

# English planning and resources

Planning and Resources

School -

Year group (s) – 1

Teacher –

Text – One day on our blue planet

Term – Autumn 2

# Overview

	learn and box up		character	own adventure				
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
Au7	POR 1 – response to picture	POR 2 – descriptive sentences – SPAG focus adjectives and proper nouns	POR 3 – facts about lions – present tense	POR 4 SPAG focus – use facts from previous lesson to create compound sentences using conjunctions and <u>but</u> or	Share model text of Flamingos – box up and tadpole	One Day on Our Blue Planet: In the Savannah by Ella Bailey (Year One)	Non-chronological report - Lions	
Au8	POR 5 – share notes and information about Lions	Innovate model text for hyenas - recap animals seen in savannah and link to collective nouns (info from POR 6)	Give more notes plus ones from previous week for lions – sort into 3 groups (habitat / diet / appearance)	Write own non-chronological report from notes about lions based on model text	Perform, edit and review.			
Au9	POR 7 – senses collection of phrases	Model text of savannah during the day – learn and perform – pick out senses	SPAG focus Onomatopoeia (from model text and expand)	POR 13 + 14 phrases with senses focus and onomatopoeia generated for innovation with savannah at night	Complete poem, perform, edit and review		Free verse description of animals actions	
Au10	POR 15 SPAG focus verbs model text Kennings for a bear	Innovate to a lion Learn and perform	Mind map own animals to create nouns and verbs that work well	Create own Kennings for own animal from savannah	Perform, edit and review			
Au11	POR 16 – model text of Ostrich - learn	Tadpole and box up	SPAG focus Prepositions	SPAG focus Fronted adverbials	Innovate model text to that of a lion at night first half of retelling			Retell narrative at night – One night on our blue planet
Au12	Innovate model text second half	POR 17 – plan and generate ideas for Ostrich at night	POR 18 write first half of retelling of ostrich at night	POR 19 – write second half of retelling of ostrich at night	POR 20 Edit, perform, review			
Half term (Blocks of 6 weeks allow for most terms to have an assessment week or collapsed curriculum week)								
Sn1	POR 1+2 info	POR 3 Role on the	POR 4 art	POR 5 + 6	POR 9 + 10 freeze	Pattan's	News report	

# Writing outcomes and SPAG focus

## Writing outcomes

- \* Non-chronological report on lions
- \* Free verse poem
- \* Narrative retell – journey story

## SPAG focus

- \* proper nouns (including using a capital letter for I)
- \* adjectives
- \* present tense
- \* co-ordinating conjunctions
- \* onomatopoeia
- \* verbs
- \* prepositions
- \* adverbs

# Genre objectives and NC objectives

<u>Journey 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 to start	Write the days of the week.
Use adjectives to describe the place	Say the alphabet in the right order.
Use precise nouns to rather than 'it'	Say some letters that sound the same but are different.
Use exciting vocabulary to 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 exciting verbs to show how things are said	Write in sentences.
Use exciting words to make the reader feel scared or excited	Join ideas using 'and'.
Opening - Main character goes on a journey Build up - Something small goes wrong Problem - Something worse happens Resolution - The obstacles are overcome Ending - Main character gets there in the end	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'.

# Genre objectives

<u>Report Expectations Y1</u>	
Use generalisers such as 'everyone', 'all', 'most people'	<u>Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance</u>
Use addition conjunctions	
Use subject specific and technical vocabulary	
Use present tense	
Use third person	
Use detail and description with comparisons	<u>Poetry Expectations Year 1</u>
Vary sentence openers	
Use formal language	
Paragraph 1 - Introduce the topic	
Paragraph 2 - Describe what it looks like	
Paragraph 3 - Describe where it is found	
Paragraph 4 - Describe what it is best known for	
Paragraph 5 - Final amazing fact	

Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance

## Poetry Expectations Year 1

Discuss own response and what the poem is about

Talk about favourite words or parts of a poem

Notice the poem's pattern

Perform in unison, following the rhythm and keeping time

Imitate and invent actions

Invent impossible ideas, e.g. magical wishes

Observe details of first hand experiences using the senses and describe

List words and phrases or use a repeating pattern or line.

**Reading poetry** (subject matter and theme / language use / style / pattern)

**Performing poetry** (use of voice / presentation)

**Creating poetry** (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

# Please read the POR unit plan in full

\* Link below

[https://clpe.org.uk/system/files/One%20Day%20On%20Our%20Blue%20Planet%20TS\\_o.pdf](https://clpe.org.uk/system/files/One%20Day%20On%20Our%20Blue%20Planet%20TS_o.pdf)

# Links to other texts and resources

Links to other texts and resources:

Relating to Africa, the Savannah and its animals:

- 🔗 One Night, Far From Here by Julia Wauters
- 🔗 Bringing the Rain to Kapiti Plain by Verna Aardema
- 🔗 We All Went on Safari by Laurie Krebs
- 🔗 African Animal Tales collection by Mwende Hadithi
- 🔗 Handa's Surprise by Eileen Browne
- 🔗 A is for Africa by Ifeoma Onyefulu

Related to local exploration:

- 🔗 'The First Book of Nature' by Nicola Davies
- 🔗 A Little Guide to Trees / A Little Guide to Wild Flowers by Charlotte Voake (Eden Project)
- 🔗 Acorn by Edward Gibbs
- 🔗 Wild by Emma Emily Hughes

# Before starting the unit...

Visit the school or local library or contact your local library service to collect a range of non-fiction

texts about animals from the Savannah habitat to support learning.

☐ Collect together materials to support small world play to explore the different environments

explored in the book. This could be shoeboxes and materials to make storyboxes, scene

backgrounds and animals for small world play.

☐ It would be a good idea to dedicate a display area to the work that comes out of the learning,

where art, words and phrases and children's writing can be displayed as work around the text

develops.

☐ You may also want to transform an area in the classroom into the Savannah with appropriate sound effects for role play.

# Week 1 Monday

- \* Learning Objectives
- \* I can make predictions.
- \* I can use clues from pictures and words.

# Discuss what you see...



# Discuss what you hear...

\* <https://youtu.be/y4R94bJVdRw>

Where do you think this is?  
What makes you think that?  
What can you see?  
What is happening?  
What time of day do you think it is? Why?  
What do you think it is like to be there?



# Week 1 Tuesday

## \* Learning Objectives

I can identify different types of words.

I can find nouns in sentences.

I can find adjectives in sentences.

# What is a savannah?

\* Who is Ella Bailey?



# What can you see and hear?

\* <http://www.youtube.com/watch?v=BOT6EHPneol>

Now describe a savannah to a friend.

# Africa



# Nouns – sun savannah lioness cub den



Remember we looked at nouns last term in Traction Man?  
Can you remember the different types?

# adjectives – African secure



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# Fronted adverbial

## As the morning sun rises



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# Prepositional phrase on the African savannah



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# verb emerge



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# adverb slowly



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# expanded noun phrase

## their secure den



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# What are other animals doing?



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

By the sun's first light, three  
flamingos glide gracefully across the  
morning sky.



As the morning sun rises on the African savannah, a lioness and her cub emerge slowly from their secure den.

# What might we see at night?



# Week 1 Wednesday

## \* Learning Objectives

I can present tense.

I can organise information.

I can recognise facts.

