English planning and resources

Planning and Resources

School -

Year group (s) – R

Teacher –

Text – No Dinner!

Term – Spring 2

Overview – original

Sp7	POR 1 Role on the wall	POR 2 – responding to illustration	POR 6 - predicting	POR 7 freeze framing	POR Act out the story so far	No Dinner! The Story of the Old Woman and the	Own puppet story
Sp8	POR Story mapping so far	POR Performance reading	POR debate and hotseating	POR tell me responses for whole story	Learn whole story with actions	Pumpkin Jessica <u>Souhami</u>	
Sp9	Shared writing adapt story — make new characters	Bring new characters to life as puppets and label — adjectives recap	Plan own version of story in pictures – make puppets for characters	Make own puppets for characters and label	Make own shoebox setting for own story and label		
Sp10	1:1 in sessions with teacher and TA story scribe own story from plan						
Sp11	Model text of recipe for pumpkin oatmeal cookies - learn	Make cookies using recipe – discuss numbers	Shared write a recipe for a wolf's dinner based on model text e.g. stir in little old woman	Plan own recipe in pictures on boxes	Write ingredients list and numbers of what to do next to pictures		Recipe
Sp12	Model text – poem – learn and act out (granddaughter)	Freeze frame different points of story for different characters	Shared write poem from different character	Pick different character and plan own poem in pictures	Write own poem		Thought bubble poem
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)							
C 4	POR 1 - recen	POR 2-				Surprising Sharks	Animal body parts

Writing outcomes and SPAG focus

Writing outcomes

- Puppet story
- * Recipe
- Thought bubble poem

SPAG focus

- * Labelling
- * Lists
- * Numbering
- * Capital letter

Genre objectives and NC objectives

Based on EYFS framework and sitting alongside Phonics discrete teaching with these skills applied through these lessons

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's backand-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).

Please read the POR unit plan in full

- * Link below
- * No Dinner TS.pdf (clpe.org.uk)

Links to other texts and resources

Information about Jessica Souhami:

- http://www.quartoknows.com/authors/11757/Jessica-Souhami/
- http://www.thechildrensbookshow.com/Profile-Souhami.html
- 2 Film clips or websites that provide further insight and information on the wild animals featured in the story:
- Mountain forest:
- http://www.bbc.co.uk/nature/places/Indian_Subcontinent#poo86gbc
- Rainforest: http://www.bbc.co.uk/nature/places/Indian_Subcontinent#poo4856w
- Tigers: http://www.bbc.co.uk/nature/collections/poo63wt7#poo6drq6
- Tiger cubs: http://www.bbc.co.uk/nature/collections/poo63wt7#poo6ddzg
- Himalyan Brown Bear: http://www.bbc.co.uk/nature/life/Brown_Bear#poo86gyl
- Pilm and sound clips to aid visualising and inspire display and artwork
- The Living Planet:
- http://www.bbc.co.uk/nature/habitats/Tropical_and_subtropical_moist_broadleaf_forests#poofdrnj
- Natural sounds: https://www.youtube.com/watch?v=QE_jOCqKE3w
- Examples of musical motifs:
- Superman by John Williams: https://www.youtube.com/watch?v=QxiZoaXVJE8
- Darth Vada (The Imperial March): https://www.youtube.com/watch?v=-bzWSJG93P8
- 2 Aviary ('The Carnival of the Animals'):
- https://www.youtube.com/watch?v=y1PQRu_C5fQ
- Peter and the Wolf animation: https://www.youtube.com/watch?v=YTL4BNXdG w

Books to make connections with...

- * Little Red Riding Hood old lady / wolf
- * Three Billy Goats Gruff trip trapping sound / repetition
- * Rumble in the jungle setting
- * Walking through the jungle setting

Hook ideas

- * Create a jungle scene in a tuff-spot with characters and leaves, twigs and other natural materials to depict the jungle setting for children to investigate.
- * In the outdoor area, place animals from the Indian Subcontinent in amongst the shrubbery for children to investigate.
- * Create a jungle storybox for the children, including the two houses and a winding path to link the two. Fill it with the three animals as well as two figures to represent the old woman and her granddaughter for children to investigate.
- * Masks of tigers, bears and wolves act out these animal traits.
- * Try food from India as a feast

Week 1 Monday

- * Learning Outcome / Objective
- * I can talk about a character in a story.

an old woman

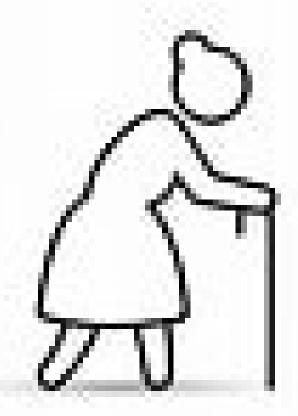


Who is she?



- * What do you think you know about her?
- * Where does she live?
- * How do you know?
- * What is it like to live there?
- * Who does she live with?
- * What do they do?
- * How do you think she is feeling?
- * Why?
- * Does she remind you of anyone in stories or real life?
- * Do you have any questions about her?

Role on the wall



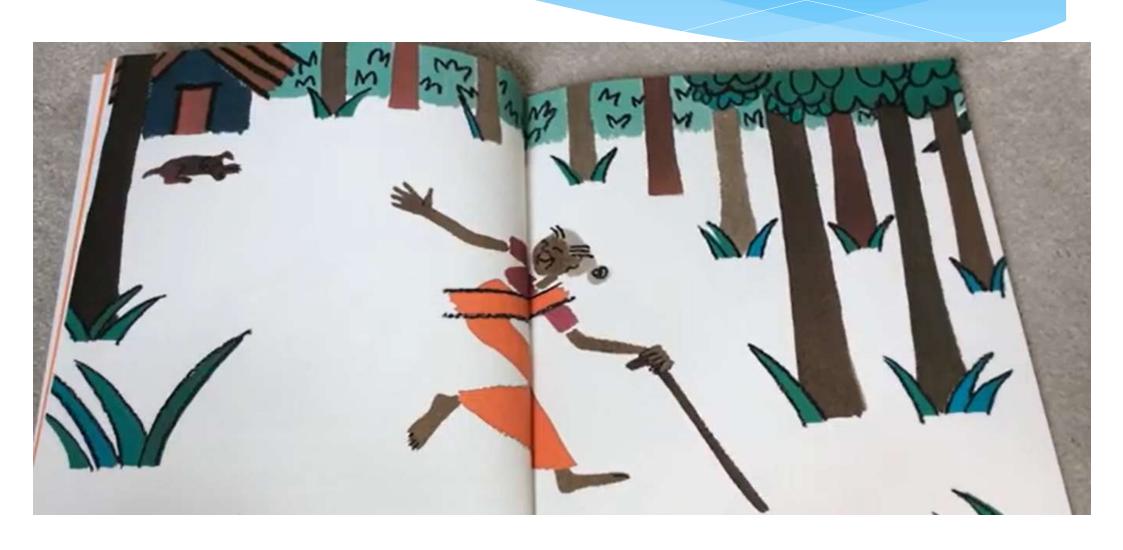
Can you describe an old woman you know in real life or in a book?

- * What do they look like?
- * What do they wear?
- * What do they do?
- * How do they move?

