

## TERM 5 OVERVIEW YEAR 1 – English

### WEEKS 1-2

### Term 5 Book – Lila and the Secret of Rain

Topic(s) – Fiction – Narrative		Guide Time = 2 weeks
<b>Assessment:</b>	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision/ consolidation. 1 week has been allocated for assessments.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• Features of a narrative include; character description, setting description and a clear beginning, middle and end.</li> <li>• Adjectives describe a noun.</li> <li>• A noun is a person, place, name or an object.</li> <li>• Proper nouns (names, places, days of the week) always need a capital letter.</li> <li>• Conjunctions link two words or phrases together.</li> <li>• All sentences begin with a capital letter.</li> <li>• Sentences can end with a full stop, exclamation mark or question mark.</li> </ul> <b>Fat Questions:</b> <ul style="list-style-type: none"> <li>• Do you think Lila and the Secret of Rain is fiction or non-fiction. Why?</li> <li>• Where do you think Lila lives? Why?</li> <li>• How do you know Lila lives near the equator?</li> <li>• What would you tell the cloud to make it rain?</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	Children have experience of writing for a range of purposes including narrative, information texts, poetry, letters, diaries and more. Children will have written simple sentences and have some awareness of how these can be joined together to create short paragraphs. They have experience of composing a sentence with a capital letter, finger spaces and end punctuation (.?!). Children have some experience of how the conjunction 'and' and 'so' can be used to join two ideas together. Children have previously learnt what a suffix is and specifically the 'ed', 'er' and 'est', 'ing', 's' and 'es' (plural marker for nouns) suffixes.	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set.</p> <p>Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>The spelling rule for adding '-s' and '-es' as the third person marker for verbs will be covered this half term.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u></p> <p><u>The World Beyond Us:</u></p> <p>What would it be like to live in Lila's village?</p> <p>What animals do you think live near Lila?</p>	

	<p><u>The World Around Us:</u> How does Lila's village differ to where you live?</p> <p><u>Modern Britain:</u> Do you think the book is set in recent times or a long time ago? Why?</p> <p><u>Healthy Bodies &amp; Healthy Minds:</u> How can weather affect our health?</p> <p><u>Culture:</u> What other stories from other cultures do you know? What is a folk tale? How does the life of Lila differ to yours?</p> <p><u>Technology in Action:</u> What technology do you think Lila's village may benefit from?</p>	
<b>Links to future learning</b>	<p>As the children head into Summer term, they become independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of narrative each half term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for Key Stage 2.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Children will gain a number of skills including creative story telling, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 1  Fiction  Text Type: Narrative  Learning the story.	<p>To listen to folk stories that originate from Africa including Lila and the Secret of Rain and the Tinga Tinga tales.</p> <p>Read and comprehend stories using retrieval and inference skills as well as predicting and understanding vocabulary choices.</p> <p>Learn about traditional folk tales from around the world.</p> <p>Listen to a Tinga Tinga Tale about an African animal and sequence the story.</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Discussing the significance of the title and events.</p> <p>Making inferences on the basis of what is being said and done.</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates.</p>	Story Narrative Folk tale Cultural African Story map	<p>GD: Challenging inference questions with some reasoning needed. Challenge to use higher level conjunctions.</p> <p>SEND: Work with partner/group/adult to answer questions orally or through use of simplified text and tick boxes.</p> <p>Sequence/story map with some pictures already provided.</p>	<p>Incorrectly sequencing the story.</p> <p>Not giving the correct solution to the problems in the story.</p> <p>Uncertainty regarding vocabulary used in folk tales.</p>	<p>Lila and the Secret of Rain – YouTube</p> <p>Lesson 1: Listen to Lila and the Secret of Rain and answer comprehension questions. Focus on cultural differences.</p> <p>Lesson 2: Use conjunction ‘and’ or ‘but’ to make comparisons between Lila’s life/village and their own.</p> <p>Lesson 3: Learn about folk tales and try match folk tales to the countries they originate from. Including Tinga Tinga Tales.</p> <p>Lesson 4: Listen to a Tinga Tinga Tale and sequence pictures.</p>