Ella Bailey

# ONE DAY →→→ ON OUR ←←← BLUE PLANET



... IN THE SAVANNAH

# Let's complete this together...

What I already know or think I know about lions:	What I want to find out:	How I think I can find this out:

ANIMALS OF THE AFRICAN SAVANNAH

DAYTIME



...until the sun rises once again, on another day on our blue planet.

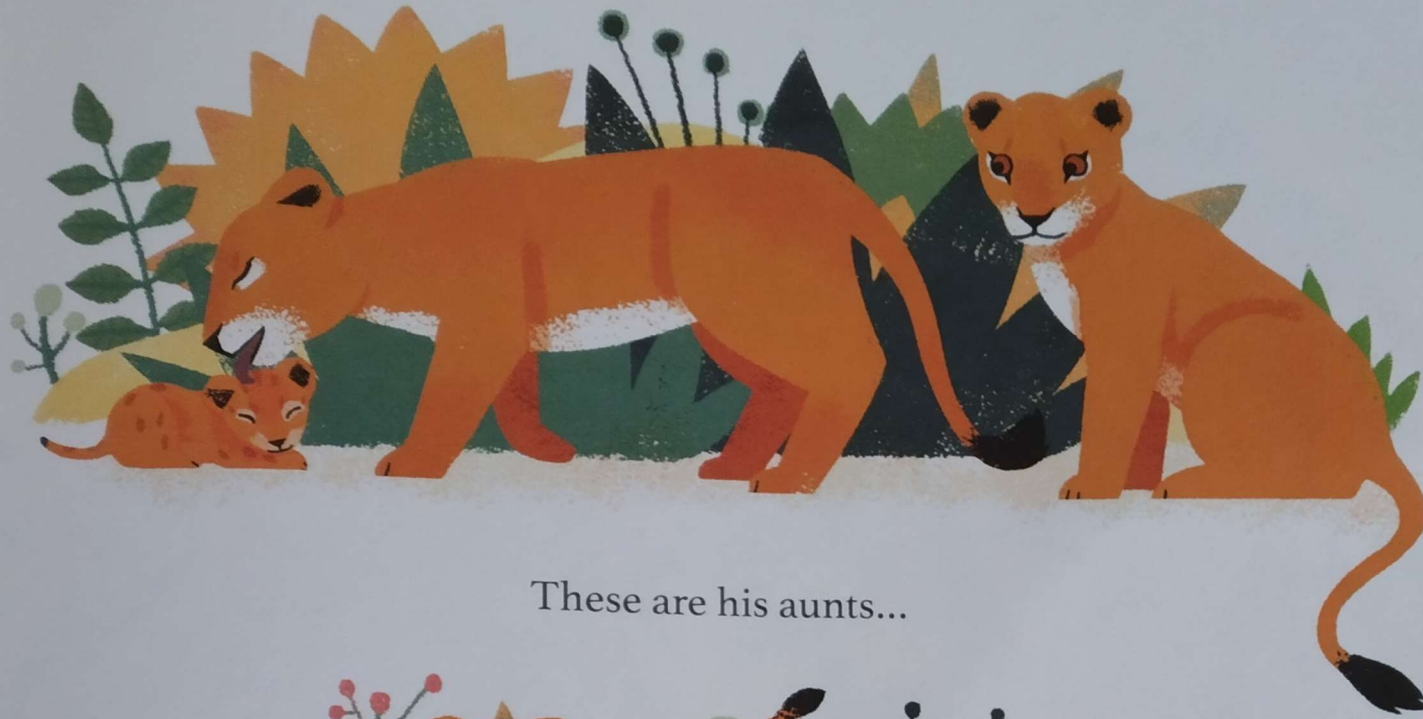


In the morning sun rises on the African savanna,  
a lioness and her cub emerge slowly from their secret den.





Since this cub's birth, his mother has kept him safe and hidden.  
Now he is big, and ready to join the rest of his family, who all



These are his aunts...



...and these are his cousins.

This is the father of all the cubs. He is very, very big...



...and his roar is very, very loud.



# What we have found out...

- \* A lion's home is called a den.
- \* A group of lions is called a pride.
- \* The babies are called cubs.
- \* Mother (Female) lions give birth to the cubs.
- \* Father (Male) lions are very big.
- \* Male lions roar very loudly.

# Tense

## Past, present or future?

- \* A lion's home **is** called a den.
- \* A group of lions **is** called a pride.
- \* The babies **are** called cubs.
- \* Mother (Female) lions **give** birth to the cubs.
- \* Father (Male) lions **are** very big.
- \* Male lions **roar** very loudly.

# Look at the verbs...

## present tense (happening now)

- \* A lion's home **is** called a den.
- \* A group of lions **is** called a pride.
- \* The babies **are** called cubs.
- \* Mother (Female) lions **give birth** to the cubs.
- \* Father (Male) lions **are** very big.
- \* Male lions **roar** very loudly.
  
- \* Can you think of your own sentences about lions in present tense?

# What kind of book is this?

- \* How do you know?
- \* What else do you want to know?
- \* How could we find it out?



# Week 1 Thursday

## Learning Objectives

I can recognise co-ordinating conjunctions.

I can join two ideas together using 'and' 'but' 'or'.

# Find out more...

- \* On your tables are a selection of books. Look at these together and discuss what else you can find out about lions.
- \* Let's watch this together to find out even more....
- [LION \\* | Animals For Kids | All Things Animal TV – YouTube](#)

# Information on lions

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* Lions have a very good sense of smell.
- \* Lions can sense fear.
- \* Lions have sharp claws.
- \* Lions are good climbers.
- \* Lions are carnivores.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions are predators.

# Extending ideas...

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* Lions have a very good sense of smell.
- \* Lions can sense fear.
- \* Lions have sharp claws.
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- \* Lions are carnivores.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions are predators.

\* and

\* but

\* or

# Conjunctions – what do they do?

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* Lions have a very good sense of smell.
- \* Lions can sense fear.
- \* Lions have sharp claws.
- \* Lions are good climbers.
- \* Lions are carnivores.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions are predators.

\* and – joins to ideas

\* but – contradicts the first idea

\* or - offers a different second idea

\* Try thinking which of these ideas could link to another one as they are similar.

# Think about linking ideas together.

These ideas are linked as they have something in common.

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* Lions have a very good sense of smell.
- \* Lions can sense fear.
- \* Lions have sharp claws.
- \* Lions are good climbers.
- \* Lions are carnivores.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions are predators.

\* and – joins to ideas

\* but – contradicts the first idea

\* or - offers a different second idea

\* Try using the conjunctions to link the same coloured ideas in the right way.

# Think about linking ideas together.

\* and – joins to  
ideas

- \* Lions can snooze for up to 20 hours a day and they also spend time every day grooming themselves.

# Think about linking ideas together.

- \* but –  
contradicts the  
first idea

- \* There can be up to 40 lions in a pride **but** normal prides have around 13 lions in them.

# Think about linking ideas together.

- \* or – offers a different second idea

- \* Lions can eat meat or they can eat grass.

# Using 'and' 'but' 'or' to join two ideas creates a compound sentence.

- \* Try one yourself

- \* 1<sup>st</sup> idea (conjunction) 2<sup>nd</sup> idea

Male lions have big manes but female lions have small manes.

# Week 1 Friday

## Learning Objectives

I can learn a non-chronological report.

I can recognise features of a non-chronological report.