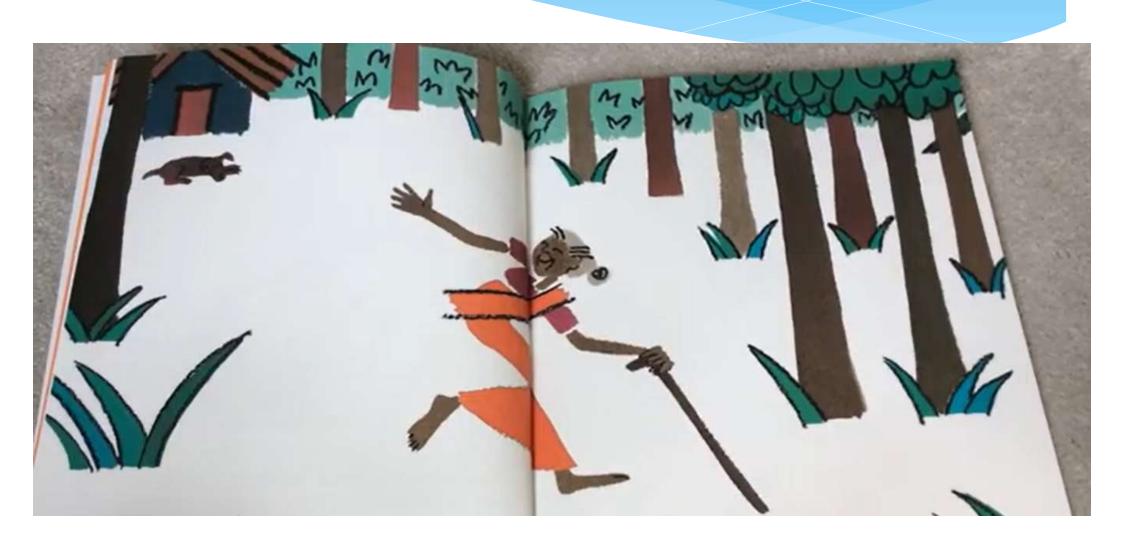
Week 1 Tuesday

- * Learning Outcome / Objective
- * I can talk about a picture.
- * I can give an opinion.
- * I can explain my ideas.

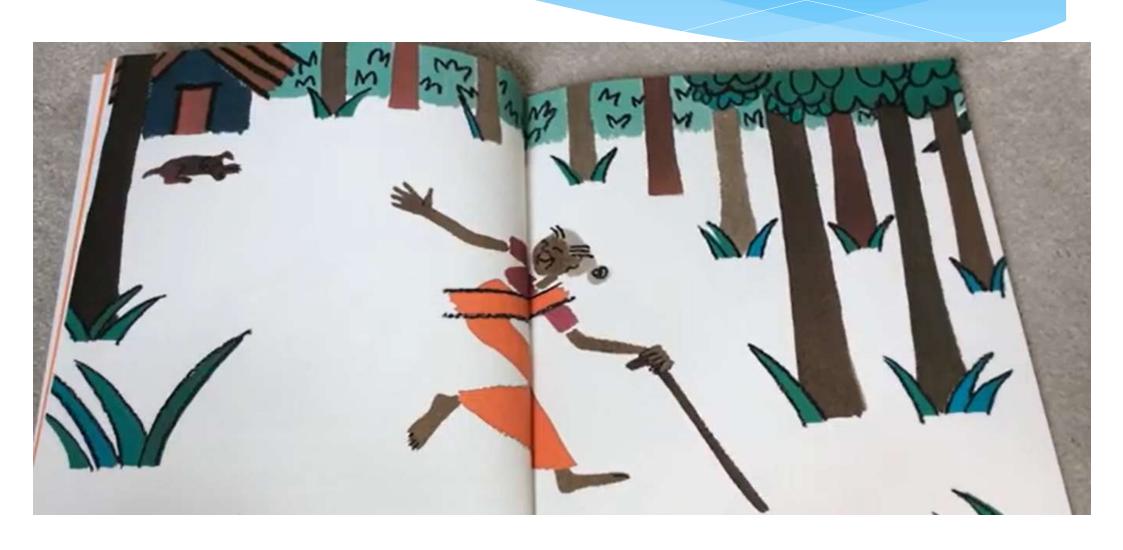
Who is this?



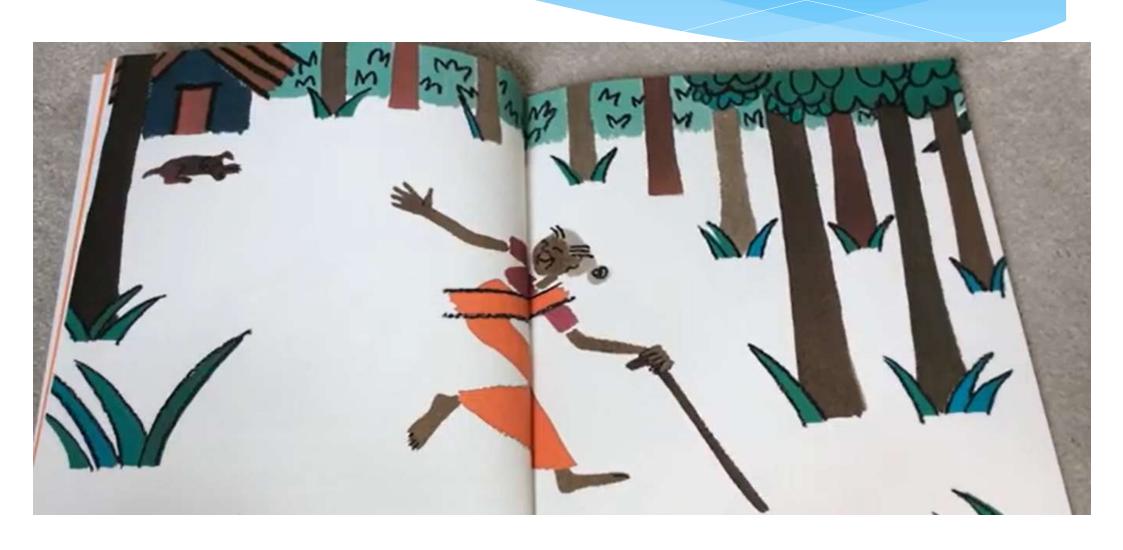
What can you see around her?



Where do you think she is?



Where do you think this story is set?



A forest? A jungle?

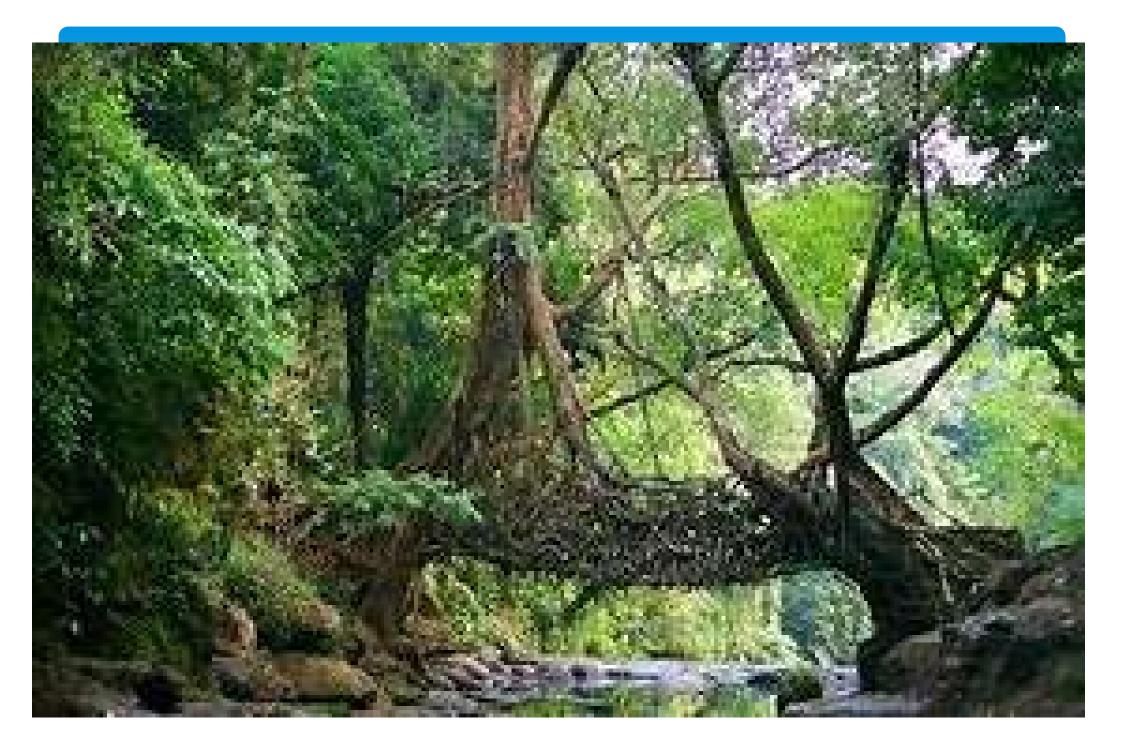
- * Listen to some sounds of the jungle.
- * https://youtu.be/QE_jOCqKE3w

