

English planning and resources

Planning and Resources

School -

Year group (s) – R (1)

Teacher –

Text – Ruby's worry

Term – Autumn 1

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.

Yellow is SPAG for Y1 so this can be taught in a shared R and Y1 class

For Reception it can be used for stem sentences to practise saying phrases out loud.

Genre objectives and NC objectives

<u>Problem / Resolution Story Expectations Y1</u>	<u>National Curriculum Writing Expectations Y1</u>
Explain how a character feels	Write words using letters I have already learned.
Use time words to start the story	Write the days of the week.
Use place to add detail	Say the alphabet in the right order.
Use precise nouns to name 'it'	Say some letters that sound the same but are different.
Create pictures in the reader's mind	Spell some words ending in: s, es, ing, ed, er, est.
Use adverbs	Spell some words starting with un.
End by stating what the character has learned or how they have changed	Write some upper-case and lower-case letters.
Use adjectives in the power of 3	Write numbers 1-9.
Use alternative, exciting verbs for said.	Write in sentences.
Use exciting vocabulary to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character is introduced Build up - Main character goes to a new setting Problem - There is a problem Resolution - The problem has been solved Ending - Main character is happy again	Check my work.
	Leave finger spaces between words.
	Use capital letters, full stops, question marks and exclamation marks.
	Use a capital letter for names, places, days of the week and 'I'.

Overview

	Monday	Tuesday	Wednesday	Thursday	Friday	Text used	Writing outcome
A1	POR 1 Responding to an illustration and predictions	POR 2 Responding to an illustration and predictions	A sentence as a group of words that has 1 idea Role on the wall Ruby is Ruby has Ruby feels	Sequence the story from pictures and retell	Emotion mapping of character Focus on conjunction because to explain	Ruby's Worries by Tom Percival (Reception)	Emotion poem I am worried when... I am sad when... I am angry when... I am scared when... I am happy when...
A2	Model text of poem – learn – pictures days of the week recap	Capital letter I and days of the week writing	Language and vocab focus Nightmare / alone / wake	Write own poem for feelings	Perform, edit review		Link in here days of the week
A3	Recap story and discuss worries Learn model letter from Ruby	Alphabet - lower case	Alphabet – upper case	Innovate letter to write back to Ruby – shared writing	Read letter from Ruby about a different emotion – act out Ruby and concern – plan a response		Letters to Ruby and from Ruby
A4	Write a response to Ruby	Plan a letter to someone of their choice	Write letter to someone of their choice	Write letter to someone of their choice	Write envelope and post		
A5	Read model text and learn by heart	Language features identified - Story language time conjunctions	Vocabulary work – explored / discovered / noticed / pretended / enormous /	Continued – unexpected / hovering / shrink / barely	Innovate story – shared writing do from boys point of view. Act out first and plan		Retelling of story with a different emotion
A6	Continue innovation and complete story from Boy's view	Story language opening build up problem resolution ending – planning own story	Write 1 sentence for opening and 1 for build up and 1 for problem	Write 1 sentence for resolution and 1 for ending	Make into booklets to share with other classes to help them with their emotions		

Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)

Writing outcomes and SPAG focus

Writing outcomes

- * Narrative – retelling story with a different emotion but same characters
- * A persuasive letter
- * An emotion poem

SPAG focus

- * I as a capital
- * Order of the alphabet
- * Upper and lower case letters
- * Groups of words making a sentence with 1 idea
- * Time conjunctions for stories – once upon a time / then / next / suddenly / one day

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/Ruby%27s%20Worry%20FS.pdf>

Links to other texts and resources

Links to other texts and resources: Books that explore emotions:

Sweep, Louise Greig and Júlia Sardà (Egmont)

Silly Billy, Anthony Browne (Walker)

Owl Babies, Martin Waddell and Patrick Benson (Walker) Dogger, Shirley Hughes (Red Fox)

A Book of Feelings, Amanda McCardie and Salvatore Rubbino (Walker)

Happy, Mies Van Hout (Leminscaat)

Feelings: Inside my heart and in my head, Libby Walden and Richard Jones (Caterpillar Books)

Lost and Found, Oliver Jeffers (HarperCollins)

The Girl With a Parrot on her Head, Daisy Hirst (Walker)

Little Mouse's Big Book of Fears, Emily Gravett (Macmillan)

Grumpy Frog, Ed Vere (Puffin)

Glad Monster, Sad Monster, Ed Emberley (Little, Brown)

Pom Pom Gets the Grumps, Sophy Henn (Puffin)

The New Small Person, Lauren Child (Puffin)

A Great Big Cuddle, Michael Rosen and Chris Riddell (Walker)

Other books by Tom Percival: Picture Books:

Tobias and the Super Spooky Ghost Book (HarperCollins, 2010)

Jack's Amazing Shadow (Pavilion, 2013)

Herman's Letter (Bloomsbury, 2013)

Bubble Trouble (Bloomsbury, 2014)

Herman's Holiday Bloomsbury 2015) Perfectly Norman (Bloomsbury, 2017)

Ideas for continuous provision

Malleable: Create playdough using paint to colour in different skin tones and provide loose parts such as googly eyes, wool etc. for the children to make representations of themselves.

Role-play: You could be inspired to create a beach or cinema role-play area in the indoor and outdoor environments to allow children to focus on the settings explored in the story and engage in wider exploration and play around these, such as building sandcastles, exploring the effects of mixing sand and water, opening a beach hut to sell toys and snacks, responding to film texts, selling popcorn and ice-cream, making tickets and posters.

Creative – Junk modelling: Children pick up on the box model that Ruby creates in one of the spread and might be interested to create their own large scale models. Provide space and resources, perhaps in the outdoor area where children can work at a larger scale in this way. Ruby builds a dragon, what else could they build? Provide images that could stimulate thinking such as robots, animals, dinosaurs etc. linked to children's needs and interests.

Reading area: Discuss, with children and their families, favourite stories that they like to read together. If a child has a moment where they are feeling sad, upset or angry, this will be invaluable knowledge as a trusted adult can take them somewhere quiet to read and share these. It's a wonderful idea to create a display of photos of the children and their loved ones with the books, reading together or sharing the front covers, which also helps to reinforce with families the importance of reading at home. Create a display of Tom Percival's other books as well as other texts which focus on sharing and responding to emotions, as listed in the linked texts section of the sequence.

Before starting the unit...

Before Beginning the Sequence:

Children may rely on you for support in responding to the themes in the book and in enabling them to explore difficult feelings of their own through the characters' feelings and experiences. You may need to be sensitive to the children in your class, based on your knowledge of their personal experiences and the class dynamics. You will need to be aware of any children who may be struggling with worries on their own, including friendship issues or worries about school or those who have specific fears or who may have experiences of loss or trauma. This book may draw them to think about worries they may have had in their personal lives, but will also provide a safe space to explore and reassure feelings through a story character. Children who may need extra support could be invited to share how they feel each day with their key person and or a small group of friends.

You will need to cover the front cover of the text before beginning the sessions, so that the children don't see the title or cover art. This can easily be done by folding sugar paper or brown paper around the cover.

Create story props and puppets of characters and key places in the story with which children can re-enact elements of the story or even to create new stories featuring the two children from the story.

Prepare a Working Wall display space and/or shared journal where you can keep records of class discussions, art work, photographs and writing that are produced as you work through the book.

Collect resources necessary for the children to make little worries with which they could signal that they want to share worries, such as wool, pom-pom makers and googly eyes. You might also find a special puppet, such as a monster (e.g. <https://sorgenfresser.com/en/>), that can be fed children's worries as they illustrate them or write them down or display a set of worry dolls, as explored in Anthony Browne's *Silly Billy* (see linked texts).

Week 1 Monday

- * Learning Outcome / Objective
- * I can respond to an illustration.
- * I can recognise different emotions.
- * I can say how I feel at different times.

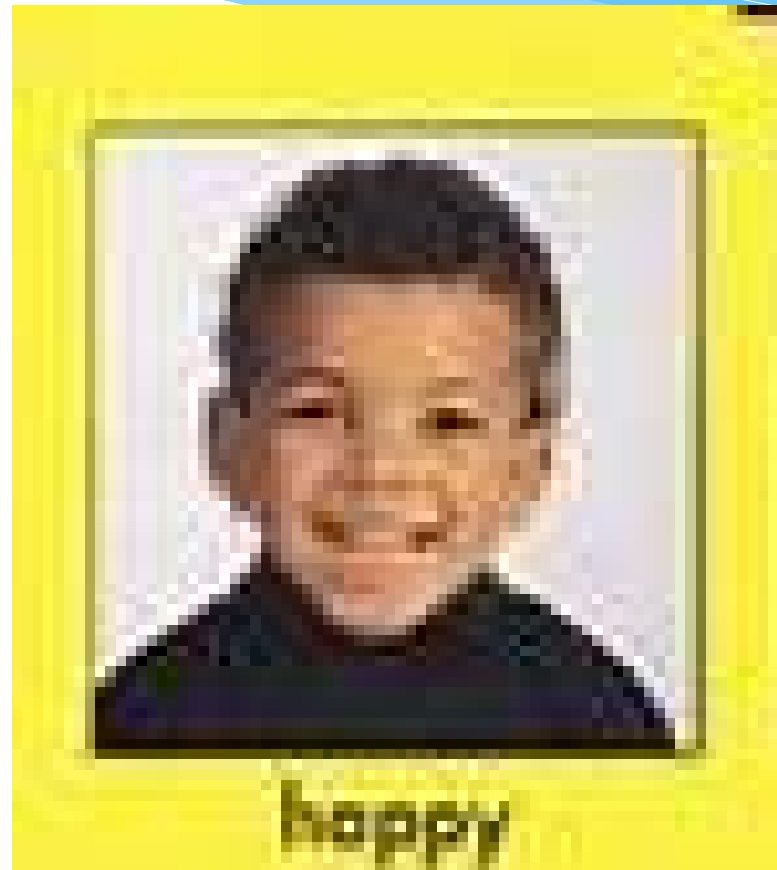
This is Ruby.



How do you think Ruby is feeling?



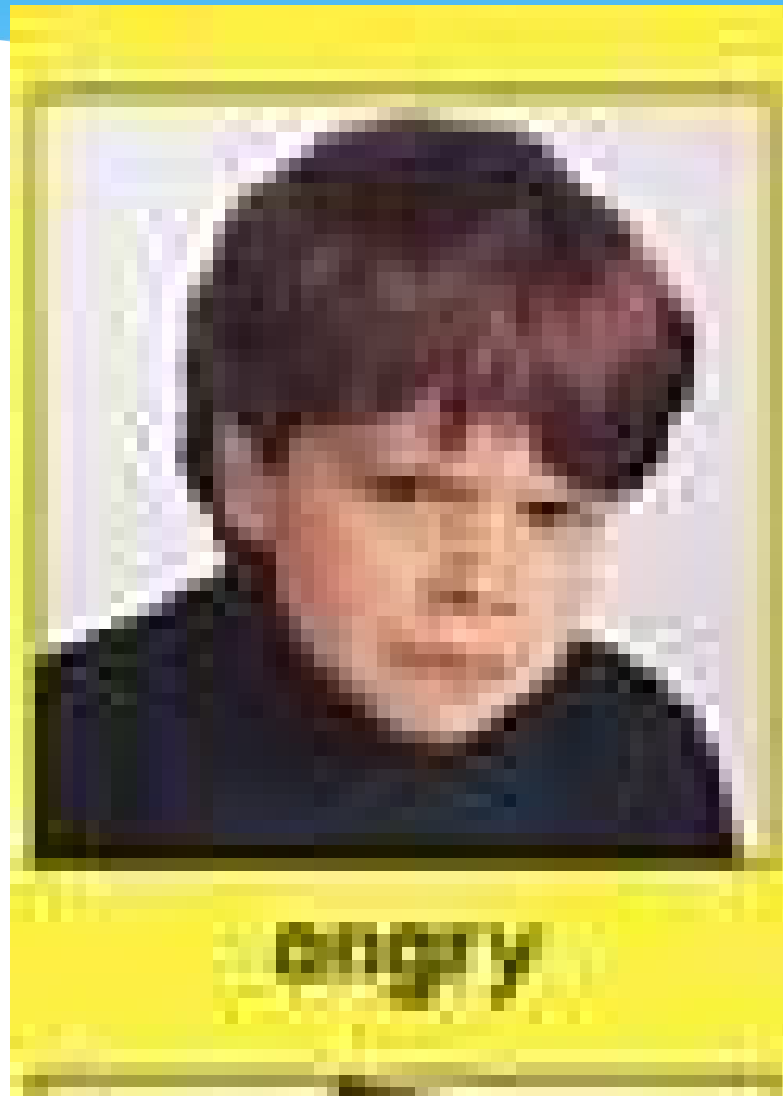
Can you think of a time when you felt
like this?



Can you think of a time when you felt
like this?



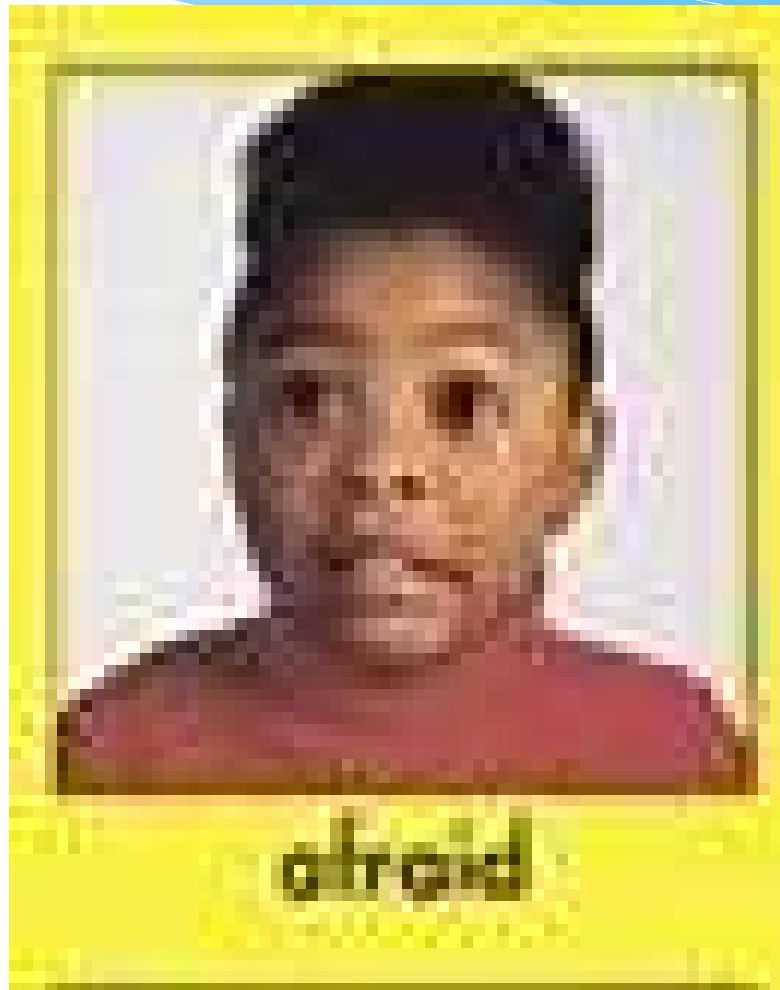
Can you think of a time when you felt
like this?



Can you think of a time when you felt like this?



Can you think of a time when you felt
like this?



Can you think of a time when you felt like this?



How do we know how Ruby feels?
Do we know any other character from a
story who felt like this?



What do you think could
happen to Ruby in this story?

Later this week we will find out what happens to the Ruby in our book.