# Flamingos

Flamingos are a type of wading bird that usually stands on one leg. They are the tallest bird in the world with a pink and white appearance.



## Appearance



Flamingos are famous for their bright pink feathers, stilt-like legs and S-shaped neck. They grow to around 120cm in height and have a wingspan of up to 150cm. Thanks to their webbed feet, flamingos are able to "run" on water to gain speed before lifting up to fly into the sky.

## Diet

Flamingos favourite foods include shrimp, snails and algae. This makes them omnivores. An omnivore eats both meat and plants. When a flamingo spots potential dinner, it plunges its head into the water, twists it upside down and scoops the fish using its upper beak like a shovel.



## Habitat



Most flamingos are found in Africa and South America, but some flamingos can be found in Europe. They prefer tropical and subtropical areas as they are warm. Water, such as lakes and streams, is essential for flamingos as they need to find shrimp to eat.

A typical life span of a flamingo is between 30-50 years.



# Vocabulary

\* appearance - what it looks like

\* habitat - where it lives

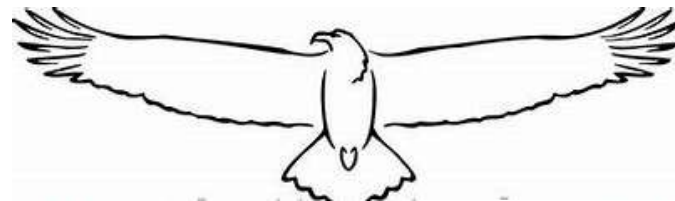
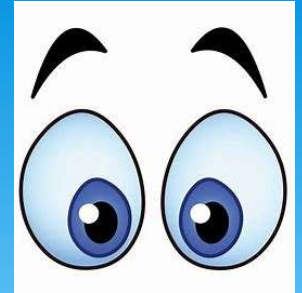
\* diet - what it eats

\* wingspan – how wide the wings stretch

\* omnivore - eats meat and plants

\* tropical – somewhere hot and humid

\* essential – really needed



# Week 2 Monday

## Learning Objectives

I can find information about lions.

I can justify choices.

# Flamingos

Flamingos are a type of wading bird that usually stands on one leg. They are the tallest bird in the world with a pink and white appearance.



## Appearance



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Ella Bailey

# ONE DAY →→→ ON OUR ←←← BLUE PLANET



... IN THE SAVANNAH

ANIMALS OF THE AFRICAN SAVANNAH

DAYTIME



...until the sun rises once again, on another day on our blue planet.

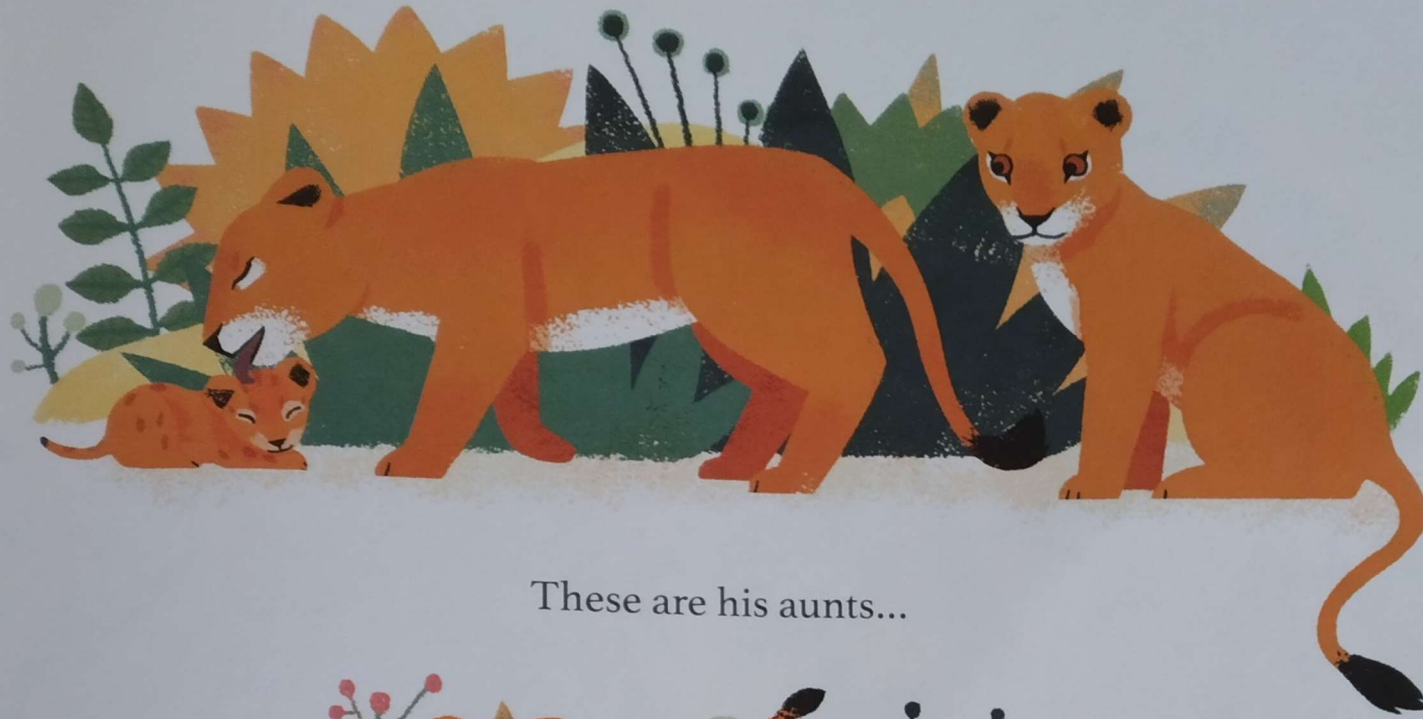


In the morning sun rises on the African savanna,  
a lioness and her cub emerge slowly from their secret den.





Since this cub's birth, his mother has kept him safe and hidden.  
Now he is big, and ready to join the rest of his family, who all



These are his aunts...

