

English planning and resources

Planning and Resources

School -

Year group (s) – R (1)

Teacher –

Text – Handa's surprise

Term – Autumn 2

EYFS framework 2021

* Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- 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;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

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.

Half term overview

- * week 1 – reading – character / settings / fruits / animals – vocab expectations
- * Week 2 – sequencing – first next then finally
- * Week 3 – learning the story - add to role on the wall –m change of character emotions
- * week 4 – own story – based on uk animals and fruit / veg
- * Week 5 – non-chronological report model text – Africa fruit
- * Week 6 – write own non-chronological report – UK fruit

Week 1 - Monday

- * Learning objectives

I can name different fruits.

I can use adjectives.



banana

guava



orange

mango

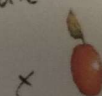


pineapple

avocado pear



passion fruit



tangerine

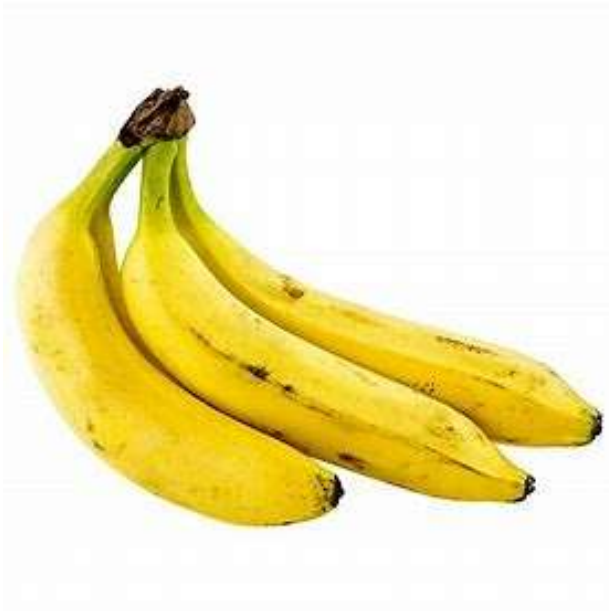
Pineapple



yellow spikes

sharp green leaves

Banana



yellow smooth skin

hard brown ends

Week 1 - Wednesday

- * Learning objectives

I can name different animals.

I can use adjectives.

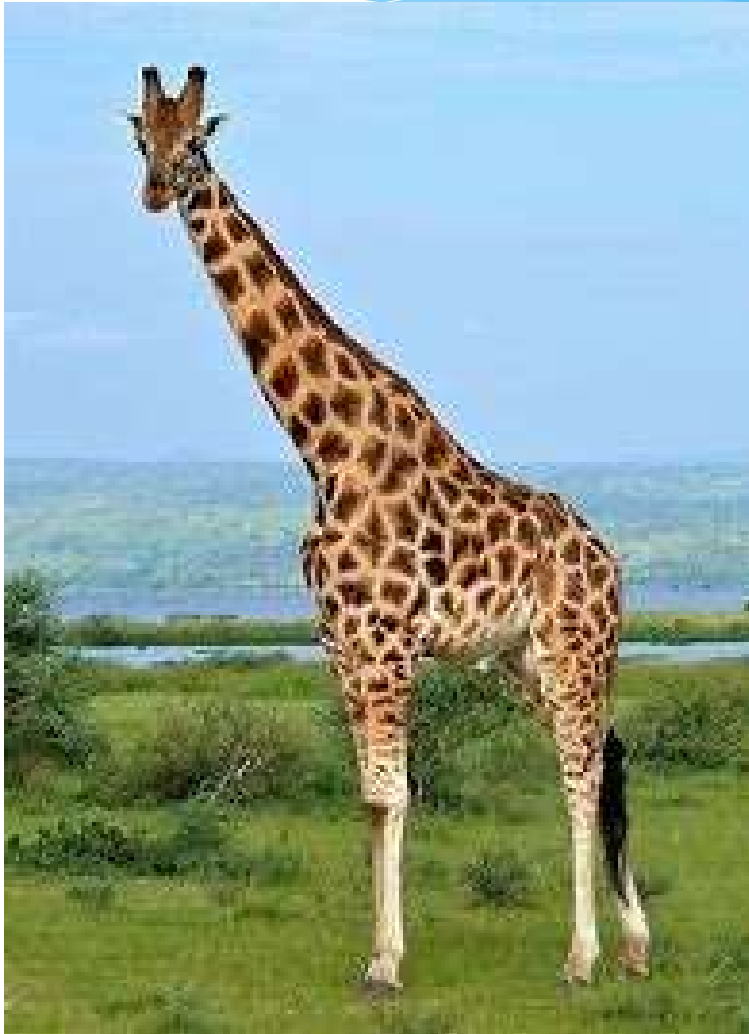
Elephants

* <https://youtu.be/Fk3VdpuFx0Q>

large
rough skin
grey
big ears
ivory tusks



Giraffe



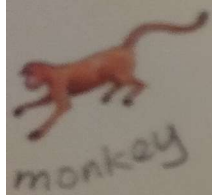
tall

spotty

long neck

long legs

two horns



monkey



ostrich



zebra



elephant



giraffe



antelope



parrot



goat

Africa

* <https://youtu.be/PSYHMWmyVfo>

hot

desert

mountains



Week 1 - Friday

- * Learning objectives

I can describe a character.





Week 2 - Monday

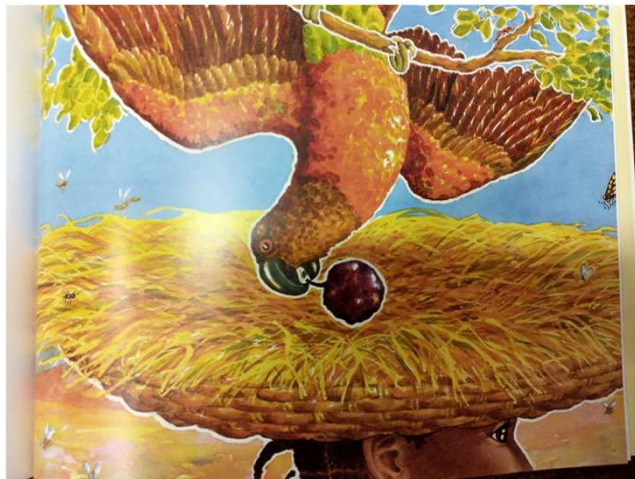
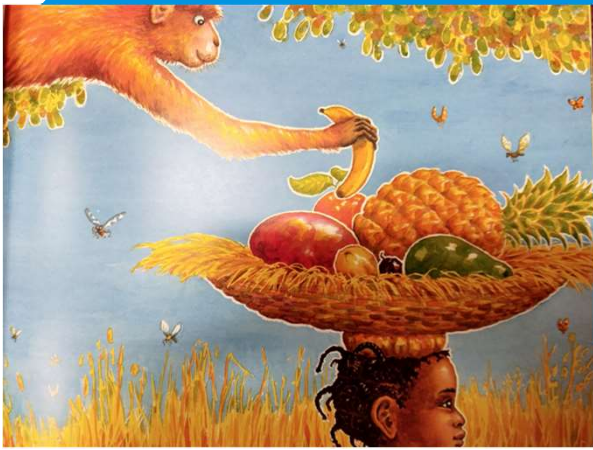
- * Learning objectives

I can sequence pictures.

I can explain what is happening in pictures.