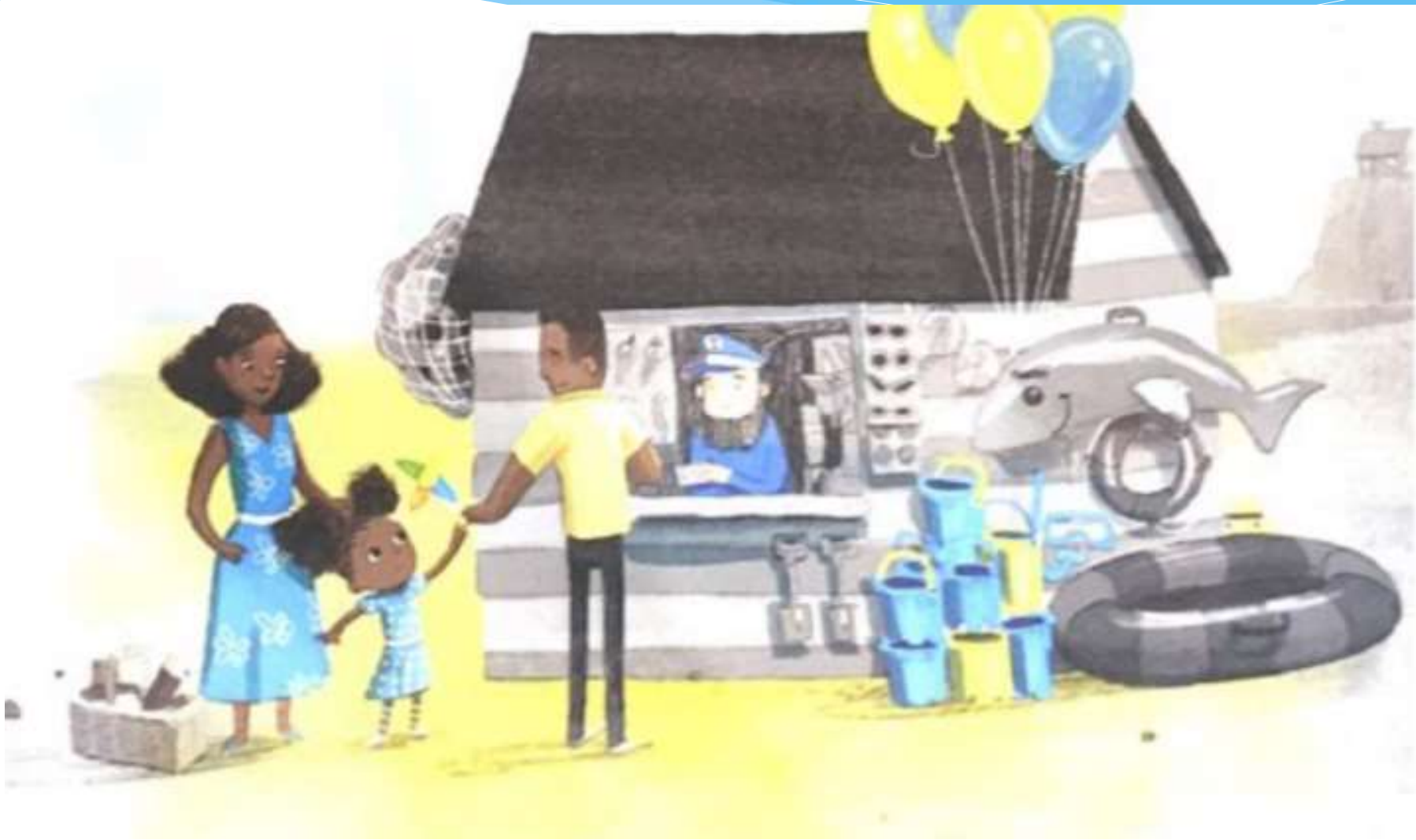
Week 1 Tuesday

* Learning Objectives

I can recognise similarities and differences.

I can talk and write about my own experiences.

What similarities can you see with Ruby to you?





Share your memories with Ruby.



Week 1 Wednesday

* Learning Objectives

I can understand how a character feels on the inside.

I can describe what a character is like on the outside.

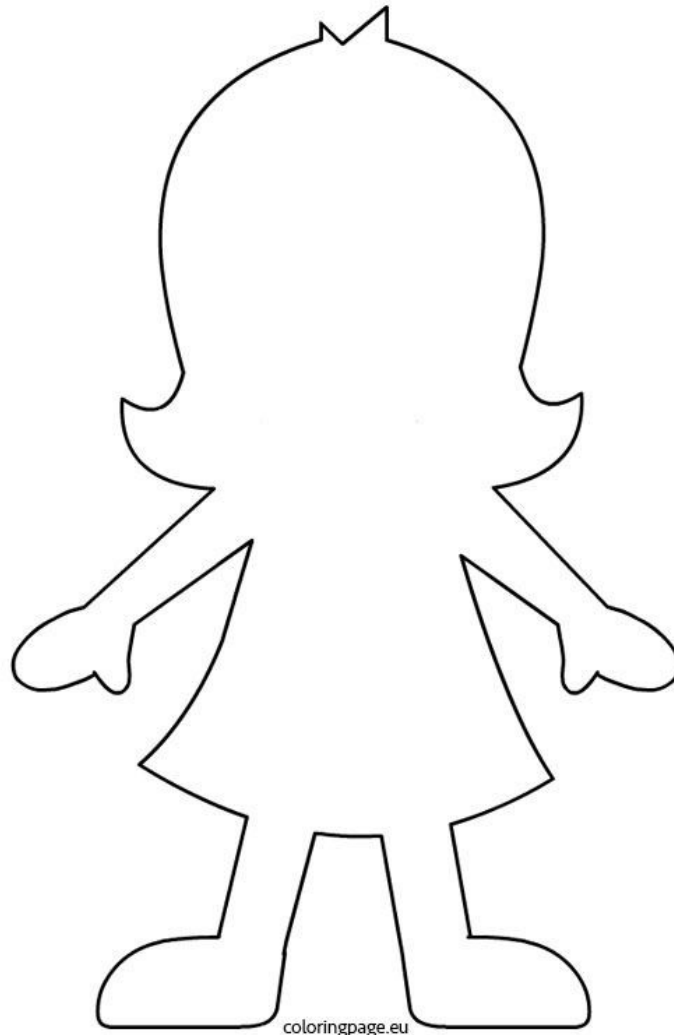
I know that a sentence is a group of words with 1 idea.

Ruby loved being
Ruby.



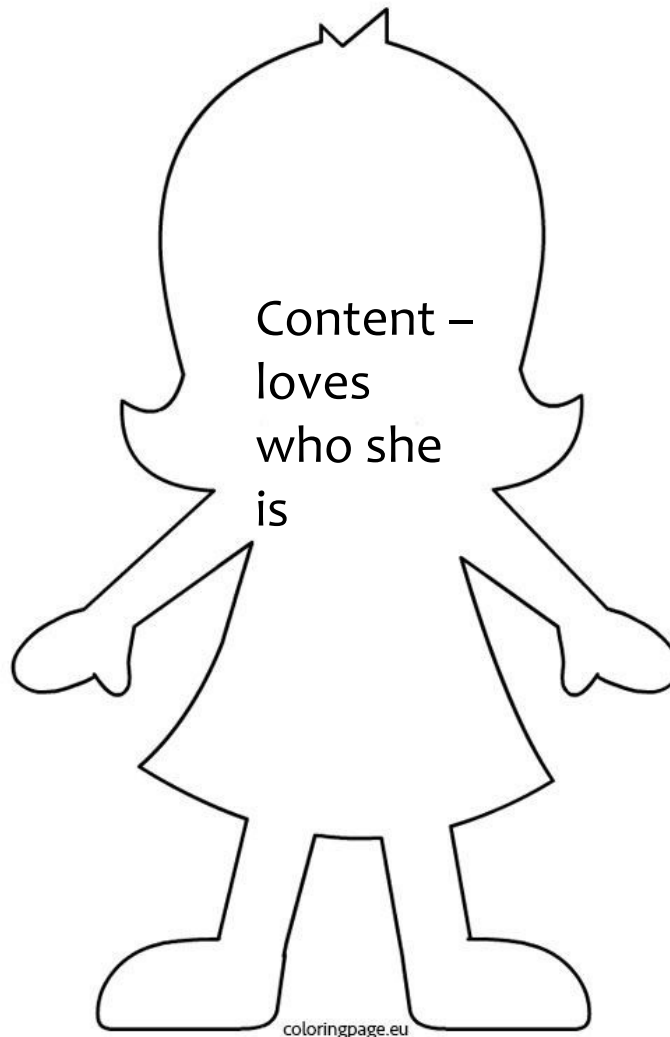


Ruby



Ruby

Adventurous –
goes to the
bottom of the
garden and
swings high



Observant –
notices things
around the
garden

What ideas do you have?

happy

Ruby is happy.

fun

Ruby has fun.

likes swings

Ruby likes to swing.

playing outside

Ruby enjoys playing outside.

Now turn your ideas into sentences.

Use these starters and remember your capital letters and full stops.

Ruby is

Ruby has

Ruby likes

Ruby enjoys



Week 1 Thursday

Learning objectives

I can order the story and retell it.

RUBY'S WORRY



TAM FERRARI

Ruby loved being
Ruby.





she discovered
a Worry.



It wasn't a very
big Worry...



In fact, it was so small that, at first,
Ruby hardly noticed it.



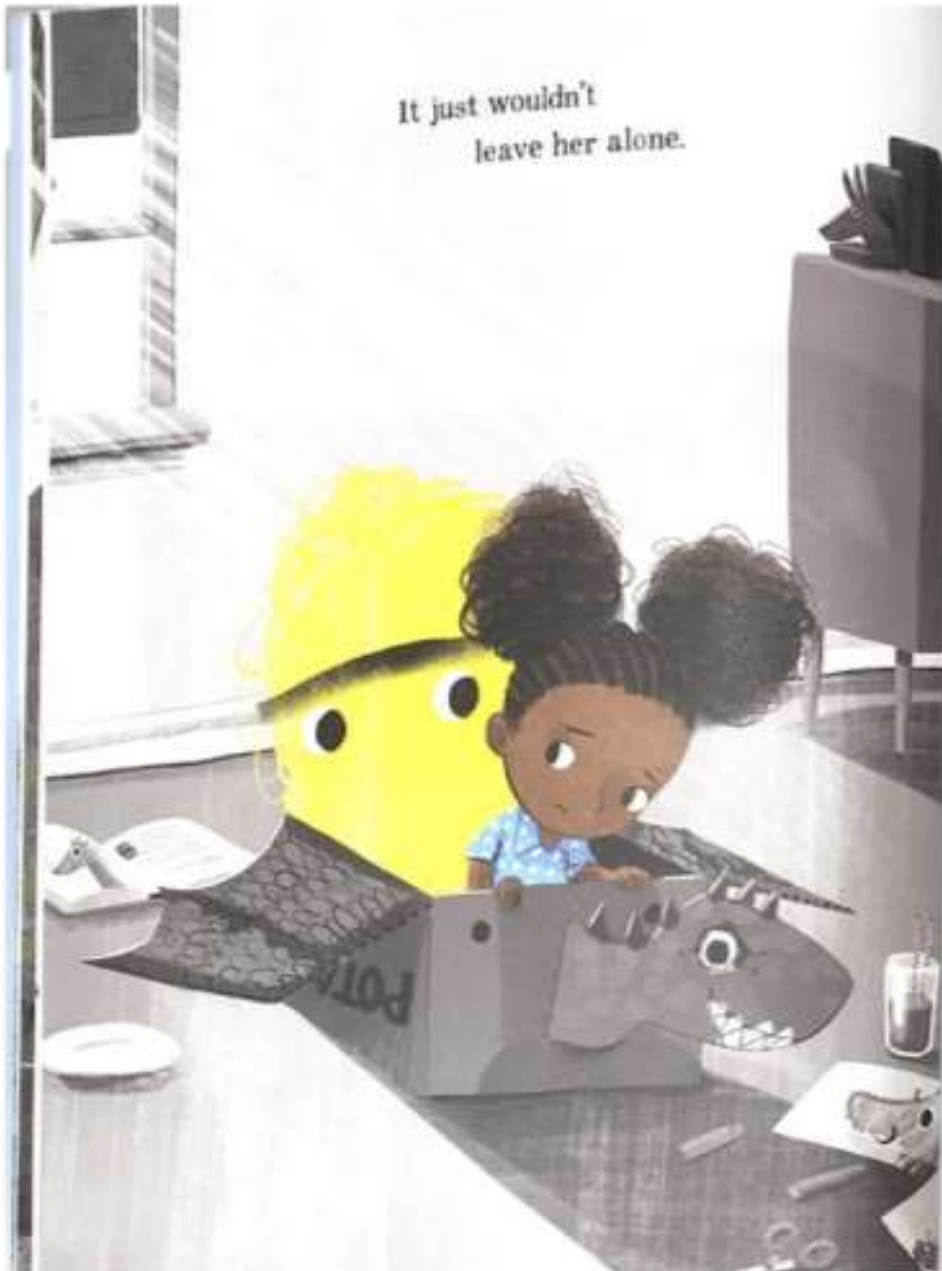
But then the Worry
started to grow.



Each day it got a little bit bigger



It just wouldn't
leave her alone.



It was there at breakfast, staring at
her over the cereal box.



And it was **STILL** there at night,
when she cleaned her teeth.

The funny thing was that no one else could see
Ruby's *Worry* - not even her teacher.



So Ruby pretended that *she* couldn't see it either.



She tried to carry on as if
everything was normal –
but it just wasn't!



The Worry was *always* there – stopping her
from doing the things that she loved.

Ruby wondered if the Worry
would ever go away.



What if it didn't?



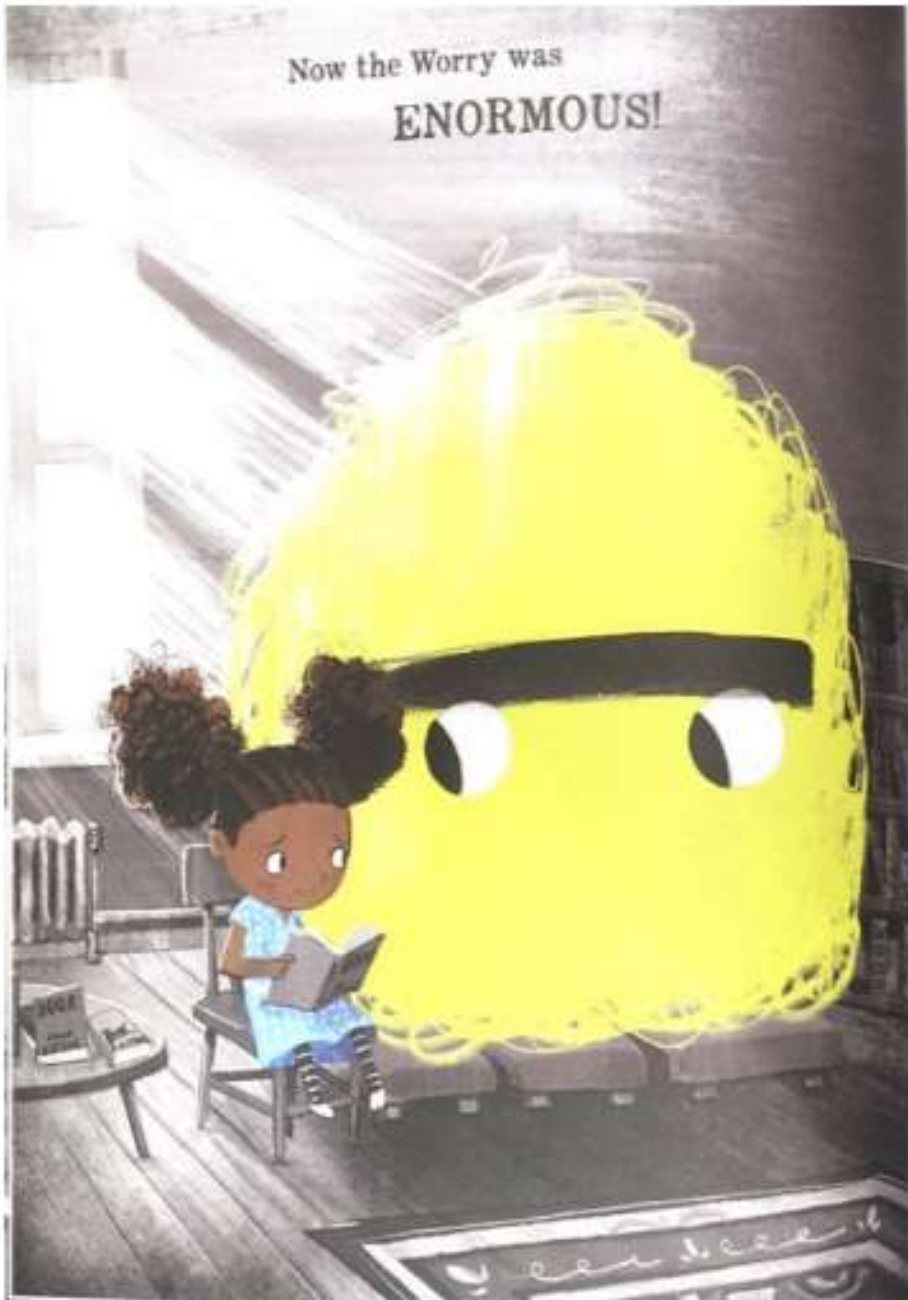
What if it stayed with her *forever*?



Ruby didn't realise, but she was doing the worst
thing you can ever do with a Worry...

she was worrying about it!

Now the Worry was
ENORMOUS!



It could barely fit in the
kitchen at teatime.



It filled up half of the school bus ...



and it took up whole rows at the cinema.

The Worry became the only thing that Ruby
could think about, and it seemed like she
would never feel happy again.



