

English planning and resources

Planning and Resources

School -

Year group (s) – R (1)

Teacher –

Text – Bedtime for monsters

Term – Spring 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.

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

Sp1	Role play – drama – different settings created across the class and outside – journey – mountains / forests / towns etc. Then have pictures to add words to for shared writing.	POR 1 – monster footprints and pictures with captions	POR 2 – pictures of monsters – where do they live / what do they eat – make own monster and explain	POR 3 – predictions – do you really think he is coming to get you to eat you up?	POR 4 – exploring setting (link back to Monday) learn text and act out story	Bedtime for Monsters By Ed Vere (Reception)	Monster poem - Kennings
Sp2	POR 6 – explain Kennings and learn by heart with actions	Explain noun (recap) and verb (new) model the poem structure Bike riding Swamp stomping etc.	Over sessions 1:1 with teacher and TA scribing own monster kennings – ask for clarity on noun and verb				
Sp3	Learn model text with actions	Have model text in wrong order – resequencing using order words e.g. first	Go through model text with order words covered up – model putting back in	Create picture version in circle and change key aspect e.g. colour when born – when spikes come in etc.	Plan own monsters life cycle – use pictures – talk through		Explanations – a monsters life cycle
Sp4	1:1 with teacher or TA story scribe own story from own plan						
Sp5	Model text of whole story – learn and act out	Past tense ed – clarify and model irregular e.g. not <u>runned</u> but ran	Plan adaptation of story as shared write with pictures and talking through	Shared write own monster story changing journey	Plan own monster story in pictures – model plan as shared write		Own version of Monster story
Sp6	1:1 with teacher or TA story scribe own story from own plan						

Focus – writing outcomes

- * Writing opportunities

Monster Kennings poem

A monster lifecycle – explanation

Monster story

Half term overview

- * Week 1 – Drama to explore settings and characters
- * Week 2 – Poem focus with verbs ‘ing’ suffix
- * Week 3 – Sequencing – language of time and age
- * week 4 – Explanation – life cycle
- * Week 5 – Planning own monster story
- * Week 6 – Writing / telling own monster story

PoR link

- * <https://clpe.org.uk/system/files/Bedtime%20Monsters%20TS.pdf>

Provision ideas

- * Create a monster den; what will you need in there?
- * A Factsheet about their monster – What he looks like, where he lives, what he does - Letters- to invite the monster to visit school, home, monster party - Maps of the story setting to help people to find the monster's cave - A menu of the monster's favourite things to eat
- * Encourage children to explore transport and journeys in small world play. Have access to train tracks, vehicles, boats in the water areas, with passengers to travel and places for monsters to visit.
- * Use a variety of media and techniques to represent and make own monsters.
- * Make monster masks to re-enact the story
- * Use roamers, bee-bots or remote controlled toys to follow routes and map journeys.

Week 1 Monday

- * Learning Outcome / Objective
- * I can explore different settings.

Hook ideas...

- * Make some 'Monster Footprints' to leave out in the classroom on the morning that the book study will begin.
- * Plan a trip to a wood, park or other setting that will allow children to explore some of the settings in the book first hand like the 'dark and terrible forest', the 'gloopy, schloopy swamp' and the 'thorns and thistles'.
- * Set up different areas outside or in the classroom as different settings with music / materials / lights etc.

For each setting picture, ask children to become immersed in the scene.

- * Who could they be?
- * What can they see?
- * What can they hear?
- * What can they feel on their skin?
- * What can they eat?
- * What can they touch?



Act out being in each setting. Photograph and make notes of what children say for the working wall or books.

Wild West



Forest



The North Pole



Jungle



The Zoo



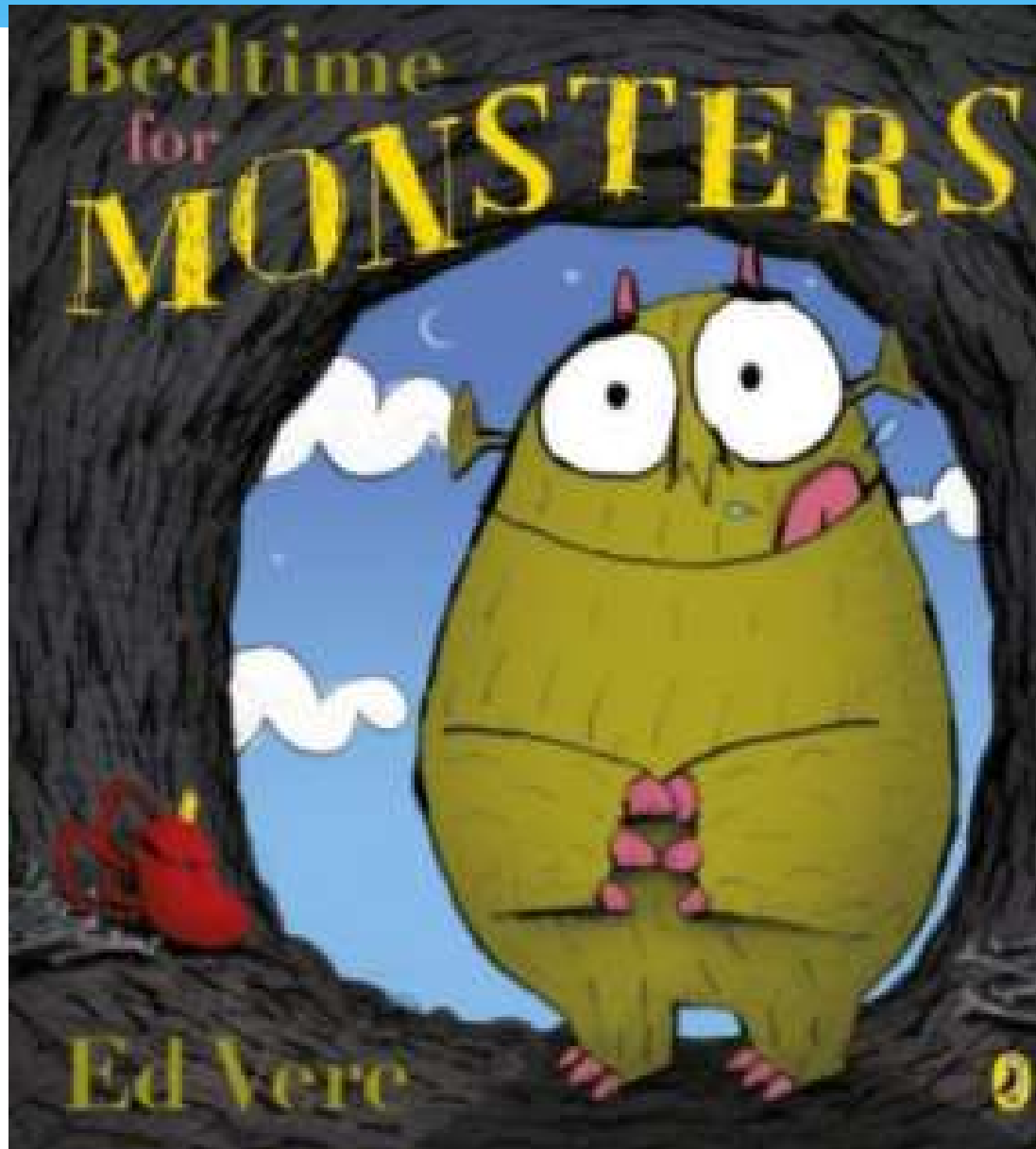
A Pirate Ship



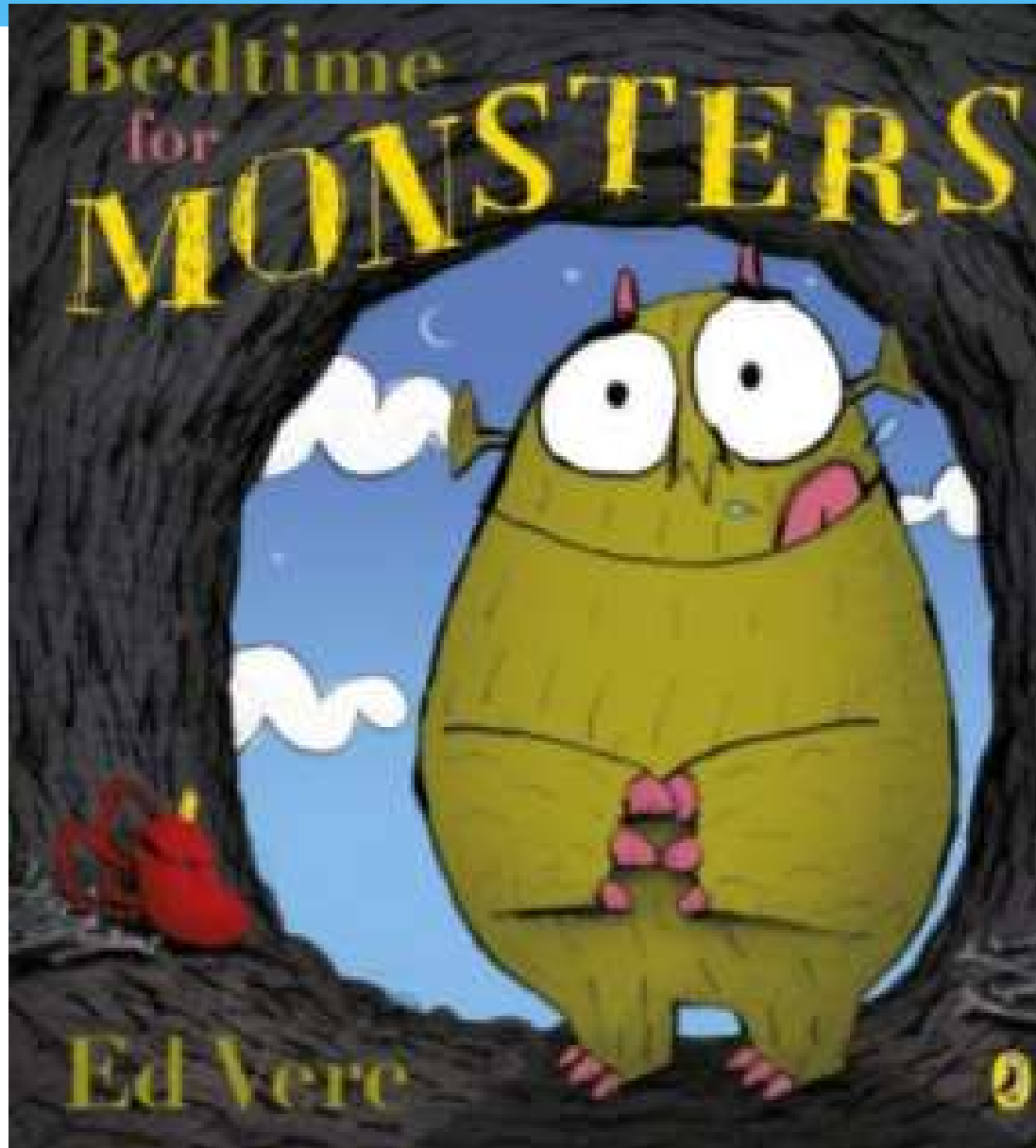
Week 1 Tuesday

- * Learning Outcome / Objective
- * I can make predictions about stories.
- * I can create a monster and tell someone about it.

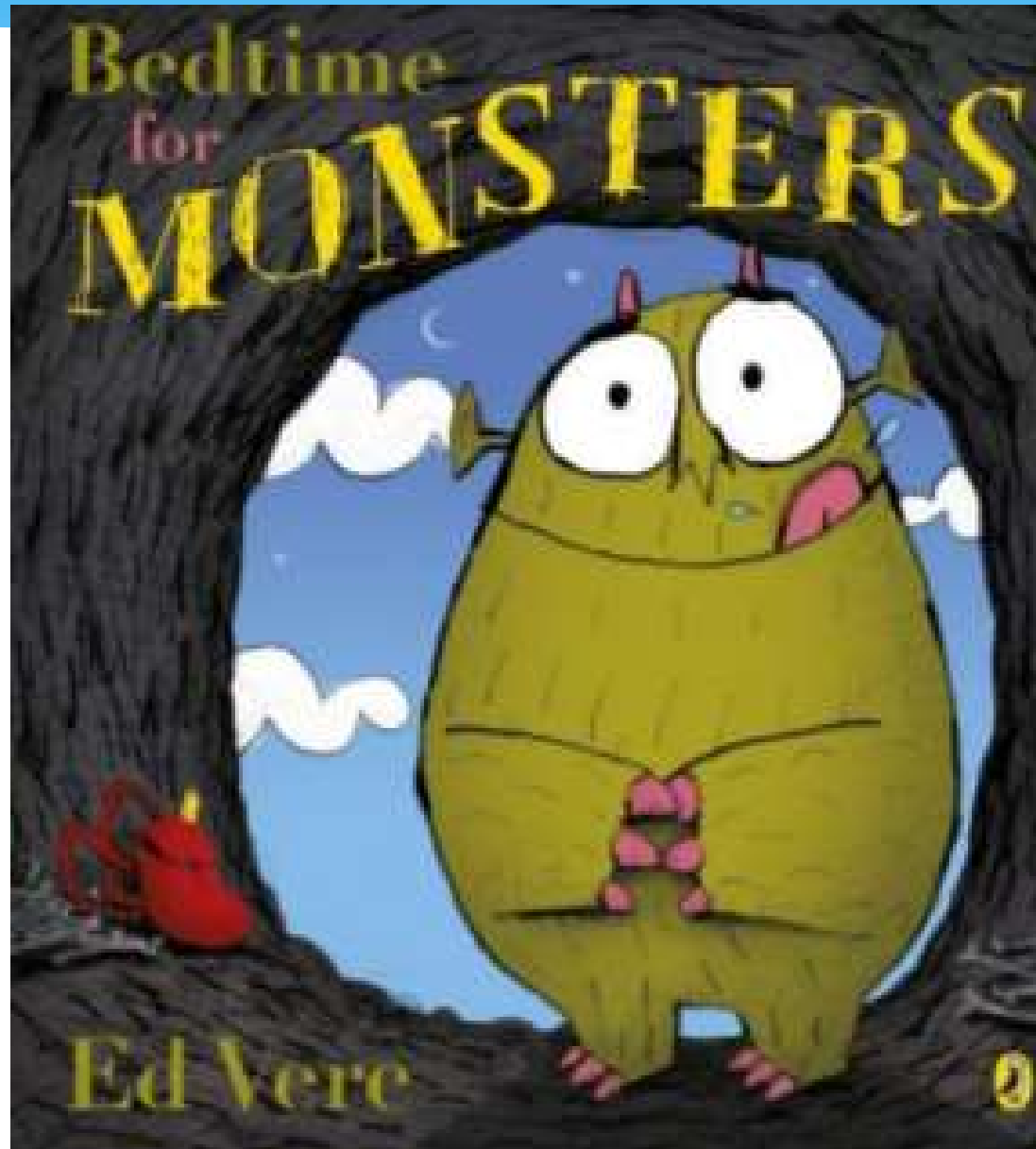
What do you notice?



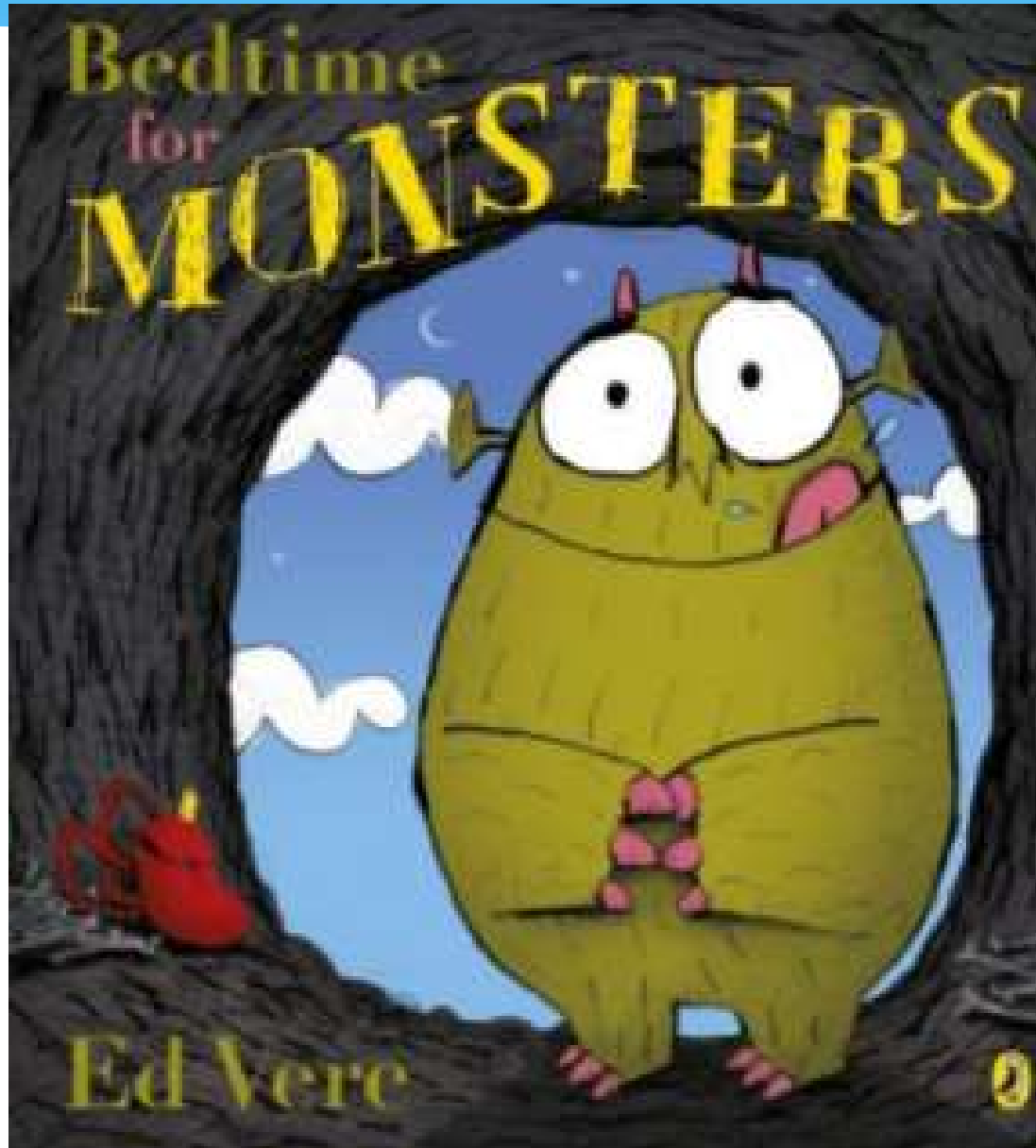
What do you like?
What do you dislike?