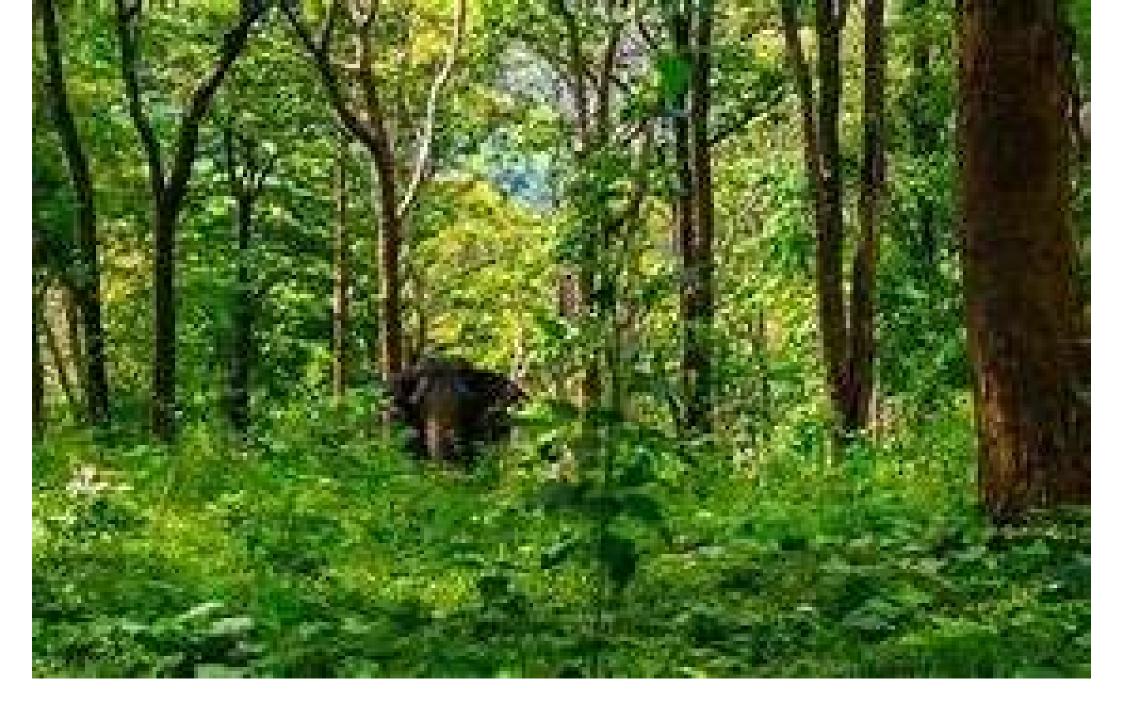
The story is set in India.



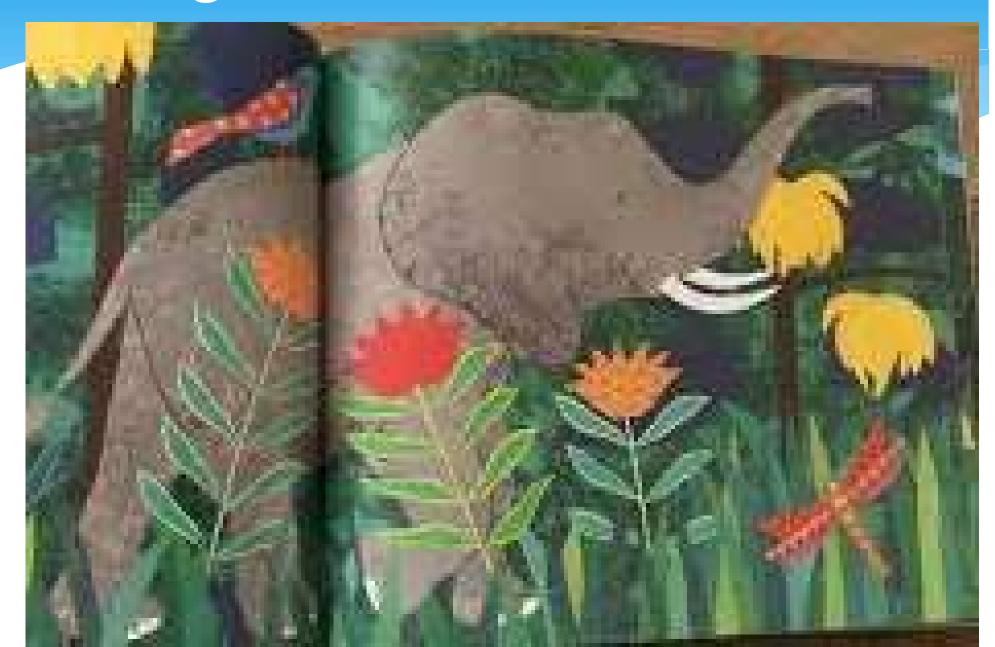
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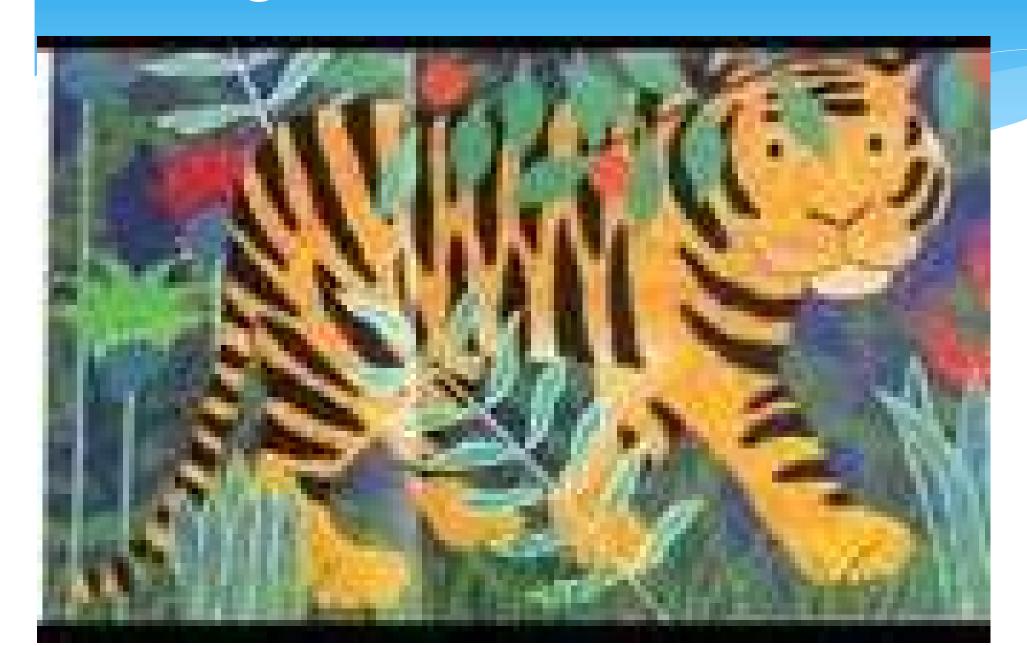