<p>Week 2</p> <p>Fiction</p> <p>Text Type: Narrative</p> <p>Retell Tinga Tinga Tale</p>	<p>To use story map to write chosen Tinga Tinga Tale, including a setting and character description, problem and solution.</p>	<p>Saying out loud what they are going to write about.</p> <p>Composing a sentence orally before writing it.</p> <p>Sequencing sentences to form short narratives.</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p>	<p>Story Narrative</p> <p>Folk tale</p> <p>Cultural African</p> <p>Story map</p> <p>Beginning</p> <p>Middle</p> <p>End</p> <p>Problem</p> <p>Solution</p>	<p>GD: Learn about synonyms to make an ambitious word banks as a group for other children to use when writing their own version of the story. Ensure up levelling and proof reading is happening.</p> <p>SEND: Use sentence starters and word banks to support story writing. Where appropriate use Colourful Semantics.</p>	<p>Incorrect use of vocabulary when up levelling.</p>	<p>Lesson 1: Children identify key words, phrases from the book they wish to 'magpie'. Children to add other key vocabulary including up levelled adjectives.</p> <p>Lesson 2: Children to listen to WAGOLL of story intro – identify key features that make it 'wow'. Focus on character and setting description – the use of adjectives. Children to then begin their own story introduction.</p> <p>Lesson 3: Children to listen to WAGOLL of story middle (including the problem)– identify key features that make it 'wow'. Children to then continue the next part of their story.</p> <p>Lesson 4: Children to listen to WAGOLL of story ending (inc solution)- identify key features that make it 'wow'. Children to then complete their story. Children then work with a partner to read and up-level their work.</p>
<p>Context (big picture learning)</p> <p>To learn more about other cultures and ways of life – drawing on knowledge from the canon book as well as geography, history, art and PSHE learning.</p>						

Link to resources: T:\Primaries\Departments\KS1\Planning Cycle B\Summer 1\English\Year 1\Week 1 and 2 Narrative

## WEEKS 3-4

### Term 5 Book – Lila and the Secret of Rain

Topic(s) – Poetry		Guide Time = 2 weeks
<b>Assessment:</b>	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision. 1 week has been allocated for assessments.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• Not all poems need to rhyme.</li> <li>• Onomatopoeia is when a word sounds like the noise it makes.</li> <li>• Alliteration is when a string of words start with the same sound.</li> <li>• Adjectives describe nouns.</li> </ul> <b>Fat Questions:</b> <ul style="list-style-type: none"> <li>• Can you use onomatopoeia for something that is silent?</li> <li>• Can you use alliteration with any word?</li> <li>• Could you use onomatopoeia and alliteration at the same time?</li> <li>• What personality would you give to the sun, wind and rain?</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	Children have experience of writing for a range of purposes including narrative, information texts, poetry, letters, diaries and more. They have learnt most of the required SpaG related skills including sentence types, question marks, exclamation marks, subordinating and coordinating conjunctions and more. All learning this half term will link directly or indirectly to the canon book. Children may also make connections and reference to previous canon books.	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u>  <u>The World Beyond Us:</u>          How can you predict the weather?          Where are the hottest and coldest places on Earth?  <u>The World Around Us:</u>          What makes the weather change?          What can you do in one type of weather that you can't do in another?          Do any poets live in Pontefract?  <u>Modern Britain:</u>          Do people still write poems?          How has weather forecasts changed?</p>	

