

# BILSTON CHURCH OF ENGLAND PRIMARY



## MEDIUM TERM PLANNING

Subject	Genre for Text focus	Year Group	Term	Time Allocation
English	Spring 1 Traditional Tales/Animal Stories. /Poetry. Spring 2 Historical fiction /Information Texts/Animal fiction	1	Spring	14 weeks
<b>Spring 1</b>				
<p><b>NC skills explored linked to topic.</b></p> <p><b>Spoken language:</b></p> <ul style="list-style-type: none"> <li>• Build vocabulary</li> <li>• Give well-structured descriptions, explanations and narratives</li> <li>• Participate in discussions, presentations, performances, role play, improvisations and debates</li> </ul> <p><b>Reading comprehension:</b></p> <ul style="list-style-type: none"> <li>• Link what is read or heard to own experiences</li> <li>• Retell stories and consider their characteristics</li> <li>• Discuss word meanings, linking new meanings to those already known</li> <li>• Draw on what they already know</li> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Participate in discussion about what has been read to them</li> <li>• Explain clearly understanding of what is read to them</li> </ul> <p><b>Writing composition:</b></p> <ul style="list-style-type: none"> <li>• Say out loud what is going to be written about</li> <li>• Compose a sentence orally before writing it</li> <li>• Sequence sentences to form short narratives</li> <li>• Re-read what they have written to check that it makes sense</li> <li>• Discuss what has been written with the teacher or other pupils</li> <li>• Read writing aloud clearly enough to be heard by peers and the teacher</li> <li>• Spell words containing phonemes already taught</li> <li>• Spell common exception words</li> </ul>				
<b>Duration</b>	<b>Resource, Genre and Purpose</b>		<b>Learning intentions.</b>	
2 weeks	The Lion inside Pathways to write Spring 1		<b>Unit Overview</b> A story about a mouse who befriends a large animal in the African Savannah	

<p>45 min lesson</p>	<p><b>(Narrative)</b></p> <p><b>Purpose:</b> To entertain</p>	<p><b>(Link well with Animal topics in science)</b></p> <p><b>Writing outcome 1.</b> To write a story about a small animal (mouse) who befriends a large animal in the African Savannah.</p> <p><b>Greater Depth Writing Outcome:</b> To write a story about a small animal who befriends a large animal in the African savannah, including two new animals (small animal and large animal)</p>
<p><b>NC spellings linked to topic.</b></p> <p>he, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, put, house,</p>	<p><b>Ambitious Vocabulary Linked to topic.</b></p> <p>decide, fierce, ferocious, meek, discover, delighted hungry, greedy, tawny, tame, glorious, distressed, helpless, weary, slumber, foe.</p>	

**Cycle 1,  
week 1**

**Viper reading focus (Build vocabulary and predict) (Session 1)**

Look at the image on the front cover of the text 'The Lion Inside.' Ask the pupils what creatures are on the front cover. Discuss what we know about these creatures? On the whiteboard have the image from the blurb including the text: What does this mean? Discuss the meaning of brave, discovers, journey. Predict what our story might be about and where the setting might be.

**Skill: To use capital letters and full stops. (Session 2)**

Label the image with post-it notes detailing everything that can be seen. Focus on the clear application of phonics and support pupils with given words where required e.g. rocks, sunset, trees, nose, legs, tail, stripes. Ask the pupils to add sound buttons to each of their words. Look at the words that have been created and model how write a sentence and punctuate accurately.

**Skill: To use the conjunction 'and' (Session 4)**

Read up to 'If only...I could be more like that.' What have you learned about Mouse? How do you think Mouse feels at this point? Ask pupils to explain reasons. Use the words chosen during role on the wall activity to create some statements about mouse and encourage the use of and (use full stops and capital letters). Mouse is quiet and little. If time allows look at alternative words with to extend vocabulary for the children that are able.

**Skill: To use the conjunction 'and' (Session 5)**

Read on further. What have you learned about Lion? How do you think Lion feels at this point? Ask pupils to explain reasons. Use the words chosen during role on the wall activity to create some statements about lion and encourage the use of and (use full stops and capital letters). Lion is big and strong. If time allows look at alternative words with to extend vocabulary for the children that are able.