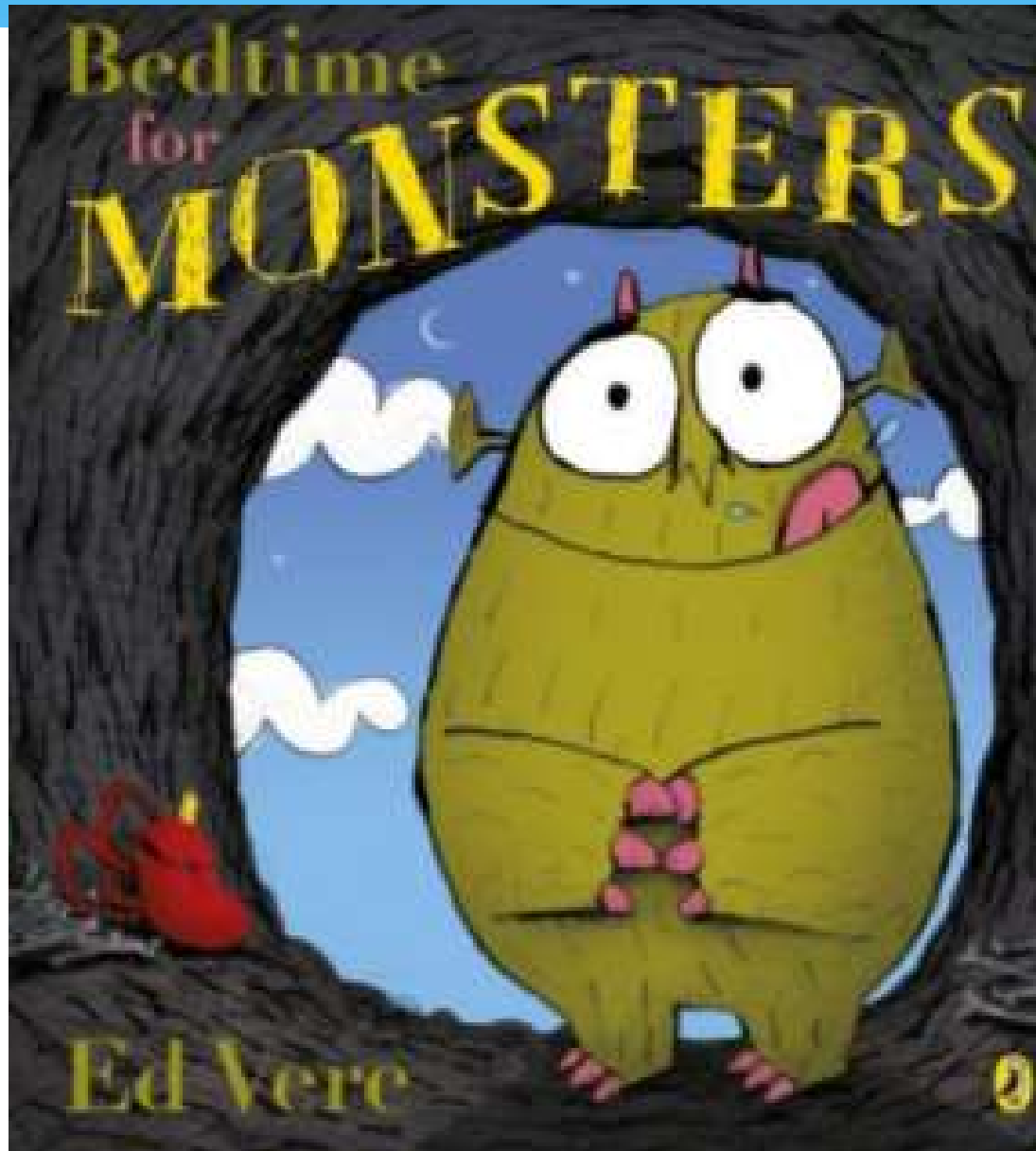
Does it remind you of anything?



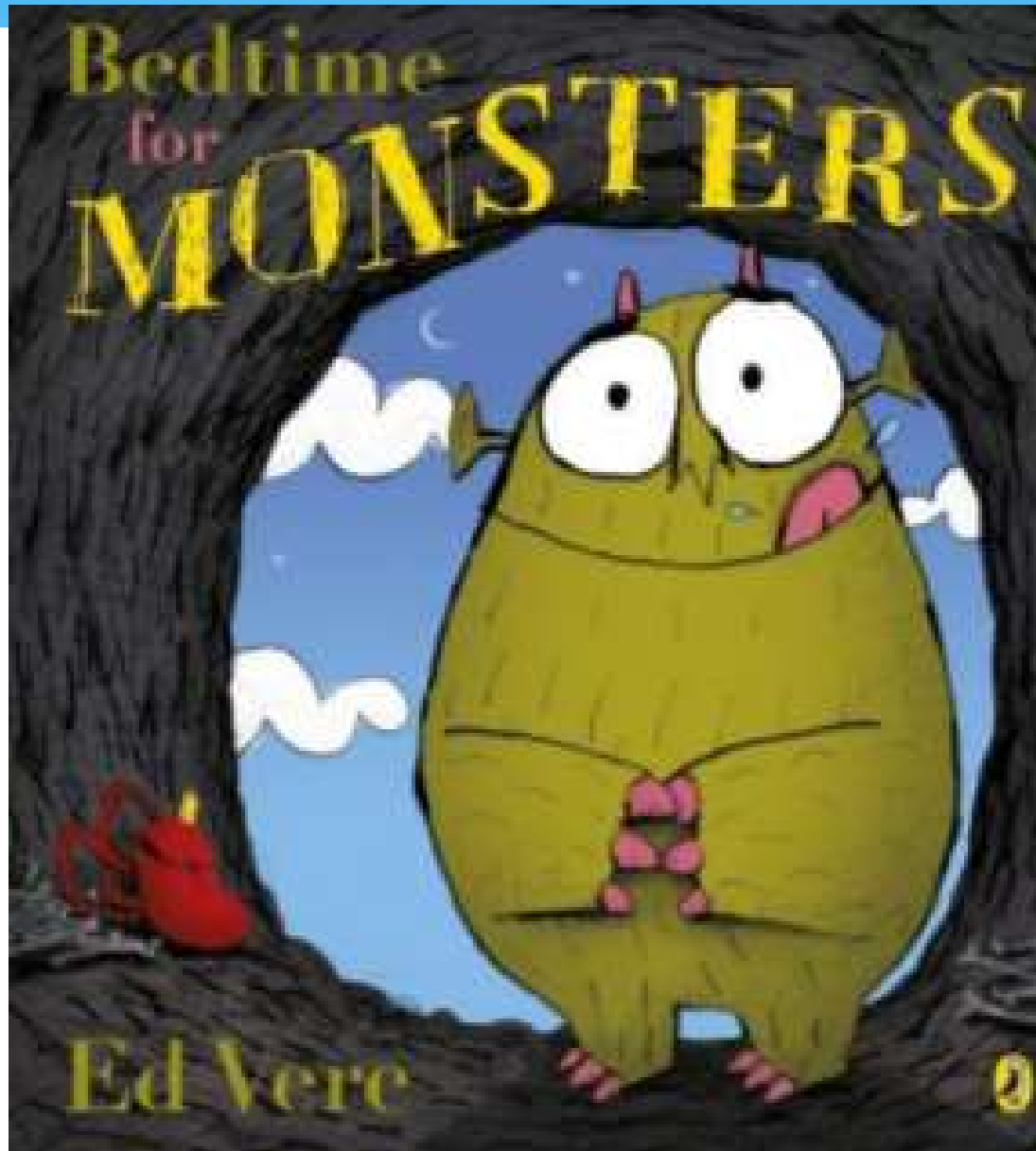
Have you got any questions about the picture and the title?



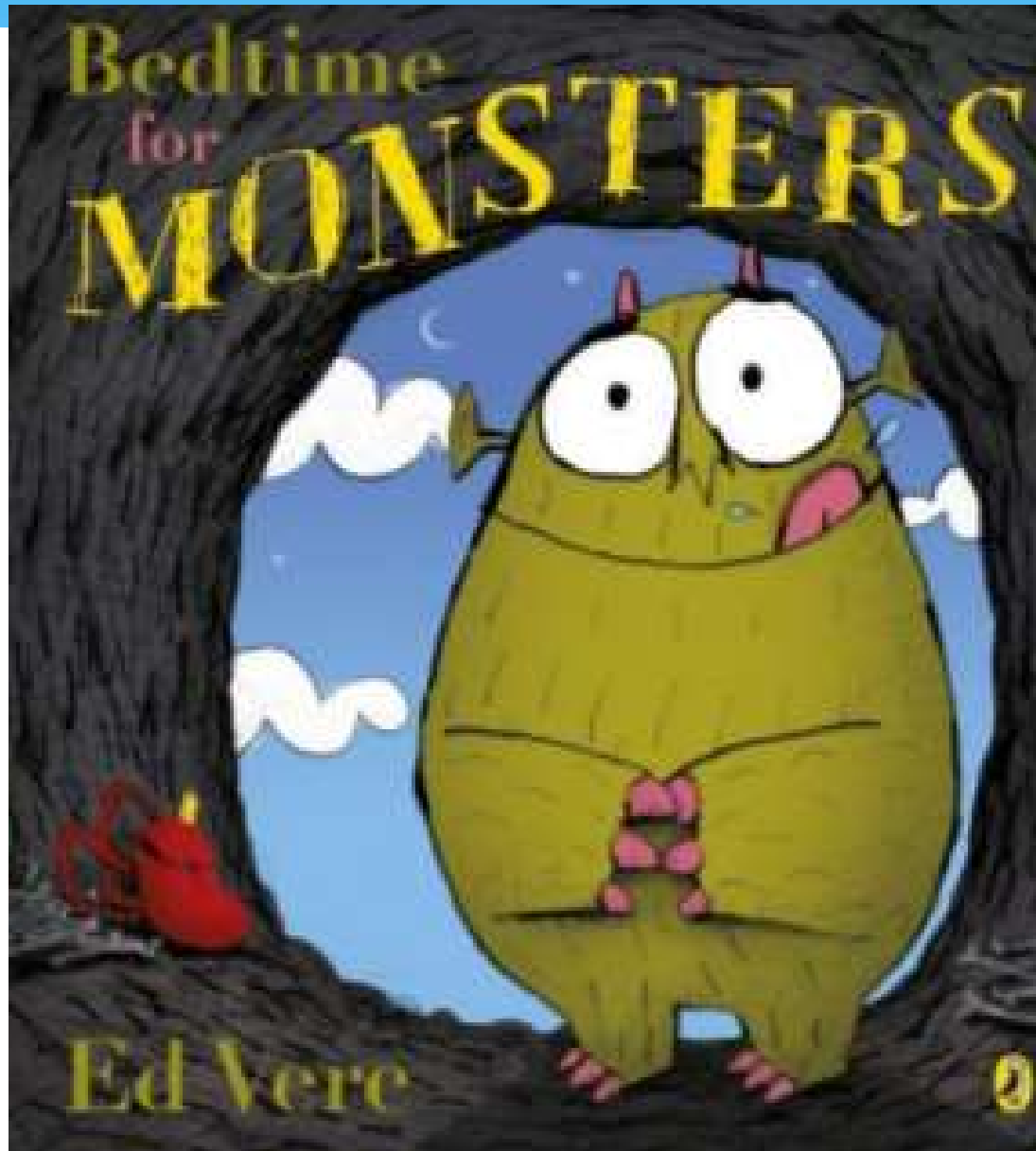
What do you notice about the monster?



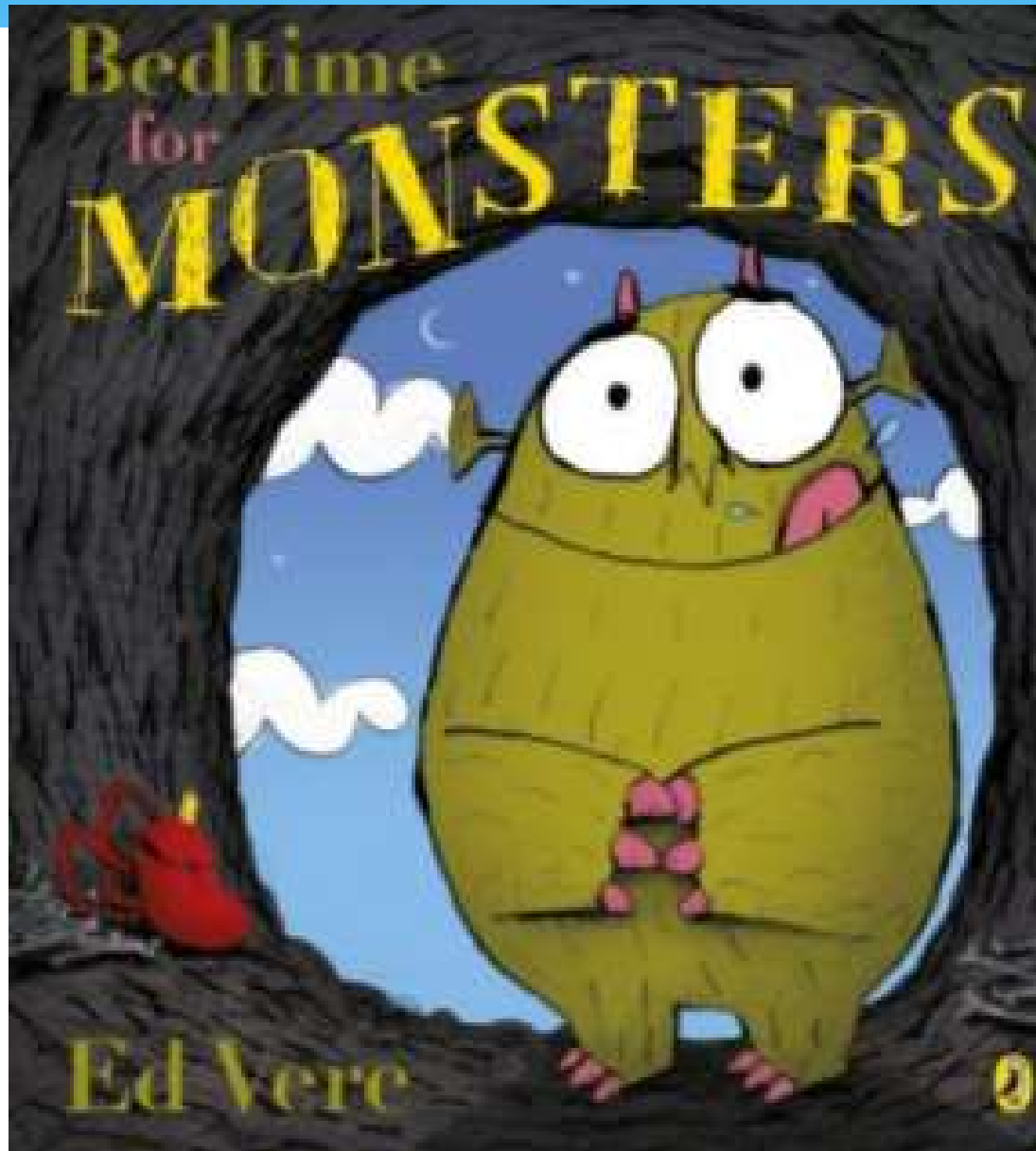
Do you think he looks friendly?
Why? Why not?



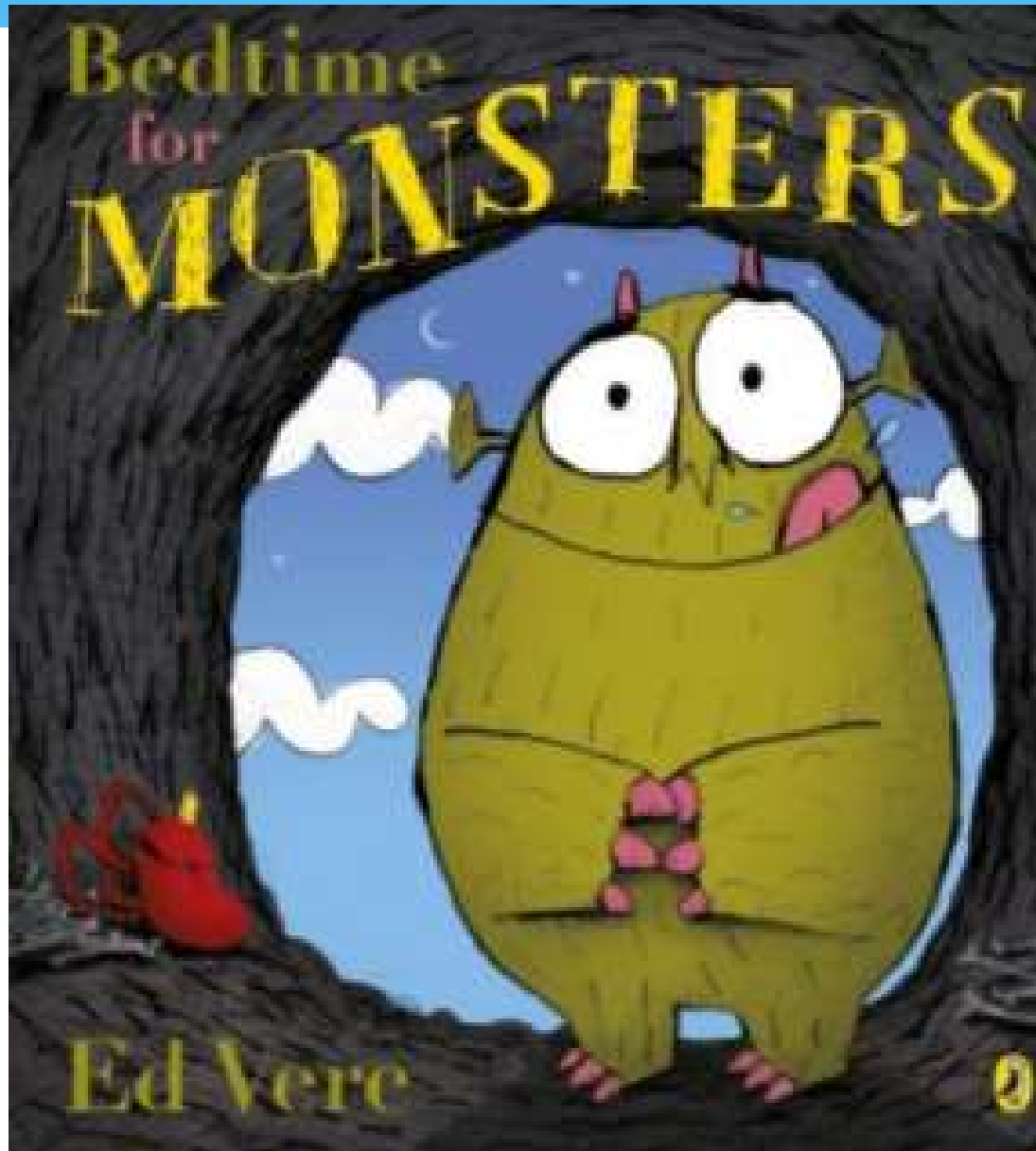
What could he be doing?



