale characters' names. Write a greetings card.		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas in guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>Before teaching these activities, share and discuss winter celebrations, e.g. personal (birthdays, etc.), communal (e.g. Hanukkah, Diwali, Kwanzaa, Eid, Winter Solstice and Christmas – <i>search online</i>). Can children explain what they and their family do during the festive season? Recognise that not all families celebrate Christmas, instead enjoying other festivals or ceremonies.</p> <ol style="list-style-type: none"> <li>(LAU, S, R) Discuss the features many of these traditions share: time with family and friends, bright lights, lovely food, games and fun. Discuss also some of the things that are unique to Christmas. Focus on the tradition of sending Christmas cards. Read and discuss common greetings used. <i>How does it feel to receive a card?</i></li> <li>(C, S) Reread <b>The Jolly Christmas Postman</b>. Look at the envelopes and Baby Bear's card in detail, explore wording layout. Focus on word spacing/use of capitals to start sentences/ for names.</li> <li>(S) <i>How do we <u>send</u> a card? What happens to cards after they're posted? We will be posting our own cards this week. Who could we send them to? What greeting will we use?</i> Emphasise choice of card and greeting.</li> <li>(S, W) Revisit children's ideas on family traditions. Discuss; record, modelling and emphasising using full sentences, correct tense, clear sentences etc.</li> </ol>	<ol style="list-style-type: none"> <li>(R, C) Match pictures of nursery rhyme characters with their names written on envelopes (<i>see resources</i>).</li> <li>(R, W) Children write a seasonal greetings card to parents or carers. <i>*Provide alternative card ideas for children who do not celebrate Christmas (winter, Hanukkah etc. Differentiate appropriately.</i></li> <li>(EAD, W) Write mini books/ concertina Christmas books as in <b>The Jolly Christmas Postman</b> (<i>see resources</i>).</li> <li>(C, R) Read the end of <b>Christmas on Exeter Street</b>. Pull crackers and share <b>Christmas cracker jokes</b> (<i>see resources</i>). Do you know any jokes to tell?</li> </ol>	<p><b>Role Play</b> (EAD, PSED) Christmas at the Post Office (<i>resources</i>). Children wrap parcels, buy and sell stamps, discuss delivery rounds, write cards/letters and weigh/measure parcels before heading off to deliver the Christmas mail.</p> <p><b>Lanterns and Music</b> (PD, EAD) Make the Jolly Christmas Postman's carol singer's lantern (<i>resources</i>). Perform <i>Jingle Bells</i> and other songs with percussion as part of a carol-singing excursion to other classes; children carry lanterns.</p> <p><b>Maths</b> (M, S, UW) Measure the height/width of three parcels using multilink blocks. Compare parcel weight. <i>Is the tallest parcel also the heaviest?</i></p> <p><b>Play dough decorations</b> (PD, EAD) Create winter decorations with Christmas-scented play/ salt dough, using cutters or by hand (<i>resources</i>).</p> <hr/> <p><b>Small World</b> (UW, EAD, PSED) Set out a floor map. Drive the postman's route, dropping off letters and parcels.</p> <p><b>Creative</b> (EAD) Paint designs for Christmas cards.</p> <p><b>Fine Motor</b> (EAD, PD) Grandma Ginny's knitting: cross-stitch artworks (<i>see resources</i>).</p> <p><b>Technology</b> (UW) Learn about Christmas and other festivals (<i>see search online</i>).</p> <p><b>Knowledge and Understanding</b> (UW) Use a Christmas display table as a focus for discussion of Christmas and other winter traditions.</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Read the first part of <b>The Jolly Christmas Postman</b>. What characters do we recognise from other stories? List and read their names.</li> <li>Read the first part of <b>Christmas in Exeter Street</b>. What signs of Christmas can you spot? <i>Cards on the mantelpiece, wreath on door, presents, balloons, stockings, etc.</i></li> <li>Continue reading <b>Christmas on Exeter Street</b>. Can you count all the guests? Phew! What would it have been like in the house? <i>Fun, noisy, squashed.</i></li> <li>Share reading any other Christmas stories of your choice (<i>see suggestions on Block overview</i>).</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Jingle Bells</b> (<i>see resources</i>) Introduce on Monday (send a copy home). Perform as part of a class carol-singing excursion.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What does your family do during the winter festive season? Do all families do the same things?</li> <li>o What kinds of thing do we say/write in Christmas cards?</li> <li>o How can we read the names of well-known fairy tale characters?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Can talk confidently about aspects of own family's winter festival traditions as well as how other families celebrate in winter.</li> <li>● Can read the names of story characters and friends using phonics skills.</li> <li>● Can write own name with an initial capital letter.</li> <li>● Can write short greetings in Christmas and other winter festival cards.</li> </ul>





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*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

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*8.3 Use and understand recently introduced vocabulary during discussions.*

**English ELGs covered**

1.1 | 2.1, 2.2, 2.3 | 8.1, 8.3 | 9.1-3 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

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**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



Literacy Focus: Share <b>Dear Santa</b> , <b>The Christmas Present</b> & <b>Harvey Slumfenburger's Christmas Present</b> . Discuss gift giving. Write a letter to Father Christmas.			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<ol style="list-style-type: none"> <li>(LAU, C, R) Reread <b>Dear Santa</b>. Look at the describing words for the presents: <i>small, big, bouncy</i> etc. <i>Who can think of other words to describe the presents?</i></li> <li>(R, W) <i>Last week we all wrote greetings cards. What other kinds of writing do people do at Christmas?</i> Discuss &amp; record ideas: <i>shopping lists, notes left out for Santa, thank you letters</i> etc. Explore the forms these types of writing take.</li> <li>(R, LAU, S) Refer back to <b>Christmas on Exeter Street</b> and <b>Dear Santa</b>; discuss the tradition of writing letters to Father Christmas. Share read the two model <b>Letters to Santa</b> (see resources). <i>Which one do you think is politest? Why is that important?</i> Read and sort class Christmas post.</li> <li>(PSED, LAU, S) Having read <b>Dear Santa</b>, <b>The Christmas Present</b> and/or <b>Harvey Slumfenburger</b>, discuss giving and receiving presents. <i>Do you like getting presents?! The boy in the animation really wants to get a nice present for his Mum. How does it feel to get someone a present they will love? Discuss how we can help other people during winter... e.g. give to food banks/ buy from charity shops etc.</i></li> </ol>	<ol style="list-style-type: none"> <li>(C, W) Read enough of <b>Harvey Slumfenburger's Christmas Present</b> to discuss: <i>Why was it difficult to get to Harvey's house? What different sorts of transport did Father Christmas use?</i> List and sequence.</li> <li>(W) Having shared <b>Dear Santa</b> and <b>The Christmas Present</b>, write a letter to Father Christmas on behalf of a pet/ younger child (see differentiation on Activity Card)</li> <li>(LAU, C, S) Revisit <b>Harvey Slumfenburger</b> ... <i>Is it easy for Father Christmas to reach Harvey's house? Why not? Why do you think Father Christmas keeps trying even when it is difficult? Who feels sorry for Harvey in the story? Why?</i></li> <li>(LAU, W) Finish reading <b>Harvey Slumfenburger</b>. <i>What do you think Harvey's present might be?</i> Together, list suggestions and discuss their merits. What do other people think?</li> </ol>	<p><b>Small World</b> (PSED, EAD, C) Journey to Harvey's home. Use floor maps/ paper rolls to recreate the journey with different vehicles (<i>trucks, bikes, cars</i> etc.)</p> <p><b>Singing songs</b> (EAD) Sing seasonal songs using a music player and instruments.</p> <p><b>Christmas decorations</b> (EAD, PD, UW) Make and decorate salt dough Christmas decorations.</p> <p><b>How many objects?</b> (M, PD) Hide Christmas decorations in sand/straw, children hunt, find then count and match to number cards.</p> <hr/> <p><b>Other suggestions:</b></p> <p><b>Role Play</b> (S, EAD, PSED) Rudolph's Stables (see resources).</p> <p><b>Construction</b> (PD) Father Christmas's helicopter (see resources)</p> <p><b>Fine Motor</b> (PD) Create seasonal patterns and shapes in winter 'snow' trays filled with flour.</p> <p><b>Technology</b> (UW) Design party invitations using <i>Paint</i> or similar software.</p> <p><b>Sensory Play</b> (UW) Christmas feely box: <i>a cracker, tinsel, bauble, star, pine cone, Santa hat</i>, etc.</p> <p><b>Knowledge and Understanding</b> (UW) Discuss the role of food and parties in Christmas/winter celebrations. Do we all eat the same things? Why?</p>	
<b>Sharing Books*</b>		<b>Key Questions</b>	<b>Success Criteria</b>
<ol style="list-style-type: none"> <li>Enjoy sharing <b>Dear Santa</b> and <b>Harvey Slumfenburger's Christmas Present</b>.</li> <li>Watch and read <b>The Christmas Present</b> on screen. <i>Is this story like Dear Santa? How? Is the boy's choice of present a good one?</i></li> <li>Re-watch <b>The Christmas Present</b>. Join in with the repeated phrases. <i>Why aren't the various suggestions quite right? Do they make us laugh?</i></li> <li>Continue to share Christmas/winter festival stories and information books.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: The Reindeer Hokey Cokey</b> (see resources) Introduce on Monday (send a copy home). Enjoy during the week with actions and reindeer hats!</p>		<ul style="list-style-type: none"> <li>o Who do we need to think about most at Christmas?</li> <li>o How do we choose what present to give someone we love?</li> <li>o What important things must we remember when writing words and sentences?</li> <li>o What helps us read letters/cards?</li> </ul>	<ul style="list-style-type: none"> <li>● Can write own name.</li> <li>● Can write simple sentences in a letter to Father Christmas.</li> <li>● Can join in with repeated phrases from books and with rhymes and songs shared in class.</li> <li>● Can share ideas about giving presents and visiting people at Christmas.</li> </ul>



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The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered**

1.1 | 2.1-3 | 8.1, 8.3 | 9.1-3 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

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**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



Literacy Focus: Share <b>The Bear's Winter House</b> & non-fiction topic books. Discuss signs of winter. Go on a winter walk; write a caption for photographs taken.		
Active Learning	Creating & Thinking Critically	Exploring and Playing
<i>Getting involved in large group learning</i>	<i>Applying ideas during guided tasks</i>	<i>Independent, open-ended engagement</i>
<p><i>Go on a winter walk, in the school grounds or local area, exploring, discussing &amp; photographing the signs of winter before this session.</i></p> <ol style="list-style-type: none"> <li>(S, C, W) Share <b>What Can You See in Winter?</b> before session; talk about the pictures and what they show. <i>What did we see/ not see.</i> Talk about the winter walk, show photos... Children talk to a partner, then create a shared list. Model sounding out words to write them, e.g. <i>frost, trees, ice, snow, icicles, holly, birds</i></li> <li>(S, C, W) So, <b>What Can You See in Winter?</b> didn't include our other senses... <i>What could we feel?</i> Repeat discussion and shared writing, e.g. <i>cold air, hard mud, slippery ice</i>, etc. Extend to things children could smell or hear if appropriate for your walk.</li> <li>(S, EAD, W) <i>I'd like to make my own page to go in a book about our winter walk.</i> Ask children to think of and orally rehearse ideas for a sentence beginning, <i>I can feel...</i> Model writing, reminding of finger spaces, caps and full stops, and using some of the listed ideas, e.g. <i>I can feel slippery ice. / I can see frosty benches.</i> etc.</li> <li>(S, EAD, W) As activity 3 above, sharing writing further sentences for another shared page in the class book.</li> </ol>	<p>Children will be creating pages for a new book about the signs of winter based on their winter walk.</p> <ol style="list-style-type: none"> <li>(S, R) Develop vocabulary: Find useful words to describe photographs of winter walk/scenes on a word mat (<i>resources</i>).</li> <li>(S, C) [follows AL1] Extend and refine vocabulary from AL1, e.g. <i>It does look like snow, but we haven't had snow recently. When it forms on things like benches, just from the cold, we call it frost. 'We can see frosty benches'.</i></li> <li>(S, EAD, W) [follows AL2&amp;3] Children write captions for a winter walk photograph. Three levels of writing frame (<i>see resources</i>) support children with: writing full sentences including simple adjectives/ writing a sentence starting with the opener, <i>I can see... or I can feel.../ verbally describing what they saw.</i></li> <li>(S, UW) Ice investigation (<i>see resources</i>). Children experiment with freezing water in differently shaped containers and then explore 'freeing' frozen toys through melting in different places and by sprinkling salt.</li> </ol>	<p><b>Winter den role play</b> (EAD, PSED) Set up a winter den (<i>resources</i>).</p> <p><b>Snowflakes &amp; Icicles</b> (PD, UW) Make paper snowflakes &amp; icicles (<i>resources</i>).</p> <p><b>Maths</b> (M) Snowman counting (<i>resources</i>).</p> <p><b>Icy water</b> (UW, S) Ice in water; a selection of floating and sinking objects to explore (<i>resources</i>).</p> <hr/> <p><b>Books</b> (R, C) Provide a selection of fiction &amp; non-fiction books about winter, including <b>What Can You See in Winter?</b></p> <p><b>Small World</b> (PSED, UW) Snowy world in black tray: snow, people, cold weather animals, blocks for shelter.</p> <p><b>Creative</b> (EAD) Make an ice picture (<i>resources</i>).</p> <p><b>Malleable</b> (PD) Make a play dough snowman (<i>resources</i>).</p> <p><b>Construction</b> (PSED, PD) Inside: Build a shelter (<i>resources</i>); Outside: Build bear's winter den.</p> <p><b>Technology</b> (UW) Use computers to explore winter (<i>see websites on unit plan</i>).</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Share and enjoy <b>The Bear's Winter House</b>, looking at illustrations. What made the other animals unhappy? Ask children to spot the signs of winter.</li> <li>Share book &amp; discuss how bear built his winter house. Children mime and say each step, <i>'First, collect branches and logs. Next, scrape up soft moss. Then, hammer the logs into...'</i> etc.</li> <li>Share book discussing how the bear felt about the behaviour of his guests. Did they notice that bear was not happy? What rules would have helped them behave better?</li> <li>Introduce <b>Thinking about the Seasons: Winter</b>, explaining that this is an <u>information book</u> which we can use to find out facts about winter. Use the question boxes to prompt discussion.</li> <li>Reread <b>Thinking about the Seasons: Winter</b>. Focus on animal adaptation, 'migration' and 'hibernation'.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: I Made a Little Snowball and Here We Go Round</b> (<i>see resources</i>) Introduce on Monday (send a copy home). Rehearse and chant during week, waiting to go to lunch, on carpet, for fun! Develop performance and add actions.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What are the signs of winter?</li> <li>o How do we know it is winter?</li> <li>o What are our senses?</li> <li>o What can we see and feel (hear and smell)?</li> <li>o How can we write a sentence about ourselves? (Start with 'I')</li> <li>o How can we describe what we saw or felt? (adjective)</li> <li>o What should a sentence end with?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Talk about signs of winter you have spotted.</li> <li>● Decide if you are going to write about something you can see or feel.</li> <li>● Say a sentence; hold it in your head.</li> <li>● Sound out each word to help you write your sentence.</li> <li>● Check for a capital letter at the beginning and a full stop at the end.</li> </ul>



### Suggested websites:

- **Wintery activities, games and clips** (search *Winter* at [bbc.co.uk/cbeebies](http://bbc.co.uk/cbeebies))
- **The very cold day** – an Abney & Teal story (search *The very cold day* at [bbc.co.uk/cbeebies](http://bbc.co.uk/cbeebies))

### \* Sharing books

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- 1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- 1.2 Make comments about what they have heard and ask questions to clarify their understanding;
- 1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- 8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- 8.2 Anticipate – where appropriate – key events in stories;
- 8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

2.1,3 | 8.1,3 | 9.2 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*







Literacy Focus: Share <b>The Owl Who was Afraid of the Dark</b> . Discuss darkness and night-time. Write instructions for and have a pyjama party.		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p><i>Share The Owl Who Was Afraid of the Dark before session 1.</i></p> <ol style="list-style-type: none"> <li>(C, LAU) Understanding reading: <i>How did Plop feel about the dark at the beginning of the story and what changed his mind? Have you ever felt a little like Plop? The dark can feel a bit scary at times. What makes us feel better? Did Plop change his mind at the end? Why?</i></li> <li>(S) Have children ever had a sleepover or pyjama party? <i>Wouldn't it be fun to have one at school (during the day!)? How could we have a daytime pyjama party? Agree to write instructions for the Headteacher/ suitable adult, to show them how to have a pyjama party. Discuss ideas.</i></li> <li>(S, W) Shared writing: Model orally rehearsing a couple of instruction sentences before scribing a numbered list. Sound out words; check that every word in the sentence is written, e.g.                     <ol style="list-style-type: none"> <li><i>First, put on pyjamas.</i></li> <li><i>Next, bring a soft toy. [continue list in CTC2,3]</i></li> </ol> </li> <li>(R) Shared reading: Reread the complete set of instructions and agree that this would help us have a really fun pyjama party!</li> </ol>	<ol style="list-style-type: none"> <li>(R, S) Vocab. development: Discuss ideas around <i>What makes us feel better in the dark?</i> e.g. being <u>cosy</u>, a <u>cuddly toy</u>, <u>bedtime stories</u>, <u>nightlights</u>, listening to recorded <u>music</u>... Create a word bank.</li> <li>(S, W) [follows AL2] Briskly orally rehearse instruction sentences before writing them as a numbered list: 'How to hold a pyjama party. <b>Hard:</b> Write 3 or 4 instructions including simple time adverbs (<i>first, then, etc.</i>). <b>Medium:</b> Discuss ideas in small groups then write an instruction <u>each</u> on a paper strip to form a set of shared instructions. <b>Easy:</b> Verbally rehearse instruction ideas. Complete a given sentence starter.</li> <li>(S, W) Continue activity 2 above to complete the set of instructions.</li> <li>(R) Having written instructions as a guided task, children invite a suitable adult in to view them (children could read the instructions to them) and agree (hopefully!) to the pyjama party.</li> </ol>	<p><b>Role Play; Books</b> (R, C, UW) Set up a sleepover setting, with a selection of fiction &amp; non-fiction about winter, night time, stars... Children talk about something they have found out with a friend.</p> <p><b>Night sky</b> (EAD, PD) Source night sky images. Make a night sky picture on dark paper, dotting white/ yellow paint and sticking foil on glue spots.</p> <p><b>Frozen treasure</b> (UW) Explore frozen treasure in water tray.</p> <p><b>Explore the dark!</b> (UW) Dark tent exploration (<i>resources</i>).</p> <hr/> <p><b>Small World</b> (PSED) Night-time world in black tray: people, beds, nocturnal animals, twigs for camp fire, etc.</p> <p><b>Music</b> (UW) Listen to gentle music. How does it make them feel? Compare to party music.</p> <p><b>Starry Night Maths</b> (M) Estimating and counting stars (sequins – see <i>resources</i>).</p> <p><b>Construction</b> (PD) Make a telescope – provide sheets of card to roll &amp; a selection of tape for fixing.</p> <p><b>Technology</b> (UW) Use computers to explore the night sky.</p> <p><b>Playdough Biscuits</b> (PD, UW) Make different biscuits from the cutters and decorate (<i>see resources</i>).</p>
<i>Hold pyjama party at the end of the week, following the children's instructions to ensure that it is a really fun day!</i>		
Sharing Books*	Key Questions	Success Criteria
<ol style="list-style-type: none"> <li>Share <b>The Owl Who was Afraid of the Dark</b> with its beautiful illustrations.</li> <li>Read the story with children joining in with the 'Dark is...' sentences.. Discuss the different things that were enjoyable in the dark. Have children been to a firework display, looked at stars, sat round a camp fire, etc?</li> <li>Read <b>All About Animals in Winter</b>, another information book. Point out contents page, index and glossary. <i>Which words do we know the meaning of? What have we found out from reading this book? Can anyone tell us a fact?</i></li> <li>Reread <b>All About Animals in Winter</b>. Can children act out the actions of the different animals as you read the text? You may need some extra space for this!</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Twinkle Twinkle &amp; Teddy Bear, Teddy Bear</b> (<i>see resources</i>) Introduce on Monday (send a copy home). Rehearse and chant during week, waiting to go to lunch, on carpet, for fun! Develop performance and add actions.</p>	<ul style="list-style-type: none"> <li>o How did Plop feel at the beginning?</li> <li>o What made him feel better about the dark?</li> <li>o What words in the story describe what the dark is like?</li> <li>o What makes us feel better when we are feeling a bit scared?</li> <li>o What is a pyjama party?</li> <li>o How should we plan how to have our pyjama party? (instructions)</li> <li>o How can we show the order of our instructions?</li> </ul>	<ul style="list-style-type: none"> <li>● Decide what steps are needed for the party instructions.</li> <li>● Say a sentence, holding it in your head.</li> <li>● Sound out each word to help you write your sentence.</li> <li>● Check for a capital letter at the beginning and a full stop at the end.</li> </ul>



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1.1 | 2.1-3 | 8.2,3 | 9.1-3 | 10.1-3

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### Development Matters references

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**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





**Literacy Focus:** Discuss dragon spells and eggs | Read words and short descriptive phrases about dragons | Write sentences to describe their own dragons

<b>Active Learning</b> <i>Getting involved in large group learning</i>	<b>Creating &amp; Thinking Critically</b> <i>Applying ideas during guided tasks</i>	<b>Exploring and Playing</b> <i>Independent, open-ended engagement</i>	
<ol style="list-style-type: none"> <li>(R, W) Read about weather dragons and magic spells in <b>Tell Me a Dragon</b> (p.30). Children read weather dragon names and magic spells to whisper in their ears.</li> <li>(S, C) Reread the end of <b>Tell Me A Dragon: now tell me your dragon</b>. So, what <u>would</u> your dragon be like? Allow plenty of time for children to discuss ideas and imagine dragons of their own. Explain that this week children will all be creating their own model dragon, then writing a sentence (a caption) about it. Share dragon pictures (<i>resources</i>) to stimulate ideas for models.</li> <li>(S, W) On the Working Wall/ elsewhere in class, compile a Dragon Word Bank (e.g. wings, teeth, eyes, tail, scales, feathers, claws, talons, nails, skin, hair, fire, tongue, etc.). <i>How do dragons move?</i> Get children to perform actions, then collate useful verbs. They soar, fly, crawl, race, flap, charge, breathe fire etc.</li> <li>(W) Show children pictures of a Dragon (<i>resources</i>). Model writing a brief descriptive sentence that incorporates the class’s dragon words and descriptions: <i>My dragon has huge wings and it soars through the sky.</i> Have I left spaces between my words? Did I form my letters correctly? Look at punctuation in sentences, stressing the need to begin a sentence with an initial capital letter and to end it with a full stop.</li> </ol>	<ol style="list-style-type: none"> <li>(LAU, S) Children colour in dragon egg outlines and verbally compose ‘as small as/as big as’ size descriptions for these.</li> <li>(W) Write on ‘Dragon Maps’ with ‘quill’ pens made from ‘dragon’ feathers.</li> <li>(R, W) Read ‘Dragon Words’ (<i>resources</i>). Show how we can elaborate on our dragon words by using descriptive language: <i>big wings; long sharp teeth; bright red eyes</i> etc.</li> <li>(W) <i>Children write descriptive captions for their junk model dragon machine.</i>                      Easy: Write a simple sentence describing the dragon they have created, explaining what each word says.                      Medium: Write a sentence or two describing their dragon.                      Hard: Write three sentences about their dragon, using descriptive language and accurate sentence punctuation.</li> </ol>	<p><b>Model dragons</b> (S, PD, EAD) Build junk model dragon machines (<i>resources</i>). Share finished models in class; children discuss what they have made. <i>What words could we use to describe this dragon?</i></p> <p><b>Dragon hunters</b> (S, EAD, UW) Role play in a dragon expert’s headquarters and care station (<i>resources</i>).</p> <p><b>Crouching hunters, hidden dragons</b> (M) Hunt and photograph hidden dragons, using positional language to describe their locations (<i>resources</i>).</p> <p><b>Dragon feely box</b> (UW, S) Set up a large, dragon-decorated feely box, filled with ‘dragon objects’ (<i>resources</i>). Children describe and guess what they are touching.</p> <hr/> <p><b>Dragon Journeys</b> (EAD) Using setting and landscape imagery in <i>Tell Me a Dragon, The Dragon Machine</i> and other dragon books, children create small worlds for dragons and human companions. See also ‘Dragon journeys’ (<i>resources</i>).</p> <p><b>Creative</b> (PD, EAD) Painting dragons (<i>resources</i>).</p> <p><b>Malleable and fine motor</b> (PD, EAD) Make clay ‘Dragon’s claw pendants’ (<i>resources</i>).</p>	
<p><b>Sharing Books*</b></p>		<p><b>Key Questions</b></p>	<p><b>Success Criteria</b></p>
<ol style="list-style-type: none"> <li>Read <b>Custard the Dragon</b> by Ogden Nash (available online, e.g. at <a href="https://www.poetryverse.com/ogden-nash-poems/tale-custard-dragon">https://www.poetryverse.com/ogden-nash-poems/tale-custard-dragon</a>). <i>Did this poem make you laugh? What sort of dragon is Custard? Are dragons in stories normally like this?</i></li> <li>Read <b>Tell Me A Dragon</b>. <i>What do you think of the illustrations in the book? Which was your favourite of the dragons? Can you describe it? Why is it your favourite?</i></li> <li>Read <b>The Dragon Machine</b> up to the page with the map. <i>What sort of places do the dragons hide in, and what sort of problems have they caused? What other trouble might they get into?</i></li> <li>Continue and finish <b>The Dragon Machine</b>. <i>Where does George go to in his machine? If you had a machine like that, where would you travel to?</i></li> <li><i>Which has been everyone’s favourite dragon text this week... Custard, Tell Me A Dragon or The Dragon Machine? Why so?</i> Enjoy rereading children’s favourite text.</li> </ol> <p><b>Poetry/Rhyme of the Week</b>                      Make copies of the first two verses of <b>Custard the Dragon</b>. Recite with children, enjoying the rhymes, then send home for children to share with parents/carers.</p>		<ul style="list-style-type: none"> <li>o What magic spells could you whisper to a dragon?</li> <li>o How big or small are dragons’ eggs?</li> <li>o Can you make describe a dragon of your own?</li> <li>o What sorts of trouble might a dragon cause?</li> </ul>	<ul style="list-style-type: none"> <li>● Read and write a ‘magic spell’ for a dragon.</li> <li>● Use evocative language to describe dragons and their eggs.</li> <li>● Read dragon related words and sentences using phonics skills to decode words.</li> <li>● Write appropriately punctuated sentences describing their own dragon.</li> </ul>



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*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

### English ELGs covered

2.1-3 | 8.3 | 9.2 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25; **Literacy** p48-49 – *see Overview for specific references.*

Literacy Focus: Read about Chinese New Year traditions; listen to the story of the Chinese zodiac and write captions for good luck banners made in class.		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (S, R,) Children learn about Chinese New Year traditions and about the part the colour red plays in celebrations. They say how red and other colours make them feel and what it makes them think of.</p> <p>2. (S, W, UW) Show and explain why Chinese families hang up red, good luck banners at New Year. Tell children that they are going to make their own, then write captions to go with them. Together, collect words/phrases for captions, e.g. <i>China, New Year, red, gold, paint, paper, material, banner, hang, good luck, Gung Hay Fat Choy</i> etc.</p> <p>3. (W) Model writing a caption for a red banner of your own. <i>My banner is red because that colour is lucky for Chinese people.</i> Stress word-spacing, letter formation and punctuation. Extend with a further sentence: <i>My banner says Happy New Year in Chinese.</i></p> <p>4. (S, LAU) Watch/listen to part of <b>The Race Across the River</b>. Discuss characters in the story. Children share their thoughts about being fair in games and about strategies to cope with not winning a game or competition. Play ‘Chinese Zodiac’ team tag and model best games behaviour.</p>	<p>1. (R, C) Show Chinese New Year photographs (<i>see resources</i>). Children read a set of captions and decide which caption goes with which picture.</p> <p>2. (R, W) Revisit words collected on the Working Wall for composing captions, e.g. <i>China, New Year, red, gold, paint, paper, material, banner, hang, good luck, Gung Hay Fat Choy</i> etc. Rehearse reading and writing the words.</p> <p>3. (R, W) Children write:</p> <ul style="list-style-type: none"> <li>- a caption to accompany their banner, explaining what they have written, or</li> <li>- a caption for their banner using sentence punctuation, or</li> <li>- 2 or 3 correctly punctuated sentences about their banner.</li> </ul> <p>4. (W, PD) Make, then write on, Chinese wooden slat books (<i>resources</i>).</p>	<p><b>New Year banners</b> (W, PD, EAD) Create New Year’s banners with gold decoration (<i>resources</i>). Use as stimulus for caption writing (<i>see CTC Activity 2</i>).</p> <p><b>Dinner time!</b> (S, EAD, UW) Role play: At the Chinese Restaurant (<i>see resources</i>).</p> <p><b>Story time</b> (R, PSED) Share <b>The Race Across the River Hamilton Group Reader</b> and other books with a friend. <b>Pattern making</b> (PD, EAD) Make patterns using sorted dried rice, beans and noodles (<i>resources</i>).</p> <hr/> <p><b>Animal movement</b> (PD, EAD): Animal movements and races with musical accompaniment (<i>see websites list</i>).</p> <p><b>Technology</b> (UW): Create fireworks paintings using computer software.</p> <p><b>Maths</b> (M): Lucky red envelope money counting (<i>resources</i>).</p> <p><b>Creative/Fine motor:</b> Make a Chinese fan (<i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <p>1. Before any teaching, read <b>Holidays and Festivals: Chinese New Year</b> by Nancy Dickmann (to p15). Shared read the captions. Note how the words explain the photographs. <i>What would be your favourite part of Chinese New Year?</i></p> <p>2. Finish <b>Holidays and Festivals</b>, revisit captions. <i>What things do Chinese families do to bring good luck? What colour is associated with good luck?</i> Try some fortune cookies, if possible, and read messages on-screen (<i>resources</i>).</p> <p>3. Watch the storytelling video of <b>The Race Across the River</b>, pausing to allow children to read animal names. After the first pages, ask children who they think will win. <i>Who did win? What other animals could have been in the race.</i> etc.?</p> <p>4. Look at the index in <b>Holidays and Festivals: Chinese New Year</b>. <i>What does this page do? Repeat with the glossary. Why aren’t there pages like this in The Dragon Machine?</i></p> <hr/> <p><b>Poetry/Rhyme of the Week: Dragon, Dragon</b></p> <p>Introduce on Monday, developing actions for each line. Send a copy of the song words home (<i>see resources</i>).</p>		<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o How do Chinese families celebrate the New Year?</li> <li>o Can you tell me what happened in the story of <b>The Race Across the River</b>?</li> <li>o What are captions in books for?</li> </ul> <hr/> <p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Follow the oral story of <b>The Race Across the River</b> and show through discussion that they have understood it.</li> <li>● Use phonics skills to read some words associated with Chinese New Year customs.</li> <li>● Compose captions to accompany good luck banners.</li> </ul>



### Websites:

- **The Race Across the River** [Hamilton Storytelling video](#)
- **Chinese New Year** e.g. from [preschoolexpress.com](#), [theschoolrun.com](#), [bbc.co.uk/newsround](#), [topmarks.co.uk](#), [kids-world-travel-guide.com](#)
- **Recorded Chinese music** for *Animal movement* activity, e.g. at YouTube
- **Videos, quiz, facts, photos, Chinese Lion Dance video** (search *Chinese new year* at [bbc.co.uk/cbeebies](#))

### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

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8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

1.1 | 2.1,3 | 8.3 | 9.1-3 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





Literacy Focus: Listen to <b>Ketchup on your Cornflakes &amp; The Giant Jam Sandwich</b> ; sequence; identify preferences; share ideas; write lists and instructions			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<p>1. (R, S, W) Read <b>The Giant Jam Sandwich</b>. <i>Can you suggest a sandwich suitable for the Queen?</i> As children share ideas, write a vertical list of ingredients. Repeat with an alternative suggestion, e.g. <i>the headteacher, a pet, a superhero, popular cartoon character, etc.</i></p> <p>2. (R, S, W) Share-read <b>The Giant Jam Sandwich</b>. Afterwards, discuss how to make a sandwich, i.e. <i>the correct sequence</i>. Model, using short sentences, underlining the main action e.g. <i>cut bread, spread butter, add filling, put slices together</i>. Use book to generate discussion.</p> <p>3. (S, C, R, EAD) Read <b>Ketchup on your Cornflakes?</b> Enjoy the book's humour; identify why it is funny, i.e. <i>the unusual food combinations</i>. Re-read a selection of pages; children select the most humorous meal and suggest why it is so.</p> <p>4. (LAU, EAD, W) Show the first page of '<b>Ketchup</b>', i.e. <i>Do you like ketchup on your cornflakes?</i> Notice it ends with a question mark. <i>Can you think of a different comical question?</i> e.g. <i>Do you like yoghurt on your roast chicken?</i> Model writing questions, using phonic and HFW knowledge. Point out punctuation and finger spaces.</p>	<p>1. (S, EAD, W) Provide an outline of a sandwich (<i>resources</i>). Children list the food words/ ingredients inside. <i>Is it delicious or hideous?!</i></p> <p>2. (S, C) Read <b>The Giant Jam Sandwich</b>. Say that storybooks must be read in sequence to be understood. Show story-pegs (<i>resources for instructions on how to make these</i>). Sequence the story correctly and retell it confidently.</p> <p>3. (W, EAD) Children identify a favourite sandwich. Referring to foods list from AL1/ CTC1, children write brief instructions to make it. Writing-frames are available (<i>resources</i>).</p> <p>4. (S, EAD, W) As a follow-up to Active Learning activity 4, can children try writing a comical question?</p>	<p><b>Recipe books</b> (R, EAD) Provide children's recipe books. Children choose recipes to make in role play cafe.</p> <p><b>Role Play café</b> (C, EAD, PSED) Provide props for a cafe. Children learn the <i>Hands and Apron Song</i> (<i>resources</i>) to sing when cooking.</p> <p><b>Bread van</b> (PD, EAD) Provide a large loaf of bread. Children use junk materials and joining media to make a vehicle (<i>see websites list</i>) to carry the loaf at least 1 metre. Afterwards, children use vehicles in a sand tray to transport pebbles/ pinecones/ etc.</p> <p><b>Malleable</b> (UW, PD) Make bread dough (<i>resources</i>). Explore actions to make a bun, e.g. <i>fold, twist, roll, press</i>. Cook the bread and eat it!</p> <p style="text-align: center;">_____</p> <p><b>Sensory Play</b> (PD, UW) Cook and dye a range of different types of pasta. Children compare/contrast them.</p> <p><b>Maths</b> (M) Provide pictures of types of real or plastic food. Children categorise the food.</p> <p><b>Bake me a loaf Compare/</b> contrast the appearance, flavour and aroma of different breads (<i>resources</i>). Listen to 'World Bread Day' (<i>see websites</i>).</p> <p><b>Technology Children</b> watch or listen to 'The Little Red Hen' (<i>websites</i>).</p>	
Sharing Books*		Key Questions	Success Criteria
<p>1. Read <b>Ketchup on your Cornflakes?</b> several times and encourage the children to join in with the repeated pattern of language. Children identify and share their favourite/ least favourite meals.</p> <p>2. <b>Tuesday:</b> Read a selection of pages from <b>Ketchup on your Cornflakes?</b> Say: <i>Do you like gravy...</i> Children finish the sentence. Model using question intonation. Repeat with <i>Do you like ice-cream...</i></p> <p>3. <b>Wednesday:</b> Read <b>The Giant Jam Sandwich</b>. Notice it includes pairs of rhyming words that are at the end of each line. Read the book again encouraging children to join-in and read the rhyming words. Identify if children like sandwiches and the fillings they like most/ least. Encourage children to use descriptive language, e.g. <i>I love ham sandwiches cut into small triangles made by my granny.</i></p> <p>4. Read <b>The Giant Jam Sandwich</b>. Support children to share times they have made a sandwich; identify the ingredients they used, utensils they needed and the method they followed.</p> <hr/> <p><b>Poetry/Rhyme of the Week: As Tasty as a Picnic</b> by Celia Warren (<i>see resources</i>). Share the poem and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Help children to vary the pitch and tone of their voice as they rehearse to emphasise words and phrases. Children perform this poem as a whole class or in small groups to the headteacher or another class in school.</p>		<ul style="list-style-type: none"> <li>o What are your favourite and least favourite meals/ sandwiches?</li> <li>o How would you describe them?</li> <li>o What ingredients are included in your favourite meals/ sandwiches?</li> <li>o How do you make your favourite sandwich? What do you need?</li> <li>o How can we remember our ideas?</li> </ul>	<ul style="list-style-type: none"> <li>● Understand humour and generate own humorous ideas.</li> <li>● Join in with repeated refrains when reading a familiar text.</li> <li>● Select and use the correct intonation when reading aloud.</li> <li>● Share opinions and preferences with peers and adults.</li> <li>● Use descriptive language when giving an explanation.</li> <li>● Write vertical lists and concise instructions, which are</li> </ul>



correctly formatted and  
punctuated.