**Skill: To use the prefix 'un' (Session 4/5)**

Look at a variety of words to describe both animals. The Lion is happy but the mouse is unhappy. The mouse is kind but the lion is unkind. Look at different words to describe the characters and write sentences about them to show how they are different. Focus on how the prefix un changes the meaning of the word.

**Cycle 1,  
week 2**

**Viper reading focus (Build vocabulary and infer) (session 7)**

Can pupils find any words in the text read so far with an -ed, -er, -est, -ing ending? (focus on where no change is needed to the root of the word e.g. missed, impressed, quietest, meekest, showing). Read up to 'If you want to change, you first have to change YOU.' What is happening? How does the

mouse feel now? I need to be braver and try to make some new friends. I want to be louder and make sure everyone can hear me. Use the words in context to develop vocabulary.

**Skill: To use suffixes 'er and est' (Session 9)**

Read to the end of the text. Pupils work in pairs in role as lion or mouse. Together they should share their opinions of each other. Use magic microphone to share. Encourage pupils to use -er and -est endings in their discussions. You are taller than me the tallest creature I know. Encourage lot's of discussion. Pupils write their own description. My new friend lion is taller than me and I am braver than him. I talk to lion and he talks to me. Lion is strong and he likes to laugh.

**Skill: To plan a story (Session 12)**

In groups, look at images of animals and describe what can be seen: small animals (ant, shrew, beetle, hedgehog, mouse) and large animals (elephant, tiger, rhinoceros, zebra, hippopotamus). Organise into groups of big and small animals. Decide on two animals for your story. Prompt discussion about what will happen and create a simple plan.

**Skill: To write a story (Session 5)**

Use the given template to re write the story based on the Lion and the Mouse using other animals or just changing one animal. Allow lot's of time for discussion reinforcing the vocabulary bigger biggest, smaller, smallest.

**Skill: To edit and improve:**

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Have they used:

- Brilliant basics?
- The conjunction 'and' to join some sentences?
- The prefix 'un'?
- The Suffix 'er' and 'est'.

**NC skills explored linked to topic.****Spoken language:**

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**

- Link what is read or heard to own experiences
- Retell stories and consider their particular characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them
- Explain clearly understanding of what is read to them

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p><b>Little Red Riding Hood (Narrative) –</b></p> <p>Resources to support on TES/Hamilton and Scholastic.</p> <p><b>Purpose – To Inform</b></p>	<p><b>Overview</b> A story all about A little Girl who comes face to face with the Big Bad Wolf. <b>(Link well with Animal topics in Science)</b></p> <p><b>Writing outcome:</b> To write a diary account of Little Red Riding Hood about her visit to Grandma’s.</p> <p><b>Greater depth writing outcome:</b> To write a diary account from the Wolf’s or Grandma’s point of view about the day.</p>
<p><b>NC spellings linked to topic.</b></p> <p>was, a, he, they, some, there, were, my, his, where, come ,so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p><b>Ambitious Vocabulary Linked to topic.</b></p> <p>Seize, ferocious, plank, brook, vicious, traditional, groan, gratitude, cunning, alternative, gnaw, commotion, scurry, hearth, fortunate, moral, wisdom</p>

**Cycle 1  
Week 3**

**Viper reading focus (Build vocabulary and sequence)**

Children to create a story map of the story retelling and sequencing. This could be done in groups or in pairs. Take pictures of story maps created for books as evidence. Give children picture prompts to jog their memory. Use words and key adjectives to describe the characters looks and personality. Lots of opportunity for oral retelling should be given. Use maps to retell the story to the class.

**Skill: To compare two stories**

Children work in mixed ability pairs. Give each pair a set of questions about the two different versions of the story (resources). Together the children read and discuss each question. They write a suitable response on the writing-frame. Responses may be single words or short phrases depending on ability.

**Skill: To use the pronoun I**

What will the children take to Grandma's house? I will take chicken. I will take cake. Join sentences using and if children are able.

**Skill: To use adjectives**

Look at the traits of the wolf or grandma describe how he looks and create a wanted poster for one of the characters.

**Skill: To use question marks**

That wolf in the story has been very bad. If you met Mr Wolf what questions would you ask him? Look at words that we use to begin sentences. What Why Where When. Let's be a detective today. What is your name? Why are you bad? Where is grandma? When did you get here? Allow children to play in role as the wolf hot seating and answer the questions.

