Teacher: Mrs Abel Topic: The Great Outdoors

Text: Various playground rhymes Genre: Traditional rhymes

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| Intent | Implementation | | Impact |
| Learning Objective | Teaching | Activity | Learning Outcomes |
| To listen to a range of rhymes and songs.  To recognise and join in  with language patterns and repetition.  To listen to what others say. | Teach children some playground rhymes, encouraging the children to join in using actions. Use film versions to  support where available.  Explain that we will be learning and performing the rhymes to children in Foundation Stage. | In small groups, children sing familiar playground rhymes, including skipping or clapping where appropriate.  Send envoy/s to other groups who then teach others their playground rhyme with actions. | Children will be able to listen to a range of rhymes and songs.  Children will be able to recognise and join in with language patterns and repetition.  Children will be able to teach others a new rhyme or song. |
| To identify capital letters for names and places. | focus on capital letters for names of people and places. Identify capital letters for names of people and places. | Practise writing some e.g. *Shoreditch*. *London Bridge, Michael* *Finnigan* | Children will be able to identify and use capital letters for names of people and places. |
| To introduce and discuss key vocabulary. To recognise and join in with language patterns and repetition. | Pre-teach selected vocabulary. Discuss the meanings of unfamiliar words.  Through shared reading and viewing, immerse the children in a wider range of rhymes and songs. Discuss and explore the different patterns created; repeated sounds; repeated words and phrases; how the text is laid out on page or screen. | Perform some of the rhymes, using music, actions and other props where appropriate. | Children will be able to explore new  vocabulary in context. Children will be able to identify rhyming words.  Children will be able to identify repeated  words. |
| To recite rhymes and poems by heart. | Through shared reading and viewing, immerse the children in a wider range of rhymes and songs. | Provide small groups with new or unfamiliar playground rhymes to learn and recite off by heart. Groups perform and teach the rest of the class the rhyme. | Children will be able to recite rhymes and poems off by heart. |
| To make personal reading choices and explain reasons for choices.  To listen to what others say. | As a class, select favourite rhymes from those explored in the unit. Discuss why choices have been made and what  children like about their favourite rhymes. Play ‘pass the microphone’, holding it to say and complete the phrase *My favourite is…because…* | Children record their preferences in writing. | Children will be able to express their preferences and provide reasons for their views, orally and in writing. |
| To recognise language patterns. | Focus on one particular rhyme which links with the theme. Model the identification of the rhyming words and patterned language. | Children work with a partner to identify the rhyming words in a given rhyme. | Children will be able to identify rhyming words. |

Teacher: Mrs Abel Topic: The Great Outdoors

Text: Goat and Donkey in the Great Outdoors Genre: stories with a familiar setting

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| To add the suffix –ing. | Grammar warm up adding –ing where no change to the root word is required. | Whole class activity reading and spelling words using whiteboards | Children will be able to add suffixes to verbs where no spelling change is needed, e.g. help, helping; camp, camping; jump, jumping; |
| To explain the meaning of new vocabulary. To clap syllables in words. | Read the text and discuss meaning of new vocabulary. Use chunking to read multisyllabic words. | Clap the syllables together. | Children will be able to explain the meaning of new vocabulary introduced via a text. Children will be able to clap syllables in words with two or three syllables. |
| To generate questions about a story. To use question marks. | Model asking questions about the story so far linked to characters or the storyline and ask children to do the same. | Children write their questions remembering to use question marks. | Children will be able to generate questions about the story and answer them. Children will be able to use question marks. |
| To explain how the suffixes –s –es –ing –ed alter words. | grammar warm up – PowerPoints to explain/recap rules | Partner discussion then whole class feedback | Children will be able to explain how words have altered by adding – s, -es, -ing, -ed  making links to plurals and past tense. |
| To examine words with contractions when reading. | Finish reading the story. Discuss use of contractions and which words have been contracted each time. | Children read words with contractions | Children will be able to read words with  contractions in the text being read e.g. *hadn’t, it’s, wouldn’t* |
| To answer questions generated from the text. | Practise answering some of the questions from last lesson in role. | Children retell the story in groups and answer the questions from yesterday. | Children will be able to generate questions about the story and answer them. |
| To orally retell familiar stories.  To orally plan and rehearse ideas.  To sequence ideas and events in narrative.  To use familiar plots for structuring the opening, middle and end of the story. | Use story maps and key vocabulary to support oral re-telling e.g*. in the beginning, after that, a bit later.*  Model chunking the story into key events using a plot pattern e.g.  Examine events and use time words to re-tell the events. Use images from the book to support retelling. Provide time  words and phrases, including formulaic phrases:  **-** Once upon a time/ One cold day in winter/ One summers day  **-** First of all  **-** Then  **-** After that  **-** Before long/Later on  **-** In the end  Create a simple whole class toolkit of features, e.g. *two characters, setting, events, time words.* | Ch practise telling the story orally in pairs then merge two groups and children retell the story to each other. Discuss. | Children will be able to use story maps and images and to support oral re-telling of the story.  Children will be able to use time words and formulaic phrases during re-telling.  Children will be able to discuss features of a selected story and create a class checklist e.g. *characters, setting, events, time words,* *formulaic phrases.* |
| To extend range of joining words to link words and clauses e.g. *and, but, because.* | Grammar warm ups - focus on using joining words to link words and clauses  e.g*. and, but, because,* rereading every sentence to check it makes sense, and punctuating with capital letters and full. | Whole class. Children choose the correct word to complete sentences and then proofread for punctuation. | Children will be able to use simple joining words to link words and clauses e.g. *and, but,* *because* |
| To use familiar plots for structuring the opening, middle and end of their stories. | Discuss ideas for children to innovate the story by changing the characters, using different questions, using different activities to entertain. | Children create their own story map and then rehearse their story. Orally retell their story to a partner. | Children will be able to use familiar plots for structuring the opening, middle and end of their stories.  Children will be able to retell their new story. |
| To reread every sentence to check it makes sense.  To use the capital letter for the personal pronoun ‘I’.  To use punctuation to demarcate simple sentences (capital letters and full stops).  To add suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think-thinking etc.*  To use question marks and exclamation marks.  To extend range of joining words to link words and clauses e.g. *and, but, because*  To sequence ideas and events in narrative.  To compose and sequence their own sentences to write short narratives. | Use the new plot pattern created. Use shared writing techniques to model a section at a time. Focus on skills – adding suffixes to verbs where **no spelling change is needed** to the root word, e.g. *help – helping, camp – camping, think - thinking*  *etc and* using question marks and exclamation marks. | Children write their story over two lessons. | Children will be able to write their own  narrative which includes:  **-** full stops and capital letters.  **-** sentences which make sense.  **-** verbs where **no spelling change is needed** to the root word.  **-** simple joining words to link ideas e.g. *and.*  **-** features of simple narrative, such as an  opening, middle and end.  **-** question marks and exclamation marks |