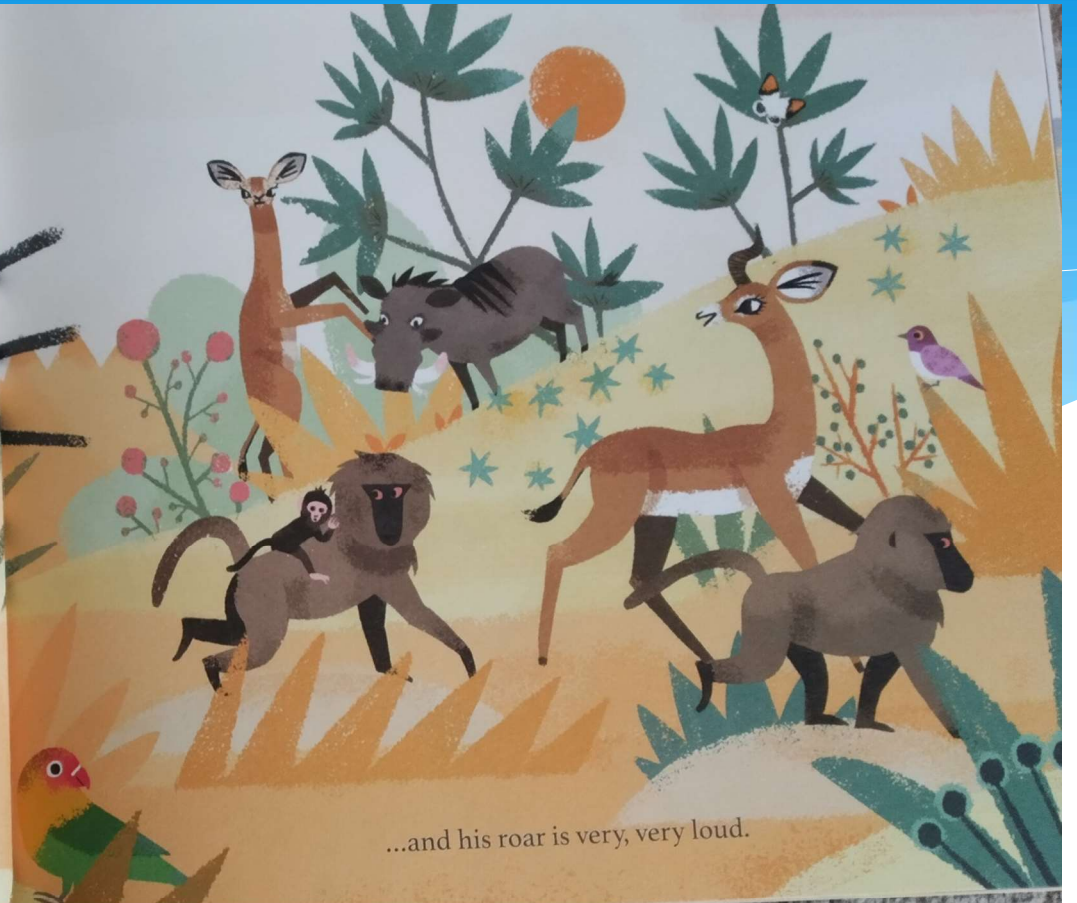


...and these are his cousins.

This is the father of all the cubs. He is very, very big...



...and his roar is very, very loud.



The lions share their home with many other strange and wonderful creatures.  
The little cub chases his mother's tail through the tall grass...





...to the river for a cool drink, as midday is when  
the fiery sun burns hottest. Water is very  
precious on the savannah, sometimes it may  
not rain for months and months.



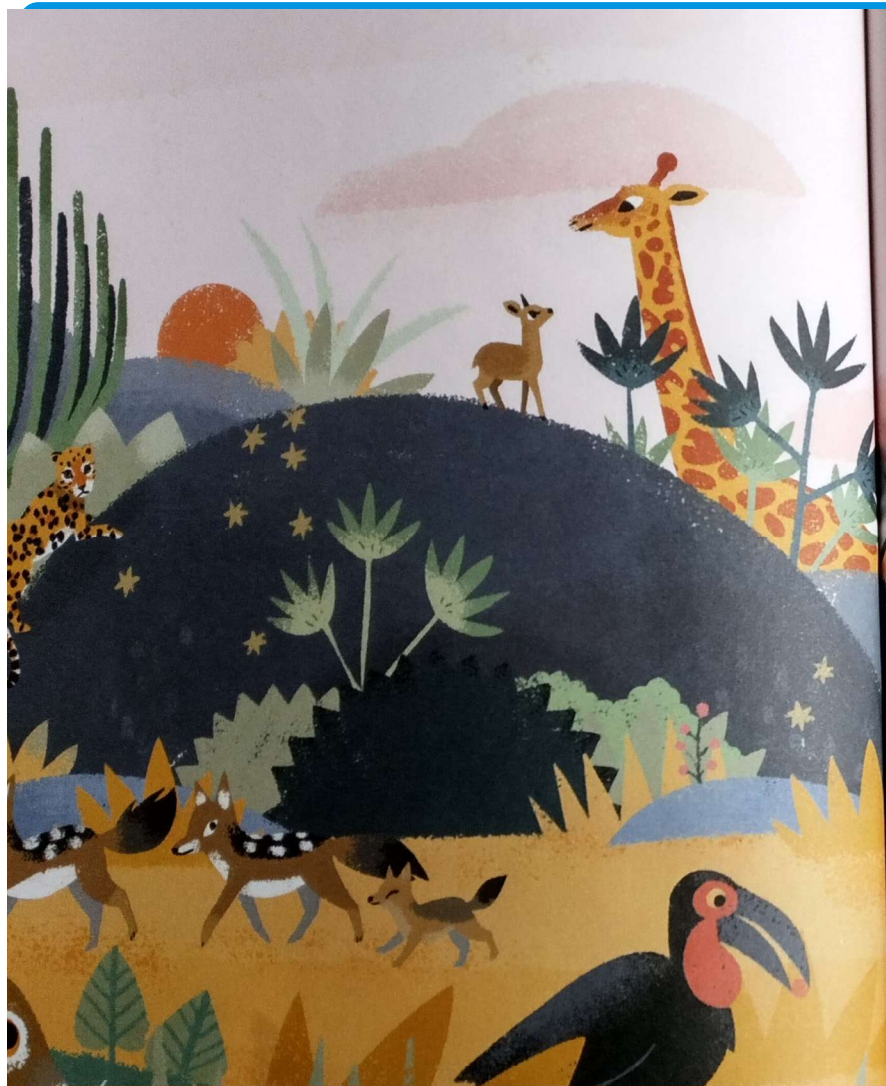
Adult lions are very good at relaxing,  
and can spend most of their day sleeping...



...but this little cub is best at playing!



He loves nothing more than hunting  
and growling and stalking and chasing.



The sun begins to set and the air grows cooler.  
The lionesses leave the cubs in a safe place.



Now it is time to hunt!  
They work together to get closer ... and closer  
... and closer...



...to their prey.

