

Weekly Plan

Name of School:

Class: Year Group Y1 Term: 1 Week Beg.: Teacher:

Teaching Objectives: T. to re-enact stories in a variety of ways, e.g. through role-play, using dolls or puppets; S to know that a line of writing is not necessarily the same as a sentence; Curricular target: to retell narrative outline using language which signals time sequence.		Text/s: Goldilocks and the 3 Bears Additional Resources:		
Whole class – phonics and spelling		Whole class – shared reading and writing		
		Guided group work	Plenary	
Mon	Progression in Phonics activities (NLS)- Step 3/4 Learning Objectives 3:3 & 4:2	Reading: Read or tell the story of Goldilocks and the 3 bears. Encourage the class to join in with the repeated refrains of "Who has been sitting in my chair?" etc. Summarise the story; first Goldilocks broke the chair, then she ate the porridge, finally she fell asleep in little bear's bed.		
Tues	↓	Reading: Start by revising the story sequence. Build a story map: Goldilocks' house, 3 bears' house, chairs, bowls of porridge, beds. Describe the setting. Tell the story with children joining in with refrains		
Wed		Reading: Choose some children to represent the characters in the story. Take the part of narrator with chosen children acting out their parts and the class joining in with the refrains. Writing: Write an opening sentence to label Goldilocks' house on the story map. E.g. Once upon a time a little girl called Goldilocks lived at the edge of a forest.		
Thur		Writing: Label the story map using sentences containing simple connectives to signal time sequence. E.g. First Goldilocks sat in Daddy bear's chair, but it was too hard. Then she sat in Mummy bear's chair ... After that she ... Continue to model creating 3 sentences for the section on Goldilocks eating the porridge. For the final section, where Goldilocks tries the beds and falls asleep, ask the class to work in pairs to suggest the opening sentence. Continue until you have agreed 3 sentences. Encourage the use of first, then, next, after that.		
Fri		↓		