

Literacy Medium Term Planning
Stardust Class - Autumn B (2024/ 2025)

Mrs Wynn Year 1/2

Beegu/ Pig the Pug.

What is the world made of?

Sentence writing focus;	Text	Genre	Focus
Fiction/ Non-Fiction.	Stanleys Stick/Dinosaurs and all that rubbish.	Fiction/Fiction.	Narrative/Pamphlet.

Activities and groups adapted as necessary following ongoing formative assessments.

Immersion in the texts

- Role-play area as a Prehistoric Vets.
- Read the story as a whole class and discuss.
- Retell the model text with actions.
 - Read similar stories.
 - Create story maps.
- Role play / drama - act out a key scene/Freeze frame and use to inspire writing. -Discuss the structure of the model text.
- Sequence and box up the model text.
- Planning in different ways.

WOW starter: - Literacy 1: Stanley's Stick

Activity one:

See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled. HA/MA Children to record their sentences using the sentence structure modelled in the whole class session, LA to keep practicing sentences.

Activity two:

Science and Art

Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from?

Children to then use their art skills to create spirals patterns to make a tree from the season in the book (Spring).



Text 2- Dinosaurs and all that rubbish.

See lesson one of the teaching unit.

Tell me your dreams: A letter arrives in the classroom from an anonymous 'man'. It says: Dear Year 1, I have a dream. My dream is to go into space and travel to distant stars! Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream. Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals. Introduce the book and read up to 'I must fly'. Ask children the following questions: What is the man's dream? Does it seem like a good dream? Why? Why not?

Activity one:

Discuss the main characters in the story. What are they? Are they animals that exist now? Discuss... Children to then have clay and use a range of techniques to make their own dinosaur fossils.



Working with the text

- Retell the model text each day in groups then pairs.
 - Create story maps.
- Discuss writing for different purposes.
 - Discussion of the genre.
 - Sequence the model text.
 - Planning in different ways.
 - Compose sentences orally before writing.
 - Independent application of phase 4/5 phonics.
- Use capital letters, full stops, finger spaces, question marks and exclamation marks when writing.
- Begin to understand how to use expression in their writing.
 - Understand and identify conjunctions within the model text and use them in writing.
 - Use simple conjunctions - and, but, because.
 - Use interesting and relevant adjectives to make interesting noun phrases.
 - Identify nouns and adjectives.
 - Discuss, understand and use the past tense.

SPaG Focus

Week 1
Adjectives

Week 2
Adjectives

Week 3
Verbs and suffix.

Week 4
Adjectives and suffix.

Week 5
Question Marks and full stops.

Week 6
Exclamation mark

Week 7
Adjectives

Week 8
Writing assessment.

Vocabulary

Stanley's Stick	Dinosaurs and all that rubbish.
Stanley	Star
Stick	Climbed
Carries	Nowhere
Pretending	Nearer
Whistle	Somehow
Straight	Money
Dinosaur extinct	Factories
Starry	Whatever
Moon	Rocket
Spoon	Huffed
Languages	Puffed
Platform	Fumes
Pretend	Waste
Because	Launched
Splosh	Admire
Stickless	Earth
Distance	Rubbish
Interesting	Disturbed
Different	Hundreds
Telescope	Stretched
Fantastic	Heaved
	Dinosaurs
	Telegraph
	World
	Paradise
	Cared

Ideas for teaching

Ideas for fantasy narrative writing:

Children explore the characters in the story and describe their thoughts, feelings, and actions. They will end the unit by writing their own version of an 'Alien' narrative.

Ideas for 'How to' leaflets:

Children explore non-fiction writing, gathering information from a range of sources. Children to then write their own 'How to be a' guide.