	<p><u>Healthy Bodies &amp; Healthy Minds:</u> How can weather affect our health?</p> <p><u>Culture:</u> Do other cultures write poems? How do you think they could be similar or different to poems from our culture?</p> <p><u>Technology in Action:</u> How has technology changed how we predict the weather? How has technology changed how we can share poetry?</p>	
<b>Links to future learning</b>	<p>As the children head into Summer term, they become more independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of poetry each term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for year 2 where they will continue to learn different forms of poetry.</p>	
<b>Character/Wider Development ('50 things', cultural capital, skills)</b>	<p>Children will continue to develop their appreciation for poetry. They will gain a number of skills including creative poetry writing, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 3  Non-Fiction  Text Type: Poetry	To read and comprehend weather poems.  To identify features of poetry.  To use adjectives to describe weather types.  To explore adverbs to show how, where and when a verb is done.	Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.  Drawing on what they already know or on background information and vocabulary provided by the teacher.  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.	Poem Poet Poetry Onomatopoeia Alliteration Rhyming Adjectives Adverbs Description Weather Sun Rain Wind Snow	GD: Read with expression. Support peers with reading. Understanding and using adverbs correctly.  SEND: Work with partner/group/adult to answer questions orally or through use of simplified text and tick boxes. Could use colourful semantics to support how/when/where adverb sentences.	Misreading poetry and not checking what they've read.  Misunderstanding of different adverbs.  Confusing alliteration for rhyming.  Confusing onomatopoeia and alliteration.	Lesson 1: Read collection of poems and discuss how they are similar and different. Identify key features including rhyming, alliteration and onomatopoeia.  Lesson 2: Read weather poems and answer a range of comprehension questions drawing on their retrieval, inferences, vocabulary and grammar knowledge and skills.  Lesson 3: Revisit use of adjectives. Discuss similes. Write sentences using similes using 'like' and 'as'.  Lesson 4: Teach/Recap understanding of 'how' adverbs. Add how adverbs into sentences. Learn about where and when adverbs. Practice applying these into sentences.

<p>Week 4</p> <p>Non-Fiction</p> <p>Text Type: Poetry</p>	<p>To explore onomatopoeia</p> <p>To explore alliteration</p> <p>To plan a weather poem</p> <p>To write and perform poetry to an audience.</p>	<p>Leaving spaces between words.</p> <p>Joining words and joining clauses using 'and'.</p> <p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.</p>	<p>Poem Poet Poetry Onomatopoeia Alliteration Rhyming Adjectives Adverbs Description Weather Sun Rain Wind Snow</p>	<p>GD: Developing skills of proofreading and up levelling. Use higher level vocabulary choices.</p> <p>Support peers with proof-reading their work and suggest improvements.</p> <p>SEND: Guided use of onomatopoeia and alliteration using prompts and word banks.</p>	<p>Confusing alliteration for rhyming.</p> <p>Confusing onomatopoeia and alliteration.</p> <p>Overcomplicating sentences making them overly descriptive or grammatically incorrect.</p>	<p>Lesson 1: Revise and identify onomatopoeia. Write sentences using onomatopoeia, including some linked to weather.</p> <p>Lesson 2: Learn what alliteration is and how to identify this. Write some alliterative word strings linked to the weather.</p> <p>Lesson 3: Plan a weather poem using onomatopoeia, alliteration and adjectives.</p> <p>Lesson 4: Write weather poems out neatly – focus on presentation. Check for mistakes and then perform in small groups.</p>
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Context (big picture learning)  
 Children will have deepened their knowledge of poetry and the skills required for this while also embedding a larger understanding and appreciation form other cultures based around the canon book and other subject materials linked to this topic.

Link to resources: <T:\Primitives\Departments\KS1\Planning Cycle B\Summer 1\English\Year 1\Week 3 and 4 Poetry>