Have you read any other books or seen any television programmes or films with monsters in?



Did you enjoy these?
Why? Why not?



Different monsters you might know...



Create your own monster puppet.

- * Use googly eyes and lollipop sticks.



Your own monster...

- * What is your monster like?
- * What do they look like?
- * What is their name?
- * Where does your monster live?
- * What do they like to do?
- * What do they like to eat?
- * Who are their friends and family?
- * Does your monster make a noise?
- * How does it sound?



Week 1 Wednesday

- * Learning Outcome / Objective
- * I can talk about different characters.
- * I can make predictions about a story.
- * I can recognise a setting.

Who do you think the characters in the picture are?



What are they doing?



Are they doing anything that you like doing?



What do you notice about the monsters in the picture?



Are they all the same or are they different?



What words would you use to describe them?



How do you think they might be feeling?



Why do you think there is one monster by himself?



How do you think he feels?



Why do you think he is in a cave?



What do you think might happen next in this story?



Inside the cave is the Monster's home.



What does this cave seem like?



What would your monsters home be like?

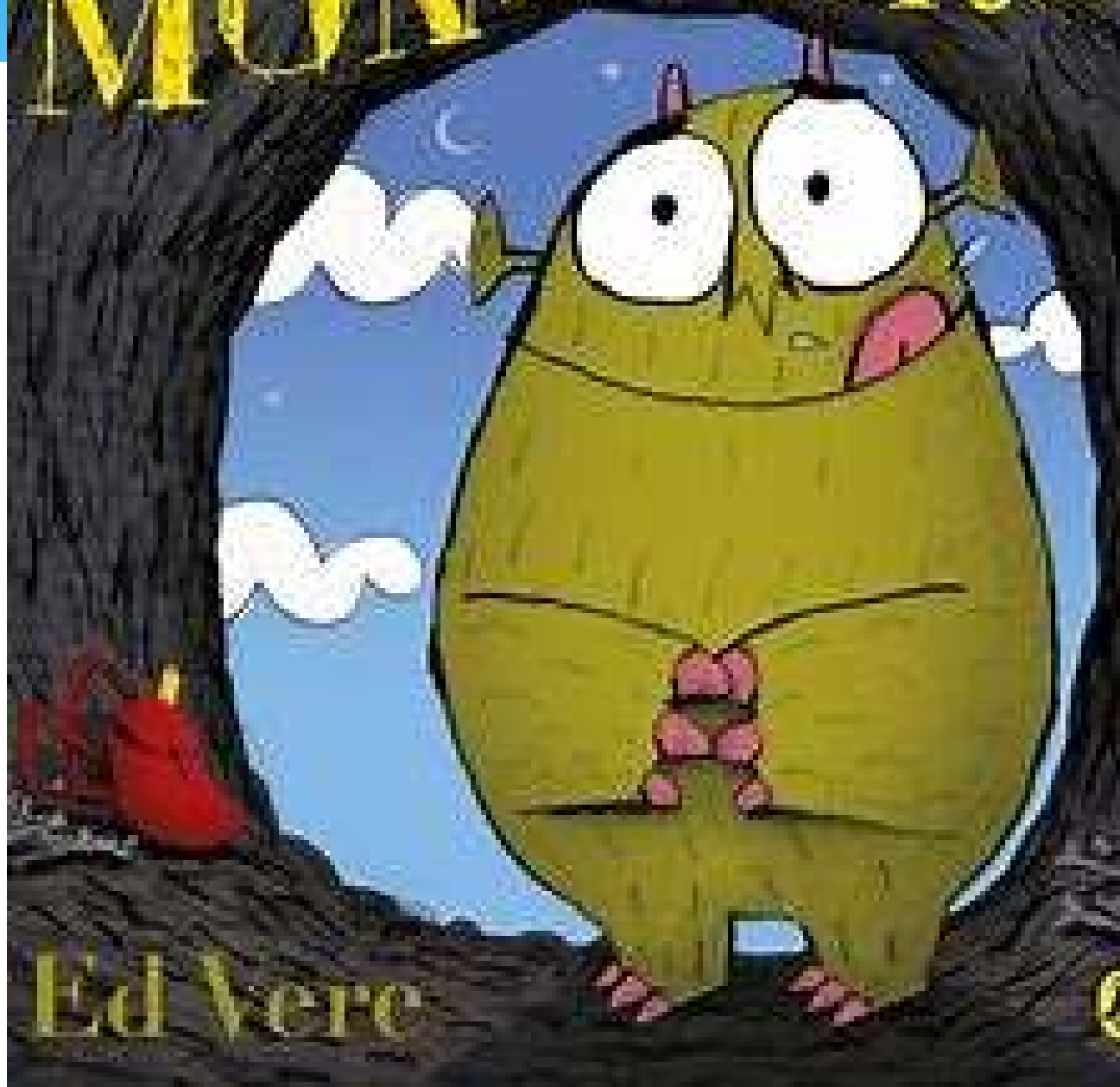


Use the shoe boxes to create a home for your monster.

Week 1 Thursday

- * Learning Outcome / Objective
- * I can act out a journey.

Bedtime for MONSTERS



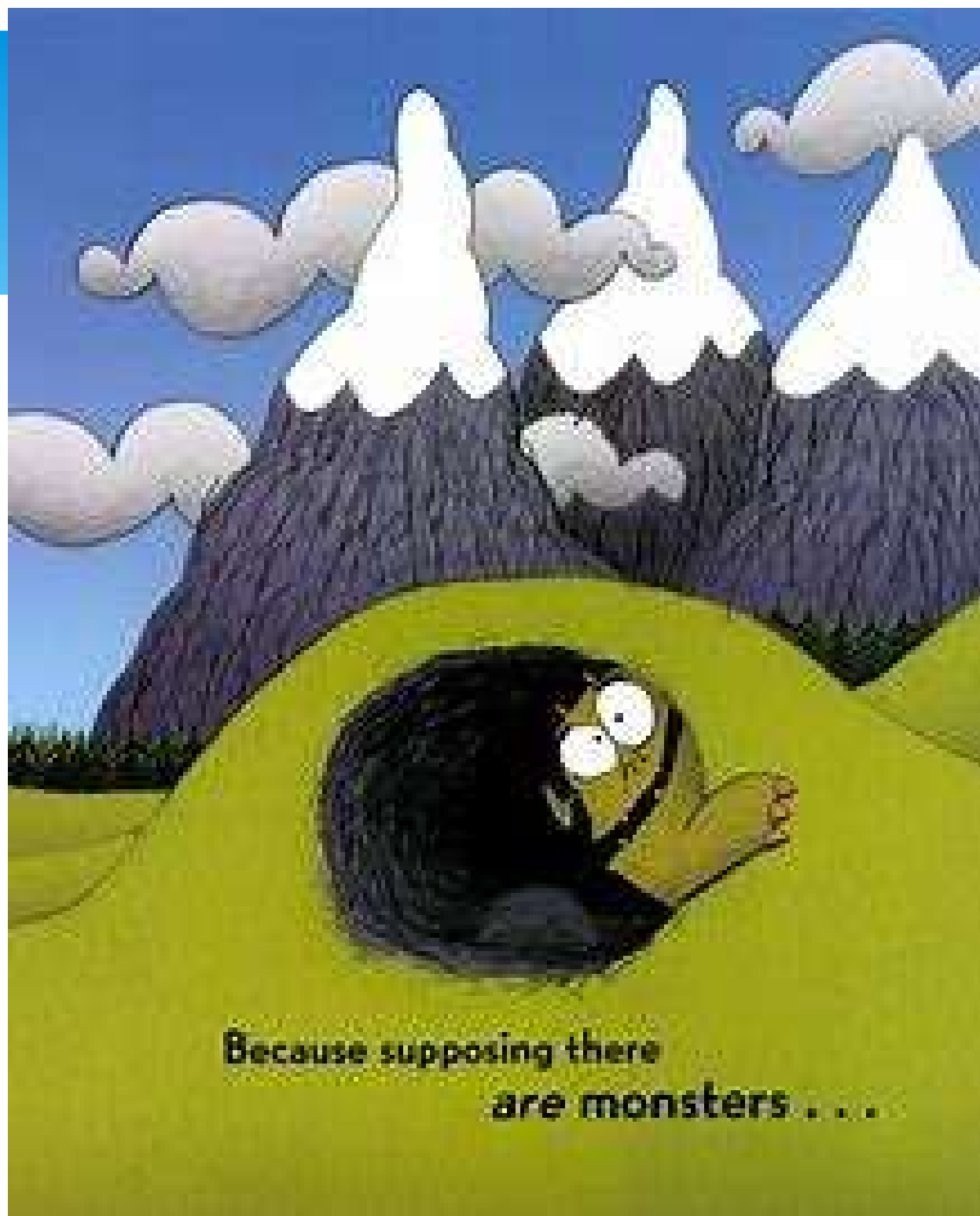
Ed Vere

Do YOU ever wonder if somewhere,
not too far away, there might be...
monsters?



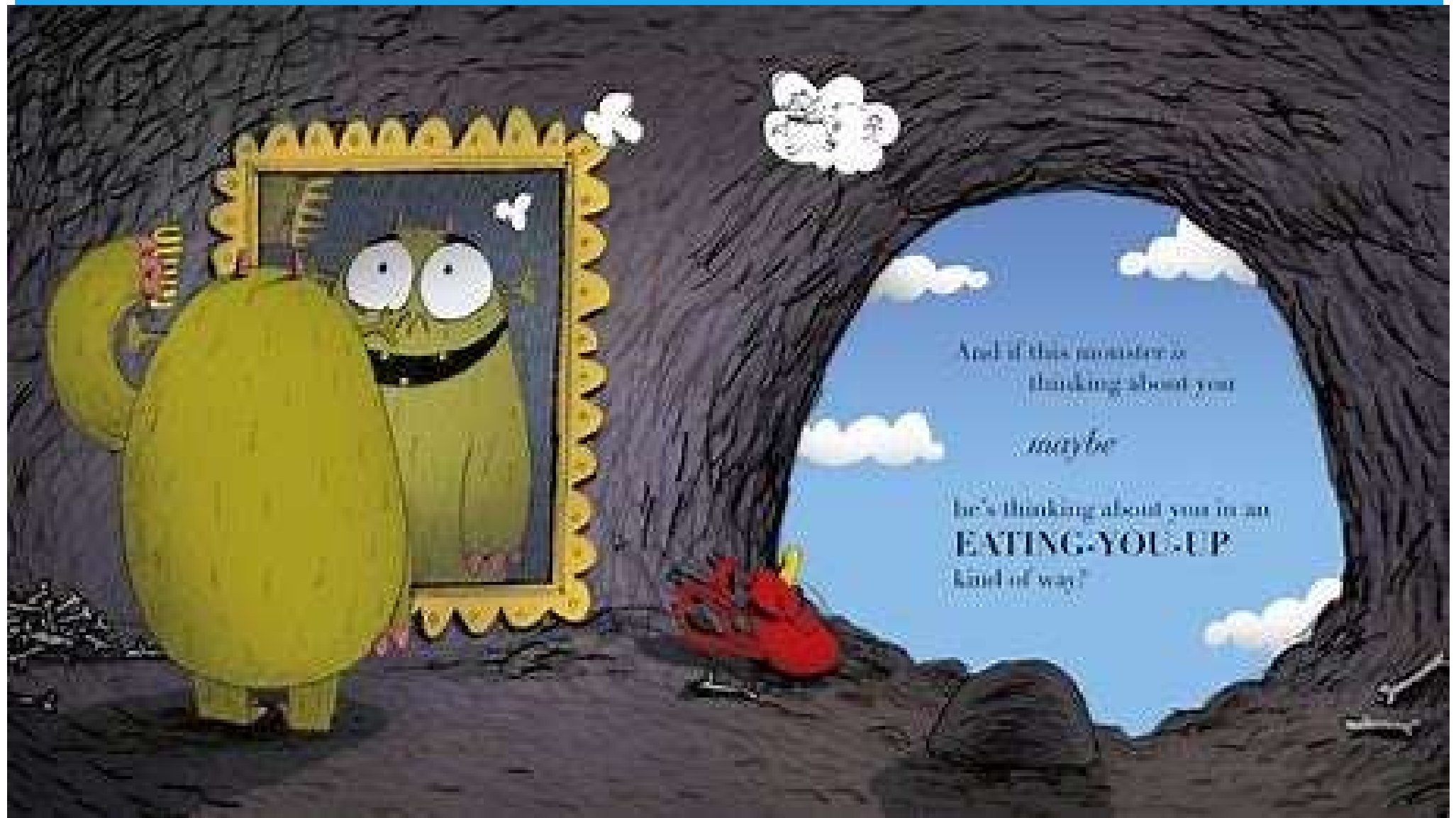
MONSTERS?





Because supposing there
are monsters . . .





And if this monster is
thinking about you

maybe

he's thinking about you in an
EATING-YOU-UP
kind of way?







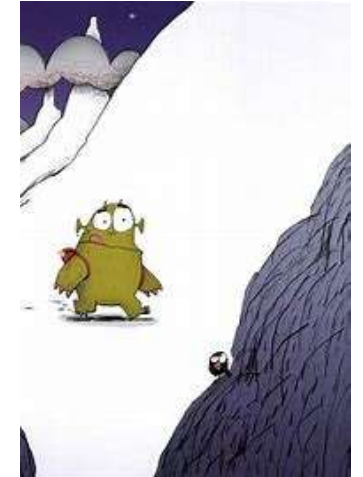
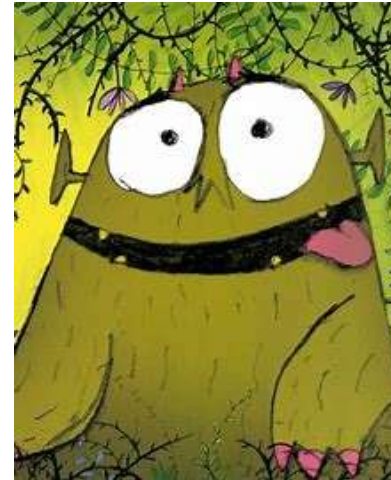
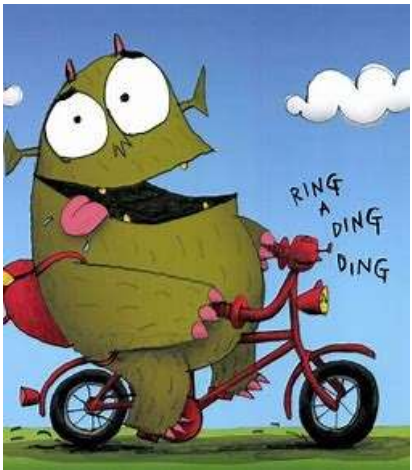






Are you scared?

* Let's act out the journey.

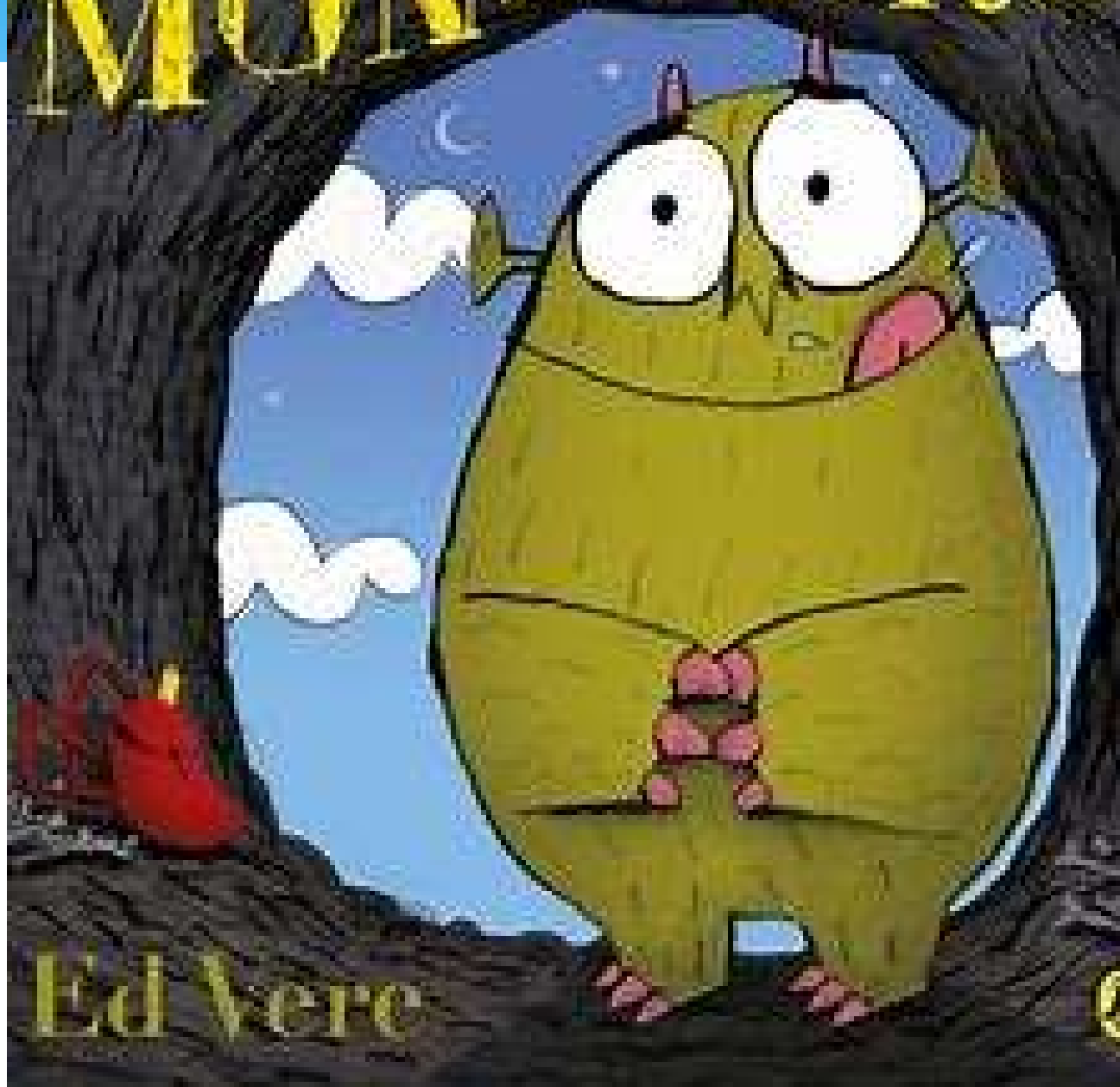


Ring a ding ding
Bump bumpity bump
Gloop gloop schloop
Scratch scratch ouch
Getting closer and closer

Week 1 Friday

- * Learning Outcome / Objective
- * I can empathise with a character.