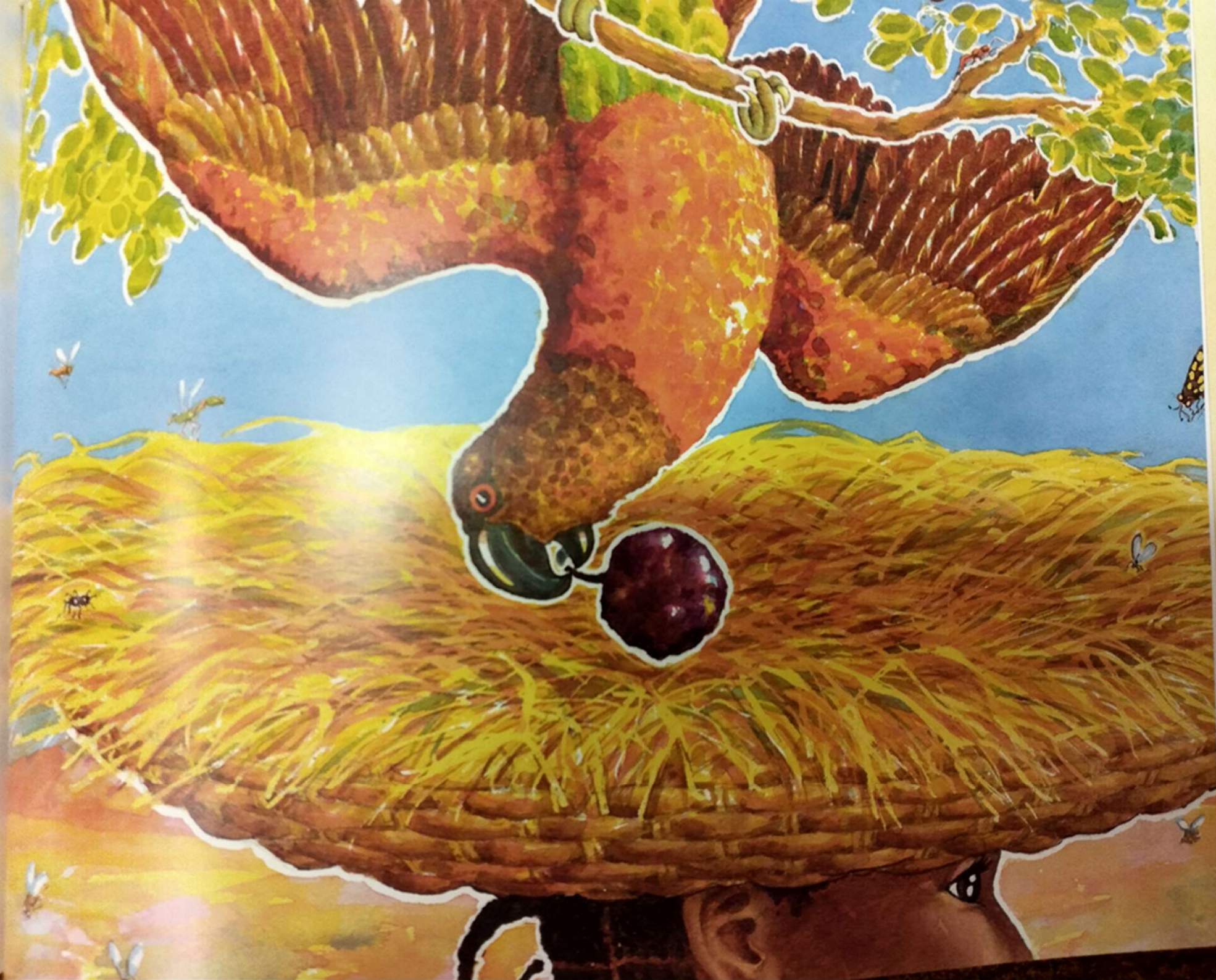












Week 2 - Wednesday

- * Learning objectives

I can predict what might happen next.