### Websites:

- **Make a toy car (bread van)** from [wikihow.com](http://www.wikihow.com)
- **Dye pasta** from [gingerbread-house.co.uk](http://www.gingerbread-house.co.uk)
- **World bread day** from [bbc.co.uk/cbeebies](http://www.bbc.co.uk/cbeebies)
- **The Little Red Hen** from [Mr Tumble - Tales: Little Red Hen - BBC iPlayer](http://www.MrTumble.com)
- **The Little Red Hen** from [Little Red Hen | Storytelling from Hamilton Trust](http://www.LittleRedHen.com)
- **The Hands and Aprons Song** from [bbc.co.uk/cbeebies/](http://www.bbc.co.uk/cbeebies/)

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1.1,2 | 2.1,2 | 8.1,3 | 9.2 | 10.1-3

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**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



Literacy Focus: Listen to <b>Mr Wolf's Pancakes</b> .   Share thoughts, opinions and feelings.   Recognise and identify textual features.   Sequence; write a recipe.		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (R, S) Display the <b>Jam Sandwich recipe</b> (<i>resources</i>). <i>This text is called a recipe – it would have been very useful last week!</i> Identify and discuss the format of the recipe, i.e. <i>title, ingredients, utensils, method</i>. Read each section aloud, ensuring the children fully understand each part. Explain why recipes are useful i.e. <i>they are instructions for cooking</i>.</p> <p>2. (R, S, W) Read <b>Mr Wolf's Pancakes</b>, until page 7. Say you will help Mr Wolf write a shopping list. Identify ingredients needed to make pancakes. Write ideas as a vertical list on the w/b. Next, discuss how Mr Wolf will use the ingredients to make the pancakes. Sequence the recipe correctly.</p> <p>3. (S, R) Show children a recipe for making <i>pancakes</i> (<i>resources</i>). Read each section. Say that the children will make a pancake for the headteacher! Provide ingredients and utensils and help them to follow the recipe correctly. Photograph the children as they engage with each stage. Celebrate success.</p> <p>4. (R, W) Display photographs of children making pancakes. Say you want to write Mr Wolf's pancake recipe to send to his granny! Write: a title, list of ingredients and a set of instructions that begin with sequencing words. Model using appropriate punctuation and finger spaces. Read it aloud.</p>	<p>1. (R, S) Display the <b>cheese sandwich recipe</b> (<i>resources</i>). Identify each section of the recipe, i.e. <i>title, ingredients etc</i>. Read the recipe aloud, using children's developing phonic and HFW knowledge.</p> <p>2. (LAU, PD, UW) Tell children about the Christian tradition of Shrove Tuesday (<i>see websites</i>). Provide ready cooked (Scotch) pancakes and old frying pans. Children toss a pancake over a short obstacle course.</p> <p>3. (R, W) Order pancake ingredients (<i>resources</i>). Say instructions begin with sequencing words, e.g. <i>first, next</i>. Write a word before each picture and say the instruction, e.g. <i>First sieve the flour</i>.</p> <p>4. (W) Children write a recipe that explains how to make pancakes. Writing-frames are available (<i>resources</i>).</p>	<p><b>Supermarket role play</b> (C, EAD, M, PSED) Provide props for a supermarket (<i>see websites</i>). Provide purses/wallets with a range of coins. Children identify the coins and use them in the supermarket role-play. Sing <b>The Pancake Rap</b> (<i>see websites</i>).</p> <p><b>Story stones</b> (LAU, C) Provide story stones (<i>resources</i>) and a town floor mat. Children retell the story of <b>Mr Wolf's Pancakes</b>.</p> <p><b>Shopping lists</b> (S, C, W) Provide strips of paper and pencils. Children write a shopping list of what they need to collect at the supermarket role-play.</p> <p><b>Quiz time</b> (S, PSED) Children play the <b>Vegetable Quiz</b> (<i>see websites</i>).</p> <hr/> <p><b>Books</b> (R) Provide a range of storybooks about food. Children select their favourite and use <i>because</i> to justify their choice</p> <p><b>Biscuit decorating</b> (PD, EAD) Provide plain biscuits and a range of icing pens. Decorate the biscuit with a character from <b>Mr Wolf's Pancakes</b>.</p> <p><b>Make a box</b> (M, PD) Provide a range of different fruits, e.g. <i>fresh, dried, frozen</i>. Children explore them. Provide '3-D shape nets'. Children make &amp; decorate a pot for a healthy snack. Put (dry!) fruit inside for children to take home.</p> <p><b>Malleable</b> (PD) Make playdough pancakes! (<i>resources</i>)</p>
<p><b>Sharing Books*</b></p> <p>1. Read <b>Mr Wolf's Pancakes</b>, until page 15. Identify the different types of writing included in the story, i.e. <i>shopping list, recipe, signs, labels</i>. Ask children to say what a recipe is, why people use them and why they are useful. Say that Mr Wolf needs the children's help to make pancakes.</p> <p>2. Read <b>Mr Wolf's Pancakes</b>, until page 19. Display storyboard (<i>resources</i>). Retell story. Discuss why each character chose not to help. Identify how Mr Wolf feels; children justify suggestions.</p> <p>3. Re-read <b>Mr Wolf's Pancakes</b>, until page 19. Consider what fillings Mr Wolf could use to turn the pancakes into a healthy/unhealthy snack. Encourage children to identify their most/least favourite.</p> <p>4. Perform <b>Mix a Pancake</b> for another class!</p> <p><b>Poetry/Rhyme of the Week: Mix a Pancake</b> by Christina Rossetti (<i>resources</i>) Share the poem and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Encourage the children to vary the pitch and tone of their voice as they rehearse to emphasise the actions words, e.g. <i>mix, stir, fry</i>. Support the children to learn and perform the poem in small groups</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Why are recipes useful? Do you use any at home?</li> <li>o What recipes would you like to know?</li> <li>o Why is the order important?</li> <li>o Where can you find new recipes?</li> <li>o What ingredients do you need to make pancakes?</li> <li>o How do you make pancakes?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Share thoughts, ideas and feelings with peers and provide reasons for opinions and ideas.</li> <li>● Understand and recognise the format of a recipe.</li> <li>● Know that recipes are instructions.</li> <li>● Sequence a familiar story.</li> <li>● Identify and extract pertinent information from a text.</li> <li>● Use developing phonic and HFW knowledge to read and follow a recipe.</li> <li>● Write a correctly formatted recipe.</li> </ul>



### Websites:

- Chocolate [Easter egg nests](#) from [bbc.co.uk/food](#)
- [Props for a supermarket role-play](#) from [brighthubeducation.com](#)
- [Pancake Rap](#) from [bbc.co.uk/cbeebies](#)
- [Vegetable Quiz](#) from [bbc.co.uk/cbeebies](#)
- [3-D shape nets](#) from [fun-stuff-to-do.com](#)
- [Shrove Tuesday](#) from [topmarks.co.uk](#)

### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and Comprehension (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

### English ELGs covered

1.1 | 2.1-3 | 8.1,3 | R9.1-3 | 10.1-3

### Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Retell stories.



## Reception English: Spring – Food and Cooking, Unit 2: Pancake Time!

## Literacy Context: Lists, Instructions and Recipes

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*



Literacy Focus: Listen to <b>The Gingerbread Man</b> and <b>Strega Nona</b> . Identify features of a recipe/instructional text. Generate and share ideas. Write instructions		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (S, C, R) Explain that the Old Woman wants to make another Gingerbread Man and has shared her gingerbread recipe with you (<i>see resources</i>). Identify the features of a recipe, i.e. <i>title, ingredients, utensils, method</i>. Read the recipe using children’s knowledge of phonics and HFWs.</p> <p>2. (R, S) Cut out and display the ‘How to make Gingerbread Men’ instructions (<i>resources, e.g. pasted onto IWB to drag into order</i>). Tell children the instructions have become muddled. Sequence the instructions together. Ask children to justify their thoughts; with examples from the text, e.g. <i>you must beat eggs before adding to the flour</i>.</p> <p>3. (S, W) Remind children of the textual features of instructions. Say they will write instructions to trap the Gingerbread Man. Select a plan; orally rehearse it ensuring the sequence is correct. Model writing some instructions on the IWB. Remember to use sequencing words and correct punctuation.</p> <p>4. (R, S) Show ‘Strega Nona’ (<i>see websites below</i>). Focus on the instructions for starting/stopping the cooking pot (<i>resources</i>). Read them aloud with expression and gusto.</p>	<p>1. (R) Guided read of the whole recipe: ‘How to make Gingerbread Men (Shared Text)’ (<i>resources</i>).</p> <p>2. (S, C, R) Focus on the sequencing words in the shared recipe text, e.g. <i>first, then, next</i> and the actions words, e.g. <i>sieve, break, mix</i>. Discuss why they are useful.</p> <p>3. (S, W) Display the ‘Gingerbread Man Trap’ pictures (<i>see PDF resources</i>). Discuss them and consider how they will trap the Gingerbread Man. Encourage children to generate lots of different ideas; scribe several for later use.</p> <p>4. (W) Children write instructions explaining how to catch the Gingerbread Man. Writing-frames are available to provide differing levels of support (<i>resources</i>).</p>	<p><b>Role play kitchen</b> (C, EAD, PSED) Provide props for a kitchen, e.g. <i>pans, cooker, food, utensils, plates, cutlery</i>. Children cook! Head chef plays ‘Simon Says’ (<i>see websites</i>).</p> <p><b>Sticky pasta</b> (PD, EAD) Draw an outline of the Gingerbread Man or the Fox on black A4 card using a white pencil. Children glue different types of pasta inside outline.</p> <p><b>Gingerbread baking</b> (S, PSED, PD) Follow-up to Shared Reading in CTC1 &amp; 2. Support children to follow the recipe for making gingerbread (<i>resources</i>). Describe smells and textures. Cook, eat, enjoy!</p> <p><b>Weigh it out</b> (S, M, UW) Provide packaged ingredients, e.g. <i>flour, sugar, pasta etc</i>. Children use non-standard units to weigh them, e.g. <i>bricks, pencils, rubbers etc</i>.</p> <p><b>Small world</b> (UW, PSED) Provide a small world setting for <i>The Gingerbread Man</i> (<i>resources</i>).</p> <p><b>Build a bridge</b> (PD, UW) Children help the Gingerbread Man cross a ‘river’, using straws and masking tape to make a bridge across a space—made between two boxes a ruler length apart.</p> <p><b>In the background</b> (U) Children re-watch ‘The Gingerbread Man’ animated tale (<i>see websites</i>).</p>
<p><b>Sharing Books*</b></p> <p>1. Show ‘The Gingerbread Man’ animated tale (<i>see websites</i>). Children join in with repeated refrain, i.e. <i>Run, run as fast as you can</i> etc. Enjoy the humour. Discuss why the Fox lied to the Gingerbread Man and consider if he’s trustworthy. Identify and describe the characters the Gingerbread Man meets.</p> <p>2. Re-watch ‘The Gingerbread Man’. Consider how each character felt during the story and reflect on how that influenced their behaviour.</p> <p>3. Say that the Old Woman and the Old Man are determined to stop the Gingerbread Man from escaping. Plan to trap the Gingerbread Man, e.g. <i>First dig a large hole; Next cover it with leaves; Then wait for the Gingerbread Man to run over it; Finally pull him out and take him back home</i>. Rehearse saying the plan several times, until children are confident</p> <p>4. Re watch Strega Nona, enjoying the humorous ending to the story.</p> <p><b>Poetry/Rhyme of the Week: If All the World Were Apple Pie</b> (<i>see resources</i>) Share the traditional rhyme and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Enjoy humour and ask children to add lines. If cars were..., If pencils were..., etc.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Which characters are in Gingerbread Man and how did they behave?</li> <li>o What are instructions for?</li> <li>o What are the features of recipes / instructional texts?</li> <li>o How do the different parts help us?</li> <li>o How will you remember your ideas?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Identify characters from a story; consider how their feelings influence their behaviour.</li> <li>● Recognise the features of a recipe/ instructional texts.</li> <li>● Use decoding strategies to read unfamiliar words.</li> <li>● Share and practise sequencing ideas.</li> <li>● Write a set of instructions using the correct word, sentence and textual features.</li> <li>● Read aloud with expression.</li> </ul>



## Websites:

- **The Gingerbread Man** from [The Gingerbread Man | Storytelling from Hamilton Trust](#)
- **Strega Nona** by Tomie de Paola on YouTube at [Strega Nona](#)
- **Gingerbread Man Counting game** from [topmarks.co.uk](#)
- **Simon Says** for the role-play kitchen from [wikihow.com](#)

## \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

## English ELGs covered

1. | 2.1-3 | 8.3 | R9.1-3 | 10.1-3

## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*



**EYFS Framework references**

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

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**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





Literacy Focus: Listen to <b>Stanley's Stick</b> and <b>Stick Man</b> . Share ideas, descriptions and explanations   Sequence   Make predictions   Write labels   Write captions		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (LAU, S) Enjoy <b>Stanley's Stick</b>. Consider how we know the stick is important to Stanley; identify what he does with it and also the emotions he feels. Discuss why he throws the stick into the sea.</p> <p>2. (LAU, S, W) Display sticks of different sizes, shapes and colours. Select one and generate a range of descriptive vocabulary. Record ideas on IWB, using phonics and HFWs for support. Select some to re-write words/ phrases on sticky-notes. <i>Labels give information about specific parts of an object.</i> Place notes around the stick. Repeat with a different stick.</p> <p>3. (S, W) Choose an exciting-looking stick and hold it in your hand. <i>Tell me a use for the stick, that includes some description ... e.g. This is a slim, red wand full of mighty magic.</i> Scribe ideas on IWB.</p> <p>4. (W, R) Display and discuss <b>pictures of Stick Man</b> (<i>resources</i>). <i>How is he being used?</i> Help children to generate a caption for each picture. <i>Captions give more information about a picture than a label.</i> Select an idea and model converting it into a correctly punctuated sentence, to include finger spaces. Read each caption aloud to ensure it makes sense. Edit if necessary.</p>	<p>1. (R, S) Display sentences about <b>Stanley's Stick</b> (<i>resources</i>). Use phonics and HFWs to read each one aloud and discuss their meaning. Select your favourite phrase and use <i>because</i> to justify the choice.</p> <p>2. (C, S) Orally sequence the <b>Stick Man</b> story, using actions appropriate for each section. Consider how the characters feel at different stages in the story. Finally, choose and discuss favourite words/phrases or ideas.</p> <p>3. (C, S, L) Retell <b>Stick Man</b> (<i>see resources</i>). Notice it includes rhyme. Identify pairs of rhyming words, e.g. <i>dog/jog</i>. Say the end sound is the same. Chose a pair of words and create extra rhyming words, e.g. <i>hog, log</i>.</p> <p>4. (W) Provide a range of sticks. Children select one, think of a use for it and write an appropriate caption. Children orally prepare their caption before writing.</p>	<p><i>Take children out to collect sticks for the classroom.</i></p> <p><b>Wild wood role play</b> (S, EAD, UW) Set up a Wild Wood (<i>resources</i>). Children record and replay sound effects with appropriate devices. <b>Budding artists</b> (PD, EAD) Create stick prints (<i>resources</i>) or a Stick Man/Lady/Animal (<i>resources</i>).</p> <p><b>Shifting sands</b> (W, PD) Provide wet(ish) sand, a range of sticks and letter shapes. Children use a stick to draw letter shapes in the sand.</p> <p><b>Sticky sculptures</b> (PD, EAD) Children explore what they can create from a pile of sticks and some masking tape...!</p> <hr/> <p><b>Read all about it</b> (R, PSED) Provide a range of fiction and non-fiction books about trees and the seasons for children to enjoy alone or with a partner (<i>see block overview</i>).</p> <p><b>Wood band</b> (EAD) Use percussion instruments to compose a tune for Stanley ('Wood band' – <i>see resources</i>).</p> <p><b>Ribbon is a dancer</b> (PD, EAD) Tie long ribbons to sticks. Children listen to music and respond (<i>resources</i>).</p> <p><b>Measuring time</b> (M, S) Children use sticks to measure a range of objects, e.g. <i>length of table, child, rug</i> etc.</p>
<p><b>Sharing Books*</b></p> <p>1. Select a range of objects/photos to represent people, places or tasks that are special to you, e.g. <i>photo of a friend, pebble from the beach, bike helmet</i>. Identify each one and explain why you chose them, including the emotions they evoke. Invite the children to share significant people, places or tasks and to share the emotions they induce.</p> <p>2. A range of fiction and non-fiction books about trees and the seasons.</p> <p>3. Read <b>Stanley's Stick</b>. Briefly identify how Stanley uses the straight stick. Next, suggest additional ideas for how Stanley could use his second stick. Compare and contrast the suggestions</p> <p>4. Read <b>Stick Man</b>. Display pictures of Stick Man in different locations (<i>resources</i>). Sequence them. Identify strategies to read each caption (<i>resources</i>). Apply strategies to read captions aloud.</p> <hr/> <p><b>Poetry/Rhyme of the Week: One, Two, Buckle my Shoe</b> (<i>resources; see websites</i>) Introduce the poem and tune on Monday (send a copy home). Rehearse and sing throughout the week. Encourage children to identify the pairs of rhyming words in the poem and to sing it rhythmically.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What is special to you? How does it make you feel? What words describe it?</li> <li>o Why is description useful?</li> <li>o What is a label? What is a caption?</li> <li>o Can you sequence the story?</li> <li>o How does each character feel?</li> <li>o What strategies do we use to read words we don't know?</li> <li>o What is a sentence? How do you write a sentence correctly?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Recite a poem from memory.</li> <li>● Work collaboratively to share ideas and develop descriptions and explanations.</li> <li>● Use a range of strategies to read words independently.</li> <li>● Identify and continue rhymes.</li> <li>● Sequence a story, make predictions and identify how characters are feeling.</li> <li>● Write labels.</li> <li>● Write a correctly punctuated caption.</li> </ul>





## Websites

- **One, Two, Buckle my Shoe** e.g. from <https://www.bbc.co.uk/iplayer/episode/p09t01vx/mr-tumble-songs-one-two-buckle-my-shoe>
- **Rainbow Stick printing** e.g. from <https://toddlerapproved.com/rainbow-stick-painting-readforgood/>
- **Stick and leaf people** e.g. from <https://obsigen.ru/15-kids-crafts-made-from-sticks-and-twigs/>

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## English ELGs covered

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## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Spot and suggest rhymes.

### Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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**Literacy Focus:** Enjoy dinosaur encounter stories | Spot the beginning, middle and ending of stories | Read topic words | Invent, tell and write 3-part stories

<b>Active Learning</b> <i>Getting involved in large group learning</i>	<b>Creating &amp; Thinking Critically</b> <i>Applying ideas during guided tasks</i>	<b>Exploring and Playing</b> <i>Independent, open-ended engagement</i>
<ol style="list-style-type: none"> <li>(S, LAU) Stage a dinosaur classroom break-in, with clues left, e.g. footprints, furniture moved, a savaged cabbage, a clutch of large papier mâché eggs for children to discover. Share children’s questions and ideas about what has happened. <i>What might the dinosaur want? Why would the dinosaur visit their classroom? What might it do? How might it feel?</i></li> <li>(S, LAU, R) Enjoy reading <b>The Dirty Great Dinosaur</b>. Discuss what happens in this story and if children think the dinosaur sounds like a real/ storybook dinosaur. Note/use (but don’t labour the point) the terms ‘beginning’, ‘middle’ and ‘ending’ in your discussion.</li> <li>(S, C, W) Revisit <b>The Dirty Great Dinosaur</b>. Share creating/ display ‘The dirty great dinosaur’ 3-part writing frame (<i>resources</i>). Record in a story map style, using simple words/ pictures, e.g. <i>Beginning: Dinosaur wanted to eat Hal because he was hungry/ Middle: Hal said ‘No,’ and tricked Dino/ Ending: Dino said, ‘Sorry,’ and they had dinner.</i></li> <li>(S, W) After lots of discussion, model writing your own dino story into a ‘The day I met a dinosaur’ 3-part writing frame (<i>see resources</i>). Recall how it looks like the frame you used to retell <i>The Dirty Great Dinosaur</i>. Ask children to use knowledge of HFWs and phonics to spell some of the words for you, e.g. <i>A dinosaur stomped into my garden. She was sad because her friends would not play. We played together, and she was happy.</i></li> </ol>	<ol style="list-style-type: none"> <li>(S, C) Create dinosaur habitats using drawing software. Talk with children to draw out and rehearse subject- specific vocabulary that will be useful in later writing task(s).</li> <li>(S, W) Talk about what a visiting dinosaur might find confusing about the classroom. <i>What would be new/different to its own home? How might it feel? What could help?</i> Write helpful signs for the visiting dinosaur, e.g. <i>Do not drink the toilet water!</i></li> <li>(S, R, W) <i>What words can you think of to describe dinosaur movements?</i> Provide vocab cards to share reading some ideas, extending ideas, from <i>run</i> and <i>bite</i>, to <i>stomp, crunch, roar, thud</i> etc. Call out a powerful dinosaur verb for them to act out.</li> <li>(S, W) Children verbally build a 3-part story before recording in sentences. A choice of writing frames is provided (<i>see resources</i>). Use boxes for illustrations, prompt sketches or story notes: Write a sentence which expresses a 3-part story   Write a 3-part story in three sentences   Write a 3-part story using story language and extended vocabulary.</li> </ol>	<p><b>Time travellers</b> (EAD, PSED, UW) Use a time machine in role play (<i>see resources</i>).</p> <p><b>Doyouthinkhesaurus</b> (EAD, PD) Build a den outside using natural materials, for dinosaurs to hide away.</p> <p><b>Dino dancers</b> (PD, EAD) Develop a dinosaur stomp dance.</p> <p><b>The bones of an idea</b> (EAD, PD) Make art straw skeleton pictures, snipping straws to size.</p> <hr/> <p><b>Book corner</b> (R) Provide lots of books for children to share dinosaur stories.</p> <p><b>Small world</b> (UW) Visit familiar settings with dinosaur toys.</p> <p><b>Pegasaurus</b> (M) Dinosaur counting/ number bonds activity (<i>see resources</i>).</p> <p><b>Jurassic fantastic</b> (PD, EAD) Make a dinosaur using plasticine/ playdough, and a range of artistic/ creative materials (<i>see resources</i>).</p>
<p><b>Sharing Books</b></p> <ol style="list-style-type: none"> <li>Remind children how information books helped us find out about dinosaurs. Show a fiction and non-fiction book. <i>How are they different?</i> Fiction books tell stories/they are made up. Ask children to imagine what might happen if they met a storybook dinosaur. What might happen at the beginning? What would they do? What would happen in the end?!</li> <li>(After AL2) Show <b>The Dirty Great Dinosaur</b>, flicking through the pages or rereading to remind children of the plot. What did children think? Was it real or made up? Did they like the story? Why? What sort of dinosaur might it have been? What did children think of the ending? Would a dinosaur really eat spaghetti? Do all stories have to be realistic?</li> <li>Share <b>Linus the Vegetarian T. Rex</b>. <i>What happened in the beginning, middle and ending? What was surprising about the dinosaur?</i></li> <li>Share <b>Saturday Night at the Dinosaur Stomp</b>. Pick out some of the movement words. Can children ‘plod’, ‘bounce’ or ‘amble’ etc.? What might a dinosaur dance be like?</li> <li>Share children’s favourite dinosaur story. What makes it their favourite?</li> </ol> <p><b>Poetry/Rhyme of the Week: The Dino Hokey-Cokey</b> (<i>see resources</i>): Introduce on Monday (send a copy home). Develop actions. Enjoy performing in the class dinosaur den.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o How are story and information books different?</li> <li>o What happened in the beginning/middle/end of the story? What happened next?</li> <li>o What would happen if a dinosaur came to our school?</li> <li>o Can you put that idea into a sentence?</li> <li>o How will you write that word/sound?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Discuss stories and characters</li> <li>● Ask questions and speculate about a dinosaur visit</li> <li>● Develop a 3-part story orally</li> <li>● Read and write words and sentences using phonics and knowledge of HFWs</li> <li>● Extend spoken and written vocabulary</li> </ul>



## Websites:

- **Dinosaur facts: Owls and Dinosaurs** Group Reader from [Hamilton Trust](#)
- **Dinosaur raps** on cbeebies at [The Tyrannosaurus Rex Rap - Andy's Dinosaur Adventures: Video Playlist - CBeebies](#)
- **Salt dough fossil making instructions** at e.g. [Salt Dough Dinosaur Fossils: Teaching kids about paleontology](#)
- **Dinosaur hat instructions** at e.g. [Dinosaur Crafts for Kids: DIY Dinosaur Hat - LalyMom](#)

## \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and Comprehension (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

## English ELGs covered

1.1 | 2.1,2 | 8.1 | 9. | 10.1-3

## Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

## EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





**Literacy Focus:** Discuss/ask questions about dinosaurs | Read, research & extend vocabulary about dinosaurs | Write factual sentences about dinosaurs.

<b>Active Learning</b> <i>Getting involved in large group learning</i>	<b>Creating &amp; Thinking Critically</b> <i>Applying ideas during guided tasks</i>	<b>Exploring and Playing</b> <i>Independent, open-ended engagement</i>
<p>1. (S, R, LAU) Introduce the topic. <i>What do you already know about dinosaurs?</i> You may have some budding experts in the class, but we can all enjoy finding out more. <i>What questions could we ask to help us research?</i> Discuss ideas, record and display some questions on IWB. Reread and agree that we have lots of finding out to do! Notice the question mark at the end of each question. <i>What does it do to the way we say the sentence?</i></p> <p>2. (S, R, W) Discuss the names of the dinosaurs you know. Some are long and tricky to say. Help children spot the pattern of a common ending and how to break up the words into smaller chunks. <i>What other words do we need to talk about dinosaurs?</i> Start a list and add to it as you discover more, e.g. <i>tail, head, neck, leg, arm, frill, claw, teeth, plate, scales, spines, feathers, prey, food, palaeontologist, extinct, fossil, etc.</i></p> <p>3. (W) <i>Haven't we have been learning lots about dinosaurs! Wouldn't it be fun to make our own dinosaur information book!</i> Choose dinosaur; model writing a fact page for it, including labelling body parts and writing factual sentences to describe it (see <i>resources</i> for templates).</p> <p>4. (R, U) Share interesting pages from e.g. <b>Dinosaurs</b> (<i>Collins Fascinating Facts</i>), including diet (p.8-9). Share some fact file pages for dinosaurs of interest - a good source of information for children's writing task.</p>	<p>1. (R, U) Share some interesting pages from e.g. <b>DK First Facts: Dinosaurs</b>, including what fossils are (p.6). Notice helpful features, like titles, fact- boxes, illustrations etc. <i>Have we spotted any answers to our questions?</i> Discuss &amp; record.</p> <p>2. (S, LAU, M) Use e.g. <b>Dinosaurs</b> (<i>Collins</i>) to answer a question, e.g. <i>Would a dinosaur fit into our classroom?</i> Measure your doorway &amp; research dinosaur heights. You could plot the heights using border rolls up the wall.</p> <p>3. (W) Label dinosaur pictures (<i>resources</i>).</p> <p>4. (W) Children write factual sentences about a specific dinosaur. Several writing frames are provided (see <i>resources</i>):</p> <ul style="list-style-type: none"> <li>- Write a sentence using the picture to provide content</li> <li>- Write a sentence about the dinosaur, using topic vocabulary</li> <li>- Write extended sentences and using sentence punctuation.</li> </ul>	<p><b>Museum role play</b> (UW, PSED) Run a dinosaur museum (see <i>resources</i>).</p> <p><b>Dino art</b> (EAD, PD) Paint/collage a dinosaur. Can children use texture to represent the skin, scales or feathers?</p> <p><b>Model dinos</b> (EAD, PD) Build a dinosaur model – junk modelling or construction toys.</p> <p><b>Fossil making</b> (EAD, PD) Make salt-dough fossils (see <i>resources</i>).</p> <p><b>Small world dinos</b> (UW, PSED) Play dinosaurs in a prehistoric habitat (trees, rocks, volcano, swamp, playdough 'mud' for footprints).</p> <p><b>Dinos online</b> (UW) Explore websites to find out about dinosaurs (see <i>websites</i>).</p> <p><b>Fossil hunters</b> (PD) Sand-tray palaeontology (see <i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <p>1. Read <b>Owls and Dinosaurs</b> (<i>Hamilton Group Reader</i>). Display the illustrations of the dinosaurs. Can anyone recognise any of these/have a go at reading the names using some of the sounds?</p> <p>2. Enjoy dinosaur raps (see <i>websites</i>)</p> <p>3. Display and reread <b>Owls and Dinosaurs</b>, asking children to join in with the words they can read. They already know lots more about dinosaurs than when they first shared this book! Pick out some of the questions and practise saying them with 'question-voices', e.g. <i>"What are dinosaurs?". Can we answer some of little owl's questions?</i></p> <p>4. Follow children's interests in sharing further pages from one of the dinosaur non-fiction books. <i>Have we answered any more of our questions? Are there any other words which we could add to our vocabulary list?</i></p> <hr/> <p><b>Poetry/Rhyme of the Week: Dinosaur Roar</b> by Paul Stickland</p> <p>Introduce on Monday, reading this fun rhyming book to the class. Reread during the week, encouraging children to join in with the text as they begin to learn it. Add actions and intonation. Share with an audience on Friday.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o How can we find out about dinosaurs?</li> <li>o What topic words could we use to talk about dinosaurs?</li> <li>o How can we share what we have learnt?</li> <li>o Can you read each word in your sentence?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Ask questions</li> <li>● Listen to ideas and respond appropriately</li> <li>● Know that we can get information from books</li> <li>● Use topic vocabulary accurately</li> <li>● Read and write words and sentences using phonics skills and knowledge of HFWs</li> </ul>



## Websites:

- **Dinosaur facts: Owls and Dinosaurs** Group Reader from [media.hamilton-trust.org.uk/documents/GR\\_Owls\\_and\\_Dinosaurs\\_web.pdf](http://media.hamilton-trust.org.uk/documents/GR_Owls_and_Dinosaurs_web.pdf)
- **Dinosaur raps** from cbeebies at [The Tyrannosaurus Rex Rap - Andy's Prehistoric Adventures: Video Playlist - CBeebies](http://The Tyrannosaurus Rex Rap - Andy's Prehistoric Adventures: Video Playlist - CBeebies)
- **Fossil dough instructions** e.g. from [Salt Dough Dinosaur Fossils: Teaching kids about paleontology](http://Salt Dough Dinosaur Fossils: Teaching kids about paleontology)

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8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

## English ELGs covered

1.1 | 2.1 | 9.1-3 | 10.1-3

## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Spot and suggest rhymes.

### Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*







Literacy Focus: Share stories about home life, caring about feelings & saying thank you   Write thank you cards to someone who looks after them at home		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (LAU, S, C) Read and enjoy <b>The Very Helpful Hedgehog</b>. Why does Isaac start crying? Because he’s got no one to help him where he lives. That would be horrible, wouldn’t it? Who looks after and helps you at home? Celebrate the diversity of home arrangements across the class, urging children to recognise that there are all sorts of different versions of ‘home’. But how nice it is that that we have all these lovely people helping us and looking after us, whoever they are!</p> <p>2. (R, S, W) Look again at <b>The Very Helpful Hedgehog</b>. Shared read the words used to describe the sounds of the apples hitting the ground/Donkey eating the apple. Can you think of other sound words like ‘thud’ and ‘crunch’? (<i>see resources</i> for ideas) Shared write a selection. Later, children write their own words to accompany apple pictures and leaves for a class display.</p> <p>3. (S, W) Instead of <u>saying</u> thank you we are going to make and write an extra special thank you card to someone who cares for us at home. Model writing the text in a thank you card, stressing well- formed letters, carefully spaced words and the proper use of capital letters and full stops.</p> <p>4. (LAU, W) What might the animals have done to make up for their mischievousness? They could have said sorry. Shared write a brief apology as if written by one of the animals: <i>Dear Dad, I am sorry for eating up your cabbages</i></p>	<p>1. (LAU, S, C) Read <b>The Very Helpful Hedgehog</b>. Our homes and the people who look after us there are important. <i>What kind of homes do Isaac and Donkey live in? What words could we use to describe Isaac’s house of leaves? What about Donkey’s field?</i></p> <p>2. (S, W) Briefly recap on the different apple dishes that the horse likes and discuss some apple treats that the children have had at home. They link a sound word with their apple treat or apple type (e.g. I slurp my apple crumble).</p> <p>3. (W) Children write a thank you message to go into a card for someone who cares for them at home. Easy: Children write a simple greeting, thank you message and sign their name (<i>resources</i>). Medium: As above but using their own ideas for a message and punctuating carefully. Hard: As above; also add a sentence or two explaining <i>what</i> they are grateful for.</p> <p>4. (C, W) Briefly role-play helping out around the home. Recap the pet mischief in <b>Dog Eat Dog</b> (Hamilton Reader). Discuss how the animals could have helped out after all their mischief. Children write ‘sorry’ letters from pets for all the mess they have caused.</p>	<p><b>Small world farm</b> (EAD, PD, UW, PSED) Explore life on Isaac and Donkey’s farm (<i>resources</i>). Be helpful by looking after animals.</p> <p><b>Apple art</b> (S, EAD) Paint apples for ‘sound’ words display (<i>resources</i>).</p> <p><b>Card making</b> (S, PD, EAD) Make 3-D thank you cards.</p> <p><b>Farm helpers</b> (S, UW) Spot the difference game (<i>resources</i>).</p> <hr/> <p><b>Books</b> (R, UW) Share stories about family life including <b>Dog Eat Dog</b> (<i>Hamilton Group Reader</i>).</p> <p><b>Sensory</b> (S, PD) Investigate Hedgehog and Apples feely box (<i>resources</i>).</p> <p><b>Cooking</b> (R, S, UW) Read a recipe; make baked apple rings (<i>resources</i>).</p> <p><b>Hedgehog maths</b> (S, M) Count hedgehog spikes (<i>resources</i>).</p> <p><b>Malleable materials</b> (S, PD) Make salt dough hedgehogs (<i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <p>1. Share <b>The Very Helpful Hedgehog</b>. What helpful and kind things do Donkey and Isaac do for each other? What kind things do people at home do for you? How do we show people that we are grateful to them? Gather ideas: give a hug, say thank you, do something helpful in return (like Isaac does).</p> <p>2. Read and enjoy <b>Dog Eat Dog</b>. Shared read the repeated refrains. <i>I tell my cat to be good.... etc.</i></p> <p>3. Read <b>Dog Eat Dog</b>. How do you think the mum would have felt about her kitchen being messed up? What about the dad when he realises his lettuces have been eaten?! What do you do if someone messes your stuff up? Discuss hurt feelings and being upset, and how we cope with these emotions: forgiveness, making up, saying you still love someone.</p> <p>4. Reread <b>Dog Eat Dog</b>. What other animals could have been in the story? And what chaos could they have caused? Have you ever done something wrong at home? What do we need to do if we do something wrong? Gather ideas from across the class: own up, say sorry, help tidy up, be extra nice...not do it again—“—</p> <p>5. Reread <b>Dog Eat Dog</b>. Which animal was the first to do something bad? Discuss ideas with a partner. And can you say what that animal did wrong? Repeat for next animal and their misdemeanour. Share sequence ideas.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Who looks after you/ helps you at home?</li> <li>o Does everybody have the same family and care set ups?</li> <li>o How can you show someone you are grateful for all the kind things they do for you?</li> <li>o Why is it important to say</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Recognise that not all children’s home lives are the same, but that we all have people who care and look after us.</li> <li>● Know that it is important to show how grateful they are for all the help and kindness they receive.</li> <li>● Read words and phrases that have a simple repeating pattern.</li> <li>● Write a correctly punctuated thank you message to a loved one, showing their gratitude for help given to them.</li> </ul>
<p><b>Poetry/Rhyme of the Week:</b> Three Little Kittens or one of Apply Dapply’s Nursery Rhymes</p>		



	sorry if you have done something wrong?	
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Choose which poem works best for your class (perhaps just ask children to learn the first verse of <b>Three Little Kittens</b> if you choose that one). Introduce on Monday by reading and discussing and sending a copy of the words home ( <i>see resources</i> )		
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CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing





Literacy Focus: Listen to <b>The Hungry Caterpillar</b> and <b>Caterpillar's and Butterflies</b>   Sequence; use subject specific vocabulary   Identify/write lists and captions			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<p>1. (LAU, S, C) Read <b>The Very Hungry Caterpillar</b>. Notice the author has included the days of the week. Consider why readers find this helpful, i.e. <i>to sequence the story</i>. Read and sequence the days of the week (<i>resources</i>).</p> <p>2. (S, C, W) Share <b>The Very Hungry Caterpillar</b>. Notice how the caterpillar grows and changes throughout the story. Sequence the stages using pictures. Accurately describe each stage, e.g. <i>tiny white egg, fat green caterpillar, beautiful shimmering butterfly</i>. Select good suggestions and demonstrate, using phonics and HFWs, recording the children's ideas.</p> <p>3. (R, C) Display sequencing words (<i>resources</i>). Read them. Say they tell readers the sequence of events. Use the sequencing words to describe how a caterpillar changes, e.g. <i>First a caterpillar is inside a tiny white egg. Then it hatches...</i> etc. Add actions to each stage and recite the stages.</p> <p>4. (C, W) Retell the story of <b>The Very Hungry Caterpillar</b>. Use pictures as prompts to repeat retelling, so strengthening recall and using sequencing words and descriptive vocabulary. When children can confidently retell the story, demonstrate writing each sentence: begin with a capital letter, include finger spaces between words and end with a full stop. Emphasise using phonics and HFWs to spell words correctly.</p>	<p>1. (R, W) Enjoy <b>The Very Hungry Caterpillar</b>. Identify the different food the caterpillar eats. List ideas on the w/board. Children write a list of their favourite foods. Consider alternative scenarios, e.g. <i>A giant's/princess'/troll's favourite food</i>.</p> <p>2. (C) Next, match pictures of the food eaten by the caterpillar to the correct day.</p> <p>3. (C, S, W) Children write correctly punctuated statements to describe/ explain how a caterpillar changes into a butterfly. Three writing-frames are provided (<i>resource</i>). Hard: Children write a short descriptive paragraph outlining how a caterpillar changes into a butterfly. Medium: Children write a correctly punctuated sentence, that accurately relates to each picture. Easy: Children discuss the lifecycle of a caterpillar in a small group. Children select one stage each to write a sentence about.</p> <p>4. (LAU, S, C) Organise for children to watch caterpillars turn into butterflies. Sequence pictures showing lifecycle (<i>resources</i>).</p>	<p><b>Role play area</b> (C, EAD, UW, PSED) Set up a baby clinic (<i>resources</i>).</p> <p><b>Caterpillar maths</b> (M) Children fingerprint the correct number of segments for a caterpillar (<i>resources</i>).</p> <p><b>Colourful caterpillar</b> (PD, EAD) Children collage a butterfly (<i>resources</i>) or print a colourful caterpillar (<i>resources</i>).</p> <p><b>Caterpillar construction</b> (PD, EAD, M) Children make a caterpillar with a repeating pattern (<i>resources</i>).</p> <hr/> <p><b>Books</b> (R, UW) Read a range of fiction and non-fiction books about caterpillars &amp; butterflies.</p> <p><b>Music</b> (LAU, EAD) Sing <i>Days of the Week</i> and learn <i>Tiny Caterpillar</i> (<i>resources</i>).</p> <p><b>Small World</b> (S, PD, UW) Set up a caterpillar garden (<i>resources</i>).</p> <p><b>Healthy eating</b> (S, PD) Children make a fruit kebab (<i>resources</i>). PLEASE BE AWARE OF ANY ALLERGIES.</p> <p><b>Caterpillar maths</b> (S, M) Children select a number card (0 – 10) and use tweezers to add that amount of small world food/caterpillars or butterflies to a cup. Repeat. AND/OR Children use playdough (<i>resources</i>) to make a short, medium and long caterpillar.</p>	
<p><b>Sharing Books*</b></p> <p>1. Enjoy <b>The Very Hungry Caterpillar</b>. Discuss the foods the children like best/least: include seasonal foods and the foods used in personal or communal celebrations.</p> <p>2. Read <b>The Very Hungry Caterpillar</b>. Learn <i>Days of the Week</i> (<i>resources</i>). Next, read the days of the week and order them (<i>resources</i>). Discuss what clubs/activities children enjoy doing in the week.</p> <p>3. Display contents page from <b>Caterpillars and Butterflies</b>. Say non-fiction books don't need to be read in order. Select and read a page. Notice features, e.g. <i>heading, picture, caption</i>.</p> <p>4. Select a page from <b>Caterpillars and Butterflies</b>. Identify the textual features, and then read the sentences aloud. Discuss &amp; define interesting topic words in the text, e.g. <i>pupa, proboscis</i>.</p> <p>5. Display a range of pictures from <b>Caterpillars and Butterflies</b>. Discuss what they show. Develop &amp; rehearse captions for one or more. Write them using correct punctuation.</p> <hr/> <p><b>Poetry/Rhyme of the Week: The Busy Caterpillar</b> by anon (<i>resources</i>) Share poem and rehearse at suitable times throughout the week, e.g. <i>start/end of day</i>. With children's help, develop actions to accompany lines. Aim to learn the verse by heart by the end of the week.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What is the sequence of the story?</li> <li>o How do writers show sequence?</li> <li>o What are the days of the week?</li> <li>o How many time words (sequencing words) do I know?</li> <li>o How would I describe that?</li> <li>o What are the features of non-fiction books?</li> <li>o How do I remember my ideas?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Confidently share thoughts and ideas with adults and peers.</li> <li>● Recognise, read and correctly sequence the days of the week.</li> <li>● Know time-words indicate when something happened.</li> <li>● Use descriptive and subject specific vocabulary accurately.</li> <li>● Identify some of the textual features of a non-fiction text.</li> <li>● Prepare, rehearse and improve sentences.</li> <li>● Write sentences correctly.</li> </ul>	





### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

1.1 | 2.1,2 | 8.1,3 | 9.1-3 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



**Literacy Focus:** Listen to **Tadpole's Promise** and **Tadpoles and Frogs** | Share preferences | Sequence nonfiction text | Use topic vocab to write labels and statements

<b>Active Learning</b> <i>Getting involved in large group learning</i>	<b>Creating &amp; Thinking Critically</b> <i>Applying ideas during guided tasks</i>	<b>Exploring and Playing</b> <i>Independent, open-ended engagement</i>
<ol style="list-style-type: none"> <li>(LAU, S, C) Enjoy <b>Tadpole's Promise</b>. Notice how both characters change. Select a picture from the beginning/middle/end and discuss how each character feels and why.</li> <li>(LAU, S, R, W) Read <b>Tadpole's Promise</b>. Identify effective words/phrases, e.g. <i>gazed, beautiful rainbow or shiny black pearl</i>. Write suggestions on w/board. Ensure children can read each word/phrase and understand its meaning.</li> <li>(LAU, S, C, UW) Discuss how tadpole and caterpillar changed during <b>Tadpole's Promise</b>. Flick through the pages to support the conversation. Display the lifecycle of a frog (<i>resources</i>). Sequence the pictures in a circle to show the cycle. Add arrows between each stage. Generate words to identify each stage, e.g. <i>frogspawn, tadpole, froglet, frog</i>. Label them.</li> <li>(S, C, W, UW) Display a picture of a frog (<i>resources</i>). Discuss the picture and invite children to share all the facts they know. Write ideas as complete sentences. Next, invite children to share questions they would like answered. Write these, noting the ? at the end of each sentence. As children discover answers to each question, record them.</li> </ol>	<ol style="list-style-type: none"> <li>(C, R, UW) Read <b>Tadpole's Promise</b>. Display story-pegs (<i>Teachers' Notes</i> in resources). Sequence the story and use phonics/HFWs to read text. Rehearse and retell the story with expression. <b>AND/OR</b> Read <b>Elver the Eel</b> in groups and discuss life cycles.</li> <li>(S, W) Children label body parts and write a caption for a frog/tadpole (<i>resources</i>). Identify changes associated with growing-up.</li> <li>(W/UW) Children write sequenced sentences to report the stages in the frog lifecycle. Use images from input to sequence &amp; discuss lifecycle. Children might use images to support writing or use writing-frames (<i>resources</i>). Hard: Provide children with five sentence openers. Children include descriptive vocabulary and complete each sentence correctly. Medium: Provide children with four sentence openers. Children complete each sentence correctly. Easy: Provide children with three pictures. Children complete the sentence associated with each picture.</li> <li>(S, W, UW) Show a complete lifecycle of a frog. Discuss how stages in the lifecycle compare/contrast with each other, e.g. <i>A tadpole and froglet both have a tail or A frog is big and green but a tadpole is small and black</i>. Can children write a comparison sentence, using correct punctuation?</li> </ol>	<p><b>Jelly frogs</b> (PD, M, UW) Provide frogspawn jelly (<i>resources</i>). Children count the raisins and find the hidden frogs.</p> <p><b>Small World</b> (S, UW, EAD) Set up a pond (<i>resources</i>).</p> <p><b>Frog dough</b> (PD, UW) Children add frogs to a play dough mat pond (<i>resources</i>).</p> <p><b>Frog explorers</b> (UW, S) Organise for frogspawn to come into the classroom (<i>resources</i>) OR sequence the lifecycle of a frog (<i>resources</i>).</p> <hr/> <p><b>Role play</b> (PD, PSED) Set up a pet shop for baby animals (<i>resources</i>).</p> <p><b>Music</b> (S, EAD) Sing <i>Five Little Speckled Frogs</i> (<i>resources</i>).</p> <p><b>Hopping games</b> (S, PD, PSED) Learn <i>Leap Frog</i> (<i>resources</i>). Set up <i>Tiddlywinks</i> (<i>resources</i>).</p> <p><b>Creative</b> (S, PD) Children cut out frog template (<i>resources</i>) and make it move!</p> <p><b>Maths</b> (S, M) Children use plasticine to make and decorate a small, medium and large frog.</p> <p><b>Construction</b> (S, PD) Children make a hungry frog (<i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Enjoy <b>Tadpole's Promise</b>. Define <i>promise</i>, i.e. <i>saying that you will do something</i>. Identify the promise that tadpole makes. Ask children to share the promises they have made. Consider why it is important to keep promises. Discuss how it feels when promises are kept and broken.</li> <li>Display the text lifecycle of a frog (<i>resources</i>). Read each sentence aloud, using phonics and HFWs. Note the sequencing words opening each sentence. Order sentences correctly.</li> <li>Show a picture of a frog/tadpole (<i>resources</i>). Identify different body parts. Say labels give information about a picture. Model adding labels. Can children help you using phonics/HFWs to spell.</li> <li>Show contents page of <b>Tadpoles and Frogs</b>. Read headings and say they may provide info to answer questions. Generate a question and select an appropriate heading. Read facts. Orally prepare and rehearse an answer. Demonstrate writing the sentence using correct punctuation.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Five Little Tadpoles</b> by anon (<i>see resources</i>)          Share rhyme. Rehearse at suitable times throughout the week, e.g. <i>start/end of day</i>. Help children vary pitch/tone of voice to stress words/phrases. Consider recording and showing it on school website.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What is a promise?</li> <li>o What emotions are the characters feeling and why?</li> <li>o Which words/phrases are your favourite?</li> <li>o What is the lifecycle of a frog?</li> <li>o What is a label?</li> <li>o What are the features of non-fiction texts?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Express thoughts, ideas and emotions with adults and peers and confidently share their experiences and explanations.</li> <li>● Correctly sequence familiar texts/ events.</li> <li>● Read familiar words/sentences using a range of decoding cues.</li> <li>● Select favourite words/phrases.</li> <li>● Generate descriptive vocabulary.</li> <li>● Label familiar pictures.</li> <li>● Write correctly sequenced and punctuated sentences.</li> <li>● Use non-fiction features in reading</li> </ul>





### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

1.1 | 2.1-3 | 8.1-3 | 9.1,2 | 10.1-3

### Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



**Literacy Focus:** Read information books about vets and dentists | Ask class visitors pertinent questions; write these questions for a class display

<b>Active Learning</b> <i>Getting involved in large group learning</i>	<b>Creating &amp; Thinking Critically</b> <i>Applying ideas during guided tasks</i>	<b>Exploring and Playing</b> <i>Independent, open-ended engagement</i>
<p>Arrange for a local visitor to come in to talk to the children about their job and for children to pose questions to at some point towards the end of the unit.</p> <ol style="list-style-type: none"> <li>(LAU, S, C) Share the front covers and a few pages of both the <b>Vet</b> and the <b>Dentist</b> books. <i>These people have interesting jobs, don't they? Which one would you rather do? If a vet visited us, what questions would you ask them?</i> Listen to children's ideas. Explain that, although that particular vet can't visit us, (an)other visitor(s) from our local area will be coming into class, and we are going to ask them some questions about their job.</li> <li>(R, W) <i>When writing questions, we may use a special question word at the start of our sentences: look at spellings of why / what/ when/ where/ who etc. Some question sentences begin in different ways: Do...?, Are...?, Can...?, Is...? Look at the question mark, its role and how it is formed.</i></li> <li>(R) Celebrate wonderful questions thought of and written. Type some out and ask children to help you read these questions aloud. Focus on knowing high-frequency words, using decoding skills for new words, and using 'question' intonation in speech.</li> <li>(W) <i>Although we said thank you to our visitor when they were in the room, it would be nice to write a thank you letter too.</i> Shared write a letter of thanks to the visitor. Children all sign the letter and it can be posted or handed over to the recipient.</li> </ol>	<ol style="list-style-type: none"> <li>(LAU, C) Role play asking a visitor questions. Model looking the visitor in the eye, speaking up, speaking clearly etc. Listening and looking when the speaker replies. Saying thank you.</li> <li>(R, W) Share books about everyday jobs in the local community. Label pictures of community workers (<i>resources</i>).</li> <li>(W) Children write a question for a visitor who helps in the local community. Easy: Children attempt to write their question independently. Prompt to add a question mark and their name. Medium: Children write their question independently using correct punctuation. They add their name. Hard: As Medium. Children frame a question using 'or', e.g. <i>Do you prefer looking after dogs or horses?/ What is the best bit about your job - being outside or helping people?</i></li> <li>(W) Say Cheese! Photograph smiles and write about what makes people smile (<i>resources</i>).</li> </ol>	<p><b>Dentist role-play</b> (C, EAD, UW, PSED) Role play at the dentist's surgery (<i>resources</i>).</p> <p><b>Pet transport</b> (PD, EAD) Make pet carriers (<i>resources</i>).</p> <p><b>Our helpers</b> (PD, EAD, UW) Paint portraits of people who help in the community.</p> <p><b>Tooth fairy counting</b> (M) Help tooth fairy by counting (<i>resources</i>).</p> <hr/> <p><b>Small world</b> (S, PD, UW) Explore 'Who helps us to make our journeys?' (<i>resources</i>) Prompt children to consider who makes the journeys they take possible, e.g. construction workers, ticket salespeople, baggage handlers etc.</p> <p><b>Sensory Play and Malleable</b> (S, PD, UW): Make mint-scented play dough teeth (<i>resources</i>).</p> <p><b>Knowledge &amp; Understanding:</b> (S, UW) Explore keeping teeth clean (<i>resources</i>).</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Share the cover and the first pages of the <b>Vet</b> book. How is this book different to <b>The Very Helpful Hedgehog</b>? <i>This is an information book and not a story.</i> Sort a few of each kind of book into piles.</li> <li>Say that with information books we don't always need to start at the beginning. We can jump to the bit we are interested in. <i>How do we know what's in the book?</i> Show the Contents page of the <b>Vet</b> book, explain its role, and use it to locate a section of the book children show an interest in. Shared read this page.</li> <li>Share pages from the <b>Dentist</b> book. Discuss children's experiences of going to the dentist. Why do we go? How do we feel? The people in the book look pleased to go to the dentist and keep their teeth healthy.</li> <li>Look at the <b>Dentist</b> book and compare it with <b>Vet</b>. Again, use the Contents page to navigate to a section children are interested in. Shared read parts of text from that page. What information have we found out?</li> <li>Look at the Indexes of both <b>Vet</b> and <b>Dentist</b> and discuss their role. Help children spot the alphabetical order used. Read some of the words, find the relevant page and check it.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: The animals went in two by two</b> (<i>see resources</i>) Introduce on Monday (send a copy home). Enjoy singing together. <i>See resources</i> for alternative/supplementary poems to enjoy: <b>Old MacDonald Had a Farm, End of a Girl's First Tooth.</b></p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What helpful jobs do different people in our community do?</li> <li>o How can we tell someone is asking a question?</li> <li>o Why do we say thank you to school visitors?</li> <li>o What punctuation mark goes at the end of a question?</li> <li>o Why is it important to look after our teeth?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Ask a visitor to the class a question and listen to their reply.</li> <li>● Understand that visitors to the class need to be thanked for the time and trouble they have taken.</li> <li>● Distinguish between information and story books.</li> <li>● Read questions using phonics and knowledge of HFW.</li> <li>● Use a question mark to punctuate the end of a written question.</li> <li>● Change intonation when asking a question</li> </ul>



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### Development Matters Covered

#### 3-4 year-olds:

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### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



Literacy Focus: Read information books   Extend vocabulary through reading   Write captions about the emergency services to go in a class big book			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<p>1. (LAU) Arrange for the class to be visited by an emergency service worker/visit them at work. Children/ adults take photographs during visit. If not possible, ensure children have plenty of books and images detailing the work of the emergency services.</p> <p>2. (LAU, S, C) Alongside visits, share pages from <b>Firefighter</b> and <b>Police</b>; discuss how photographs and captions help us learn what these people do.</p> <p>3. (S, W) <i>We will make a class Big Book about the emergency services, so we will need to write captions to go with our photographs and pictures.</i> Model writing a caption to accompany one of the images. Stress your careful letter forms, word spacing and sentence end punctuation. Can we read the caption to make sure that every word is there?</p> <p>4. (LAU, S) Do you know what you would do if there was an emergency, like a fire? Take children through sensible actions as well the procedure for calling 999. <i>What do we do in school if there is an emergency?</i></p>	<p>1. (R, C) Look for a page on 'Equipment' in your <b>Firefighter</b> book &amp; shared read the captions. Show firefighter images &amp; captions (<i>resources</i>) <i>Oops! I have muddled my captions. Help me sort them out by reading each one carefully.</i></p> <p>2. (R, S) Look at <b>Police Officer's</b> Glossary and read the entry for Fingerprints. Look at each other's fingerprints with hand lenses. What words could we use to describe them?</p> <p>3. (W) Children write captions to accompany photographs/ pictures in the class information Big Book on the emergency services.</p> <p>4. (S, W) <i>If you were going to be an emergency services worker, which one would you like to be?</i> Children discuss with each other before they explain why they would make that choice. Write about the job they would like to do in folded mini books.</p>	<p><b>Books &amp; Bingo</b> (R, C) Share books about emergency services. Play Firefighter Bingo (<i>resources</i>).</p> <p><b>Handy prints</b> (PD, EAD) Create 'Handprint' art (<i>see websites and resources</i>).</p> <p><b>Blue light brigade</b> (PD, EAD) Make junk model emergency services vehicles.</p> <p><b>Draw and print</b> (PD, EAD) Use paint software to create images of a fire engine or police car, etc.</p> <hr/> <p><b>Role Play</b> (C, EAD, PSED) Role play at the Fire Station (<i>resources</i>).</p> <p><b>Music</b> (R, EAD) Sing <i>London's Burning</i>, attempting it as a round once confident.</p> <p><b>Maths</b> (S, M) Compare and measure zig-zag fire ladder heights using cubes (<i>resources</i>).</p> <p><b>Malleable &amp; Sensory</b> (S, UW) Role play making fire extinguishers to put out fires - sand, water and foam play (<i>see resources</i>).</p> <p><b>Knowledge &amp; Understanding</b> (S, UW) Discuss what to do in an emergency - calling 999. Go on a fire-safety walk around school (<i>see resources</i>).</p>	
Sharing Books*		Key Questions	Success Criteria
<p>1. Show covers of <b>Firefighter</b> and <b>Police Officer</b>. What sort of things do firefighters/ police officers do? Look through the books. <i>Were there things that firefighter / police officer did that you didn't expect?</i></p> <p>2. Turn to the Glossary in <b>Firefighter</b>. <i>What is a glossary?</i> Shared read entries; enjoy some of the unusual, firefighter-specific words (mess deck, apparatus). Encourage children to use decoding skills to read new words. Record words for display and for possible inclusion in the class Big Book on the emergency services.</p> <p>3. Look at <b>Police Officer</b> &amp; discuss Sam's job. Read the pages devoted to 'Checking Equipment'. Read each item's name. <i>Can you see in the photo where Sam carries or wears each thing? What do you think she might need the torch for? The radio?</i></p> <p>4. Help children differentiate between the emergency services and other local and community jobs. Discuss children's understanding and experiences of ambulance/ fire/ police/ rescue services.</p> <hr/> <p><b>Poetry/Rhyme of the Week: Fireman Sam</b> (<i>see resources -you can find the original theme tune and the Laughing Policeman song on YouTube</i>) Introduce on Monday (send a copy home). Enjoy singing together. <i>See resources for alternative/ supplementary poems to enjoy (The Laughing Policeman; Five Brave Firefighters).</i></p>		<ul style="list-style-type: none"> <li>o What kinds of jobs do the emergency services perform?</li> <li>o Which sort of emergency service work would children most like to do?</li> <li>o How and when should people ring 999?</li> <li>o What are some of the differences between storybooks and information books?</li> <li>o Why are photographs and captions useful in information books?</li> </ul>	<ul style="list-style-type: none"> <li>● Explain what a caption is and why we use them to accompany photographs or pictures in information books.</li> <li>● Read captions using phonics and knowledge of HFW.</li> <li>● Write their own captions to accompany photographs of emergency service workers.</li> <li>● Understand the purpose of a glossary.</li> <li>● Know what to do if there is an emergency.</li> </ul>



### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

1.1-3 | 2.1-3 | 8.3 | 9.1-3 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

### EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



Literacy Focus: Share fiction about everyday superheroes   Discuss own abilities   Extend vocabulary   Write descriptively about own superpower			
Active Learning	Creating & Thinking Critically	Exploring and Playing	
<i>Getting involved in large group learning</i>	<i>Applying ideas during guided tasks</i>	<i>Independent, open-ended engagement</i>	
<p>1. (S, W) What superheroes can children name? What are superheroes like? Collect ideas, such as superpowers, helps/ saves people, special clothes and gadgets, etc. Display a rough sketch of a superhero stereotype and label things such as eye mask, cape, pants over clothes, down one side – leave space to add extra labels later. Keep sketch for AL3.</p> <p>2. (R, S) Would it surprise children to know that they might already know a superhero? There may even be one in this room! Share <b>Superheroes – All Sorts</b> (<i>resources</i>) encouraging children to join in, using known words and phonics to read along. Did the book surprise the children? What sort of superheroes were they? What problems did they solve?</p> <p>3. (R, S, W) Display and reread <b>Superheroes – All Sorts</b> with children reading along. Look at the last page. What sort of superhero might children be? Give them time to think and discuss ideas, encouraging children to think about everyday powers (being kind/helpful, thinking up good games, etc.) Add ideas down the side of the sketch from AL1.</p> <p>4. (S, W) What words (adjectives) can we think of to describe a superhero? Can we stand like a superhero? What words can we use to describe our classroom superheroes? <i>Strong, confident, brave, energetic</i>, etc. Discuss ideas and try writing some. Model first before children try – adjectives and/or sentences, e.g. <i>I am speedy. / We are helpful. etc.</i></p>	<p>1. (R, PD) Read cards, then conduct superhero rescues (<i>see resources</i>).</p> <p>2. (R, S) <b>Guided reading A</b> Reread <b>Superheroes – All Sorts</b> Pick a superhero page to discuss (computer, beach, park, etc.) <i>Why is help needed? How might that superhero help? What power would they use?</i> OR <b>Guided reading B:</b> Read/reread <b>Super Daisy</b> by Kes Gray. <i>What would you feel about having to eat peas with everything? Which superpower sound effect word is your favourite?</i> Read the descriptive comparisons given for Super Daisy – faster than an astro rocket, etc. Which do children like? Can they offer their own comparisons? Faster than a train/a shooting star</p> <p>3. (S, W) Children write about their superpower. Three writing frames are available (<i>resources</i>). <b>Easy:</b> Discuss ideas; build orally into a sentence before writing (A). <b>Medium:</b> As Easy (B), then encourage children to extend sentences (using <i>when</i> or <i>because</i>). <b>Hard:</b> As Medium; then encourage use of ambitious vocabulary and sentence punctuation. (C).</p> <p>4. (S, W) Write about everyday superheroes (<i>see resources</i>).</p>	<p><b>Superhero school</b> (C, EAD, PSED) Role play running a school for superheroes (<i>resources</i>).</p> <p><b>Small world rescues</b> (C, PD, EAD) Conduct rescues in precarious settings, including slime spills, ice attacks and foam floods. Take turns to create and photograph the superhero scene (<i>resources</i>).</p> <p><b>Look the part!</b> (PD, EAD) Design a superhero mask/ cuff (<i>resources</i>).</p> <p><b>Imagine...</b> (S, PD, EAD) ‘Help a superhero’ play dough mats (<i>see resources</i>).</p> <hr/> <p><b>Books</b> (R, PSED) Share and retell superhero stories.</p> <p><b>Music</b> (EAD) Listen and move to superhero film music.</p> <p><b>Maths</b> (S, M) Time challenges (<i>see resources</i>).</p> <p><b>Knowledge &amp; Understanding</b> (S, W, PSED) Children draw/collage a healthy super snack on a paper plate add to superhero school information posters.</p>	
<b>Sharing Books:*</b>		<b>Key Questions</b>	<b>Success Criteria</b>
<p>1. Share and enjoy <b>Super Daisy</b>. What problem does Super Daisy have to solve? Why is she sad at the end of the story?</p> <p>2. Share and enjoy <b>My Mum is a Supermum</b>. Why does Milo think his mum might be a supermum? What superpower does he think she has? Do children have any suspicions that they have a ‘super’ relative at home?!</p> <p>3. Reread <b>My Mum is a Supermum</b>. Look at the two illustrations, comparing the features of a mum and a supermum. Could we create a picture of a superkid/child? Draw a sketch, adding features with children’s input, e.g. <i>‘Invisibility jumper, X-ray glasses, turbo trainers’</i> etc. What superpowers might this hero have?</p> <p>4. Discuss a time when children were helpful or solved a problem for someone else. Why did they need help? How could they tell the person needed help? What did they do? What superpower did they use? (<i>being quick, kind, helpful, funny</i>) How does it feel to help someone else, or to be helped?</p> <p>5. Reread a favourite superhero book from the week or read <b>Supertato</b> in preparation for next week.</p> <hr/> <p><b>Poetry/Rhyme of the Week: We Are All Superheroes</b> (<i>see resources</i>) Introduce on Monday (send a copy home). Rehearse and chant during week, waiting to go to lunch, to focus on carpet, for fun! Develop performance and add actions.</p>		<ul style="list-style-type: none"> <li>o What are superheroes like?</li> <li>o What words describe them?</li> <li>o How are you a superhero?</li> <li>o Can you say that in a sentence?</li> <li>o How have you helped someone?</li> <li>o Why did they need help?</li> <li>o How did it feel?</li> </ul>	<ul style="list-style-type: none"> <li>● Describe superheroes</li> <li>● Read a story using knowledge of phonics and common irregular words</li> <li>● Relate a story to own experiences</li> <li>● Talk and write about themselves in positive terms</li> <li>● Write a sentence which can be read by others</li> </ul>







**Websites** Please see You Will Need card on our website for weblinks

- **Superhero Finger Gym** ideas and instructions
- **Superhero quick trick** from [bbc.co.uk](http://bbc.co.uk)

**\* Sharing books**

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and Comprehension (ELG8):

- 1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*
- 1.2 Make comments about what they have heard and ask questions to clarify their understanding;*
- 1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*
- 8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*
- 8.2 Anticipate – where appropriate – key events in stories;*
- 8.3 Use and understand recently introduced vocabulary during discussions.*

**English ELGs covered**

1.1 | 2.1,3 | 8.1,3 | 9.1-3 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

**EYFS Framework references**

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; Literacy: C – Comprehension, R – Word Reading, W – Writing

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**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing







Literacy Focus: Enjoy a superhero day   Discuss rules to keep safe   Read new vocabulary   Invent a superhero and write descriptions in sentences		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (S, W) Hold a superhero dress-up day at the beginning of the week (see 'Superhero HQ Role Play' in <i>resources</i> for ideas). Spend some time celebrating the children's costumes. Who have they come dressed as? What super-powers does their character have? What are they like? Do they have special gadgets or super friends? How do they help people? Do they have a nemesis?!</p> <p>2. (S, C, W) Agree that superheroes must behave in certain ways – they must keep themselves and others safe. Discuss ideas for a superhero behaviour code; record it as a list of rules – this is particularly important for superheroes who are not used to being in school! (<i>resources</i>).</p> <p>3. (LAU, S, C) Share <b>Superworm</b>. Discuss Superworm's superpowers – turning into a swing, a slide, a hoola hoop, etc. Choose a favourite of these 'superskills' and ask children to describe what they can see and what's happening. Develop description into spoken sentences, encouraging rich descriptive language.</p> <p>4. (S, W) Wouldn't it be fun to make up our own superheroes! What sort of thing do we need to decide? (Appearance, super-power, who they help). Model creating a superhero by answering questions on these areas, developing ideas and taking suggestions from children. Model recording some ideas in descriptive, punctuated sentences.</p>	<p>1. (R, PD) Read some 'Comic book sound effects' (see <i>resources and</i> superhero comics). We can read most of these words. What do they mean? Read words, develop a 'power pose' to go with the word. Children read and perform the action. Repeat any time during the week, holding up words.</p> <p>2. (LAU, S, C, R) <b>Guided read:</b> Reread <b>Supertato</b>. Who is the villain? What terrible crimes does he commit? What other terrible deeds might he do? <i>Trap sprouts in the till, drop carrots in custard, peel the bananas!</i> etc. How could Supertato rescue them?</p> <p>3. (S, W) Share 'Gadgets and gizmos' made during EP activity 4. <i>Can you describe how they work and name them? Can we try writing some of these names? Can we (together/ in pairs/ independently) write a sentence to describe the gadget and what it does?</i></p> <p>4. (W) Children write about a superhero. Three writing frames are available (<i>resources</i>).</p>	<p><b>Superhero swots</b> (R, C, PSED) Share superhero books and comics.</p> <p><b>Design-a-hero</b> (PD, EAD) Design a superhero (<i>resources</i>).</p> <p><b>Supertato weighing</b> (M) Weigh and compare vegetables (<i>resources</i>).</p> <p><b>Gadgets and gizmos...</b> (PD, EAD) Make superhero gadgets – using construction toys or junk modelling.</p> <hr/> <p><b>Squirt &amp; Read</b> (R, PD) 'Squirt and read' topic words (<i>resources</i>).</p> <p><b>Music</b> (S, EAD) Create sound effects for superhero stories, e.g. Supertato.</p> <p><b>Sensory Play</b> (S, UW) Rescue hard vegetables trapped in ice and /or jelly.</p> <p><b>Malleable</b> (S, PD) 'Dress a superhero' play dough mat (<i>resources</i>).</p> <p><b>Technology</b> (S) Use your choice of websites to explore superhero activities, stories and clips.</p>
<p><b>Sharing Books*</b></p> <ol style="list-style-type: none"> <li>Share <b>Superworm</b>, enjoying the humour. Discuss new vocabulary, 'lair, writhe, shriek,' etc. Pick an animal. What powerful words can we use to describe them?</li> <li>Reread <b>Superworm</b>. Pick an animal, e.g. a toad, a beetle. What sound does their name begin with? What would they be like if they were <i>Super Toad/Beetle</i>, etc. What would they do?</li> <li>Share <b>Supertato</b>. How can we tell that Supertato is a superhero? What does he do? How does he help?</li> <li>Read a favourite superhero story or comic as suggested by the children. What do they like about this story?</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Five Superheroes</b> (<i>see resources</i>)</p> <p>Introduce on Monday (send a copy home). Recite and act out, with 5 children being the superheroes. Rehearse and chant during week, waiting to go to lunch, to focus on carpet, for fun! Develop performance and add actions.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What superhero are you dressed as? How do they help people?</li> <li>o How should we behave at school? What keeps us safe and happy here?</li> <li>o Can you think of a new superhero? What do they look like? What is their superpower? How do they help?</li> <li>o Can you describe your superhero in a sentence?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Discuss rules which keep us safe and happy.</li> <li>● Say a sentence, holding it in your head.</li> <li>● Sound out each word to help you write your sentence.</li> <li>● Write a descriptive sentence.</li> <li>● Check for a capital letter at the beginning and a full stop at the end.</li> </ul>





### \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

### English ELGs covered

1.1 | 2.1-3 | 8.3 | 9.1-3 | 10.1-3

### Development Matters Covered

#### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

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**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

### Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



Literacy Focus: Listen to <b>The Tiny Seed &amp; Jasper's Beanstalk</b>   Describe seeds   Identify conditions for germination   Sequence; write lists and instructions			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<ol style="list-style-type: none"> <li>(LAU, S, C) Enjoy <b>The Tiny Seed</b>. Say it explains the lifecycle of a seed. <i>What did the seed grow into?</i> Help children generate questions to answer about seeds and plants. Keep ideas.</li> <li>(S, C, UW) Identify the different places people choose to grow plants, e.g. <i>window box, pot, garden, allotment, greenhouse, polytunnel etc.</i> Consider how each area is prepared and cared for to help seeds germinate and grow.</li> <li>(R, S, W) Display mixed-up instructions for planting a seed (<i>resources</i>). Read each sentence aloud together and then sequence them correctly. Make alterations to the sequence if necessary. List the resources used.</li> <li>(R, S, W) Read <b>Jasper's Beanstalk</b>. Explain that Jasper needs a set of instructions explaining how to plant a bean seed. Display and read sequencing words (<i>resources</i>) and orally prepare appropriate sentences. Model writing each sentence, using correct punctuation. List the equipment Jasper will need. Check the writing makes sense and edit it if necessary.</li> </ol>	<ol style="list-style-type: none"> <li>(S) Show children a selection of common seeds, e.g. from seed packets or taken from plants/fruits, e.g. <i>broad bean, pea, cherry or apricot stone</i>. Describe the seeds (<i>see resources</i>) and group them based on different criteria. Talk about what each seed will grow into. Identify favourites.</li> <li>(LAU, S, UW) Display and discuss sequencing pictures to show the lifecycle of a seed (<i>resources</i>).</li> <li>(S, W) Provide different scenarios for children to write a list at the garden centre, e.g. <i>what they will buy, have to sell, orders people place etc.</i></li> <li>(S, W) Children write instructions that explain how to plant a bean seed. Three writing-frames are available for support (<i>resources</i>).</li> </ol>	<p><b>At the garden centre</b> (C, EAD, UW) Set up a garden centre in the role play area (<i>resources</i>).</p> <p><b>Plant a flower</b> (EAD, PD, UW) Children use acrylic paint/permanent markers to decorate a plastic pot and then plant a sunflower.</p> <p><b>Scarecrows</b> (EAD, PD) Children make a scarecrow (<i>resources</i>) and display it in their sunflower pot.</p> <p><b>Sunflowers</b> (EAD, PD) Children use salt dough (<i>resources</i>) to make a sunflower head. When it is dry, paint it and suspend in a sunny place.</p> <hr/> <p><b>Book corner</b> (R, UW) Provide a selection of fiction &amp; non-fiction books about seeds and growing.</p> <p><b>Small-holding...</b> (UW, PSED) Set up a small-world farm (<i>resources</i>).</p> <p><b>Seed sorting</b> (M, S) Children create criteria and sort a variety of seeds. Tell children not to eat the seeds!</p> <p><b>Investigating</b> (UW) Germination investigation (<i>resources</i>).</p>	
Sharing Books*	Key Questions		Success Criteria
<ol style="list-style-type: none"> <li>Read <b>The Tiny Seed</b>. Remind children it shows the lifecycle of a seed. Identify what stops some seeds from growing, e.g. <i>sun too hot, ice too cold, ocean too wet</i>. List ideas &amp; consider alternatives.</li> <li>Share <b>The Tiny Seed</b>. Reflect on why the tiny seed was able to germinate. Discuss what conditions seeds need to start growing. Help children to use <i>because</i> to provide reasons for ideas.</li> <li>Enjoy <b>Jasper's Beanstalk</b>. Appreciate humour. Reread the story together, modelling how to use different strategies to read unfamiliar words (<i>resources</i>). Identify what Jasper did on each day. Discuss the consequences of Jasper mowing the bean. List equipment used/ what he did with it to care for the bean.</li> <li>Display <b>Seed to Sunflower</b>. Say it is an information book and does not need to be read in order. Look at the <i>Contents</i>. Read headings. Turn to page 5 – 4. Identify the <i>heading</i> and also the <i>pictures, labels</i> and <i>captions</i>. Identify and discuss a selection of facts; ensure children understand them correctly.</li> <li>Display <i>Contents</i> from <b>Seed to Sunflower</b> and model using the book to answer questions about the life cycle of a sunflower. Write a response to each question.</li> </ol> <hr/> <p><b>Poetry/Rhyme of the Week: Little Brown Seeds</b> by Anon</p> <p>Share the poem and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Encourage the children to vary the pitch and tone of their voice as they rehearse to emphasise the rhyming words, e.g. <i>sprinkle/twinkle</i>. Support children to learn and perform the poem in small groups.</p>	<ul style="list-style-type: none"> <li>o What is a seed?</li> <li>o How are seeds similar &amp; different?</li> <li>o Where do people plant seeds?</li> <li>o What are my favourite plants?</li> <li>o What do seeds require to germinate?</li> <li>o How do you care for seedlings?</li> <li>o What are lists &amp; instructions?</li> <li>o Why are they useful?</li> </ul>		<ul style="list-style-type: none"> <li>● Confidently share thoughts and ideas with adults and peers.</li> <li>● Independently use appropriate strategies to read sentences.</li> <li>● Identify the features of fiction and non-fiction texts.</li> <li>● Know the conditions required for seeds to germinate.</li> <li>● Sequence the lifecycle of a seed.</li> <li>● Write a list.</li> <li>● Recognise sequencing words and know why they are helpful.</li> <li>● Compose instructions.</li> <li>● Use correct punctuation to write sentences.</li> </ul>





