

**Medium Term Planning**

**Class 1: Year 1**

**School theme: Explorers**

**Spring Term B 2020**

Talk for Writing	Text	Genre	Focus
<b>Narrative</b>	Where the Wild Things Are	A Quest Tale	Character feelings / Story Setting
<b>Non-Fiction</b>	Explanation Text	Explanation Text	Story sequencing

Immersion in the text	Working with the text	Vocabulary	Ideas for innovation
<p>Role-play area - story props, puppets etc.</p> <p><u>WOW starter activities:</u>                      Read the story &amp; watch the film                      Design your own wild thing (and label your creature) - think about what shapes you might use for your wild thing                      Crown Making, followed by role play &amp; hot seating                      Create your own wild thing (junk modelling)                      Paint your own story setting - watercolours to create similar effect of illustrator's style from story                      Time allocated to explore the role-play area</p> <p>Retell story as a whole class each day using actions.                      Story map the story.                      Sequence the story.                      Box up the story.                      Drama act out a key scene dressed up as main characters.</p> <p>Non-fiction: Wow starter: (to be planned nearer the time).</p>	<p>Discuss the genre of the story.                      Talk about other stories that they might know with the same genre.</p> <p>Retell story as a whole class each day using actions. Move to story circles then story pairs when ready.</p> <p>Story map the story.                      Sequence the story.                      Box up the story.                      Re-read work and edit.                      Understand that a story has a beginning, middle and end.                      Compose sentences orally before writing.                      Use capital letters.                      Use full stops.                      Use simple connectives 'and' 'then' (green group)</p> <p>(Applies to both Fiction and Non-Fiction)</p>	<p>Capital letters                      Full stops.                      Simple conjunctions 'and' 'then'.                      Nouns.                      Use adverbials of time (time connectives) 'Once upon a time', 'First', 'Next', 'After that', 'Finally'.                      Use interesting adjectives to extend noun phrases and add detail to descriptions.</p>	<p>Substitution:                      Choose a different main character.</p> <p>HA- may move onto also introducing a different story setting.</p> <hr/> <p><b>Ideas for invention</b>                      With support, children to plan and write their own version of 'Where the Wild Things Are', using the following questions to help:                      Who are the characters? Where is the story set? What are they doing?                      What happens next? What goes wrong? How does the problem get resolved? How does the story end?</p>

<u>Week</u>	<u>Speaking &amp; Listening</u>	<u>Talk for writing</u>	<u>Sentence &amp; Word level</u>	<u>Outcome/ audience</u>
<p style="text-align: center;"><b>7</b></p> <p style="text-align: center;"><b>24<sup>th</sup> - 28<sup>th</sup> February - 2020</b></p> <p style="text-align: center;"><b>Immersion / Imitation</b></p>	<p>Engage in group discussions during WOW starter day (listed above).</p> <p>Listening to the story and retelling the story using props and actions.</p> <p>Using the role play area to explore story and characters.</p> <p>Drama and freeze frame activities will develop group work skills (co-operation, discussion, confidence and sharing, presenting and reflecting of ideas).</p> <p>Retelling the story as whole class and as a group.</p> <p>Discussion of character actions and emotions.</p> <p>Interviewing different characters.</p> <p>Looking at different points of view, hot seating as different characters.</p>	<p><b>Fiction - Immersion/Imitation stage</b> <i>Children to have opportunities to engage in multisensory experiences.</i></p> <p>Read the story and discuss the story genre.</p> <p>Discuss character feelings and emotions from different points of views.</p> <p>Sequence the story using STC cards and drama.</p> <p>Hot seating the characters. How are you feeling? - emotions What are you doing? - actions/ verbs. Why did you do this?</p> <p>Story map the story, chn to think of their own pictures/symbols. Start as a class then chn to continue independently/as a group. Some key words to be included.</p> <p>Explore the role play area and props.</p>	<p><b>Composition:</b> Compose a variety of sentences orally and mentally before writing. Use STC to support writing. Apply phonic knowledge to all writing. Read writing to check that it makes sense.</p> <p><b>Grammar:</b> Use simple conjunctions 'and' (green group). Separate words with spaces consistently. Discuss new terminology that may appear in the story. Discuss time connectives/ adverbial of time: first, next, after that, finally.</p> <p><b>Spelling:</b> segment words using their phonic knowledge. Spell some common exception words correctly. Spell plurals correctly.</p> <p><b>Comprehension:</b> Read and understand a range of texts. Link reading to own experiences. Retell stories, sequencing events. Use terms fiction and non-fiction, beginning to describe features. Read simple sentences, pausing at a full stop.</p>	<p><b>Outcome:</b></p> <p>Monday - WOW starter day</p> <ul style="list-style-type: none"> <li>• Read story and watch film <a href="https://www.youtube.com/watch?v=f0e60UOHskk">https://www.youtube.com/watch?v=f0e60UOHskk</a></li> <li>• Design crowns to wear</li> <li>• Paint a story setting using watercolour to create similar effect of illustrator's style from story.</li> <li>• Design your own wild thing (and label your creature) - think about what shapes you might use for your wild thing</li> </ul> <p>Tuesday - Character feelings, hot seating</p> <p>Wednesday - Story sequencing - main events</p> <p>Thursday- Story map - beginning, middle, end</p> <p>Friday - have a go at independently writing short, simple sentences from the key events in the story.</p>