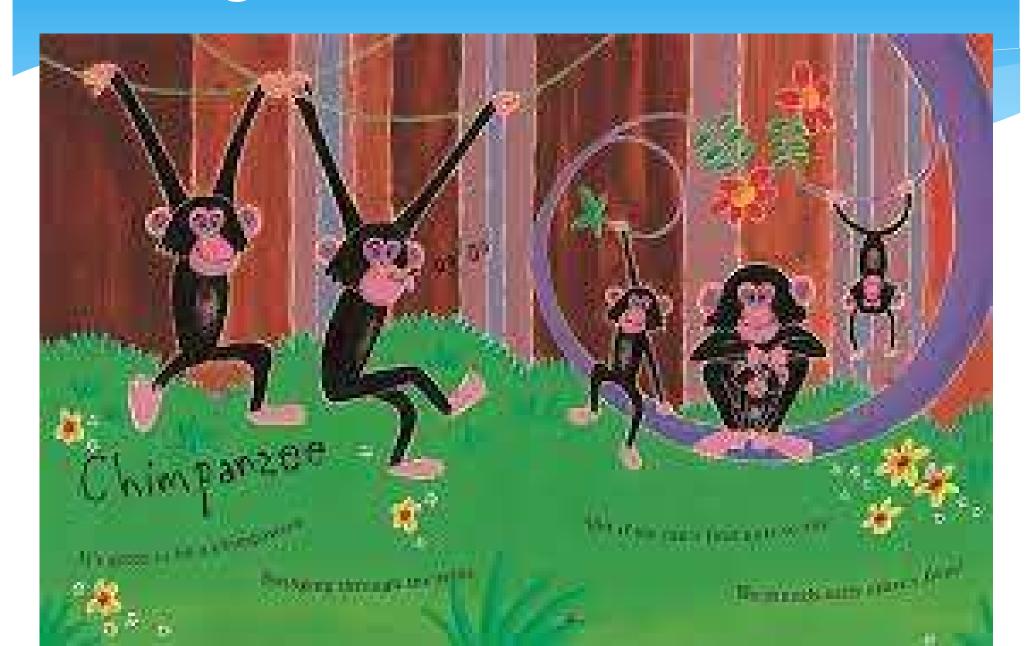












Have a go...

* Draw your own jungle setting using pastels and chalks.

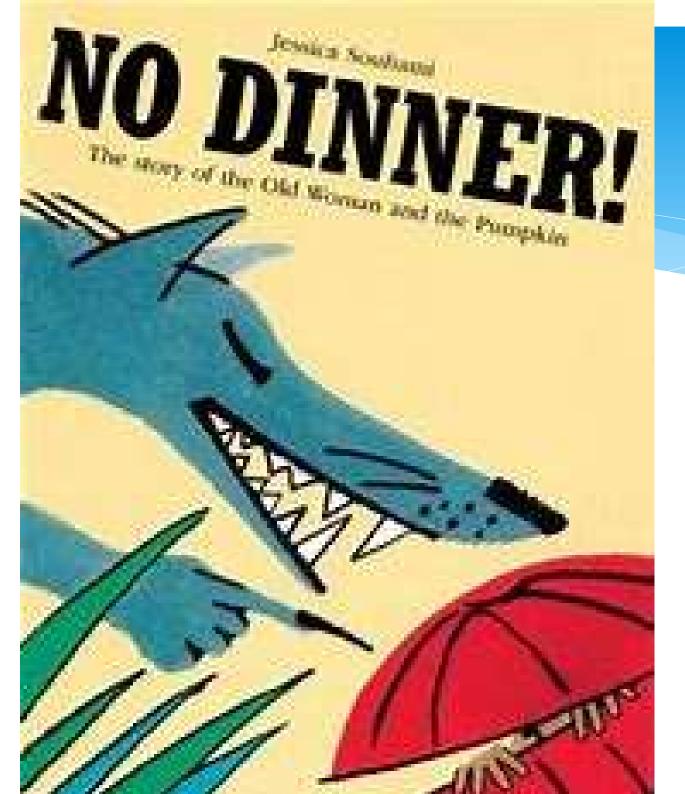
What colours will you choose?

What might be in your jungle?

What might be making noise?

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can make a prediction.



Title

- Look closely at the front of the book.
- * What can you see?
- * Who can you see?
- * Where are they?
- * What do you think could happen?



First page

Read the words and discuss language. Explain some phrasing e.g. skin and bone.

There was once an old woman who lived at the edge of a big forest with her little dog. She was so bent and frail that she was nothing but skin and bone.

She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.



Other stories?

Do you know other stories that start with 'There was once an old woman...'?

There was once an old woman who lived at the edge of a big forest with her little dog. She was so bent and frail that she was nothing but skin and bone.

She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Should she go?



There was once an old woman who lived at the edge of a big forest with her little dog. She was so bent and frail that she was nothing but skin and bone.

She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals. * Yes?

* No?

What do you think she does?

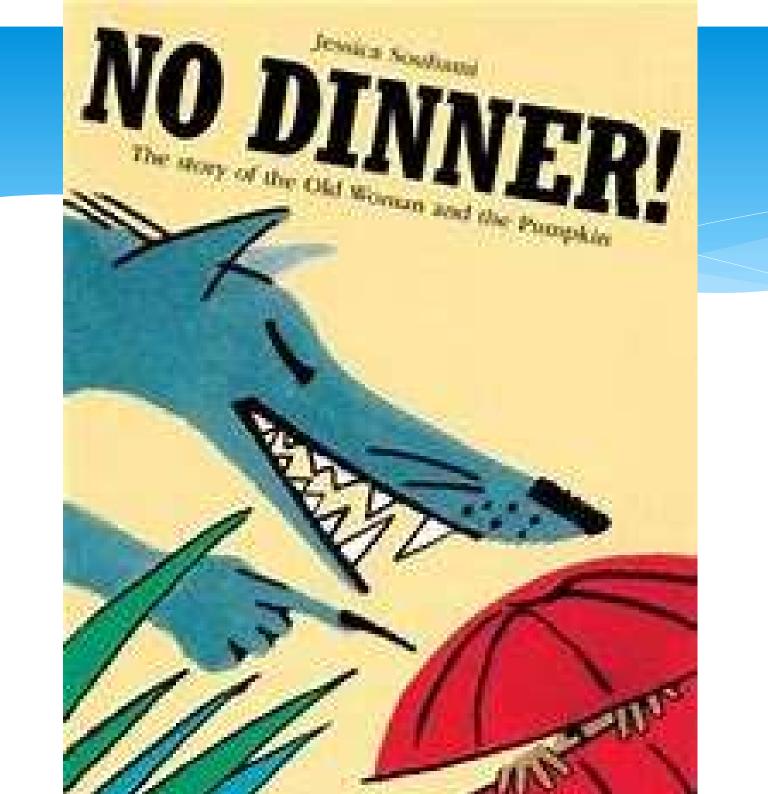


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She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals. * Why?

Week 1 Thursday

- * Learning Outcome / Objective
- * I can act as a character in a story.