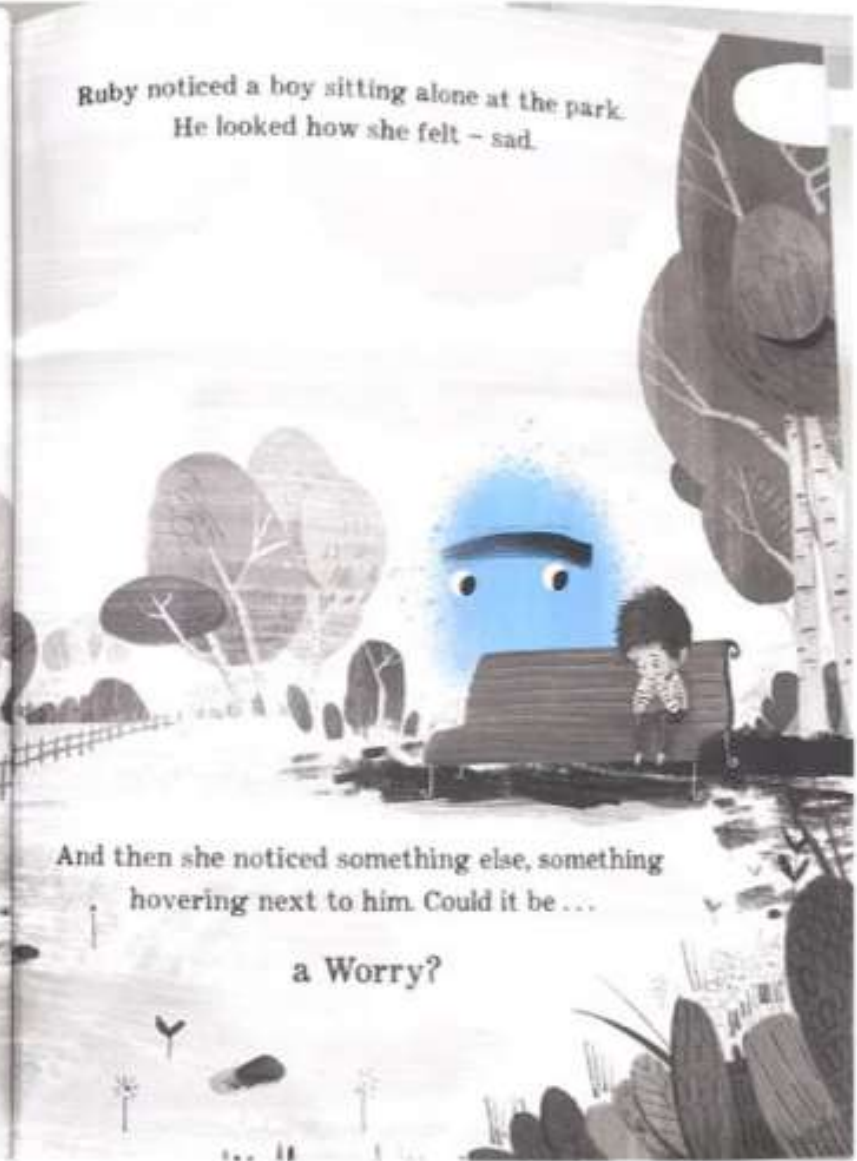
Then, one day, something
unexpected happened...



Ruby noticed a boy sitting alone at the park.
He looked how she felt - sad.

And then she noticed something else, something
hovering next to him. Could it be...

a Worry?



It was!

Ruby realised that she wasn't the
only person with a Worry after all



Other people had them too!

She asked the boy what was on his mind
and, as he told her, the strangest
thing happened ...



his Worry began to shrink!

Then Ruby did the best thing you can
ever do if you have a Worry...

she talked about it.

As the words tumbled out, Ruby's Worry began
to shrink until it was barely there at all.

Soon, both of their Worries
were gone!



Finally, Ruby felt like herself again!



Of course, that wasn't the last time that she ever had a Worry (everyone gets them from time to time).



But now that she knew how to get rid of them...

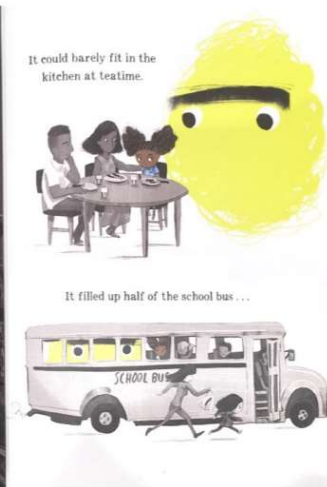
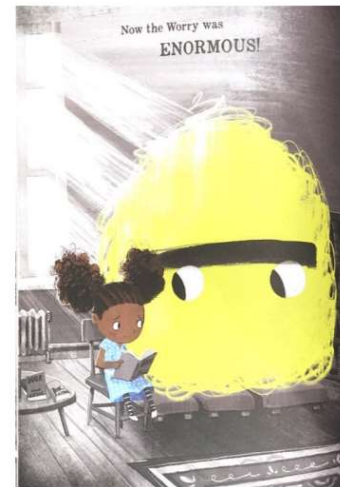
they never hung around for long.



Talk to your partner...

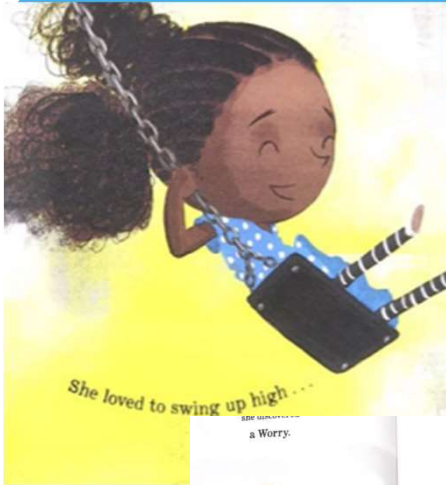
- * What did you like about the story?
- * What did you not like about the story?
- * What puzzled you in the story?
- * What patterns could you see in the story?

Oh no – I've got in a muddle!



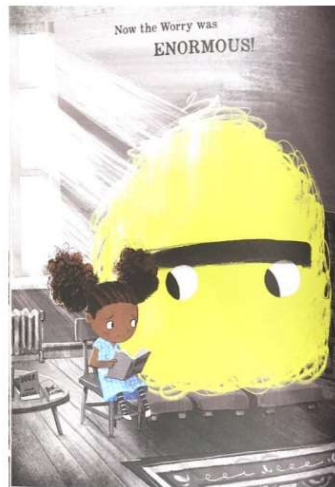
- * Can you reorder the pictures so they are correct?
- * Can you use them to tell your partner the story?

Oh that's better, all in order now!



Ruby is happy.

Ruby gets a worry.



She shares her worry.

The worry disappears.

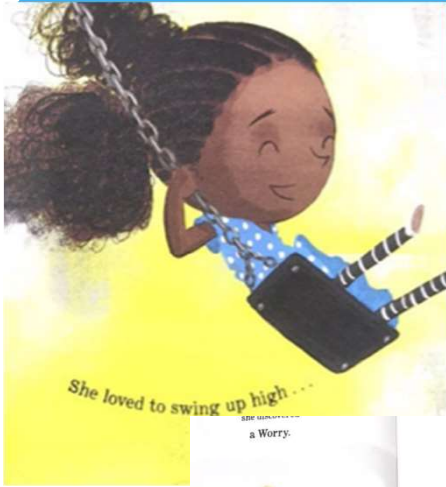


Week 1 Friday

Learning objectives

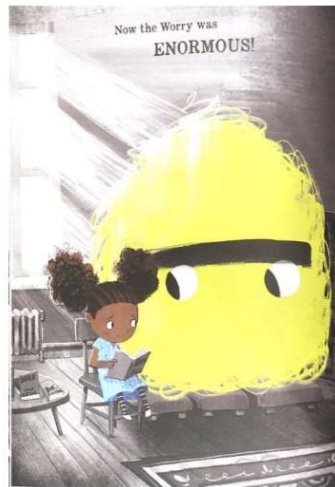
I can understand the emotions of characters at different points in the book.

Retelling the story



Ruby is happy.

Ruby gets a worry.



The worry gets enormous.

She shares her worry.

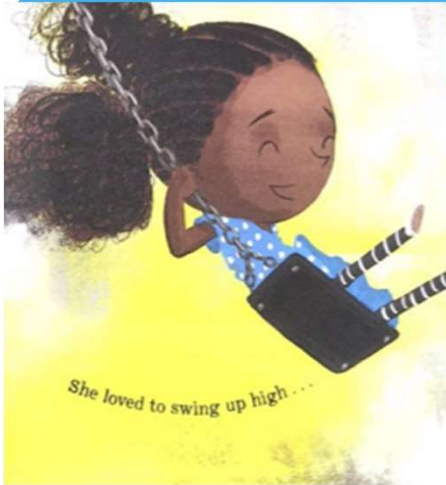
The worry disappears.



Ruby's feelings

- * Worried
- * Nervous
- * Excited
- * Happy
- * Relieved

Opening



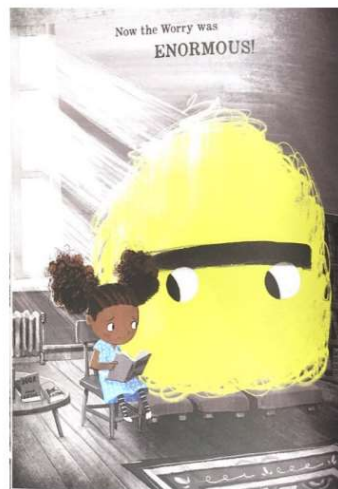
Ruby is happy because she is playing outside.

Build up



Ruby is worried because she gets a worry.

Problem



Ruby is nervous because the worry is enormous.

Resolution

Ruby is relieved because her worry starts to shrink.



Ending

Ruby is excited because her worry has disappeared..



Week 2 Monday

Learning objectives

I can learn a poem by heart.

I can recognise rhyming words.

I can say my days of the week in order.

My feelings poem

Feelings are good,
Feelings are bad,
They make you happy,
They make you sad.

Whatever you feel,
Then that is ok,
Cos however you feel,
You just have to say.

My feelings poem

Feelings are good,

Feelings are bad,

They make you happy,

They make you sad.

Whatever you feel,

Then that is ok,

Cos however you feel,

You just have to say.

My Feelings Poem

- * On Monday I feel excited when I come to school,
- * On Tuesday I am sad when I hurt my knee,
- * On Wednesday I am angry when I don't win at football,
- * On Thursday I am excited when I ride my bike without stabilisers,
- * On Friday I am scared when I wake from a nightmare,
- * But on the weekend I am happy when I spend my time with you.

My Feelings Poem

- * On Monday I feel excited when I come to school,
- * On Tuesday I am sad when I hurt my knee,
- * On Wednesday I am angry when I don't win at football,
- * On Thursday I am excited when I ride my bike without stabilisers,
- * On Friday I am scared when I wake from a nightmare,
- * But on the weekend I am happy when I spend my time with you.

Oh no, I am in a muddle again.



All sorted, thank you.



Week 2 Tuesday

Learning Objectives

I can use capital letters for days of the week.

I can use a capital I when it is on its own as a word.

Oh no, I think someone has stolen
the capital letters in my poem.

My Feelings Poem

- * on monday i feel excited when i come to school,
- * on tuesday i am sad when i hurt my knee,
- * on wednesday i am angry when i don't win at football,
- * on thursday i am excited when i ride my bike without stabilisers,
- * on friday i am scared when i wake from a nightmare,
- * but on the weekend i am happy when i spend my time with you.

Oh that's better, thank you.

My Feelings Poem

- * On Monday I feel excited when I come to school,
- * On Tuesday I am sad when I hurt my knee,
- * On Wednesday I am angry when I don't win at football,
- * On Thursday I am excited when I ride my bike without stabilisers,
- * On Friday I am scared when I wake from a nightmare,
- * But on the weekend I am happy when I spend my time with you.

Can you fix these for me.

on friday i run

on tuesday i sing

on sunday i sleep

on wednesday i dance

on monday i play

on thursday i laugh

on saturday i jump

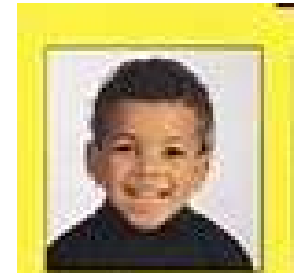
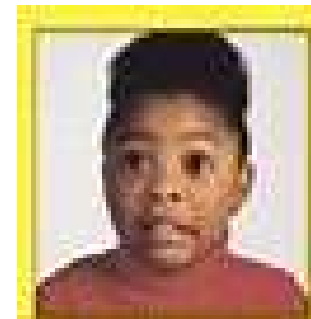
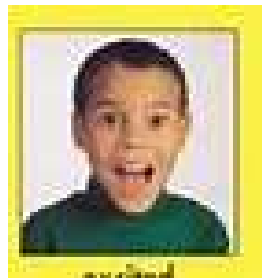
Week 2 Wednesday

Learning objectives

I can understand new words.

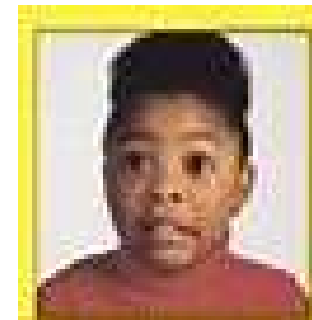
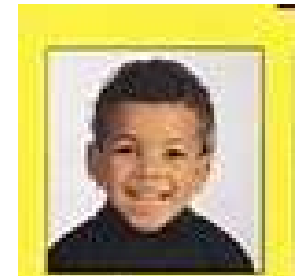
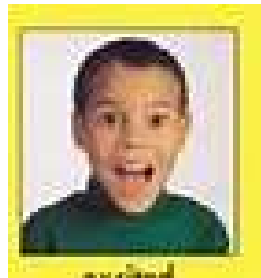
Do you know what these words mean?

- * excited
- * angry
- * scared
- * sad
- * happy
- * stabilisers
- * nightmare
- * weekend



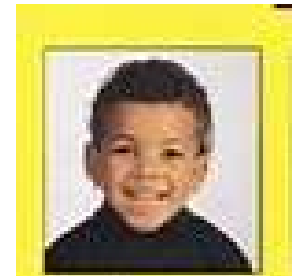
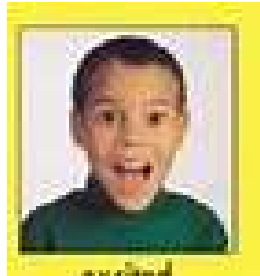
Can you match them to the pictures?

- * excited
- * angry
- * scared
- * sad
- * happy
- * stabilisers
- * nightmare
- * weekend



Can you put them into a sentence?

- * excited
- * angry
- * scared
- * sad
- * happy
- * stabilisers
- * nightmare
- * weekend



Can you put them into a sentence?

- * weekend

The days of the week together called Saturday and Sunday.

Can you put them into a sentence?

* nightmare

Something you do when you are asleep. They are like dreams but normally a little scary.



* stabilisers

Stabilisers help a bike to not fall over with two small wheels on either side



Week 2 Thursday

Learning Objective

I can say my own poem about my feelings. (R)

I can write my own poem about my feelings. (Y1)

On Monday...

- * How do you feel and why?

How are you feeling today?



happy



sad



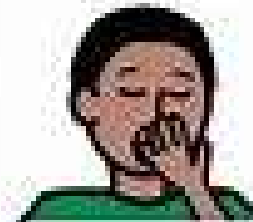
excited



sick



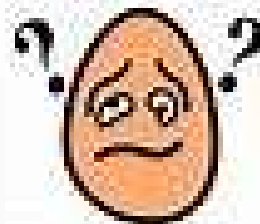
tired



bored



confused



mad



frustrated



On Tuesday...

- * How do you feel and why?

How are you feeling today?



happy



sad



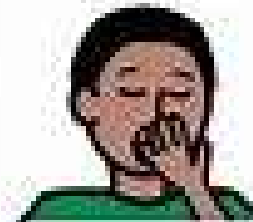
excited



sick



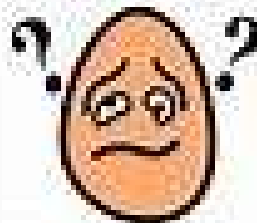
tired



bored



confused



mad



frustrated



On Wednesday...

- * How do you feel and why?

How are you feeling today? ? 🖐️		
happy 	sad 	excited 
sick 	tired 	bored 
confused 	mad 	frustrated 

On Thursday...

- * How do you feel and why?