Stardust Phonics Targets

Mrs Wynns Phonics group (19 Children from our class)

Reception Spring 2

	Phase 3 graphemes	No new tricky words
Week 1	review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear	Review all taught so far Secure spelling
Week 2	review Phase 3: er air words with double letters longer words	
Week 3	words with two or more digraphs	
Week 4	longer words words ending in -ing compound words	
Week 5	longer words words with s in the middle /z/ s words ending -s words with -es at end /z/	

Reception Summer 2

	Phase 4 graphemes	No new tricky words
Week 1	long vowel sounds CVCC CCVC	Review all taught so far Secure spelling
Week 2	long vowel sounds CCVC CCCVC CCV CCVC	
Week 3	Phase 4 words ending -s /s/ Phase 4 words ending -z /z/ Phase 4 words ending -es longer words	
Week 4	root word ending in: -ing, -ed /t/, -ed /d/ /ed/, -ed /d/	
Week 5	Phase 4 words ending in: -s /s/, -s /z/, -es longer words	

Mrs Beresford phonics group. (7 children from our class)

Year 1 Autumn 2

	Phase 5 graphemes	New tricky words
Week 1	/ʊr/ ir bird /iɪh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn	their people oh your
Week 2	/oa/ o go /iɪh/ i tiger /ai/ a paper /ee/ e he	Mr Mrs Ms ask*
Week 3	/ai/ o-e shake /iɪh/ ie time /oa/ o-e home /oo/ /yoo/ u-e rude cute	could would should our
Week 4	/ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw	house mouse water want
Week 5	Grow the code: /iɪh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ ie e e-e ea /oo/ /yoo/ ew u-e u ue	

*The tricky word 'ask' may not be tricky in some regional pronunciations; in which case, it should not be treated as such.

Mrs Foord Phonics group: Spelling programme. (1 child from our class)


Miss Bakers SEND Phonics group. (1 child from our class) Revisit Phase 2 within the SEND planning.

Stardust Writing Targets

<p style="text-align: center;">Jazzy Jupiter Target: WT1/EX1</p>	<p style="text-align: center;">Sleek Saturn Target: ELGS</p>	<p style="text-align: center;">Nourishing Neptune. Target: RS/ ELGS</p>
<p>WT1 Composition After discussion with a teacher: Independently compose sentences orally or mentally before writing. Show simple structure to writing eg. Beginning, middle, end. Discuss own writing with teacher or others. Follow a simple plan when writing. Re-read paragraph/text to check for sense</p> <p>Grammar Combine words into sentences using the conjunctions and, because. Know and use a capital letter for names, days, months, places. Use capital for pronoun I. Correctly use a capital letter to show start of sentences. Sometimes add full stops within a narrative. Correctly use a full stop to show end sentences. Add an adjective to a noun to create a noun phrases. Identify question marks correctly Identify an exclamation mark correctly.</p> <p>Spelling After discussion with a teacher: •Spell many words correctly (Phase 3) and others phonetically plausibly independently. Spell most Phase 3 digraphs and some Phase 5 digraphs. When used, spell many Y1 tricky words correctly. When used, spell words with suffixes -ing, -ed, -er correctly most of the time. When used, spell words with plurals correctly (-s, -es) most of the time Spell most days of the week correctly (phonetically plausible where not correct). Use most letter names to spell words aloud Add prefixes -un, -dis where no change to root words Write from memory simple sentences that have been dictated, including sounds taught so far.</p> <p>Handwriting •Form many letters in the correct direction, starting and finishing in the right place, sitting on the line. Capital letters: Lower case letters: Use spaces between words Keep consistent letter size most of the time.</p>	<p>ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Begin to show accuracy and care when drawing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	<p>RS: Writing Children at the expected level of development will: Form lower-case and capital letters correctly. Spell words by identifying the sounds and then writing the sound with letter/s.</p> <p>ELG: Writing Children at the expected level of development will: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others. Begin to show accuracy and care when drawing.</p> <p>ELG: Fine Motor Skills Children at the expected level of development will: Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. Use a range of small tools, including scissors, paint brushes and cutlery.</p>