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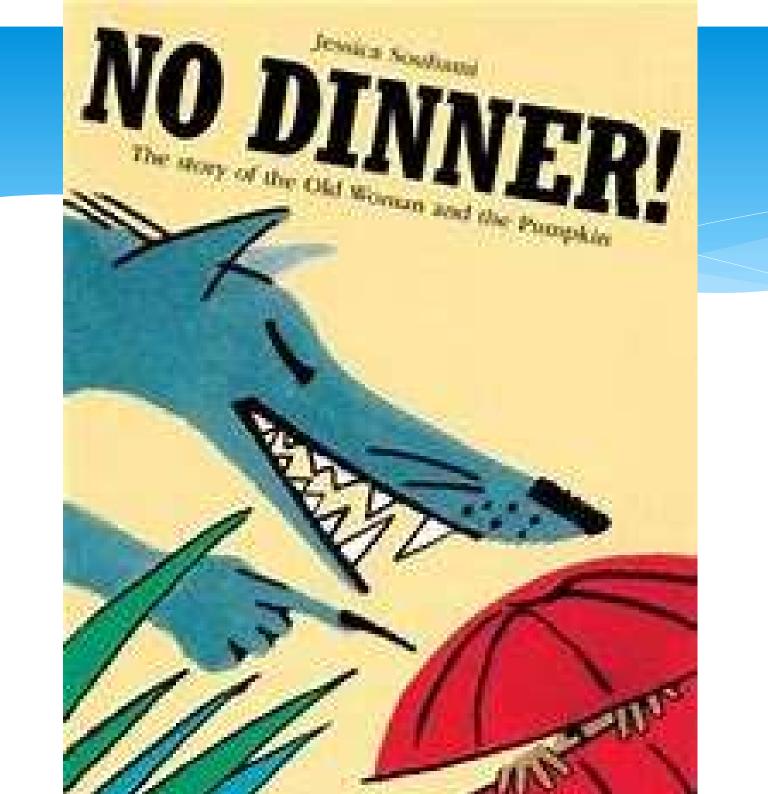
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Freeze frame...

- * Act out the old woman meeting the wolf.
- * What might they say to each other?
- * Think about other stories with animals talking in the forest what they said. (The three little pigs, Little Red Riding Hood)



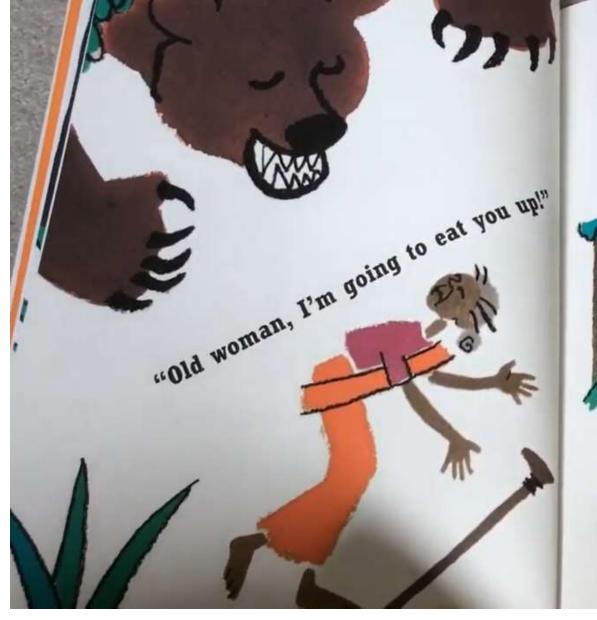


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"Very well," said the old woman. "But look at me.
I'm all skin and bone. I'm on my way to my
granddaughter's house where I'll get nice and fat.
Why don't you eat me on my way home?"



"All right," said the bear, "but don't be too long.

I'm hungry!" And the bear disappeared.

And on walked the old woman and her stick went tagook...tagook...tagook...until...



Prediction time...

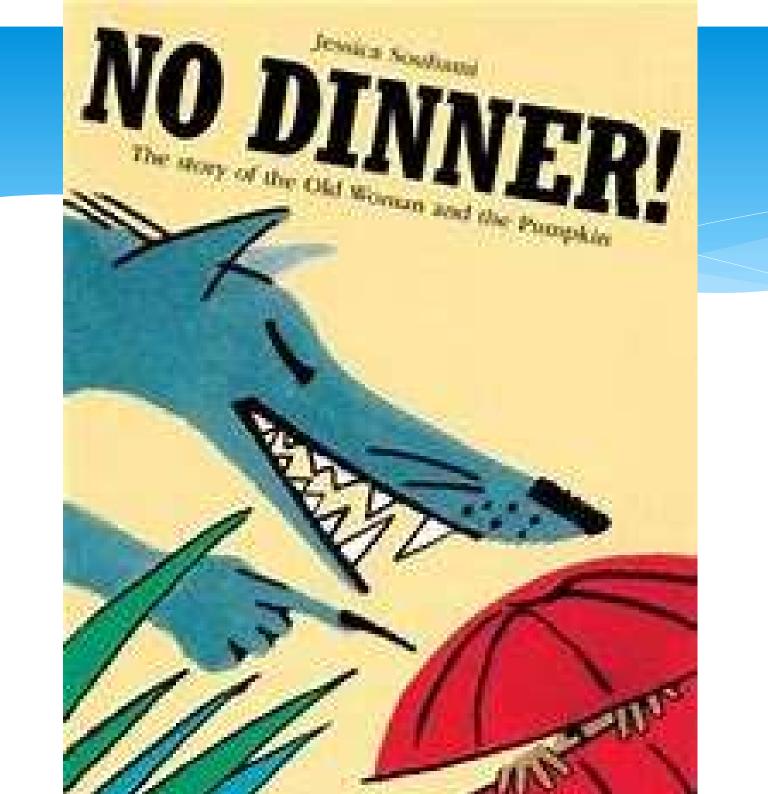
* What do you think will happen at her granddaughter's house?



Have you got any ideas?

Week 1 Friday

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



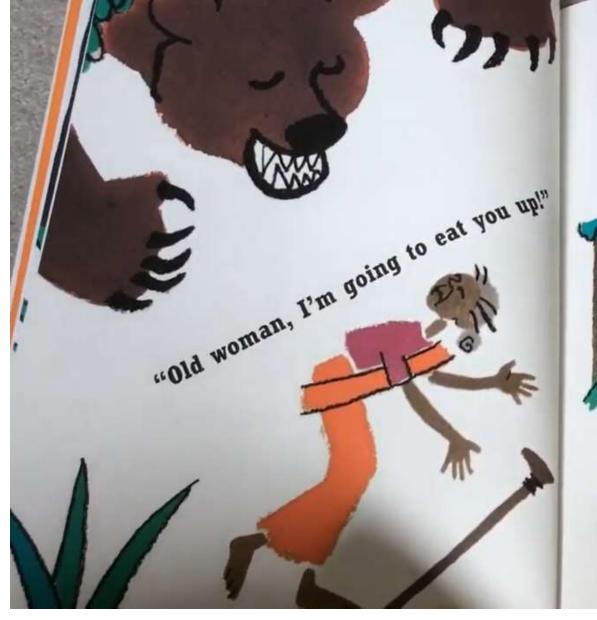


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"Thave a plan. Here is a huge, red pumpkin. I've cut off the top and scooped out the middle so you will fit inside. Then you can roll home through the forest and the animals won't see you."