Bedtime for MONSTERS



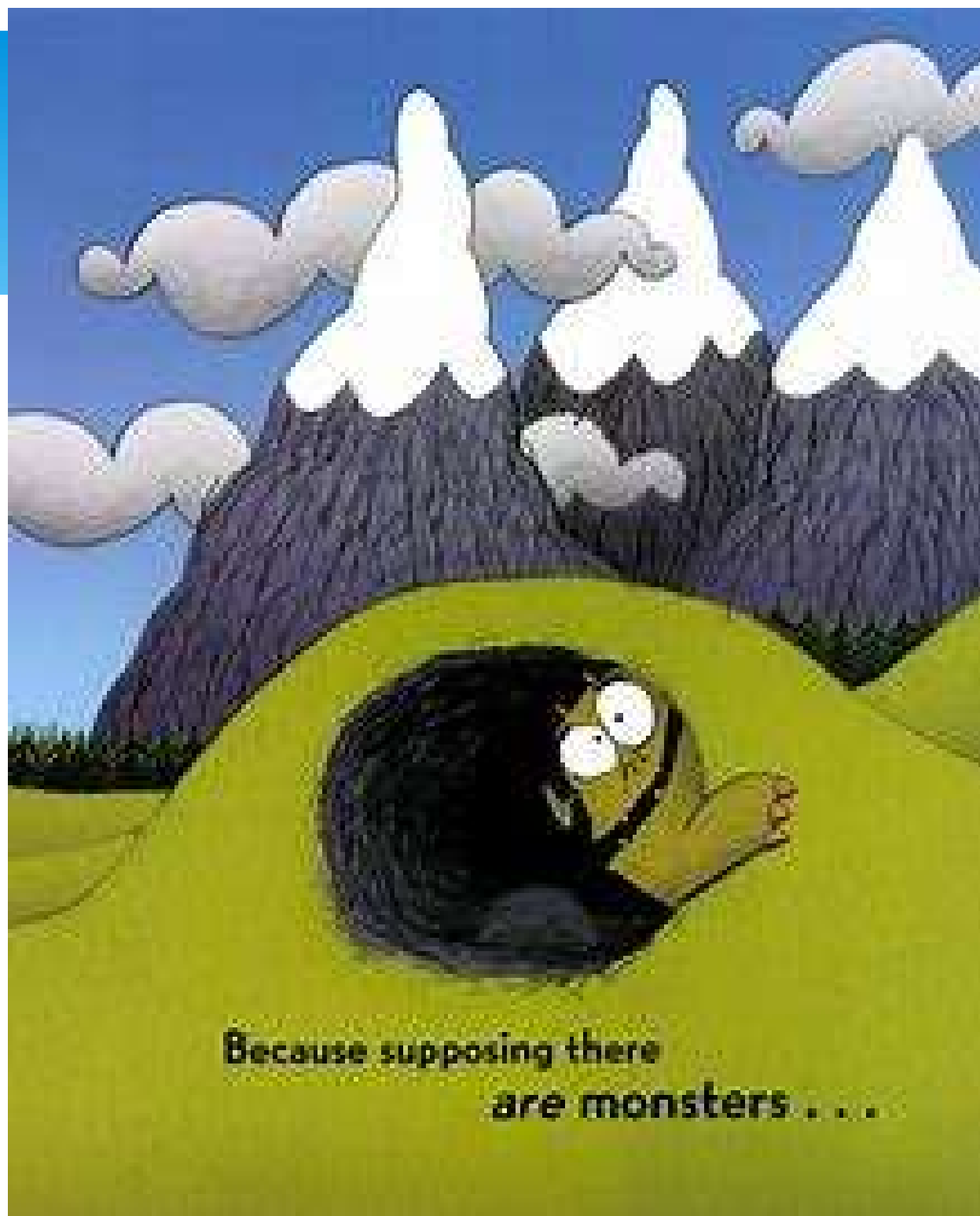
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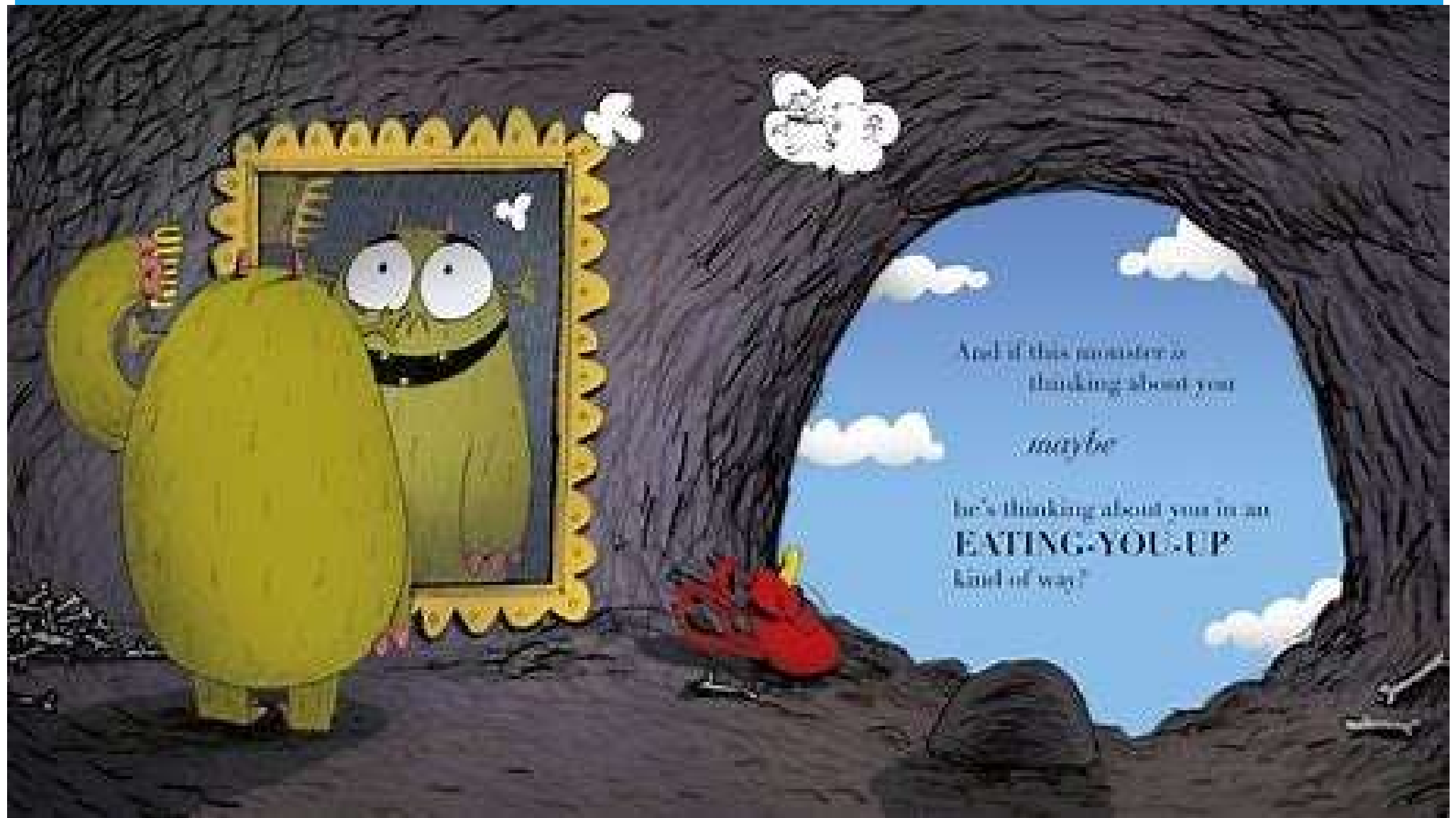
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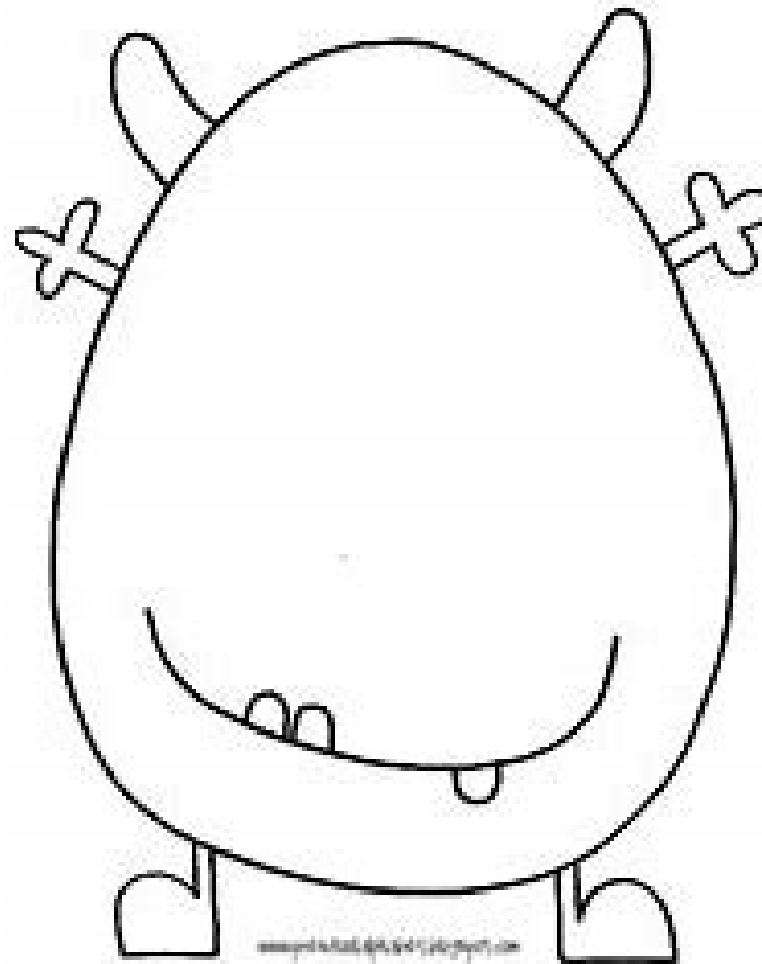