## Websites:

- [Little Brown Seeds](#) - song and actions from youtube.com
- [Lifecycle of a plant](#) from BBC.co.uk/bitesize

## \* Sharing books

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

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8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

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## English ELGs covered

1.1,2 | 2.1-3 | 8.3 | 9.1-3 | 10.1-3

## Development Matters Covered

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

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## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*







Literacy Focus: Listen to <b>Seed to Sunflower &amp; Oliver's Vegetables</b>   Identify parts of a plant   Read and use non-fiction books   Write labels and instructions		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (LAU, S, C) Display pages 10 – 13 of <b>Seed to Sunflower</b>. Remind children of each stage in the lifecycle of a plant. Rehearse the sequence orally, and then discuss actions appropriate for each stage, e.g. <i>curl up tight = seed, kick legs out = roots, hold-up arms = shoots</i>. Help children to enact the lifecycle. Photo each stage. Afterwards, correctly sequence and label the photos</p> <p>2. (R, S, UW) Enlarge and display a packet of cress seeds. Have children eaten food they have grown from seed? Read and follow the packet's instructions for planting. <i>The grown cress will be used in CTC4.</i></p> <p>3. (R, S) Display the instructions to make a cress sandwich (<i>resources</i>). Read together. <i>What makes this type of writing a set of instructions?</i></p> <p>4. (S, W) Draw a simple plant on the board. Identify each part, i.e. <i>roots, stem, leaf, flower</i>. Consider their function, e.g. <i>roots: stop the plant from blowing over OR stem: supports the plant</i>. Label each part. Use phonics and HFWs to write ideas. Reflect on why labels are useful. Briefly consider the parts of plants we commonly eat, e.g. <i>lettuce leaves, beansprouts – shoots, carrots - roots, poppy - seeds</i>.</p>	<p>1. (S, W) Show some unusual fruits. Children list the fruits they like to eat.</p> <p>2. (C, W) Provide a range of fruits and veg. Children select one, draw it and add labels.</p> <p>3. (W) Children write instructions to make a cress sandwich. Three writing-frames are available to scaffold writing (<i>resources</i>).</p> <p>4. (R, W) After activity 3, children follow their own instructions to make a cress sandwich. Eat and enjoy it! Describe its appearance, flavour, texture and aroma.</p> <p style="color: #0070c0;"><i>Look at sunflower plants from Week 1. Notice if they have germinated and identify the different parts, e.g. shoot, leaf, stem. Discuss how to keep the seedlings healthy so they grow. List ideas on the board/ a class poster.</i></p>	<p><b>Multi-Area Outside Project</b> (S, PD, UW) Set up a school allotment/class flower bed (<i>resources</i>).</p> <p><b>Potato printing</b> (S, PD, M) Children carve half of a potato and print a pattern of shapes or colours.</p> <p><b>Small world gardens</b> (EAD, PD, UW) Children set out lolly stick beds in soil, on a small world allotment, sowing bead seeds, using small tools, people and real or toy plants and grass.</p> <p><b>Favourite fruit &amp; veg</b> (S, PD, EaD) Use painting software to draw a favourite fruit or vegetable.</p> <hr/> <p><b>Books</b> (R, UW, PSED) Provide fiction &amp; non-fiction books about fruit and veg incl. <b>Grass for Tea</b> (<i>Hamilton Group Reader</i>).</p> <p><b>Greengrocers</b> (S, PSED, UW) Set up a fruit and veg role-play shop (<i>resources</i>).</p> <p><b>Maths</b> (S, M) Children weigh fruit/veg using non-standard units, label and order by weight.</p> <p><b>Construction</b> (S, PD, EAD ) Children design and make a seed packet for their favourite fruit or veg (<i>resources</i>).</p> <p><b>Data handling</b> (S, M) Discuss children's favourite fruits or veg. Set up a pictogram; children draw and add a picture. Discuss and interpret data.</p>
<p><b>Sharing Books*</b></p> <p>1. Display and read <b>Grass for Tea!</b> (<i>resources</i>). Identify animals and discuss what they eat. Next, discuss the plants that other animals eat, e.g. <i>hen = corn, cow = grass, duck = pondweed</i>.</p> <p>2. Share <b>Oliver's Vegetables</b>. Identify and enjoy the humour. Discuss why Oliver didn't spot the potatoes instantly. Find each vegetable and recognise which part Oliver ate, e.g. <i>cabbage = leaf</i>.</p> <p>3. Read <b>Oliver's Vegetables</b>. Notice how Oliver eats a different vegetable each day for a week. Order the days of the week and identify what Oliver eats on each day. Write ideas as a list.</p> <p>4. Enjoy <b>Oliver's Fruit Salad</b>. Discuss why Oliver thought Grandpa's fruit is better. Identify fruit children have picked and eaten; share favourites. Briefly consider why fresh fruit is seasonal.</p> <p>5. Read <b>Oliver's Fruit Salad</b>. Notice that at the start Oliver didn't want to eat the fruit. Discuss why he changed his mind. Finally, list lots of different fruits and describe them, e.g. <i>red cherry</i>.</p> <hr/> <p><b>Poetry/Rhyme of the Week: One Tomato, Two Tomato</b> (<i>see resources and websites</i>)</p> <p>Share the poem and rehearse at suitable times throughout the week, e.g. start/end of the day. Help children vary the pitch and tone of their voice as they rehearse to stress the counting words. Hold up fingers to correspond to each number and generate an action, e.g. <i>munch = snap mouth shut</i>.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o What is the lifecycle of a seed?</li> <li>o What are the different parts of a plant?</li> <li>o What is a label/instruction and why are they useful?</li> <li>o How do I sow, nurture and harvest a plant?</li> <li>o What plants do I enjoy eating?</li> <li>o How do I make a cress sandwich?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Cooperate as part of a group to retell a familiar sequence.</li> <li>● Use specific vocabulary to discuss the germination of seeds and growth of plants.</li> <li>● Identify different parts of a plant.</li> <li>● Follow instructions to plant a seed, care for a plant and harvest a crop.</li> <li>● Make a cress sandwich.</li> <li>● Prepare instructions to make a sandwich.</li> <li>● Write sentences correctly.</li> <li>● Write a list of ingredients and utensils to accompany instructions.</li> </ul>



## Websites:

- [Little Brown Seeds](#) - song and actions from youtube.com
- [One tomato, two tomatoes](#) from bbc.co.uk

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*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

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*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

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## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing

**Communication & Language** p18, 20-25 ; **Literacy** p48-49 – *see Overview for specific references.*





Literacy Focus: Listen to, read, discuss and retell versions of Sleeping Beauty   Write traditional versions of Sleeping Beauty   Enjoy a themed day			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<p>1. (LAU, S, C) <i>What fairy tales do you know?</i> Discuss. As children mention fairy tales, produce the corresponding book. <i>How do we know these are fairy tales?</i> Discuss and list <i>features</i> : <i>set long ago, often have magical objects/ people, kings and queens, castles or cottages, happy endings for the good...</i></p> <p>(LAU, S, C) <i>How can we share fairy tales?</i> Books, films, being told them. Many of these tales are very old and have been told lots of times, often told by someone who has learnt the story. Share <b>Sleeping Beauty</b> (<i>Hamilton Storytelling video</i>). <a href="#">Sleeping Beauty Storytelling video</a></p> <p>2. (C, W) Remind children about the storytelling video. The teller had to learn the story so that they could tell it. <i>What can we remember?</i> Use suggestions from children to create a simple story map of <b>Sleeping Beauty</b> on board (<i>resources</i>) and use to retell the story.</p> <p>3. (C, W) Display your story map and ask children to retell the story of <b>Sleeping Beauty</b> to a partner. <i>What happened in the beginning/middle/ending? Could we write the story?</i> Use story map to record the story in a few descriptive sentences.</p>	<p>1. (R) Display and read <b>Sleeping Beauty</b> (<i>Hamilton Group Reader</i>) encouraging children to read along, using knowledge of phonics and HFWs.</p> <p>2. (S, W) Write an invitation to the grumpy fairy. Use templates provided (<i>resources</i>).</p> <p>3. (C, W) Display your story map. <i>Children retell Sleeping Beauty</i>. The children have become very good at <i>saying</i> this story. Could they write it to share? See Activity cards for 3-way differentiation.</p> <p>4. (LAU, S, C) <i>Hold a fairy tale day</i>. Invite family members to bring a fairy tale book to share with their child (or choose from the class collection) and challenge children to tell Sleeping Beauty expressively to their visitor. Children could dress up as a fairy tale character and join in with other themed activities (<i>see resources</i> for suggestions). What fairy tales have children enjoyed today? Are they the same as those enjoyed by visitors as children?</p>	<p><b>Small world retelling</b> (C, EAD, PSED) Retell Sleeping Beauty (<i>resources</i>).</p> <p><b>Castle construction</b> (PD, EAD) Paint boxes and build castles. Use in role play - <i>see activity below</i>.</p> <p><b>Fairy tale explorers</b> (C, EAD, PD) Explore fairy tales, using 'Fairy Tale Role Play Teacher Notes (<i>resources</i>)'. Negotiate a tangle of briars and weeds – create obstacles with PE equipment. Add green crepe paper tangles for extra change – <i>supervise carefully</i>.</p> <hr/> <p><b>Other continuous provision</b></p> <p><b>Books and reading</b> (R) Share, read and retell fairy stories.</p> <p><b>Sensory</b> (S, PD) Investigate feely bag (<i>resources</i>).</p> <p><b>Fine motor</b> (S, PD) Make a spinning top (<i>resources</i>).</p> <p><b>Maths</b> (S, M) Time different activities (<i>resources</i>).</p> <p><b>Malleable</b> (S, PD) Create green play dough briars on the castle mat/ image(<i>resources</i>).</p> <p><b>Technology</b> (S, EAD) Take a photo of a friend dressed as a character.</p> <p><b>Knowledge &amp; Understanding</b> (S, UW) Find out about spinning and knitting (<i>resources</i>).</p> <p><b>Music</b> (S, EAD) Compose lively wake-up music.</p>	
<b>Sharing Books*</b>		<b>Key Questions</b>	<b>Success Criteria</b>
<p>1. Read a traditional version of <b>Sleeping Beauty</b>. What did children think of the story? <i>What would it be like if the good fairy cast a spell on us?</i> Take a 'magic wand'/some jingle bells and try casting a sleeping spell on the class.</p> <p>2. Play <b>Sleeping Beauty</b> (<i>Hamilton Storytelling video</i>). Why was the bad fairy so cross? Have children ever felt left out? What could the King &amp; Queen have done to make her feel better? What might have happened then?</p> <p>3. Display and read <b>Sleeping Beauty</b> (<i>Hamilton Group Reader</i>) and compare. In this version, the characters are animals. What other animals could the illustrator have drawn them as? Squirrels? Rabbits?</p> <p>4. Reread <b>Sleeping Beauty</b> (<i>Hamilton Group Reader</i>). How else might the prince have woken up Sleeping Beauty? How do children like to be woken up in the morning? What makes them sleepy at night?</p> <hr/> <p><b>Poetry/Rhyme of the Week: Three Lullabies</b> (<i>resources</i>)</p> <p>Discuss the purpose of lullabies. Has anyone got a baby at home who has trouble going to/staying asleep?! Why is sleep important? Children choose their favourite lullaby to learn. Can they sing it to a sibling, pet or toy? Sing during the week, ending in everyone falling asleep! <i>You could supplement these with lullabies from home.</i></p>		<ul style="list-style-type: none"> <li>o What fairy tales do you know?</li> <li>o What kind of story is a fairy tale?</li> <li>o How can we remember a story to tell someone else?</li> <li>o How can we make our stories fun to listen to?</li> <li>o What happened at the beginning/ middle/ end?</li> <li>o Do we know different versions of the same fairy tales?</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to fairy tales read and told.</li> <li>● Retell fairy tales orally and in writing.</li> <li>● Understand that a story can be represented by a story map.</li> <li>● Read and write using knowledge of phonics and HFWs.</li> <li>● Understand that people have enjoyed sharing stories for a long time and know that these stories can have different versions.</li> <li>● Consider why characters might behave in certain ways and how to make someone feel better.</li> </ul>



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Literacy Focus: Share different versions of Jack and the Beanstalk   Discuss point of view   Make simple changes and note impact   Write a letter in role			
Active Learning	Creating & Thinking Critically	Exploring and Playing	
<i>Getting involved in large group learning</i>	<i>Applying ideas during guided tasks</i>	<i>Independent, open-ended engagement</i>	
<p>1. (LAU, S, C) Show/reread a traditional version of <b>J&amp;tB</b>. This is another fairy tale. Who are the characters? Display images (<i>image resources</i>). What happens? Display each image as it is mentioned until the images act as a story map. <i>We can use these pictures to retell the tale!</i></p> <p>2. (C, W) Explain that you want to write a sentence about one item that Jack stole (<i>image resources</i>) and label. Children discuss ideas and build a sentence, e.g. <i>Jack stole a harp</i>. Record and read. <i>Can we make this more descriptive?</i> Children discuss and write adjectives on whiteboards, using phonics/HFWs. Share and celebrate ideas; add one or two to sentence. Repeat with 'Jack'. Reread improved sentence, e.g. <i>Brave Jack stole a magical, golden harp</i>.</p> <p>3. (S, C) Read <b>Jim &amp;tB</b>, up to where the Giant explains that he has been sad since Jack stole from him. How might the Giant feel about this and why? Encourage children to speculate using the word 'because' and pretending to be the Giant, e.g. <i>I am sad because I miss my fluffy hen</i>. Record some ideas on a f/c. Ask children to help with spelling and punctuation. Repeat with another item if time. <i>I wonder what would happen if the Giant wrote a letter to Jack?</i> <b>Children write the letter in CTC3.</b></p> <p>4. (S, UW) Use word cards (<i>resources</i>) to create a sentence about J&amp;tB. Children use phonics/ HFW knowledge to read. <i>What if we changed one of these words?</i> Flip over the word 'Jack' and write a new name on, e.g. 'Jill'. Reread the sentence. How has this changed the meaning? Repeat with more words, rereading each time to assess impact. It is fun to change the meanings! You can repeat this activity with different sets of word cards.</p>	<p>1. (R, C) Share, read and retell fairy tales. Retell <b>J&amp;tB</b> with puppets (<i>resources</i>).</p> <p>2. (S, C) <i>What fairy tale characters can we think of?</i> Collect ideas; record. Play a guessing game: 'I'm thinking of a character who...'. Describe physical/personality traits while children guess the character. Once they have got the idea, children try describing, first to the group, then in pairs. Celebrate use of descriptive vocabulary.</p> <p>3. (W) Children write a letter to Jack. <i>See resources</i> for 3 writing frames. <b>Easy:</b> Write a sentence, saying how you feel and why using 'because'. <b>Medium:</b> As Easy, using descriptive/ apt language. <b>Hard:</b> As Medium, extended with a reason for missing the item and asking for its return. E.g., <i>I am very lonely because I miss my friendly, fluffy hen. She gave me a shiny, golden egg every day. Please give her back.</i></p> <p>4. (W, EAD) 'Who is behind the door?' Paint/draw a fairy tale character and write a description alongside (<i>image resources</i>).</p>	<p><b>Role Play</b> (C, EAD, PSED) Run Jack's Farm Shop or continue fairy tale land play (<i>resources</i>).</p> <p><b>Small World &amp; Construction</b> (C, PD, EAD) Build tall beanstalks and castles &amp; retell Jack or Jim &amp; the Beanstalk.</p> <p><b>Technology</b> (LAU, C) Listen to fairy stories on CD &amp; computer.</p> <p><b>Knowledge &amp; Understanding</b> (R, S, UW) Investigate bean germination (<i>resources</i>) or senses (<i>resources</i>).</p> <hr/> <p><b>Music</b> (S, EAD) Compose gentle music to send the giant to sleep!</p> <p><b>Maths &amp; Fine Motor</b> (S, M, PD) Share beans (<i>resources</i>).</p> <p><b>Sensory</b> (S, UW) Explore smells (<i>resources</i>). <b>Malleable</b> (S, PD) Help Jim's giant with play dough (<i>resources</i>).</p>	
<b>Sharing Books*</b>		<b>Key Questions</b>	<b>Success Criteria</b>
<p>1. Read a traditional version of <b>Jack and the Beanstalk</b>. Did children spot the rhyme 'Fe, fi, fo, fum'? Enjoy saying this in giant voices. What other phrases are repeated in fairy tales? (once upon...happily ever...I'll huff...What big ears...etc.).</p> <p>2. Reread <b>J&amp;tB</b>. Ask children to help you briefly recap the story, displaying prompt images (<i>resources</i>) as they are mentioned – fixed to a f/c or pegged on a line. <i>Is Jack a good character?</i> Discuss ideas.</p> <p>3. Show the cover of <b>Jim &amp;tB</b>. What do children notice? What might be different in this story? Read the story. How was it different to the original fairy tale? Did it make children feel differently about the Giant?</p> <p>4. Reread <b>Jim &amp;tB</b>. How does Jim help the Giant? What makes Jim run away?</p> <p>5. Share a letter from Jack to the giant (<i>resources</i>). Read together and celebrate the success of the children's letters!</p> <hr/> <p><b>Poetry/Rhyme of the Week: On my face I have a nose</b> (<i>resources</i>), sung to the tune of <i>Old Macdonald</i>. Introduce on Monday. If possible, get children to smell vinegar and limes: <i>can</i> their noses tell them apart? Send a copy home for children to share with families/carers. Experiment with new lines and rhymes – e.g. <i>use it during break/ orange juice from steak; use it in the street/ lemonade from feet</i>, etc.</p>		<ul style="list-style-type: none"> <li>o Who are the characters?</li> <li>o What happened in the story?</li> <li>o What words could we use to describe...?</li> <li>o How does the giant feel and why?</li> <li>o What happens to the meaning of the sentence when we change a word?</li> <li>o Which character am I describing?</li> </ul>	<ul style="list-style-type: none"> <li>● Recall what happens in a story.</li> <li>● Identify characters and describe them.</li> <li>● Use descriptive language.</li> <li>● Explain how and why.</li> <li>● Make predictions.</li> <li>● Explore the impact of changing or adding words in a sentence.</li> <li>● Use knowledge of phonics to read and write words and sentences.</li> </ul>



Reception English: Summer – Fairy Tales, Unit 2: Jack and the Beanstalk

Literacy Context: Letters, short retellings of fairy tales





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**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing





Literacy Focus: Share Hansel and Gretel   Sequence and read the story   Discuss story twists and make predictions   Rewrite a fairy tale with a twist		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (LAU, S, C) Make a trail of pebbles (or similar) to inspire/ intrigue children. Discuss what it might be, then follow the winding trail to find <b>Hansel and Gretel</b>. Read/ tell the story (if telling, you might have an object at the end of the trail: pile of breadcrumbs/ piece of gingerbread/ bag of sweets). Note story language: ‘<i>Once upon a time...</i>’ etc.</p> <p>2. (LAU, S, C) Discuss <b>H &amp; G</b>. Display story pegs (<i>resources</i>) in a random order, either blu-tacked to a board or pegged on a line. Ask children to look at the pictures and discuss which part of the story each picture is retelling. With children, sequence the pictures and use to retell the story. Encourage story language.</p> <p>3. (R, LAU, S, C) Display ordered story pegs <u>with text</u> added. Children read the words, using phonic and common exception word knowledge. <u>What if the birds had not eaten the crumbs?</u> <u>What if the children had not tried to eat the cottage?</u> <u>What if the witch had been friendly, not wicked?</u> <u>What if the children had been the baddies?</u> <u>What if the children had decided to stay in the cottage?</u> How would the story change each time? Encourage discussion and prediction.</p> <p>4. (S, C) Display story pegs; ask children to identify the peg they twisted. Turn the peg around; ask children to supply the missing part as you retell the story (e.g. flip the house; retell; as you reach a blank peg, a child can say ‘<i>They found a house made from mashed potato</i>’.) You will need to model this first. Repeat with new twists by the children.</p>	<p>1. (W) Write speech bubbles for different <b>H &amp; G</b> characters (<i>resources</i>).</p> <p>2. (S, C, PSED) Discuss different viewpoints of story characters, agreeing that we can feel differently about the same things.</p> <p>3. (S, C, W) Children rewrite <b>H &amp; G</b> with a simple twist. Lay out the story pegs (without text) and discuss possible twists in the story. <u>Easy</u>: Children choose one peg to rewrite. The house material is the easiest. (<i>They found a house made from jelly</i>.) <u>Medium</u>: Children rewrite the ending to the story. Encourage a new ending with story language. (e.g. <i>Hansel and Gretel stayed in the cottage and opened a sweet shop. They lived happily ever after.</i>) <u>Hard</u>: Retell the story in 4/5 sentences with a twist, using story language.</p> <p>4. (PSED, S, W) Agree that <b>just</b> eating biscuits and sweets is not a very balanced diet. We would not be healthy if we just ate those foods. <i>I’m not sure the witch was thinking of healthy eating!</i> Discuss ideas for a balanced diet cottage. Can children write some of these foods? Children write ideas on whiteboards before compiling a class list, using phonics and HFW to write the words.</p>	<p><b>Role Play</b> (C, EAD, PSED) Run a sweet shop or combine with fairy tale land (<i>resources</i>).</p> <p><b>Creative</b> (PD, EAD) Create a new cottage for the witch using painting/collage techniques (<i>resources</i>).</p> <p><b>Malleable &amp; Sensory</b> (PD, EAD) Make/taste house-shaped biscuits (<i>resources</i>).</p> <p><b>Technology</b> (PD, EAD) Use paint software to create a new cottage for the witch.</p> <p><b>Books and Reading</b> (R, C) Share, read and retell fairy tales. Retell/twist Hansel and Gretel using story pegs (<i>resources</i>).</p> <p><b>Small World</b> (S, C, EAD) Retell Hansel &amp; Gretel (<i>resources</i>).</p> <p><b>Music</b> (EAD) Compose soundtrack music to go with the story peg images.</p> <p><b>Construction</b> (S, PD, EAD) Make a trap to catch the witch, using junk modelling and a small world ‘witch’.</p> <p><b>Maths &amp; Fine Motor</b> (M, PD) Count sweets (<i>resources</i>).</p>
Sharing Books*	Key Questions	Success Criteria
<p>1. Read a traditional version of Hansel and Gretel. Ask questions which encourage children to recall events in the story. What happened at the beginning? What happened next? How did they find their way back? etc.</p> <p>2. Reread <b>H &amp; G</b>. Who are the good characters and who are the baddies? How would children feel if they were lost in a wood? How would children feel if someone tried to eat their house?</p> <p>3. Show <b>Mixed Up Fairy Tales</b> with <i>Jack and the Beanstalk</i> displayed correctly. Read together, noting that this is a very short version. <i>What if the main character was different? How would the story change?</i> Flip back one page to show Goldilocks and reread. Flick back to Jack and repeat with different story elements changing each time. Encourage children to reread with you and enjoy the twists.</p> <p>4. Reread <b>Mixed Up Fairy Tales</b>, with children reading along, discussing and enjoying the new combinations.</p> <p><b>Poetry/Rhyme of the Week: Hansel &amp; Gretel</b> (<i>resources</i>) Introduce on Monday (send a copy home). Enjoy chanting/memorising together, developing movements, gestures and intonation to bring this poem to life. Find an audience and perform with attitude!</p>	<ul style="list-style-type: none"> <li>o What happened in the story?</li> <li>o What if...? What else could the cottage be made from?</li> <li>o What foods make a balanced diet?</li> <li>o How can we make sure that our writing can be read by someone else?</li> </ul>	<ul style="list-style-type: none"> <li>● Listen to and recall story events.</li> <li>● Discuss and sequence a story plot.</li> <li>● Retell a fairy tale using associated language.</li> <li>● Read simple text in a story, using knowledge of phonics and HFWs.</li> <li>● Discuss ‘what if’ questions. Consider the impact of plot changes. Make predictions.</li> <li>● Discuss what makes a healthy diet.</li> <li>● Use knowledge of phonics and HFWs to write words, sentences and short narratives.</li> </ul>



**\* Sharing books**

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

1.2 Make comments about what they have heard and ask questions to clarify their understanding;

1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered**

1.1 | 2.1,3 | 8.1,3 | 9.1-3 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

**EYFS Framework references**

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



Literacy Focus: Listen to <b>You Can't Take an Elephant on the Bus &amp; Mrs. Armitage on Wheels</b>   Extend vocabulary; share ideas   Enjoy humour; write sentences			
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>	
<p>1. (S) Display and identify transport toys. Discuss specialised forms of transport, e.g. <i>ambulance, lifeboat etc.</i> Generate criteria to group the collection of vehicles. Consider reasons for travelling in each.</p> <p>2. (LAU, C) Read <b>You Can't Take an Elephant on the Bus</b>. Afterwards, enjoy orally composing additional humorous suggestions. Demonstrate writing some ideas, remembering to use appropriate punctuation.</p> <p>3. (S, W, M) Ask children to identify how they mainly travel to school. List ideas. Read each and invite children to raise their hand if it applies to them. Count hands; display tallied data. Ask questions to help interpret the data.</p> <p>4. (S, UW) Show a range of transport toys that indicate how children travel to school. Identify which are the most eco- friendly, i.e. <i>cause the least harm to the environment</i>. Generate ideas to help more children travel to school using such modes of transport.</p>	<p>1. (LAU, EAD) Learn and sing <i>The Wheels on the Bus</i> (resources). Add alternative verses.</p> <p>2. (S, W) Children select a form of transport and explain why a particular animal is unsuitable to use it. Three writing frames (resources) are available. <b>Easy:</b> Children complete each sentence, remembering correct punctuation. <b>Medium:</b> Children write a correctly punctuated sentence. <b>Hard:</b> Children write a rhyming sentence, that includes <i>because</i>.</p> <p>3. (C&amp;L, R) Read <b>You Can't Take an Elephant on the Bus</b>. Select pages to read aloud. Identify pairs of rhyming words. Create rhyming strings, e.g. <i>seal, heal, wheel</i>. Notice the end <u>ound</u> is the same.</p> <p>4. (S, R) Show sentences from <b>You Can't Take an Elephant on the Bus</b> (resources). Read them aloud, using different strategies (resources). Identify why each animal is unsuitable for each vehicle.</p>	<p><b>Car wash</b> (C, EAD, PD, PSED) Fill one bowl with shaving cream and one with water. Use soap, brushes and towels to wash and clean transport toys.</p> <p><b>Making tracks</b> (PD, EAD) Provide plates with brightly coloured paint and a range of wheeled transport toys. Children dip the wheels into the paint and run them across sheets of paper.</p> <p><b>Build-a-bus</b> (PD, EAD, M) Children make a bus from construction kit, then measure its length using non-standard units, e.g. <i>unifix cubes, shoes</i>.</p> <p><b>Sticky vehicles</b> (PD, EAD, M) Children arrange pre-cut shapes to make a form of transport (resources).</p> <hr/> <p><b>Small World</b> (S, EAD, UW) Set-up a garage.</p> <p><b>Books</b> (R) Provide a selection of fiction and non-fiction books about forms of transport.</p> <p><b>Role Play</b> (S, C, EAD, PSED) Set up a large road-track (resources).</p> <p><b>Travel data</b> (M) Investigate ways children travel to school (resources) and interpret data.</p> <p><b>Safe scooting</b> (S, PD) Invite children to bring bikes/scooters to school and model how to ride them effectively. Photo specific parts of the bike/scooter and label each picture.</p>	
<p><b>Sharing Books*</b></p> <p>1. Read <b>You Can't Take an Elephant on the Bus</b>. Identify each form of transport. Children discuss which vehicles they have tried; they share their reason for travelling and describe how it felt.</p> <p>2. Enjoy <b>You Can't Take an Elephant on the Bus</b>. Relish the illustrations and amusing scenarios. Invite children to select their favourite and to use <i>because</i> to provide a reason for their opinion, e.g. <i>A whale riding a bike because it is funny to see something so big on something so small</i>.</p> <p>3. Enjoy <b>Mrs. Armitage on Wheels</b>. Stop before the final page. Suggest alternative forms of transport for Mrs. Armitage. Select the best idea. Finally, read and enjoy the remainder of the story.</p> <p>4. Share <b>Mrs. Armitage on Wheels</b> Identify each problem Mrs. Armitage solves. Discuss the improvements the children would make to <i>their bikes/scooters</i>, e.g. <i>add a wireless speaker to play music, a TV, a seat for teddy</i>.</p> <hr/> <p><b>Poetry/Rhyme of the Week: Bicycling</b> by anon (resources) Share the rhyme and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Encourage the children to refine the suggested actions or to come up with actions of their own. Help children to vary the pitch and tone of their voice as they 'speed up' towards the rhyme's end. Support children to learn the rhyme by heart.</p>		<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Why do people use transport?</li> <li>o What different forms of transport do I know?</li> <li>o What are the most/least eco-friendly forms of transport?</li> <li>o How can I write successful sentences?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● As a team, learn and perform a poem.</li> <li>● Identify different forms of familiar and unfamiliar transport.</li> <li>● Confidently share thoughts, ideas and opinions with adults and peers.</li> <li>● Provide reasons for opinions.</li> <li>● Apply decoding strategies to read texts independently.</li> <li>● Locate pairs of rhyming words.</li> <li>● Recognise problems within stories and how these can be overcome.</li> <li>● Write sentences using correct forms of punctuation.</li> </ul>





## Websites:

- [Mrs. Armitage on Wheels](#) from youtube.com

## \* Sharing books

The Whole Class ‘Sharing’ books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

*1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;*

*1.2 Make comments about what they have heard and ask questions to clarify their understanding;*

*1.3 Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.*

*8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;*

*8.2 Anticipate – where appropriate – key events in stories;*

*8.3 Use and understand recently introduced vocabulary during discussions.*

## English ELGs covered

1.1,2 | 2.1-3 | 8.3 | 9.1-3 | 10.1-3

## Development Matters Covered

### 3-4 year-olds:

CL: Use a wider range of vocabulary. Understand ‘Why?’ questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Spot and suggest rhyme. Write some letters accurately.

### Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

*Other learning points on pages 18 - 21 and 46 - 48 may be encompassed depending on the children engaging with activities in this unit.*

## EYFS Framework references

**Communication & Language:** LAU – Listening, Attention and Understanding, S – Speaking; **Literacy:** C – Comprehension, R – Word Reading, W – Writing

**Continuous provision:** PD – Physical Development, PSED – Personal, Social & Emotional Development; M – Mathematics, UW – Understanding the World, EAD – Expressive Arts & Design

## Development Matters references

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing





Literacy Focus: Listen to <b>Naughty Bus, The Hundred Decker Bus &amp; The Train Ride</b>   Share experiences; enjoy humour   Compose a recount; write sentences		
Active Learning <i>Getting involved in large group learning</i>	Creating & Thinking Critically <i>Applying ideas during guided tasks</i>	Exploring and Playing <i>Independent, open-ended engagement</i>
<p>1. (S) Show an empty suitcase. Fill it with summery clothes. <i>Can you guess my holiday destination?</i> Help them to provide reasons for their ideas. Next, children share places they have been on holiday. Help them identify what they packed and took with them. Compare/ contrast preparing for long/ short journeys.</p> <p>2. (LAU, R, S) Read <b>Naughty Bus</b>. Help children to apply different strategies to read the text (<i>resources</i>). Afterwards, identify the different places around the home the bus visited. <i>What funny places would you take the bus?</i></p> <p>3. (S, C) Share <b>Naughty Bus</b>. Enjoy the humour of the illustrations. Display sequencing words (<i>resources</i>) and hold up a toy bus. <i>Where could it go?</i> Children take turns to select and travel to 5 different places in the classroom. Use the sequencing words to recount the journey.</p> <p>4. (UW, W) Discuss when and why children have used maps, or seen maps being used. Create a large simple map of the school or the local park. Identify each section and use phonics and HFWs to label it correctly, e.g. <i>art tables, book corner OR slide, tree, flowerbed etc.</i></p>	<p>1. (R, EAD, S) Learn, sing and <b>adapt</b> <i>Bumping Up and Down on a Big Red Bus</i> (<i>resources</i>).</p> <p>2. (S, EAD, W) Children make a map of either a real or imagined place, and add labels.</p> <p>3. (S, W) Children write a recount of a journey, either real or imagined, taken by a toy bus. Three levels of writing-frame (<i>resource</i>) are available. <b>Hard:</b> Children write five, descriptive and correctly punctuated, sentences. <b>Medium:</b> Children write 3/4 correctly punctuated sentences. <b>Easy:</b> Children complete three sentences.</p> <p>4. (S, UW, M) Display a map of the school or a road map. Say the children will be the voice of the SATNAV and direct a toy bus around the map. Help children share their ideas, e.g. <i>At the end of the road, stop</i>. Repeat several times.</p>	<p><b>Role Play</b> (C, EAD, PSED) Set up a <i>Naughty Bus</i> (<i>resources</i>).</p> <p><b>Small World</b> (C, EAD, PD, PSED) Set up a floor road-mat with a range of transport toys. Children navigate the map. Children may want to take a naughty bus farther afield!</p> <p><b>Sensory Play</b> (PD, W) Add baked beans, cutlery, magnetic letters and a toy bus to a tray. Children find letters to spell words, e.g. <i>bus, tin, fork etc.</i></p> <p><b>Malleable</b> (PD, EAD) Train and bus play dough mats (<i>resources</i>).</p> <p><b>Alternative activities</b></p> <p><b>Books</b> (R) Provide a selection of fiction &amp; non-fiction books about holidays.</p> <p><b>Fine motor</b> (S, PD) Provide a range of maps- trace the path (<i>resources</i>). Children use drawing media to find a path.</p> <p><b>Creative</b> (EAD, PD) Paper plate face (<i>resources</i>).</p> <p><b>Maths</b> (M) Passenger addition (<i>resources</i>).</p> <p><b>Construction</b> (PD, EAD) Provide a range of junk modelling materials. Children make a wheeled form of transport that will roll down a ramp.</p> <p><b>Travel data</b> (S, M) Children complete a bar graph identifying holiday destinations (<i>resources</i>).</p> <p><b>Technology</b> (S, M) Programme a floor robot to move around a map drawn on the floor.</p>
<p><b>Sharing Books*</b></p> <p>1. Read <b>The Hundred Decker Bus</b>. Enjoy the story. Notice the different locations the bus journeys to. Identify how/why the bus changes at different stages in the story. Discuss favourites.</p> <p>2. Display the map from <b>The Hundred Decker Bus</b> (p13-14). Notice it is a stylised aerial view. Identify each location. Help children to select and sequence three different places the bus journeyed to.</p> <p>3. Unfold the 100-decker bus (p.22). Count the decks and discuss. Then, discuss and sequence which decks children would like to visit and why, e.g. <i>First, I would go to the pool because...</i></p> <p>4. Enjoy <b>The Train Ride</b>. Read the first double page aloud but stumble on some words. Ask children to list strategies for reading unfamiliar words (<i>resources</i>). Children use strategies to read the text.</p> <p>5. Read <b>The Train Ride</b>. Identify what the characters see on the journey. List ideas as words or phrases. Show sequencing words (<i>resources</i>) and model converting the ideas into an oral recount.</p> <p><b>Poetry/Rhyme of the Week: This Is the Way We Cross the Road</b> (<i>resources</i>)</p> <p>Share the poem and rehearse at suitable times throughout the week, e.g. <i>start/end of the day</i>. Remind children the poem is teaching them to cross the road safely. Children perform it together as a class.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>o Where are best holiday destinations?</li> <li>o How do you prepare for a journey?</li> <li>o What is a map?</li> <li>o How do you give directions?</li> <li>o What strategies do you use to read unfamiliar words?</li> <li>o What is a sequence? Why are sequences useful? What words indicate a sequence?</li> <li>o What is a recount?</li> <li>o How do I create a correctly punctuated sentence?</li> </ul>	<p><b>Success Criteria</b></p> <ul style="list-style-type: none"> <li>● Perform a poem with enthusiasm as part of a large group.</li> <li>● Stick to a main theme when sharing thoughts, ideas and feelings with adults and peers.</li> <li>● Write labels.</li> <li>● Apply decoding strategies to read texts independently.</li> <li>● Sequence ideas.</li> <li>● Provide reasons for opinions.</li> <li>● Write correctly punctuated sentences.</li> <li>● Write a recount</li> </ul>







**\* Sharing books**

The Whole Class 'Sharing' books session is an ideal time to focus on **Listening, Attention & Understanding** (ELG1) and **Comprehension** (ELG8):

1.1 Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;

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8.1 Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;

8.2 Anticipate – where appropriate – key events in stories;

8.3 Use and understand recently introduced vocabulary during discussions.

**English ELGs covered**

1.1 | 2.1-3 | 8.3 | 9.1-3 | 10.1-3

**Development Matters Covered**

3-4 year-olds:

CL: Use a wider range of vocabulary. Understand 'Why?' questions. Be able to talk about familiar books.

