


# Weekly Plan

Name of School:

Class: Year Group R Term: 2 Week Beg.:

Teacher:

<b>Teaching objectives:</b> <b>T7:</b> to use knowledge of familiar texts to re-enact or re-tell to others, recounting the main points in correct sequence; <b>T13:</b> to think about and discuss what they intend to write, ahead of writing it; <b>T14:</b> to use experience of stories, poems and simple recounts as a basis for independent writing... and through shared composition with adults; <b>Curricular target:</b> to plan ahead what to write <b>S1:</b> to expect written text to make sense and to check for sense if it does not; <b>Curricular target:</b> to construct a simple sentence.		<b>Text/s:</b>  We're Going on a Bear Hunt Author: Michael Rosen Illustrator: Helen Oxenbury Walker Books Ltd ISBN: 0-7445-2323-0 See Unit 2 Developing Early Writing (NLS)	
<b>Whole class / group – phonics and spelling</b>		<b>Whole class /group – shared reading and writing</b>	
		<b>Guided group work</b>	<b>Plenary</b>
Mon	ELG: to use phonic knowledge to write simple regular words and phonetically plausible attempts at more complex words.	<b>Shared Reading:</b> Take a picture walk through the book, introducing the sounds used for each of the obstacles. E.g. swishy swashy! for the long wavy grass. Read "We're going on a bear hunt".	
Tues	Continue with Progression in Phonics activities (NLS)  Focus on letters: r m n h b p k	<b>Shared Reading:</b> Read, "We're going on a bear hunt". <b>Talk for Writing:</b> Involve children in a dramatised retelling of the story. In pairs decide what was the first obstacle in the journey. Then the second obstacle. Continue until the events are in the correct order. In the retelling place great emphasis of the physical features and their sequence.	Involve class in paired and whole class discussion about their favourite part of the story. Write two sentences, which summarise this. Reread the sentences- involve the children as appropriate.
Wed		<b>Shared Reading:</b> Read, "We're going on a bear hunt". <b>Shared Writing:</b> Ask the children to help you write a list of the physical features found in the text in the correct order. As you write, think aloud and involve the children in the decisions you make (see Unit 2, Developing Early Writing).	A group of children can retell the story using the story map outline as prompts.
Thur		<b>Shared Reading:</b> Read, "We're going on a bear hunt". Encourage the children to join in. <b>Shared Writing:</b> Use the pictures and arrows to make a story map. Involve the children in writing the captions for the physical features - those from yesterday's list.	
Fri		<b>Shared Writing:</b> Focus on the four pictures towards the end of the book that illustrate what happens when the family arrive back home. Model writing a sentence to accompany the first picture. E.g. We open the door and run up stairs. Do the same for the second picture. In pairs discuss a suitable sentence for the third picture. Take suggestions; recast oral contributions into a sentence as necessary. Scribe the sentence. Reread the sentences together.	