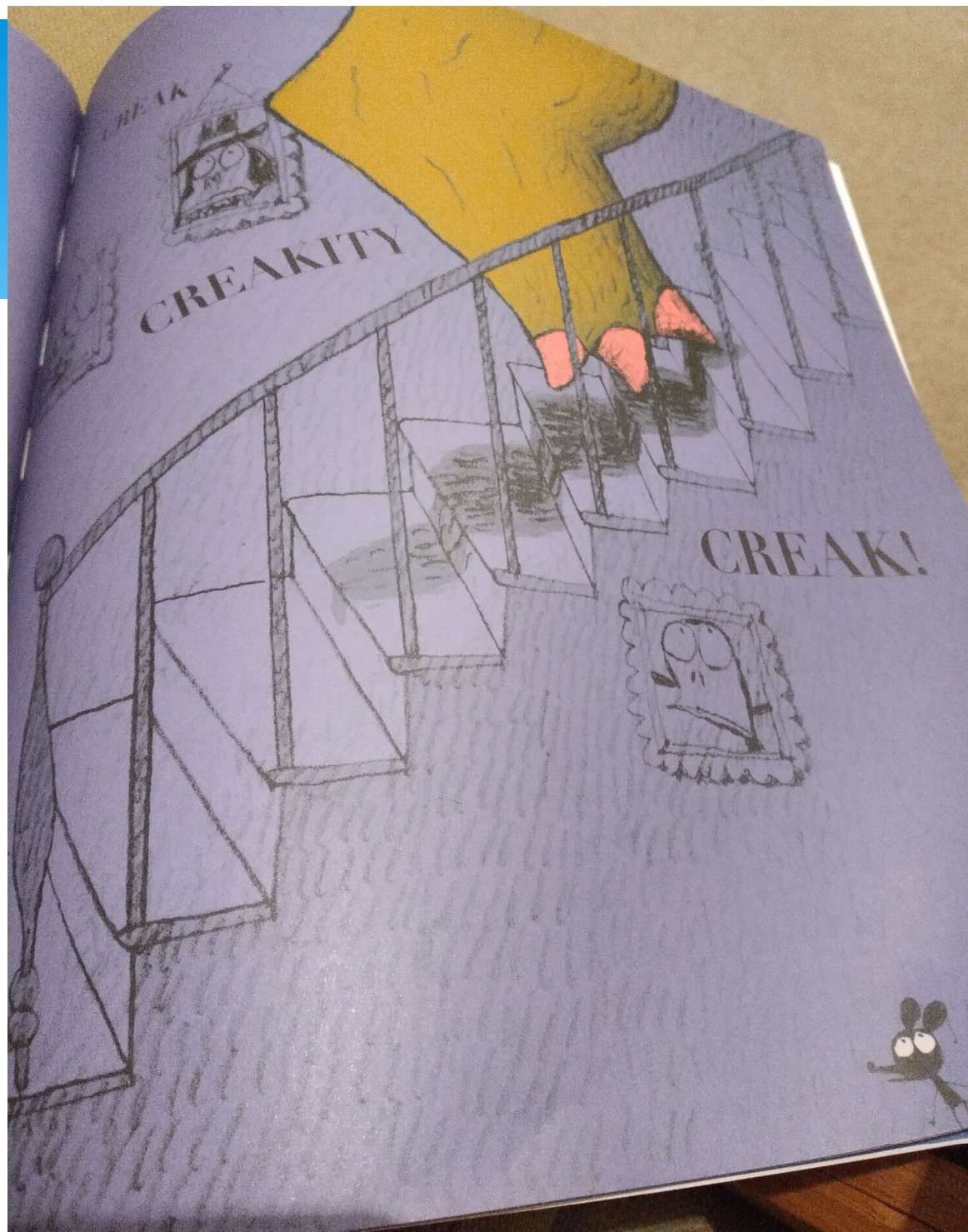




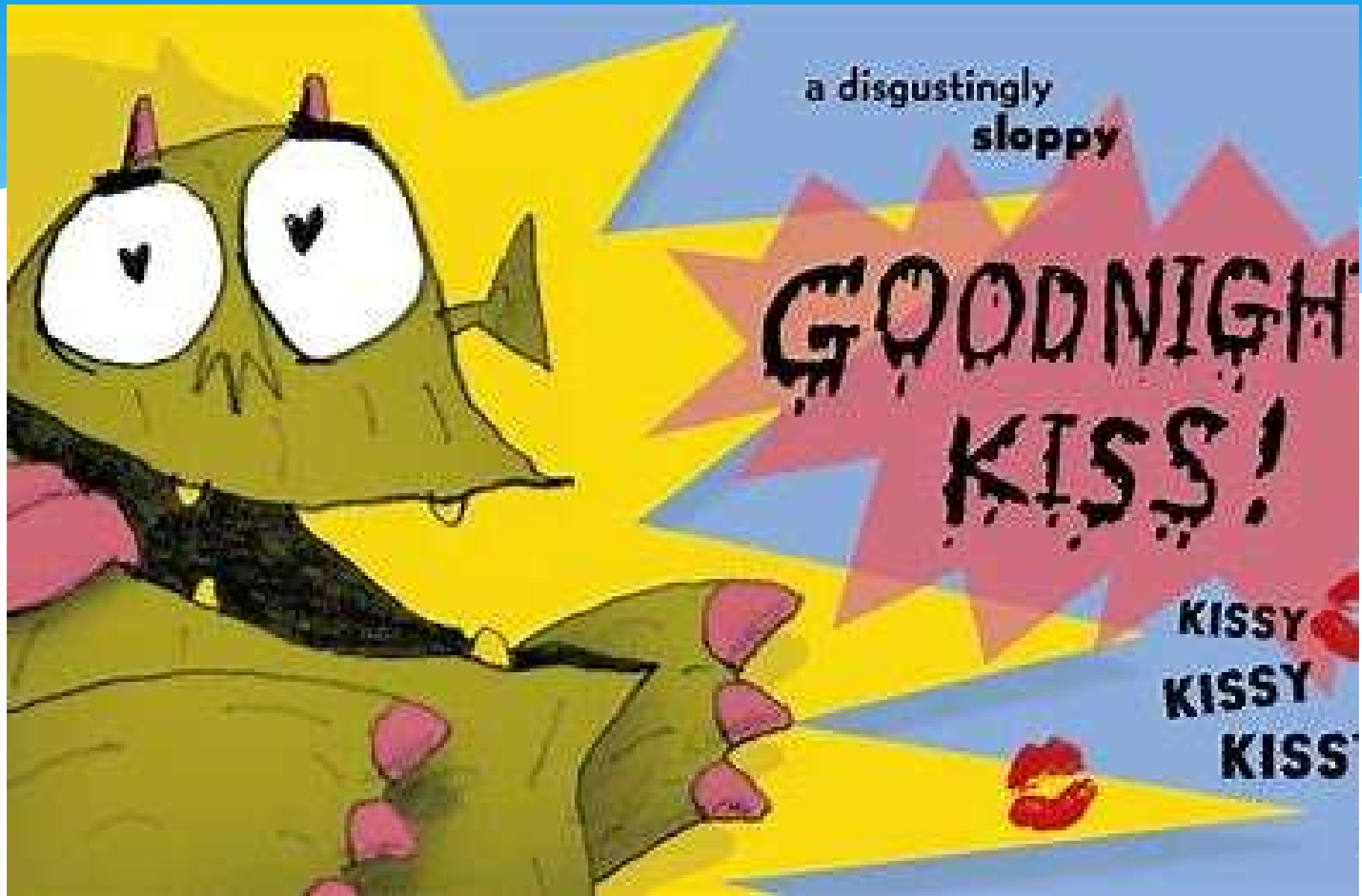


Role on the wall







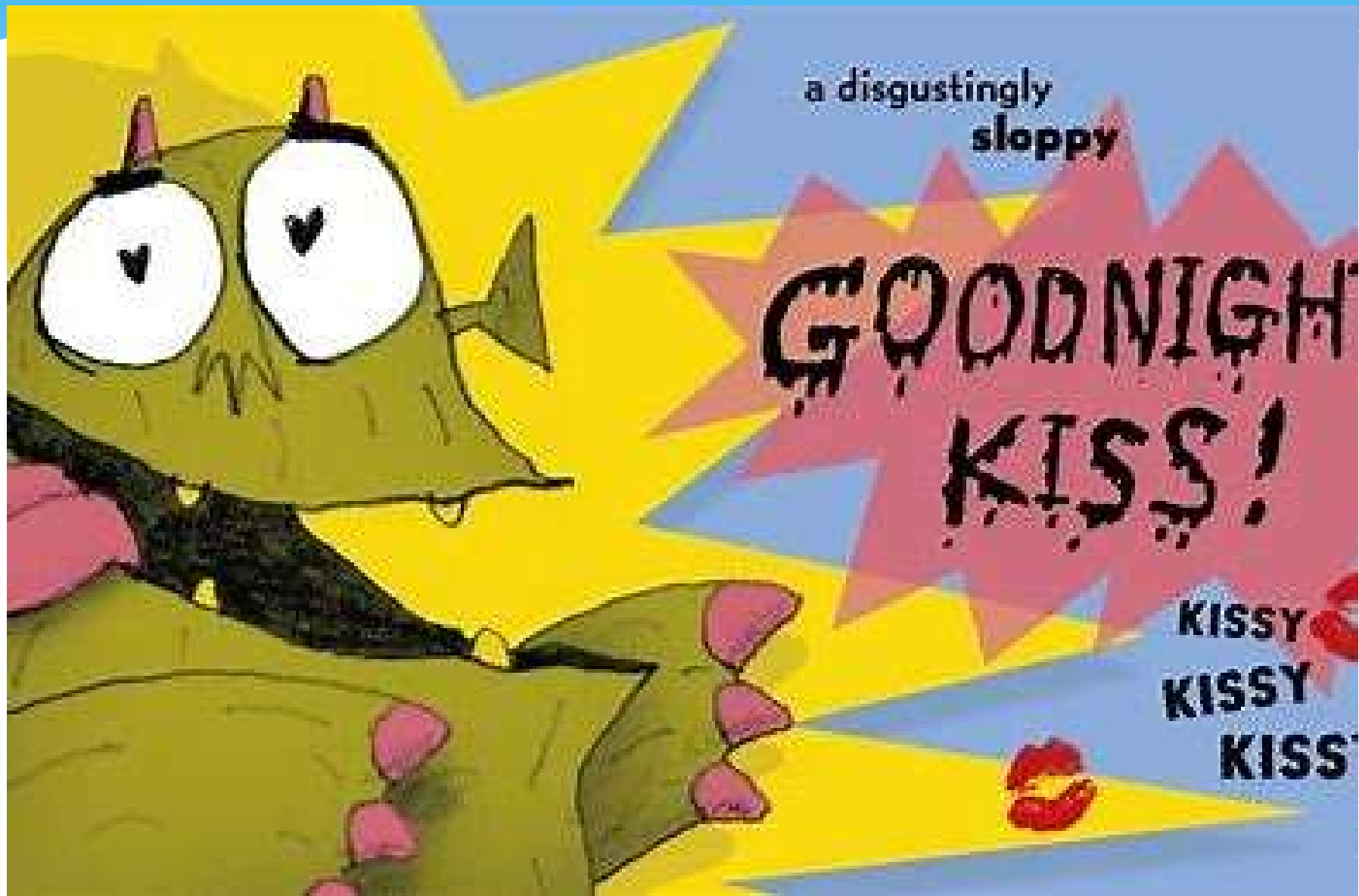


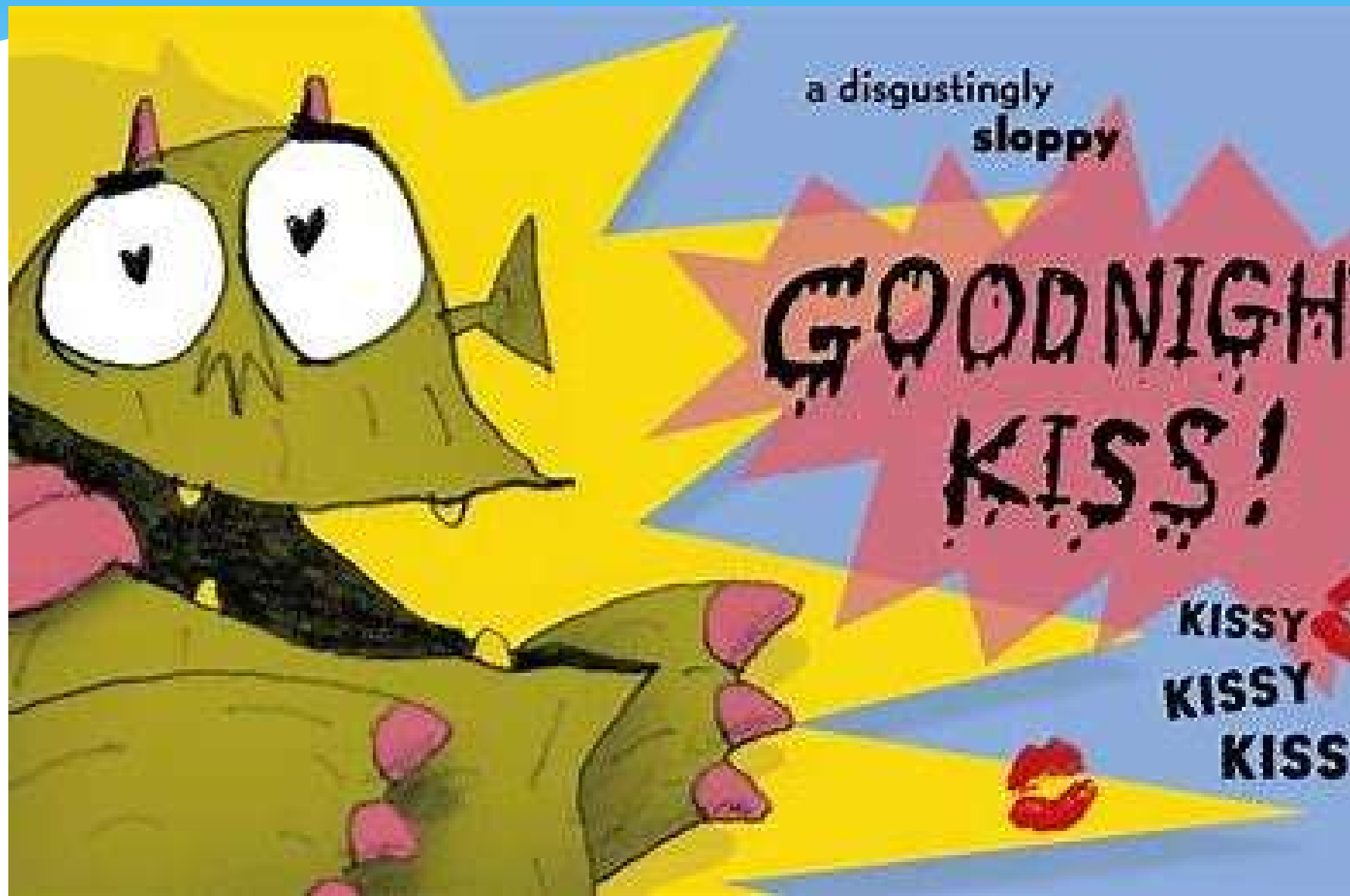


Was the end as you expected it to be or was it a surprise?



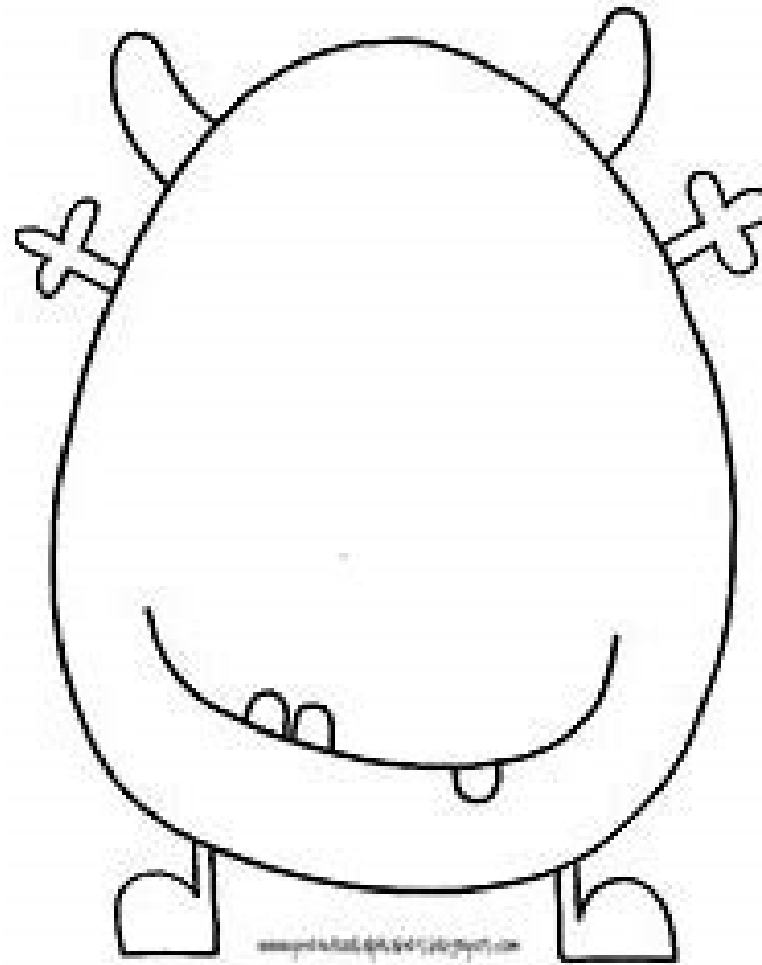
How do we think the monster feels when he finds out that people thought he would eat them?



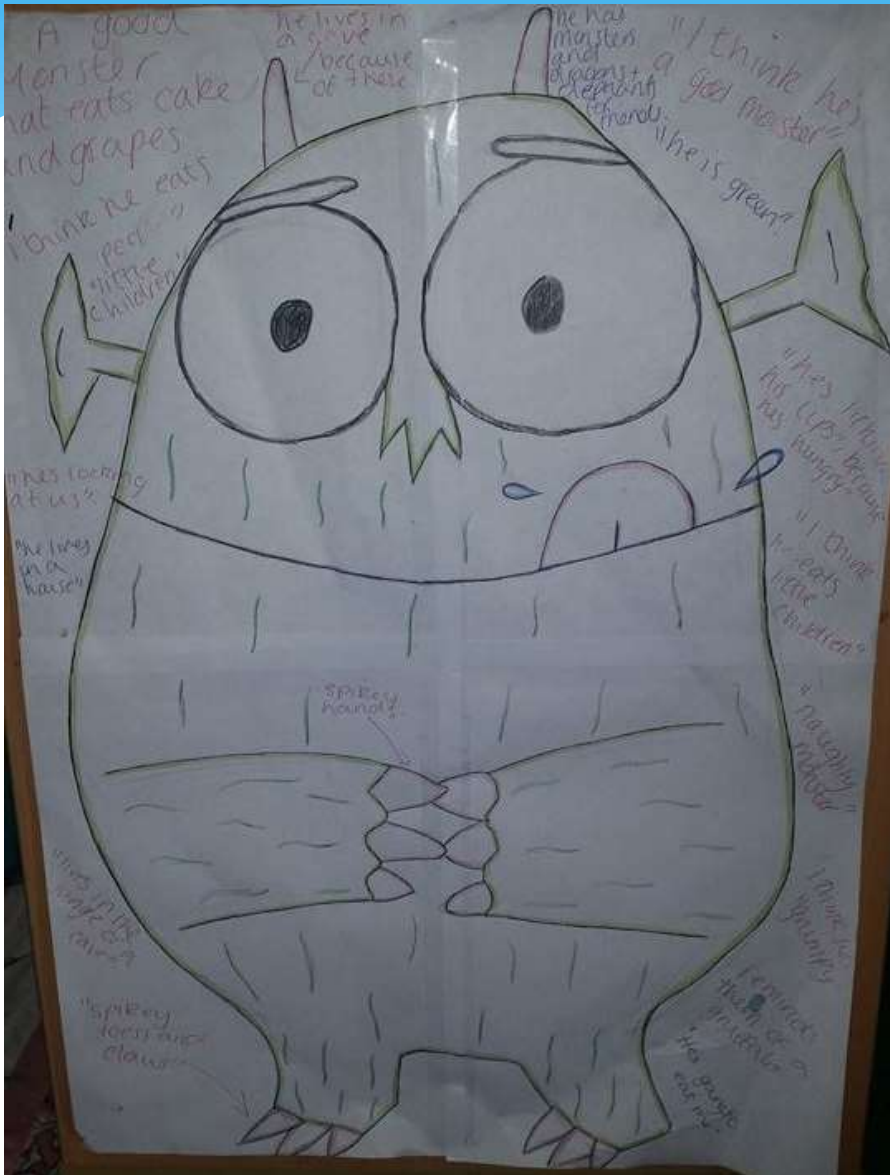


Role on the wall

What is the monster really like?



Role on the wall ideas...



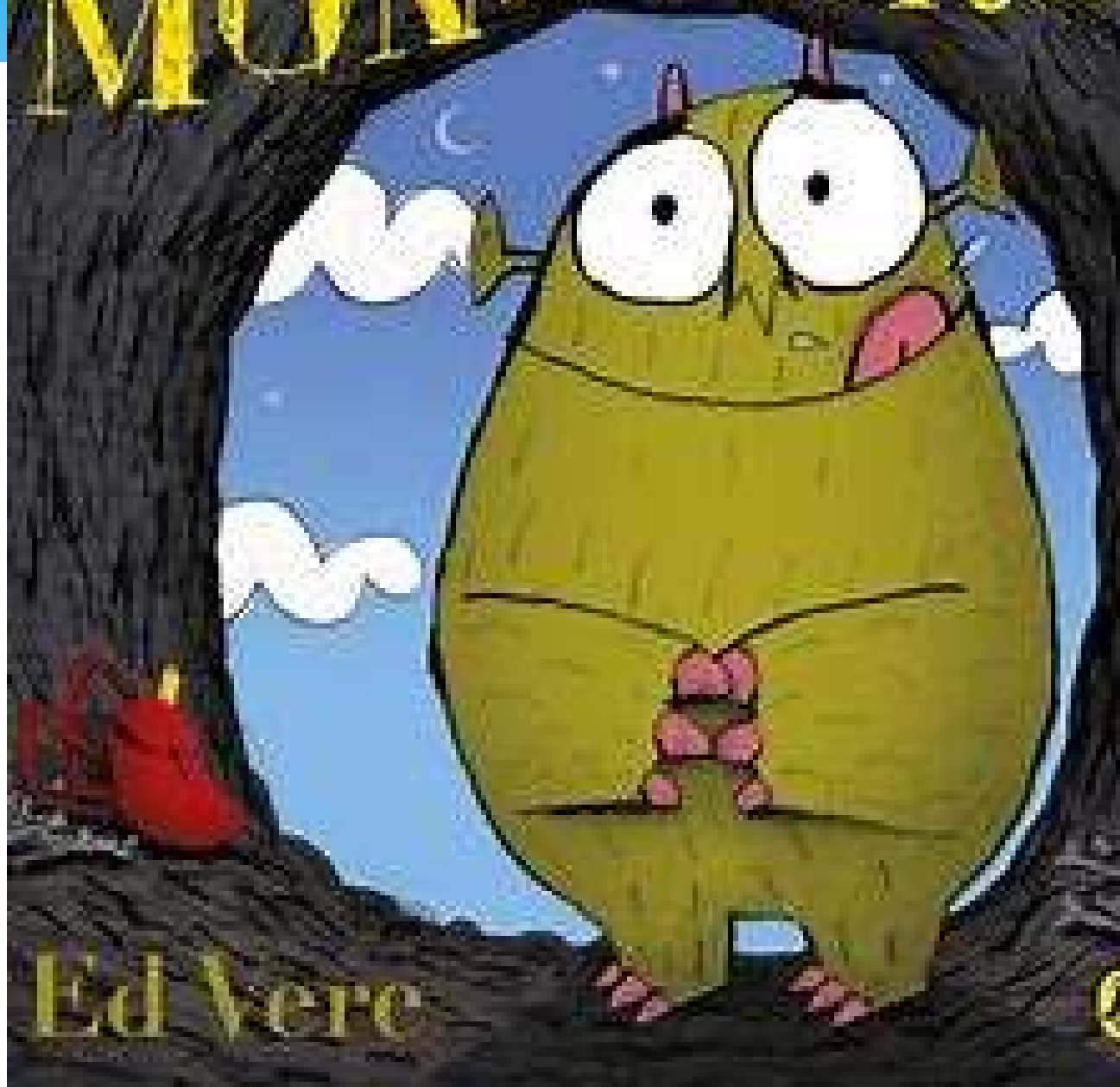
Have there been times that people have thought something about you that isn't really true? How did it make you feel?



Week 2 Monday

- * Learning Outcome / Objective
- * I can describe a monster's movements.
- * I can recognise verbs.
- * I can recognise prepositions.