**Cycle 1,  
week 4**

**Viper reading focus (Build vocabulary and retrieve)**

Think about what Little Red said to the wolf when he was dressed as grandma. Look at key words and how we spell them. Practise in pairs with one child being the wolf and the other being little red. Complete the sheet and retrieve relevant vocabulary.

**Skill: To write simple sentences**

key characters in the story make a selection (Little Red and the Wolf). Describe the personality traits of characters in the story, i.e. *Little Red is clever and kind, thoughtful. Wolf is sly, nasty, and cunning.* Children to use

words write in sentences to describe their character. Remind them to include descriptive words and phrases.

**Skill: To plan a diary entry.**

Revisit the day at Grandma's house and plan a diary entry. Add as much detail as possible.

**Skill: To write a diary entry**

Revisit the day at Grandma's house and write a diary entry explaining what their experience of the day has been like.

**Skill: To edit and improve:**

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Have they used:

- Brilliant basics?
- The conjunction 'and' to join some sentences?
- Past tense verbs?
- The pronoun 'I'?

**NC skills explored linked to topic.**

**Spoken language:**

- Build vocabulary
- Give well-structured descriptions, explanations and narratives
- Participate in discussions, presentations, performances, role play, improvisations and debates

**Reading comprehension:**

- Link what is read or heard to own experiences
- Retell stories and consider their particular characteristics
- Discuss word meanings, linking new meanings to those already known
- Draw on what they already know
- Discuss the significance of the title and events
- Make inferences on the basis of what is being said and done
- Predict what might happen on the basis of what has been read so far
- Participate in discussion about what has been read to them
- Explain clearly understanding of what is read to them

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught

- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p><b>Classic Poems</b>  <a href="#">Classic Poems - Traditional Poems</a>  <a href="#">  Year 1 English   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>(Poetry)</b></p> <p><b>Purpose</b> – To entertain</p>	<p><b>Overview:</b>            Classic poetry linked to animals.  <b>(Links well with traditional tales and animal topics)</b></p> <p><b>Writing outcome:</b>            To adapt a traditional rhyme changing verbs and nouns that fit the rhythm and rhyme.</p> <p><b>Greater depth writing outcome:</b>            Look at a variation or extension of the rhyme focus.</p>
<p><b>NC spellings linked to topic.</b></p> <p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p><b>Ambitious Vocabulary Linked to topic.</b></p> <p>Verse, maids, pail, trot, caper, stanza, couplet, rhythm, rhyme, repetition, alliteration.</p>
<p><b>Cycle 1, week 5</b></p>	<p><b>Viper reading focus (Build vocabulary and make retrieve)</b>            Give each pair a set of traditional finger rhymes (<i>resources</i>). They read and enjoy the poems; noticing which words rhyme. Children select their favourite finger rhyme and provide a reason for their opinion. Children learn their favourite rhyme and prepare to share. Ensure children understand the meaning of rhymes and how they should be read.</p> <p><b>Skill: To identify and change verbs</b>            Explore the rhyme Row Row Row your boat. Discuss alternative verbs and actions. Give each pair a writing frame (<i>resources</i>). Children select an alternative verb and annotate the lyrics. They use neat handwriting to write the new version of the rhyme into their book or on a line-guide (<i>resources</i>). Children can then practise performing their new version with the class with alternative actions. You could change the verb and the initial noun to add challenge. (<i>resources</i>).</p> <p><b>Skill: To identify and use rhyming words</b>            Choose a traditional poem that rhymes and look at rhyming words can you put them together in a short poem. Changing a well-known rhyme using other words that will also rhyme and make sense.</p> <p><b>Skill: To use exclamation marks</b></p>	



Cycle 1,  
week 6.

Look at the poem of London's burning and explore why the exclamation marks are used. Can children create their own poem to the tune of London's Burning using exclamation marks. Take the time to perform first and change words and phrases that fit the pattern of the rhythm and rhyme. Record and perform.

**Skill: To punctuate accurately.**

Use oranges and Lemons poem and look at **Missing Punctuation Marks** (*resources*). Read each sentence, discussing which are questions, which are statements, and which could end in an exclamation mark. Model how they might be read and what punctuation might be needed. **Variation** Add the final punctuation mark to each sentence (*resources*) and reread with expression. / Use correct punctuation to write a reply to each question (*resources*).