L: Engage in conversations, learning new vocabulary. Use longer sentences of four to six words. Develop phonological awareness. Write some letters accurately. Reception:

CL: Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding.

L: Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

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**Development Matters references**

**Activity types:** AL – Active Learning, CTC – Creating & Thinking Critically, EP – Exploring & Playing



Autumn Term 1 - Y1/2

Cycle A - English

Fiction: Stories on a Theme: Feelings						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Spoken Language Composition	Stories on a Theme <i>The Suitcase</i> , <i>Rabbityness</i>	Listen to the story, discuss and respond to characters. Discuss events and themes in a story and write a response. Make predictions about how the story might continue and finish. Write cards and letters. Compare the stories and write about their favourite.	<i>The Suitcase</i> by Chris Naylor-Ballesteros; <i>Rabbityness</i> by Jo Empson
	2	2	SPaG	Stories on a Theme <i>The Visitor</i>	Read and enjoy the story. Identify sentences, write questions, statements and exclamations.	<i>The Visitor</i> by Antje Damm
	3	3	SPaG	Stories on a Theme <i>The Visitor</i>	Re-read <i>The Visitor</i> discussing the story and its characters. Learn about conjunctions; write sentences containing co-ordinating and subordinating conjunctions. Write a story continuation using conjunctions in sentences.	<i>The Visitor</i> by Antje Damm
	4	5	Spoken Language Composition	Stories on a Theme <i>The Visitor</i> , <i>The Suitcase</i>	Revisit the stories read earlier in this block. Write a letter to a character in a story. Building on what they have read, children create a character for a new story. They go on to write their own story using those read as a model.	<i>The Visitor</i> by Antje Damm; <i>The Suitcase</i> by Chris Naylor-Ballesteros



Autumn Term 1 - Y1/2

Cycle A - English

Non-fiction: Recounts: Animal Diaries						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Composition Comprehension	Recounts <i>Diary of a Wombat</i> <i>The Cat's Journey</i>	Listen to <i>Diary of a Wombat</i> , roleplay character conversations and record. Look at the features of a diary, write a diary entry. Listen to <i>The Cat's Journey</i> , create a story map. Write postcards and letters in character.	<i>Diary of a Wombat</i> by Jackie French and Bruce Whatley Hamilton Group Reader: <i>The Cat's Journey</i> by Ruth Merttens
	2	2	SPaG	Recounts <i>The Swallow's Journey</i>	Identify verbs and write in the past tense. Write story sentences about an animal encounter using the past tense.	Hamilton animated story, <i>The Swallow's Journey</i> read by Ted Fletcher <a href="https://www.youtube.com/watch?v=ZR5NXfMkArk&amp;t">https://www.youtube.com/watch?v=ZR5NXfMkArk&amp;t</a>
	3	3	SPaG	Recounts <i>Diary of a Wombat</i> <i>The Swallow's Journey</i>	Spell the days of the week and use capital letters correctly. Read third person sentences and change them to first person sentences (Y2). Write sentences in the first person, capitalising I correctly (Y1). Write sentences from a character's perspective.	<i>Diary of a Wombat</i> by Jackie French and Bruce Whatley Hamilton animated story, <i>The Swallow's Journey</i> read by Ted Fletcher <a href="https://www.youtube.com/watch?v=ZR5NXfMkArk&amp;t">https://www.youtube.com/watch?v=ZR5NXfMkArk&amp;t</a>
	4	5	Composition Spoken Language	Recounts	Listen to <i>Waiting for Goliath</i> and make predictions about the end of the story. Read, discuss and write a diary entry. Create a story map showing Goliath's journey to meet Bear. Use their map to draft and write Goliath's diary.	<i>Waiting for Goliath</i> by Antje Damm; <i>Diary of a Wombat</i> by Jackie French and Bruce Whatley; Hamilton Group Reader: <i>The Cat's Journey</i> by Ruth Merttens



Autumn Term PAGE 1  
- Y1/2  
Cycle A - English

Poetry: Poems by the Same Poet: Edward Lear						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Spoken language Composition	Poems by the Same Poet 'The Pobble Who Has No Toes' 'The Owl and the Pussycat'	Children are introduced to the poet Edward Lear and listen and respond to the poems 'The Pobble Who Has No Toes' and 'The Owl and the Pussycat'. They learn what nonsense poetry is and write their own rhyming couplets.	Hamilton Group Reader: 'The Pobble Who Has No Toes' plus a video reading <a href="https://youtu.be/jBwKwcbhE0Y">https://youtu.be/jBwKwcbhE0Y</a> ; 'The Owl and the Pussycat' ( <i>any version</i> ); audio versions ( <i>provided</i> )
	2	2	SPaG	Poems by the Same Poet 'The Quangle Wangle's Hat'	Children re-listen to 'The Owl and the Pussycat' and then listen to 'The Quangle Wangle's Hat'. They learn to identify nouns, adjectives and prepositions in the poems and in other texts before using examples of each in their own writing.	'The Quangle Wangle's Hat' <b>PowerPoint:</b> Noun Phrases
	3	3	SPaG	Poems by the Same Poet 'The Dong with the Luminous Nose'	Children listen to 'The Dong with the Luminous Nose'. They learn to enhance their descriptive writing by expanding noun phrases and composing prepositional phrases. They use both these grammatical features to write about characters and settings in Lear's poems.	'The Dong with the Luminous Nose' animated tale <a href="https://youtu.be/2kt5mAmSAbQ">https://youtu.be/2kt5mAmSAbQ</a> and audio version <b>PowerPoint:</b> Noun Phrases
	4	5	Composition	Poems by the Same Poet 'The Owl and the Pussycat'	Children listen again to 'The Owl and the Pussycat'. They write rhyming couplets to describe what the animals did before the events of the poem and then plan, draft and write out best copy versions of a story sequel to the poem that they read aloud to the class.	'The Owl and the Pussycat'



Autumn Term 2 - Y1/2

Cycle A - English

Fiction: Traditional Tales: The Story Blanket						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Spoken Language Comprehension	Traditional Tales <i>The Story Blanket, Wolfy, Little Red Riding Hood</i>	Listen to and answer questions about stories that have similar characters and themes. Engage with and respond to stories through role-play, sentence writing and story mapping. Create and write punctuated sentences about a character based on those encountered.	<i>The Story Blanket</i> by Ferida Wolff and Harriet May Savitz, <i>Wolfy</i> by Gregoire Solotareff <i>Little Red Riding Hood</i> told by Wilf Merttens
	2	3	SPaG	Traditional Tales <i>The Boy Who Cried Wolf</i>	Listen to and enjoy a fable. Learn to use (Y1) <i>and</i> and <i>because</i> , as well as (Y2) a range of other coordinating and subordinating conjunctions in sentences. Write sentences using examples of conjunctions learned.	A version of the Aesop's fable <i>The Boy Who Cried Wolf</i>
	3	2	SPaG	Traditional Tales <i>Why not me?</i>	Shared-read a story. Learn (Y1) to use a past tense 'story voice' to write a story, including (Y2) examples the progressive form of the past tense. Write a short adventure story in the past tense.	<i>Why not me?</i> by Ruth Merttens and Jackie Abey, Hamilton Group Reader (provided)
	4	5	Composition	Traditional Tales	Listen to a story and prepare to write a new version of it. Create a new character for writing and use a planning sheet to capture ideas and thoughts. Draft then write a 'best handwriting and punctuation' version of the story, ensuring that sentences are written in the past tense and include a range of	<i>The Story Blanket</i> by Ferida Wolff and Harriet May Savitz, <i>Wolfy</i> by Gregoire Solotareff



**Autumn Term 2 - Y1/2**

**Cycle A - English**

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Autumn Term 2 - Y1/2

Cycle A - English

Non-fiction: Letters and Postcards						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Letters and Postcards <i>Dear Dinosaur</i>	Children listen to and enjoy <i>Dear Dinosaur</i> , making predictions, answering questions about the text and identifying the key layout and language features of letters. They write a correctly laid out and punctuated holiday postcard similar to one in the story.	<i>Dear Dinosaur</i> by Chae Strathie and Nicola O'Byrne
	2	2	SPaG	Letters and Postcards <i>Dear Postman</i>	Children read <i>Dear Postman</i> . Identify different forms of sentence and write examples of each using the correct punctuation. Write messages from the animals in the story using (Y1) punctuated questions and statements, along with (Y2) commands.	Hamilton Group Reader <i>Dear Postman</i> by Ruth Merttens
	3	3	SPaG	Letters and Postcards <i>Dear Postman</i>	Children re-read <i>Dear Postman</i> . They learn to write descriptively, expanding noun phrases and using prepositions to add further description. They use what they have learned to write a letter from the central character to a friend or relative, describing vividly an outing to the zoo.	Hamilton Group Reader <i>Dear Postman</i> by Ruth Merttens <b>PowerPoint:</b> Descriptive writing – adjectives, adverbs and prepositions
	4	5	Composition	Letters and Postcards <i>Dear Father Christmas</i>	Children enjoy <i>Dear Father Christmas</i> . They write predictions and explanations linked to the story before planning, drafting and writing out a 'best copy' version of a polite request letter to Father Christmas, in which they ask for the chance to go on a magic Christmas journey. Read finished letters aloud with clarity and	<i>Dear Father Christmas</i> by Alan Durrant and illustrated by Vanessa Cabban



**Autumn Term 2 - Y1/2**

**Cycle A - English**

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Spring Term 1 - Y1/2

Cycle A - English

Fiction: Classic Fiction: Beatrix Potter						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Classic Fiction	Children read about the life and work of Beatrix Potter and read several of her animal Tales, including <b>The Tale of Two Bad Mice</b> . They compare stories and then write imaginatively in response to some of these, including composing speech and writing descriptions.	<i>The Tale of Two Bad Mice</i> <i>The Tale of Tom Kitten</i> <i>The Tale of Mr Jeremy Fisher</i> <i>The Tale of Jemima Puddle- Duck</i> Hamilton Group Reader <i>The Bunny Lady</i>
	2	3	SPaG	Classic Fiction	Children read Beatrix Potter's very first story, <b>The Tale of Peter Rabbit</b> and use it to explore verbs and tenses in story writing, concentrating on the past tense, including (for Y2) the progressive form.	<i>The Tale of Peter Rabbit</i> by Beatrix Potter
	3	2	SPaG	Classic Fiction	Children read <b>The Tale of Jemima Puddle-Duck</b> . They revisit their knowledge of sentence punctuation and then practise writing sentences with exclamation marks and question marks as well as full stops.	<i>The Tale of Jemima Puddle- Duck</i> by Beatrix Potter
	4	5	Composition	Classic Fiction	Children re-read <b>The Tale of Two Bad Mice</b> and confirm their understanding of the structure of the story by sequencing and writing about events from the tale. They then plan and write a new version of the story, publishing a best copy and reading this aloud to the rest of the class.	<i>The Tale of Two Bad Mice</i> by Beatrix Potter



Spring Term 1 - Y1/2

Cycle A - English

Non-fiction: Information Texts: Incredible Animals						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Children are introduced to the information book, <b>Funny Bums, Freaky Beaks and other incredible creature features</b> . They learn to identify non-fiction texts, answer questions about what they have read and write Top Trumps cards for animals from the book.	<i>Funny Bums, Freaky Beaks and other incredible creature features</i> by Alex Morss and Sean Taylor
	2	2	SPaG	Information Texts	Using extracts from <b>Funny Bums, Freaky Beaks</b> as a starting point, children learn about different sentence types (statements, questions, commands and exclamations) and the punctuation to be used with each kind of sentence.	<i>Funny Bums, Freaky Beaks and other incredible creature features</i> by Alex Morss and Sean Taylor
	3	3	SPaG	Information Texts	Children read and listen to the book, <b>Swim, Shark, Swim!</b> They learn to identify subordinating conjunctions in texts, and then use examples to add information to sentences in their own writing.	<i>Swim, Shark, Swim!</i> by Dom Conlon and Anastasia Izlesou
	4	5	Composition	Information Texts	Children revisit <b>Funny Bums, Freaky Beaks</b> and <b>Swim, Shark, Swim!</b> Using websites and other information texts, they research creative and practical ways to help protect wildlife. They write up their ideas in the form of a blog post. They read their finished blog posts aloud and add labelled information drawings to their texts.	<b>Essential:</b> <i>Funny Bums, Freaky Beaks and other incredible creature features</i> by Alex Morss and Sean Taylor <b>Optional:</b> <i>Swim, Shark, Swim!</i> by Dom Conlon and Anastasia Izlesou



## Spring Term 2 - Y1/2

### Cycle A - English

Fiction: Contemporary Picture Books						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Modern Fiction	Children read, respond to and answer questions about <b>The Night Gardener</b> by the Fan Brothers. They then read <b>The Invisible</b> by Tom Percival. In response to the story, children design their own street art mural and write to explain their image's content and message.	<i>The Night Gardener</i> by the Fan Brothers; <i>The Invisible</i> by Tom Percival
	2	2	SPaG	Modern Fiction	Children use the characters and themes of <b>The Invisible</b> to learn how to spell words with the prefix un- (Y1) and the suffixes -er and -est (Y2). They compose profiles of characters from the story using the spellings they have learned.	<i>The Invisible</i> by Tom Percival
	3	3	SPaG	Modern Fiction	Children re-read <b>The Night Gardener</b> . They learn to write descriptions containing adjectives, qualifying adverbs and prepositional phrases. They use what they have learned to write punctuated sentences about selected images from the story.	<i>The Night Gardener</i> by the Fan Brothers
	4	5	Composition	Modern Fiction	Children listen and respond to <b>Last Stop on Market Street</b> by Matt de la Peña and Christian Robinson, comparing it with the other books they have read in the Block. They write and read aloud a story about a journey with a kind and friendly person that is inspired by the characters and events in <b>Last Stop</b> .	<i>Last Stop on Market Street</i> by Matt de la Peña and Christian Robinson; <i>The Night Gardener</i> by the Fan Brothers; <i>The Invisible</i> by Tom Percival



## Spring Term 2 - Y1/2

### Cycle A - English

Non-fiction: Instructions for a Cleaner World						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Instructions	Children read both the Hamilton Group Reader, <b>Being Bossy</b> and Emily Gravett's book <b>Tidy</b> . They make predictions and answer questions about what they have read and then write instructions for how to make their classroom a tidy and happy place.	Hamilton Group Reader <i>Being Bossy</i> by Ruth Merttens; <i>Tidy</i> by Emily Gravett
	2	2	SPaG	Instructions	Children re-read <b>Tidy</b> by Emily Gravett before learning to identify and write commands, questions and statements. They rehearse using initial capital letters, full stops and question marks to punctuate sentences.	<i>Tidy</i> by Emily Gravett
	3	3	SPaG	Instructions	Children read <b>Too Much Stuff</b> by Emily Gravett and use the text to distinguish between and write sentences in the simple past and continuous present tenses. They learn spelling rules associated with adding the suffixes –ed and –ing to different verbs.	<i>Too Much Stuff</i> by Emily Gravett
	4	5	Composition	Instructions	Children revisit both <b>Tidy</b> and <b>Too Much Stuff</b> . They respond to themes in the two books by writing instruction and explanation sentences about both littering and reducing, re-using, recycling and repairing things. They finish the Unit and the Block by writing instructions from a wild bird to a person.	<i>Tidy</i> by Emily Gravett <i>Too Much Stuff</i> by Emily Gravett



Spring Term 2 - Y1/2

Cycle A - English

Poetry: Poems on a Theme: Caribbean Poems						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poems on a Theme	Children read and respond to a range of poems from the collection, <b>A Caribbean Dozen</b> . They answer questions about, compare and review poems, selecting their favourites and saying what they like about them.	<i>A Caribbean Dozen</i> edited by John Agard and Grace Nichols
	2	2	SPaG	Poems on a Theme	Children read two poems from <b>A Caribbean Dozen</b> by Frank Collymore. They draw on words in the poems to develop their skills both in adding suffixes to words (-ing, -er, -ed) and in creating compound words (birdcage, nightmare).	<i>A Caribbean Dozen</i> edited by John Agard and Grace Nichols
	3	3	SPaG	Poems on a Theme	Children read further poems from <b>A Caribbean Dozen</b> . They identify adjectives and qualifying adverbs in the poems. They write texts inspired by the poems they have read using adjectives and adverbs to enhance their descriptive writing.	<i>A Caribbean Dozen</i> edited by John Agard and Grace Nichols
	4	5	Composition	Poems on a Theme	Children read <b>Rabbit Poem</b> by Pamela Mordecai and then write rhyming poems of their own about pets. They read the poets' autobiographies from <b>A Caribbean Dozen</b> and use these as models for their own autobiographical writing.	<i>A Caribbean Dozen</i> edited by John Agard and Grace Nichols



### Summer Term 1 - Y1/2

### Cycle A - English

Fiction: Picture Books from the USA						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Contemporary Fiction	Children read and enjoy four classic and contemporary American picture books, <b>Where the Wild Things Are</b> , <b>Make Way for Ducklings</b> , <b>Watercress</b> and <b>It's a Book</b> . They compare all four, answer comprehension questions about <b>Where the Wild Things Are</b> and sequence events from <b>Make Way for Ducklings</b> . They finish the Unit by writing a review of their favourite title.	<i>Where the Wild Things Are</i> by Maurice Sendak <i>Make Way for Ducklings</i> by Robert McCloskey <i>Watercress</i> by Andrea Wang and illustrated by Jason Chin <i>It's a Book</i> by Lane Smith
	2	2	SPaG	Contemporary Fiction	Children re-read <b>It's a Book</b> . They identify co-ordinating and subordinating conjunctions in sentences linked to the story, using these conjunctions to then write <b>It's a Book</b> -related sentences of their own.	<i>It's a Book</i> by Lane Smith
	3	3	SPaG	Contemporary Fiction	Children re-read <b>Watercress</b> . They learn to distinguish the simple past and present tenses, and rehearse spellings of verbs in the past tense, both those with -ed endings and others. They then look at the progressive form of the past tense and note spelling patterns in verbs taking the form. Children conclude the Unit by using the present tense to write an account of a journey or outing they have taken.	<i>Watercress</i> by Andrea Wang and illustrated by Jason Chin <i>Make Way for Ducklings</i> by Robert McCloskey



### Summer Term 1 - Y1/2

#### Cycle A - English

	4	5	Composition	Contemporary Fiction	Children re-read <b>Where the Wild Things Are</b> . They create their own fantastic destinations and wild creatures in imitation of those in the book and use these to plan and write their own story based on Maurice Sendak's tale. They tell their stories in the past tense, making use of conjunctions to link ideas and add information to sentences.	<i>Where the Wild Things Are</i> by Maurice Sendak
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## Summer Term 1 - Y1/2

### Cycle A – English

Non-fiction: Information Texts: Interviews						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Children read pages from <b>Interview with a Tiger</b> by Andy Seed and Nick East, learning that interviews are composed of questions and answers, and that their texts provide factual information about a subject or person. Children interview one another and answer comprehension questions about their reading before creating their own questions to put to a jaguar.	<i>Interview with a Tiger and Other Clawed Beasts Too</i> by Andy Seed and Nick East
	2	3	SPaG	Information Texts	Drawing on examples in <b>Interview with a Tiger</b> , children identify different types of sentences in texts (questions, statements, commands and exclamations) then write their own animal questions and other sentences with appropriate punctuation.	<i>Interview with a Tiger and Other Clawed Beasts Too</i> by Andy Seed and Nick East
	3	2	SPaG	Information Texts	Children read and enjoy the Hamilton Group Reader, <b>Boris and Sid Meet a Tiger</b> . They use both the story and other examples of writing to practice identifying adjectives and qualifying adverbs in texts. Later, children draw on the animals they have met in <b>Interview with a Tiger</b> to write descriptions of creatures that could be hiding in the trees.	<i>Interview with a Tiger and Other Clawed Beasts Too</i> by Andy Seed and Nick East <b>Hamilton Group Reader: Boris and Sid Find a Tiger</b> by Ruth Merttens





## Summer Term 1 - Y1/2

### Cycle A – English

	4	5	Composition	Information Texts	Children read further examples of animal interviews from <b>Interview with a Tiger</b> and <b>Interview with a Shark</b> , also by Andy Seed and Nick East. They use their familiarity with question and answer interviews to research and write their own 'interviews with birds' for publication in a set of class Big Books.	<i>Interview with a Tiger and Other Clawed Beasts Too</i> by Andy Seed and Nick East <b>Recommended Text:</b> <i>Interview with a Shark and other Ocean Giants Too</i> by Andy Seed and Nick East
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Poetry: Poems on a Theme: Animals						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poetry Rhyming poems	Read and discuss a selection of animal poetry. Choose a favourite and explain reasoning behind their choice. Identify rhymes and generate rhyming words. Discuss and answer questions about poems before reciting a poem to an audience. Use learning from this unit to write a short rhyming poem.	<i>Jaws and Claws and Things with Wings</i> by Valerie Bloom and illustrated by Matt Robertson
	2	3	SPaG	Poetry	Identify adjectives in a range of poems, use adjectives to describe why they would and would not like to own a particular animal. Learn about and use adverbs to enhance description. Begin to use prepositional phrases to describe.	<i>Read Me First – Poems for Younger Readers for Every Day of the Year</i> chosen by Louise Bolongaro and illustrated by Georgie Ripper



## Summer Term 1 - Y1/2

### Cycle A – English

	3	2	SPaG	Poetry	Revise sentence punctuation and practice using the correct end of sentence punctuation depending on the sentence type.	<i>Jaws and Claws and Things with Wings</i> by Valerie Bloom and illustrated by Matt Robertson
	4	5	Composition	Poetry Kenning s	Read kenning poetry and plan, draft, edit and write up a kenning about an animal for display. Use learning from this block to include adverbs and adjectives to describe feelings about a poem when writing a poetry appreciation.	<i>Jaws and Claws and Things with Wings</i> by Valerie Bloom and illustrated by Matt Robertson



Summer Term 2 - Y1/2  
Cycle A – English

Fiction: Stories by the Same Author: Malorie Blackman						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Stories by the Same Author	Children are introduced to the Betsey Biggalow stories by Malorie Blackman. They listen to four of these tales ( <b>The Best Guard Dog in the World, Betsey Moves House, Betsey on the Telly and Get Lost, Betsey!</b> ), making predictions about how stories may end and writing creatively about both the characters and settings featured in the tales.	<i>Betsey's Birthday Surprise</i> by Malorie Blackman; <i>Magic Betsey</i> by Malorie Blackman
	2	3	SPaG	Stories by the Same Author	Children read <b>Betsey and the Secret Weapon</b> . Responding to the <b>Hamilton PowerPoint: Subordination</b> , children learn how to identify subordinating conjunctions and to use these to extend and add information to sentences.	<i>Magic Betsey</i> by Malorie Blackman
	3	2	SPaG	Stories by the Same Author	Children listen and respond to <b>Betsey and the Birthday Present</b> . They work through slides from the <b>Hamilton PowerPoint: Verbs and the Past Tense</b> to develop their understanding of the terms verb and past tense. They identify verbs in sentences and, looking carefully at patterns in spellings, write verbs in both the simple and progressive forms of the past tense.	<i>Magic Betsey</i> by Malorie Blackman
	4	5	Composition	Stories by the Same Author	Children listen to and answer comprehension questions about <b>Betsey's Birthday Surprise</b> , then respond imaginatively to the story by writing their own tale about pretending to have forgotten someone's birthday. They draw on their learning about subordinating conjunctions and write in the past tense to enhance their story sentences.	<i>Betsey's Birthday Surprise</i> by Malorie Blackman; <i>Magic Betsey</i> by Malorie Blackman



Summer Term 2 - Y1/2  
Cycle A – English

Non-fiction: Instructions: Food Stories						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Instructions	Children read two fun, food-centric stories, the Hamilton Group Reader <b>No Thank You</b> and <b>I Will Not Ever Never Eat a Tomato</b> by Lauren Child. They complete recall and comprehension exercises for each story then explore writing bossy orders and sets of instructions linked to the books' themes and characters.	<i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child <b>Hamilton Group Reader: No Thank You</b> by Ruth Merttens
	2	3	SPaG	Instructions	Children re-read <b>No Thank You</b> and use the Hamilton <b>PowerPoint: Different sorts of sentence</b> to read, write and correctly punctuate statements, commands, questions and exclamations linked to the story.	<b>Hamilton Group Reader: No Thank You</b> by Ruth Merttens
	3	2	SPaG	Instructions	Children re-read <b>I Will Not Ever Never Eat a Tomato</b> . They discover rules for the spelling of plural nouns, then use these in conjunction with the learning in the Hamilton <b>PowerPoint: Commas in Lists</b> to write correctly spelt and punctuated lists of their own.	<i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child
	4	5	Composition	Instructions	Children read <b>Eat Your Peas Daisy</b> by Nick Sharratt and Kes Gray. They plan and write a story featuring characters from the book in which Mum promises Daisy funny and exciting rewards but only if she obeys a series of instructions. Children finish by comparing <b>Daisy Eat Your Peas</b> with <b>I Will Not Ever Never Eat a Tomato</b> . They write a review in which they explain which book is their favourite, and why.	<i>Daisy Eat Your Peas</i> by Nick Sharratt and Kes Gray; <i>I Will Not Ever Never Eat a Tomato</i> by Lauren Child





**Autumn Term 1 - Y1/2**  
**Cycle B – English**

**Fiction: Humorous Stories: Squashed Spaces**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Core	Humorous Stories	Enjoy reading <i>A Squash and a Squeeze</i> , make predictions and sequence events. Compare to <i>A Farm Story</i> , identifying similarities and differences. Introduce <i>Alone!</i> , discussing details in the story and answering comprehension questions.	<i>A Squash and a Squeeze</i> by Julia Donaldson and Axel Scheffler; Hamilton Trust's version of <a href="#">The Farm Story</a> told by Wilf Merttens; <i>Alone!</i> by Barry Falls
	2	3	SPaG	Humorous Stories	Read and enjoy <i>Animal Upsets</i> . Learn about different types of sentences and ask questions about animals in the story. Practise reading and writing statements, questions and exclamations.	<i>Animal Upsets</i> Hamilton Group Reader <b>PowerPoint:</b> Sentence Types
	3	2	SPaG	Humorous Stories	Explore rules for spelling adjectives with the suffixes -er and -est. Write comparative sentences about the animals in <i>Alone!</i>	<i>Alone!</i> by Barry Falls <b>PowerPoint:</b> Comparing using -er and -ed
	4	5	Composition	Humorous Stories	Revisit the storylines from the books read in this block, noting similarities in settings, characters and plot. Plan and write a story based on those read. Incorporate learning about different sentence types and use comparative adjectives to say what the space was like before and after it was filled with animals. Make a set of story cards for their story and practise performing their story for an audience.	<i>A Squash and a Squeeze</i> by Julia Donaldson and Axel Scheffler; Hamilton Trust's version of <a href="#">The Farm Story</a> told by Wilf Merttens



Autumn Term 1 - Y1/2  
Cycle B – English

Non-fiction: Instructions: Games						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Instructions	Children read instructions and use these to help play a series of well-known board and tabletop games. They answer questions about their reading and use their knowledge of the language and layout features of instructions to write their own sets of games-related instructions. The unit finishes with children following instructions and making their own Mancala game boards.	Texts included in resources
	2	3	SPaG	Instructions	Children play, talk and write about traditional playground games. Using the <b>Hamilton PowerPoint: Different sorts of sentence</b> , children rehearse writing correctly punctuated bossy commands, questions and information sentences about a variety of outdoor games.	Texts included in resources <b>PowerPoint:</b> Different sorts of sentence
	3	2	SPaG	Instructions	Children play and discuss the game of charades. They explore new spellings and learn to write adjectives that end with the suffixes –ful and –less, incorporating these words in sentences that describe books, films and TV programmes that can be acted out in charades.	Texts included in resources
	4	5	Composition	Instructions	Children play and write about online and screen games, saying which are their favourite and explaining why they like them. They design an onscreen game of their own, using a rich and varied vocabulary to describe characters and settings and writing a clear set of instructions for their game that feature command sentences containing imperative verbs.	Texts included in resources



**Autumn Term 2 - Y1/2**  
**Cycle B – English**

Fiction: Stories on a Theme: Farm Stories						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Stories on a Theme	Read <i>Farmer Duck</i> , discuss the characters and role-play the motivations behind their behaviour. Explore <i>The Birthday Duck</i> and choose an animal they would like to take home, giving reasons for preferences. Write an alternative ending to <i>The Mouse, the Frog and the Little Red Hen</i> and compare the books read. Write a book review of their favourite book.	<i>Farmer Duck</i> by Martin Waddell; <i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo; <i>The Mouse, the Frog and the Little Red Hen</i> Hamilton Group Reader and soundtrack
	2	3	SPaG	Stories on a Theme	Explore how the author uses adjectives to build descriptions of the characters in the story. Identify adjectives in sentences and the noun they describe; identify prepositional phrases (Y2). Write descriptively about creatures in the lake.	<i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo <b>PowerPoint:</b> Adjectives and Noun Phrases
	3	2	SPaG	Stories on a Theme	Enjoy watching and listening to the Hamilton storytelling video of <i>The Little Red Hen</i> . Learn about verbs and identify verbs in the present and past tense. Look at adding - ed to change regular verbs into the past tense. Practise changing regular verbs from past to present and vice versa and write sentences using both tenses.	<i>The Little Red Hen</i> <a href="#">Hamilton storytelling video</a> <i>The Mouse, The Frog and The Little Red Hen</i> Hamilton Group Reader <b>PowerPoint:</b> Verb Tenses





## Autumn Term 2 - Y1/2

### Cycle B – English

	4	5	Composition	Stories on a Theme	Compare the stories read so far in this block before introducing <i>The Little Island</i> . Think carefully about characters, setting and plot. Give preferences and explain reasons. Plan, write and proof-read a story based on those read.	<i>The Little Island</i> by Smriti Prasadam-Halls and Robert Starling; <i>Sam's Duck/The Birthday Duck</i> by Michael Morpurgo; <i>Farmer Duck</i> by Martin Waddell
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### Non-fiction: Letters and Postcards: I Am Writing to Tell You...