Bedtime for MONSTERS

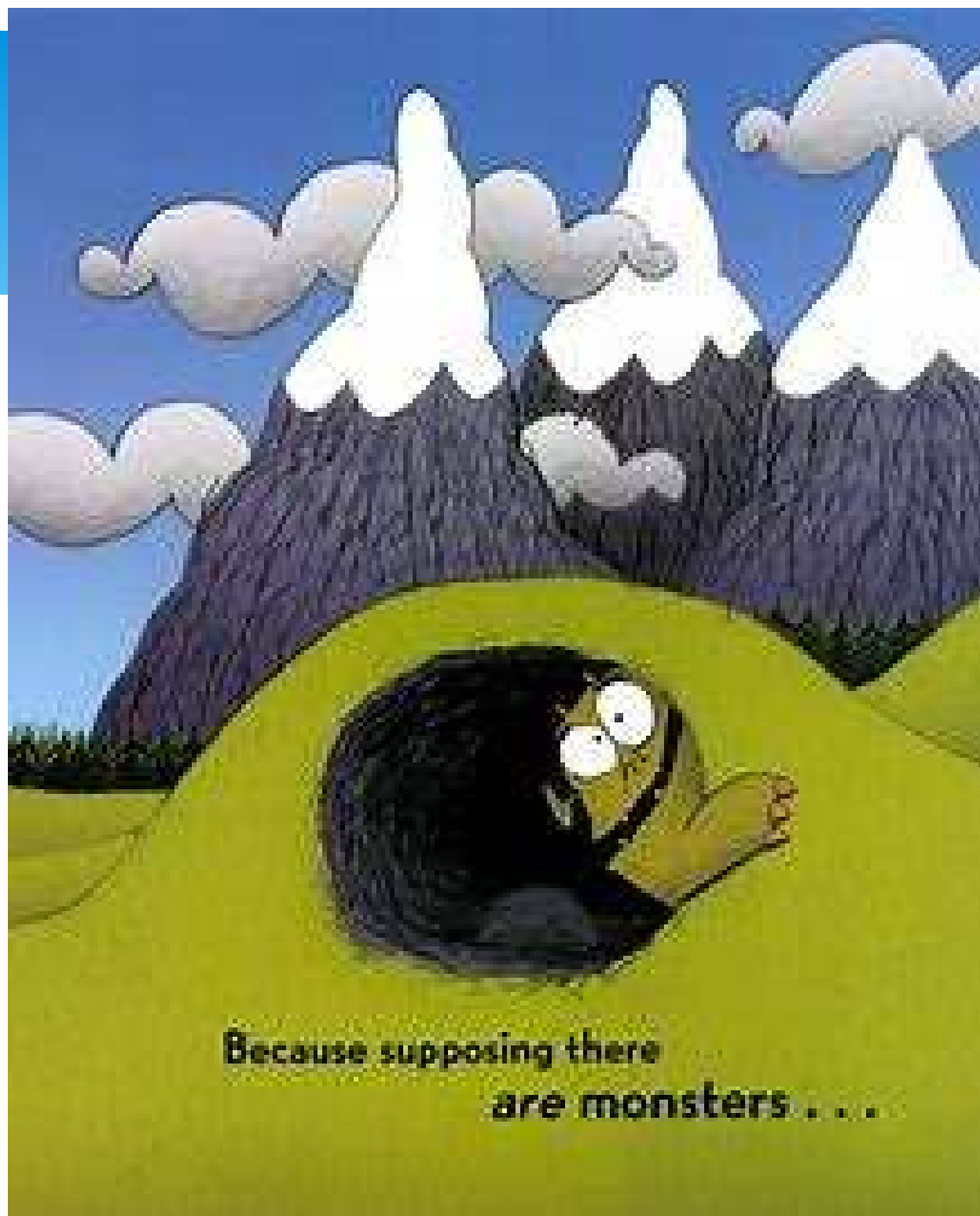


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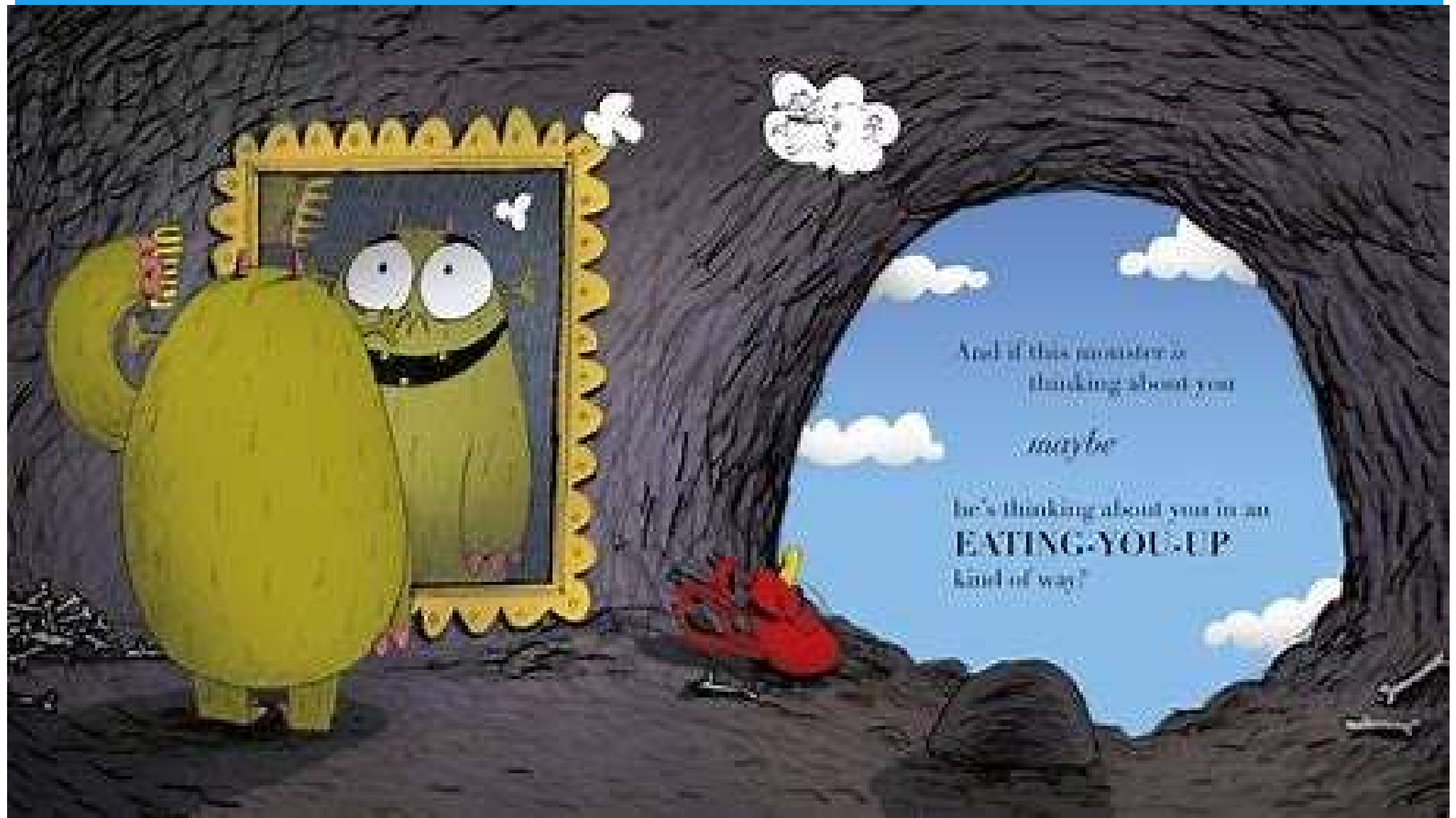
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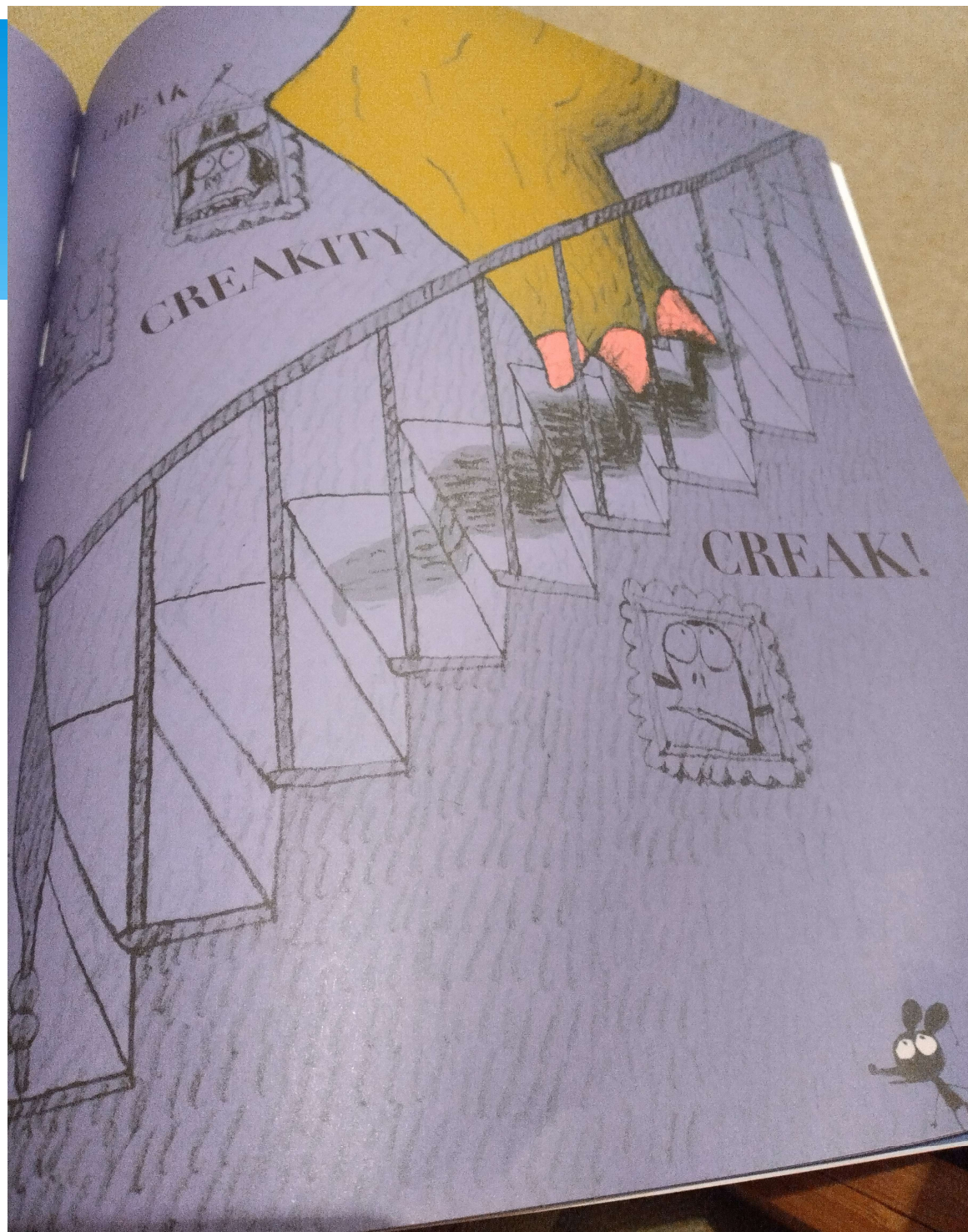




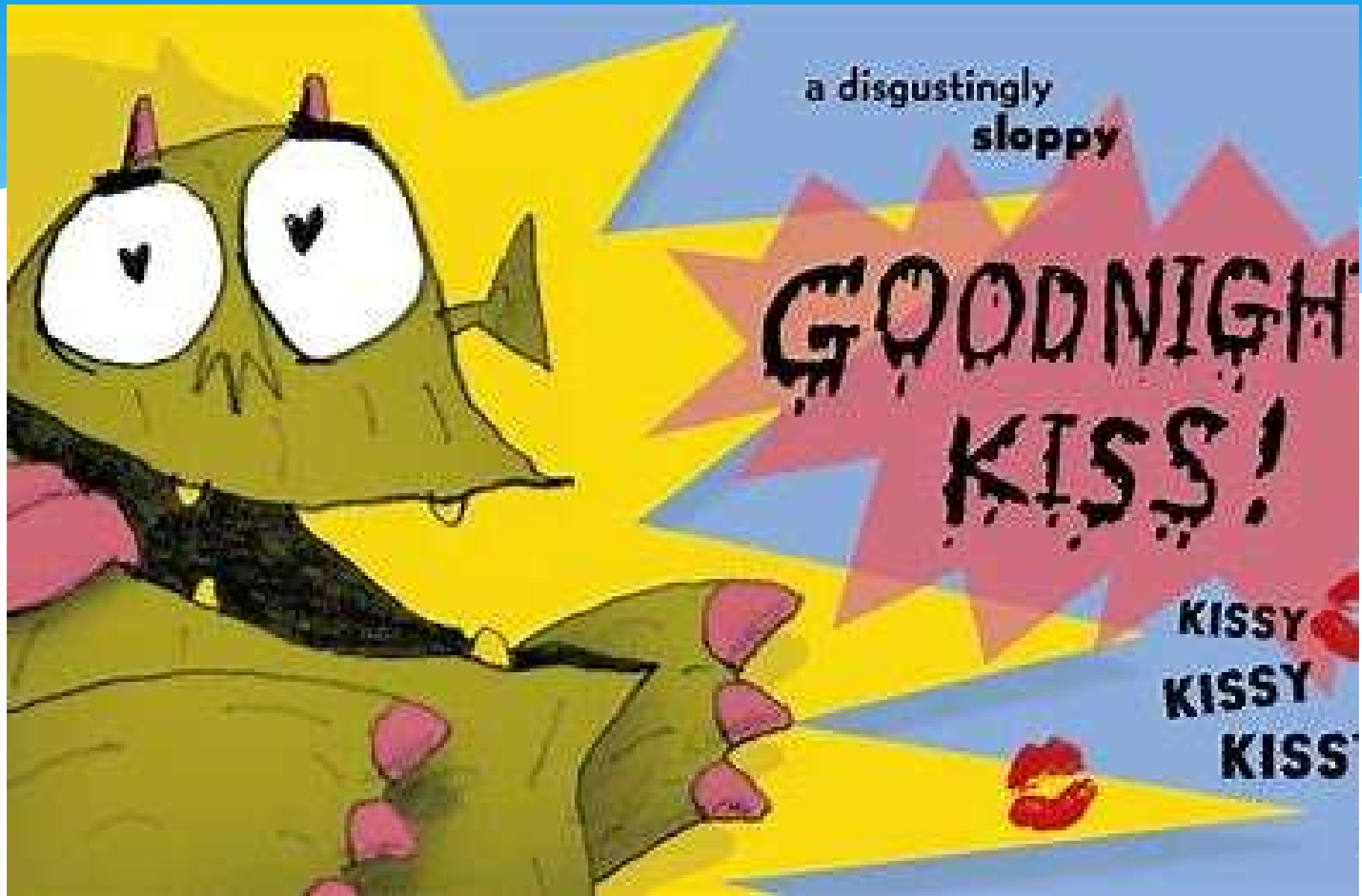






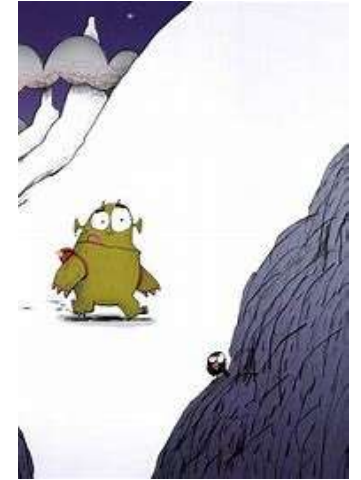
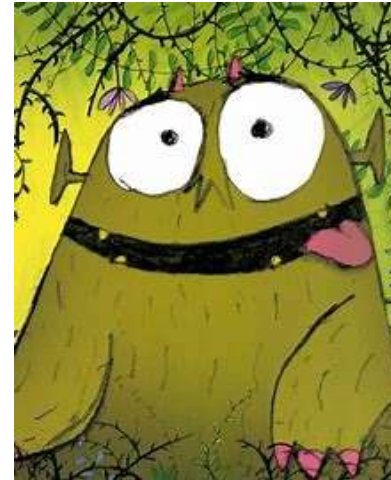








What is the monster doing in each of these pictures?



What is the monster doing in each of these pictures?



* Riding on a bike

What is the monster doing in each of these pictures?



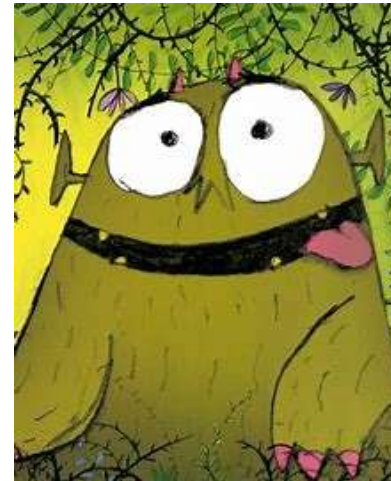
* Cycling through a forest

What is the monster doing in each of these pictures?



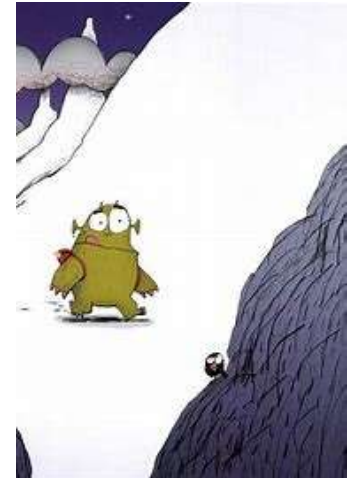
* Swimming through mud

What is the monster doing in each of these pictures?



* Fighting through thorns

What is the monster doing in each of these pictures?



* Climbing over a mountain

What does this remind you of?

* <https://youtu.be/lou5LV9dRPo>

Watch Michael Rosen read 'We're going on a bear hunt'.

Listen again and make a note of the verbs and prepositions used...

- * Add these to working wall.