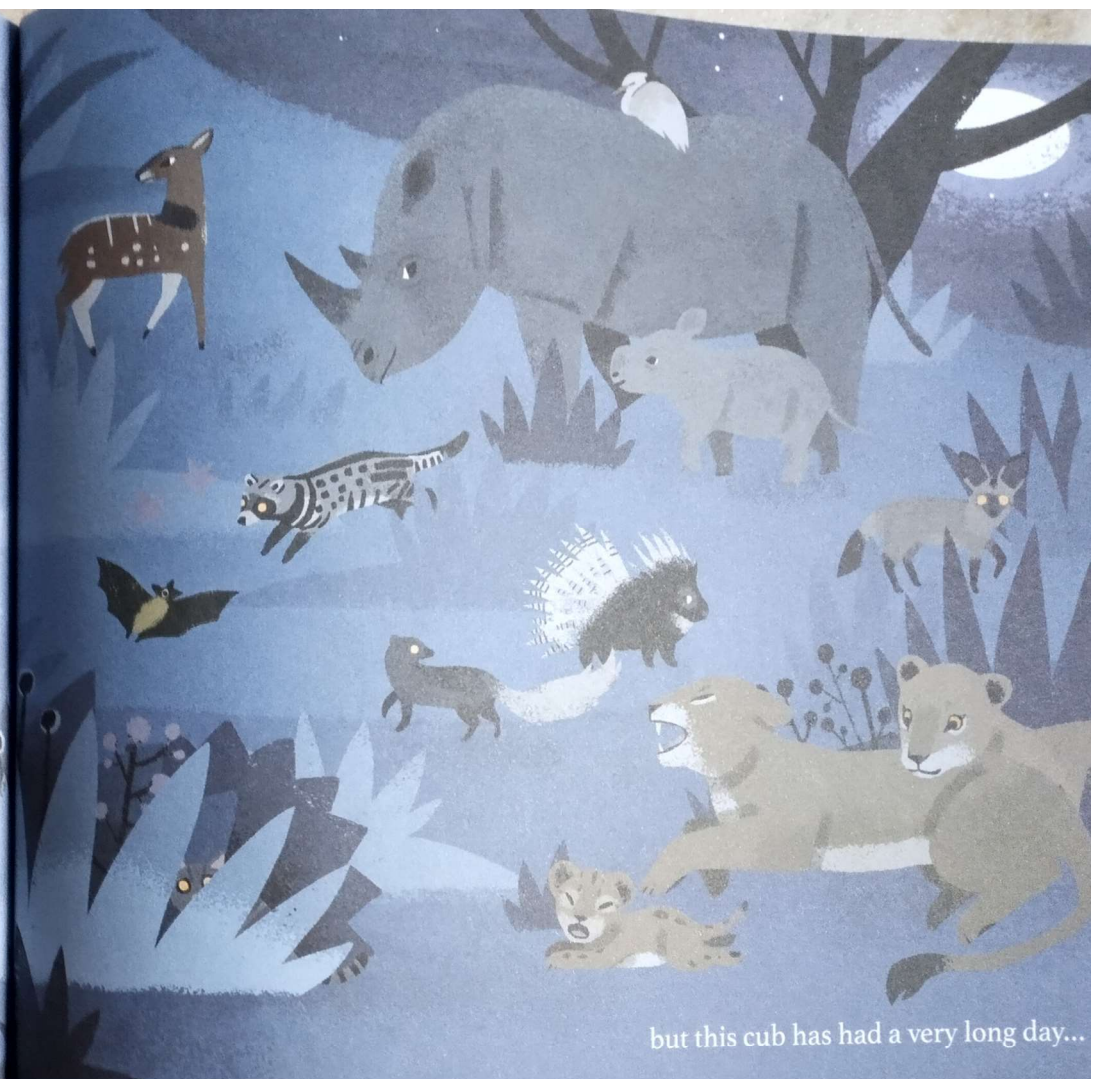


While some animals eat plants, and others eat insects,  
a lion's favourite food is meat.



This little lion cub is still very small and  
so for now he only needs his mother's milk.

en stay awake during the night,



but this cub has had a very long day...



...so he sleeps under the cool light of the moon...

...until the sun rises once again, on another day on our blue planet.



# Look at the notes we have made as we have read...

- \* Have you got any more to add?
- \* Pick your 3 favourite facts about lions to write and illustrate in your books.

# Week 2 Tuesday

## Learning Objectives

I can adapt a text.

I can order information so it is easy to read.

# Flamingos

Flamingos are a type of wading bird that usually stands on one leg. They are the tallest bird in the world with a pink and white appearance.



## Appearance



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## Diet

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## Habitat



Most flamingos are found in Africa and South America, but some flamingos can be found in Europe. They prefer tropical and subtropical areas as they are warm. Water, such as lakes and streams, is essential for flamingos as they need to find shrimp to eat.

A typical life span of a flamingo is between 30-50 years.



Let's find out about a different animal  
and adapt our model text to write  
about them...

\* Hyenas

\* [Hyenas! | Disney Animals | Disney Junior – YouTube](#)

# Hyenas

The spotted hyena is often mistaken for a type of wild dog but are actually a family of their own. They are nocturnal animals.

## **Appearance**

Hyenas have unusually long and dense coats that are brown and yellow with black spots. They have long-haired manes and they have powerful forepaws to burrow.

## **Diet**

Hyenas eat deer, gazelle and zebra. They are carnivores as they eat meat. With their excellent sense of sight and smell, they are skilled hunters who search at night to find prey.. The strongest bite in the world is by a hyena which is why they eat all of an animal including their hooves, bones and horns.

## **Habitat**

Most Hyenas are found in Africa and live in groups called clans. They can live with between 3 to 100 other hyenas in their clan. They live in scrubland areas of the savannah.

Hyenas talk a lot and make 11 different sounds. The laughing sound is made when they are arguing over food.

# Have a go at writing a few facts about a hyena.

Can you say what it looks like when grown?

Can you say how old it lives to?

Can you say how big it gets?

Can you say whether the males or females are in charge?

# Collective nouns

- \* A noun is a naming word e.g. lion / Norwich / pencil
- \* A collective noun is a word naming a group of nouns

e.g. a **pride** of lions

Look at the picture, can you spot other collective nouns?



# Did you spot...

- \* A pride of lions
- \* A herd of buffalos
- \* A herd of antelopes
- \* A herd of elephants
- \* A herd of giraffes
- \* A herd of ostriches
- \* A zeal of zebra
- \* A flock of birds
- \* A cackle of hyenas
- \* A crash of rhinoceros
- \* A leap of leopards
- \* A troop of monkeys
- \* A swarm of butterflies
- \* A bask of crocodiles
- \* A stand of flamingos
- \* A bloat of hippopotami
- \* A colony of bats



# Week 2 Wednesday

## Learning Objectives

I can identify groups of facts that link together.

I can plan a non-chronological report.

# Facts about lions – can you sort them into groups about the same thing?

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* Lions have a very good sense of smell.
- \* Lions can sense fear.
- \* Lions have sharp claws.
- \* Lions are good climbers.
- \* Lions are carnivores.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions are predators.

Lions live in dens.

A female lion is called a lioness.

A baby lion is called a cub.

Lions live in Africa.

Lions live in a savannah.

Hunting is done by lionesses.

Cubs drink milk.

Lions have fur.

Lions live in Africa.

# Sort by general information, diet, appearance and habitat.

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
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# General information

## Diet

## Appearance

## Habitat

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Lions live in a savannah.

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Lions have fur.

Male lions have large manes.

# General information

- \* Lions can snooze for up to 20 hours a day.
- \* There can be up to 40 lions in a pride.
- \* Normal prides have around 13 lions in them.
- \* A female lion is called a lioness.
- \* A baby lion is called a cub.

# Diet

- \* Lions have a very good sense of smell.

- \* Lions can sense fear.

- \* Lions are good climbers.

- \* Lions are carnivores.

- \* Hunting is done by lionesses.

- \* Cubs drink milk.

- \* Lions are predators.

# Appearance

- \* Lions have sharp claws.
- \* Lions spend time every day grooming themselves.
- \* Lions have giant size paws.
- \* Lions eyes face forward.
- \* Lions have fur.
- \* Male lions have large manes.

# Habitat

Lions live in dens.

Lions live in Africa.

Lions live in a savannah.

Look at your facts and pick out the ones that you think are most important in each section.

Can you link some of your ideas with a conjunction (and or but)?

Put your ideas together and then read out your plan to your partner.

Give your partner feedback about how it sounds.

# Week 2 Thursday

## Learning Objectives

I can use a plan to write a report.

I can lay my report out with pictures and sub-headings.

I can read my work back for sense.

# Week 2 Friday

## Learning Objectives

I can use a computer to create my report for display.

# Week 3 Monday

- \* Learning Outcome / Objective
- \* I can recognise nouns and verbs.
- \* I can recognise the different senses.

