

Year One Literacy MTP Plan – Summer 5 2018

| Book: Aliens In Underpants Save The World |   |  |   |  |  |  |
|---|---|--|---|--|--|--|
| <u>Week</u>                               | <u>Spellings/phonics</u>  | <u>SPAG</u>  | <u>Learning Objectives / Writing</u>  | <u>Writing Focus /Composition/ Assessments</u>   | <u>ICT Resources Readers workshop</u>  | <u>Writing composition and transcription</u>   |
| 1<br>Composing a letter<br>Class photos   | Oo<br>Repeat of last week<br>Food pool moon<br>zoo soon<br>bedroom<br>cats dogs boys<br>horses three four | - letter composition   | -write a letter thanking Cadbury World<br>- explain why we enjoyed the visit<br>- use past tense vocab, ing, ed, er, est words.                                     | Mon – Sentence Level<br>Tues – trip to Cadbury World<br>Wed – discuss what a letter is, work in groups identifying key features/class photos<br>Thurs – practise own thank you letter to Cadbury World   | roythezebra.com<br>* phonicsplay.co.uk<br>* Espresso Grammar                       | <b>All:</b><br>Say out loud what they are going to write about.<br>Compose a sentence orally before writing it.<br>Discuss what they have written with the teacher or other pupils.<br>Read aloud their writing clearly enough to be heard by their peers and the teacher.<br>Sequence sentences to form short narratives.<br>Re-reading what they have written to check that it makes sense |
| 2<br>Narrative                            | oo<br>Book took foot<br>wood good look<br>Sea, read, meat,<br>treat, seat                                 | - adjectives<br>- commas<br>- question marks<br>- conjunctions   | - Identifying key words in sentences to give meaning<br>- find alternative key words to keep meaning of narrative and consequences to text if changed – inferences. | Mon – Sentence Level<br>Tues– Read ‘Aliens in underpants save the world’ powerpoint and highlight key words that give meaning, practice Pie Corbet actions<br>Discuss words highlighted use dictionaries/thesaurus.<br>Weds – Write own sentences with new vocabulary, discuss meaning<br>Thu - Show how a thesaurus works and why you would use it. | roythezebra.com<br>* phonicsplay.co.uk<br>* Espresso Grammar                       | <b>Spell:</b><br>-words containing each of the 40+ phonemes already taught<br>-Common Exception words<br>-write from memory simple sentences dictated by their teacher that includes words using the GPCs and common exception words taught so far   |
| 3<br>Recording science and letter         | Oa<br>Boat coat road<br>coach goal goat<br>Ie<br>Pie lie tie fried<br>cried                               | - exclamation marks, question marks, speech marks<br>-adjectives<br>-inferences  | •Identify main features of a poem<br>- adjectives<br>- time words<br>- conjunctions<br>- punctuation<br>- inference   | Mon – Sentence level<br>Tues/Wed (class photos) – listen to Holst, discuss emotions and words used to describe them, listen/read/discuss poems related to space travel. Begin to write own poem<br>Thurs- finish writing own poem and edit if necessary, copy onto paper.  | * roythezebra.com<br>* phonicsplay.co.uk<br>* Espresso Grammar                     | <b>USE:</b><br>A . ? ! – Caps for people, places and days of the week<br>I not i   |
| 4<br>Recording science and poems          | Oe<br>Toe goes<br>potatoes grow<br>snow show<br>Th – moth, with,  | - Finding alternative words to sound<br>- Past and present<br>- Verb work – change the endings on verbs from ‘ing’ to ‘ed’<br>- sequencing | •Thank you letter, to assembly provider - science<br>•APP Write a letter to thank assembly provider and ask questions using question marks.                         | BANK HOLIDAY MONDAY<br><br>Tue –SCIENCE DAY<br>Wed–plan how to write a thank you letter for science provider - think of further questions for them and use ing and ed words  | * roythezebra.com<br>* phonicsplay.co.uk<br>* Espresso Grammar<br>* Don't use said | <b>ICT</b><br><br>Skills<br>- Control simple everyday devices to make them produce different outcomes.<br>- Save and retrieve and edit work.   |

E-Safety The school will take all reasonable precautions to ensure that teachers and pupils access only appropriate material. All pupils will also be taught to stop and call an adult if they see anything that they are not comfortable with. Remind children of E-Safety Rules on inappropriate images

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|              |  |  |   |  |  |   |
|--------------|--|--|---|--|--|---|
|              | other, tooth, both   |  |   | and question marks where possible.<br>Thurs– APP write Thank you letter to science provider including questions.   |  | I can ...<br>- Control the mouse, clicking and dragging objects accurately<br>- Use a simple art programme<br>- Print my own work<br>- Use enter, backspace, delete keys<br>- Select words from word bank to make my own sentences<br>- use shift key to make capital letters<br>- Make changes to my work and explain how I made the changes<br>- List lots of things that give me information<br>Use the word 'information' |
| 5            | Ou and y<br>Out about mouth<br>family very happy<br>Ai/ay – rain,<br>pain, train, day,<br>play, say  | - Adverbs<br>- Vocabulary for recording<br>- spellings | <ul style="list-style-type: none"> <li>• Write own version of Aliens in Underpants APP</li> <li>• Role play – orally tell an adventure narrative using own story</li> <li>• Organise events sequentially into problem &amp; resolution</li> </ul> | <p>Mon – sentence level and redo phonics screening for some children</p> <p>Tues –write own version of Aliens in Underpants ending/whole story, discuss draw pictures in sequence to use as a story map.</p> <p>Wed – finish story map and add spelled out words to use.</p> <p>Thurs –write story ending.</p> | <ul style="list-style-type: none"> <li>* Don't use said</li> <li>* Espresso Grammar</li> </ul>                             |   |
| 6            | Ue ew ph wh<br>Tuesday new<br>dolphin elephant<br>when where<br>Oy – boy toy<br>enjoy annoy<br>loyal   | - adjectives<br>- question marks<br>- conjunctions     | - Identifying key words in sentences to give meaning<br>- find alternative key words to keep meaning of narrative and consequences to text if changed – inferences.   | <p>Mon– Sentence Level</p> <p>Tues– look at term book for; Punctuation.</p> <p>Wed– look at term book for; rules for plurals and past tense,</p> <p>Thurs – look at term book for; suffixes est and er.</p>  | <ul style="list-style-type: none"> <li>roythezebra.com</li> <li>* phonicsplay.co.uk</li> <li>* Espresso Grammar</li> </ul> |   |
| Phonic Links | <a href="http://roythezebra.com">roythezebra.com</a><br><a href="http://phonicsplay.co.uk">phonicsplay.co.uk</a><br><a href="http://www.ictgames.com/blendingBingo_LS.html">www.ictgames.com/blendingBingo_LS.html</a><br><a href="http://www.ictgames.com/phonemePopLS_v2.html">www.ictgames.com/phonemePopLS_v2.html</a><br><a href="http://www.ictgames.com/dinosaurEggs_phonics/index.html">www.ictgames.com/dinosaurEggs_phonics/index.html</a><br><a href="http://www.ictgames.com/blendingDragon/index.html">www.ictgames.com/blendingDragon/index.html</a><br><a href="http://www.ictgames.com/phonemePatterns/index.html">www.ictgames.com/phonemePatterns/index.html</a> |  |   |  |  |   |

SMSC: sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible. Use of imagination and creativity in their learning. Willingness to participate in, and respond to, for example, artistic, musical, technological, scientific and cultural opportunities.

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