

Weekly Plan

Name of School:

Class:


Year Group Y1

Term: 3:2

Week Beg.:

Teacher:

<p>Teaching objectives:</p> <p>T20: to write simple recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing T22: to write own questions prior to reading for information and to record answers; S5: other common uses of capitalisation, e.g. for personal titles (<i>Mr, Miss</i>), headings, book titles, emphasis; S7: to add question marks to questions.</p> <p>Curricular Target: to write a simple recount</p> <p>Curricular Target: to use capital letters for names, titles as well as at the beginning of a sentence</p>	<p>Text/s:</p> <p>Postcard & letter - see free resources: www.literacymatters.com/resources.html</p> <p>Additional Resources -</p> <p>Yellowstone National Park website: www.nps.gov/yell/kidstuff/alphabet</p> <p>Map of USA, relevant information books</p> <p>Links to IT and Geography unit 24 Passport to the World</p>
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		Whole class /group – shared reading and writing	Guided group work	Plenary
Mon	<p>W8: new words from reading and shared experiences, and to make collections of personal interest or significant words and words linked to particular topics;</p>	<p>Shared Reading & Writing: Introduce the Postcard from Bear. In pairs discuss where he might go and take feedback. Open the letter from Bear's mum and read aloud. Look at the description of bear. Check with the postcard - is this the right bear? Identify the parts of the description you can't check from the picture. Model writing some questions which you would like to ask Bear about his travels.</p>		
Tues	<p>Progression in Phonics Step 7</p>	<p>Shared Reading: Introduce the next postcard from Bear. Look at a map to find which country Boston is in. Check for evidence to see whether it is the Boston in Lincs. UK or Massachusetts, USA.</p> <p>Shared Writing: Model writing a simple recount of Bear's day. In the opening include a 'Who' 'Where' and 'When'. E.g. On Saturday Bear went to Boston. Structure what he did using time language and conclude with a statement, which summarises his day / feelings.</p>		
Wed		<p>Shared Reading: Read the third postcard from bear. Locate Yellowstone on a map. Make a list of any new vocabulary: elk, geyser, National Park etc. Model using dictionary, information book, information from website etc to find out what they mean. If appropriate let children look at the kidstuff part of the Yellowstone website.</p> <p>Shared Writing: As in the previous day model writing a recount of what Bear has been doing using the information from the postcard.</p>		
Thur		<p>Shared Reading: Read the fourth postcard from bear. Discuss his change in mood. Check his progress on a map.</p> <p>Shared Writing: Model writing a recount of his travels so far. Re-read.</p>		
Fri		<p>Shared Reading: Read the last postcard from Bear. Discuss the clues and work out where bear is going next. Re-read the letter from Bear's mum.</p> <p>Supported Composition: In pairs agree what Bear has been doing so that they can reply to Bear's mum.</p> <p>Independent Writing: Write a postcard to Bear's mum, to tell her what Bear has been doing. .</p>		