How are you feeling today?



happy



sad



excited



sick



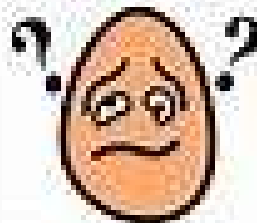
tired



bored



confused



mad


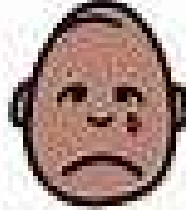


frustrated



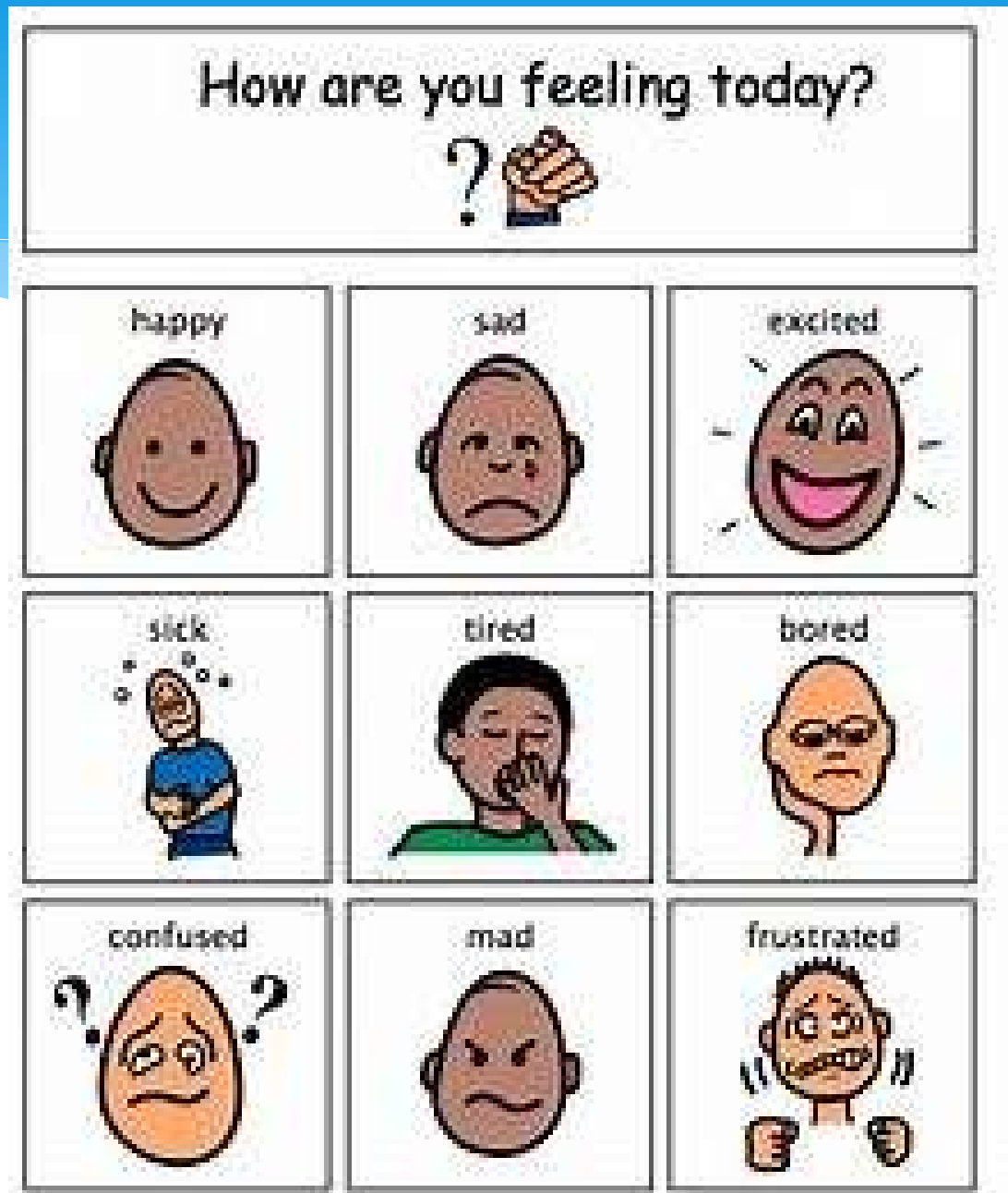
On Friday...

- * How do you feel and why?

How are you feeling today? ? 🖐️		
happy 	sad 	excited 
sick 	tired 	bored 
confused 	mad 	frustrated 

But on the weekend...

- * How do you feel and why?



Week 2 Friday

Learning Objective

I can perform my poem.

Week 3 Monday

Learning Objectives

I can learn a letter by heart.

I can suggest ideas to reply to a letter.

Look what arrived!



A letter has arrived.

Dear class _____,

Please can you help me.

I have another worry and it is getting bigger again.

What should I do?

Please write back with your ideas.

Love

Ruby



Shall we write back to Ruby?

* What could we say will help her?

Talk to someone about her worry?

Distract herself by playing a game?

Draw a picture of her worry?

Ask for a hug?

Listen to music, sing and dance?

Tell a teddy?

Write it down and put it in a box?

Week 3 Tuesday

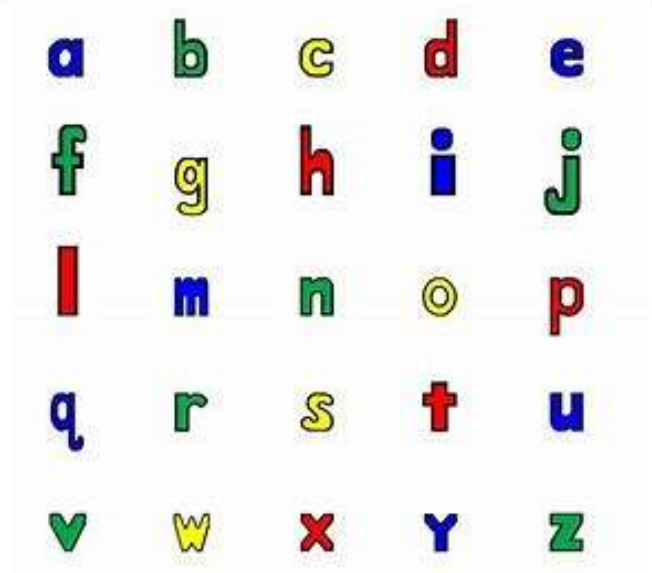
Learning objectives

I can say the alphabet in the correct order.

I can say words that start with a letter given.

Letters or letters?

- * Letters can mean two things...
- * Letters that come in envelopes
- * Or
- * Letters of the alphabet

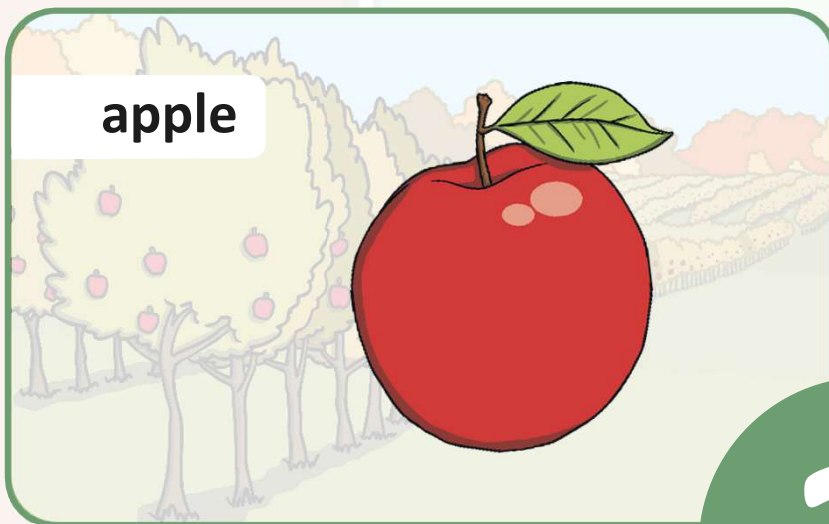


Let's practise our alphabet...

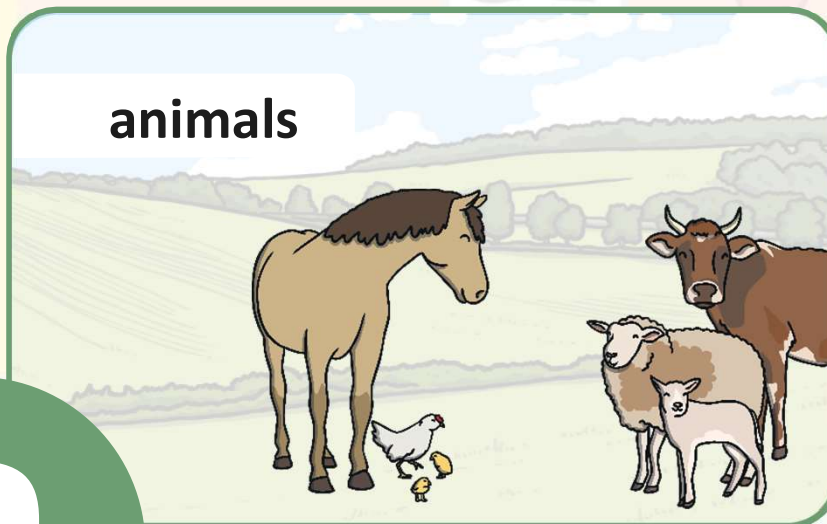
- * <https://www.bing.com/videos/search?q=alphabet+song&&view=detail&mid=132E9364A9EF07A076E6132E9364A9EF07A076E6&&FORM=VDRVRV>

What can you think of that starts with an 'a'?

apple

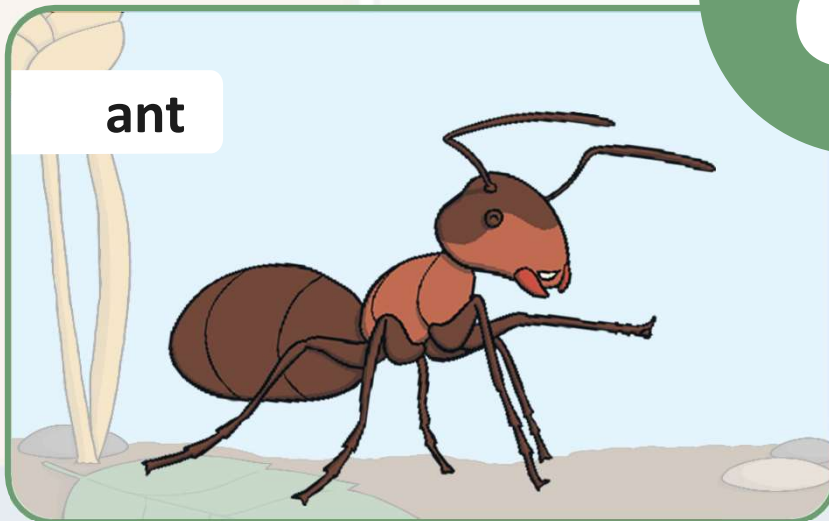


animals

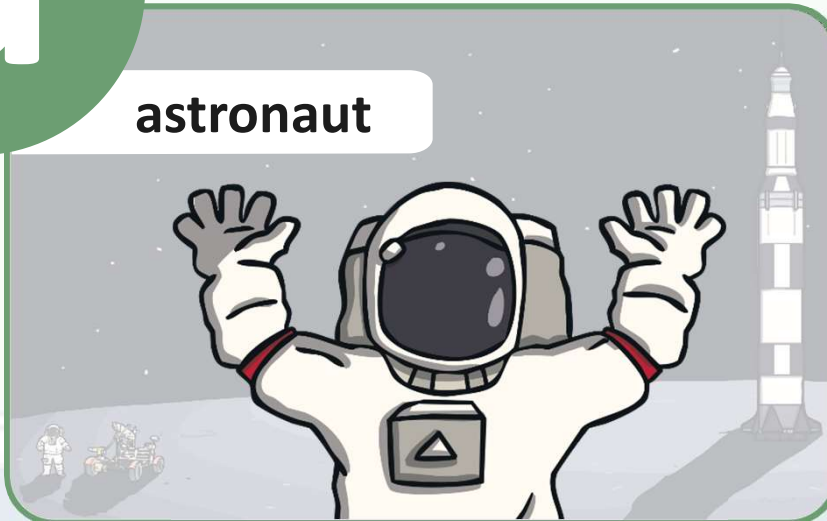


a

ant



astronaut

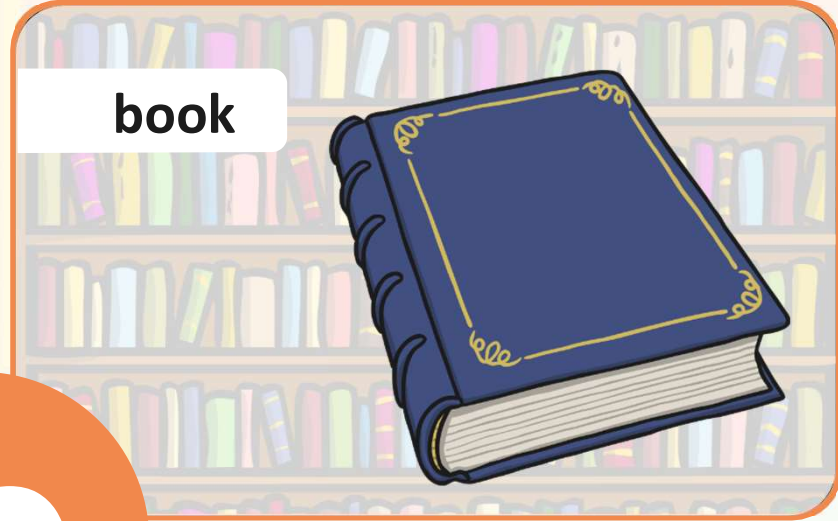


What can you think of that starts with a 'b'?

bee



book



b

bed



ball

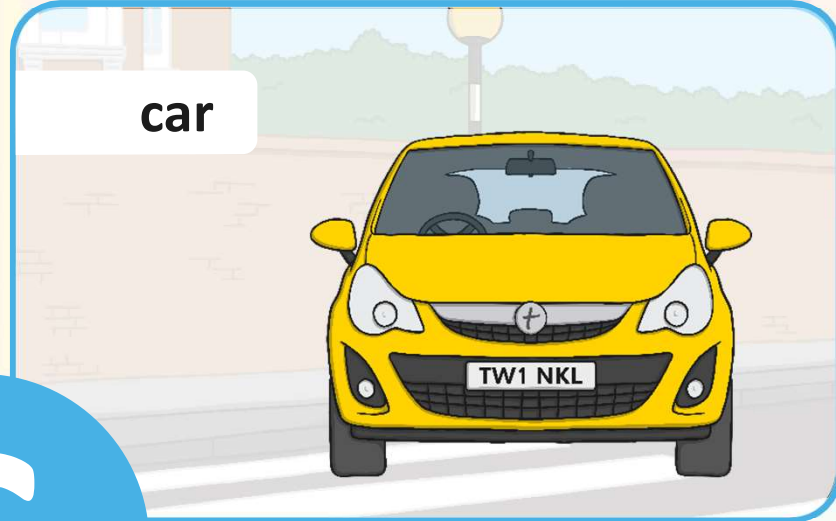


What can you think of that starts with a 'c'?

cat



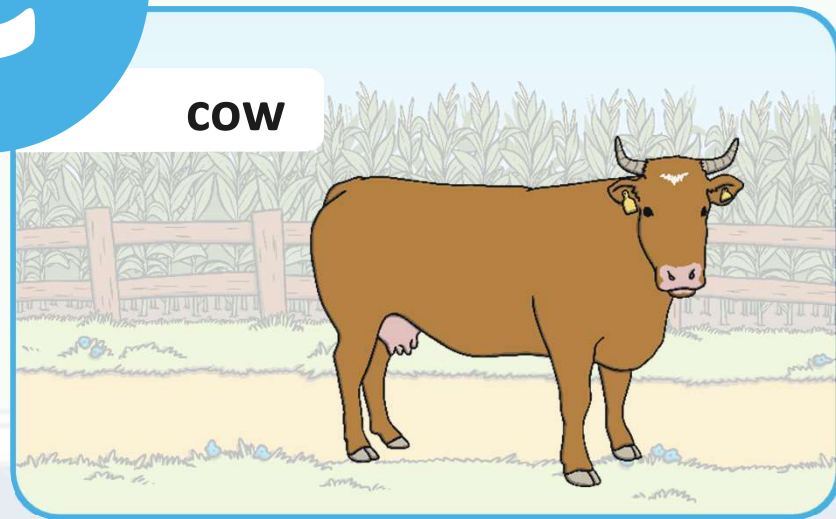
car



cake



cow



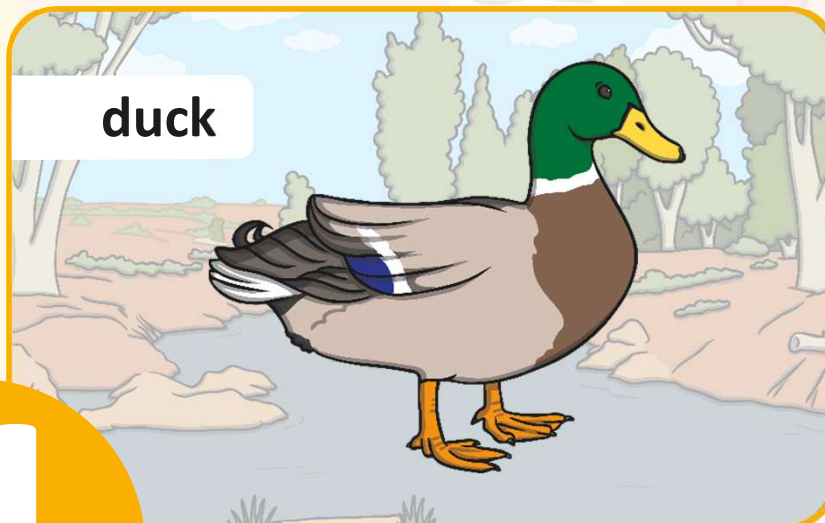
C

What can you think of that starts with a 'd'?