Look again at this page.  
Imagine you are there. What might you  
see, hear, taste, smell and touch?



# Can you spot the nouns and the verbs?

- \* A bird calling the sunrise.
- \* A hatching ostrich emerges from its egg.
- \* Impalas dash from the hunting cheetah.
- \* Lions are hungry for their prey.
- \* Thirsty animals gather at the waterhole.
- \* Beware the lurking crocodile!

<https://youtu.be/DxAO-aoKrAQ>

# Can you spot the nouns and the verbs?

- \* A bird calling the sunrise,
- \* A hatching ostrich emerges from its egg.
- \* Impalas dash from the hunting cheetah,
- \* Lions are hungry for their prey.
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# Can you spot the nouns and the verbs?

- \* A bird **calling** the sunrise.
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- \* Thirsty animals **gather** at the waterhole.
- \* **Beware** the lurking crocodile!

<https://youtu.be/DxAO-aoKrAQ>



- \* I can hear...  
(trumpeting baby elephants)
- \* I can see...  
(frolicking stripy zebras)
- \* I can touch...
- \* I can smell...
- \* I can taste...

# Week 3 Tuesday

- \* Learning Outcome / Objective
- \* I can sequence a poem into verses.
- \* I can illustrate a key idea.



# Savannah Biome Poem

I arrived in an African grassland,  
A Savannah I didn't have doubt,  
It's the place where my small airplane landed,  
Right near a goat's sniffing snout...

Stationed somewhere in south Kenya,  
Animals pranced all around,  
So many live things were around me,  
Flying or walking the ground...

Giraffe next to rhino and zebra,  
Roaming with antelope too,  
I saw an oversized ostrich,  
Like the ones that I see at the zoo,





The trees, they weren't too tall here,  
And grass was growing here too,  
I guess it's quite good for green nibbles,  
The kind that some herbivores chew!

A gazelle, and a super fast cheetah,  
A beetle was crawling quite large,  
I saw a great lion out hunting,  
It seemed like it was surely in charge...

Some hippos were splashing and playing,  
In rivers under blue sky,  
This place is so cool and exciting,  
I don't want to tell it good-bye!

It's certainly sweet, this savannah,  
A great place to wander and roam,  
So many things running out free here,  
So many things call this place home!



# Week 3 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise onomatopoeia.

# Let's perform this poem...



## The Noisy Recess (onomatopoeia poem)



**Aaah! Scream the kids as they play.  
Stomp! Stomp! Go the feet tumbling down  
the path.**

**Bang! Go the kids hitting the pole.  
Kids kicking soccer balls. Kick! Kick! Kick!  
Buzz! Go the bees.**



**Swish! Goes the ball into the hoop.  
Tweet! Screeches the whistle.  
Time to go inside.**



1. Alligators - hiss, grunt, roar
2. Apes - gibber
3. Badgers - growl
4. Basenji dogs - yodel
5. Bats - screech
6. Bears - growl
7. Bees - hum and buzz
8. Beetles - drone
9. Birds - chirrup, chirp, twitter, tweet, sing
10. Bitterns - boom
11. Blackbirds - whistle
12. Calves - bleat
13. Camels - grunt
14. Cats - mew, purr, meow, hiss, yowl
15. Cattle - moo, low, bawl (calf), bellow
16. Chicks - cheep
17. Chickens - cluck
18. Chinchillas - squeak

19. Cicadas - sing
20. Cocks - crow
21. Coyotes - yelp, cry
22. Crickets - chirp, creak
23. Crows - caw
24. Cuckoos - coo, cuckoo
25. Curlews - pipe
26. Deers - bell
27. Dingos - bark, cry
28. Dodos - squawk, cry
29. Dogs - bark, woof, arf
30. Dolphins - click
31. Donkeys - bray
32. Doves - coo
33. Ducks - quack
34. Eagles - scream, cry
35. Elephants - trumpet, roar
36. Falcons - chant

37. Ferrets - dook
38. Flies - buzz, hum
39. Foxes - bark, yelp, simper
40. Frogs - croak
41. Giraffes - bleat
42. Goats - bleat
43. Geese - cackle, gobble, hiss, honk, quack
44. Grasshoppers - chirp
45. Guinea pigs - squeak
46. Hamsters - squeak
47. Hares - squeak
48. Hens - cackle, cluck
49. Hermit Crab - chirp
50. Hippopotamuses - bellow, rumble, roar, growl
51. Humans - cry, scream, sing, talk
52. Hogs - grunt
53. Horses - neigh, snort, whinny, nicker
54. Hyenas - laugh, scream

\* hiss

\* growl

\* squeak

\* woof

\* quack



# Week 3 Thursday

- \* Learning Outcome / Objective
- \* I can write a poem as a group using my senses and onomatopoeia.

# The Savannah during the day

- \* A bird calling the sunrise.
- \* A hatching ostrich emerges from its egg.
- \* Impalas dash from the hunting cheetah.
- \* Lions are hungry for their prey.
- \* Thirsty animals gather at the waterhole.
- \* Beware the lurking crocodile!



# Now the savannah at night.

- \* What can you hear, see, taste, smell, touch?
- \* Which onomatopoeia words can you use?



# An example of the shared write

The moon glows overhead,  
But the plain is dark and still.  
Rustling, squeaking, scampering!  
What's there in the dark?  
Two eyes glowing brightly,  
Then more, and more, and more!  
Hyenas searching, prowling, cackling,  
Look out! Hide! Escape!



# Week 3 Friday

- \* Learning Outcome / Objective
- \* I can write my own night time in the savannah poem.
- \* I can use my senses to create images.
- \* I can use onomatopoeia.

# Read through ideas from shared write and from brainstorm.

- \* Children to create own pictures of animals in the savannah at night on small pieces of paper and then write phrases for each picture underneath.
- \* Children to then arrange their ideas so they flow and create a free verse poem.
- \* Model if needed.

# Week 4 Monday

- \* Learning Outcome / Objective
- \* I can learn a poem with rhythm.
- \* I can perform a poem with rhythm.
- \* I can recognise what a Kennings poem is.

# What am I?

a worm-eater  
a nest-maker  
a cushion-filler  
a seed-muncher  
a fish-guzzler  
a fast-flier  
a cat-escaper  
a tree-liver  
an acrobatic-glider  
an adventurous-swooper  
a tweeting-singer

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a nest-maker  
a cushion-filler  
a seed-muncher  
a fish-guzzler  
a fast-flier  
a cat-escaper  
a tree-liver  
an acrobatic-glider  
an adventurous-swooper  
a tweeting-singer

*put these together,*

*I'm a bird!*



# What am I?

Rapid runner

Coat cleaner

Dog hater

Cute cuddler

Cheese chewer

Stroke lover

Licking lover

Milk licker

Perfect purrer

Day dreamer

Who am I?

# What am I?

Rapid runner  
Coat cleaner  
Dog hater  
Cute cuddler  
Cheese chewer  
Stroke lover  
Licking lover  
Milk licker  
Perfect purrer  
Day dreamer  
Who am I?



# ‘Beware’ by James Carter

There's a...

Jaw-snapper,  
Teeth-gnasher,  
River-swimmer,  
Dives-for-dinner,  
Fish-catcher,  
Back-scratcher,  
Cave-seeker,  
Winter-sleeper,  
Forest-dweller,  
Grizzly-fella,  
Sneaking, lurking,  
Here and there,  
You beware,  
There's a ...