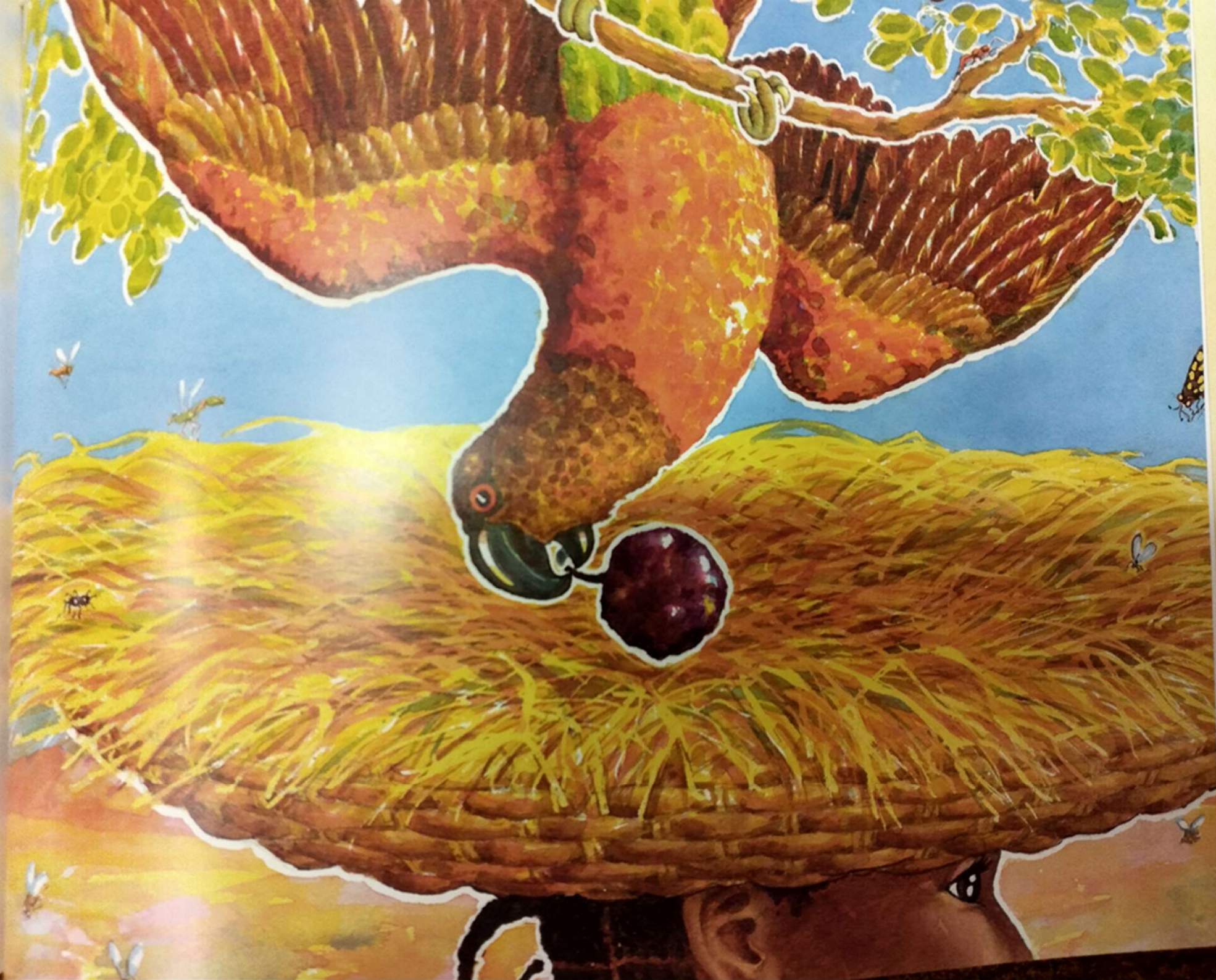




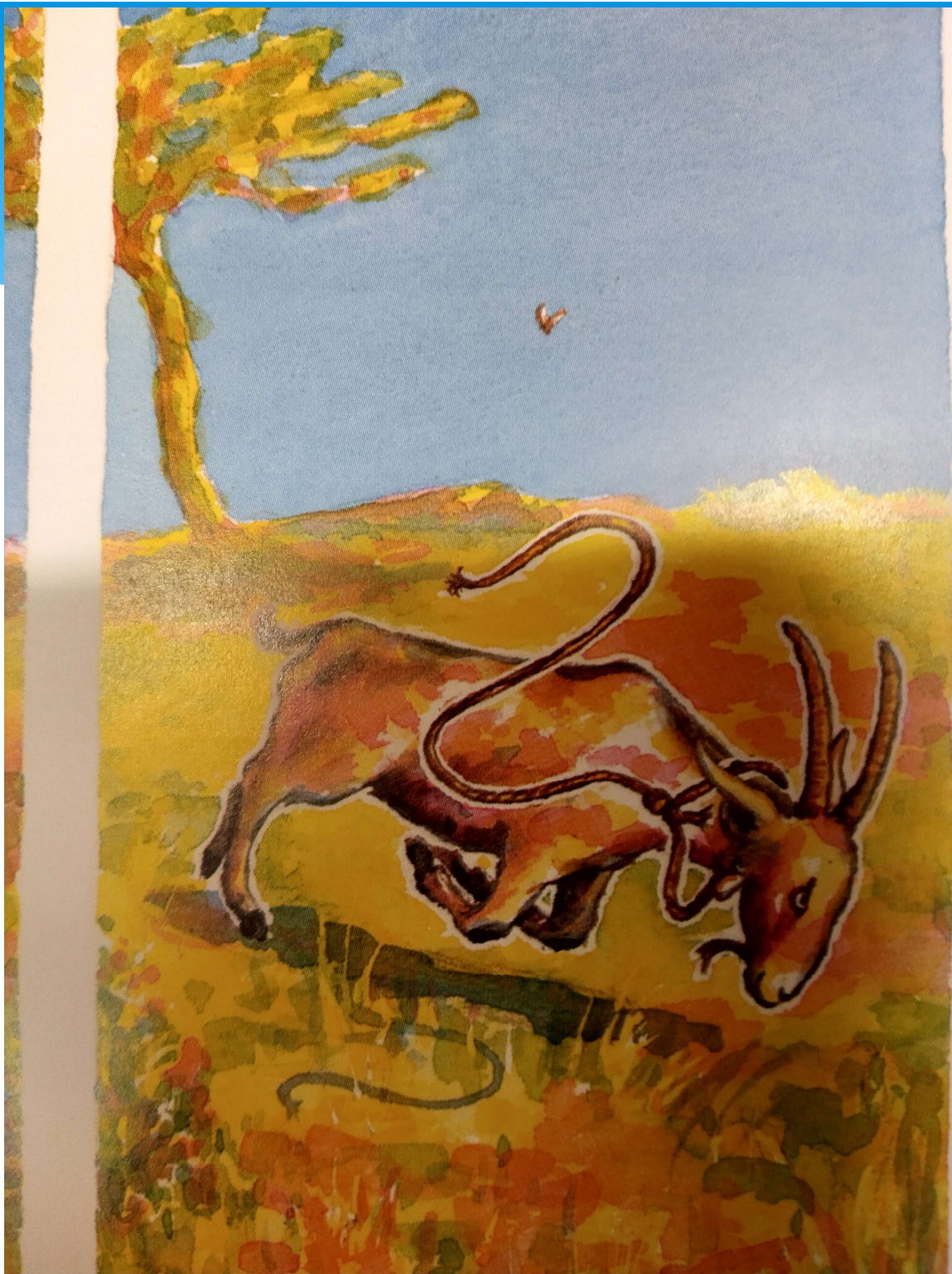


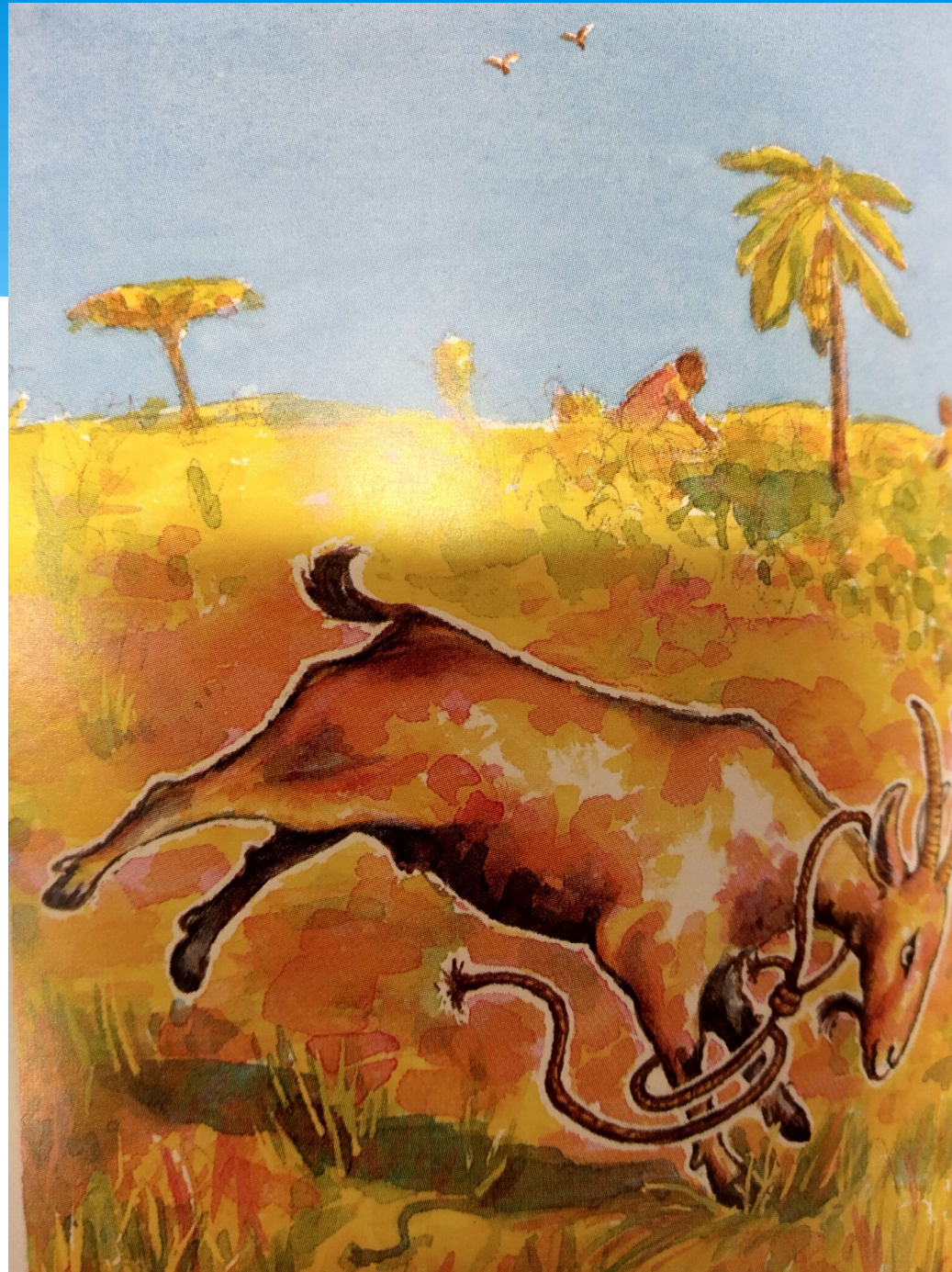