dog



duck

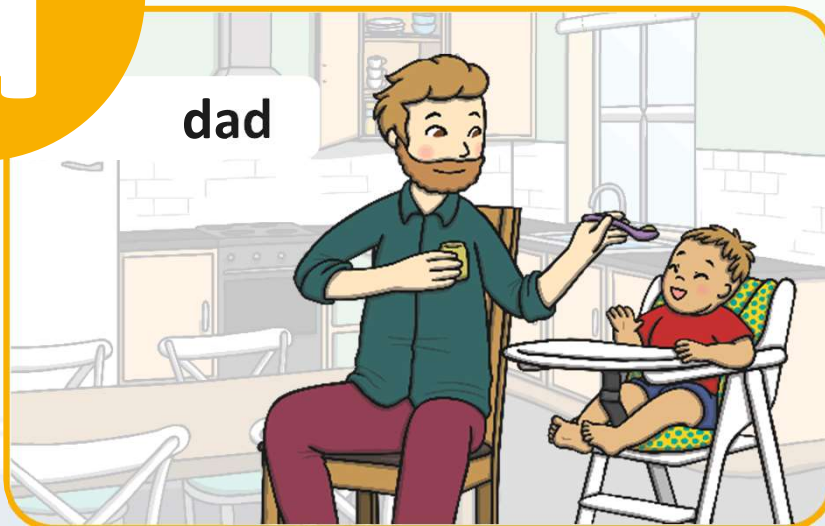


d

door

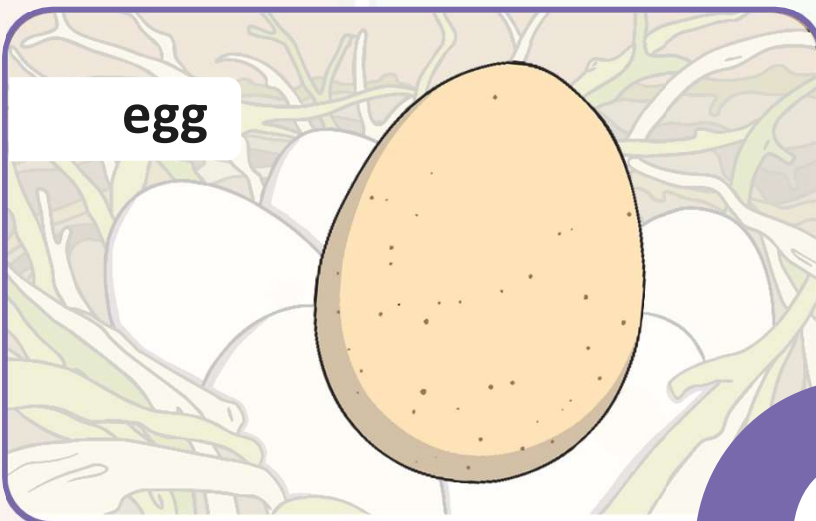


dad

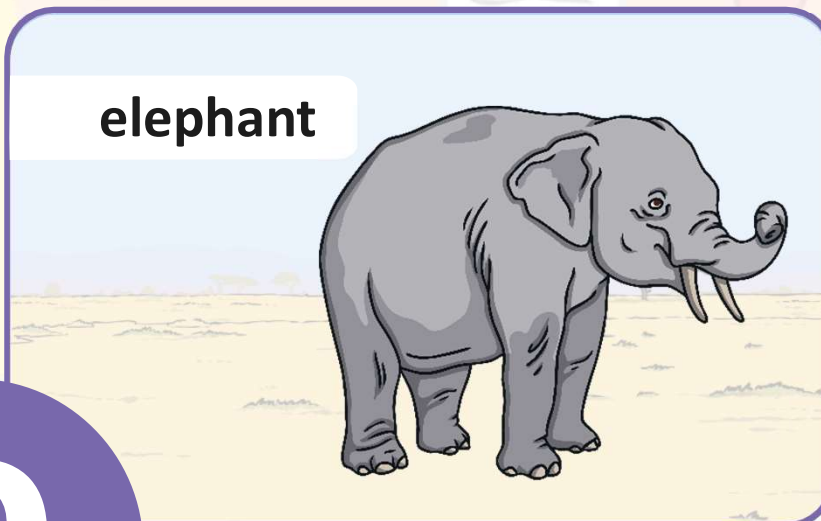


What can you think of that starts with an 'e'?

egg



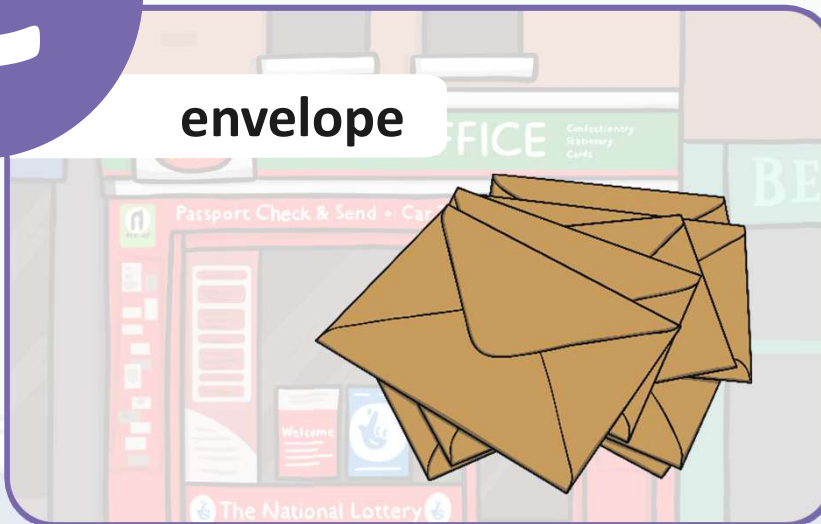
elephant



elf



envelope



e

What can you think of that starts with a 'f'?

frog



flower



fire



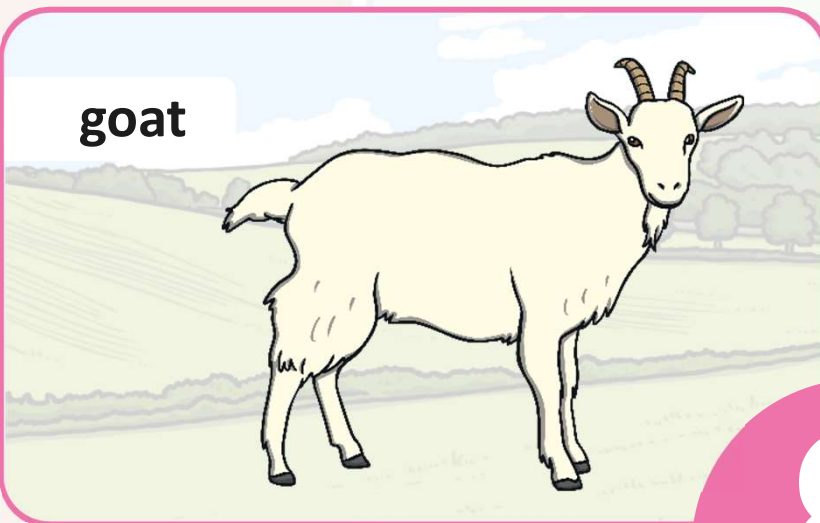
fork



f

What can you think of that starts with a 'g'?

goat



girl



green



gorilla



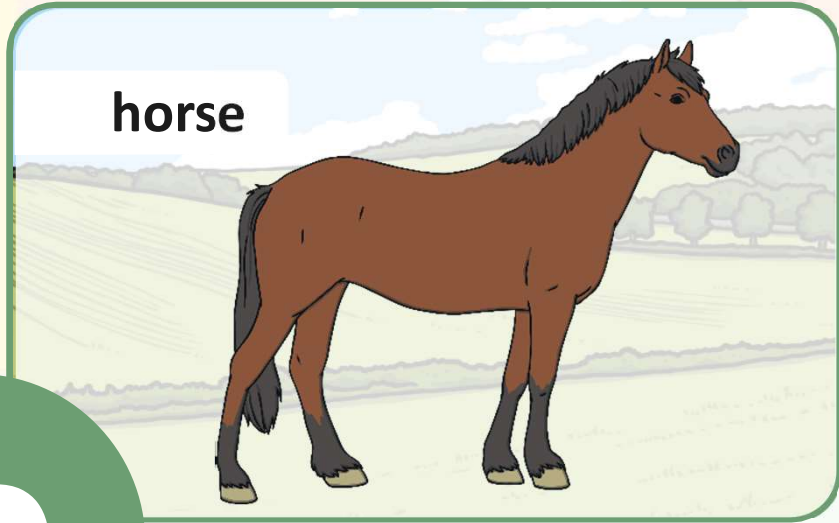
g

What can you think of that starts with a 'h'?

hat

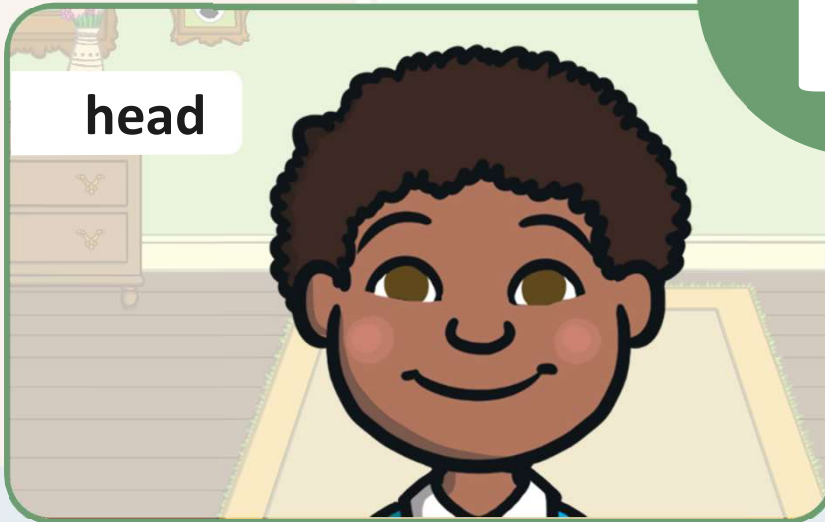


horse

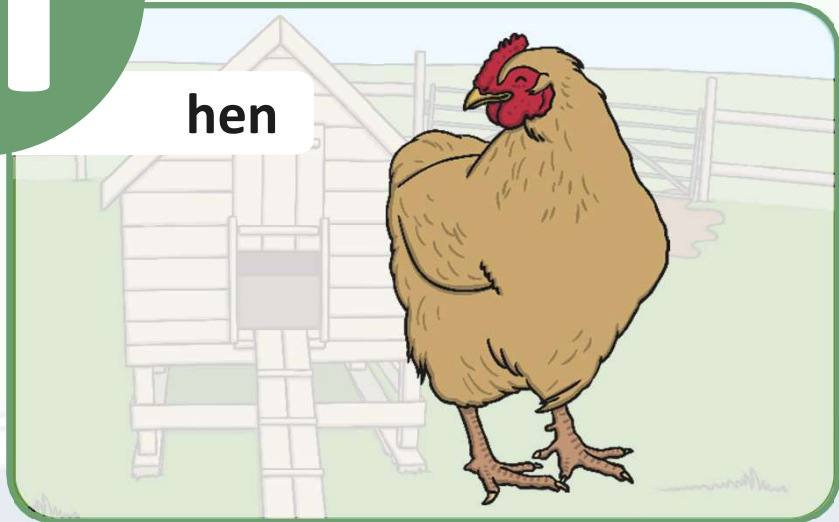


h

head



hen

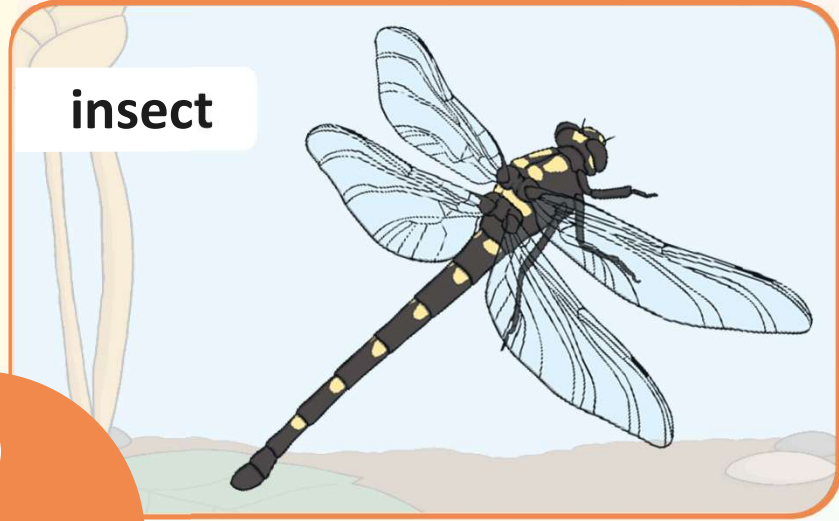


What can you think of that starts with an 'i'?

ink



insect



igloo



imp



What can you think of that starts with a 'j'?

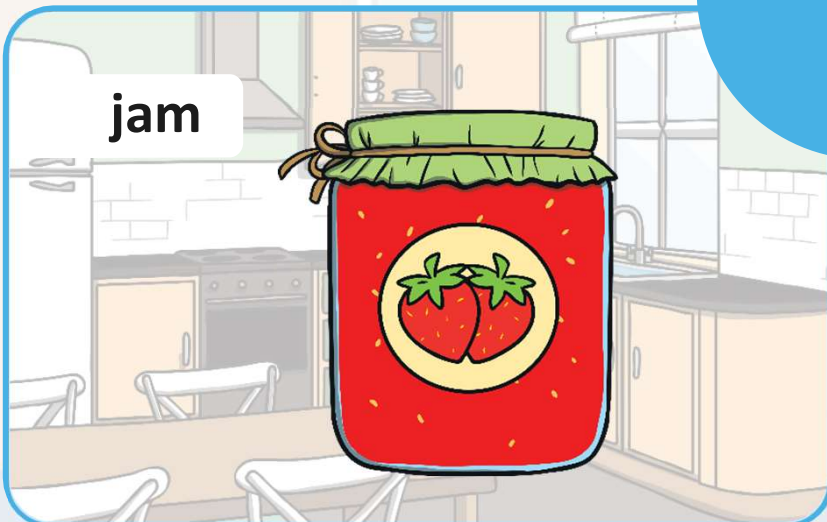
jelly



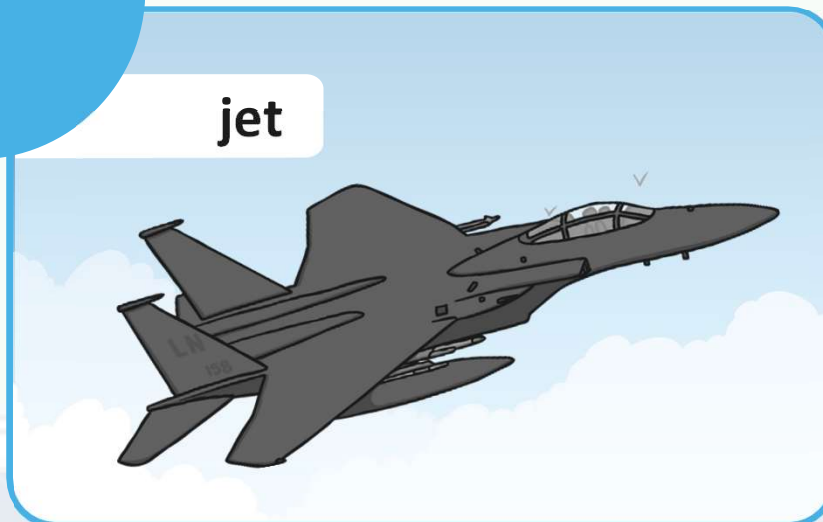
jug



jam



jet



What can you think of that starts with a 'k'?

king

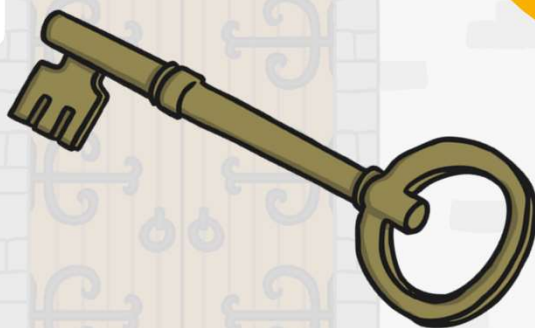


kite

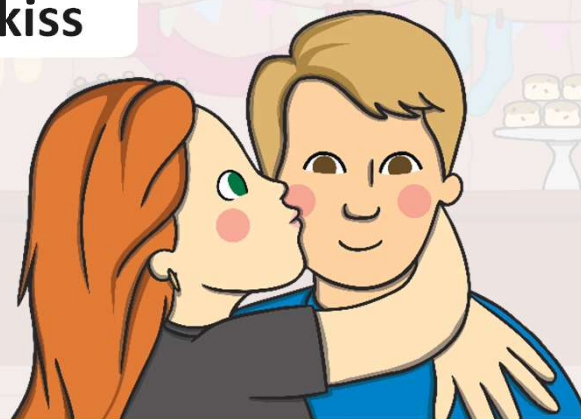


k

key

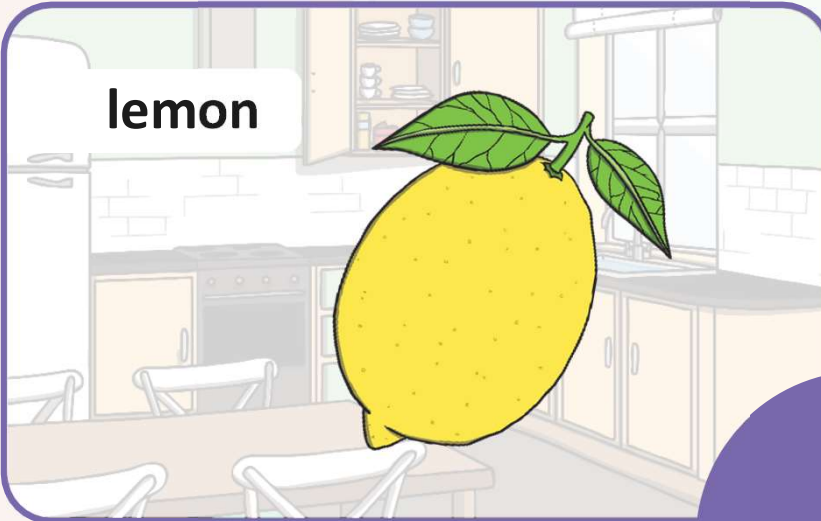


kiss



What can you think of that starts with a 'l'?

lemon



light



lips



log



What can you think of that starts with a 'm'?

milk



moon



m

man



mug

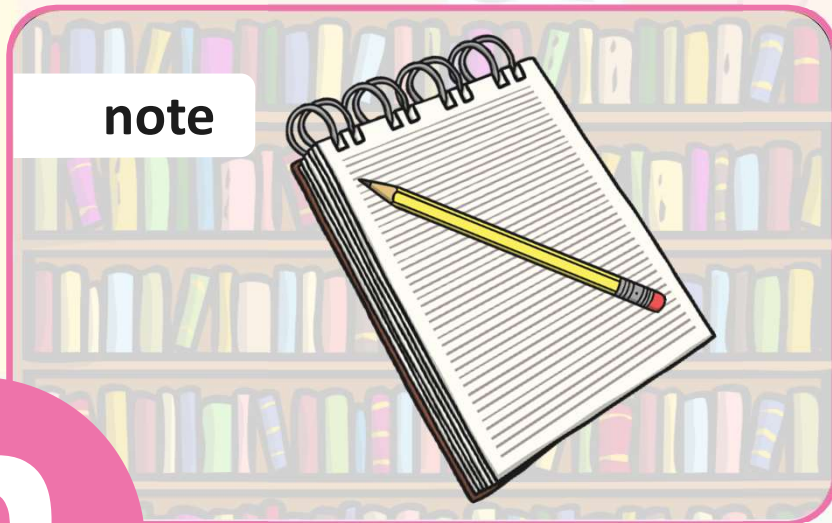


What can you think of that starts with a 'n'?