**Viper reading focus (Build vocabulary and sequence)**

Look at poetry **resource 5** and identify rhythm and rhyme explore unfamiliar vocabulary linked to the poems and the story behind these poems. If we changed the order would they make sense? No as they tell us a story.

**Skill: To punctuate accurately.**

Listen to an audio clip of church bells (*weblinks*). Say that many churches have/had bells, which rang at certain times of the day/year. People imagined the loud and simple tunes mimicked a conversation. Read and remind children of the conversation from **Oranges and Lemons** (*resource*). Consider how to extend the conversation, e.g. *How do the bells feel? What can they see or hear? What do they notice? What are their opinions or thoughts?* etc. Orally prepare and rehearse a short conversation between two bells. Use correct punctuation to write each sentence, with each speech sentence starting a fresh line.

**Skill: To plan and adapt a traditional rhyme.**

Use **resource 7** to look at traditional rhymes. What story do they tell what words could we change (nouns and verbs) that would still make sense and fit the pattern and the rhythm?

**Skill: To write and adapt a traditional rhyme.**

Use **resource 7** to look at traditional rhymes. What story do they tell what words could we change (nouns and verbs) that would still make sense and fit the pattern and the rhythm?

**Skill: To edit and improve a traditional rhyme**

Did they use?

- Brilliant basics?

- A variety of nouns?
- A variety of verbs?
- Correct punctuation and layout?

Spring 2

**NC skills explored linked to topic.**

**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Reading comprehension:**

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 weeks	<p>The Curious Case of the Missing Mammal</p> <p>Pathways to Writing <b>(Narrative)</b></p> <p><b>Purpose</b> – To inform</p>	<p><b>Overview</b> An adventure story about a Missing Mammoth from the past. <i>(Links well with animal topics in both Science and Music)</i></p> <p><b>Writing outcome.</b> To write a story based on the structure of ‘The Curious Case of the Missing Mammoth’ with a change of character.</p> <p><b>Greater depth writing outcome.</b></p>



**Viper reading focus (Build vocabulary and sequence) (Session 7)**

Read up to 'They'll gobble him up and we've got to stop him'. Discuss baby mammoth's behaviour and his character. Discuss how a timeline works, explaining that it sequences events through history. Introduce a timeline of clocks and discuss which one comes first. Using the resources, ask pupils to order the clocks. Sequence the images so far and write sentences to accompany each, using past tense verbs (-ed). Model joining clauses with and. e.g. First Teddy crashed and he banged into the bins.

**Skill: To use the conjunction 'and'. (Session 10)**

Complete the story. Choose one of the animals to describe. Do this orally together and introduce new vocabulary. As in session 8 with the mammoth, create descriptive sentences about the chosen animal. Use the information read on the museum page to add to the description. e.g. The golden toad is small and it lives in the mountains. It likes to eat bugs and it has large bulging eyes. It has long and strong legs. Pupils choose one of the extinct or endangered animals and write a description using and to join clauses and words.

**Skill: To plan a story (Session 12)**

Why is the book called The Case of the Missing Mammoth? What will happen now? What do you think they are saying to each other? How do they feel? How does Oscar feel? Why does he feel like that? Do some shared writing as a class to model ideas.

**Skill: To write a story (Session 13/14)**

Why is the book called The Case of the Missing Mammoth? What will happen now? What do you think they are saying to each other? How do they feel? How does Oscar feel? Why does he feel like that? Do some shared writing as a class to model ideas.

**Skill: To edit and improve**

Have the children applied the necessary skills to write a list?. Have they used?

- Brilliant basics.
- Phonic knowledge
- Use the conjunction 'and'.
- Used capital letters for names.

**NC skills explored linked to topic.**

**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Reading comprehension:**

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
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- Spell words containing phonemes already taught
- Spell common exception words

**Duration**

**Resource, Genre and Purpose**

**Learning intentions.**

**2 Weeks**

**The Highway Rat**

Resources TES

**(Narrative)**

**Purpose:** To entertain

**Overview**

Meet the greedy Highway Rat, but beware! He is determined to steal from anyone who dares to cross his path on the highway!

**(Links well with animal topics in both Science and Music)**

**Writing Outcome**

Create a wanted poster for the Highway Rat.

**Greater Depth Writing Outcome**

Create a wanted poster for his unwilling accomplice the horse.