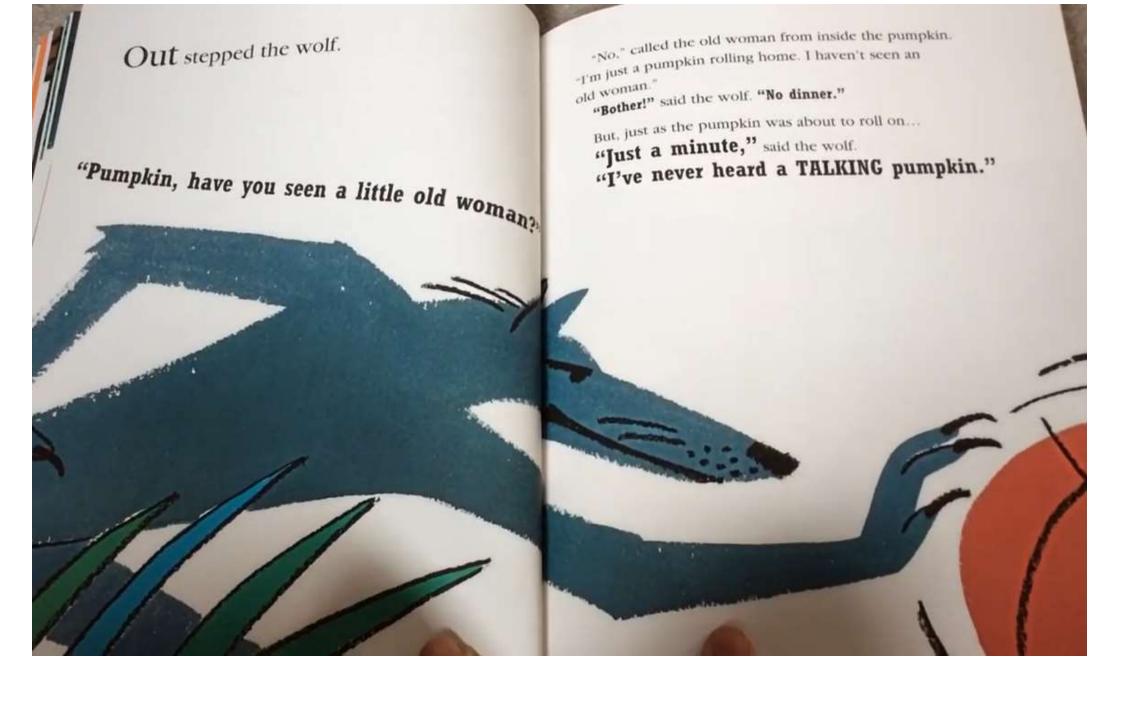


And she helped her grandmother into the pumpkin shell where she was nice and snug.

















How does the Old Woman react to each animal on the way to her granddaughter's house?

- * Wolf
- * Bear
- * Tiger







How does the Old Woman react to each animal on the way back from her granddaughter's house?

- * Tiger
- * Bear
- * Wolf





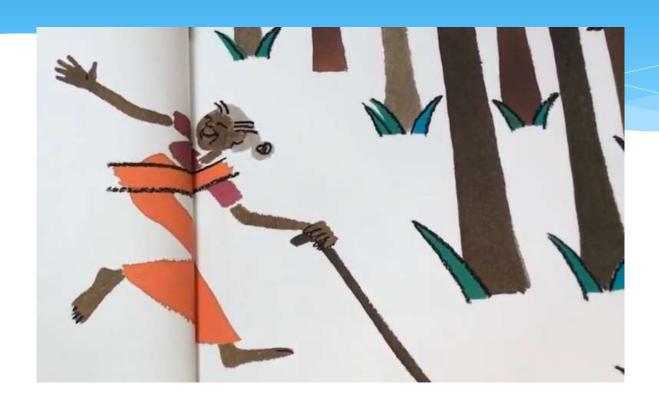


Model text - opening



There was once a hungry old woman who lived at the edge of a big forest with her little dog. She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...

Model text – build-up



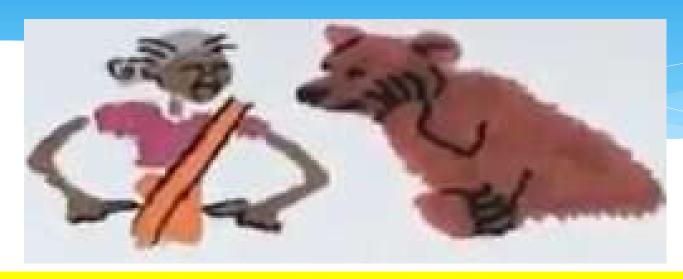
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she reached her granddaughter's house.

Model text - problem



Her granddaughter gave her the most delicious food and she ate and ate and ate. "Now I'm nice and fat the animals in the forest will want to eat me on my way home."

"Don't worry, I have a pumpkin you can roll home in safely. The old woman got in and it rolled along galook...galook...galook...galook...when suddenly...



Out jumped a tiger. "Pumpkin, have you seen a little old woman?"

"No," called the old woman from inside the pumpkin. "I'm just a pumpkin rolling home. I haven't seen an old woman.

"Bother!" said the tiger. "No dinner."



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Model text - ending



"Show me," said the wolf. "Put out your leg for me to feel." She put out her walking stick instead.

"Bother! Bother!" he said. "No dinner!"

And he pushed the pumpkin in disgust. The pumpkin rolled all the way back home and to her little dog ran who ran to greet her wagging his tail.

The end.

Week 2 Monday

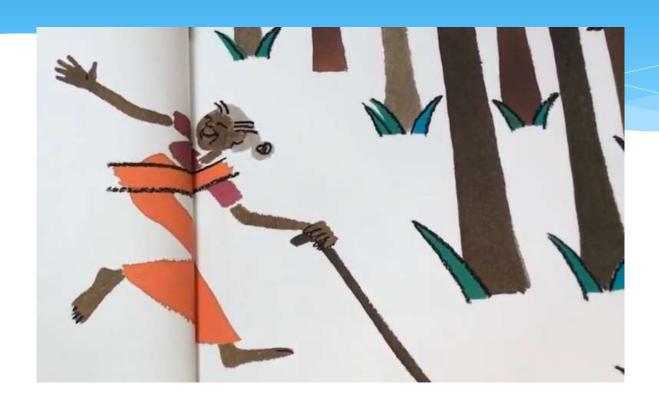
- * Learning Outcome / Objective
- * I can sequence a story.

Model text - opening



There was once a hungry old woman who lived at the edge of a big forest with her little dog. She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...



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And the tiger disappeared. She walked on and her stick went tagook...tagook...tagook... when suddenly...

she reached her granddaughter's house.

Model text - problem



Her granddaughter gave her the most delicious food and she ate and ate and ate. "Now I'm nice and fat the animals in the forest will want to eat me on my way home."

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Model text - ending



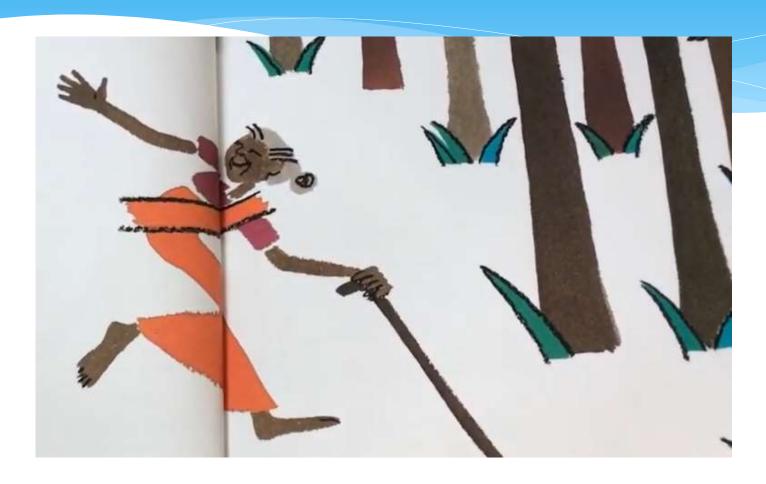
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The end.

Sequencing - Opening



One day a thin old lady went through a forest to her granddaughter's house.

Sequencing – Build-up







On the way, she met a wolf, a bear and a tiger who wanted to eat her.

Sequencing – Problem



When she arrived, her granddaughter gave her lots of food to eat.