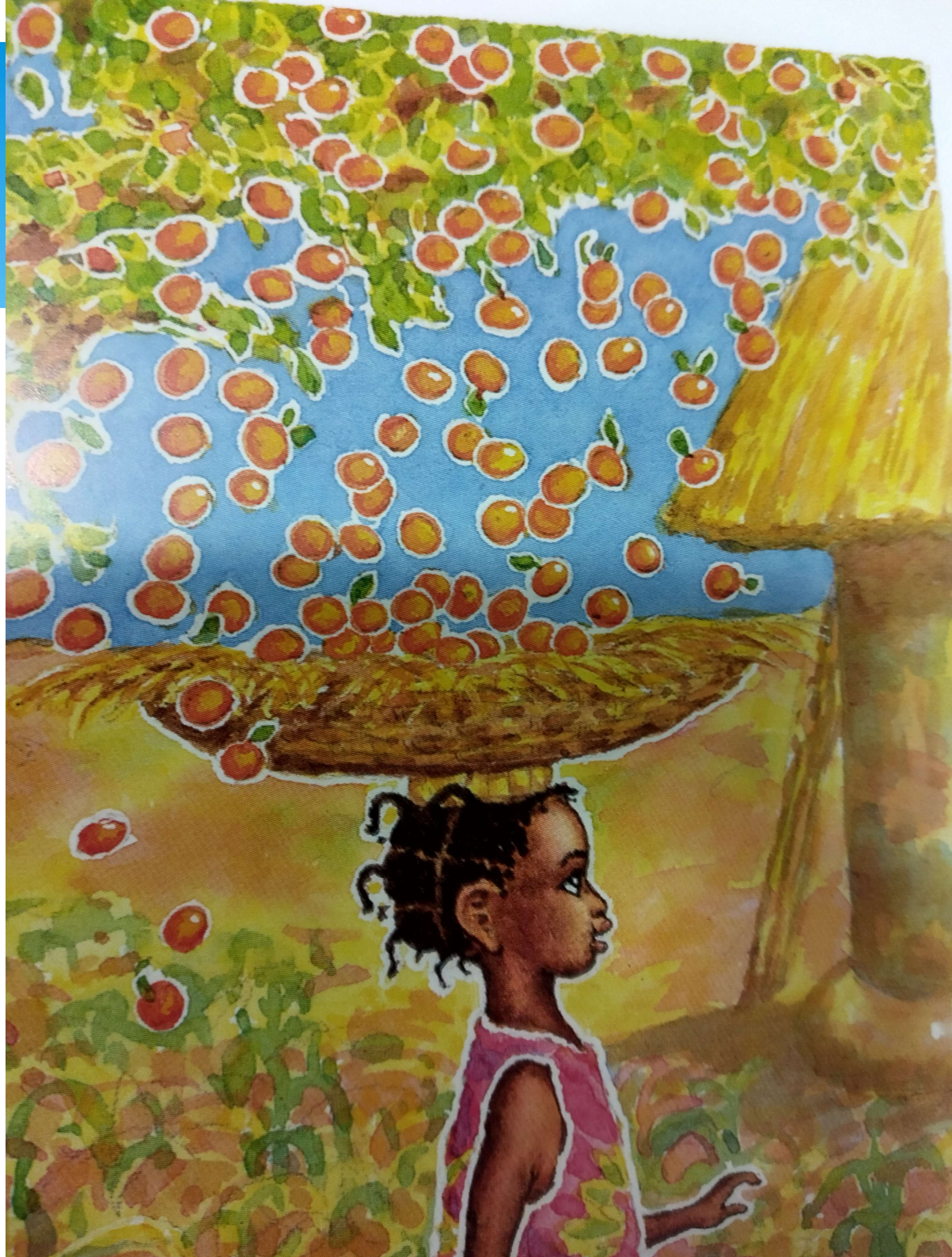














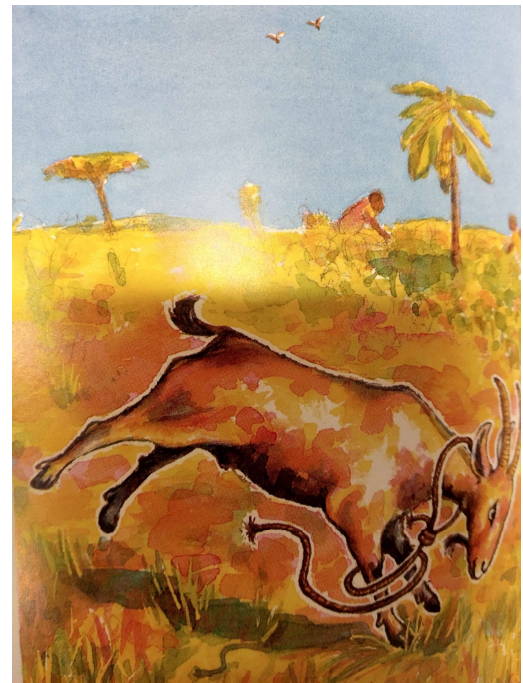
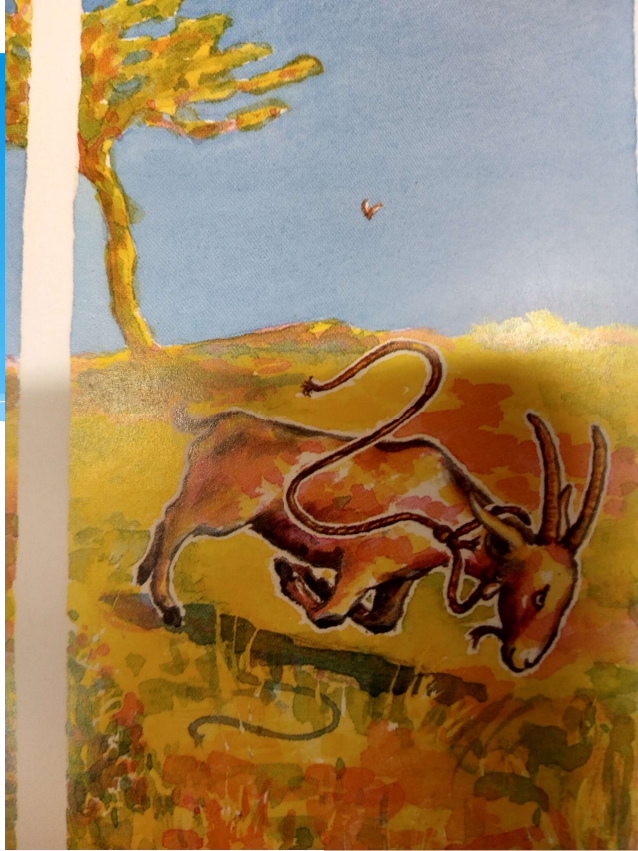
Week 2 - Friday