**NC spellings linked to topic.**

**Ambitious Vocabulary Linked to topic.**



**Skill: To use the suffix 'ing'**

Consider and discuss all the things the Highway Rat is doing. Add ing to words explain this mean he is doing it now. He is singing he is stealing he is riding etc. To help the police with their enquiries list some of the things he has been doing and write a short statement extending sentences if possible. He has been stealing. He has been singing, he has been riding.

**Skill: To plan a wanted poster**

Now he is off on his travels to a new country the police need to know all about him.

Plan what his features are, his personality, his hobbies and his friend.

**Skill: To write a wanted poster**

Now he is off on his travels to a new country the police need to know all about him.

Write a detailed description of what he looks like, his personality, his hobbies and his friend that he will be riding on.

**Skill: To edit and improve**

Reflect on all skills taught throughout the unit:

- Have used brilliant basics?
- Have they adjectives?
- Have they used the conjunction 'and'?

**NC skills explored linked to topic.****Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Reading comprehension:**

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

**Writing composition:**

- Say out loud what is going to be written about

- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	<p><b>Night Time Animals (Non-Fiction)</b></p> <p><b>Resources -</b>  <a href="#">Night-Time Animals   Year 1 English Planning   Hamilton Brookes (hamilton-trust.org.uk)</a></p> <p><b>Purpose – To Inform</b></p>	<p><b>Overview</b>  A non-fiction unit all about nocturnal animals. (Links well with animal topics in both Science and Music)</p> <p><b>Writing Outcome</b>  Fact file linked to their chosen nocturnal animal.</p> <p><b>Greater Depth Outcome</b>  Fact file with additional features such as fun facts about their chosen nocturnal animal.</p>
<p><b>NC spellings linked to topic</b></p> <p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push, have, house, our, love, today, me.</p>		<p><b>Ambitious Vocabulary Linked to topic.</b></p> <p>Night, midnight, night-time, late, nightly, overnight, diurnal, stargazing, carnivore, habitat, talons, plumage, prey, owlet, wingspan.</p>
<p><b>Cycle 1, Week 11</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve)</b></p> <p>Make the classroom as dark as possible. Consider children’s thoughts/feelings associated with being in the dark. Discuss what children enjoy about night-time, e.g. <i>star gazing, sleeping, feasts</i>. Display and read <b>The Moon (resources)</b>. Notice the poem is about night-time. Say the poem mentions some animals that are active during the night. Explain that animals that are awake at night and asleep during the day are called <u>nocturnal</u>. Identify the nocturnal animals in the poem, e.g. <i>cat, mouse, dog, bat</i>. Choose one of these animal and write some facts around a shadow of the animal.</p> <p><b>Skill: To combine words to write sentences.</b></p> <p>Look at the resources with animals on say a sentence and write a sentence about each picture. Choose a selection from the resource. Encourage children to say it, write it check it. Thinking carefully about brilliant basics.</p>	



Cycle 1,  
week 12

**Skill: To use question marks correctly**

Children to have the picture of a bat linked to resource 2 and ask questions about the animal.

**Skill: Identify questions and exclamations**

Use resource 2 and look at information about bats can children sort them into exclamations or questions. Provide sentences for children to copy and punctuate they could also write some of their won about bats with an exclamation mark or a question mark.

**Skill: To organise information**

Look at different types of owls and relevant information. Read information and decide which owl it is giving information about. Organise information into the correct heading.

**Viper reading focus (Build vocabulary and retrieve)**

Choose a suitable non-fiction text about nocturnal animals and look carefully and contents pages, index, glossaries and discuss the reasons for these. Remind the children that these are essential for finding information quickly. Create a simple glossary and ask children to complete it by retrieving information linked to specific vocabulary.

**Skill: To organise information**

Provide the children with a template containing three animals what animal are you talking about and where will the information be put what section? What nocturnal animals is it linked to?

**Skill: To plan a simple fact file**

Use resources from unit 3 to look at an animal of their choice. Choosing from the animals explored this week. Gather information using template provided simple books, leaflets and I pads.

**Skill: To write a simple fact file**

Use resources from unit 3 to look at an animal of their choice. Choosing from the animals explored this week. Retrieve information gathered yesterday and use it to organise information and to create a simple fact file. Present to the class.

**Skill: To edit and improve a simple fact file**

Reflect on all skills taught throughout the unit with an emphasis on brilliant basics.