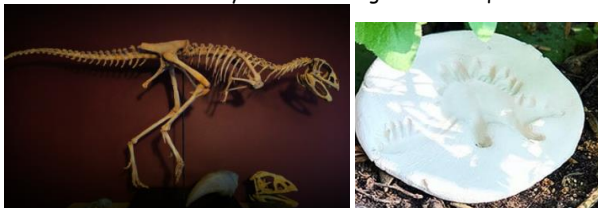
Stardust Reading Targets

Venus Target: EX1/ WT1	Mars Target: WT1	Pluto Target: RS/ ELGD/ ELGS
<p>EX1</p> <p><u>Word Recognition</u> Read aloud from books up to 40+ graphemes without overt sounding and blending. Read some alternative phase 5 graphemes. Attempt words that contain two syllables, decoding most successfully. Read 100 Year 1 tricky words. Read words containing suffixes ('ing', 'ed' ending). Read words containing plural 's' and 'es'. Read words containing 'un' (prefix). Read words with contractions. Read most sentences with a steady pace.</p> <p><u>Comprehension</u> Develops an interest in reading for pleasure. Understand meaning of words through discussion and context Link reading to own experiences with prompts. Begin to use some expression to help make meaning clear, with adult prompting. Read a range of sentence types, taking account of . , ? and ! Predict what may happen next based on what has been read. Demonstrate understanding of fiction, non-fiction and poetry, describing the features. Re-tell a text, sequencing beginning, middle and end. Answer questions and make simple inferences about familiar texts.</p> <p>WT1</p> <p><u>Word Recognition</u> Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace</p> <p><u>Comprehension</u> Behave like a reader and knows how books work when reading for pleasure. Listen and respond appropriately to stories, poetry and non-fiction texts. Re-tell familiar stories, identifying some key events. To notice different expressions from stories read to them. Begin to understand the difference between stories and information texts. Read simple sentences, pausing at a full stop. Predict what may happen next in a fiction text</p>	<p>WT1</p> <p><u>Word Recognition</u> Read cvc words containing the first 26 graphemes confidently without overt sounding and blending. Read words containing most Phase 3 graphemes. Read words (Phase 4) containing adjacent consonants Read words containing plural 's'. Use phonics knowledge independently within reading to attempt unfamiliar phase 4 words. Read a sentence as a whole sentence (rather than word to word). Read familiar sentences independently with developing pace</p> <p><u>Comprehension</u> Behave like a reader and knows how books work when reading for pleasure. Listen and respond appropriately to stories, poetry and non-fiction texts. Re-tell familiar stories, identifying some key events. To notice different expressions from stories read to them. Begin to understand the difference between stories and information texts. Read simple sentences, pausing at a full stop. Predict what may happen next in a fiction text</p>	<p>RS: Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. Read some letter groups that each represent one sound and say sounds for them.</p> <p>Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read</p>

Week	Speaking & Listening	Talk for writing	SPAG	Outcome/ audience
<p>Week 1 4th – 8th November</p> <p>Literacy Tree - Text 1 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group</u></p> <p>Listening and understanding. <u>Follow simple instructions</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p><u>Fiction week 1 - Stanley's stick</u></p> <p>WOW starter: Tuesday 5th September</p> <p>Wow starter - Literacy 1:</p> <p>Starter - <u>Speaking and Listening focus: Listening and understanding; Follow simple instructions with two or three part.</u> Why do we have a stick? Discuss what the stick could do. Adult to instruct children to get a stick and work with a partner to think of things that a stick could be.</p> <p><u>Activity one:</u> See session 1 of the teaching unit. Introduce a magic stick to the children and tell them that the stick can become anything they want it to be. Model turning the stick into a range of different things, e.g. a pencil. My stick is a magic pencil, and I will use it to write stories that will come true. Ask children to decide what their stick is going to become and how they will use it. Children to share their ideas with a partner. Children to go outside and find sticks. Children to orally rehearse their sentences, using the sentence frame modelled. HA/MA Children to record their sentences using the sentence structure modelled in the whole class session, LA to keep practicing sentences.</p> <p><u>Activity two:</u> <u>Science and Art</u> Look at the images throughout the book. Can anyone spot any trees in the book? Identify there is two trees.. one has some leaves on it. What season do you think this is from? Discuss... Look at the other tree.. what season is this from? Children to then use their art skills to create spirals patterns to make a tree from the season in the</p>  <p>book (Spring).</p> <p><u>Wednesday - Literacy 2:</u> Starter - <u>Speaking and Listening focus: Social interaction - Be able to join in a conversation with other children and be part of a group.</u> Discuss why it is important to be a part of a group. Explain that Stardust is one group. What could be another group? Explain to the children we are going to spell some words today how could we do this? What did we use the stick for yesterday think-pair- share. See session 2 of the teaching unit. Give children a phoneme frame containing space for four graphemes. Explain that in order to help Stanley, we are going to have to spell some of the words in the book for him. Dictate some cvc and cvcc words that are found in the text and ask children to segment them on their phoneme frames. HA/MA- Write key words in a list and then write them in two sentences. LA- Set up the sticks from session 1 and remind children that their sticks could become pencils. Give them a sand tray and ask them to spell the words from the shared session and other one-syllable words with adjacent consonants using picture prompts. Photograph children's outcomes.</p> <p><u>Thursday - Literacy 3:</u> Starter - <u>Speaking and Listening focus: Vocabulary: Pick up new words easily.</u> Where does Stanley go in the book? What does he see? What does he imagine? Discuss new vocab in the book. See lesson 3 from the teaching unit. Return to predictions from session 1 and discuss with children what they think Stanley will do with the stick. Share ideas as a class. Children may have suggestions such as throw it into the sea, keep it and take it home, give it to someone else, bury it in the sand etc.</p>	<p><u>SPaG</u> <u>Adjectives</u> Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. In small groups, children to sequence and caption the illustrations from the story. HA/MA- write three short captions using an adjective. LA: Talk about the story and write one caption.</p>	<p>Audience: Another reader</p> <p>Outcome: Create art spirals. Write three short captions using an adjective.</p>