Sequencing – Resolution







On the way home, the fat old lady tricked the tiger, the bear and the wolf.

Sequencing – Ending



The old lady got home safely to her dog.

Week 2 Tuesday

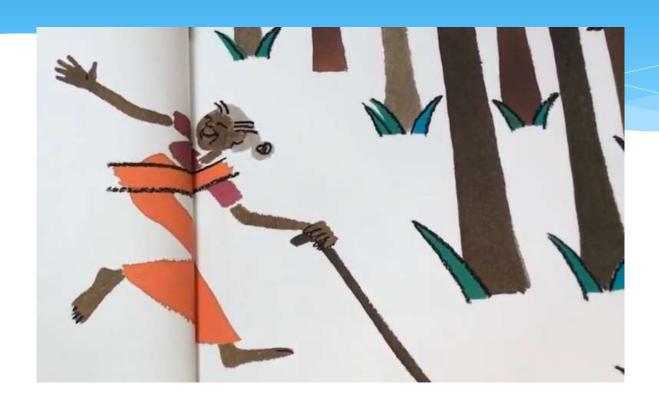
- * Learning Outcome / Objective
- * I can speak with fluency and confidence.

Model text - opening



There was once a hungry old woman who lived at the edge of a big forest with her little dog. She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...



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And he pushed the pumpkin in disgust. The pumpkin rolled all the way back home and to her little dog ran who ran to greet her wagging his tail.

The end.

Use puppets and shoe box settings to retell the story.

* Children to draw the story in 5 parts and then tell it to someone using their own pictures.

Week 2 Wednesday

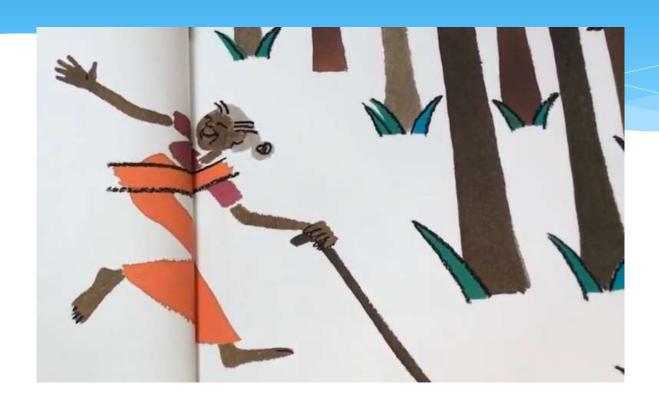
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Model text - opening



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Model text – opening



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Model text - problem



Her granddaughter gave her the most delicious food and she ate and ate and ate. "Now I'm nice and fat the animals in the forest will want to eat me on my way home."

"Don't worry, I have a pumpkin you can roll home in safely. The old woman got in and it rolled along galook...galook...galook...galook...when suddenly...



Out jumped a tiger. "Pumpkin, have you seen a little old woman?"

"No," called the old woman from inside the pumpkin. "I'm just a pumpkin rolling home. I haven't seen an old woman.

"Bother!" said the tiger. "No dinner."



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Model text - ending



"Show me," said the wolf. "Put out your leg for me to feel." She put out her walking stick instead.

"Bother! Bother!" he said. "No dinner!"

And he pushed the pumpkin in disgust. The pumpkin rolled all the way back home and to her little dog ran who ran to greet her wagging his tail.

The end.

Week 2 Thursday

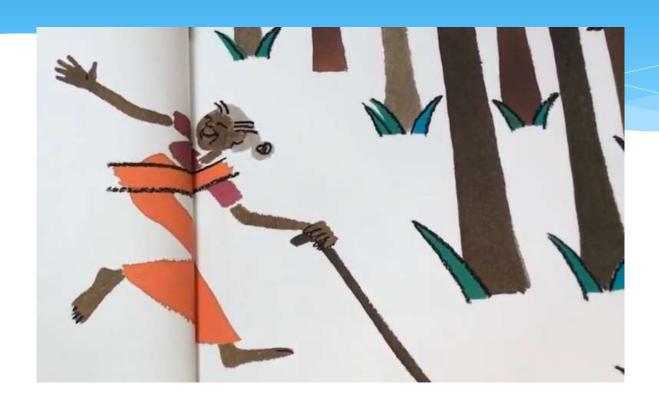
- * Learning Outcome / Objective
- * I can respond personally to a story.
- * I can explain my ideas.

Model text - opening



There was once a hungry old woman who lived at the edge of a big forest with her little dog. She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...



"Boo!" Out jumped a wolf. "Old woman, I'm going to eat you up!"

"Very well," said the old woman. "But look at me. I am all skin and bones. I am on my way to my granddaughter's house where I'll get nice and fat. Why don't you eat me on my way home?"

"All right," said the wolf. "But don't be too long. I'm hungry!"

And the wolf disappeared. She walked on and her stick went tagook...tagook...tagook... when suddenly...



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Model text - problem



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Model text - ending



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"Bother! Bother!" he said. "No dinner!"

And he pushed the pumpkin in disgust. The pumpkin rolled all the way back home and to her little dog ran who ran to greet her wagging his tail.

The end.

Tell me...

* What did you like?

* What did you dislike?

Tell me...

* What patterns did you find?

* What puzzles you?

Week 2 Friday

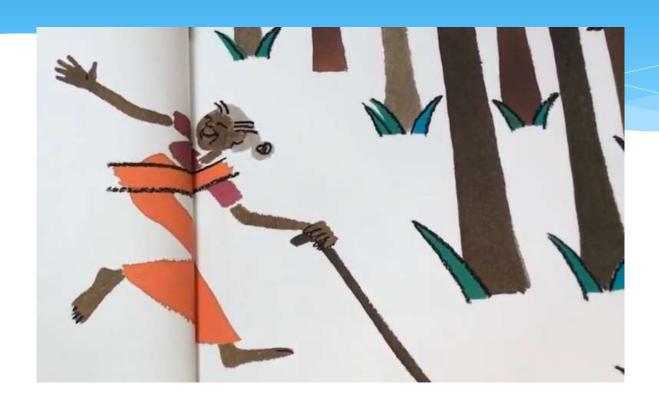
- * Learning Outcome / Objective
- * I can speak talk about a setting with confidence.
- * I can describe a setting.

Model text - opening



There was once a hungry old woman who lived at the edge of a big forest with her little dog. She longed to visit her granddaughter who lived on the other side of the forest. But the forest was full of fierce, hungry animals.

Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...