- Is the layout correct?

- Is there a title?
- Have they organised information correctly?
- Are the facts given accurate?

**NC skills explored linked to topic.**

**Spoken language:**

- Ask relevant questions
- Build vocabulary
- Articulate and justify answer
- Use spoken language: speculating, hypothesising, imagining and exploring ideas

**Reading comprehension:**

- Retell stories and consider their particular characteristics
- Learn to appreciate rhymes and poems
- Recite some rhymes and poems by heart
- Draw on what they already know
- Check that the text makes sense
- Make inferences on the basis on what is being said and done
- Predict what might happen on the basis of what has been read so far

**Writing composition:**

- Say out loud what is going to be written about
- Compose a sentence orally before writing it
- Sequence sentences to form short narratives
- Re-read what they have written to check that it makes sense
- Discuss what has been written with the teacher or other pupils
- Read writing aloud clearly enough to be heard by peers and the teacher
- Spell words containing phonemes already taught
- Spell common exception words

Duration	Resource, Genre and Purpose	Learning intentions.
2 Weeks	Chicken Licken  Resources <a href="#">Traditional Tales and Fables - Sharing and Retelling   Year 1 English   Hamilton Brookes (hamilton-trust.org.uk)</a>  <b>Purpose</b> – To entertain	<b>Overview</b> A story about a chicken that is hit on the head by a falling acorn. (Links well with animal topics in both Science and Music)  <b>Writing Outcome</b> To write an alternative version of the story in a different setting.  <b>Writing Outcome Greater Depth</b>

		To write an alternative version of the story in a different setting with more animals to add challenge.
<p><b>NC spellings linked to topic.</b></p> <p>was, a, he, they, some, there, were, my, his, where, come, so, to, said, push,(ed), have, house, our, love, today, me.</p>		<p><b>Ambitious Vocabulary Linked to topic.</b></p> <p>Seize, barleycorn, plank, brook, jackal, stag, groan, gratitude, serpent, tread, dainty, gnaw, commotion, troop, hearth, Aesop, moral, wisdom.</p>
<p><b>Cycle 1</b></p>	<p><b>Viper reading focus (Build vocabulary and retrieve)</b>          Introduce the story of Chicken Licken and think about and compare it to the story of Little Red what is the same and what is different. What vocabulary is seen in both explore meaning of unfamiliar or look at what it could be changed for in the story. Can the children guess hidden vocabulary by reading a short caption in context.</p> <p><b>Skill: To retell a story</b>          Children sequence the story of Chicken Licken and write simple sentences to support the pictures. Use ‘and’ to extend sentences if children are able.</p> <p><b>Skill: To use adjectives</b>          Talk about the different animals from the story the personality how they look. Point out that the fox is different scary and cunning. Write simple sentences to describe the fox.</p> <p><b>Skill: To write simple sentences</b>          Look at the characters from the story and discuss how each home is visited. Can the children remember who lives where? Look at pictures of homes. The fox lives in a cave. The Hen lives in a house.</p> <p><b>Skill: To use question marks</b>          That fox in the story has been very bad. If you met the fox what questions would you ask him? Look at words that we use to begin sentences. What Why Where When. Let’s be a detective today. What is your name? Why are you bad? Were you going to eat the animals? Allow children to play in roll as the fox hot seating and answer the questions.</p> <p><b>Viper reading focus (Build vocabulary and retrieve)</b>          Look at a different version of Chicken Licken and compare both stories today what is the same and what is different?</p> <p><b>Skill: To use capital letters for proper nouns</b></p>	

## Cycle 2

Look at nouns and proper nouns from the story can the children organise these in a table. They must then think of other characters they might have in their story if it took place in a different setting such as on the beach. Crystal the crab or Shane the Shark etc.

### **Skill: To plan a story**

Revisit the story and explain that their story will take place in a different setting. Plan the story thinking about new characters Story plan - **(Resources in Unit 5 composition)** What might fall on the characters head at the beach? A coconut for example.

### **Skill: To write a story**

Use the plan from yesterday to write a simple story. Reduce/increase the amount of animals visited according to ability.

### **Skill: To edit and improve:**

Look at the writing how could they make it better with a focus on brilliant basics and common exception words.

Have they used:

- Brilliant basics
- The conjunction 'and' to join some sentences
- Past tense verbs
- Rhyming words