		<p>HA/MA: Write two sentences about what he did with the stick. What did he imagine? Then write the ending of the sentences with 'In the end he...'</p> <p>LA: Write one sentence on the ending of the story.</p> <p>Friday Spag: Adjectives. - Literacy 4</p> <p>Starter - Listening and understanding. <u>Talk about and describe my imaginary ideas.</u> Comment on the imagination in the story. What have we thought about? think-pair- share.</p> <p>See lesson 4 from the teaching unit.</p> <p>Give children copies of 10 illustrations from throughout the story. In small groups, children to sequence the images from the story into the correct order. Now ask children to remove 4 illustrations, so that they are left with the 6 key images that retell the story. In small groups, children to sequence and caption the illustrations from the story. HA/MA- write three short captions using an adjective. LA: Talk about the story and write one caption.</p>		
<p>Week 2 11th - 15th November</p> <p>Literacy Tree - Text 1 - Week 2</p> <p>15th November - Children in need</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p style="text-align: center;"><u>Fiction week 2 - Stanleys stick</u></p> <p>Tuesday - Literacy 1:</p> <p>-Starter Speaking and Listening focus: Creativity- <u>Talk about and describe my imaginary ideas.</u> Children to use their imagination to discuss a new object in the classroom. See lesson 6 from the teaching unit. Have a number of everyday objects available in the classroom (e.g. a sock, a glove, a cup etc.) and ask children to choose an item and decide what their item will become. Model filling in the simple table to record ideas. HA/ MA- to complete their table as independently as possible. LA- Fill in their table as a group. All children to create a title of their story by using a possessive apostrophe. If they have chosen a sock it will be Sarah's sock for instance.</p> <p>Wednesday - Literacy 2:</p> <p>Starter - Speaking and Listening focus: - Vocabulary - <u>Pick up new words easily.</u> Adult to remind the children about adjectives. Explain these are descriptive words. Children to come up with describing words for the new objects. See lesson 7 from the teaching unit. Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock. Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, e.g.: The soft, brown sock. HA/MA to record a description of their item in their books, using the pre-cut building blocks sheet. Explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session. LA: See adaptation. Children to write their own version of a story based on Stanleys stick. Use last session to come up with 3 simple sentences.</p> <p>Thursday - Literacy 3:</p> <p>Starter - Speaking and Listening focus: Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u> Children to think-pair-share their ideas on what sarah might do with her sock or other objects etc.</p> <p>See lesson 8 from the teaching unit. Using the class idea of Sarah's Sock, create a series of six ideas for what Sarah might do with her sock. Organise these into a story plan, similar to the one created for Stanley's Stick in session four. Plan for a point where the character throws the item away and then finds something to replace it with, referring to different ideas from session 3. HA/MA: Children to create their story plan using their own ideas and the object they chose in session 7, based on the whole class model. LA: See adaptation. Children to finish their own version of a story based on Stanleys stick. Use last session to come up with 3 simple sentences.</p> <p>Friday Literacy 4:</p> <p>Starter- Speaking and Listening: Listening and understanding. <u>Follow simple instructions.</u> Children to discuss the story with their partner. Why are instructions so important? Discuss... See lesson 9 from the teaching unit. Ask the children to identify the different sections of the</p>	<p style="text-align: center;"><u>SPaG Adjectives.</u></p> <p>Model using 'building blocks for descriptive sentences' to choose a pair of different types of adjectives to describe a chosen item, e.g. a sock. Use the building blocks to choose a pair of adjectives that describe the item and create a noun phrase by separating them with a comma, e.g.: The soft, brown sock. HA/MA to record a description of their item in their books, using the pre-cut building blocks sheet. Explaining what it becomes and its many uses, using noun phrases to create a description from the whole-class session. LA: See adaptation.</p>	<p>Audience: Another reader</p> <p>Outcome:</p> <p>To write their own version of a story based on Stanleys stick. Use last session to come up with 3 simple sentences.</p> <p>Children to retell their stories into verbal paragraphs. Children to then start writing the paragraphs if confident.</p>