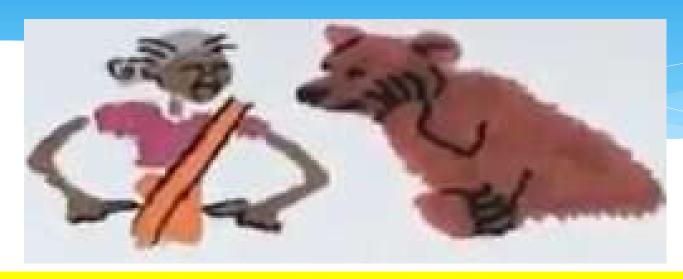


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Model text - ending



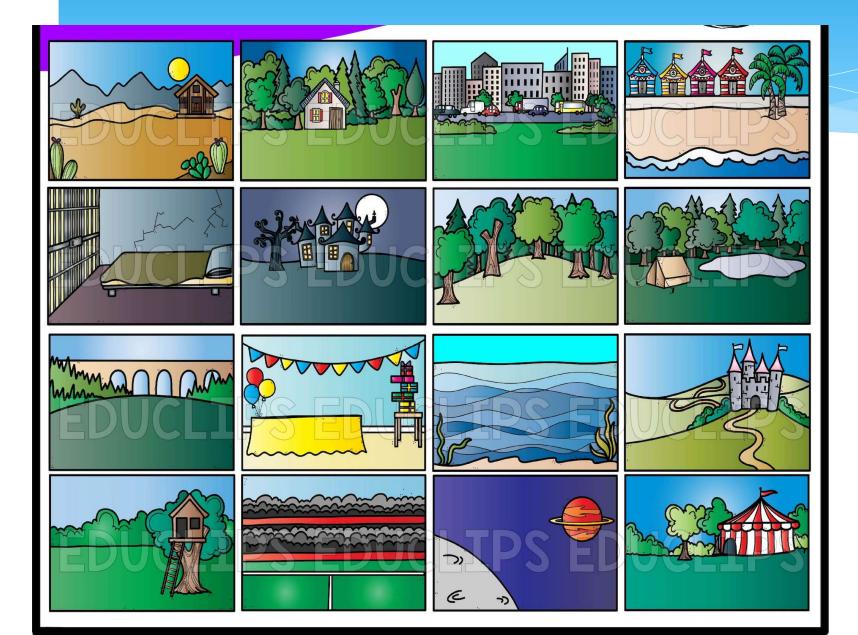
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The end.

Settings



Can you name some of these familiar story settings?

Shoebox setting



- * Model creating a setting using a shoe box (have things preprepared for time and interest)
- * Focus on adding labels of nouns.
- * E.g. beach setting
- * Sand, sea, deckchairs, ice-cream van, sunshades etc.

Have boxes in provision for making own settings.

Week 3 Monday

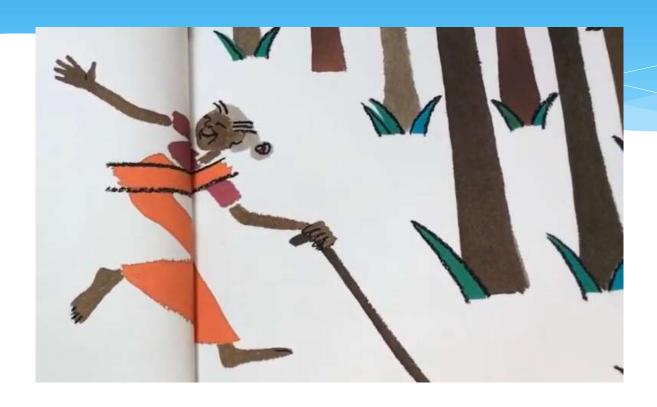
- * Learning Outcome / Objective
- * I can create a new character.
- * I can recognise nouns.

Model text - opening



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Model text – opening



One day she said goodbye to her little dog and set off with her walking stick to cross the forest. She walked slowly, tapping with her stick... tagook...tagook...tagook... when suddenly...

Model text – build-up



"Boo!" Out jumped a wolf. "Old woman, I'm going to eat you up!"

"Very well," said the old woman. "But look at me. I am all skin and bones. I am on my way to my granddaughter's house where I'll get nice and fat. Why don't you eat me on my way home?"

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Model text - resolution



Out jumped a tiger. "Pumpkin, have you seen a little old woman?"

"No," called the old woman from inside the pumpkin. "I'm just a pumpkin rolling home. I haven't seen an old woman.

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And the pumpkin rolled on galook...galook...galook...when suddenly...

Model text - resolution



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And he pushed the pumpkin in disgust. The pumpkin rolled all the way back home and to her little dog ran who ran to greet her wagging his tail.

The end.

Lollypop characters



Model creating characters with a focus on labelling nouns such as helmet, sword, tail, large eyes etc.

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can use adjectives to describe a character.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can plan a story.
- * I can talk about my plan.

Planning

Who can be the main character?

Where can the story be set?

Where might they be going to?

Who might they see on the way?

How will they get home?

Planning

Opening	Build-up	Problem	Resolution	Ending

Week 3 Thursday

- * Learning Outcome / Objective
- * I can label characters.
- * I can label nouns in settings.

Week 3 Friday

- * Learning Outcome / Objective
- * I can create a setting for my own story.
- * I can talk about my own setting.

Week 4 Monday - Friday

- Learning Outcome / Objective
- * I can write my own story.

I can use my phonics to write initial sounds in words.

I can use my phonics to write words.

I can use my phonics to write simple sentences.

I can write my tricky words correctly.

I can form my letters correctly.

Week 5 Monday

- * Learning Outcome / Objective
- * I can follow instructions.

Recipe for pumpkin cookies

Ingredients:

- * 1 small pumpkin
- * 1 cup of butter
- * 1 cup of sugar
- * 1 egg
- * 2 cups of flour











Directions:

- Put all the ingredients into a bowl.
- 2. Mix the ingredients together.
- 3. Put the mix onto a baking tray.
- Bake the cookies in the oven for 10 minutes.
- 5. Cool them before eating.

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can sequence ideas using numbers.

Recipe for pumpkin cookies

Ingredients:

- * 1 small pumpkin
- * 1 cup of butter
- * 1 cup of sugar
- * 1 egg
- * 2 cups of flour











Directions:

- Put all the ingredients into a bowl.
- 2. Mix the ingredients together.
- 3. Put the mix onto a baking tray.
- Bake the cookies in the oven for 10 minutes.
- 5. Cool them before eating.

Oh no! I got mixed up.

Directions:

Bake the cookies in the oven for 10 minutes.

Put the mix onto a baking tray.

Put all the ingredients into a bowl.

Cool them before eating.

Mix the ingredients together.

The numbers have gone missing and the order is all wrong. Can you help?

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can offer ideas.
- * I can work collaboratively.

Recipe for pumpkin cookies

Ingredients:

- * 1 small pumpkin
- * 1 cup of butter
- * 1 cup of sugar
- * 1 egg
- * 2 cups of flour











Directions:

- Put all the ingredients into a bowl.
- 2. Mix the ingredients together.
- 3. Put the mix onto a baking tray.
- Bake the cookies in the oven for 10 minutes.
- 5. Cool them before eating.

Shared write

- * Mr Wolf is really hungry still.
- * What recipe could we write to help him?

Week 5 Thursday

- * Learning Outcome / Objective
- * I can plan my own recipe.
- * I can talk about my plan with confidence.

Week 5 Friday

- * Learning Outcome / Objective
- * I can write my recipe.

Building on from previous independent writing.

Week 6 Monday

- * Learning Outcome / Objective
- * I can learn a poem by heart.
- * I can understand new words and their meanings.



Precious Grandchild







I'm here, my precious grandchild. Come, climb upon my knee. You are my little love.

You mean the world to me.

I'm here, my precious grandchild.
I'll wipe away the tears.
And hold you tight.
Then chase away your fears.

I'm here, my precious grandchild. Come, walk outside with me. Never stop looking up. Keep dreaming and be free.

















Vocabulary

precious

climb

world

chase

fears

dreaming



Precious Grandchild







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Week 6 Tuesday

- * Learning Outcome / Objective
- * I can



Precious Grandchild







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Recap this point in the story.



How does the granddaughter feel about her grandmother?



Think of the words and phrases that could be said.



Shared write

Precious Grandmother

I'm here, my precious grandmother.

Come, eat the feast I made.

You are too thin and in need of food.

You mean everything to me.

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can share my ideas.

Draw a picture of someone precious to you.

- * Think about why they are precious.
- * What would you like to say to them?

Week 6 Thursday

- * Learning Outcome / Objective
- * I can choose words to show emotion.
- * I can structure phrases for poetry.

Use model to frame ideas – scribe / hot tell /

Precious _			
I'm here, n	ny precious		
Come,		•	
You are			_•
You			

Week 6 Friday

- * Learning Outcome / Objective
- * I can perform my poem and share my thoughts.

No Dinner!

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

