

English Plan for KS1

_____ This plan is designed to be a companion to ***Finn's Garden Friends*** by Rachel Lawston and illustrated by Lia Visivin. This plan would be suitable for a year 1 or year 2 class.

Curriculum Connections:

Year 1 English:

Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences

Understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Writing - Composition

Write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense

Discuss what they have written with the teacher or other pupils

Read their writing aloud, clearly enough to be heard by their peers and the teacher

Year 2 English:

Reading

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases

Understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

Writing - Composition

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes

Consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

Make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

Read aloud what they have written with appropriate intonation to make the meaning clear.

Learning Objective	Teaching Sequence	Resources
<p><u>We are learning to:</u> explore the outdoors and identify minibeasts.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can use my eyes to spot minibeats & animals • I can have a go at identifying (naming) them. 	<p><i>Prior to the lesson spend time in your school grounds to find some spotting places for the pupils. Consider different habitats.</i></p> <p>Minds On: Show children the spread on pgs 3-4 and ask them to brainstorm where Finn might be going.</p> <p>Activity: Show children the spot page in the back of the book and explain that you are going to go outside to do a <i>Circle Minibeast Hunt</i>. Provide pairs of</p>	<p>Finn's Garden Friends Hula hoops / rope / yarn Magnifying glasses Clipboards Pencils Cameras / iPads Outdoor Spotting sheets</p>

<ul style="list-style-type: none"> I can describe the minibeats & animals I see. 	<p>children with a copy of the outdoor spotting sheet, a clipboard and a pencil. Have each pair of children take a hula hoop or a long piece of yarn/ rope and lay it on the ground so it makes a circle. They can spend 10-15 minutes examining that patch and ticking off the minibeasts they see, recording ones that aren't on their sheet, taking pictures or drawing what they have seen. <i>Using the hula hoop / string in a circle allows the children to have a focus for examining.</i></p> <p>Consolidation: Regroup children and ask them to share what they have seen. Model using adjectives to enhance their descriptions of the minibeasts and animals. Record their observations on a flip chart for reference later. Have children write 1 -2 sentences about their experience outside. They could use sentence starters like: I liked looking for minibeats outside because. Outside I saw a _____ and a _____.</p>	
<p><u>We are learning to:</u> write about our minibeast hunt.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I can a capital letter and full stops. I can use 'and' and 'because' in my sentences. I can write a sentence about my minibeast hunt. 	<p>Minds On: Show children the spread on pgs. 4-5 and ask them to explain where Finn has gone. Ask them if they can spot any minibeasts or animals they heard / saw yesterday.</p> <p>Activity: Model writing sentences about looking for minibeast the day before. Refere to the observations made on a flip chart. Encourage children write 1 -2 sentences about their experience outside. They could use sentence starters like: I liked looking for minibeats outside because. Outside I saw a _____ and a _____. Encourage children to use a blue pencil for editing to ensure they have used capital letters, and full stops.</p> <p>Consolidation: Ask children to share their writing about going outside on a minibeast hunt.</p>	<p>Finn's Garden Friends Sentence stems for writing about minibeast hunt. Flipchart with minibeast observations from session 1.</p>
<p><u>We are learning to:</u> explain what we liked about a book.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> I can use my whole body to listen. I can explain why I liked a book using the word 'because' and events from the book. I can relate this book to other books I have read. 	<p>Minds On: Ask children what connections to nature they already have. Ask them to share with a partner and compare. Ask them what they like about nature and why think think it is important.</p> <p>Activity: Read Finn's Garden Friends as a class. Explain that this is a special book that has been written to help us make greater connections with nature. As you read ask the children to consider what Finn is doing, why is he doing it? Would they do a similar thing? Ask the children if they have a gardened before. Ask children to think-pair-share if this books reminds them of any other books.</p> <p>Consolidation: Ask children to share what they liked about the book. Focus on using evidence from the text and the word 'because'.</p>	<p>Finn's Garden Friends Sentence stems for talking about books</p>
<p><u>We are learning to:</u> identify features of a poster.</p>	<p>Minds On: Provide partners/ small groups with pictures of events from Finn's Garden friends. Have partners or small groups put the events of the story in</p>	<p>Finn's Garden Friends Adjective word mats</p>

<p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can find title, caption, pictures and facts on a poster. • I can identify what makes the poster easy to look at. • I can describe an animal or minibeast. 	<p>order. Ask them to share their favourite part of the story.</p> <p>Activity: Provide partners with the spread of Grandpa Sid's allotment and the spotting sheet from the back. Ask children to spot as many different things in their spread as they can in two minutes. Have children describe what they have spotted using whiteboards. Ask them to focus on things like colour, number of legs, insect, animal or plant.</p> <p>Consolidation: Children to examine a poster for a minibeast and identify all the features. They can use prelabelled sticky notes (title, picture, caption, facts) to identify each feature. Pin this up on the working wall as a reference.</p>	<p>Minibeast word mats Information posters of different minibeasts/plants/ animals</p>
<p><u>We are learning to:</u> create an informational poster.</p> <p><u>What I'm looking for:</u></p> <ul style="list-style-type: none"> • I can make a poster that includes a title, a picture, some facts. • I can add a caption to my picture. • I can use capital letters and full stops. 	<p>Minds On: Children to compare two informational posters and identify the better poster. Children to share their thoughts with the class. Brainstorm a list of words that child may use to describe minibeasts or plants from Finn's Garden Friends.</p> <p>Activity: Model creating an informational poster about a minibeast / animal / plant from Finn's Garden Friends. Model how to make a title (large letters, top of the page). Model writing facts about your minibeast/ animal/ plant including its colour, where it can be found, what it looks like and what it might eat. Encourage children to write in full sentences and use adjectives. Model using the brainstorm list to help with composition. Model drawing a simple picture of the creature and adding a short caption.</p> <p>Consolidation: Children to create their own informational poster about a minibeast/animal/ plant of their choosing from Finn's Garden Friends. Children to share their writing with a friend and collaboratively use a blue editing pencil for capital letters and full stops. Ask children to share their posters with the class and read their facts out.</p>	<p>Finn's Garden Friends Adjective word mats Minibeast word mats List of brainstormed words Information posters of different minibeasts/plants/ animals Poster templates</p>