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Letters	Children listen to <b>The Day the Crayons Quit</b> by Drew Daywalt and Oliver Jeffers. They make predictions for what they think will happen in the story and answer questions about the events and characters in the book. They write passages of dialogue between characters then develop their knowledge and understanding of how to correctly layout and write letters.	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers
	2	3	SPaG	Postcards	Children listen to <b>Meerkat Mail</b> by Emily Gravett. They learn how to spell and use common conjunctions for co-ordination ( <i>and, but</i> and <i>or</i> ) and subordination ( <i>because, when</i> and <i>if</i> ) before writing a postcard linked to the story that makes use of subordinating conjunctions.	<i>Meerkat Mail</i> by Emily Gravett



Autumn Term 2 - Y1/2

Cycle B – English

	3	2	SPaG	Postcards	Children revisit <b>Meerkat Mail</b> . They write comparative and superlative forms of common adjectives by adding the suffixes –er and –est to root words. They learn how the spelling of some adjectives has to be modified when these suffixes are added to them.	<i>Meerkat Mail</i> by Emily Gravett
	4	5	Composition	Letters and emails	Children revisit <b>The Day the Crayons Quit</b> . They cement their understanding of the story's core scenario then develop a new storyline centred on a day the playground equipment quit. They plan, write and edit first a complaining letter and then an email from a piece of unhappy playground equipment to the local council.	<i>The Day the Crayons Quit</i> by Drew Daywalt and Oliver Jeffers



**Spring Term 1 - Y1/2**  
**Cycle B – English**

Fiction: Myths and Legends: Chinese New Year						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Core	Myths and Legends	Listen to and enjoy the Hamilton oral story <b>The River Race</b> . Make predictions. Compare oral and written versions of the same story. Using story pegs to help, retell the story of <b>The Great Race</b> . Read and enjoy <b>The Runaway Wok</b> , use this as a basis for creating an adapted version of this traditional tale.	<i>The Great Race</i> by Emily Hiles <i>The Runaway Wok</i> by Ying Chang Compestine. <i>River Race</i> Hamilton oral story <i>The Race across the River</i> Hamilton Group Reader
	2	3	SPaG	Myths and Legends	Re-read <b>The Race Across the River</b> . Use the PowerPoint to teach about co-ordinating and subordinating conjunctions, practise using these to join sentences. Write a letter from Cat to the Jade Emperor, using what they have learnt about conjunctions in their writing.	<i>The Great Race</i> by Emily Hiles <i>The Race across the River</i> Hamilton Group Reader <b>PowerPoint:</b> Conjunctions
	3	2	SPaG	Myths and Legends	Re-listen to the Hamilton oral story <b>River Race</b> , write sentences about the story using apostrophes for contractions. Write a short dialogue between the Jade Emperor and one of the animals using apostrophes correctly for contractions.	<i>River Race</i> Hamilton oral story
	4	5	Composition	Myths and Legends	Remind the children of the story of the race across the river. Create a story map together. Plan and write a story based on the traditional tale, choosing a new animal to join the race. Listen to <b>Dragon/Dinosaur</b> and create a story map for this oral story. Compare the two oral stories studied in this block and express an opinion about their favourite one.	<i>River Race</i> Hamilton oral story <i>The Race across the River</i> Hamilton Group Reader <i>Dinosaur/Dragon</i> Hamilton oral story



**Spring Term 1 - Y1/2**  
**Cycle B – English**

**Non-fiction: Information Texts: Minibeasts**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Children discuss the minibeasts they know and are interested in then learn about the key features of non-fiction texts. They explore which of these features can be found in the <b>National Trust Out and About Minibeast Explorer</b> by Robyn Swift and Hannah Alice, answering comprehension questions about the book and then using its language and layout features as models for their own non-fiction writing about favourite minibeasts.	<i>The National Trust Out and About Minibeast Explorer</i> by Robyn Swift and Hannah Alice <b>Plus</b> any additional non-fiction and fiction texts about minibeasts.
	2	3	SPaG	Information Texts	Children listen to and read short texts about minibeasts then use the <b>Hamilton PowerPoint: Minibeast Noun Phrases</b> to develop their descriptive writing skills. Remembering to space words neatly and to punctuate their sentences, children use both adjectives and prepositions to build descriptive sentences, with Y2s also using qualifying adverbs in their writing.	Texts included in resources <b>PowerPoint:</b> Noun Phrases
	3	2	SPaG	Information Texts	Children listen to and watch short video clips about minibeast hunts. Drawing on what they have seen, they make lists of equipment to take on a night-time minibeast expedition. Y1s use bullet points to organise their ideas and Y2s use commas to separate items in list sentences. Following this, children write punctuated statement sentences about minibeasts, with Y2s learning to use apostrophes to indicate possession.	Texts included in resources
	4	5	Composition	Information Texts	Children compare the Hamilton Group Reader <b>Bugs</b> by Ruth Merttens and Jackie Abey with the <b>National Trust Out and About Minibeast Explorer</b> , drawing on both to explore how minibeasts camouflage and hide themselves to avoid predators. Children use their reading to plan, write and edit their own information books about hidden minibeasts, ensuring that their books exhibit the key features of non-fiction texts they have studied in the Block.	Texts included in resources



**Spring Term 2 - Y1/2**  
**Cycle B – English**

Fiction: Humorous Stories: Animal Stories						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Humorous Stories	Children read, enjoy and compare two pet and animal story books by David Walliams and Tony Ross. With <b>There is a Snake</b> , children make predictions about the story's conclusion and answer comprehension questions about the text. Responding to <b>The Creature Choir</b> , children write profiles of animal characters in the book then use the events and themes of both titles to write short stories about wild animals visiting a school.	<i>There's a Snake in my School!</i> by David Walliams and Tony Ross <i>The Creature Choir</i> by David Walliams and Tony Ross
	2	3	SPaG	Humorous Stories	Children revisit <b>There's a Snake in my School!</b> In conjunction with the Hamilton <b>PowerPoint</b> , children use the text to explore the difference between the present and past tenses and to learn how verbs are spelt in the past tense (both simple and progressive forms). Y1s concentrate on adding the suffixes -ed and -ing to verbs whose root spelling does not change when converted to the past tense while Y2s learn rules for modifying spellings when adding -ed and -ing to verbs.	<i>There's a Snake in my School!</i> by David Walliams and Tony Ross <b>PowerPoint:</b> Past tense and progressive past tense
	3	2	SPaG	Humorous Stories	Children revisit <b>The Creature Choir</b> once again and use extracts from the text to explore using conjunctions for co- ordination and subordination. Y1 practice using <i>and</i> and <i>because</i> to link clauses while Y2 rehearse using a wider range of co-ordinating and subordinating conjunctions, noting the effect on the sentences they write.	<i>The Creature Choir</i> by David Walliams and Tony Ross
	4	5	Composition	Humorous Stories	Children read <b>I Want a Pet</b> by Lauren Child and discuss the pets they would love to have. They plan, draft and write best copies of a story continuation for <b>I Want a Pet</b> , describing what animal the little girl in the story gets as a pet and the chaos it subsequently causes in her house. Children finish the Unit by comparing <b>I Want a Pet</b> with the similarly-themed <b>The Pet Person</b> by Jeanne Willis and Tony Ross.	<i>I Want a Pet</i> by Lauren Child Recommended Text: <i>The Pet Person</i> by Jeanne Willis and Tony Ross



Spring Term 2 - Y1/2  
Cycle B – English

Non-fiction: Recounts: Children Around the World						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Recounts	Introduce the text <b>This Is How We Do It</b> , create a short entry about themselves in a similar style to those in the book. Identify the differences between fiction and non-fiction texts. Learn about diary writing and create a diary entry for one of the children. Answer comprehension questions about text extracts.	<i>This Is How We Do It</i> by Matt Lamothe
	2	3	SPaG	Recounts	Read and enjoy <b>The Animals' Outing</b> . Using the PowerPoint learn about the past and present tense and practise changing sentences from one tense to the other. Discuss the progressive form and use in sentences. Write a recount of the animals' outing, using the progressive form in their writing (Y2).	<i>The Animals' Outing</i> Hamilton Group Reader <b>PowerPoint</b> : Past, Present and Progressive Form
	3	2	SPaG	Recounts	Revisit <b>This Is How We Do It</b> and use to revise the correct use of capital letters. Practise using capital letters for names of people and places.	<i>This Is How We Do It</i> by Matt Lamothe
	4	5	Composition	Recounts	Read and enjoy <b>On the Way Home</b> . Discuss the recounts that Claire gave and decide which one they like best. Agree a recount must answer certain questions and brainstorm ideas for a recount. Plan a recount, discussing the structure and use of time connectives. Write and illustrate their own recounts and share with an audience.	<i>On the Way Home</i> by Jill Murphy



## Spring Term 2 - Y1/2

### Cycle B – English

#### Poetry: Poems on a Theme: Aliens

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Spoken Language	Poems about aliens	Using title poem from collection, discuss and answer comprehension questions. Explore rhythm and rhyme and memorise two verses. Using a different poem, discuss features, then compare with another poem also about alien abductions!	<i>Aliens Stole My Underpants</i> by Brian Moses
	2	3	SPaG Expanded Noun Phrases	Poems about aliens	This poem stimulates discussion and identification of nouns, adjectives and qualifying adverbs. Moving on to identify prepositional phrases, children write their own description of a family alien using expanded noun phrases.	<i>Aliens Stole My Underpants</i> by Brian Moses SPaG <b>PowerPoint:</b> Noun phrases
	3	3	SPaG nouns, adjectives Transcription (spelling)	Poems about aliens	Use the translation of alien words to inspire work on spelling in English. Identify parts of speech (verbs and adjectives) and use -ness and -er to create nouns from these.	<i>Aliens Stole My Underpants</i> by Brian Moses
	4	5	Composition Spoken language	Poems about aliens	Children imagine, draw and describe their own alien, drawing on descriptive language. They then plan and write a poem based on their descriptions and finally perform it to others.	<i>Aliens Stole My Underpants</i> by Brian Moses



**Summer Term 1 - Y1/2**  
**Cycle B – English**

Fiction: Stories on Theme: Books						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Picture Books	Children begin by reading and listening to two stimulating picture books by Emily Mackenzie that are themed around stories, books and reading – <b>Wanted! Ralfy Rabbit, Book Burglar</b> and <b>Beware! Ralfy Rabbit and the Secret Book Biter</b> . Children make predictions about the stories, compare the two books and write about their own favourite stories and books. They write dialogue for characters from the Ralfy Rabbit titles and then listen to a third picture book featuring stories and reading, Julia Donaldson and Axel Scheffler’s <b>Charlie Cook’s Favourite Book</b> . Having also heard <b>The Tale of Peter Rabbit</b> , children end the Unit by writing a review for their favourite title of the set.	<i>Wanted! Ralfy Rabbit, Book Burglar</i> and <i>Beware! Ralfy Rabbit and the Secret Book Biter</i> by Emily Mackenzie; <i>Charlie Cook’s Favourite Book</i> by Julia Donaldson and Axel Scheffler; <i>The Tale of Peter Rabbit</i> by Beatrix Potter, read by Deanna Rodger (Hamilton Oral stories)
	2	3	SPaG	Picture Books	Children hear Wilf Merttens’ oral telling of <b>The Little Story Who Didn’t Want to Be Told</b> then read the <b>Hamilton Group Reader</b> version of the same story. Children use the story as a springboard for discovering how conjunctions are used to add clauses to sentences, working their way through the <b>Hamilton PowerPoint</b> and using what they have learned to write short stories about characters from <b>The Little Story</b> .	<i>The Little Story Who Didn’t Want to Be Told</i> told by Wilf Merttens (Hamilton Oral stories); <i>The Little Story Who Didn’t Want to Be Told</i> Hamilton Group Reader; <b>PowerPoint: Conjunctions</b>
	3	2	SPaG	Picture Books	Children re-read <b>Beware! Ralfy Rabbit and the Secret Book Biter</b> and use the text to explore how adjectives can be turned into adverbs with the addition of the suffix, -ly. Children use phonics and other strategies to read sentences containing these adverbs, then learn and apply spelling rules and guidance linked to adverbs to write words ending -ly in their sentences.	<i>Beware! Ralfy Rabbit and the Secret Book Biter</i> by Emily Mackenzie
	4	5	Composition	Picture Books	Children re-read <b>Charlie Cook’s Favourite Book</b> . They draw on the book’s core themes and structure to plan, write and read aloud their own version of the story, in which a variety of well-known story characters in turn read books about further characters and their favourite reading matter. Children use the class writing project to practise their handwriting and sentence punctuation skills.	<i>Charlie Cook’s Favourite Book</i> by Julia Donaldson and Axel Scheffler





**Summer Term 1 - Y1/2**  
**Cycle B – English**

Non-fiction: Persuasive Writing: Re-writing the Rules						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Persuasive Writing	Enjoy reading the <b>Library Lion</b> , make predictions about the ending based on what has been read so far. List the rules of the library and understand why they are in place (and when they can be broken!). Create a set of simple rules for cars and bikes. Consider the need for different rules in different places and match a set of rules to their location. Write to persuade a different lion why they should observe the library rules.	<i>Library Lion</i> by Michelle Knudsen
	2	3	SPaG	Persuasive Writing	Read and enjoy <b>The King of the Birds</b> , discuss the story and express preferences. Use the PowerPoint to revise statements, commands and questions before identifying different types of sentence. Write simple instructions for looking after an animal. Learn about exclamations before writing instructions for the wren to help her keep safe.	<i>The King of the Birds</i> Hamilton Group Reader, <b>PowerPoint</b> Different Types of Sentence
	3	2	SPaG	Persuasive Writing	Re-read <b>The King of the Birds</b> , discuss how the competition might have been different if the birds had established rules beforehand. Look at a selection of contractions, discuss their meaning and their long form. After identifying and matching contractions to their long form, write sentences using contractions to persuade the eagle to forgive the wren.	<i>The King of the Birds</i> Hamilton Group Reader
	4	5	Composition	Persuasive Writing	Re-read the <b>Library Lion</b> and note the author's use of alliteration in the title. Create other alliterative noun phrases. Write rules for an animal in a different place, e.g. a café cat. Create a poster of rules for a different animal coming into the library. Watch <b>Queen of the Birds</b> oral story and compare with the group reader, <b>King of the Birds</b> . Choose a different bird to become monarch and brainstorm reasons why they should be. Use these notes to draft and write a letter to the owl to persuade him to make that bird the monarch.	<i>Library Lion</i> by Michelle Knudsen <i>The King of the Birds</i> Hamilton Group Reader <i>Queen of the Birds</i> Hamilton Oral Story



**Summer Term 1 - Y1/2**  
**Cycle B – English**

**Poetry: Performance Poetry: Poems Out Loud!**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poems to read aloud	Children listen to and enjoy a series of poems from the collection <b>Poems Out Loud!</b> joining in with recitals and commenting on the features of poetry they find in the poems. Children plan and write a rhyming poem based on <b>Angry</b> by Joshua Siegal before selecting their favourite poem of those heard and explaining their preference.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books
	2	3	SPaG	Poems to read aloud	Children listen to further poems from <b>Poems Out Loud!</b> and use these alongside the <b>Hamilton PowerPoint: Forwards and Backwards Subordination</b> to explore how the conjunctions <i>when, because, if</i> and <i>that</i> can be used to link clauses and add further detail to descriptive sentences. Children finish the Unit by shared-reading the <b>Group Reader: Scooters</b> and writing sentences containing subordinating conjunctions about animals riding scooters and other ride-ons.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books <b>Hamilton Group Reader Scooters</b> by Sinead Gaffney and illustrated by Rebecca Walker <b>PowerPoint: Subordination</b>
	3	2	SPaG	Poems to read aloud	Children listen to a series of poems from <b>Poems Out Loud!</b> featuring insects. They then learn how to use imaginative and evocative adjectives, verbs and adverbs to compose vivid descriptions of minibeasts and the ways in which they move or make sounds.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books
	4	5	Composition	Poems to read aloud	Children listen to and enjoy <b>Do You See Me?</b> by Caleb Femi before planning, writing and publishing their own versions of the poem in which they use imaginative comparisons to describe facial features and other aspects of their appearance. Children then work as part of a group to learn off by heart lines from either <b>Pirates</b> by Joseph Coelho, <b>Spiders</b> by Victoria Adukwei Bulley or <b>The Elephant in the Classroom</b> by Sheila Norton. They rehearse recitals and perform their poems for visiting parents and carers.	<i>Poems Out Loud! First poems to read and perform</i> illus. by Laurie Stansfield, Ladybird Books



Summer Term 2 - Y1/2

Cycle B – English

Fiction: Stories on a Theme: Feelings

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Stories about feelings	Enjoy reading <b>Gustavo the Shy Ghost</b> and discuss how the ghost felt in the story. Make predictions about the end of the story. Empathise with a shy creature and think about ways to help them. Read <b>What If?...</b> and discuss how the author creates atmosphere in the story. Create their own atmospheric description. Using these stories as inspiration, write a new story about a character struggling to overcome a particular emotion.	<i>What if?...</i> by Anthony Browne <i>Gustavo the Shy Ghost</i> by Flavia Z Drago
	2	3	SPaG	Stories about feelings	Read and enjoy <b>Arlo the Lion who Couldn't Sleep</b> , pick out verbs from the story and identify the verb tense. Using the presentation, children revise present and past tense and learn about the progressive form. Children identify past and present tense verbs and practise changing verbs from one tense to another. Y2 practise using the past progressive.	<i>Arlo, the Lion who Couldn't Sleep</i> by Catherine Raynor <b>PowerPoint:</b> Past Tense
	3	2	SPaG	Stories about feelings	Re-read <b>What If?...</b> and discuss the feelings in the book. Using a selection of words from the text, find out how the word meaning changes when the prefix <i>un-</i> is added. Write sentences including words with the <i>un-</i> prefix and also look at other pairs of opposites.	<i>What if?...</i> by Anthony Browne
	4	5	Composition	Stories about feelings	Re-read <b>Arlo the Lion who Couldn't Sleep</b> and create story maps to plot the main events of the story. Children create a new character for their own version of this story. Plan the new version of their story using a story map. Using these character profiles and story maps write their own version of the story.	<i>Arlo, the Lion who Couldn't Sleep</i> by Catherine Raynor <i>Can't you Sleep Little Bear</i> by Martin Waddell



Summer Term 2 - Y1/2  
Cycle B – English

Non-fiction: Information Texts: Big, Bad and Scary

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Children read and explore <b>Crazy About Cats</b> by Owen Davey and, through the book's engaging writing and stunning illustrations, develop their familiarity with the language and layout features of non-fiction texts. They answer comprehension questions about their reading then finish the Unit by composing both labels and captions for diagrams as well as a short non-fiction passage about a cat of their choice.	<i>Crazy About Cats</i> by Owen Davey
	2	3	SPaG	Information Texts	Children watch and read transcripts from a series of BBC videos about wild animals. Drawing on slides from the <b>Hamilton PowerPoint: Exciting Animal Descriptions</b> , children discover how they can use adjectives, adverbs and prepositional phrases to enhance their writing. They use what they have learned to write vivid descriptions of powerful and awe-inspiring animals.	<b>PowerPoint:</b> Exciting Animal Descriptions
	3	2	SPaG	Information Texts	Children read and enjoy the Hamilton Group Reader, <b>The Scariest Baddie Ever</b> . Children draw on the imagery of the book to learn how to use the conjunction <i>and</i> and commas to write and punctuate lists. They write imaginatively about hiding from a scary creature, incorporating list sentences in their compositions.	<i>The Scariest Baddie Ever</i> Hamilton Group Reader

	4	5	Composition	Information Texts	<p>Children re-read <b>The Scariest Baddie Ever</b> and express opinions as to whether the creatures in the reader are real or fictional. They say which in each category they think the biggest, baddest and scariest. Returning to the example of <b>Crazy About Cats</b>, children take on the Block's final writing challenge – to plan, write, edit and publish pages for a class information book devoted to Big, Bad and Scary Animals. The pages feature titles and subtitles and detailed factual writing, as well as labelled and captioned diagrams.</p>	<p><i>Crazy About Cats</i> by Owen Davey  <i>The Scariest Baddie Ever</i>  Hamilton Group Reader</p>
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Autumn Term 1 – Y3/4

Cycle A - English

Fiction: Stories on a Theme: Feeling at Home						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Stories on a Theme <i>The Blue House</i> <i>I'll Take You to Mrs Cole</i>	Introduce <i>The Blue House</i> ; explore characters and write in role. Discuss the story and answer questions. Complete comprehension activities. Listen to <i>I'll Take You to Mrs Cole</i> , describe characters and make inferences about them. Write in role. Explore the settings and write descriptively about them.	<i>The Blue House</i> by Phoebe Wahl <i>I'll Take You to Mrs Cole</i> by Nigel Gray and Michael Foreman
	2	2	SPaG	Stories on a Theme <i>I'll Take You to Mrs Cole</i>	Re-read <i>I'll Take You to Mrs Cole</i> and two new poems on the theme of Mums. Revise and use prepositions (Y3). Revise and use prepositions, adjectives and noun phrases (Y4).	<i>I'll Take You to Mrs Cole</i> by Nigel Gray and Michael Foreman <b>Poems:</b> 'Dear Mum' by Brian Patten and 'Crazy, Mayonnaisy Mum' by Julia Donaldson ( <i>in resources</i> ) <b>Grammar PowerPoint:</b> Prepositions
	3	3	SPaG	Stories on a Theme <i>The Blue House</i>	Learn to punctuate direct speech. Generate characters' conversations through roleplay and record as correctly punctuated dialogue.	<i>The Blue House</i> by Phoebe Wahl <b>Grammar PowerPoint:</b> Punctuating Direct Speech
	4	5	Composition	Stories on a Theme <i>The Blue House</i> <i>I'll Take You to Mrs Cole</i>	Practise reading a short script from one of the stories fluently and with expression. Compare the stories read. Plan, draft, write and edit a story based on those read.	<i>The Blue House</i> by Phoebe Wahl <i>I'll Take You to Mrs Cole</i> by Nigel Gray and Michael Foreman





Autumn Term 1 – Y3/4

Cycle A - English

Non-fiction: Reports: Saving Species						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Reports <i>Last</i>	Write a story about being ‘the last’. Listen and respond to <i>Last</i> by Nicola Davies. Discuss and answer questions about a non-fiction article. Research and write about endangered animals.	<i>Last</i> by Nicola Davies Any other books about endangered animals, some suggestions are: <i>Red Alert!</i> by Catherine Barr; <i>Endangered Animals</i> by Martin Jenkins; <i>Saving Species</i> by Jess French
	2	3	SPaG	Reports <i>Last</i>	Identifying nouns and adjectives and writing labels using these. Expanding noun phrases with prepositions. Writing descriptions using adjectives and noun phrases.	<i>Last</i> by Nicola Davies <b>Optional Texts:</b> <i>The Variety of Life</i> by Nicola Davies and Lorna Scobie <i>Lots</i> by Nicola Davies and Emily Sutton PowerPoint: Noun Phrases
	3	2	SPaG	Reports	Using paragraphs in non-fiction and fiction. Expanding noun phrases with prepositions.	PowerPoint: Paragraphs
	4	5	Comprehension Composition	Reports	Research UK endangered species and make notes. Make an infographic to show what they have found out. Discuss actions and prepare a pitch. Research and write about orangutans and palm-oil. Write letters about palm oil, using paragraphs to organise information.	<b>Optional Texts:</b> <i>There’s a Rang-Tan in My Bedroom</i> by James Sellick and Frann Preston-Gannon; <i>How to Help a Hedgehog and Protect a Polar Bear</i> by Jess French



Autumn Term PAGE 1  
– Y3/4  
Cycle A - English

Poetry: Poems by the same Poet: Michael Rosen						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poems by Michael Rosen <i>Various</i>	Children are introduced to the work of poet Michael Rosen. They analyse and answer questions about his poems, explaining which they prefer and why. They recite and learn lines from poems, finishing the Unit by writing their own rhyming verse.	<i>You Wait Till I'm Older Than You!</i> By Michael Rosen <i>Quick, Let's Get Out of Here</i> By Michael Rosen
	2	3	SPaG	Poems by Michael Rosen <i>Various</i>	Children read further poems by Michael Rosen. They learn how to punctuate and lay out direct speech, using what they have learned to role-play and then write out a conversation between two children.	<i>Quick, Let's Get Out of Here</i> By Michael Rosen <b>PowerPoint:</b> Direct Speech
	3	2	SPaG	Poems by Michael Rosen <i>Various</i>	Children read further poems by Michael Rosen. They learn how to use conjunctions indicating time and cause, completing an exercise to check their understanding and then using the conjunctions they have been introduced to in their own writing.	<i>You Wait Till I'm Older Than You!</i> By Michael Rosen <i>Quick, Let's Get Out of Here</i> By Michael Rosen <b>PowerPoint:</b> Conjunctions
	4	5	Composition	Poems by Michael Rosen <i>Various</i>	Children read and listen to recitals of poems by Michael Rosen. They compose a short rhyming and highly rhythmical poem that they perform to the rest of the class. They then write a story featuring dialogue that draws upon the setting and themes of a longer narrative poem by Michael Rosen.	<i>You Wait Till I'm Older Than You!</i> By Michael Rosen <i>Quick, Let's Get Out of Here</i> By Michael Rosen



Autumn Term 2 – Y3/4  
Cycle A - English

Fiction: Traditional Tales: Alternative Versions						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Traditional Tales <i>The Wolf's Secret</i>	Read 'Amulet' by Ted Hughes focusing on the connections in the poem. Introduce and explore <i>The Wolf's Secret</i> . Explore the plot, illustrations and design and the rich language of the book.	<i>The Wolf's Secret</i> by Myriam Dahman and Nicolas Dagard; <b>Poem:</b> 'Amulet' by Ted Hughes ( <i>in resources</i> )
	2	2	SPaG	Traditional Tales <i>The Wolf's Secret</i>	Revise verbs and explore their use in the text. Identify and write sentences in the present, simple past and present perfect forms.	<i>The Wolf's Secret</i> by Myriam Dahman and Nicolas Dagard <b>Grammar PowerPoint:</b> Present Perfect Form
	3	3	SPaG	Traditional Tales <i>The Wolf's Secret</i>	Identify adverbials, the verbs they are modifying and the questions they are answering. Add adverbials to their writing for interest and to give details.	<i>The Wolf's Secret</i> by Myriam Dahman and Nicolas Dagard <b>Grammar PowerPoint:</b> Adverbials



**Autumn Term 2 – Y3/4  
Cycle A - English**

	4	5	Composition	Traditional Tales <i>The Wolf's Secret</i>	Listen to a story inspired by <i>The Wolf's Secret</i> . Plan, draft and write their own story inspired by the book, focusing on the plot, language and style of the story. Incorporate learning on adverbials and the present perfect form in their writing.	<i>The Wolf's Secret</i> by Myriam Dahman and Nicolas Dagard <b>Videos:</b> Oral storytelling of <i>The Owl that Flew so High</i> ; How the story was created.
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Non-fiction: Instructions: Keeping Healthy						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Spoken Language	Instructions <i>Various</i>	Explore a range of texts about food and exercise. Answer formal comprehension questions and analyse features. Design a creative sandwich and write instructions for an active game.	<b>Essential Texts:</b> Included in resources. <b>Non-essential Texts:</b> Any reference or instruction books about food, the human body, exercise, sport, recipes or health.
	2	2	Composition	Instructions <i>Various</i>	With the context of dance crazes, explore how paragraphs and headings help to organise writing and signpost information for the reader. Write a persuasive piece about the best way to keep fit, using paragraphs and headings.	<b>Essential Texts:</b> Included in resources.



Autumn Term 2 – Y3/4  
Cycle A - English

	3	3	SPaG	Instructions <i>Various</i>	Using <i>Horrible Histories</i> as an amusing starting point, make lists of horrible medicines using commas and use possessive apostrophes for singular and plural nouns. Write letters of advice for patients from the past, organising writing using commas and apostrophes.	<b>Essential Texts:</b> Included in resources. <b>Non-essential Texts:</b> Any <i>Horrible Histories</i> books for children who have been inspired by the video clips. <b>PowerPoint:</b> Possession
	4	5	Composition	Instructions <i>Various</i>	With happy minds as a theme, children make and write instructions for a dreamcatcher, and write a guide in paragraphs to inform and persuade readers of happy activities to try.	<b>Essential Texts:</b> Included in resources.



Spring Term 1 – Y3/4  
Cycle A - English

Fiction: Fairy Tales: Alternative Versions						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Fairy Tales <i>The Three Little Pigs, Little Red Riding Hood</i>	Read two versions of <i>The Three Little Pigs</i> , consider the essential elements of fairy tales and complete comprehension activities. Consider how different a story might be if told from another character's perspective. Plan a changed version of <i>Little Red Riding Hood</i> and complete a book review.	<i>The Three Pigs</i> by David Wiesner; <i>The True Story of the Three Little Pigs</i> by Jon Scieszka; <i>The Wolf's Story</i> by Toby Forward
	2	3	SPaG	Fairy Tales <i>The Three Little Pigs, The Three Billy Goats Gruff</i>	Read a further alternative version of <i>The Three Little Pigs</i> and compare to the original. Revise and practise dialogue punctuation. Roleplay speech for an alternate version of <i>The Three Billy Goats Gruff</i> before writing their own version of this story.	<i>The Three Little Wolves and The Big Bad Pig</i> by Eugene Trivizas and Helen Oxenbury; <b>Hamilton Animated Tale</b> <a href="#">The Three Billy Goats Gruff PowerPoint</a> : Punctuating Dialogue
	3	2	SPaG	Fairy Tales <i>Snow White</i>	Read and compare two versions of Snow White. Revise the present and simple past tense. Use a dictionary to find the meaning of unusual verbs. Learn about the present perfect form, identify its use in a text and practise using it in own writing.	'Snow White' from <i>The Oxford Treasury of Fairy Tales</i> by Geraldine McCaughrean and Sophy Williams ( <i>text is provided in resources as the book is out of print</i> ); <i>Snow White in New York</i> by Fiona French <b>PowerPoint</b> : Perfect Form
	4	5	Composition	Fairy Tales	Explore <i>Mixed Up Fairy Tales</i> and ask and answer questions about these. Plan, draft, write and edit a new, mixed up tale based on those read and using correctly punctuated dialogue.	<i>Mixed Up Fairy Tales</i> by Hilary Robinson and Nick Sharratt



Spring Term 1 – Y3/4  
Cycle A - English

Non-fiction: Animal Biographies: Wild Lives						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Biographies	Introduce biography using this inspiring collection of animal stories: <b>WildLives: 50 Extraordinary Animals that Made History</b> . Children read and discuss them, summarise events using timelines, use dictionaries to create glossary definitions, answer formal comprehension questions and write film pitch letters for their favourite animal story.	<i>Wild Lives: 50 Extraordinary Animals that Made History</i> by Ben Lerwill
	2	2	Composition	Biographies	Reading two heart-warming animal biographies, children explore how paragraphs and headings help to organise writing. They order a set of paragraphs, write subheadings and 'box up' some notes to help them plan and write biographical paragraphs.	<i>Wild Lives: 50 Extraordinary Animals that Made History</i> by Ben Lerwill
	3	3	SPaG	Biographies	Children enjoy the delightful adventures of the BBC's Snow Chick while exploring adverbials and fronted adverbials. They use and explore adverbials through playing with sentences, answering questions in role and writing a biographical paragraph for a scary event.	<i>Wild Lives: 50 Extraordinary Animals that Made History</i> by Ben Lerwill <b>PowerPoint:</b> Adverbials
	4	5	Composition	Biographies	Children put everything together as they create their own beautifully illustrated animal biographies. They discuss and plan using a frame, organise writing into paragraphs with subheadings, use adverbials to signpost and add detail, edit and then publish in careful handwriting.	<i>Wild Lives: 50 Extraordinary Animals that Made History</i> by Ben Lerwill



**Spring Term 1 – Y3/4**  
**Cycle A - English**





Spring Term 2 – Y3/4  
Cycle A - English

Fiction: Stories on a Theme: Daily Life						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Stories on a Theme	Read, discuss and summarise the plot of <i>The No.1 Car Spotter</i> and <i>Anna Hibiscus</i> . Explore settings and discuss characters. Compare the stories and give reasons for preferences.	<i>The No. 1 Car Spotter</i> by Atinuke <i>Anna Hibiscus</i> by Atinuke
	2	3	SPaG	Stories on a Theme	Learn how to punctuate direct speech; practise adding inverted commas and correct speech punctuation. Carry out roleplay to generate direct speech and record this as a narrative scene including dialogue.	<i>The No. 1 Car Spotter</i> by Atinuke <b>PowerPoint:</b> Punctuating Direct Speech
	3	2	SPaG	Stories on a Theme	Explore verbs and tenses by identifying verbs and changing the tenses. Use the simple past tense and the present perfect form to write about <i>Anna Hibiscus</i> .	<i>Anna Hibiscus</i> by Atinuke <b>PowerPoint:</b> Verb tenses
	4	5	Composition	Stories on a Theme	Explore the characters <i>Anna Hibiscus</i> and <i>No.1</i> and create a realistic fictional character using these as a model. Plan, write and edit a story about daily life including correctly punctuated dialogue.	<i>The No. 1 Car Spotter</i> by Atinuke <i>Anna Hibiscus</i> by Atinuke



Spring Term 2 – Y3/4  
Cycle A - English

Non-fiction: Information Texts: Water						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Read and discuss <i>The Rhythm of the Rain</i> , research background information from <i>Water Cycles</i> and summarise. Create an information page about dams. Read and discuss <i>The Dam</i> ; compare and contrast the three texts studied in this unit.	<i>The Rhythm of the Rain</i> by Grahame Baker Smith; <i>The Dam</i> by David Almond, illustrated by Levi Pinfold <b>Optional text:</b> <i>Water Cycles</i> by Sam Falconer
	2	3	SPaG	Information Texts	Identify and use conjunctions, prepositions and adverbs to express time, cause and place. Practise using these to write about the <i>Rhythm of the Rain</i> .	<i>The Rhythm of the Rain</i> by Grahame Baker Smith <b>PowerPoint:</b> Conjunctions, prepositions and adverbs
	3	2	SPaG	Information Texts	Introduce pronouns and identify personal and possessive pronouns. Use these to write about scenes from <i>The Dam</i> . Explore possessive pronouns and determiners and use these correctly while writing a book review.	<i>The Dam</i> by David Almond <b>PowerPoint:</b> Pronouns
	4	5	Composition	Information Texts	Examine the features of an information text. Read and take notes from a text. Research and select information for their own information pages. Draft, edit and present their writing, thinking carefully about page design and illustrations.	<i>The Dam</i> by David Almond, illustrated by Levi Pinfold <b>Optional text:</b> <i>Water Cycles</i> by Sam Falconer Collection of information books to explore.



Spring Term 2 – Y3/4  
Cycle A - English

Poetry: Poetic Forms: Shaping the World						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Speaking and Listening	Shape Poems / Biographies	Introduce <i>Shaping the World</i> , a collection of short biographies and shape poems about historical figures. Read several biographies and present one to the rest of the class. Read poems aloud and compare poems, answering comprehension questions. Write a poem into an appropriate shape.	<i>Shaping the World</i> chosen by Liz Brownlee
	2	2	SPaG	Shape Poems / Biographies	Learn about fronted adverbials, identify them in texts. Write a short, imagined biography using fronted adverbials.	<i>Shaping the World</i> chosen by Liz Brownlee <b>PowerPoint:</b> Fronted Adverbials
	3	3	SPaG	Shape Poems / Biographies	Investigate interesting words found in the text to build a varied vocabulary. Use dictionaries to find definitions, word classes and families. Use this exciting new vocabulary to write creatively.	<i>Shaping the World</i> chosen by Liz Brownlee <b>PowerPoint:</b> Investigating Words
	4	5	Composition	Shape Poems / Biographies	Research, plan, draft and write a brief biography for a significant person. Choose one of the poems read in this block as a model for writing a shape poem of their own for a display or class collection.	<i>Shaping the World</i> chosen by Liz Brownlee <b>Optional Text:</b> <i>Stories for Kids who Dare to be Different</i> by Ben Brooks



Summer Term 1 – Y3/4  
Cycle A - English

Fiction: Fantasy: Amazing Adventures						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Fantasy Stories	Read, discuss and enjoy the two beautiful picture books. Make predictions about the endings and look at characters, considering their differing viewpoints. Compare the books and decide if they are mainly similar or mainly different.	<i>The Barnabus Project</i> by The Fan Brothers <i>The Antlered Ship</i> by Dashka Slater and The Fan Brothers
	2	2	SPaG	Fantasy Stories	Learn about and use adverbials and identify what information they are giving (How? Where? When? Why?). Look at how adverbials are used in <i>The Barnabus Project</i> to pace the writing and add interest.	<i>The Barnabus Project</i> by The Fan Brothers
	3	3	SPaG	Fantasy Stories	Revise the past/present tense and learn about the present perfect form. Practise using this in sentences about the final picture from the book.	<i>The Antlered Ship</i> by Dashka Slater and The Fan Brothers
	4	5	Composition	Fantasy Stories	Bring the learning from this block together to write a journey story 'sequel' to either of the books read. Create a setting, plan, draft, write, edit and improve their story.	<i>The Barnabus Project</i> by The Fan Brothers <i>The Antlered Ship</i> by Dashka Slater and The Fan Brothers



**Summer Term 1 – Y3/4  
Cycle A - English**

Non-fiction: Explanations: Modern Technology						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Explanations	Introduce explanation texts about technology using the entertaining <i>Until I Met Dudley</i> by Roger McGough. Children read and discuss explanations, write open questions and research answers, answer formal comprehension questions and use drama to develop funny shared explanation posters, based on the book.	<b>Essential Text:</b> <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough <b>Non-essential texts:</b> <i>DK: First How Things Work Encyclopaedia</i> ; Any reference books about modern technology.
	2	2	SPaG	Explanations	Revise and use a range of conjunctions to extend sentences using the amusing <i>Until I Met Dudley</i> by Roger McGough. Children explain how funny machines work and write responses to letters of complaint.	<b>Essential Text:</b> <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough
	3	3	SPaG	Explanations	Explore writing clearly and cohesively using nouns and pronouns. Children improve repetitive texts about computers, create glossaries and write museum panels for children of the future.	<b>Essential Texts:</b> Included in resources <b>Non-essential texts:</b> <i>DK: First How Things Work Encyclopaedia</i> ; <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough
	4	5	Composition	Explanations	Inspired by <i>Until I Met Dudley</i> , children invent and write an explanation for a new machine to solve a specific problem. They use conjunctions to explain their idea and use precise nouns and pronouns to ensure clarity and cohesion. They then design and present a persuasive billboard advertisement, to promote their fantastic invention.	<b>Essential Text:</b> <i>Until I met Dudley: How Everyday Things Really Work</i> by Roger McGough



**Summer Term 2 – Y3/4**  
**Cycle A - English**

Fiction: Classic Fiction: Harry's Mad						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Classic Fiction	Introduce the hilarious <b>Harry's Mad</b> by Dick King-Smith, reading and discussing openings, characters and hypothetical situations. Children explore UK and USA language, answer formal comprehension questions and write about an unusual pet they would like to have.	<b>Essential Text:</b> <i>Harry's Mad</i> by Dick King Smith <b>Non-essential Texts:</b> <i>Harry's Mad</i> read by Nigel Lambert <i>Audiobook</i> Any other animal stories you have in school by Dick King- Smith
	2	3	SPaG	Classic Fiction	Children revise dialogue punctuation, creating funny talking pet scenes through role play. They then develop and improve them to write punctuated story scenes.	<b>Essential Text:</b> <i>Harry's Mad</i> by Dick King Smith <b>Non-essential Texts:</b> <i>Harry's Mad</i> read by Nigel Lambert <i>Audiobook</i>
	3	2	SPaG	Classic Fiction	Children explore fronted adverbials, within the world of <i>Harry's Mad</i> . They sequence plot events, extending sentences with fronted adverbials and write a speech for local radio in the role of Harry, using fronted adverbials for detail.	<b>Essential Text:</b> <i>Harry's Mad</i> by Dick King Smith <b>Non-essential Texts:</b> <i>Harry's Mad</i> read by Nigel Lambert <i>Audiobook</i>
	4	5	SPaG	Classic Fiction	Children write their own funny animal story, inspired by <i>Harry's Mad</i> . They use fronted adverbials to build tension and punctuated speech to give clues about character and action. They revise and publish their stories as polished story booklets, ready to share.	<b>Essential Text:</b> <i>Harry's Mad</i> by Dick King Smith <b>Non-essential Texts:</b> <i>Harry's Mad</i> read by Nigel Lambert <i>Audiobook</i>



**Summer Term 2 – Y3/4**  
**Cycle A - English**

Non-fiction: Information Texts: Transport						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Explore information texts using the stimulating topic of transport. Children read and discuss a range of texts, look up word meanings and write glossary definitions, answer formal comprehension questions and write pages for a shared book about historical transport.	<p><b>Essential texts:</b> You need one good quality information text on transport to share with the class.</p> <p><b>Non-essential texts:</b> <i>Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle</i> by DK; Any reference books about transport.</p>
	2	2	SPaG	Information Texts	Children learn about adverbials and fronted adverbials in the context of water transport. They answer <i>what</i> , <i>where</i> and <i>how</i> questions about a timeline text, and write descriptive captions and paragraphs about images of water craft.	<p><b>Essential texts:</b> Included in resources.</p> <p><b>Non-essential texts:</b> <i>Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle</i> by DK Any reference books about transport.</p>
	3	3	SPaG	Information Texts	Children explore paragraphs and headings. They cut up a provided text into paragraphs and write subheadings, and then plan and write new paragraphs on fictional transport, indenting paragraphs and using other signposts.	<p><b>Essential texts:</b> Any reference book about transport</p> <p><b>Non-essential texts:</b> <i>Our World in Pictures: Cars, Trains, Ships and Planes: A Visual Encyclopaedia to Every Vehicle</i> by DK</p>
	4	5	Composition	Information Texts	Children design clean transport for the future using discussion, diagrams and labels. They then draft an information brochure to present their designs using headings and paragraphs to organise, and adverbials for detail and variety.	<p><b>Essential Texts:</b> Included in resources.</p>