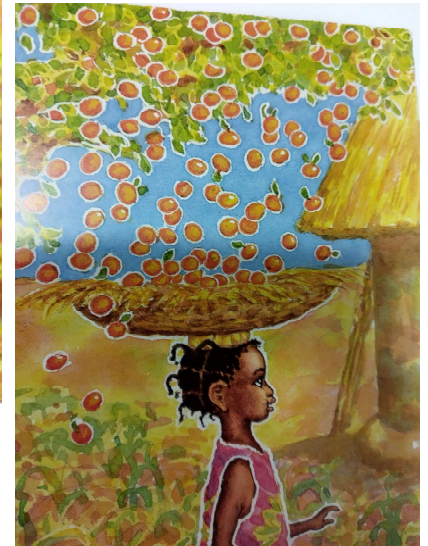
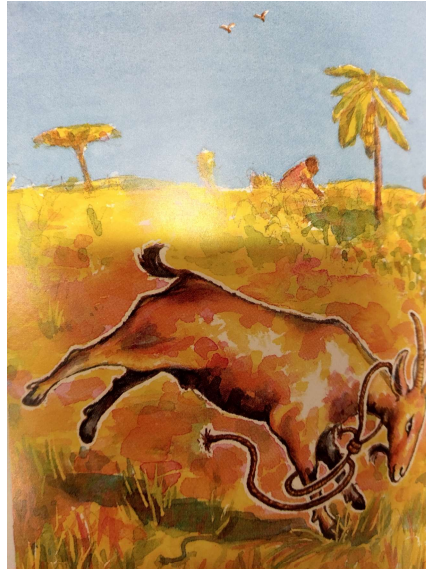
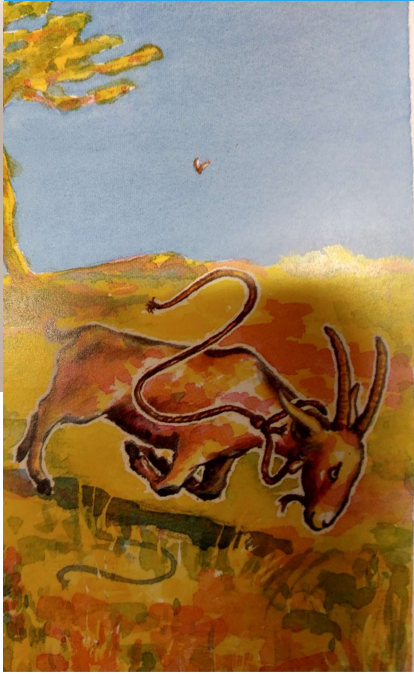
- * Learning Objectives

I can sequence pictures.

I can use order words.

- * Puzzle of sequencing in pairs of goat thing knocking over the tree – language first next then finally





Week 3 - Monday

- * Read whole story to the end
- * Handa role on the wall

Role on the wall



Week 3 - Wednesday

- * Learning objectives

I can learn a story with actions.

Model text

Opening

One day, Handa put seven delicious fruits in a basket to take to her friend Akeyo.

Build up

In her basket was a banana, an avocado, an orange, a pineapple, a lime, a papaya and a date.

Problem

On the way, the monkey took the yellow banana. Next the ostrich took the green lime. Then the zebra took the juicy orange. After that, the elephant took the sweet papaya. The giraffe took the sour pineapple. The antelope took the soft avocado. Finally, the parrot took the tasty date. Handa's basket was empty.

Resolution

Suddenly, a goat knocked tangerines out of a tree and into her basket. "Tangerines!" said Handa. "That is a surprise!"

Ending

Handa and Akeyo happily shared the tangerines between them.

Week 3 - Friday

- * Learning objectives

I can recognise the different parts to a story.

Opening



One day, Handa put seven delicious fruits in a basket to take to her friend Akeyo.

Build up

- * In her basket was a banana, an avocado, an orange, a pineapple, a lime, a papaya and a date.



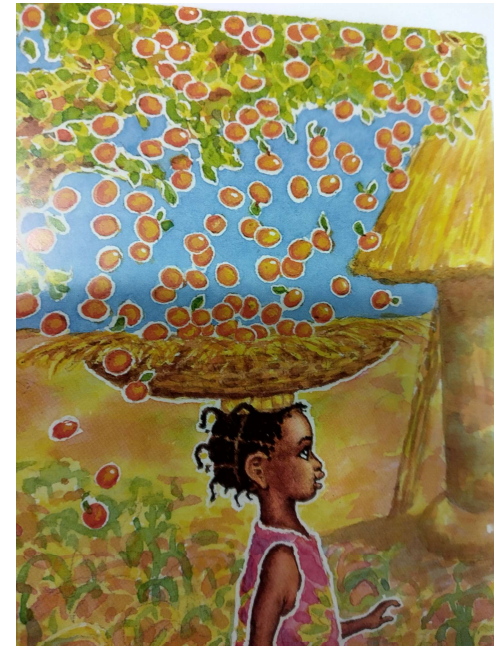
Problem



On the way, the monkey took the yellow banana. Next the ostrich took the green lime. Then the zebra took the juicy orange. After that, the elephant took the sweet papaya. The giraffe took the sour pineapple. The antelope took the soft avocado. Finally, the parrot took the tasty date. Handa's basket was empty.

Resolution

Suddenly, a goat knocked tangerines out of a tree and into her basket. “Tangerines!” said Handa. “That is a surprise!”



Ending

Handa and Akeyo happily shared the tangerines between them.



Week 4 - Monday

- * Learning objectives

I can recognise different fruit.

I can recognise different animals.

Animals



Fruit

FRUIT IN ENGLISH GAME

What is the name of each fruit?



Week 4 - Wednesday

- * Learning Objectives

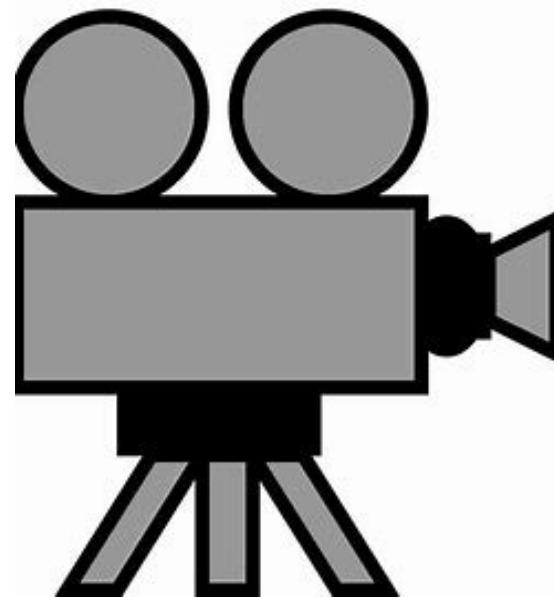
I can plan my own story.

My own story

| | |
|------------|--|
| Opening | |
| Build up | |
| Problem | |
| Resolution | |
| Ending | |

Week 4 - Friday

- * Learning objectives
I can perform my story.