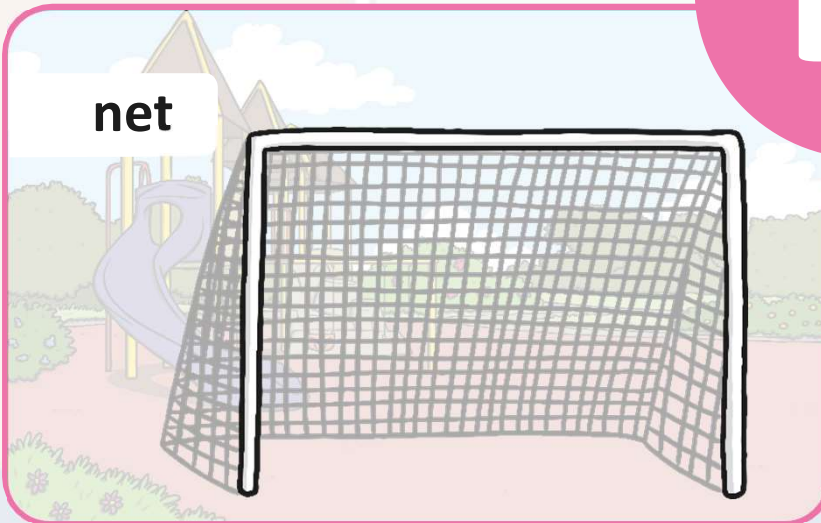
nose



note



net



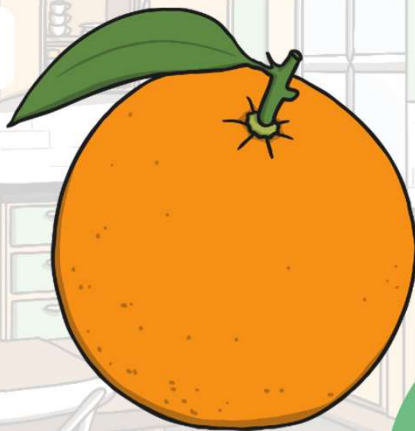
nurse



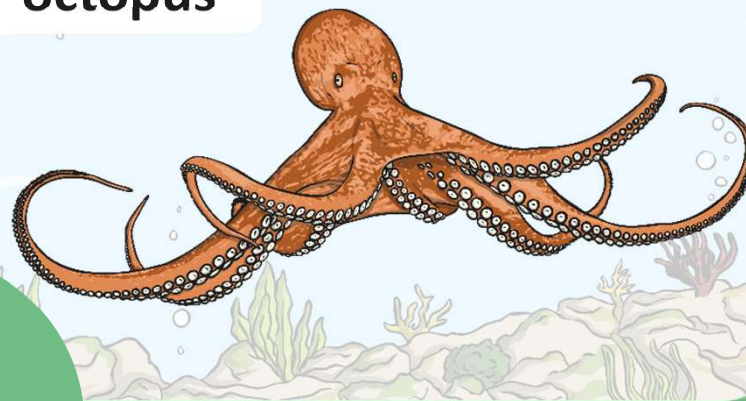
n

What can you think of that starts with an 'o'?

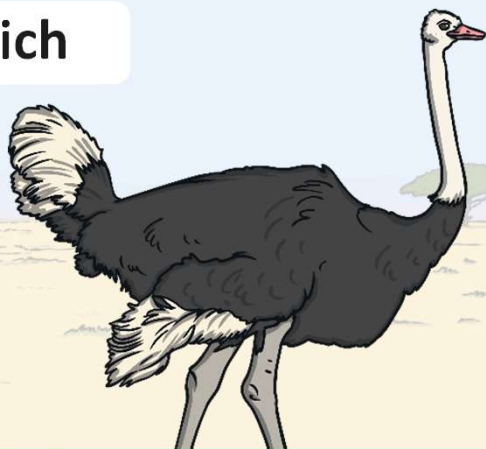
orange



octopus



ostrich



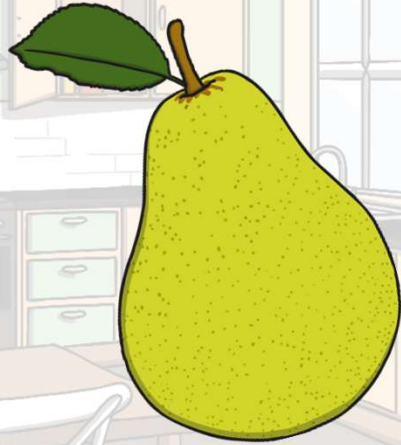
otter



O

What can you think of that starts with a 'p'?

pear

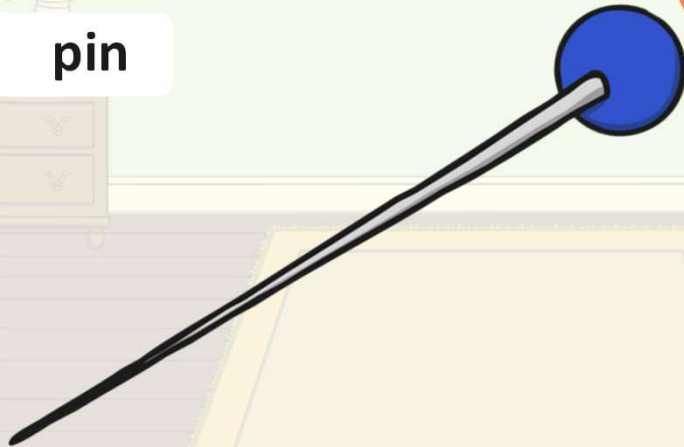


puppy

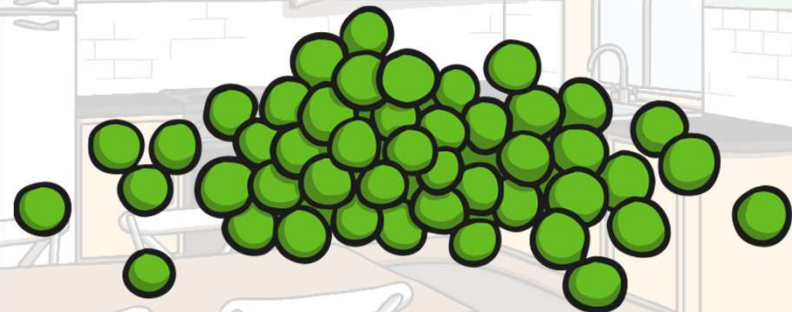


p

pin



peas



What can you think of that starts with a 'q'?

queen



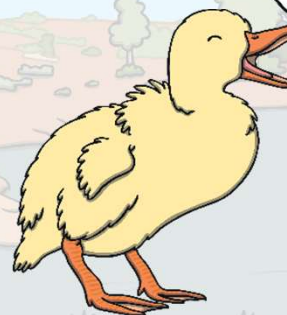
quokka



quill



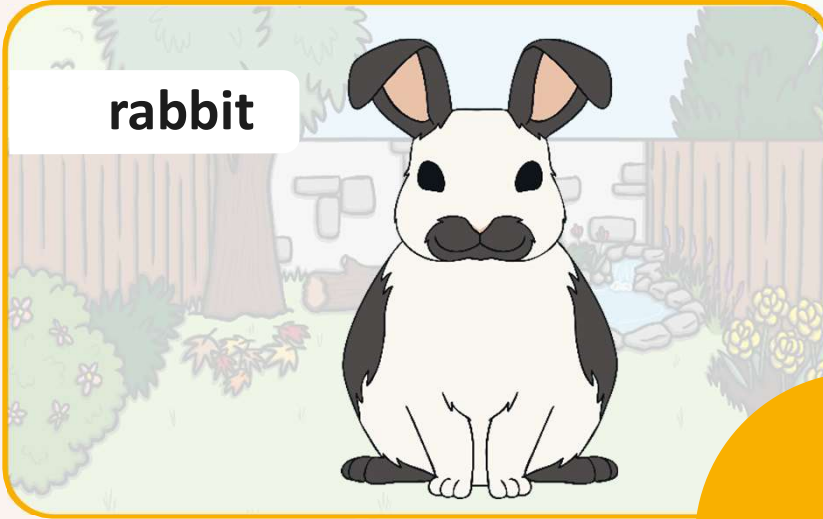
Quack



q

What can you think of that starts with a 'r'?

rabbit



ring



rose



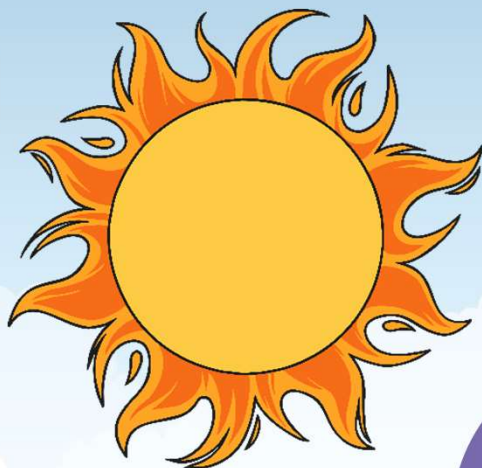
rain



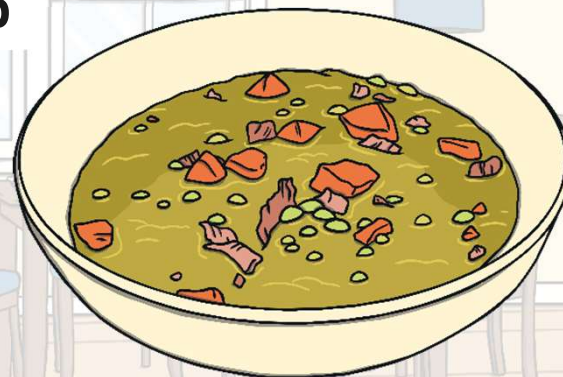
r

What can you think of that starts with a 's'?

sun



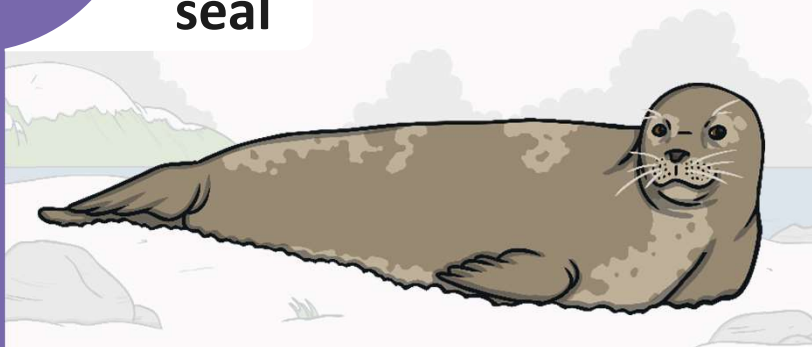
soup



sock



seal



S

What can you think of that starts with a 't'?

toes



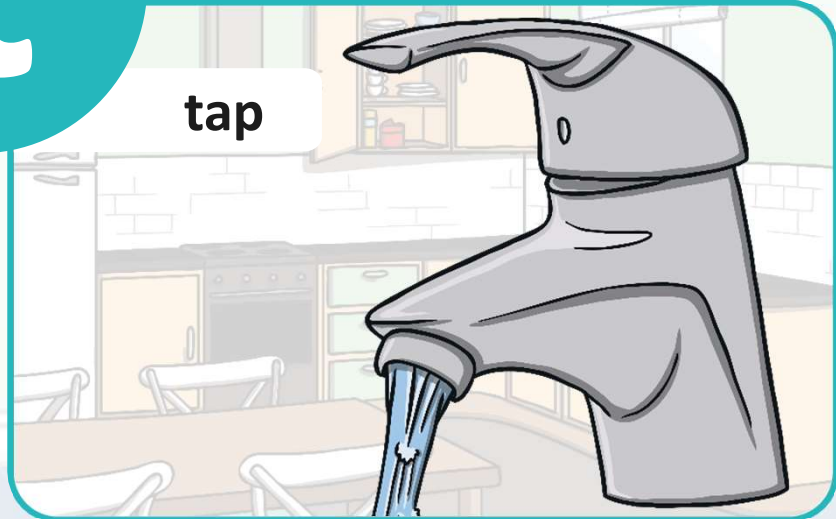
tea



tie



tap



t

What can you think of that starts with an 'u'?

umbrella

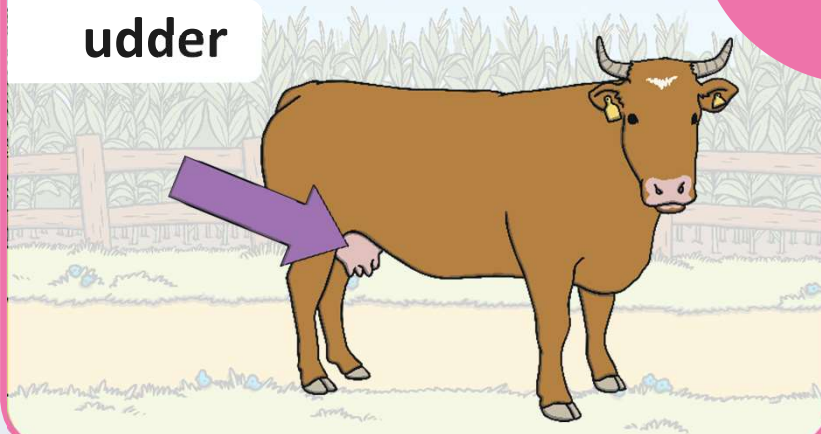


underwear

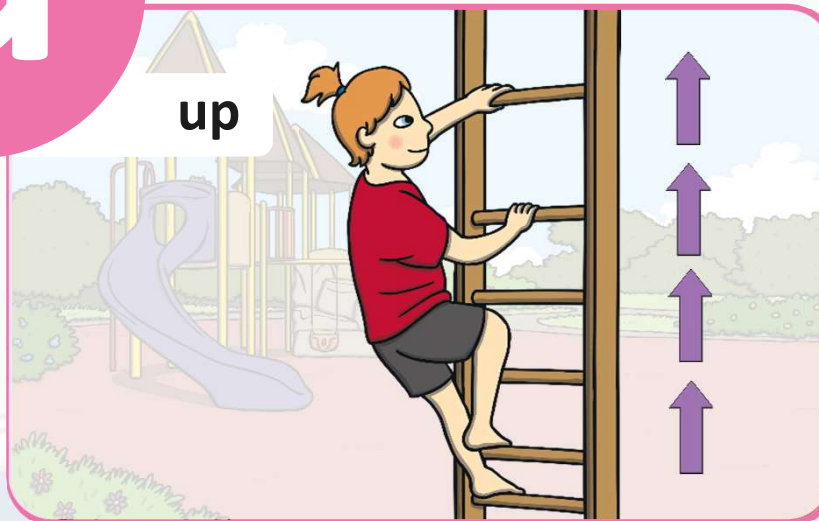


u

udder

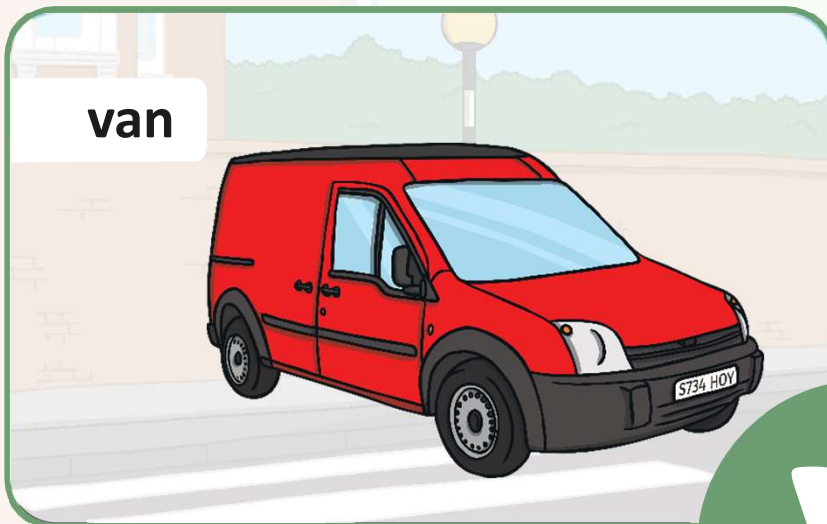


up



What can you think of that starts with a 'v'?