		<p>story, referring back to the story plan created in session 8. Mark in a different colour, where the sections of the story should be and then cut them up so they can be separated from one another. Tell children the technical name for these is paragraphs. Explain that you would like them to retell their stories, separating each section from their plan. HA/MA: Children to retell their stories into verbal paragraphs. Children to then start writing the paragraphs if confident. LA: Children to write two sentences independently about their item.</p>		
<p>Week 3 18th - 22nd November</p> <p>Literacy Tree - Text 1 - Week 3</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p style="text-align: center;"><u>Fiction week 3 – Stanleys stick</u></p> <p>Tuesday- Literacy 1: Starter - Speaking and Listening focus: Vocabulary – <u>Pick up new words easily.</u> What new words have we learnt in the last two weeks? Discuss. Explain that the children are going to write them in their sentences today. See unit 9 from the teaching unit. HA/ MA: Children to rewrite their own stories, referring to their plan and making sure each section is distinct from the other. Some children will benefit from having a writing scaffold to support organisation of their ideas. LA: Independently write a sentence about their item.</p> <p>Wednesday – Literacy 2: Starter - Speaking and Listening focus: <u>Listening and understanding.</u> Follow simple instructions. Explain to the chn we are going to follow simple instructions to highlight suffixes in our story. See unit 10 from teaching unit. Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in -ed or -ing. Explain that, as our story has already happened, that it is in the past tense. Reread the class story, underlining or highlighting the -ed verbs. Explain that our stories must have the same tense all the way through (e.g. they can't be happening to begin with and then have happened at the end of the story. Model correcting one mistake in the class version. What are the two main ways we can pronounce -ed endings? (e.g. walked and landed) What is the rule? HA/MA: Children to underline or highlight the verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs? LA: sort word cards into ed or ing.</p> <p>Thursday- Literacy 3- <u>Writing Assessment</u> Starter - Speaking and Listening focus: Creativity- <u>Talk about and describe my imaginary ideas.</u> Explain that today children are going to publish their own stories by using their edited version of the story. <u>Is there any more describing words we could add to our stories?</u> See Lesson 11 from the teaching unit. Having edited and improved their stories, give children the opportunity to publish their stories in a class or individual book. Children to use a piece of paper to start writing their stories from their plan.</p> <p>Friday- Literacy 4: <u>Shared Writing/ Independent writing.</u> Starter - Speaking and Listening focus: <u>Social interaction - Be able to join in a conversation with other children and be part of a group.</u> Children to discuss their stories and what they improved. Lesson 11 from the teaching unit. Having edited and improved their stories, give children the opportunity to publish their stories in a class or individual book. Children to use a piece of paper to continue writing their stories from their plan.</p>	<p style="text-align: center;"><u>SpaG</u> <u>Verbs and suffix.</u></p> <p>Ask children how they can identify a verb in a story. Identify that they might be actions and they may end in -ed or -ing. Explain that, as our story has already happened, that it is in the past tense. Reread the class story, underlining or highlighting the -ed verbs. Explain that our stories must have the same tense all the way through (e.g. they can't be happening to begin with and then have happened at the end of the story. Model correcting one mistake in the class version. What are the two main ways we can pronounce -ed endings? (e.g. walked and landed) What is the rule? HA/MA: Children to underline or highlight the verbs in their own stories and ensure they are in the simple past tense. Are there any irregular or unusual verbs? LA: sort word cards into ed or ing.</p>	<p>Audience: Another reader</p> <p>Outcome: To publish their own stories in a book.</p>