Week 2 Tuesday

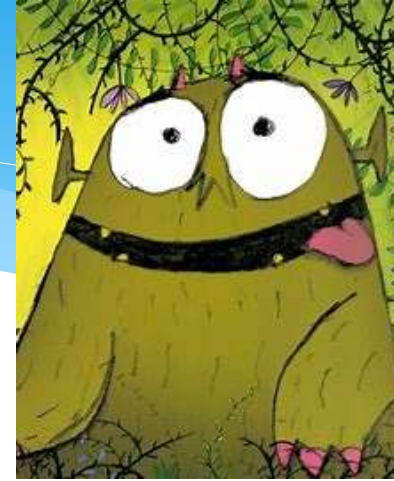
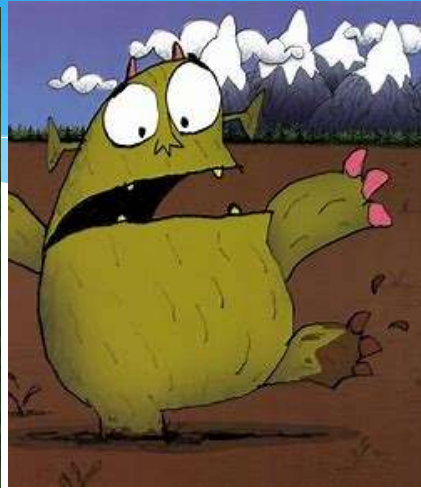
- * Learning Outcome / Objective
- * I can learn a poem to perform.

Listen to the story read by the author

* <https://youtu.be/KNuGGZAc-DA>

How can we use voices, volume and expression to show meaning?

My monster poem



My monster is a...
Cave living,
Backpack wearing,
Bike riding,
Swamp stomping,
Mountain climbing,
Stair creaking,
Child kissing,
SUPERSTAR!!!!!!!!!!!!!!!!!!!!

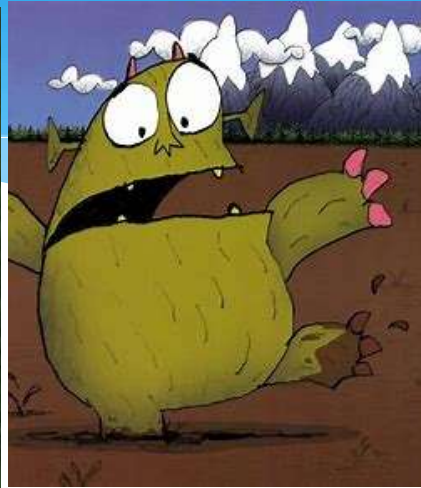
Practise in groups and perform.

- * Take photos or film.

Week 2 Wednesday

- * Learning Outcome / Objective
- * I can create a class poem based on our class monster.

My monster poem



My monster is a...
Cave living,
Backpack wearing,
Bike riding,
Swamp stomping,
Mountain climbing,
Stair creaking,
Child kissing,
SUPERSTAR!!!!!!!!!!!!!!!!!!!!

Own monster...

- * Where could it go on a journey?
- * What might it do?
- * How might it get there?



Ideas

My monster is a...

Rocket launching,

Space exploring,

Planet hopping,

Orbit spinning,

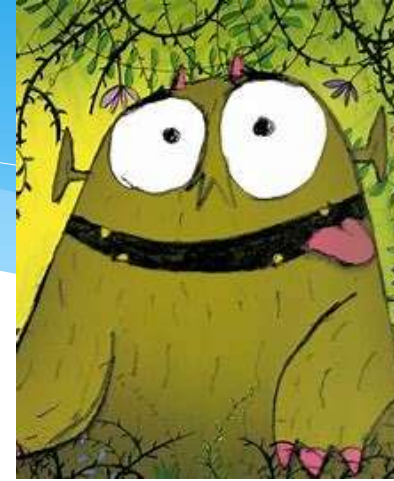
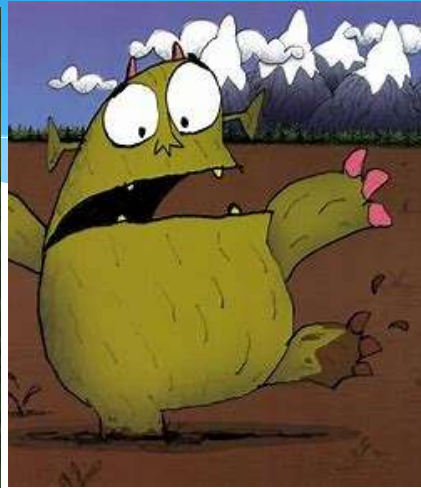
Alien kissing,

Superstar!!!!!!

Week 2 Thursday

- * Learning Outcome / Objective
- * I can create my own poem for my own monster.

My monster poem



My monster is a...
Cave living,
Backpack wearing,
Bike riding,
Swamp stomping,
Mountain climbing,
Stair creaking,
Child kissing,
SUPERSTAR!!!!!!!!!!!!!!!!!!!!

Draw or act out your monster's journey.

- * What words did you use?
- * Have a go at writing / saying these ideas as a poem.



Week 2 Friday

- * Learning Outcome / Objective
- * I can perform my monster poem.
- * I can evaluate the performance of others.

Reading your poem



- * Use a big voice
- * Use facial expressions
- * Use your body

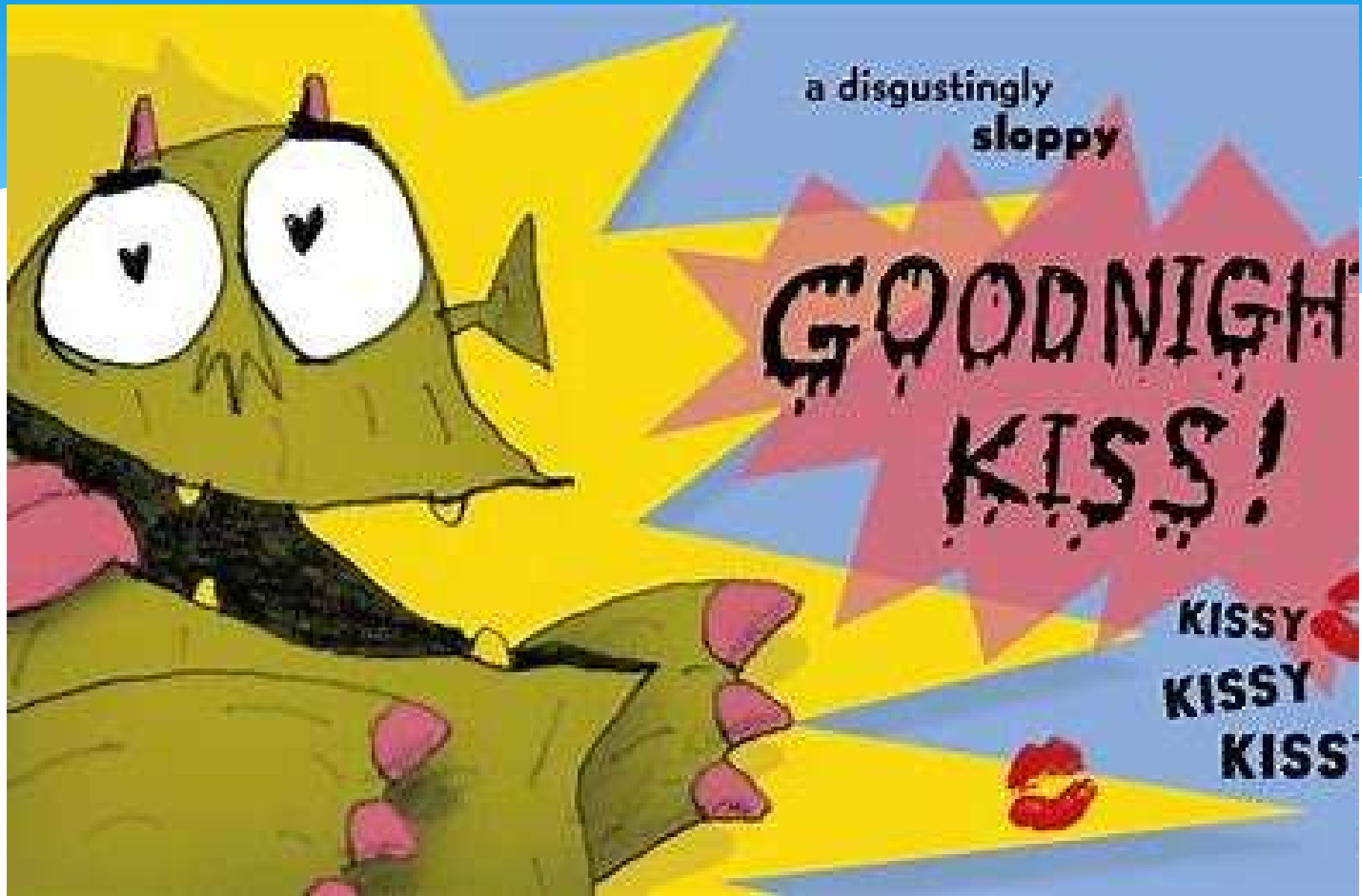


Week 3 Monday

- * Learning Outcome / Objective
- * I can sequence a story.

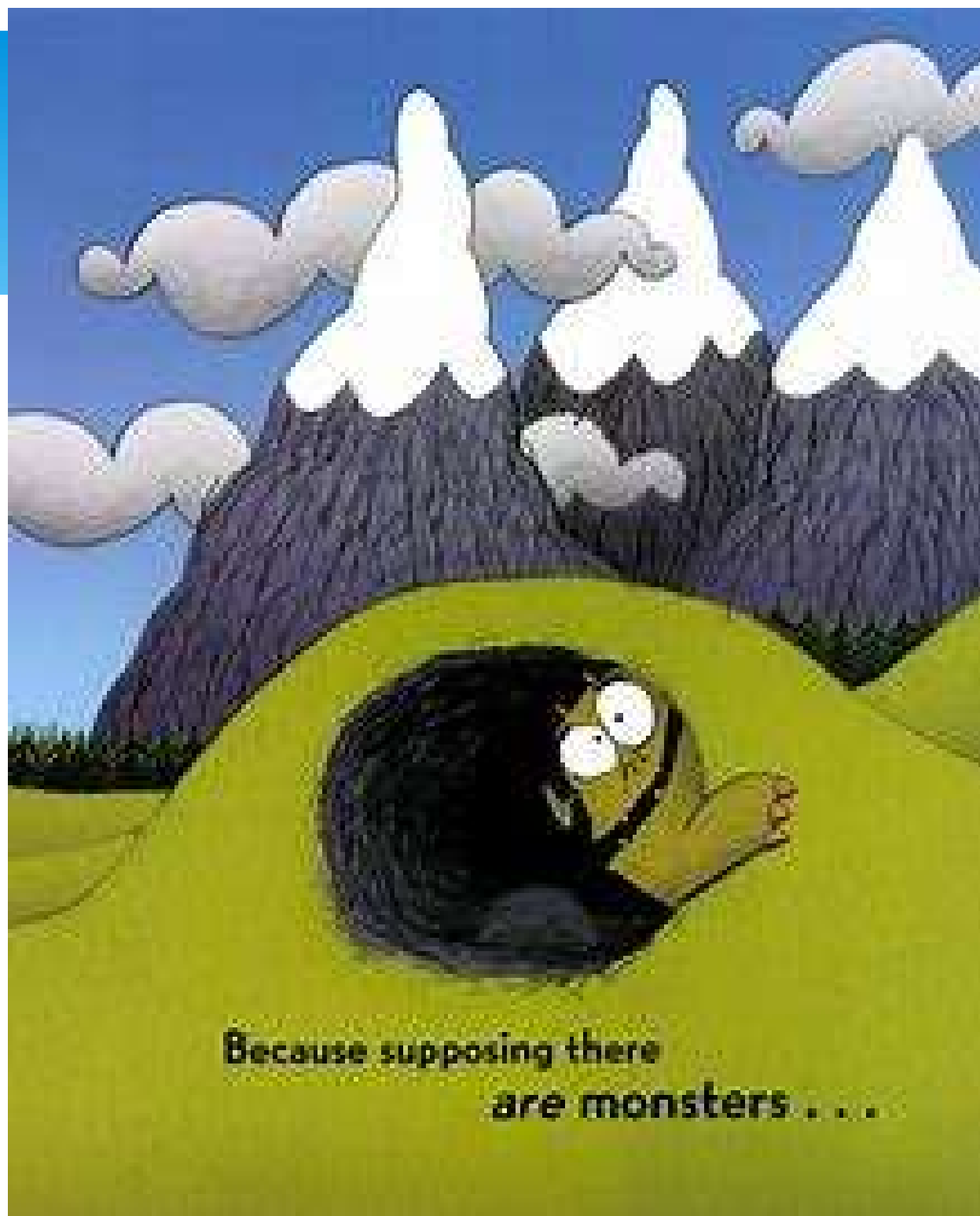
Oh no! Things have become muddled!

- * Can you help put the pictures back in the correct order?



MONSTERS?





Because supposing there
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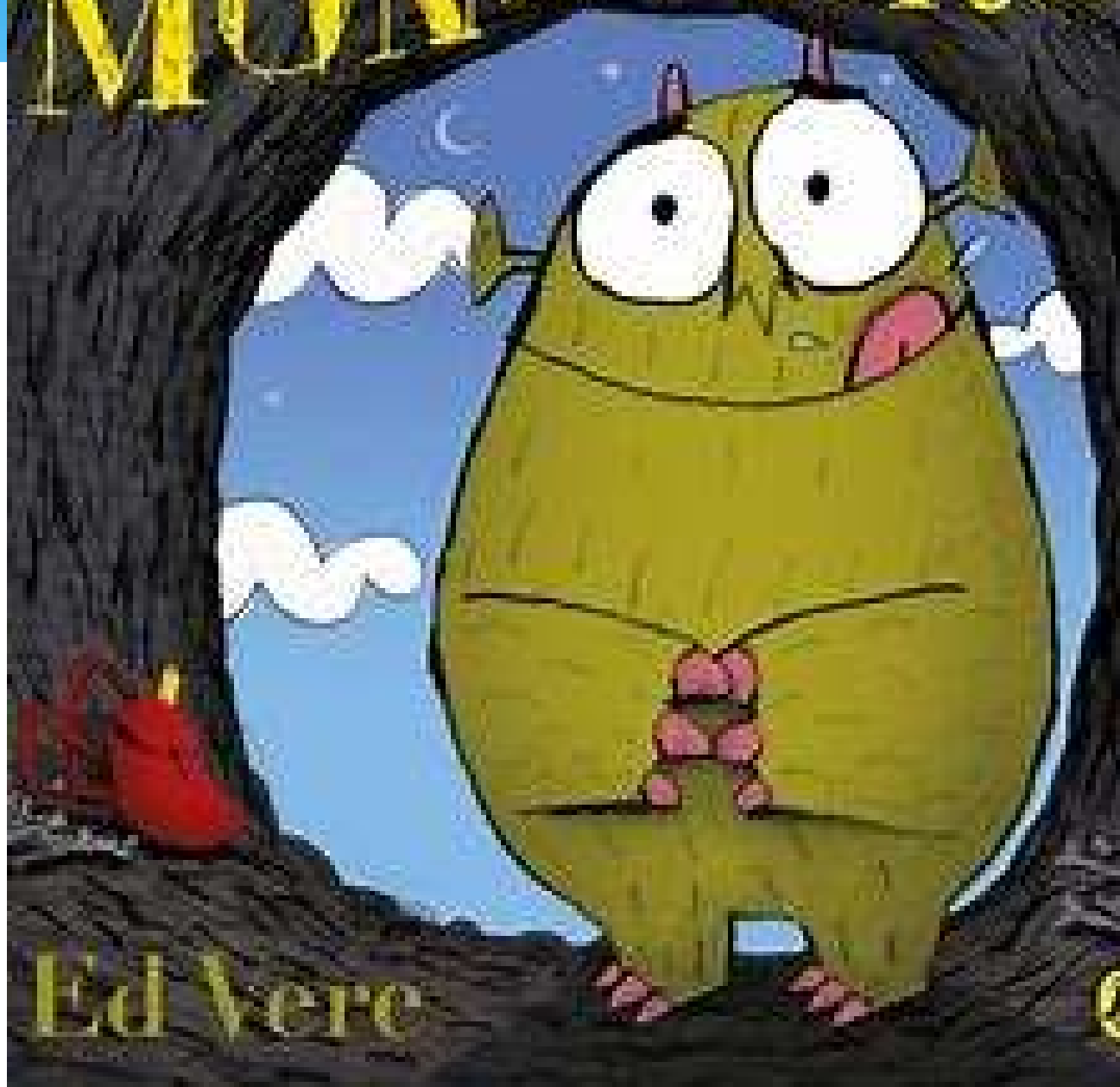