van



vase



vet



violin



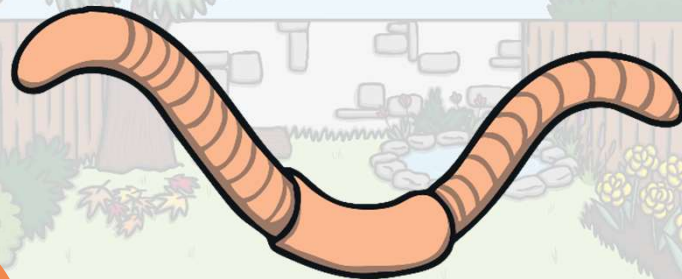
V

What can you think of that starts with a 'w'?

wheel

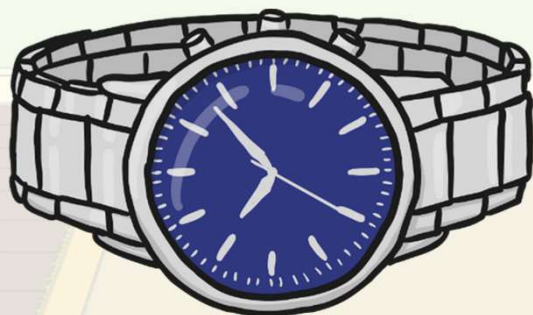


worm



W

watch

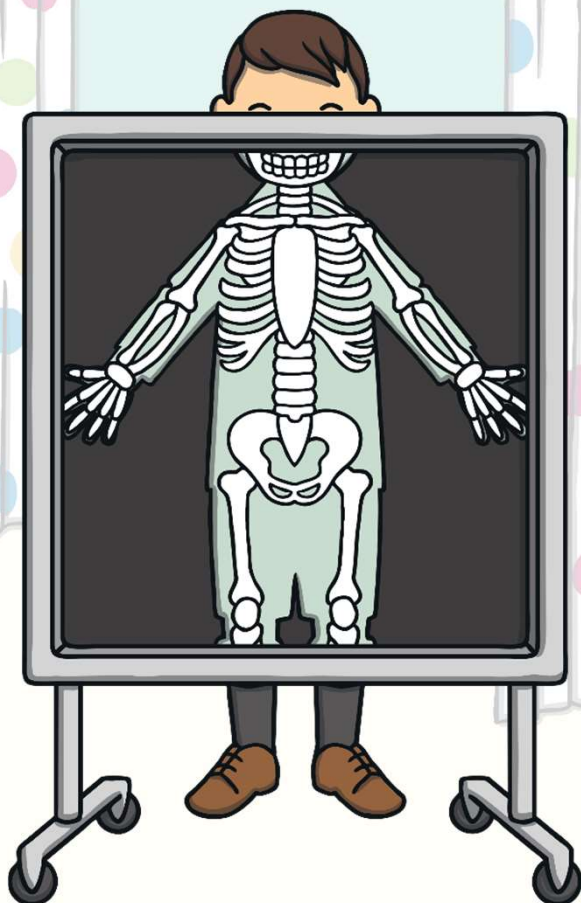


witch



What can you think of that starts with an 'x'?

X-ray



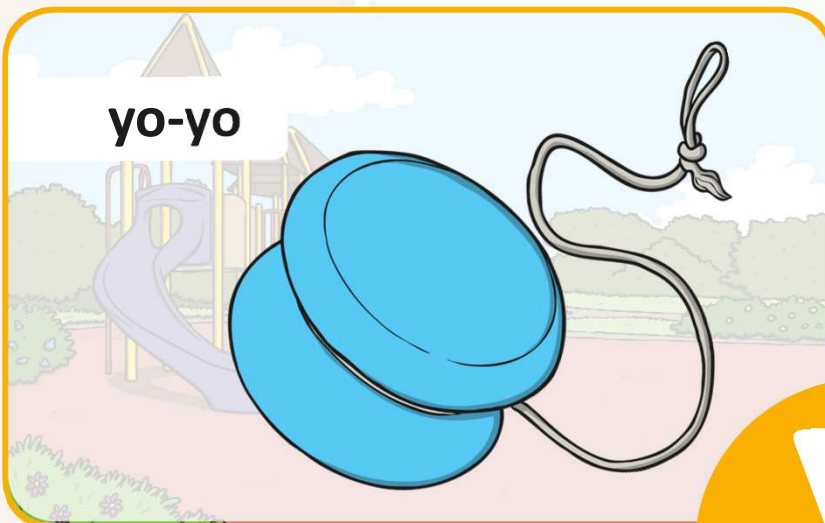
xylophone



X

What can you think of that starts with a 'y'?

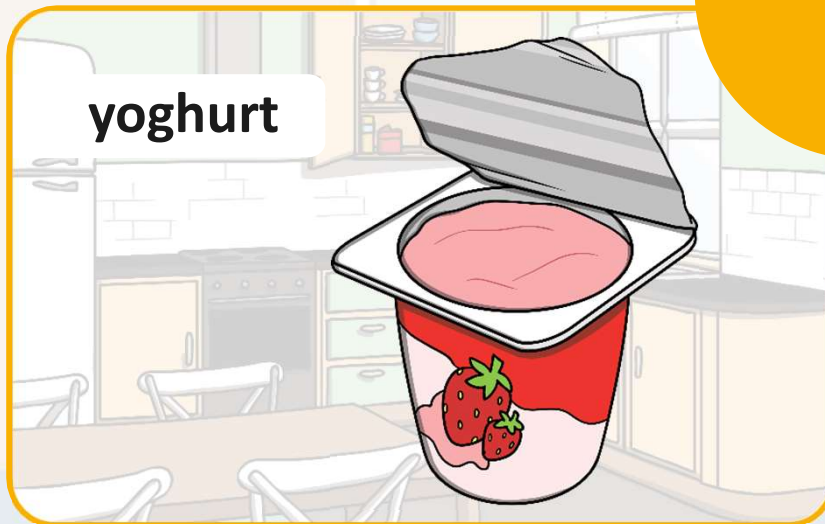
yo-yo



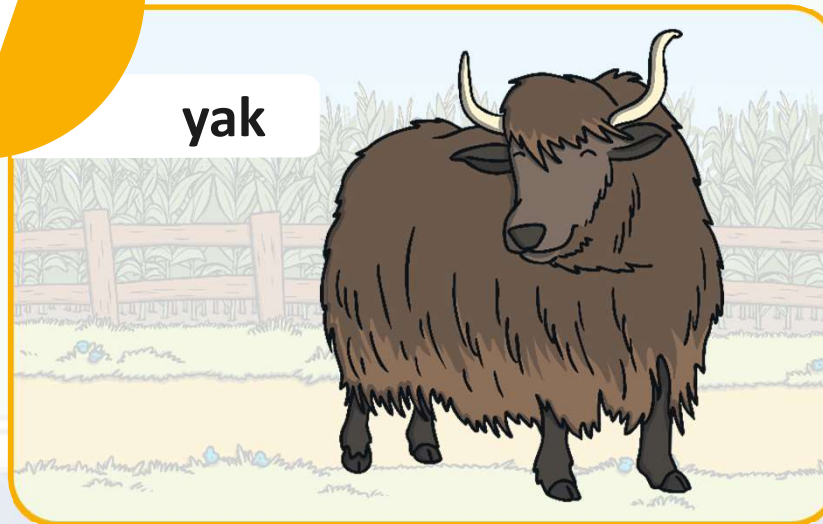
yellow



yoghurt



yak



y

What can you think of that starts with a 'z'?

zebra

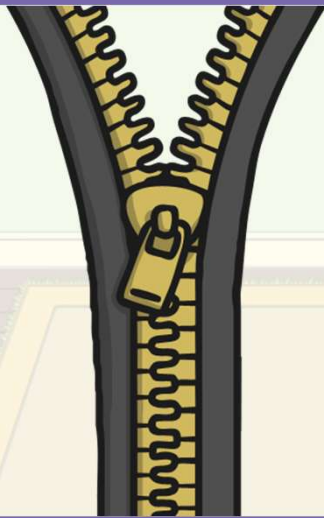


zero

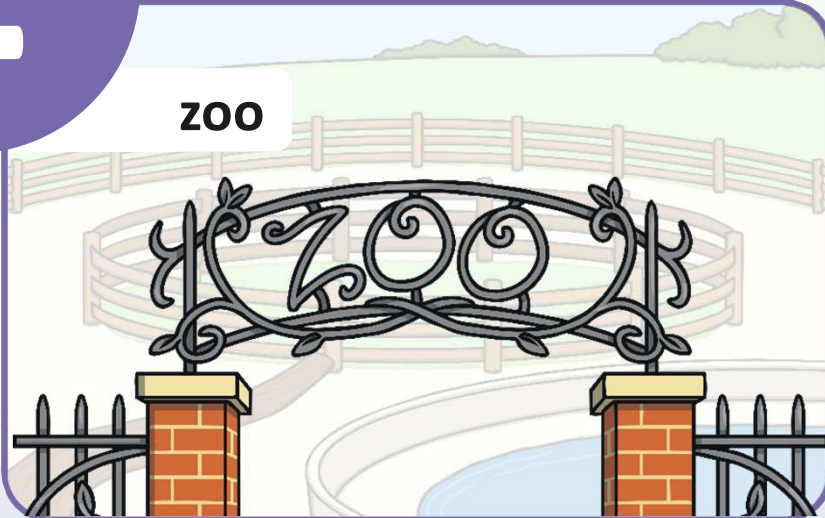


Z

zip



zoo



Lets Play!

Look at the picture that comes up on the screen and say the letter sound it starts with!

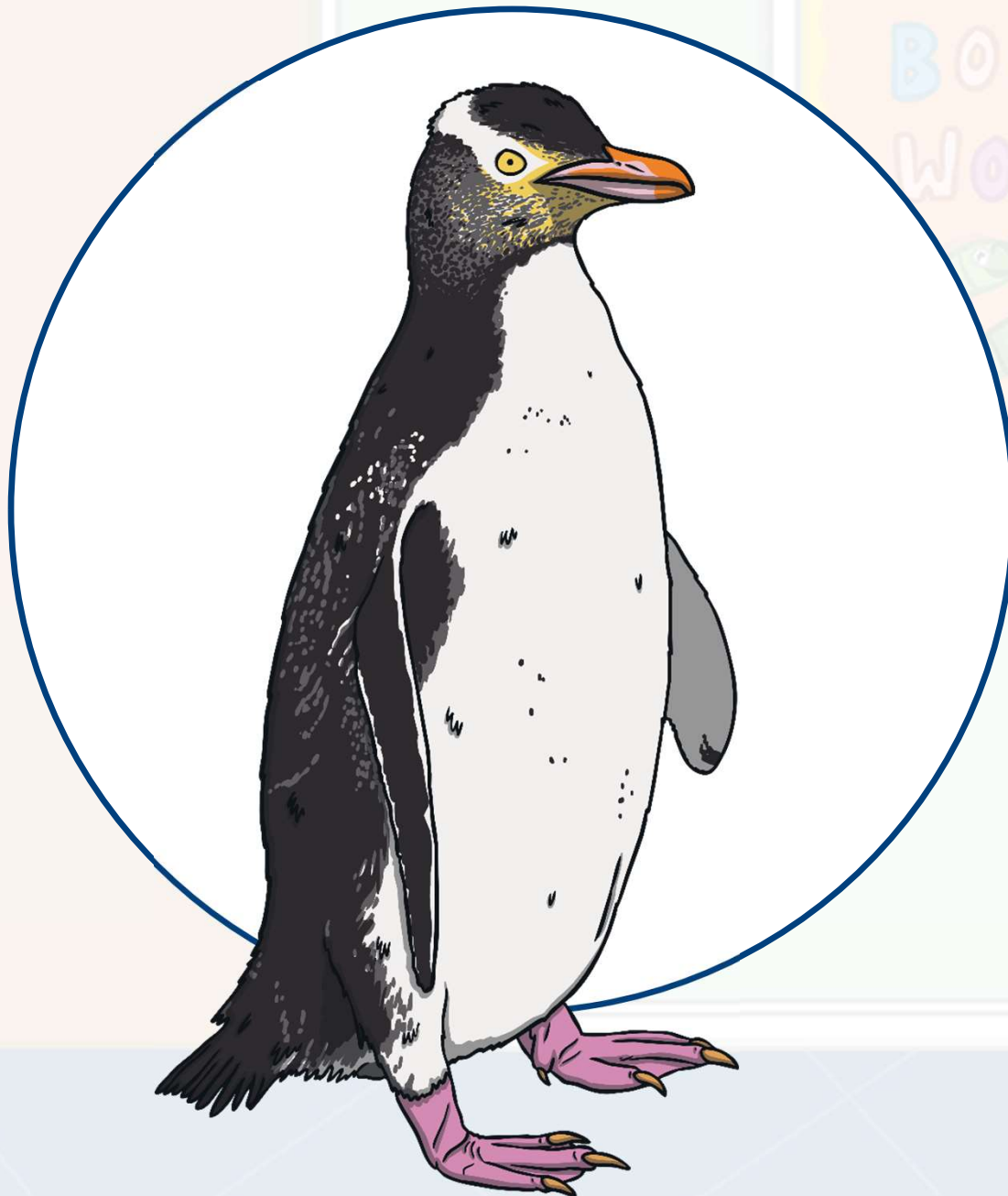


Start



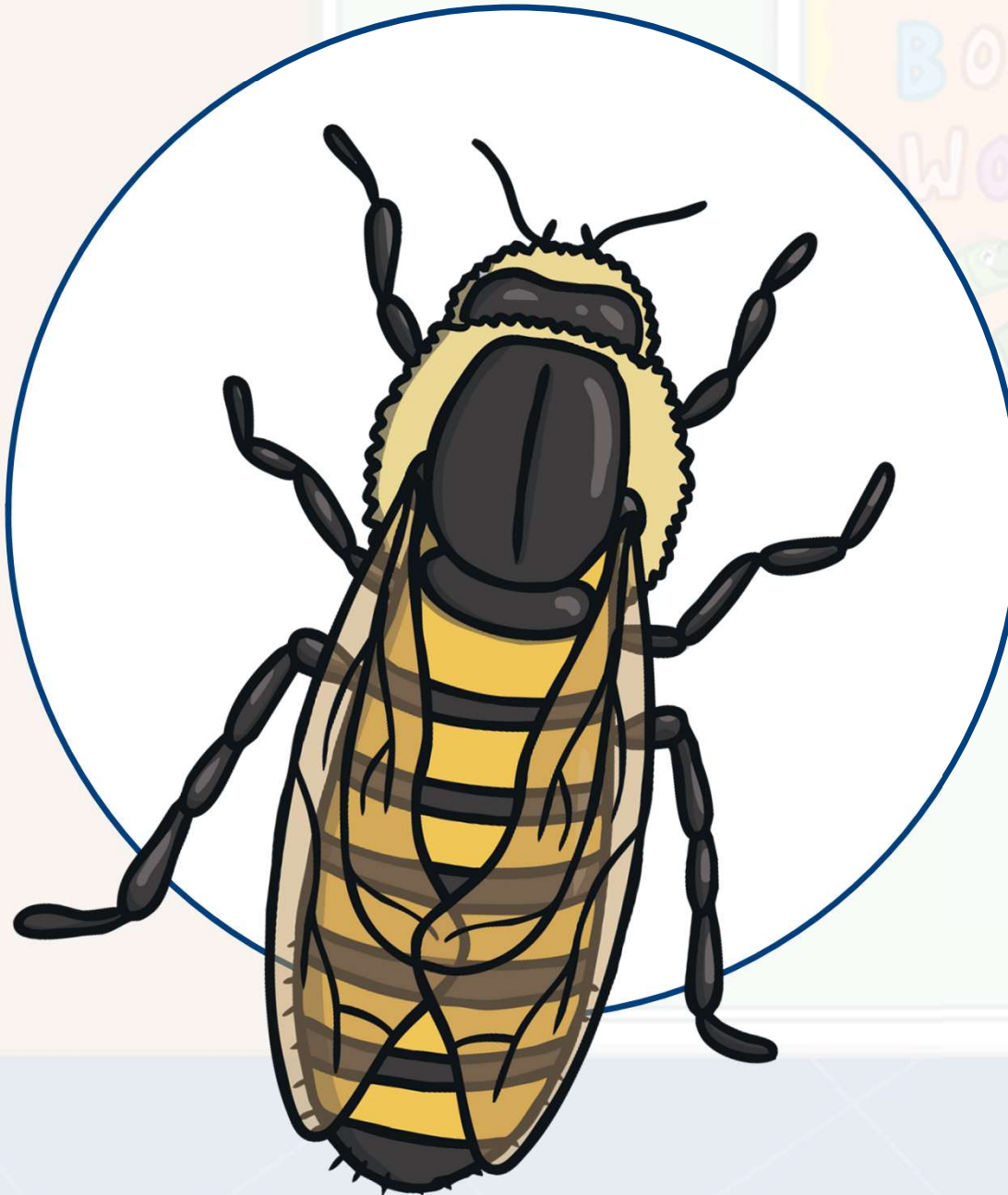
Answer

Next



Answer

Next



Answer

Next



Answer

Next



Answer

End

Week 3 Wednesday

Learning Objectives

I can recognise and match upper and lower case letters.