# ‘Beware’ by James Carter

There’s a...

Jaw-snapper,  
Teeth-gnasher,  
River-swimmer,  
Dives-for-dinner,  
Fish-catcher,  
Back-scratcher,  
Cave-seeker,  
Winter-sleeper,  
Forest-dweller,  
Grizzly-fella,  
Sneaking, lurking,  
Here and there,  
You beware,  
There’s a bear!



# Think of the poems we have just read. What did you notice about them?

- \* How many words on each line?
- \* How did the second word end?
- \* What were the poems about?
- \* What was used at the start of each line?

# These poems are called...

## \* Kennings

**Kennings** were originally written in Old English or Old Norse. A **kenning** describes something familiar in an uncommon way, without using its name.

The **poem** usually takes the form of a list – and each depiction of the object is two words.

Sometimes a **kenning** can take the form of a puzzle **poem**.

# Week 4 Tuesday

- \* Learning Outcome / Objective
- \* I can create a shared kennings.

# ‘Beware’ by Class \_\_\_\_\_

There's a...

Pride protector,  
Cub tamer,  
Roar provider,  
Day sleeper,  
Night hunter,  
Den maker,  
Prey stalker,  
Milk giver,  
Savannah dweller,  
Growling, chasing,  
Here and there,  
You beware,  
There's a LION!



- \* Plain-lurker Teeth-barer Scent-searcher Zebra-hunter  
Meat-eater Grass-skulker Fierce-creature Not a tiger,  
wolf or bear, It's a lion over there!

# Week 4 Wednesday

- \* Learning Outcome / Objective
- \* I can brainstorm effective nouns.

# Think of your own animal from the savannah.

- \* Draw your animal.
- \* Write some words for your animal around your picture.
- \* Share your thoughts with a friend.
- \* Can they help with some more words?
- \* Can you help them with some words for their animal?

# Week 4 Thursday

- \* Learning Outcome / Objective
- \* I can create my own kenning poem.

# Share books and ideas from previous lesson.

- \* Help generate more ideas for the animals selected.

- \* Give scaffold for LAPs.

- \* Write own.

- \* Check with success criteria

Noun as first word / Capital letter to start each line / not saying the animal until the end / two words per line

# Week 4 Friday

- \* Learning Outcome / Objective
- \* I can perform my poem.

# Week 5 Monday

- \* Learning Outcome / Objective
- \* I can learn a model text.
- \* I can recognise the parts of a story.
- \* I can research about a different animal.

# One day on our blue planet in the savannah.

## \* Opening

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

Since this cub's birth, his mother has kept him safe and hidden. Now he is big and ready to join the rest of his family, who all live together in a group called a pride.

## Build up

The lions share their home with many other strange and wonderful creatures. The little cub chases his mother's tail through the tall grass to the river for a cool drink, as midday is when the fiery sun burns hottest. Water is very precious on the savannah, sometimes it may not rain for months and months.

# Model text continued...

## Problem

Adult lions are very good at relaxing, and can spend most of their day sleeping, but this little cub is best at playing! He loves nothing more than hunting and growling and stalking and chasing.

## Resolution

The sun begins to set and the air grows cooler. The lionesses leave the cubs in a safe place. Now it is time to hunt! They work together to get closer to their prey.

## Ending

Lions often stay awake during the night but this little cub has had a long day so he sleeps under the cool light of the moon. Until the sun rises once again on another day on our blue planet.

# Ostrich

<https://youtu.be/8dzpxYBhl1U>

- \* What do we know about Ostrich families?
- \* How do they care for their young?
- \* Are there roles and responsibilities?
- \* How do they live?
- \* What do they do during the day?
- \* What do they eat?
- \* How do they find food?
- \* What do they do at night?



# Week 5 Tuesday

- \* Learning Outcome / Objective
- \* I can recognise what is happening in each part of the story.
- \* I can sequence ideas.

# One day on our blue planet in the savannah.

## \* Opening

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

Since this cub's birth, his mother has kept him safe and hidden. Now he is big and ready to join the rest of his family, who all live together in a group called a pride.

## Build up

The lions share their home with many other strange and wonderful creatures. The little cub chases his mother's tail through the tall grass to the river for a cool drink, as midday is when the fiery sun burns hottest. Water is very precious on the savannah, sometimes it may not rain for months and months.

# Model text continued...

## Problem

Adult lions are very good at relaxing, and can spend most of their day sleeping, but this little cub is best at playing! He loves nothing more than hunting and growling and stalking and chasing.

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## Ending

Lions often stay awake during the night but this little cub has had a long day so he sleeps under the cool light of the moon. Until the sun rises once again on another day on our blue planet.

# Week 5 Wednesday

- \* Learning Outcome / Objective
- \* I can recognise prepositions.

# One day on our blue planet in the savannah.

## \* Opening

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

Since this cub's birth, his mother has kept him safe and hidden. Now he is big and ready to join the rest of his family, who all live together in a group called a pride.

## Build up

The lions share their home with many other strange and wonderful creatures. The little cub chases his mother's tail through the tall grass to the river for a cool drink, as midday is when the fiery sun burns hottest. Water is very precious on the savannah, sometimes it may not rain for months and months.

# Model text continued...

## Problem

Adult lions are very good at relaxing, and can spend most of their day sleeping, but this little cub is best at playing! He loves nothing more than hunting and growling and stalking and chasing.

## Resolution

The sun begins to set and the air grows cooler. The lionesses leave the cubs in a safe place. Now it is time to hunt! They work together to get closer to their prey.

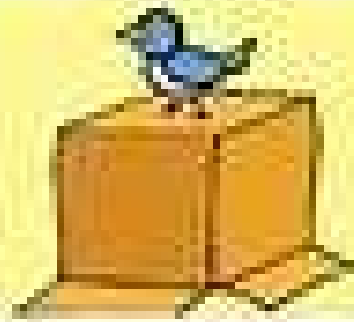
## Ending

Lions often stay awake during the night but this little cub has had a long day so he sleeps under the cool light of the moon. Until the sun rises once again on another day on our blue planet.

# Where is our cat?



INSIDE the box



ON the box



WHERE is the box



BEHIND the box



OVER the box



IN FRONT OF the box



NEXT TO the box



BETWEEN the boxes

# Prepositions - show where something is.

- \* The little cub chases his mother's tail **through** the tall grass to the river for a cool drink.
- \* This little cub has had a long day so he sleeps **under** the cool light of the moon

# Where is our cat?

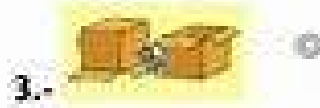
Read and match.



THE CAT IS IN  
FRONT OF THE  
BOX



THE CAT IS BESIDE  
THE BOX



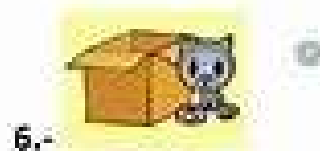
THE FISH IS IN THE  
BOX



THE CAT IS UNDER  
THE BOX



THE BIRD IS  
BETWEEN THE  
TWO BOXES



THE FISH IS  
BEHIND THE BOX



THE FISH IS ON  
THE BOX



THE CAT IS BEHIND  
THE BOX

# Week 5 Thursday

- \* Learning Outcome / Objective
- \* I can recognise fronted adverbials.