## Summer Term 2 – Y3/4

### Cycle A - English

#### Poetry: Poems by the Same Poet: Valerie Bloom

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poetry	Introduce Valerie Bloom and her poetry collection <b>Stars with Flaming Tails</b> , reading, discussing and performing the poems. Children play with sound, answer formal comprehension questions and write a new stanza for a funny family poem.	<i>Stars with Flaming Tails</i> by Valerie Bloom
	2	2	SPaG	Poetry	Revise and explore prepositions for time, place and cause, using Valerie Bloom's funny poem, 'Hide and Seek' as a stimulus. Children redraft the poem for a new fantasy setting using prepositional phrases to change the impact.	<i>Stars with Flaming Tails</i> by Valerie Bloom
	3	3	SPaG	Poetry	Revise expanding noun phrases using adjectives, adverbs and prepositional phrases, within the context of Valerie Bloom's emotion poem, 'My Heart is a Volcano'. Children explore and create metaphors for emotion, writing a poem which uses expanded noun phrases.	<i>Stars with Flaming Tails</i> by Valerie Bloom
	4	5	Composition	Poetry	Inspired by two more poems from <b>Stars with Flaming Tails</b> , Children write tribute poems as gifts to someone special, using expanded noun phrases for impact. They then listen to music and write dreamscape descriptions, taking their reader on a prose dream journey.	<i>Stars with Flaming Tails</i> by Valerie Bloom





**Autumn Term 1 – Y3/4**  
**Cycle B - English**

Fiction: Stories on a Theme: Stories that Raise Issues						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Stories that Raise Issues	Children read, discuss and compare three stories featuring children facing tricky or upsetting situations. Children make predictions about stories and answer questions to show comprehension. They also write an imaginative continuation of Judith Viorst’s humorous tale.	<i>The Heart and the Bottle</i> by Oliver Jeffers <i>The Red Tree</i> by Shaun Tan <i>Alexander and the Terrible, Horrible, No Good, Very Bad Day</i> by Judith Viorst and Ray Cruz
	2	3	SPaG	Stories that Raise Issues	Children read <b>Grandad’s Island</b> by Benji Davies. Children learn to identify and use the simple, progressive and perfect forms of the past and present tenses. They learn rules governing the spelling of verbs when different suffixes are added according to the tense of the sentence.	<i>Grandad’s Island</i> by Benji Davies  <b>PowerPoint:</b> Verb tenses
	3	2	SPaG	Stories that Raise Issues	Looking once again at <b>Grandad’s Island</b> , children explore the place of adverbials in descriptive writing. They identify and categorise adverbials according to the kind of extra information they provide, then writing descriptive sentences containing a variety of adverbials and correctly punctuated fronted adverbials.	<i>Grandad’s Island</i> by Benji Davies  <b>PowerPoint:</b> Adverbials
	4	5	Composition	Stories that Raise Issues	Children revisit <b>The Red Tree</b> by Shaun Tan, first discussing and writing about the impact of the pictures in the book. They then draft three separate pieces of richly descriptive writing prompted by the themes and imagery of Shaun Tan’s tale. Choosing one of these, they edit and present a ‘best copy’ version of their writing for sharing and display.	<i>The Red Tree</i> by Shaun Tan



**Autumn Term 1 – Y3/4**  
**Cycle B - English**

Non-fiction: Information Texts: Caring for our Local Environment						
Date	Unit	Recommended no. of days. <i>Adjust as wanted.</i>	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Core	Information Texts	Using the topical theme of the local environment, children explore information texts. They discuss their own observations, answer formal comprehension questions, organise a text using headings and subheadings and research and write fact files for a shared book about native birds.	<i>Wild Child</i> by Dara McAnulty, Illustrated by Barry Falls <b>Optional Texts:</b> Reference books about native birds, local wildlife and environment
	2	3	SPaG	Information Texts	As they explore using a range of conjunctions to extend sentences, children research ways to help nature using the Wildlife Trust website. They answer questions, make a bird feeder, write hints and tips and write information cards to introduce their creations.	<i>Wild Child</i> by Dara McAnulty, Illustrated by Barry Falls <b>PowerPoint:</b> Conjunctions
	3	2	SPaG	Information Texts	Returning to <b>Wild Child</b> , children explore vivid and inspiring descriptions before developing expanded noun phrase banks to help them write descriptively about native wildlife.	<i>Wild Child</i> by Dara McAnulty, Illustrated by Barry Falls <b>PowerPoint:</b> Noun Phrases
	4	5	Composition	Information Texts	Putting everything together, children conduct a survey on a local environment and then plan, write and publish a report. They use expanded noun phrases to describe their findings and conjunctions to help them write some ideas to improve it.	<i>Wild Child</i> by Dara McAnulty, Illustrated by Barry Falls <b>Optional Texts:</b> Reference books about native birds, local wildlife and environment

**Autumn Term 1 – Y3/4**  
**Cycle B - English**

Poetry: Anthologies: Poetry for a Change						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Poetry about Change	Introduce the fantastic <b>Poetry for a Change: A National Poetry Day Anthology</b> , reading, discussing and performing the poems. Children answer formal comprehension questions, use one as a model for writing new lines and write their own poetry about natural changes.	<i>Poetry for a Change: A National Poetry Day Anthology</i>
	2	2	SPaG	Poetry about Change	Children learn about prepositions to express time, place and cause while exploring poetry about changes in weather. They extend given sentences and write descriptively about an imagined event, spoilt by nature!	<i>Poetry for a Change: A National Poetry Day Anthology</i> <b>PowerPoint:</b> Prepositions
	3	3	SPaG	Poetry about Change	Children explore adapting and building expanded noun phrases, using adjectives, adverbs, nouns and prepositional phrases. They observe changes in their own faces using mirrors, making notes before writing lines of poetry, inspired by a funny poem.	<i>Poetry for a Change: A National Poetry Day Anthology</i> <b>PowerPoint:</b> Expanded Noun Phrases
	4	5	Composition	Poetry about Change	In two complementary writing tasks, children plan, write and publish a poem about a change they would like for themselves. They then discuss a change they would like for the world, culminating in briefing a poet to write a poem presenting their idea. Prepositions and expanded noun phrases are embedded into the writing tasks.	<i>Poetry for a Change: A National Poetry Day Anthology</i>

**Autumn Term 2 – Y3/4  
Cycle B - English**

Fiction: Humorous Stories: Grimwood						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Humorous Stories	Children immerse themselves in the wonderful world of <b>Grimwood</b> by Nadia Shireen. As they read, they make predictions and write in detail about characters and events from the story. To end the Unit, children write reviews detailing what happens in the book and commenting on what they do or do not like about it.	<i>Grimwood</i> by Nadia Shireen
	2	3	SPaG	Humorous Stories	Returning to the climax of <b>Grimwood</b> , children identify examples of direct speech in the text. Children learn how to punctuate and lay-out speech correctly. They role-play and write a brief <b>Grimwood</b> -related playscript then use the skills they have learned to rewrite their scripts as narratives containing direct speech.	<i>Grimwood</i> by Nadia Shireen  <b>PowerPoint:</b> Punctuating Dialogue
	3	2	SPaG	Humorous Stories	Having re-read the section of <b>Grimwood</b> dealing with preparations for the Big Talent Show, children explore how conjunctions indicating time, place and cause can be used to add descriptive clauses to sentences. They work through the PowerPoint and apply what they have learned to write newspaper reports.	<i>Grimwood</i> by Nadia Shireen  <b>PowerPoint:</b> Adding description using conjunctions

**Autumn Term 2 – Y3/4**  
**Cycle B - English**

	4	5	Composition	Humorous Stories	Children plan and then write a three-part story exploring what happened to Ted and Nancy's parents, how they found their fox cubs once again and what the family of foxes then did together. Children include punctuated direct speech in their tales and also use conjunctions indicating time, place and cause to add descriptive clauses to sentences. They produce best copy versions of their stories and read these aloud with expression and pace to the class.	<i>Grimwood</i> by Nadia Shireen
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Non-fiction: Letters and Other Communications: Letters to and from Animals						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Core	Letters and Postcards	Explore the layout and purpose of letters in <i>Letters from the Zoo</i> . Write a letter home from a zoo animal. Read a new letter and answer comprehension questions. Research and take notes about an animal. Use these notes to write letters using descriptive language.	<i>Oi! Get Off Our Train</i> by John Burningham <i>Letters from the Zoo</i> Hamilton Group Reader <b>Optional Texts:</b> Any non-fiction texts on animals and their protection
	2	3	SPaG	Letters and Postcards	Discuss different ways we communicate. Role-play a text conversation between two animals and record as a playscript. Using the PowerPoint, learn how to punctuate direct speech and rewrite playscripts as punctuated dialogue.	Essential Texts included in resources <b>PowerPoint:</b> Punctuating Direct Speech

**Autumn Term 2 – Y3/4**  
**Cycle B - English**

	3	2	SPaG	Letters and Postcards	<p>Introduce and explore <i>Lesser Spotted Animals</i>, examine how paragraphs are used in the text. Organise non-fiction text into paragraphs with headings. Using a letter look at how paragraphs are used in fiction texts before writing a letter story using paragraphs and sequencing adverbs.</p>	<p><i>Lesser Spotted Animals</i> by Martin Brown <b>PowerPoint:</b> Paragraphs</p>
	4	5	Composition	Letters and Postcards	<p>Research an unusual animal, plan and write a blog about it. Read and enjoy <i>Grass for Tea</i>, write a text conversation between two of the animals and convert this into correctly punctuated dialogue. Write a persuasive email to a documentary maker about red squirrels, asking them to make a programme about them.</p>	<p><i>Lesser Spotted Animals</i> by Martin Brown <i>Grass for Tea</i> Hamilton Group Reader</p>

**Spring Term 1 – Y3/4**  
**Cycle B - English**

Fiction: Classic Fiction: Stig of the Dump						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Classic Fiction	Introduce the classic <b>Stig of the Dump</b> by Clive King, reading and discussing openings, settings, characters and powerful language. Children play a speculative character game, answer formal comprehension questions and retell a story scene with a new narrator.	<i>Stig of the Dump</i> by Clive King
	2	2	SPaG	Classic Fiction	Children learn about prepositions to express time, place and cause while talking and writing about Chapter 5. They sequence story events, extend given sentences and write descriptively about the inside of the Sнарgets' shack!	<i>Stig of the Dump</i> by Clive King <b>PowerPoint:</b> Prepositions
	3	3	SPaG	Classic Fiction	Children explore writing and punctuating dialogue inspired by Chapter 6. They identify speech in their reading, creating a set of punctuation rules; role play an argument; and then turn their scripts into punctuated story scenes.	<i>Stig of the Dump</i> by Clive King <b>PowerPoint:</b> Punctuating Dialogue
	4	5	Composition	Classic Fiction	Children put everything together as they plan, write, revise and publish their own chapters of <b>Stig of the Dump</b> , illustrated by cave paintings. They use prepositional phrases to add detail and create flow, and punctuated speech to give clues about character and action. They finish the block, sharing their published writing. Additional art ideas and activities are supplied in the resources.	<i>Stig of the Dump</i> by Clive King  <b>Non-essential text:</b> <i>The Secret Cave</i> by Emily Arnold McCully



**Spring Term 1 – Y3/4**  
**Cycle B - English**

Non-fiction: Information Texts: Sport						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Information Texts	Children explore <b>My Encyclopaedia of Very Important Sport</b> by DK. They identify the key features of non-fiction texts and suggest questions that non-fiction texts can provide the answers to. Children research facts and summarise information before writing a series of interview questions for a sports personality.	<i>My Encyclopedia of Very Important Sport</i> by DK Selection of other non-fiction texts about sports
	2	3	SPaG	Information Texts	Children run through the rules around paragraph writing and use of headings and subheadings. They explore, develop and write paragraphs, using <b>My Encyclopaedia of Very Important Sport</b> as inspiration. They use headings and subheadings to organise their writing as they create their own football sports report.	<i>My Encyclopedia of Very Important Sport</i> by DK <b>PowerPoint:</b> Paragraphs, Headings and Subheadings
	3	2	SPaG	Information Texts	Children explore the rules around plural possessives and apostrophes for possession before identifying and correcting examples. They add possessive apostrophes to text and write possessive sentences.	<b>PowerPoint:</b> Apostrophes
	4	5	Composition	Information Texts	Children examine the structure of a webpage and set about researching their own content for a sports webpage aimed at younger children. They write clear, simple paragraphs and use headings and subheadings to organise their	<i>My Encyclopedia of Very Important Sport</i> by DK Selection of other non-fiction texts about sports

Spring Term 1 – Y3/4  
Cycle B - English

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Spring Term2 –  
Y3/4 Cycle B -  
English

Fiction: Stories by the Same Author: Anthony Browne						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Anthony Browne stories	Read and enjoy a selection of Anthony Browne books, looking carefully at the illustrations and how these add to the stories. Carry out formal comprehension tasks. Make predictions and respond creatively to a story.	<i>Changes, Gorilla, Into the Forest, The Tunnel, What If ...?</i> all written by Anthony Browne <i>The Night Shimmy</i> by Gwen Strauss and Anthony Browne
	2	3	SPaG	Anthony Browne stories	Using the Hamilton PowerPoint learn how to use conjunctions to add descriptive detail. Practise identifying main clauses and conjunctions before adding descriptive clauses themselves. Consolidate learning by describing settings and characters from <b>Piggybook</b> .	<i>Silly Billy</i> and <i>Piggybook</i> both by Anthony Browne <b>PowerPoint:</b> Adding description using conjunctions
	3	2	SPaG	Anthony Browne stories	Read and enjoy <b>Voices in the Park</b> . Use the PowerPoint to revise pronouns before completing grammar exercises. Create a character profile using pronouns to avoid repetition and help the flow of writing.	<i>Voices in the Park</i> by Anthony Browne <b>PowerPoint:</b> Pronouns
	4	5	Composition	Anthony Browne stories	Create and describe a new fictional character. Plan and write a story based on <i>Gorilla</i> . Incorporate work on using pronouns to avoid repetition and using conjunctions to add descriptive clauses for effect. Finally, look back at all the Anthony Browne books read in this block, review one and write an appreciation of a favourite book.	<i>Gorilla</i> by Anthony Browne – main text <i>Silly Billy, Changes, Into the Forest, The Tunnel, What If ...? Voices in the Park,</i> and <i>Piggybook</i> all written by Anthony Browne <i>The Night Shimmy</i> by Gwen Strauss and Anthony Browne

**Spring Term2 – Y3/4**  
**Cycle B - English**

Non-fiction: Recounts						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Recounts	Exploring the award-winning <b>Real-life Mysteries: Can you explain the unexplained?</b> by Susan Martineau & Vicky Barker, children discuss text features; answer comprehension questions; investigate topic vocabulary; and retrieve information from a text, plotting a recount on a timeline. They end the unit recounting events from a different (and surprising) point of view.	<i>Real-life Mysteries: Can you explain the unexplained?</i> by Susan Martineau & Vicky Barker
	2	2	SPaG	Recounts	Children investigate adverbs to express time, place and cause. They sort, identify and insert adverbs in structured activities and then use adverbs to write a recount about what they think <i>really</i> happened in a ghostly encounter.	<i>Real-life Mysteries: Can you explain the unexplained?</i> by Susan Martineau & Vicky Barker <b>PowerPoint:</b> Adverbs
	3	3	SPaG	Recounts	Children box up information on UFOs into paragraphs and match headings and subheadings. They design their own alien, prompted by subheadings and use to write reports about them in short paragraphs.	<i>Real-life Mysteries: Can you explain the unexplained?</i> by Susan Martineau & Vicky Barker <b>PowerPoint:</b> Headings and Paragraphs
	4	5	Composition	Recounts	Children apply their learning as they create mysterious hoaxes. They plan, write and polish a new report on their hoax phenomenon, organising their writing into paragraphs with headings and subheadings, and using adverbs for detail and variety. Writing outcomes could be a class book, display or blog.	<i>Real-life Mysteries: Can you explain the unexplained?</i> by Susan Martineau & Vicky Barker

**Spring Term 2 – Y3/4**  
**Cycle B – English**

Poetry: Poems by the same Poet: Alex Wharton						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poetry – various from Daydreams and Jellybeans	Children explore poetic devices and they enjoy reading and performing a variety of poems from <b>Daydreams and Jellybeans</b> . They answer questions about poems and explain their own preferences. They consider the importance of poems being read aloud and of illustrations.	<i>Daydreams and Jellybeans</i> by Alex Wharton
	2	3	SPaG	Poetry – about toys, from Daydreams and Jellybeans	Children enjoy reading poems about toys and they think about things their toys may like to say to them. They write dialogue in the form of a playscripts and using standard dialogue layout and punctuation.	<i>Daydreams and Jellybeans</i> by Alex Wharton  <b>PowerPoint:</b> Dialogue
	3	2	SPaG	Poetry – about the sea, from Daydreams and Jellybeans	Children listen to some poems about the sea. They learn about adverbials, including fronted adverbials. They identify adverbials and discuss whether they are providing more information about when, where or how something happens. They write their own descriptions using adverbials.	<i>Daydreams and Jellybeans</i> by Alex Wharton  <b>PowerPoint:</b> Adverbials
	4	5	Composition	Poetry – various from Daydreams and Jellybeans	Children use a poem called ‘Underworld Dreams’ as inspiration for their own poems about an underwater world. They write descriptive poems following the original poem’s structure. They then plan, draft and write short stories inspired by the characters in the poems ‘Man about Town’ and ‘The Paint Job’. They include dialogue in their stories.	<i>Daydreams and Jellybeans</i> by Alex Wharton

**Summer Term 1– Y3/4  
Cycle B - English**

Fiction: Stories by the Same Author: Satoshi Kitamura						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Fiction – stories by the same author	Children discover the engaging and richly imaginative world of author/illustrator Satoshi Kitamura, reading and listening to a selection of his books. Children write in response to these stories, compare the books and rehearse their comprehension skills. They finish the Unit by composing vivid descriptions of a character mentioned but never depicted in <b>UFO Diary</b> .	All illustrated or written by Satoshi Kitamura: <i>Angry Arthur</i> (by Hiawyn Oram); <i>Once Upon an Ordinary School Day</i> (by Colin McNaughton); <i>Lily Takes a Walk</i> ; <i>Sheep in Wolves Clothing</i> ; <i>UFO Diary</i>
	2	3	SPaG	Fiction – stories by the same author	Children read and listen to Kitamura’s <b>The Smile Shop</b> . Using the book and an accompanying <b>Hamilton Grammar PowerPoint</b> , children confirm their understanding of direct speech and learn to correctly punctuate and lay out short exchanges of dialogue.	<i>The Smile Shop</i> by Satoshi Kitamura <b>PowerPoint:</b> Punctuating Direct Speech
	3	2	SPaG	Fiction – stories by the same author	Children read and listen to <b>In the Attic</b> . In conjunction with characters and events of the story, children learn to recognise and use the present perfect form of verbs in contrast to the simple past tense. They end the Unit by writing sentences in the present perfect which are grammatically accurate and correctly spelt.	<i>In the Attic</i> by Hiawyn Oram and Satoshi Kitamura
	4	5	Composition	Fiction – stories by the same author	Children listen to <b>Me and My Cat?</b> by Satoshi Kitamura and use the book as a springboard for two longer pieces of imaginative writing. First, they plan, write and read aloud new versions of the story in which they themselves swap bodies with their pet for a day. Later, children imagine what might have taken place in the school featured in <b>Me and My Cat?</b> when the story’s cat went into school in the body of a boy. Children write letters from a classmate detailing what occurred when this happened.	<i>Me and My Cat?</i> by Satoshi Kitamura

**Summer Term 1– Y3/4**  
**Cycle B - English**

Non-fiction: Letters and Postcards: Dragon Post						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Letters and postcards - <b>Dragon Post</b> by Emma Yarlett	Children enjoy reading the book <b>Dragon Post</b> and discovering the letters inside the book. They read a range of letters and discuss the different levels of formality. Answer questions about the form and content of letters and they write their own postcards and emails.	<i>Dragon Post</i> by Emma Yarlett and additional letters in the Unit resources.
	2	3	SPaG	Personal and possessive pronouns in letters	Children learn about personal and possessive pronouns. They identify pronouns used in letters and they use them in their own letters. Year 4 also learn to tell the difference between possessive pronouns and determiners.	<i>I'm Sorry</i> Hamilton Group Reader <b>PowerPoint:</b> Pronouns
	3	2	SPaG	The indefinite article/ determiners	Children are taught to use the correct form of the indefinite article <i>a</i> and <i>an</i> . They learn the rule involving vowel and consonant sounds. They practice using <i>a</i> and <i>an</i> , as well as other determiners, in lists.	<i>Dragon Post</i> by Emma Yarlett <b>PowerPoint:</b> Determiners
	4	5	Composition	Formal and informal letters - <b>Dragon Post</b> by Emma Yarlett	Children look closely at the structure and form of a range of letters, including some from <i>Dragon Post</i> . They explore the idea of a dragon becoming a class pet and they write an informal letter in role as a dragon. They then write a formal letter to the Headteacher requesting that the dragon become a permanent member of the school community.	<i>Dragon Post</i> by Emma Yarlett and additional letters in the Unit resources

**Summer Term 2– Y3/4  
Cycle B - English**

**Fiction: Short Stories: Look Both Ways by Jason Reynolds**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Fiction Short Stories	Children listen to and read the first five short stories in <b>Look Both Ways</b> by Jason Reynolds. Children discuss the use of language, dialogue and the characters from <b>Marston St - Water Bogey Babies</b> . They create a character profile of one of the four <i>Low Cuts</i> from <b>Placer St – The Low Cuts Strike Again</b> . The children read and answer questions about <b>Bastion St - Skitter Hitter</b> . They write a checklist of their walk home from school or a familiar walk, based on the style of Fatima’s checklist in the story, <b>Portal Ave - How to Look (Both) Both Ways</b> . Finally, they make a prediction of what they think will happen in <b>Burman St – Call of Duty</b> .	<i>Look Both Ways</i> by Jason Reynolds
	2	3	SPaG	Fiction Short Stories	Children listen to <b>Chestnut St – Five Things Easier to do than Simeon’s and Kenzi’s Secret Handshake</b> . They explore how dialogue can be used in a story, to reveal more about the characters and / or move the plot of the story along. They learn how to include direct speech in their writing and the rules for punctuating speech. They role-play a conversation between themselves and a child who is new to their area, recording this in script form. They then write a short scene based on their role-play, using direct speech and narration.	<i>Look Both Ways</i> by Jason Reynolds
	3	2	SPaG	Fiction Short Stories	Children listen to <b>Nestle St - Satchmo’s Master Plan</b> . They identify adverbials in the form of adverbs and prepositional phrases. They learn to use adverbials, including fronted adverbials in a sentence and punctuate them correctly. They write their own Master Plan to escape from a terrifying dog, using adverbials in each step of their plan.	<i>Look Both Ways</i> by Jason Reynolds
	4	5	Composition	Fiction Short Stories	Children listen to the final two short stories in <b>Look Both Ways; Rogers St – How a Boy Can Become a Grease Fire</b> and <b>The Corner of Portal Avenue – The Broom Dog</b> . They will also revisit an extract from <b>Portal Ave – How to Look (Both) Both Ways</b> (read in Unit 1). Children discuss, plan and write a short story about a walk home from school or a familiar walk, where something happens. They focus on creating a descriptive setting, the use of dialogue and adverbials in their stories.	<i>Look Both Ways</i> by Jason Reynolds



**Summer Term 2– Y3/4  
Cycle B - English**

Non-fiction: Instructions and Explanations: How Does It Work?						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Instructions and Explanations	Inspired by the interactive <b>Questions and answers: How does it work?</b> written by Katie Daynes, children discuss types of question and ways they can be answered; match answers to questions; answer comprehension questions; make notes using online sources; and create their own lift-the-flap questions and answers, explaining answers and justifying their opinions.	<i>Questions and answers: How does it work?</i> by Katie Daynes
	2	2	SPaG	Instructions and Explanations	Children explore conjunctions to order and explain, reading about gadgets in <b>Questions and answers: How does it work?</b> by Katie Daynes. They discuss modern technology, drawing diagrams and using conjunctions to explain how they work, verbally and then in paragraphs.	<i>Questions and answers: How does it work?</i> by Katie Daynes <b>PowerPoint:</b> Conjunctions
	3	3	SPaG	Instructions and Explanations	Children investigate adverbs to order and specify. They play games, instructing ‘robots’ to complete a range of everyday tasks; explore their own roles in helping relatives access technology; and draft and improve a set of instructions to create a written guide to a modern technology for a less techno-confident relative.	<i>Questions and answers: How does it work?</i> by Katie Daynes <b>PowerPoint:</b> Adverbs

**Summer Term 2– Y3/4  
Cycle B - English**

	4	5	Composition	Instructions and Explanations	Children apply their learning from the block, drawing on their own areas of expertise. They draft and improve a booklet which explains something about their topic of interest and includes some instructions for readers to try something for themselves. They use adverbs and conjunctions to give extra information and complete the unit with a polished information leaflet ready to share.	<i>Questions and answers: How does it work?</i> by Katie Daynes
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**Poetry: Humorous Poetry: I Bet I Can Make You Laugh**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Humorous Poetry	Children listen to a range of poems from <b>I Bet I Can Make You Laugh</b> . Learn about and identify a range of poetic devices as well as different forms of poetry. Discuss a range of poems, answer questions and compare poems. Children learn about structured poems and write a haiku or acrostic. Finally, they learn about performance and choose a preferred poem to rehearse and perform.	<i>I Bet I Can Make You Laugh – Poems</i> by Joshua Seigal and Friends
	2	3	SPaG	Humorous Poetry	Children listen to and read <b>Pigeons</b> . They learn how to identify prepositions and prepositional phrases. They use this to write their own stanza for <b>Pigeons</b> following the same structure as the original poem. Children read <b>On the Menu</b> . They write a short story as a sequel to the story / theme of the poem. They use prepositional phrases in their writing.	<i>I Bet I Can Make You Laugh – Poems</i> by Joshua Seigal and Friends <b>PowerPoint:</b> Prepositions

**Summer Term 2– Y3/4**  
**Cycle B - English**

	3	2	SPaG	Humorous Poetry	Children listen to <b>Seaside Collective</b> by Janet Philo. They identify expanded noun phrases and learn to build their own expanded noun phrases about the beach. Children listen to <b>Just a Book?</b> by Joshua Seigal. They write their own list poem about the beach, using expanded noun phrases.	<i>I Bet I Can Make You Laugh –</i> Poems by Joshua Seigal and Friends <b>PowerPoint:</b> Noun Phrases
	4	5	Composition	Humorous Poetry	Children listen to <b>Our Teacher is a Caveman</b> , by Neal Zetter. They plan and write a poem about an imaginary teacher using the same poetic structure, e.g. <i>Our Teacher is an Alien!</i> Children listen to <b>Wattle I do?</b> and <b>Yetification</b> , both by Joshua Seigal. Plan and write a story based on the subject matter of both poems – a human turning into a different creature or animal.	<i>I Bet I Can Make You Laugh –</i> Poems by Joshua Seigal and Friends







## Autumn Term 1 – Y5/6

### Cycle A - English

Fiction: Stories on a Theme: Difference						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Composition	Stories on a Theme <i>The Proudest Blue</i> <i>Perfect</i>	Listen to a story and explore perspectives. Write about a personal experience of feeling different. Discuss and answer questions about a story and create an artwork inspired by the text. Make comparisons between the books and give advice to a character. Write about what makes them feel proud.	<i>The Proudest Blue</i> by Ibtihaj Muhammad; <i>Perfect</i> by Nicola Davies <b>Essential Text if teaching the rest of the block:</b> <i>The Boy at the Back of the Class</i> by Onjali Rauf
	2	3	SPaG	Stories on a Theme <i>The Boy at the Back of the Class</i>	Revise expanded noun phrases; explore how they are built and develop evocative expanded noun phrases. Consider how they can convey complicated ideas concisely. Write a descriptive scene using expanded noun phrases.	<i>The Boy at the Back of the Class</i> by Onjali Rauf <b>PowerPoint:</b> Noun Phrases
	3	2	SPaG	Stories on a Theme <i>The Boy at the Back of the Class</i>	Explore informal and formal register. Identify examples and discuss. Write/ improve a letter to ensure a register suited to a formal audience.	<i>The Boy at the Back of the Class</i> by Onjali Rauf <b>PowerPoint:</b> Formal and Informal Language
	4	5	Composition	Stories on a Theme <i>The Boy at the Back of the Class</i>	Plan, draft, write and edit a story based on those read. Incorporate expanded noun phrases and formal and informal register in their writing.	<i>The Boy at the Back of the Class</i> by Onjali Rauf



Autumn Term 1 – Y5/6

Cycle A - English

Non-fiction: Recounts: Races in Frozen Places						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Recounts <i>Shackleton's Journey</i>	Explore <i>Shackleton's Journey</i> ; discuss recounts – create a glossary, look at text organisation. Read and summarise events and use these notes to write a formal report and a diary in role.	<i>Shackleton's Journey</i> by William Grill; a globe.
	2	3	SPaG	Recounts <i>Various</i>	Explore the use and impact of adverbs of possibility and modal verbs in recounts. Practise using them through structured tasks and roleplay. Use to write evaluatively about explorers.	Included in resources. <b>PowerPoint:</b> Language of Possibility
	3	2	SPaG	Recounts <i>Various</i>	Learn how to punctuate horizontal and vertical lists using colons, semi-colons and bullet points. Research how modern explorers meet the challenge of frozen places and present information using organisational features, including punctuated lists.	<b>Optional Texts:</b> <i>Shackleton's Journey</i> by William Grill; any reference books on Polar travel and exploration <b>PowerPoint:</b> Bullet Points, Colons and Semi-Colons in lists
	4	5	Composition	Recounts <i>The Great Serum Race</i>	Read <i>The Great Serum Race</i> and summarise events. Revise adverbs of possibility, modal verbs and list punctuation. Plan, research and write newspaper recounts presenting a different angle of events.	<i>The Great Serum Race: Blazing the Iditarod Trail</i> by Debbie S Miller

**Autumn Term 1 – Y5/6**

**Cycle A - English**





Autumn Term 2 – Y5/6

Cycle A - English

Fiction: Adventure Stories: The Girl who Stole an Elephant						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Spoken Language Comprehension	Adventure Stories <i>The Girl Who Stole an Elephant</i>	Introduce the novel: characters, setting, dilemmas. Discuss and evaluate language. Explore the character of Chaya. Prepare a Reader's Theatre performance. Summarise the events in the story so far.	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook
	2	3	SPaG	Adventure Stories <i>The Girl Who Stole an Elephant</i>	Revise rules for punctuating direct speech. Improvise dialogue, making a note of ideas and using these to write integrated dialogue.	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook <b>PowerPoint:</b> Dialogue
	3	2	SPaG	Adventure Stories <i>The Girl Who Stole an Elephant</i>	Revise how to use noun phrases to convey complicated information concisely. Discuss and evaluate the descriptive language from the book. Write a description of a setting using expanded noun phrases.	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook <b>PowerPoint:</b> Noun Phrases
	4	5	Composition Spoken Language	Adventure Stories <i>The Girl Who Stole an Elephant</i>	Writing and performing playscripts. Generate ideas for a playscript through improvisation and use these ideas to draft and write a playscript. Perform playscripts to the rest of the class. Discuss and write about the whole book.	<i>The Girl Who Stole an Elephant</i> by Nizrana Farook



**Autumn Term 2 – Y5/6**  
**Cycle A - English**

Non-fiction: Biography: The Undefeated						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension Composition	Biography <i>Jesse Owens, Louis Armstrong, Serena Williams, Langston Hughes</i>	Read and answer questions about the 1936 Olympics and Jesse Owens. Read and explore <i>The Undefeated</i> . Summarise information. Research an artist, sportsperson or musician from the book. Ask questions and gather information to plan and write a short biography.	<i>The Undefeated</i> by Kwame Alexander and Kadir Nelson <b>Optional Texts for the whole block:</b> <i>Little Leaders – Bold Women in Black History</i> and <i>Little Leaders – Exceptional Men in Black History</i> both by Vashti Harrison; <i>Black Heroes: A Black History Book for Kids</i> by Arlisha Norwood; <i>Young, Gifted and Black</i> by Jamia Wilson
	2	3	SPaG	Biography <i>Althea Gibson, Muhammad Ali, Wilma Rudolph, Ella Fitzgerald, Louis Armstrong, Miles Davies, John Lewis, Martin Luther King</i>	Learn about cohesion between and within paragraphs. Compose ‘topic sentences’ for a biography. Identify and use adverbials, conjunctions, pronouns and ellipsis for cohesion within paragraphs. Write paragraphs, using cohesive devices.	<i>The Undefeated</i> by Kwame Alexander and Kadir Nelson <b>PowerPoint:</b> Cohesion
	3	2	SPaG	Biography <i>Malorie Blackman, Mo Farah, Zadie Smith, Steve McQueen, Nicola Adams, Shirley Bassey, Paul Stephenson</i>	Examine formal language including the use of subjunctive. Write formal reflections about biographies using the subjunctive for hypothetical expressions. Use the subjunctive for recommendations and requests.	<i>The Undefeated</i> by Kwame Alexander and Kadir Nelson <b>Optional Texts:</b> <i>Young, gifted and black</i> by Jamila Wilson <b>PowerPoint:</b> Subjunctive



## Autumn Term 2 – Y5/6

### Cycle A - English

	4	5	Comprehension Composition	Biography <i>Floella Benjamin</i>	Read sections from Floella Benjamin's autobiography and make notes about her experiences and emotions. Plan, draft and write a short biography using their notes.	<i>Coming to England</i> by Floella Benjamin
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Poetry: Poems on a Theme: Hope						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Core	Poems on a Theme <i>Various</i>	Using the fantastic <b>Book of Hopes</b> , read and discuss a range of poems, developing a wider emotional vocabulary. Answer formal comprehension questions and revise poetry features. Write a metaphor poem inspired by Emily Dickinson.	<i>The Book of Hopes</i> edited by Katherine Rundell
	2	3	SPaG	Poems on a Theme <i>Various</i>	Children learn about and use relative clauses as they create magical places through sketching and prose. They write a poem, inspired by 'The Store of Magical Things', developing images with relative pronouns.	<i>The Book of Hopes</i> edited by Katherine Rundell <b>PowerPoint:</b> Relative Clauses
	3	2	SPaG	Poems on a Theme <i>Various</i>	Food is at the core of this unit. Children revise commas, colons and semi-colons through mindful sampling of strong tasting food and writing vividly to tantalise their readers. They are challenged to apply their punctuation learning to write clear	<i>The Book of Hopes</i> edited by Katherine Rundell <b>PowerPoint:</b> Commas, Colons and Semi-colons



**Autumn Term 2 – Y5/6**

**Cycle A - English**

					and varied prose.	
	4	5	Composition	Poems on a Theme <i>Various</i>	Create a <i>Class Book of Hopes</i> . Children analyse a poem and a story, evaluating their impact and considering writer intent. They create a class mission statement, and then plan, write and revise their own stories. They produce polished versions to share and create hope.	<i>The Book of Hopes</i> edited by Katherine Rundell



## Spring Term 1 – Y5/6

### Cycle A - English

Fiction: Short Stories						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Short Stories	Read and discuss this wonderful collection of short stories: <b><i>Chasing the Sun: Stories from Africa</i></b> . Children retell stories, discuss story language and structure, answer formal comprehension questions and write their own ending to an exciting story from one writer's childhood.	<i>Chasing the Sun: Stories from Africa</i> , Edited by Véronique Tadjo. <b>Optional Texts:</b> Any reference books on Africa, including atlases, and those on native animals and physical geography
	2	2	SPaG	Short Stories	Within the context of describing characters and settings, children explore how to write and punctuate relative clauses, using them to add detail and create variety and flow in sentence structure.	<i>Chasing the Sun: Stories from Africa</i> , Edited by Véronique Tadjo. <b>PowerPoint:</b> Relative Clauses
	3	3	SPaG	Short Stories	Children explore the vocabulary and grammar of formal and informal language in dialogue and narrative. They revise dialogue punctuation, use drama to develop story scenes, and write new scenes using register for impact and to give character clues.	<i>Chasing the Sun: Stories from Africa</i> , Edited by Véronique Tadjo. <b>PowerPoint:</b> Formal and informal language



### Spring Term 1 – Y5/6

#### Cycle A - English

	4	5	Composition	Short Stories	Using the fantastic <i>Hope Hunter</i> by Joseph Coelho, children discuss short story structure and ways to hook a reader. They plan, write and revise a story with themselves as a main character with a secret power. Children apply learning on relative clauses and register to produce polished short stories with vivid characters and convincing dialogue.	<b>Optional Text:</b> <i>The Book of Hopes: Words and Pictures to Comfort, Inspire and Entertain</i> Edited by Katherine Rundell
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Non-fiction: Reports: Re-Wilding						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Reports	Introduce <i>Fourteen Wolves</i> , find out about the background to the book by carrying out comprehension activities. Compare and contrast the text to other non-fiction writing on the subject. Create a poster about the effects of reintroducing wolves on the environment and write a persuasive letter to local farmers who have been negatively affected.	<i>Fourteen Wolves</i> by Catherine Barr and Jenni Desmond



### Spring Term 1 – Y5/6

#### Cycle A - English

	2	3	SPaG	Reports	Revise paragraphs by studying articles about the Yellowstone wolves. Examine texts for cohesion and discuss effective cohesive devices. Edit texts to improve cohesion.	<i>Fourteen Wolves</i> by Catherine Barr and Jenni Desmond Hamilton PowerPoint: Cohesive Devices
	3	2	SPaG	Reports	Identify active and passive voice in texts about rewilding. Make notes from a non-fiction text. Use active and passive voice to write a letter advocating for rewilding in the school grounds.	<i>Fourteen Wolves</i> by Catherine Barr and Jenni Desmond Hamilton PowerPoint: Active and Passive
	4	5	Composition	Reports	Write research questions in preparation for writing a report about the reintroduction of a UK species. Research answers. Draft, write and edit a report using the structure of <i>Fourteen Wolves</i> as a model.	<i>Fourteen Wolves</i> by Catherine Barr and Jenni Desmond

#### Poetry: Portrait Poems: A Kid in my Class

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
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## Spring Term 1 – Y5/6

### Cycle A - English

	1	5	Comprehension	Poems on a Theme	Read and perform a selection of poems from <i>A Kid in my Class</i> . Study different poetic forms: haiku, limericks, sonnets and villanelles. Analyse poems looking for 'Secret Strings', examining how the poet uses language for effect. Read and discuss portrait poems by different poets and discuss poems with different viewpoints.	<i>A Kid in My Class</i> by Rachel Rooney, illustrated by Chris Riddell
	2	2	SPaG	Poems on a Theme	Revise adverbs of possibility and modal verbs. Use these to write school reports and describe characters from the poems with varying degrees of certainty.	<i>A Kid in My Class</i> by Rachel Rooney, illustrated by Chris Riddell <b>PowerPoint:</b> Possibility
	3	3	SPaG	Poems on a Theme	Examine the use of punctuation in Rachel Rooney's poetry (including parenthesis and hyphens), learning and using the correct poetic terminology. Look at how the poet uses line breaks and punctuation for effect and edit poems using those read as an example.	<i>A Kid in My Class</i> by Rachel Rooney, illustrated by Chris Riddell.
	4	5	Composition	Poems on a Theme	Write a selection of poems in response to Rachel Rooney's poetry. Experiment with free-verse, form poetry (rondelet and triolet poems) before writing a personal poem based on <i>Russian Doll</i> .	<i>A Kid in My Class</i> by Rachel Rooney, illustrated by Chris Riddell.