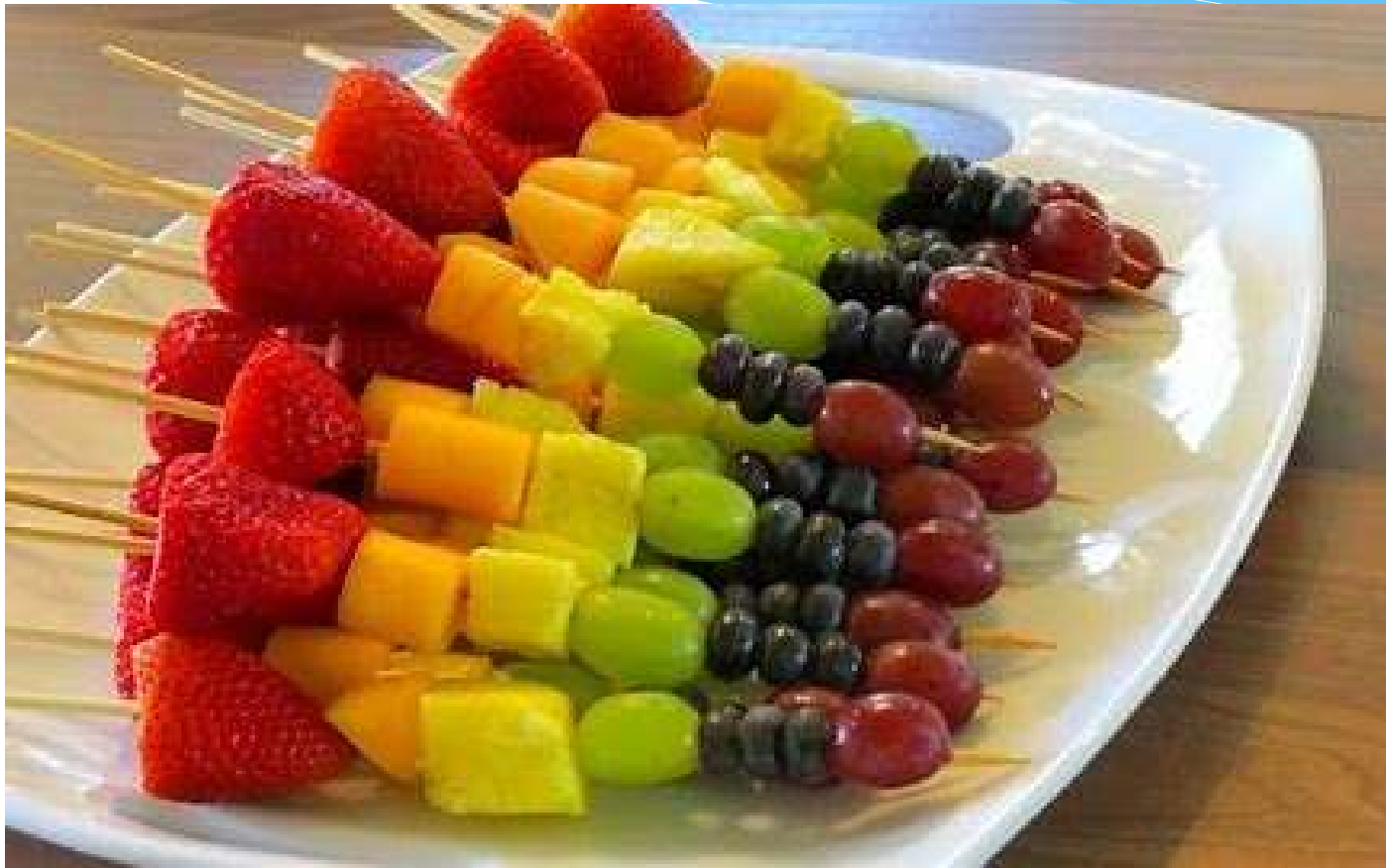


Week 5 - Monday

- * Learning Objectives

I can describe how something tastes.

sweet / salty / juicy / sour



Week 5 - Wednesday

- * Learning Objectives

I can learn a model text with actions.

Fruit

Bananas

A banana is soft and yellow.
It tastes sweet.
They grow on trees.



Tangerines

A tangerine has a skin and is orange.
It tastes sour.
They grow on trees.



Pineapples

A pineapple is hard and spiky.
It tastes juicy.
They grow in hot countries.



Week 5 - Friday

Learning objectives
I can write captions.

bananas

yellow

soft

skin



Tangerines

orange

peel

segments



Pineapples

spiky

juicy



Week 6 - Monday

- * Learning Objectives

I can describe how something tastes.

Fruits from the UK



Week 6 - Wednesday

- * Learning objectives

I can write about a fruit.

Grapes

Model this text as shared writing

Grapes

Grapes are green and red.

It tastes sweet.

They grow on vines in bunches.



Plums



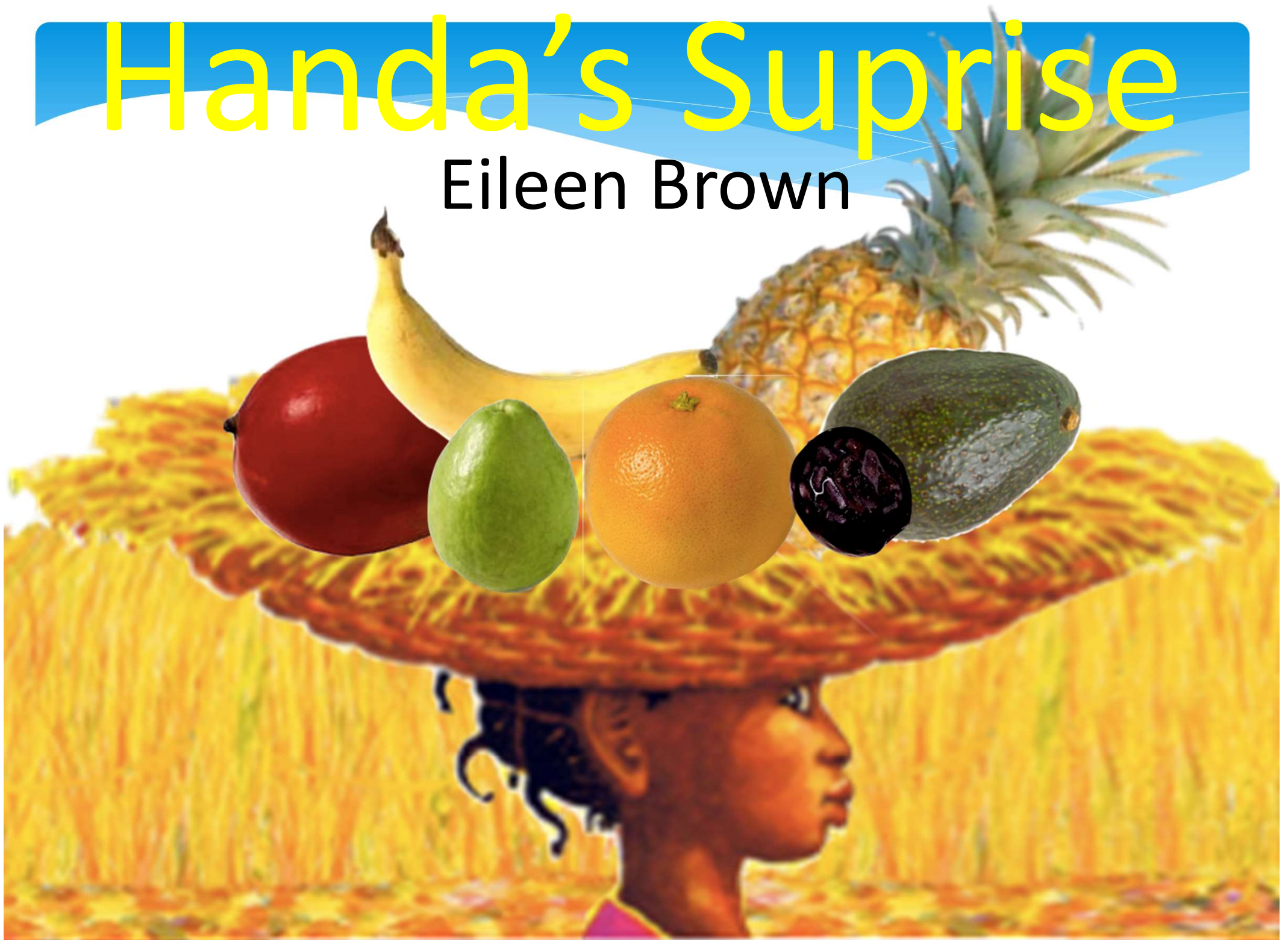
Week 6 - Friday

Learning Objectives

I can perform my non-chronological report.