Week 3 Thursday

Learning objectives

I can help write a letter back to Ruby with ideas.

Start with 'Dear...'

Explain why you are writing a letter

Dear Ruby,

This letter is to help you feel better.

Give an idea explain it
Use an **adverb** to give order

First try to tell someone your worry.

Give another reason and explain it fully
Use another **adverb** to show order

Second ask someone for a hug and this helps me.

Give a final reason and explain it fully
Use an **adverb** to show it is the last one

Last try to draw your worry and then fold it up out of sight.

End the letter saying what you want to happen
Finish with kind regards

I hope that your worry starts to shrink and go away.

Love,

Class _____

Week 3 Friday

Learning Objectives

I can read a letter and plan a response.

Ruby has replied.



Dear Class,

Thank you so much for your letters. The ideas were brilliant and they really helped. My worry has now disappeared.

Could you help me with something else?

I am now upset as my best friend has said that she doesn't want to play with me.

I feel sad.

What do you think I should do to feel better?

Please write back soon with ideas.

Love Ruby



Week 4 Monday

Learning Objectives

I can persuade someone of my idea.

I can act out how to be a good friend.

Week 4 Tuesday / Wednesday / Thursday

Learning Objectives

I can write a letter to someone.

Week 4 Friday

* Learning Objectives

I can write an envelope and post my letter saying what I hope the response will be.

Week 5 Monday

- * Learning Objectives

I can learn a model text.

Ruby's Worry – model text

Opening

Once upon a time there was a little girl called Ruby. Ruby loved being Ruby. She loved to swing up high and she loved to explore wild, faraway places. Ruby was perfectly happy.

Ruby's Worry – model text

Opening

Once upon a time, there was a little girl called Ruby. Ruby loved being Ruby. She loved to swing up high and she loved to explore wild, faraway places. Ruby was perfectly happy.

Ruby's Worry – model text

Build up

One day Ruby discovered a worry. It wasn't a very big worry. In fact, it was so small that at first Ruby hardly noticed it. But then the worry started to grow. Every day it got a little bit bigger.

Ruby's Worry – model text

Build up

One day, Ruby discovered a worry. It wasn't a very big worry. In fact, it was so small that at first Ruby hardly noticed it. But then the worry started to grow. Every day it got a little bit bigger.

Ruby's Worry – model text

Problem

Suddenly, it just wouldn't leave her alone. It was there at breakfast, staring at her over the cereal box. It was still there at night when she cleaned her teeth. No one else could see Ruby's worry so she pretended that she couldn't see it either. Ruby didn't realise, but she was doing the worst thing you can ever do with a worry... she was worrying about it. Now the worry was enormous!

Ruby's Worry – model text

Problem

Suddenly, it just wouldn't leave her alone. It was there at breakfast, staring at her over the cereal box. It was still there at night when she cleaned her teeth. No one else could see Ruby's worry so she pretended that she couldn't see it either. Ruby didn't realise, but she was doing the worst thing you can ever do with a worry... she was worrying about it. Now the worry was enormous!

Ruby's Worry – model text Resolution

Next, something unexpected happened. Ruby noticed a boy sitting alone at the park. He looked how she felt – sad. Ruby also noticed that he had a worry hovering next to him. Ruby asked the boy what was on his mind and as he told her the strangest thing happened... the worry began to shrink.

Ruby's Worry – model text

Resolution

Next, something unexpected happened. Ruby noticed a boy sitting alone at the park. He looked how she felt – sad. Ruby also noticed that he had a worry hovering next to him. Ruby asked the boy what was on his mind and as he told her the strangest thing happened... the worry began to shrink.

Ruby's Worry – model text

Ending

Finally, Ruby did the best thing you can ever do for a worry... she talked about it. As the words tumbled out, Ruby's worry began to shrink until it was barely there at all. Soon both of their worries were gone. Ruby now knew what to do with a worry so whenever she got one, they never hung around for long.

Ruby's Worry – model text

Ending

Finally, Ruby did the best thing you can ever do for a worry... she talked about it. As the words tumbled out, Ruby's worry began to shrink until it was barely there at all. Soon both of their worries were gone. Ruby now knew what to do with a worry so whenever she got one, they never hung around for long.

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you find?
- * What puzzled you?

Week 5 Tuesday

- * Learning Objectives

I can recognise how colours can help tell a story.

Look at the pictures carefully.

- * Look at the colours.
- * What do you notice?

The funny thing was that no one else could see
Ruby's *Worry* - not even her teacher.



So Ruby pretended that *she* couldn't see it either.



She tried to carry on as if
everything was normal –
but it just wasn't!



The Worry was *always* there – stopping her
from doing the things that she loved.

Ruby wondered if the Worry
would ever go away.



What if it didn't?



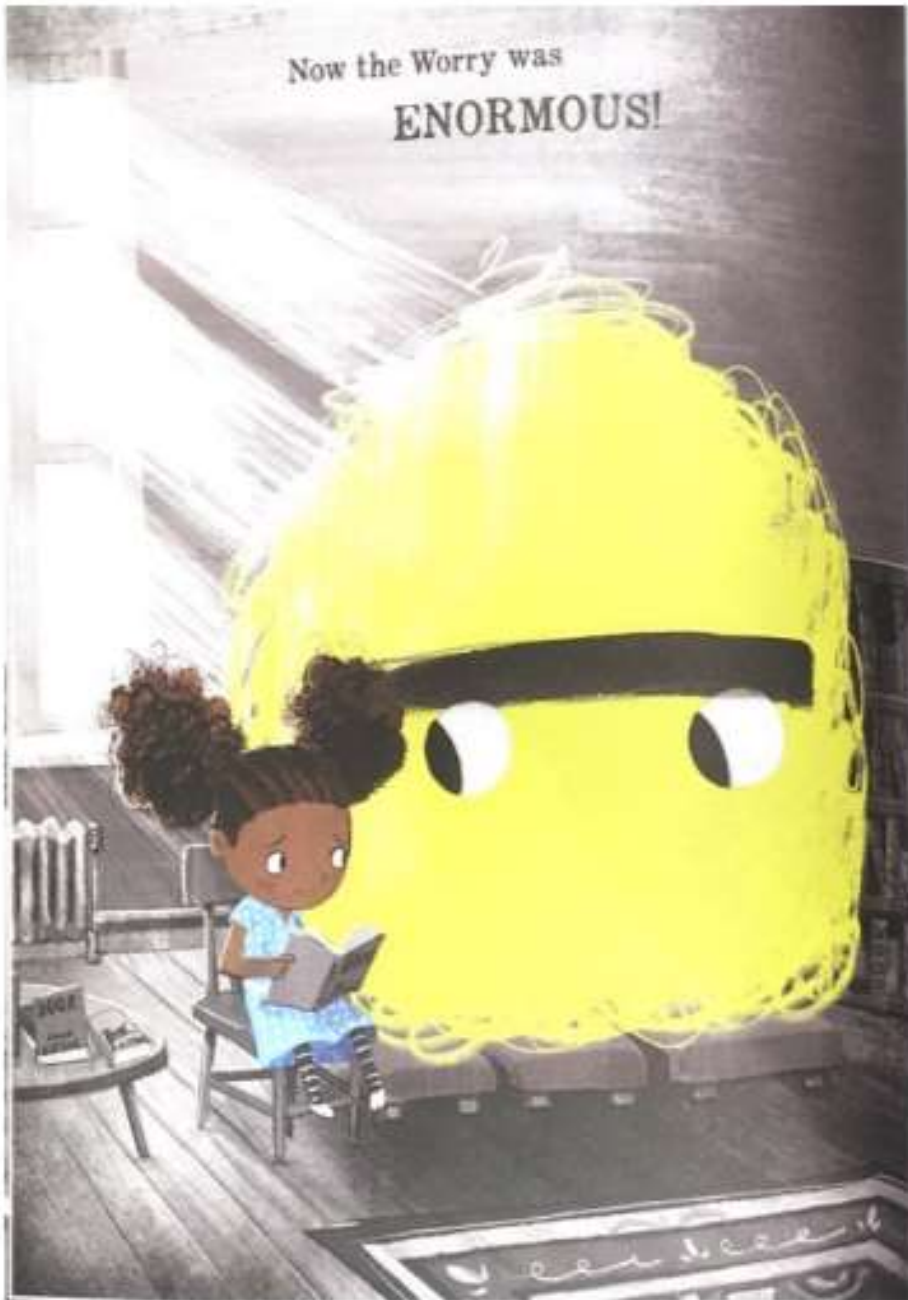
What if it stayed with her *forever*?



Ruby didn't realise, but she was doing the worst
thing you can ever do with a Worry...

she was worrying about it!

Now the Worry was
ENORMOUS!



It could barely fit in the
kitchen at teatime.



It filled up half of the school bus ...



and it took up whole rows at the cinema.

The Worry became the only thing that Ruby
could think about, and it seemed like she
would never feel happy again.



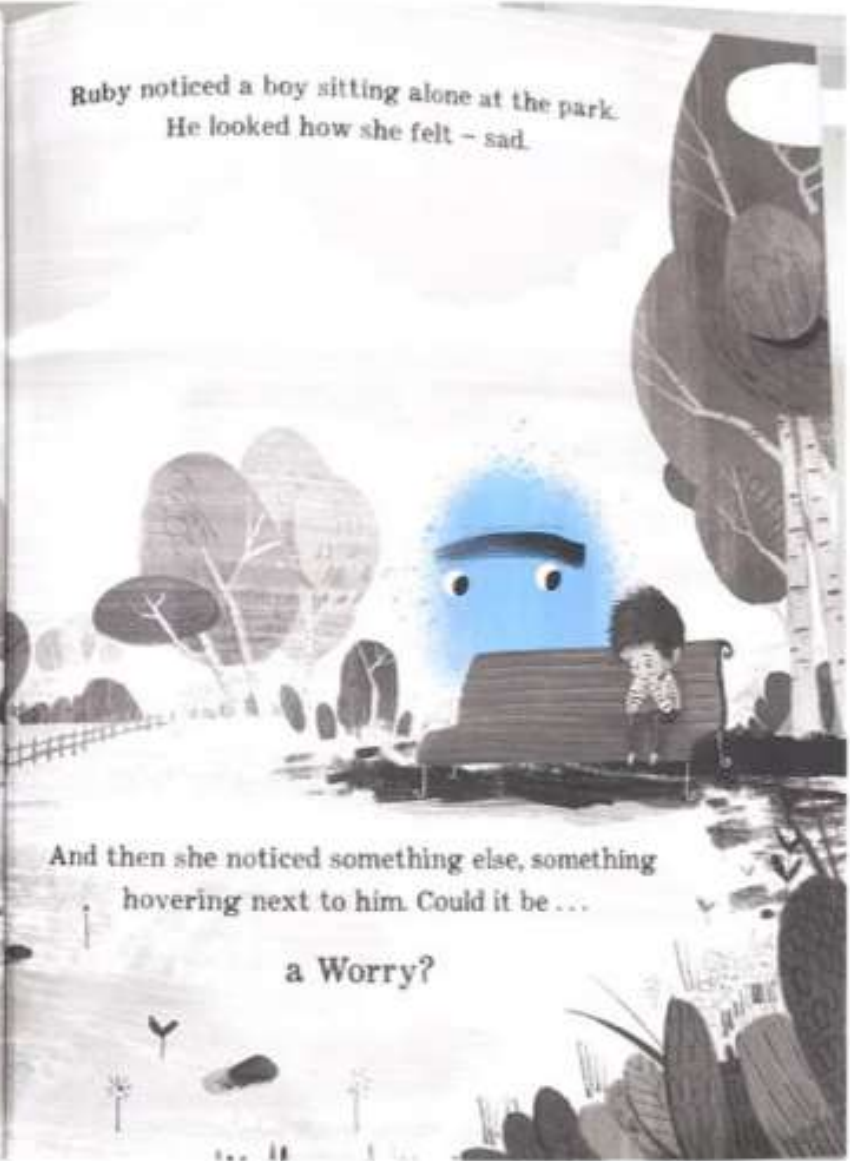
Then, one day, something
unexpected happened...



Ruby noticed a boy sitting alone at the park.
He looked how she felt - sad.

And then she noticed something else, something
hovering next to him. Could it be...

a Worry?



It was!

Ruby realised that she wasn't the
only person with a Worry after all



Other people had them too!

She asked the boy what was on his mind
and, as he told her, the strangest
thing happened ...



his Worry began to shrink!

Then Ruby did the best thing you can
ever do if you have a Worry...

she talked about it.

As the words tumbled out, Ruby's Worry began
to shrink until it was barely there at all.

Soon, both of their Worries
were gone!



Finally, Ruby felt like herself again!



Of course, that wasn't the last time that she ever had a Worry (everyone gets them from time to time).



But now that she knew how to get rid of them...

Week 5 Wednesday

* Learning Objectives

I can recognise new words and what they mean.

Ruby's Worry – model text

Opening

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Ruby's Worry – model text

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Ruby's Worry – model text

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Vocabulary work

explored

discovered

noticed

pretended

enormous

unexpected

barely

hovering

shrink

Vocabulary work

explored



Vocabulary work

discovered



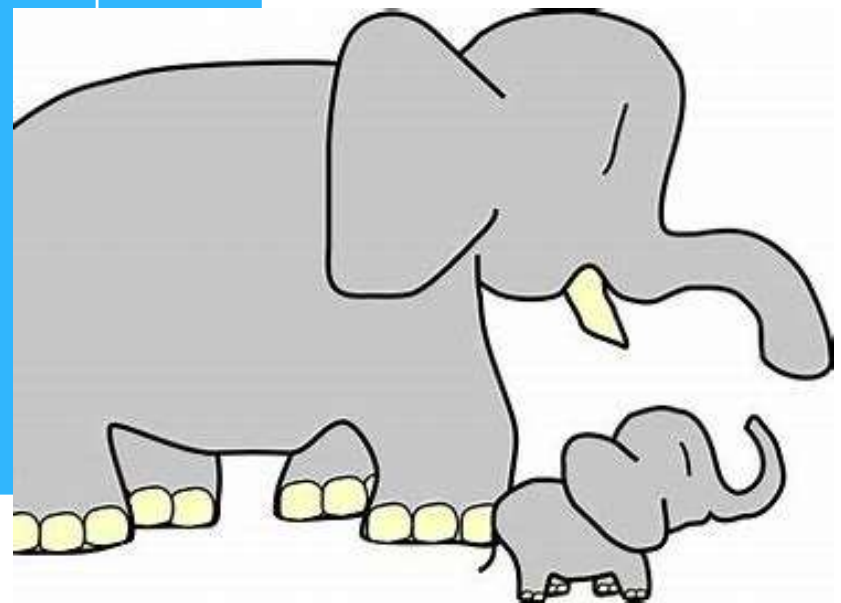
Vocabulary work

noticed



Vocabulary work

enormous



Vocabulary work

unexpected



Vocabulary work

hovering



Vocabulary work

shrink



Week 5 Thursday

- * Learning Objectives

I can retell the story from a different point of view.

Act out the story of Ruby.

- * Then act out the story from the little boy's point of view.
- * Put narration over the top for the children.

Week 5 Friday

* Learning Objectives

I can pretend to be a character in a story.

Hot seating

- * Have a child be the little boy from the story and ask questions.

How is he feeling?

What is his worry?

How does it feel when he talks to Ruby?

Week 6 Monday / Tuesday

* Learning Objectives

I can help write a story.

Week 6 Wednesday

- * Learning Objectives

I can plan my own story.

Week 6 Thursday / Friday

* Learning Objectives

I can write / tell my story using my plan.