# One day on our blue planet in the savannah.

## \* Opening

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

Since this cub's birth, his mother has kept him safe and hidden. Now he is big and ready to join the rest of his family, who all live together in a group called a pride.

## Build up

The lions share their home with many other strange and wonderful creatures. The little cub chases his mother's tail through the tall grass to the river for a cool drink, as midday is when the fiery sun burns hottest. Water is very precious on the savannah, sometimes it may not rain for months and months.

# Model text continued...

## Problem

Adult lions are very good at relaxing, and can spend most of their day sleeping, but this little cub is best at playing! He loves nothing more than hunting and growling and stalking and chasing.

## Resolution

The sun begins to set and the air grows cooler. The lionesses leave the cubs in a safe place. Now it is time to hunt! They work together to get closer to their prey.

## Ending

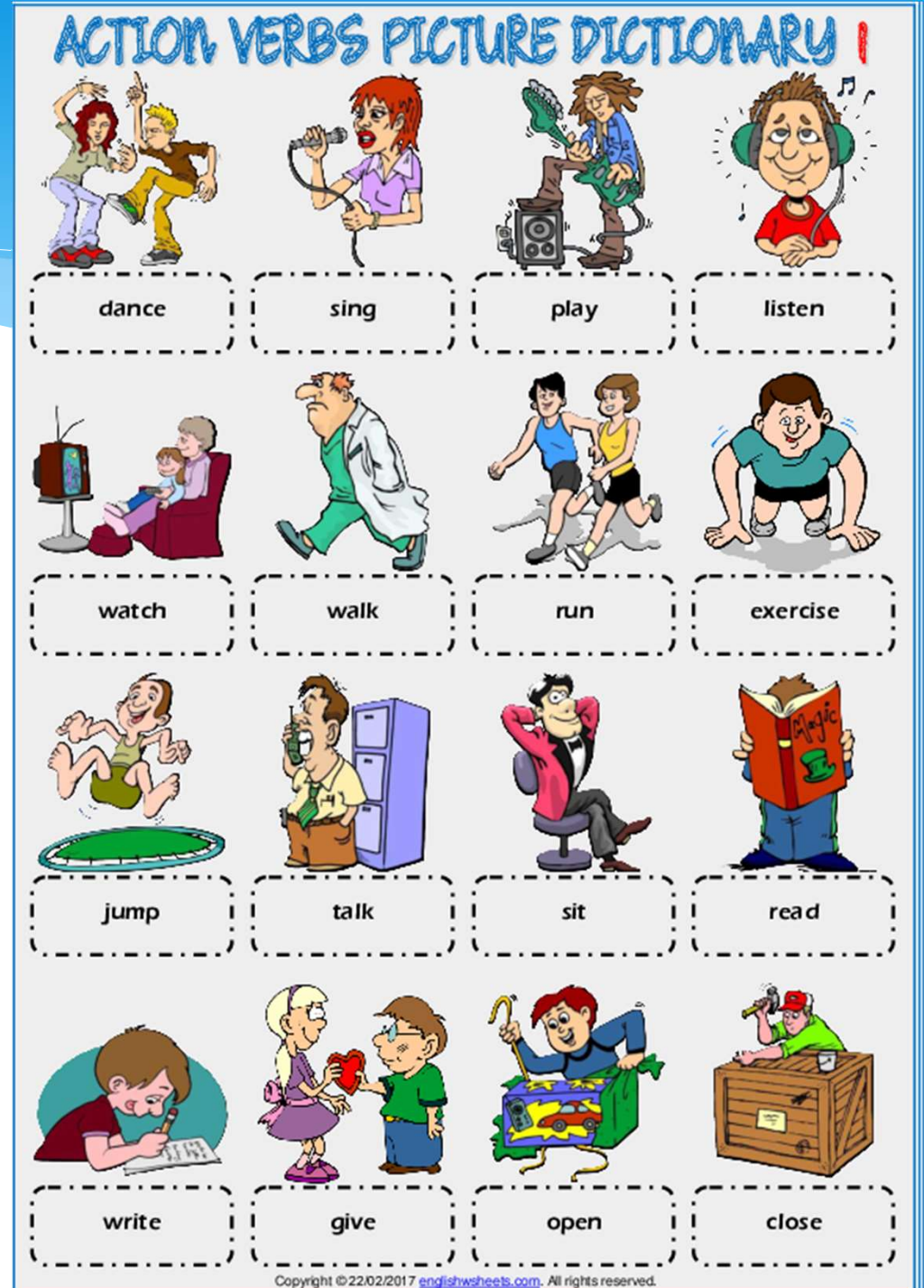
Lions often stay awake during the night but this little cub has had a long day so he sleeps under the cool light of the moon. Until the sun rises once again on another day on our blue planet.

# Verbs

- \* To do
- \* To be

Act out verbs that are to do e.g. dancing / singing / smiling / waving / skipping

Now think about verbs that are to be –  
are / is / am / were / was



# Adverbs – explain where, how often, when or how a verb is happening.

\* jumping happily

\* dancing quickly

\* smiling often

\* hopping outside

\* waving now

# fronted adverbials

- \* These are words at the start of a sentence that tells us about the verb.

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

- \* yellow verb

# fronted adverbials

- \* These are words at the start of a sentence that tells us about the verb.

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

- \* yellow verb

# fronted adverbials

- \* Since this cub's birth, his mother has kept him safe and hidden.

# Add where, when and how at the front of these sentences about our lion cub.

\* \_\_\_\_\_, our cub sleeps. (where)

\* \_\_\_\_\_, our cub sleeps. (when)

\* \_\_\_\_\_, our cub sleeps. (how often)

\* \_\_\_\_\_, our cub sleeps. (how)

# Week 5 Friday

- \* Learning Outcome / Objective
- \* I can write a story as a class.

# One day on our blue planet in the savannah.

## \* Opening

As the morning sun rises on the African Savannah, a lioness and her cub emerge slowly from their secret den.

Since this cub's birth, his mother has kept him safe and hidden. Now he is big and ready to join the rest of his family, who all live together in a group called a pride.

## Build up

The lions share their home with many other strange and wonderful creatures. The little cub chases his mother's tail through the tall grass to the river for a cool drink, as midday is when the fiery sun burns hottest. Water is very precious on the savannah, sometimes it may not rain for months and months.

# Model text continued...

## Problem

Adult lions are very good at relaxing, and can spend most of their day sleeping, but this little cub is best at playing! He loves nothing more than hunting and growling and stalking and chasing.

## Resolution

The sun begins to set and the air grows cooler. The lionesses leave the cubs in a safe place. Now it is time to hunt! They work together to get closer to their prey.

## Ending

Lions often stay awake during the night but this little cub has had a long day so he sleeps under the cool light of the moon. Until the sun rises once again on another day on our blue planet.

# One night on our blue planet in the savannah.

## \* Opening

As the evening sun falls on the African Savannah, a lioness and her pride stalk their prey.

Since the lions have left the pride, the females have had to be the hunters to provide for the cubs.

# Week 6 Monday

- \* Learning Outcome / Objective
- \* I can write a shared story with the class.

# Week 6 Tuesday

- \* Learning Outcome / Objective
- \* I can plan my own story.
- \* I can say my own story aloud with confidence from my plan.

# Week 6 Wednesday

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

# Week 6 Thursday

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

# Week 6 Friday

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