<p>Week 4 25th - 29th November</p> <p>Literacy Tree - Text 2 - Week 1</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p><u>Non-Fiction week 4- Dinosaurs and all that rubbish.</u></p> <p>Tuesday - Literacy 1: Wow Starter Starter - Speaking and Listening focus: <u>Social interaction - Be able to join in a conversation with other children and be part of a group.</u> See lesson one of the teaching unit. Tell me your dreams: A letter arrives in the classroom from an anonymous 'man'. It says: Dear Year 1, I have a dream. My dream is to go into space and travel to distant stars! <u>Do you have a dream? What's your dream? Please let me know and tell me if you think my dream is a good dream. Talk about the difference between dreams we have when we are sleeping and dreams when we are awake, e.g. wishes and goals. Introduce the book and read up to 'I must fly'. Ask children the following questions: What is the man's dream? Does it seem like a good dream? Why? Why not?</u></p> <p>Activity one: Discuss the main characters in the story. What are they? Are they animals that exist now? Discuss... Children to then have clay and use a range of techniques to make their own dinosaur fossils.</p>  <p>Wednesday Literacy 2: Starter - Speaking and Listening focus: <u>Creativity- Talk about and describe my imaginary ideas.</u> See lesson 2 of the teaching unit. Children to pretend that they are on the planet all alone, walking around. Ask them to freeze frame and choose a word to describe how they feel from the following or one of their own choice. Give children sentence starters. Children to make these sentence starters using strips of words. HA/MA; Children to go on to write their own sentences on strips using the vocabulary from the whole class session. These sentences can then be displayed on the working wall. LA: Children to make the sentences and then copy them into their book.</p> <p>Thursday- Literacy 3: Starter - Speaking and Listening focus: <u>Vocabulary - Pick up new words easily.</u> Explain to the children what a suffix is. Explain that a suffix is added onto root words. Adult to model a few suffix's on the IWB. See lesson 3 of the teaching unit. Look at the image of the barren landscape with the line, 'On Earth the piles of rubbish smouldered and burned' and compare it to the images from the first three pages of the book. Which do you prefer? Why? What adjectives work best to describe the area? HA/MA: Use suffix fixers with the words from the whole class session to create comparative adjectives. LA: describe the landscape using adjectives. Can they come up with three sentences with adjectives in?</p> <p>Friday -Literacy 4: SPaG and picture plan. Starter - Speaking and Listening focus: <u>Listening and understanding. Follow simple instructions.</u> Recap Suffix's by Think/ Pair/ Share. Have we ever used an 'and' in a sentence? Explain to children that today they are going to use it in a sentence. Discuss.. See lesson 4 of the teaching unit. Recap on the learning on suffixes from the previous session. On a pair of sentence strips, model creating a coordinating sentence using 'but' and 'and'. Children to create their own sentences on strips using the</p>	<p>SPaG Adjectives and Suffix. Look at the image of the barren landscape with the line, 'On Earth the piles of rubbish smouldered and burned' and compare it to the images from the first three pages of the book. What adjectives work best to describe the area? HA/MA: Use suffix fixers with the words from the whole class session to create comparative adjectives. LA: describe the landscape using adjectives. Can they come up with three sentences with adjectives in?</p>	<p>Audience: Another reader</p> <p>Outcome: To make a dinosaur fossil.</p> <p>To write a letter using the adjectives from the whole class session.</p>