Handa's Suprise

Eileen Brown



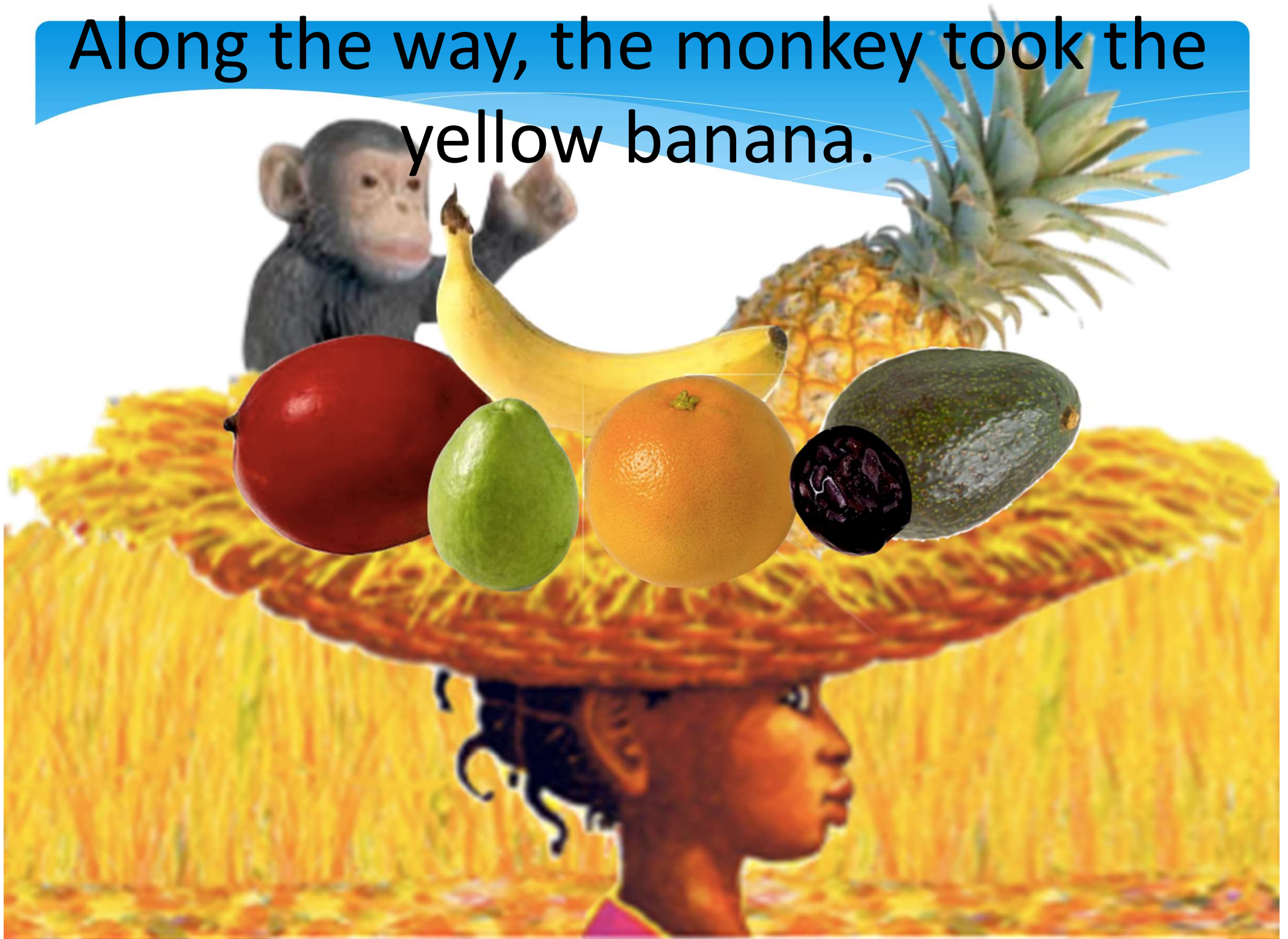
One day, Handa put seven delicious
fruits in a basket to take to her friend
Akeyo.



In her basket was a banana, an
avocado, an orange, a pineapple, a
lime, a papaya and a date.



Along the way, the monkey took the
yellow banana.



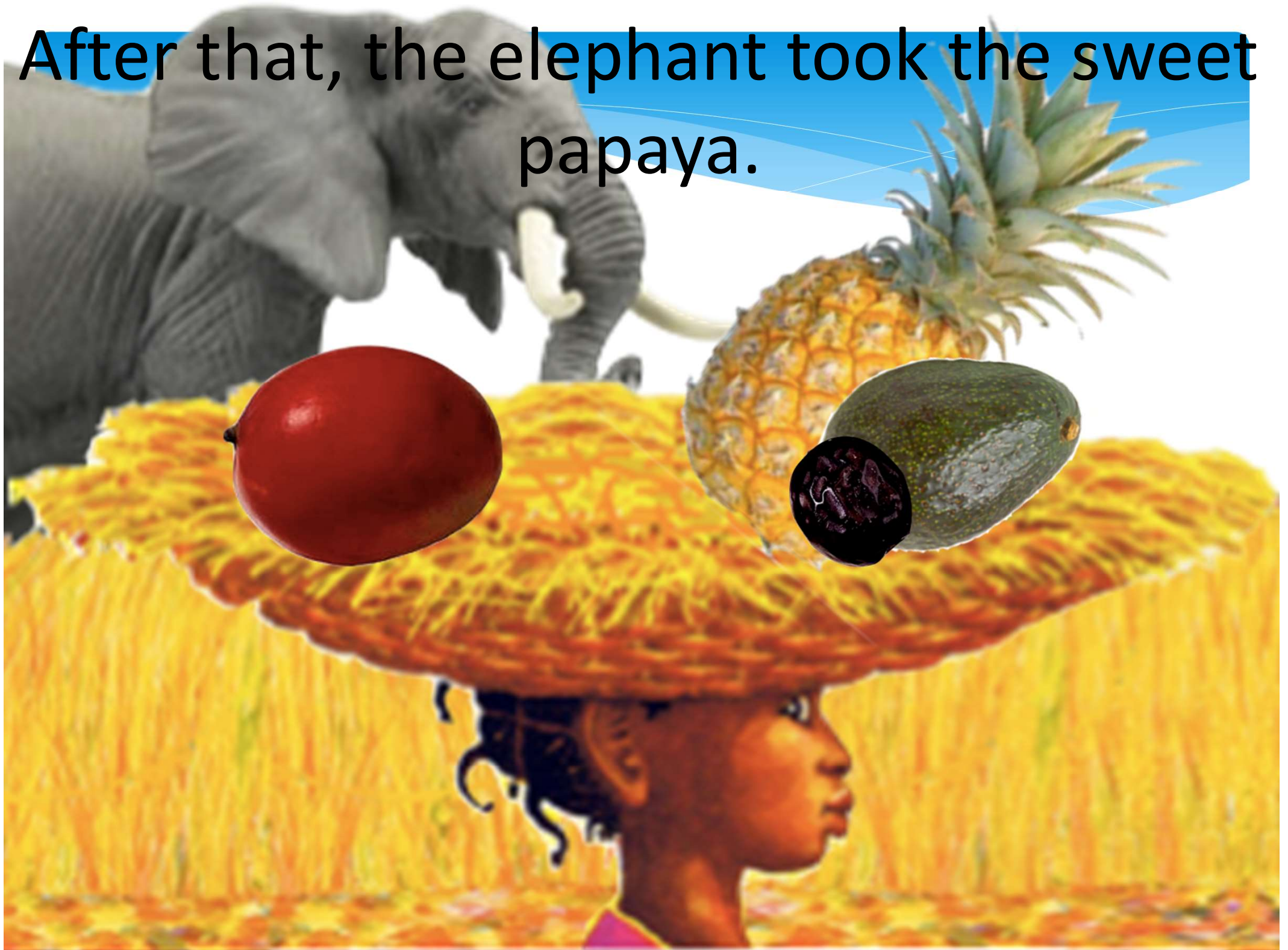
Next, the ostrich took the green lime.