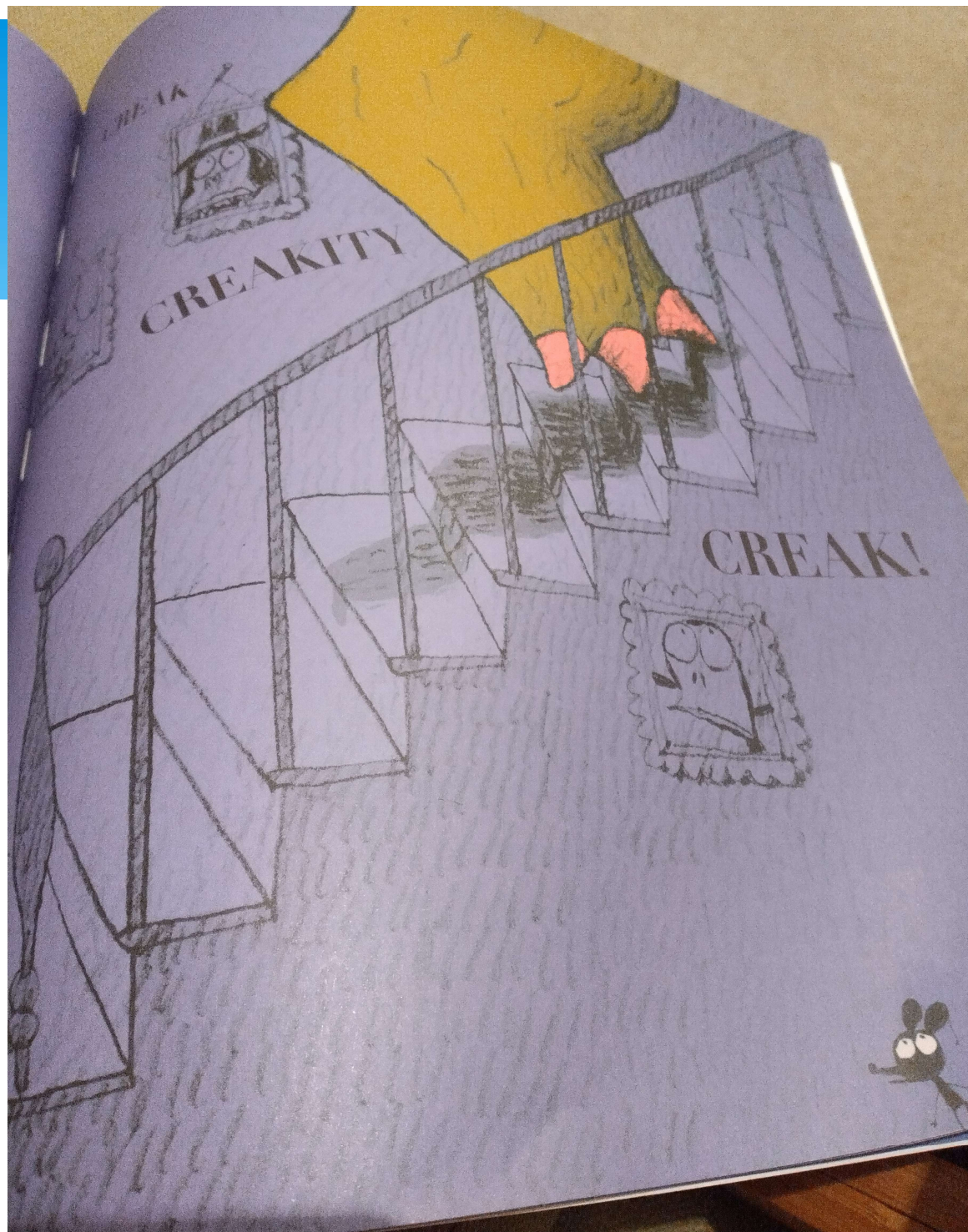


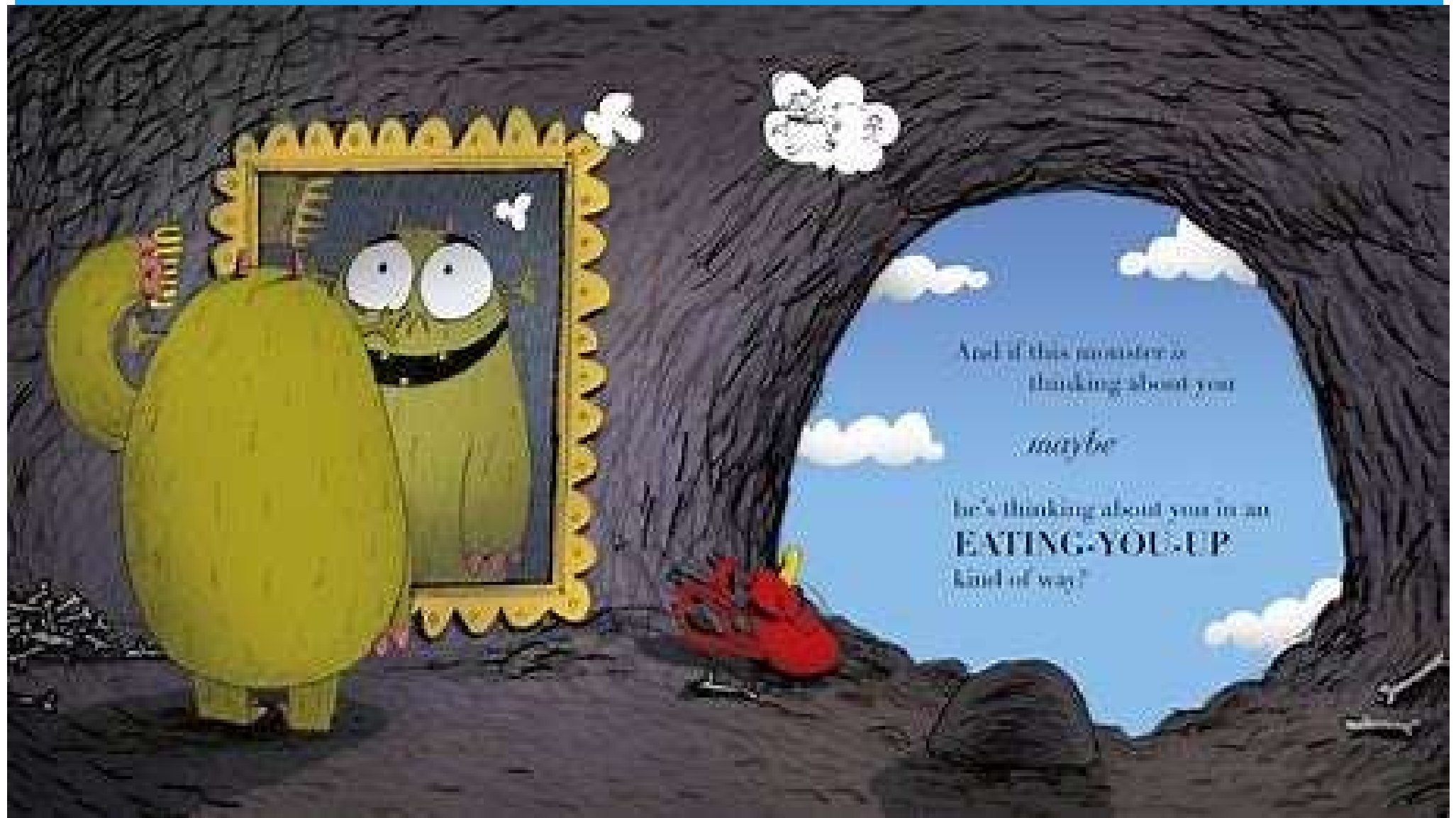


Bedtime for MONSTERS









And if this monster is
thinking about you

maybe

he's thinking about you in an
EATING-YOU-UP
kind of way?



Week 3 Tuesday

- * Learning Outcome / Objective
- * I can use time words to help order ideas.

First

- * First the monster came looking for me.

Then

- * Then he rode through a forest.

Next

- * Next he climbed a mountain.

After that

- * After that he climbed my stairs.

Finally

- * Finally he gave me a kiss goodnight.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can create a journey for a monster using time words.

Model a puppet monster going through the setting pictures.

- * First he battled the pirates.
- * Then he fed the elephants.
- * Finally he fell asleep under a tree.

Children to use their puppets and the setting pictures to order three sentences.

- * First...

- * Then...

- * Finally...

Week 3 Thursday

- * Learning Outcome / Objective
- * I can order sentences.

Oh no! I got in a muddle again.

* Help me order these sentences.

Finally he rode a giraffe home.

Then he cuddled a polar bear.

First he crossed the dessert.

Week 3 Friday

- * Learning Outcome / Objective
- * I can write my own three sentences using time words.

Week 4 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and expression.
- * I can give my personal responses to a story.

Watch The Very Hungry Caterpillar



<https://youtu.be/75NQK-Sm1YY>

Tell me...

- * What did you like?
- * What did you dislike?
- * What patterns did you see?
- * What puzzles you?

Think about your monster's life cycle

- * What is it like when it is little?
- * What changes happen as it gets older?
- * What might happen when it is very old?

Week 4 Tuesday

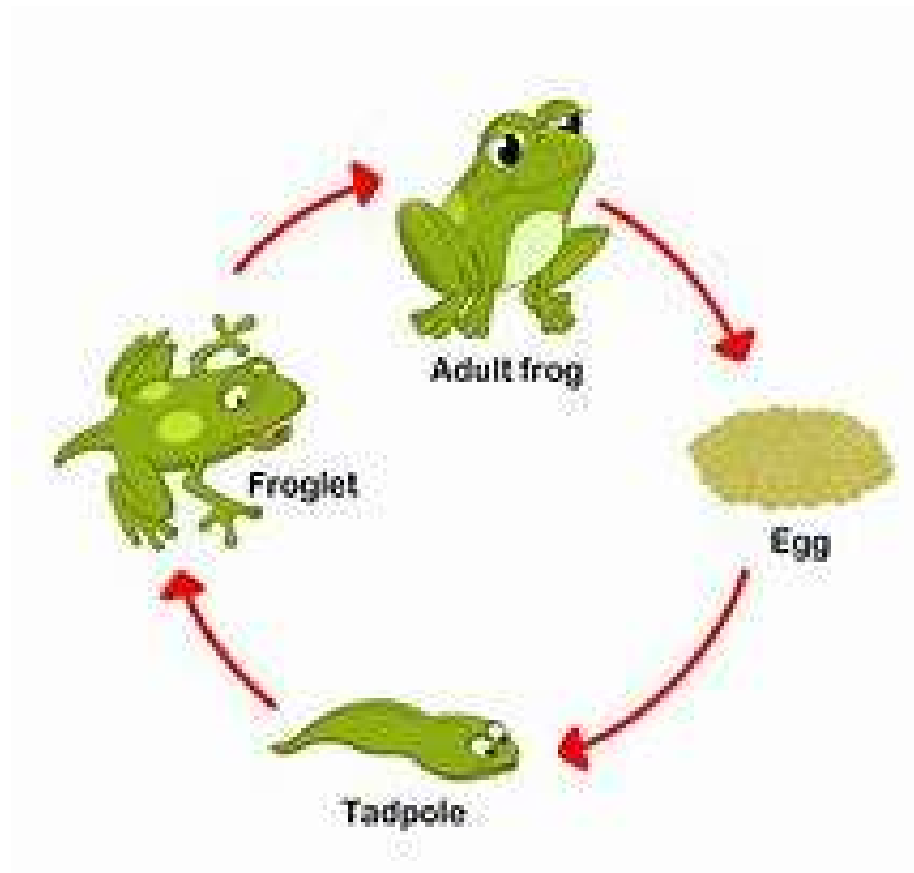
- * Learning Outcome / Objective
- * I can show changes to a monster as it grows.

Can you draw something like this to show how your monster changes?

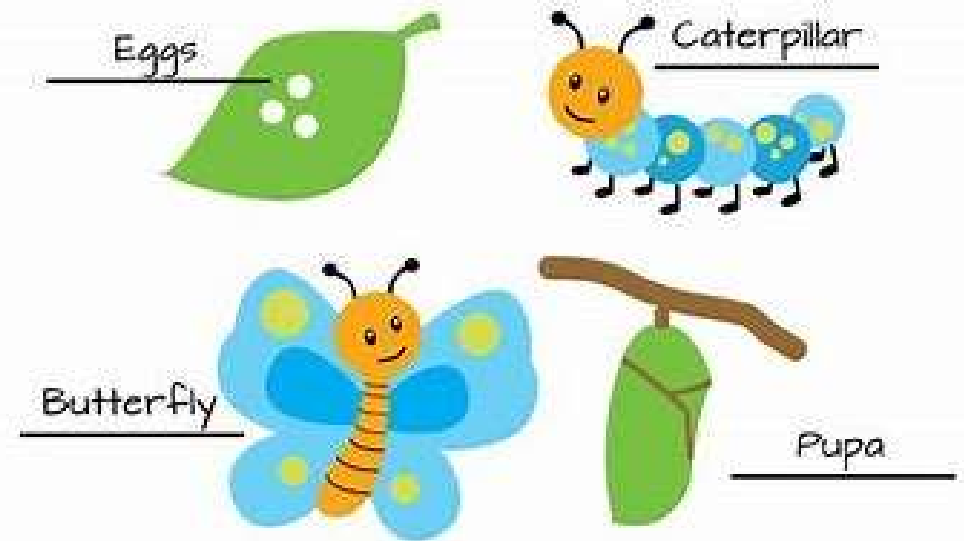
The Human Life Cycle



Other ideas to support



Butterfly Life Cycle



Model drawing the monster from the model text at the different stages.

Shared write the labels for each stage next to the drawing.

- * Baby
- * Teenager
- * Adult

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can talk with confidence about the changes in my monster.

Model text

Baby

First my monster is born with three red eyes and three yellow horns.

Teenager

Then my monster gets green hair all over its body.

Adult

Finally my monster explodes into golden glitter.



Week 4 Thursday

- * Learning Outcome / Objective
- * I can add labels to my monster drawings to show the stages.

Suggested labels - can make up own words

* Baby

* Frog spawn

* Caterpillar

* Teenager

* Tadpole

* Pupa

* Adult

* Frog

* Butterfly

Week 4 Friday

- * Learning Outcome / Objective
- * I can write sentences about each stage of monster's life.

Shared write

- * Pick a child's picture set and as a class write the first sentence.
- * Pick a different child's picture and as a class write the next sentence.
- * Pick a different child's picture and as a class write the final sentence.

Week 5 Monday

- * Learning Outcome / Objective
- * I can speak with confidence and prosody.
- * I can sequence a story.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Children to have cut up out of sequence to order themselves.

Once upon a time there was a monster who was thinking about you.



First he set off from his warm cave on his bicycle through a dark and terrible forest.



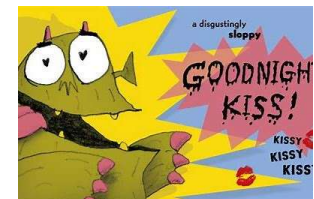
Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.



Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.



Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep.



Week 5 Tuesday

- * Learning Outcome / Objective
- * I can offer ideas for a class plan and story.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Planning – draw pictures of our monster's journey

Opening	<i>Where does it start from? (home – the shoe box creation)</i>
Build up	<i>Where does it go first?</i>
Problem	<i>Where next?</i>
Resolution	<i>Where then?</i>
Ending	<i>Where does it end up?</i>

Shared write

Once upon a time there was a monster...

First he set off from his...

Then he crossed

Next in

Finally

The end.

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can plan my monster story.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Planning – draw pictures of your monster's journey

Opening	<i>Where does it start from? (home – the shoe box creation)</i>
Build up	<i>Where does it go first?</i>
Problem	<i>Where next?</i>
Resolution	<i>Where then?</i>
Ending	<i>Where does it end up?</i>

Week 5 Thursday

- * Learning Outcome / Objective
- * I can write my story opening from my plan.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Week 5 Friday

- * Learning Outcome / Objective
- * I can write my story build up from my plan.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Week 6 Monday

- * Learning Outcome / Objective
- * I can write my story problem from my plan.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can write my story resolution from my plan.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can write my story ending from my plan.

Model text – altered

Once upon a time there was a monster who was thinking about you.

First he set off from his warm cave on his bicycle through a dark and terrible forest.

Then he crossed over the gloopy, schloopy swamp. He tiptoed through the thorns and thistles. He climbed the cold and snowy mountains.

Next in town he searched high and low for you. Then his feet creaked as he climbed the stairs.

Finally, he licked his lips as he came in your bedroom and gave you disgustingly big goodnight kiss! Then you both went to sleep. The end.

Week 6 Thursday

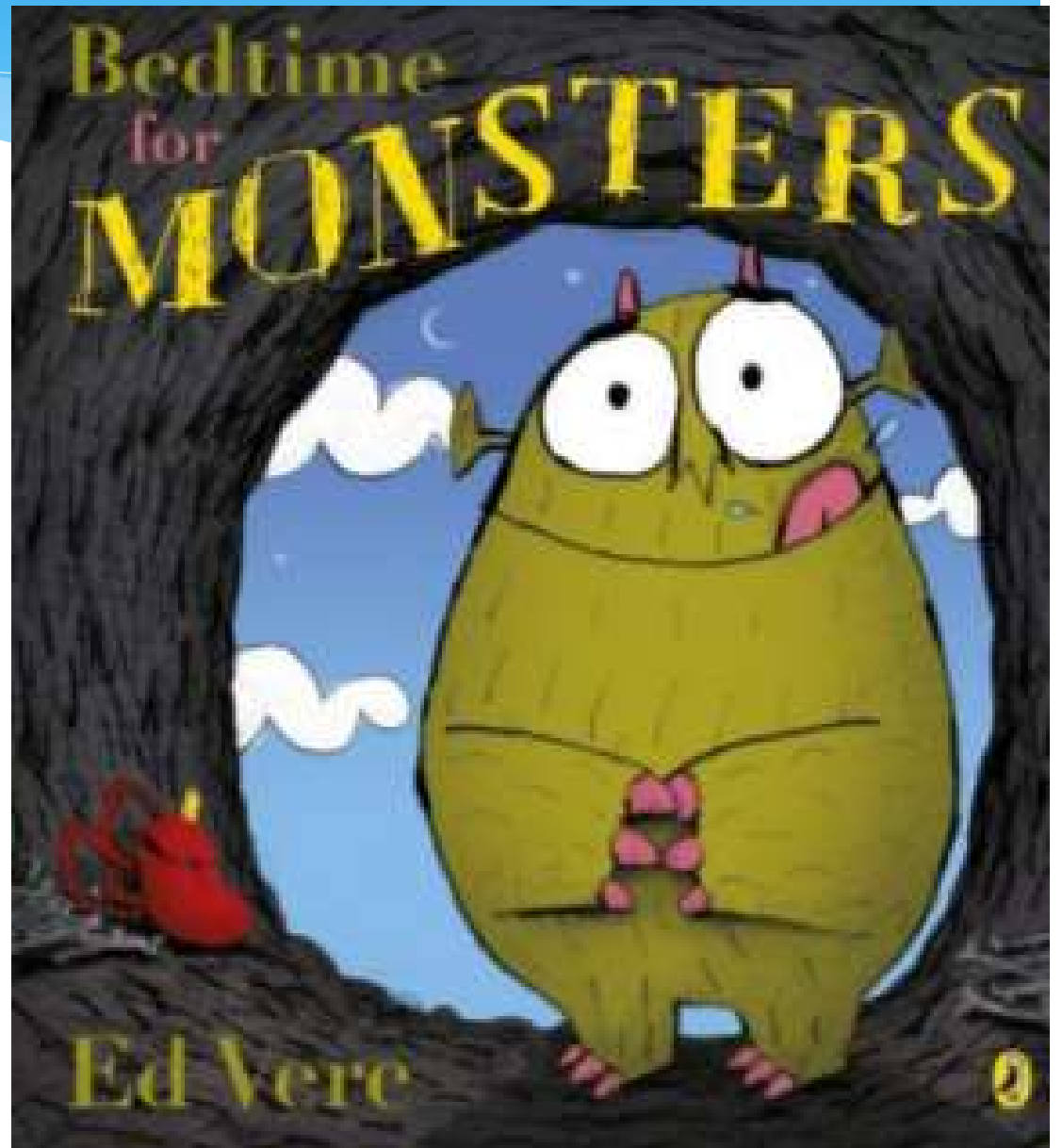
- * Learning Outcome / Objective
- * I can perform / publish my story.

Week 6 Friday

- * Learning Outcome / Objective
- * I can evaluate the whole unit.

Tell me...

- * What did you like?
- * What did you dislike?
- * What writing did you do?



Tell me...

- * What did you achieve?
- * What have you improved?
- * What are you going to try harder with?