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<p>Week 5 2nd – 6th December</p> <p>Literacy Tree – Text 2 – Week 2</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p> <p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p><u>Non-Fiction week 5- Dinosaurs and all that rubbish.</u></p> <p>Tuesday – Literacy 1: Starter - Speaking and Listening focus: <u>Vocabulary – Pick up new words easily.</u> See lesson 6 from teaching unit. Look at the sentences the man says on the page beginning, 'The man owned some factories...' and discuss that these are commands. Collect these on speech bubble post-it notes then create some new commands that we could tell the dinosaurs. HA/MA: write commands. LA: AS a group write commands and display on A3 paper on working wall.</p> <p>Wednesday – Literacy 2: Starter - Speaking and Listening focus: Speaking and presenting -<u>Social interaction - Be able to join in a conversation with other children and be part of a group.</u> See lesson 7+8 from the teaching unit. Discuss Things we should look after on our planet such as trees etc. Adult then to display the sequence of the story by using pictures. What came first next etc? Show on PP slides. HA/MA: To write three sentence's in order of the sequence. LA: To make the sequence and then talk about each step. Adult to take photo and comments.</p> <p>Thursday – Literacy 3: SPaG Starter - Speaking and Listening focus: <u>Listening and understanding. Follow simple instructions.</u> See lesson 9 of the teaching unit. HA/MA: Children to complete writing the ending of their stories, including sequencing adverbs and simple conjunctions to create coordinating sentences including and and but. LA: Use post it notes to finish the ending of the story. Retell altogether.</p> <p>Friday – Literacy 4: Starter - <u>Speaking and presenting – Creativity- Talk about and describe my imaginary ideas.</u> See lesson 10 and 11 from the teaching unit. Ask children to discuss what the book teaches us, e.g. about looking after the planet, not to wish for too much etc. Record these on individual sentence strips/ sticky notes (these could be recorded as command sentences) and as a class, rank them from most to least important. HA/MA: Children to create command sentences about how to look after the world, orally first then written down and add to sentence strips. Collect these on a 'working wall' as these will become the subheadings for our pamphlet. LA: Think of 3 headings and write these with support in books.</p>	<p>SpaG Conjunctions.</p> <p>Children to complete writing the ending of their stories, including sequencing adverbs and simple conjunctions to create coordinating sentences including and and but.</p>	<p>Audience: Another reader</p> <p>Outcome: To write commands.</p> <p>To discuss how to look after the planet.</p>
<p>Week 6 9th – 13th December</p> <p>Literacy Tree – Text 2 – Week 3</p> <p>Assessment week 9th / 10th</p>	<p>Literacy Starter S&L focus</p> <p>Creativity- <u>Talk about and describe my imaginary ideas.</u></p> <p>Social interaction - <u>Be able to join in a conversation with other children and be part of a group.</u></p>	<p><u>Non-Fiction week 6- Dinosaurs and all that rubbish.</u></p> <p><u>Writing Assessment - Piece 2 of the term.</u></p> <p>Tuesday – Literacy 1: Nativity</p> <p>Wednesday – Literacy 2: Writing first section of pamphlet independently. (Assessment books) Starter - Speaking and Listening focus: Speaking and presenting - <u>Vocabulary – Pick up new words easily.</u> See lesson 12 from the teaching unit. Children to write the first section of their pamphlets based on the modelled writing, choosing one of the subheadings from session 11. Make --er suffix fixers available to children.</p> <p>Thursday – Literacy 3: Pantomime.</p>	<p>Writing Assessment.</p>	<p>Audience: Another reader</p> <p>Outcome: To use the present tense to continue writing a 'Pamphlet'.</p>

<p>December - Nativity. 12th December - Christmas jumper day, West End Pantomime and Christmas Lunch Day</p>	<p>Listening and understanding. <u>Follow simple instructions.</u></p> <p>Vocabulary - <u>Pick up new words easily.</u></p>	<p>Friday - Literacy 4: Finish off pamphlet independently. (Assessment books) See lesson 13+4 from the teaching unit. Children to write the next part of their pamphlet, including an -ing suffix verb (present progressive) and the conjunction 'but' if they are ready.</p>		
<p>Week 7 16th - 20th December</p> <p>Christmas theme week</p>	<p>Christmas Theme week.</p>	<p>16th- 20th December- Christmas Theme week. Friday 20th December- Christmas party and Fun Day. 21/12/24- Winter Solstice <u>Complete Christmas crafts activities.</u></p>	<p>Christmas Theme week.</p>	