Spring Term 2 – Y5/6  
Cycle A - English

Fiction: Fantasy: Howl's Moving Castle						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Fantasy	Introduce the book and the main characters in <i>Howl's Moving Castle</i> . Explore the characters through comprehension activities and visualise the settings. Watch the start of the film and compare to the book.	<i>Howl's Moving Castle</i> by Diana Wynne Jones; <i>Howl's Moving Castle</i> Studio Ghibli Animated Film (90 minutes)
	2	3	SPaG	Fantasy	Identify and punctuate relative clauses. Write about the main characters in the story using relative clauses to accentuate the description. Describe one of the settings from the book adding relative clauses and varying sentence structure/ length for effect.	<i>Howl's Moving Castle</i> by Diana Wynne Jones; <i>Howl's Moving Castle</i> Studio Ghibli Animated Film; Hamilton PowerPoint: Relative Clauses
	3	2	SPaG	Fantasy	Revise the different types of cohesive device and why writers use them. Identify where the devices have been used in extracts from the book. Write a version of the 'slime scene' incorporating cohesive devices.	<i>Howl's Moving Castle</i> by Diana Wynne Jones; <i>Howl's Moving Castle</i> Studio Ghibli Animated Film; Hamilton PowerPoint: Cohesive Devices
	4	5	Comprehension Composition	Fantasy	Read and discuss film reviews of <i>Howl's Moving Castle</i> and write a review. Plan, draft and write a fantasy story.	<i>Howl's Moving Castle</i> by Diana Wynne Jones; <i>Howl's Moving Castle</i> Studio Ghibli Animated Film



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**Cycle A - English**



### Spring Term 2 – Y5/6

### Cycle A - English

#### Non-fiction: Persuasive Texts: Advertising and Influencing

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension	Persuasive Writing	Children investigate persuasion and advertising, reading and discussing a wide range of texts. They explore language, answer comprehension questions on guerrilla advertising and product placement and write a billboard advert and persuasive email to the school governors.	<b>Optional texts:</b> <i>Made You Look: How Advertising Works and Why You Should Know</i> by Shari Graydon
	2	3	SPaG	Persuasive Writing	Using the fun context of television advertising, children explore how modal verbs and adverbs of possibility can be used to express shades of certainty and persuade audiences. They edit adverts, give feedback to advertisers and create a parody advert for a spoof exercise video.	Hamilton PowerPoint: Possibility <b>Optional texts:</b> <i>Made You Look: How Advertising Works and Why You Should Know</i> by Shari Graydon
	3	2	SPaG	Persuasive Writing	Using the contemporary issue of fake news, children explore how formal register, including the subjunctive form, can be used for very formal communication. They discuss reliability of sources, express views and write a formal guide about fake news and giving advice on how to handle it.	Hamilton PowerPoint: Subjunctive <b>Optional texts:</b> <i>Made You Look: How Advertising Works and Why You Should Know</i> by Shari Graydon
	4	5	Composition	Persuasive Writing	Becoming influencers for the week, children research, plan and write a persuasive blog post about a cause they care about. They use modal verbs, adverbs and the subjunctive form to power their persuasion. The block ends in a debate on whether advertising is a good thing after all.	<b>Optional texts:</b> <i>Made You Look: How Advertising Works and Why You Should Know</i> by Shari Graydon



### Summer Term 1 – Y5/6

#### Cycle A - English

Fiction: Adventure Stories: The Explorer						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Adventure Stories	Immerse the class in the thrilling rainforest survival story: <i>The Explorer</i> by Katherine Rundell. Children read and analyse extracts, make predictions, ask questions, answer comprehension questions and use drama to explore character and plot. They write a letter in role giving character clues.	<i>The Explorer</i> by Katherine Rundell
	2	2	Grammar	Adventure Stories	Children explore, develop and write relative clauses, using the Amazon rainforest setting as inspiration. They research and write descriptive sentences about animals and write a descriptive scene for <i>The Explorer</i> , integrating relative clauses to create vivid images.	<i>The Explorer</i> by Katherine Rundell
	3	3	Grammar	Adventure Stories	Children investigate formal and informal register in fiction. They identify dialogue in <i>The Explorer</i> , rewriting it using formal language and write a script for an argument between characters, including realistic informal dialogue. They put everything together, writing a narrative using register for effect and revising dialogue punctuation.	<i>The Explorer</i> by Katherine Rundell
	4	5	Composition	Adventure Stories	Children put everything together as they create their own beautifully illustrated chapters, inspired by <i>The Explorer</i> . They plan, write and publish a chapter predicting what will happen next after the fire. Children apply learning on relative clauses and register to produce chapters with vivid settings and realistic dialogue.	<i>The Explorer</i> by Katherine Rundell



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Cycle A - English

Non-fiction: Information Texts Kings and Queens						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension Speaking and listening	Information Texts	Introduce and explore the text, learn how to take notes and create mind-maps to present information. Give short spoken presentations using their research. Use the internet and books to carry out further research. Compare and contrast written histories.	<i>Tony Robinson's Kings and Queens</i> by Tony Robinson
	2	3	Grammar	Information Texts	Explore formal and informal language structures by comparing two texts about Henry VIII. Identify informal language in a comedy sketch and write their own script.	<i>Tony Robinson's Kings and Queens</i> by Tony Robinson
	3	2	Grammar	Information Texts	Identify the active and passive voice in a text about the Stuart kings and consolidate understanding through grammar exercises. Write about Charles II and James II using the active and passive voice.	<i>Tony Robinson's Kings and Queens</i> by Tony Robinson
	4	5	Composition	Information Texts	Compare different accounts of Henry II, looking at the style and presentation. Pose research questions about another monarch; make notes; present their information in mind maps; draft and present their accounts of their chosen monarch in a final form.	<i>Tony Robinson's Kings and Queens</i> by Tony Robinson



Summer Term 2 – Y5/6  
Cycle A - English

Fiction: Graphic Novels: When Stars are Scattered						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Graphic Novel	Children read and discuss the first three chapters of <i>When Stars Are Scattered</i> . They explore the character of Omar in particular, discussing his dilemma about school and comparing his school with their own. They learn about the elements of a graphic novel.	<i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed
	2	3	Grammar	Graphic Novel	Children explore the use of speech in <i>When Stars Are Scattered</i> . They imagine speech for blank speech bubbles and practise writing properly punctuated sentences. They write a dialogue based on the conversation about futures between Omar, Nimo and Maryam.	<i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed
	3	2	Grammar	Graphic Novel	Children learn about adverbs of possibility and modal verbs. They write about the scene where Omar hears about his interview and reflect on Omar's description of the events that brought him to the refugee camp.	<i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed
	4	5	Composition	Graphic Novel	Children read a section from the final part of the book, revisiting elements of a graphic novel. They plan their own graphic novel pages, based on similar incidents from their own lives. They read the afterwords and learn about what happened to Omar and his	<i>When Stars Are Scattered</i> by Victoria Jamieson and Omar Mohamed



**Summer Term 2 – Y5/6**

**Cycle A - English**

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Summer Term 2 – Y5/6  
Cycle A - English

Non-fiction: Instructions and Explanations: Fake News						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension	Instructions and Reports	Children delve into the world of fake news, reading and discussing a wide range of texts. They explore technical language, answer comprehension questions on spoofs and instructions, fact-check some news articles and write a report on their findings.	<i>Breaking News: How to Tell What's Real from What's Rubbish</i> by Nick Sheridan <i>Fake News: True or False Quiz Book</i> by Clive Gifford <i>Question Everything: An Investigator's Toolkit</i> by Susan Martineau
	2	3	Grammar	Explanations	Children use modal verbs and adverbs to explore how headlines manipulate, to speculate about mysterious stories and to write rules for news creators.	<i>Question Everything: An Investigator's Toolkit</i> by Susan Martineau
	3	2	Grammar	Reports	Children use bullets, colons and semi-colons for lists in the context of newsworthiness. They read and summarise emails about potential scoops and write a report on them for an editor.	<i>Breaking News: How to Tell What's Real from What's Rubbish</i> by Nick Sheridan
	4	5	Composition	Instructions and Explanations	Children create a guide to fake news using a variety of writing styles. They write a fake news report; explain what fake news is and why it is a problem; and give instructions in spotting when news is fake. After revision and polishing, they present their guide to an audience.	<i>Included in resources</i>





Summer Term 2 – Y5/6  
Cycle A - English

Poetry: Poems on a Theme: Migration						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
<p>This English Block has two Units which focus on comprehension and poetry appreciation and poetry writing. We have purposefully omitted SPaG work to allow teachers and students to fully immerse themselves in the language and emotion of the poetry and to avoid detracting from the serious nature of the subject matter.</p>						
	1	5	Comprehension	Poems on a Theme	Read a selection of poems from Michael Rosen's collection <i>On the Move</i> . Alongside this read the prose versions of the stories about his families from <i>The Missing</i> . Compare how these two types of writing portray events. Read, discuss and annotate poems with 'Secret Strings'; prepare performances of selected poems.	<i>On the Move</i> by Michael Rosen, illustrated by Quentin Blake <i>The Missing</i> by Michael Rosen
	2	5	Composition	Poems on a Theme	Read, learn and perform a selection of poems from <i>On the Move</i> . Using the poems they have read as inspiration write poetry about family and on a given theme. Use one of Quentin Blake's illustrations as inspiration for a poem. Choose one of their draft poems to edit and publish in a final version.	<i>On the Move</i> by Michael Rosen, illustrated by Quentin Blake



Autumn Term 1 – Y5/6  
Cycle B - English

Fiction: Classic Fiction: The Iron Man

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Classic Fiction	Introduce your class to the iconic <b>The Iron Man</b> by Ted Hughes. They discuss how atmosphere is created, explore and evaluate vivid language and examine how writers reveal character and induce emotion through formal comprehension questions. They roleplay an interview with the Iron Man and write a prologue in the style of the book.	<i>The Iron Man</i> by Ted Hughes
	2	2	SPaG	Classic Fiction	Revise ways to create cohesion through adverbials and conjunctions. Children improve a disjointed text based on events in <i>The Iron Man</i> , collaboratively. They then rewrite a scene from <i>The Iron Man</i> from a different point of view, aiming to write in a cohesive way.	<i>The Iron Man</i> by Ted Hughes <b>PowerPoint:</b> Conjunctions and adverbials for cohesion
	3	3	SPaG	Classic Fiction	Explore how to combine words and phrases to create expanded noun phrases with impact. Children write a description of a setting and create a monstrous creature to feature in a story scene. They investigate integrating description and action to reveal character and build tension.	<i>The Iron Man</i> by Ted Hughes <b>PowerPoint:</b> Expanded noun phrases
	4	5	Composition	Classic Fiction	Children put everything together as they write a new story about the Iron Man, imagining him waking in the future and finding the world changed and facing a new threat. Children use expanded noun phrases to build vivid images and play with sentence length, adverbials and conjunctions to create prose with impact and flow.	<i>The Iron Man</i> by Ted Hughes



Autumn Term 1 – Y5/6  
Cycle B - English

Non-fiction: Interviews and Articles

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Interviews	Introduce David Olusoga's book and read and answer questions about Black Britons from Roman and Tudor times. Explore what makes a good interview question. Research and take notes about Abolitionists and use these to answer questions in role.	<i>Black and British – An illustrated history</i> by David Olusoga
	2	3	SPaG	Articles	Learn about the active and passive voice and how it changes the tone of writing. Using articles about Black men and women in history identify examples of the active and passive voice. Write sentences using what they have learnt.	<b>PowerPoint</b> Active and Passive Voice
	3	2	SPaG	Blogposts and articles	Study formal and informal language structures and look for examples in blogposts and articles. Write a blogpost using informal language.	<b>PowerPoint</b> Formal and Informal
	4	5	Composition	Blogposts, articles and interviews	Read an article about Stormzy - discuss structures and features of a news article. Research a Black British figure and make notes. Plan and write a news article incorporating previous work on active and passive voice and informal and formal language. Identify features and structure of a blog before planning and writing one.	<i>Black and British – An illustrated history</i> by David Olusoga <b>Optional Texts:</b> <i>Little Leaders – Bold Women in Black History</i> by Vashti Harrison <i>Little Leaders – Exceptional Men in Black History</i> by Vashti Harrison



Autumn Term 2 – Y5/6  
Cycle B - English

Fiction: Science Fiction: Boy in the Tower						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Science Fiction	Read the first part of <b>Boy in the Tower</b> , exploring the features of the science fiction genre. Learn about the main characters and write descriptively about an imagined incident, create character profiles. Answer formal comprehension questions and make predictions about the next part of the story.	<i>Boy in the Tower</i> by Polly Ho-Yen
	2	3	SPaG	Science Fiction	Continue reading the story, examining how the author develops characters and settings. Learn about using and punctuating relative clauses. Write correctly punctuated sentences containing relative clauses to describe a character. Practise using short and long sentences to write a paragraph describing a setting from the story.	<i>Boy in the Tower</i> by Polly Ho-Yen <b>PowerPoint:</b> Relative Clauses
	3	2	SPaG	Science Fiction	Revise the use of the subjunctive in formal writing. Identify and write conditional statements using the subjunctive. Write a letter from Gaia to Ade offering advice on what to do using the subjunctive to offer hypothetical suggestions.	<i>Boy in the Tower</i> by Polly Ho-Yen <b>PowerPoint:</b> Formal and informal language – using the subjunctive



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	4	5	Composition	Science Fiction	Finish reading the book and compare what happened to predictions made in Unit 1. Plan, draft, write and edit the story of two other characters who survived in the tower blocks and how they made their escape. Incorporate relative clauses and use the subjunctive for hypotheticals.	<i>Boy in the Tower</i> by Polly Ho-Yen
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**Non-fiction: Non-Chronological Reports: Awesome Oceans**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension	Non-chronological reports	Children explore the text <b>My Encyclopedia of Very Important Oceans</b> . They revise the key features of information texts and learn to summarise information effectively for a younger audience. Use the internet to carry out further research into mythical sea creatures. Create own clearly presented fact cards.	<i>My Encyclopedia of Very Important Oceans</i> , DK
	2	3	SPaG	Non-chronological reports	Children learn to use complex punctuation (colons, bullet points and semi-colons) accurately. They add in punctuation to existing writing and create their own prose page using complex punctuation correctly.	<i>My Encyclopedia of Very Important Oceans</i> , DK <b>PowerPoint:</b> Complex punctuation



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**Cycle B - English**

	3	2	SPaG	Non-chronological reports	Children explore using cohesive devices within and between paragraphs. They re-write given text so that it is more cohesive using a range of devices. They sort writing into paragraphs that are well linked and organised.	<i>My Encyclopedia of Very Important Oceans</i> , DK <b>PowerPoint:</b> Cohesive devices
	4	5	Core	Non-chronological reports	Children each plan, research and create their own information page in the style of <b>My Encyclopedia of Very Important Oceans</b> . They use the key features of information texts and ensure that their page is effectively presented and easy for younger children to access.	<i>My Encyclopedia of Very Important Oceans</i> , DK

**Poetry: Poems on a Theme: Poetry from Diverse Voices**

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poetry	Read and discuss a selection of poetry. Perform a poem; explore a stanza and write a summary. Identify poetry techniques, evaluate and compare. Write a group poem on a theme.	<i>Wicked World!</i> by Benjamin Zephaniah; <i>Spin!: 10 Exciting New Voices in Poetry</i> by Joseph Coelho
	2	2	SPaG	Poetry	Explore modal verbs with poems about relationships as a context. Practise identifying and using them through structured tasks and discussion. Use to give written advice.	<i>Wicked World!</i> by Benjamin Zephaniah; <i>Spin!: 10 Exciting New Voices in Poetry</i> by Joseph Coelho



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Cycle B - English

	3	3	SPaG	Poetry Non-fiction	Read articles about experiences of being different and explore punctuation. Explore punctuation in poetry and use to prepare and inform performance. Write an introduction to a poem, using punctuation for impact.	<i>Wicked World!</i> by Benjamin Zephaniah; <i>Spin!: 10 Exciting New Voices in Poetry</i> by Joseph Coelho <i>What is Race? Who are Racists? Why Does Skin Colour Matter? And Other Big Questions</i> by Claire Heuchan and Nikesh Shukla <b>PowerPoint:</b> Sentences and Punctuation
	4	5	Composition	Poetry Debate	Read a poem and reflect on what diversity means. Discuss ideas, develop notes, draft and refine a personal poem. Listen to a poem about a news story. Prepare ideas for a persuasive argument (modal verbs) and have a debate.	<i>Wicked World!</i> by Benjamin Zephaniah; <i>Spin!: 10 Exciting New Voices in Poetry</i> by Joseph Coelho



Spring Term 1 – Y5/6  
Cycle B - English

Fiction: Adventure Story: *Holes* by Louis Sacher

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Adventure Stories	Share the opening chapters of <b>Holes</b> by Louis Sacher. Children discuss impressions, questions and predictions; make inferences about characters, giving evidence from the text; answer comprehension questions; and plot a chapter as a line graph, exploring tension and point of view. They end the unit writing a letter in role, describing characters and recounting key events.	<i>Holes</i> by Louis Sacher
	2	2	SPaG	Adventure Stories	Children investigate expanded noun phrases, discussing the world of <b>Holes</b> by Louis Sacher. They build powerful expanded noun phrases in different ways, and then use some to write a persuasive speech, vividly describing the setting and atmosphere of Camp Green Lake.	<i>Holes</i> by Louis Sacher <b>PowerPoint:</b> Expanded noun phrases
	3	3	SPaG	Adventure Stories	Children explore informal and formal language in the context of dialogue and narration. They watch a film clip from an adaptation of <b>Holes</b> , and develop their own scene, inspired by the novel, through role-play. They write a script and then adapt this to create a short, narrated chapter with punctuated dialogue.	<i>Holes</i> by Louis Sacher <b>PowerPoint:</b> Dialogue
	4	5	Composition	Adventure Stories	Children apply their learning in context, writing the next chapter for <b>Holes</b> , building expanded noun phrases for atmosphere and including realistic dialogue. They plan, draft and publish their chapters, illustrating and presenting them in a way that will be irresistible for their readers.	<i>Holes</i> by Louis Sacher





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Cycle B – English

Non-fiction: Biographies: Rise Up: Ordinary Kids with Extraordinary Stories						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension, summarizing and note taking.	Biographies/ autobiographies. <b>Rise Up: Ordinary Kids with Extraordinary Stories</b>	Children read a range of biographies about children who have achieved incredible things. They identify the key features of a biography and discuss what makes these stories inspirational. They summarise one of the texts and they make notes. Finally, they re-write a biography in the form of an autobiography.	Biographies from <i>Rise Up: Ordinary Kids with Extraordinary Stories</i> by Amanda Li.
	2	3	SPaG	Biographies <b>Rise Up: Ordinary Kids ...</b>	Children learn the difference between the active and passive voice. They identify the passive voice within biographies and they write active and passive sentences. They write a report using the passive voice.	Biographies from <i>Rise Up: Ordinary Kids with Extraordinary Stories</i> by Amanda Li. <b>PowerPoint:</b> Passive Voice
	3	2	SPaG	Biographies <b>Rise Up: Ordinary Kids ...</b>	Children learn about the perfect form of verbs. They identify different verb forms and discuss how they could be used within a biography. They practice using the perfect form of verbs as they re-write a biography.	Biographies from <i>Rise Up: Ordinary Kids with Extraordinary Stories</i> by Amanda Li. <b>PowerPoint:</b> Perfect form



	4	5	Composition	Biographies/ persuasive letters <b>Rise Up: Ordinary Kids...</b>	Children enjoy reading more inspirational biographies. They carry out further research about someone who inspires them and they plan and write a short biography. They create a persuasive letter for a film producer, asking them to create a film based on their biography.	Biographies from <i>Rise Up: Ordinary Kids with Extraordinary Stories</i> by Amanda Li.
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Cycle B – English

Fiction: Humorous Fiction: The Day the Screens Went Blank

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Humorous Stories	Introduce the text <b>The Day the Screens Went Blank</b> . Make predictions and answer comprehension questions about extracts. Explore comic writing techniques and improvise comic scenes. Use the notes from the role-play to write a comic scene using some of the techniques discussed. Reflect on the story so far and write a mid-point review.	<i>The Day the Screens went Blank</i> by Danny Wallace.
	2	3	SPaG	Humorous Stories	Consider how the characters might be feeling at different stages of the story and use modal verbs and adverbs of possibility to describe their emotions. Identify modal verbs in a non-fiction text about screen use and consider arguments for and against having a 'screen free' day.	<i>The Day the Screens went Blank</i> by Danny Wallace. <b>PowerPoint:</b> Degrees of Possibility
	3	2	SPaG	Humorous Stories	Use the PowerPoint to teach about commas, colons and semi-colons. Look at images of 'old technology' and discuss. Practise using commas, colons and semi-colons correctly before writing a description using these punctuation marks correctly.	<i>The Day the Screens went Blank</i> by Danny Wallace. <b>PowerPoint:</b> Commas, colons and semi-colons
	4	5	Composition	Humorous Stories	Using <b>The Day the Screens Went Blank</b> as a model, plan, draft and write a funny story. Use the structure of the story and the comic techniques discussed in this block, bringing in the grammar taught in Units 2 and 3 as appropriate. Make plans for publishing and sharing the stories.	<i>The Day the Screens went Blank</i> by Danny Wallace.



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Cycle B – English

Non-fiction: Reports and Recounts: Space						
Date	Unit	Recommended no. of days. adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension	Reports and recounts	Children listen to <b>Hidden Figures</b> by Margot Lee Shetterly. They explore features of a non-fiction text in the form of an impersonal recount. The children read and answer comprehension questions about two of the women. They research information about one of the women and write a magazine article about them and their achievements. The children listen to <b>Curiosity – The Story of a Mars Rover</b> by Markus Motom. They write questions and research answers to their own questions using non-fiction texts and internet research.	<i>Hidden Figures - The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly <i>Curiosity – The Story of a Mars Rover</i> by Markus Motom <b>Optional Texts</b> selection of non-fiction texts about the subject; magazine articles from children’s magazines
	2	3	SPaG	Reports and recounts	Children read two BBC Newsround news articles; <b>Nasa names street ‘Hidden Figures Way’</b> and <b>Meet Jessica Watkins: Meet the first black woman to work on the ISS</b> . They learn how to identify and use adverbials, conjunctions, and pronouns to avoid repetition and ellipsis for cohesion in a text. They discuss features of a newspaper report and write a short newspaper report about one of the four <b>Hidden Figures</b> using the <b>cohesive devices</b> focused on in this unit.	<i>Hidden Figures – The True Story of Four Black Women and the Space Race</i> by Margot Lee Shetterly <b>PowerPoint</b> Cohesive Devices
	3	2	SPaG	Reports and recounts	Children read about the Mars rovers using a range of NASA websites. They learn how to identify and add <b>parentheses</b> , using brackets, dashes and commas in non-fiction texts about the planet Mars and Mars rovers. They write a personal recount in the form of a postcard from the Curiosity rover including sentences with parentheses.	<b>Optional Text</b> <i>Curiosity – The Story of a Mars Rover</i> by Markus Motom <b>PowerPoint</b> Paranthesis
	4	5	Composition	Reports and recounts	Children listen to (revisit) <b>Curiosity – The Story of a Mars Rover</b> by Markus Motom. They research, plan and write a non-chronological report in the form of a non-fiction text double page spread. They include cohesive devices and parentheses in their writing. Then children watch the landing of the Perseverance Rover on Mars and the reaction of the Mission team. In the role of one of the Mission Team members, children role-play, plan and write a personal diary recount about this event.	<i>Curiosity – The Story of a Mars Rover</i> by Markus Motom



Spring Term 2 – Y5/6  
Cycle B – English

Poetry: Poems on a Theme: Poems from a Green and Blue Planet						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Spoken Language Comprehension	Poems on a Theme <i>Poems from a Green and Blue Planet</i>	Look at two of Sabrina Mahfouz's poems, practising one for performance, before exploring the anthology. Read, discuss and compare poems, examining poetic features and presenting their ideas.	<i>Poems from a Green and Blue Planet</i> , edited by Sabrina Mahfouz
	2	3	SPaG	Poems on a Theme <i>Poems from a Green and Blue Planet</i>	Look at a selection of poems from the collection, examine and discuss how the poets use punctuation, including parenthesis and hyphens. Edit poems to add line-breaks and punctuation.	<i>Poems from a Green and Blue Planet</i> , edited by Sabrina Mahfouz
	3	2	SPaG	Poems on a Theme <i>Poems from a Green and Blue Planet</i>	Explore the vocabulary in a selection of poems, using dictionaries to find definitions of unfamiliar words and thesauruses to find synonyms. Y6 also explore antonyms. Write own poems based on those read.	<i>Poems from a Green and Blue Planet</i> , edited by Sabrina Mahfouz
	4	5	Composition	Poems on a Theme <i>Poems from a Green and Blue Planet</i>	Explore four poems from the anthology: discuss each poem and complete a writing activity. Choose one poem to edit and present in a final format.	<i>Poems from a Green and Blue Planet</i> , edited by Sabrina Mahfouz



**Summer Term 1 – Y5/6**  
**Cycle B – English**

Fiction: Short Stories: Happy Here						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension and discussion	Short Stories <b>Happy Here: 10 Stories by Black authors &amp; Illustrators</b>	Children enjoy reading a selection of stories from <b>Happy Here</b> . They explore character, setting and plot and they compare themes across the stories. They make predictions and answer questions about the introduction, considering the importance of everybody being able to see themselves in stories.	<b>A House Like No Other</b> by Alexandra Sheppard, <b>Amelia St Clair and the Long-Armed Killer</b> by Joseph Coelho and <b>Once</b> by Clare Weze (all in <b>Happy Here</b> introduced by Sharna Jackson)
	2	3	Grammar and descriptive writing	Relative clauses <b>Wake</b> by Jasmine Richards	Children read the story <b>Wake</b> and they discuss different kinds of superpowers. They learn about relative clauses and they use relative clauses to describe characters in the story. They write their own description of a superhero using relative clauses.	<b>Wake</b> by Jasmine Richards, page 209 in <b>Happy Here</b> . <b>PowerPoint:</b> Relative clauses
	3	2	Grammar and cohesive writing	Adverbs of time <b>A Good Weekend</b> by Theresa Lola	Children read the poem <b>A Good Weekend</b> and use it as inspiration for their own writing about a good weekend. They identify adverbs of time within a text and they use adverbials of time to create cohesion within and between their own paragraphs.	<b>A Good Weekend</b> by Theresa Lola, page 77 in <b>Happy Here</b> <b>PowerPoint:</b> Adverbials of Time
	4	5	Composition	Short Stories anthology <b>Happy Here</b> Introduced by Sharna Jackson	Children return to the story <b>A House Like No Other</b> and learn to retell it. They plan and write a short story with a similar structure, involving a character who grows in confidence after finding a magical item. They focus on building drama in their story and creating cohesive paragraphs. They proofread and edit the story before sharing it with someone.	<b>A House Like No Other</b> by Alexandra Sheppard, page 1 in <b>Happy Here</b> .



Summer Term PAGE 1  
– Y5/6  
Cycle B – English

Non-fiction: Chronological & Non-chronological Reports: *Survivors*

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Reports	Share some exciting real-life survival stories from <b>Survivors</b> by David Long. Children discuss the impact and style of the texts; answer comprehension questions; compare personal and impersonal reports; and summarise key events. They end the unit writing a personal, chronological reports, based on their reading and with a strong sense of audience.	<b>Survivors: Extraordinary Tales from the Wild and Beyond</b> by David Long
	2	3	SPaG	Reports	Children investigate relative clauses, reading about and picking out features of extreme environments, from <b>Survivors</b> by David Long, to help them build relative clauses and use in increasingly varied sentences. They use some of these ideas to write descriptively (and non-chronologically) about an illustration from the essential text.	<b>Survivors: Extraordinary Tales from the Wild and Beyond</b> by David Long <b>PowerPoint:</b> Relative Clauses
	3	2	SPaG	Reports	Children explore cohesion between and within paragraphs. Reading extracts from <b>Survivors</b> , they create and develop a cohesive phrase bank. Through drama, children imagine untold viewpoints from their reading, asking questions and answering in role. They write cohesive chronological reports for a children's newspaper using these ideas.	<b>Survivors: Extraordinary Tales from the Wild and Beyond</b> by David Long <b>PowerPoint:</b> Cohesion
	4	5	Composition	Reports	Children write podcast episodes about the Tham Luang Cave rescue, combining chronological and non-chronological elements in their reports. They research the topic, make notes, plan, write and improve their reports, including relative clauses for detail and cohesive devices to ensure that their podcasts flow. Guidance for simple podcast creation is included in the resources.	<b>Survivors: Extraordinary Tales from the Wild and Beyond</b> by David Long



Summer Term 2 – Y5/6  
Cycle B – English

Fiction: Modern Fiction: Framed						
Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Modern Fiction	Inspire your class with the funny and moving <b>Framed</b> by Frank Cottrell-Boyce. Children explore the impact of story openings; answer comprehension questions; investigate dialogue and character clues and role play an unseen event. They end the unit writing anecdotes, inspired by their reading.	<b>Framed</b> by Frank Cottrell-Boyce
	2	2	SPaG	Modern Fiction	Enjoying the misunderstandings in <b>Framed</b> by Frank Cottrell-Boyce, children explore common sayings, extending and subverting with conjunctions for co-ordination and subordination. They then use colons and semi-colons to link clauses, as they theorise about some of the story's mysteries.	<b>Framed</b> by Frank Cottrell-Boyce <b>PowerPoint:</b> Clauses, colons and semi-colons
	3	3	SPaG	Modern Fiction	In an art inspired unit, children compare the register of the narrator's descriptions of art in <b>Framed</b> to that of The National Gallery. They then role play a formal and informal tour of some of the paintings. Writing opportunities include writing formal panels to describe pieces of art and writing an argument script about art with contrasting registers.	<b>Framed</b> by Frank Cottrell-Boyce <b>PowerPoint:</b> Formal & Informal Language
	4	5		Modern Fiction	Children plan and write the next part of <b>Framed</b> with a new narrator. They develop a new narrative voice and contrast the register of narration and dialogue. They create impact through sentence structure, linking clauses with conjunctions, colons and semi-colons. They edit their final draft using advice from Cottrell-Boyce to bring their writing 'to life'.	<b>Framed</b> by Frank Cottrell-Boyce





Summer Term 2 – Y5/6  
Cycle B – English

Non-fiction: Persuasive Writing: Historic Speeches

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre	Summary of content	Resources needed
	1	5	Comprehension Speaking and Listening	Persuasive Speeches	Introduce and explore <i>Talking History</i> . Research some of the stories behind the speeches and summarise what they have found out. Read shortened version of the speeches and look up unfamiliar language. Examine the structure and learn about rhetorical terms – ethos, logos and pathos. Practise reading aloud one of the speeches studied so far.	<i>Talking History</i> by Joan Haig and Joan Lennon
	2	2	SPaG	Persuasive Speeches	Examine the Gettysburg address and identify the tone used. Use the PowerPoint to learn about formal and informal language. Children sort phrases into formal and informal and write their own informal versions of formal phrases. Write a short speech about homework using formal phrases in context.	<i>Talking History</i> by Joan Haig and Joan Lennon <b>PowerPoint:</b> Formal and Informal Language
	3	3	SPaG	Persuasive Writing	Focus on Martin Luther King’s ‘I have a dream’ speech. Identify modal verbs, parentheses and active and passive voice and learn about how these are useful in persuasive writing using the PowerPoints. Y5 complete grammar exercises, Y6 plan and write a double-page spread about Dr King demonstrating how to use these features.	<i>Talking History</i> by Joan Haig and Joan Lennon <b>PowerPoints:</b> Active and Passive Voice, Modal Verbs, Parenthesis
	4	5	Composition Speaking and Listening	Persuasive Writing	Discuss issues which are important to the children. Children identify an issue which they feel strongly about to write a speech about. Develop a structure, research and plan content before drafting and writing a speech, working in pairs to offer feedback for editing and improvement. Rehearse their speech and deliver to an audience.	<i>Talking History</i> by Joan Haig and Joan Lennon



Summer Term 2 – Y5/6  
Cycle B – English

Poetry: Poems on a Theme: I am Unique

Date	Unit	Recommended no. of days. Adjust as wanted.	Focus	Genre and texts	Summary of content	Resources needed
	1	5	Comprehension	Poetry	Capture the imagination of your class with the extraordinary <b>Life Doesn't Frighten Me</b> by Maya Angelou. Children explore poems about identity and feelings, reading, discussing and making comparisons. They answer comprehension questions, investigate figurative language and complete the unit writing a metaphor poem about themselves.	<b>Life Doesn't Frighten Me</b> by Maya Angelou; <b>Being Me: Poems About Thoughts, Worries and Feelings</b> by Liz Brownlee <b>Rhythm and Poetry</b> by Karl Nova
	2	3	SPaG	Poetry	Children read poems from <b>Being Me: Poems About Thoughts, Worries and Feelings</b> by Liz Brownlee which describe special places. They develop and use expanded noun phrases to describe real and mental happy places in a descriptive piece of writing.	<b>Being Me: Poems About Thoughts, Worries and Feelings</b> by Liz Brownlee
	3	2	SPaG	Poetry	Poetry from <b>Being Me: Poems About Thoughts, Worries and Feelings</b> by Liz Brownlee inspires children to use modal verbs and adverbs of possibility in their talk and writing. They speculate about peer pressure, give advice to their younger selves and imagine the hopes and dreams of inanimate objects.	<b>Being Me: Poems About Thoughts, Worries and Feelings</b> by Liz Brownlee <b>Rhythm and Poetry</b> by Karl Nova
	4	5	Composition	Poetry	In a creative end to the block, children write poetry, prose and create art inspired by <b>Life Doesn't Frighten Me</b> by Maya Angelou and Karl Nova's <b>For Not Against</b> . They craft an illustrated poetry book and write powerfully on a passion, using expanded noun phrases and adverbs and modal verbs. There are two bonus art activities included which explore the art of Jean-Michel Basquiat and challenge children to create their own identity artwork.	<b>Life Doesn't Frighten Me</b> by Maya Angelou <b>Rhythm and Poetry</b> by Karl Nova