Then the zebra took the juicy orange.



After that, the elephant took the sweet
papaya.



The giraffe took the sour pineapple.



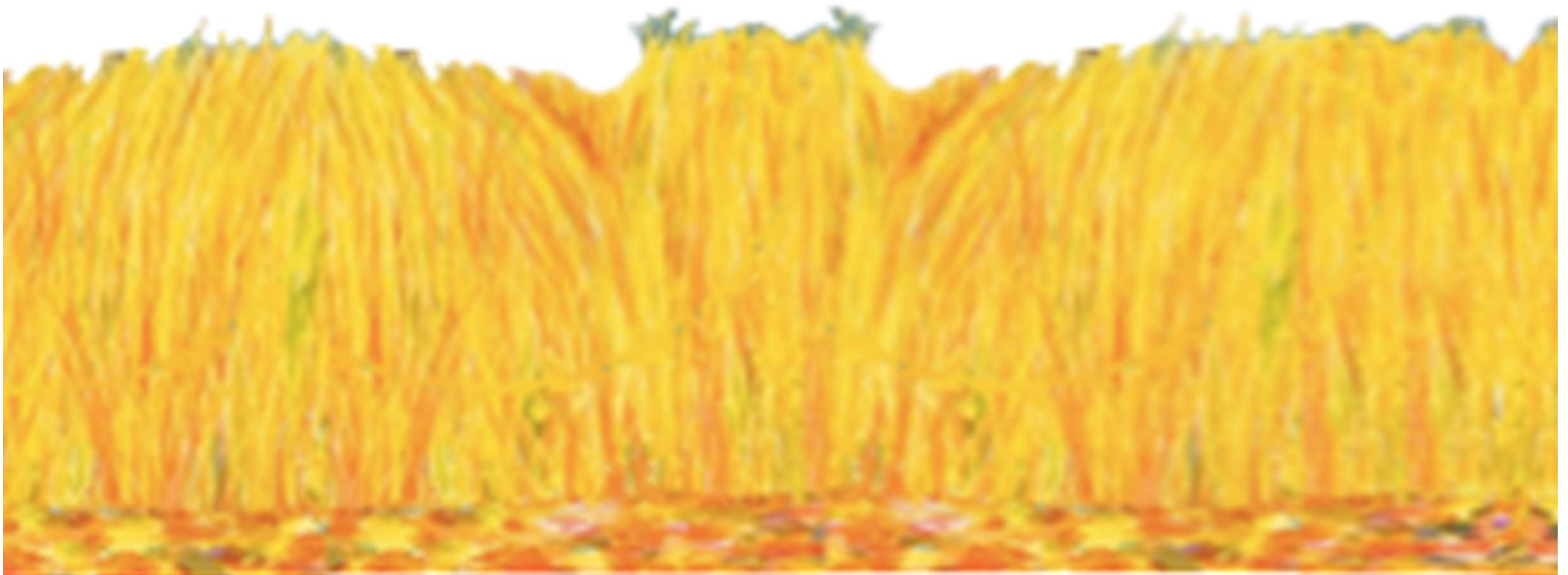
The antelope took the soft avocado.



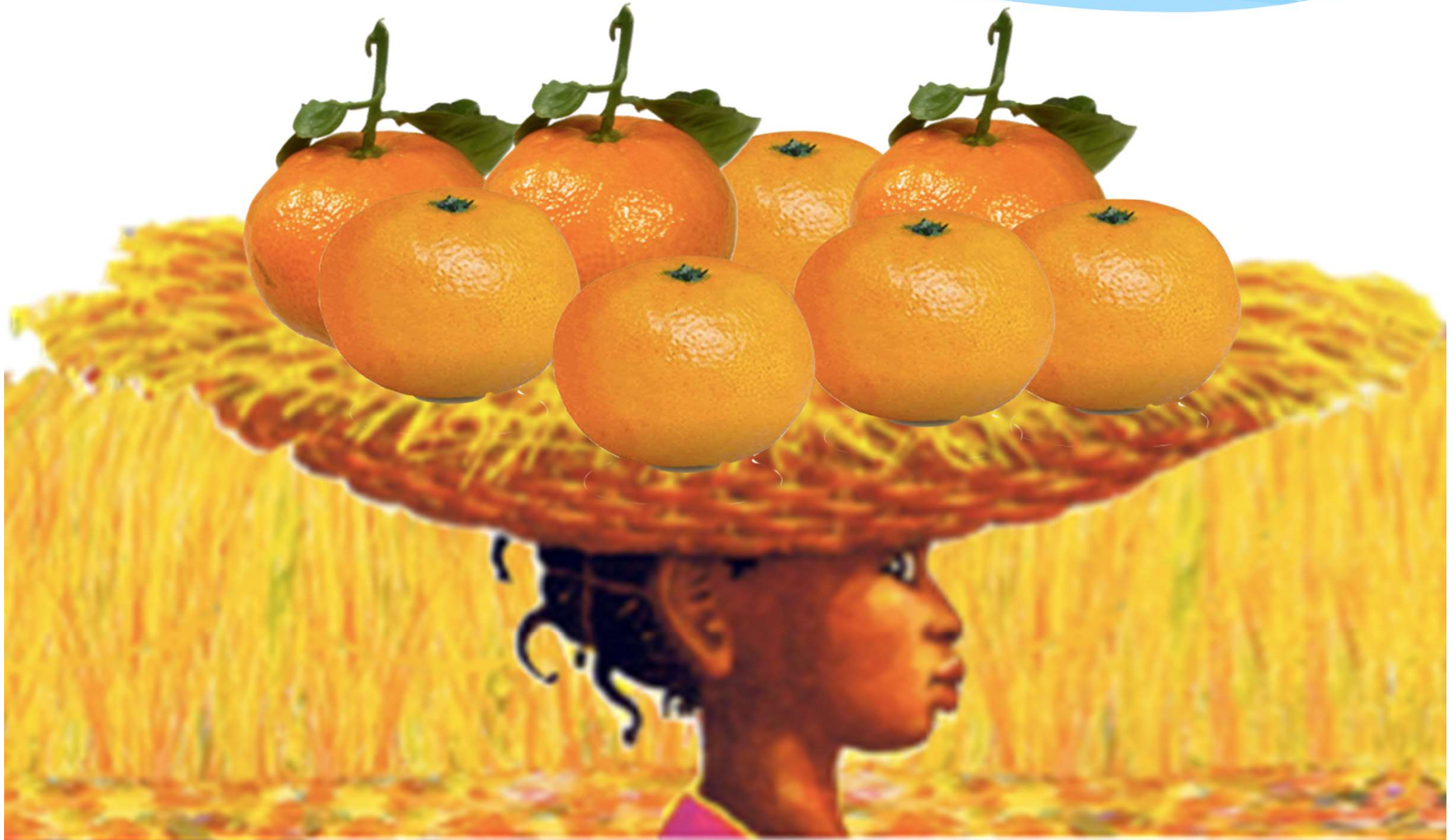
Finally the parrot took the tasty date.



Handa had no fruit left.



Suddenly, a goat knocked tangerines out of the tree and into her basket.



“Tangerines!” said Handa

That is a
surprise!



Handa and Akeyo happily shared the tangerines between them.