## WEEK 5

### Term 5 Book – Lila and the Secret of Rain

Topic(s) – Setting Description		Guide Time = 1 week
<b>Assessment:</b>	Assessment of extended writing against year group writing grids. Half-termly spelling and SPaG assessments. 1 week has been allocated for revision. 1 week has been allocated for assessments.	<b>Very Important Points (VIPs):</b> <ul style="list-style-type: none"> <li>• A simile is when you compare one thing to another to make your description more vivid.</li> <li>• Adjectives can be used to describe colours, size, shape, texture, personality and a lot more.</li> <li>• You can use your senses to make a setting description more detailed.</li> </ul> <b>Fat Questions:</b> <ul style="list-style-type: none"> <li>• Can you write a setting description without adjectives/verbs?</li> </ul>
<b>Links to prior learning (sequencing) and canon book</b>	Children are now familiar with the canon book and other tales from Africa. They have already used some description within their narrative writing this half term and have previously written detailed setting descriptions in previous half terms.	
<b>Links to other learning (cross fertilisation)</b>	<p>Children will learn essential writing skills that can be applied in other subjects to record their thoughts and respond to tasks set. Spelling patterns should still be taught in discrete phonics or spelling sessions every day.</p> <p>Children will make links to their science and geography knowledge learning about weather, climate and the continent of Africa. Children will also learn about common African animals.</p> <p><u>Thematic Links</u>  <u>The World Beyond Us:</u>          How much it feel to live through a draught?          If you looked out of your bedroom window and found you were in Africa – what would you see? How would you feel?  <u>The World Around Us:</u>          How does Pontefract feel in the summer? How does it make you feel? What do you do for fun?  <u>Modern Britain:</u>          What do you do when you are thirsty? Has this always been possible?  <u>Healthy Bodies &amp; Healthy Minds:</u></p>	

	<p>What happens to your body when you don't drink enough water?</p> <p><u>Culture:</u>          What are the differences between living in England and Africa? How is life different? How do you think school differs? Which would you prefer? Why?</p> <p><u>Technology in Action:</u>          What technology do we have that could help Lila and the draught?</p>	
<p><b>Links to future learning</b></p>	<p>As the children move through Summer term, they become independent writers, drawing on the skills and techniques they have learnt throughout the year. Children will continue to write different types of descriptive writing each term over the year. SPaG skills have mostly been covered but areas of weakness will be revisited and embedded. Children are able to multi-task and apply their learning about spelling rules, presentation, grammar, punctuation and content as they prepare for year 2 where they will write more complex forms of writing.</p>	
<p><b>Character/Wider Development ('50 things', cultural capital, skills)</b></p>	<p>Children will continue to develop their appreciation for narrative and descriptive writing. They will gain a number of skills including descriptive writing, speaking, listening and performing skills and an awareness and empathy for people from other places and cultures.</p>	

## OVERVIEW OF TEACHING SEQUENCE

Key Facts/Learning	Learning Focus or Key Question	Learning Outcomes (NC)	Key Words/Vocabulary	Greater Depth/SEND	Misconceptions	Activities and Resources
Week 5  Setting Description	L1: To create a senses map based on an image.  L2: To identify adjectives.  L3: To use adjectives within a sentence.  L4: To write a setting description.	Leaving spaces between words.  Joining words and joining clauses using 'and'.  Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.  Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.  Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs.  Saying out loud what they are going to write about.	Setting Place Senses See Hear Smell Taste Feel Verbs Adjectives	GD: Children will use expanded noun phrases and adverbs to add more detail.  SEND: Write using sentence starters and word banks.	Children may incorrectly identify adjectives not fully understanding. They may also incorrectly use adjectives if they don't fully understand what a noun is.  Children may incorrectly form and punctuate sentences due to lack of understanding still.	Lesson 1: Children to watch videos and look at images of a certain landscape in Africa (eg the dessert or the plains etc). Children to discuss and then list what they think they would be able to see, hear, smell, taste and feel.  Lesson 2: Children to read sentences which use adjectives and identify them either by highlighting them or replacing them with another maybe more interesting one (GD up levelling skill). Use Similes in writing where appropriate.  Lesson 3: Children to create a useful word bank of adjectives and use these adjectives with 1 adjective then discuss how these can be improved using 2 adjectives. Then teach how these sentences can be extended further using words such as 'with'. EXT: Children to fill in blanks on expanded noun phrases to describe pictures of nouns (lions, trees, people) and then have a go at writing their own.  Lesson 4: Children to recap their learning from this week – correctly using adjectives. Children to share their best ideas with the group/class to inspire others – did anyone have an idea you could magpie? Children then to independently write their setting description based on an image (or video).

		Composing a sentence orally before writing it.				
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Context (big picture learning)

To learn more about other cultures and ways of life – drawing on knowledge from the canon book as well as geography, history, art and PSHE learning.

Link to resources: <T:\Primaries\Departments\KS1\Planning Cycle B\Summer 1\English\Year 1\Week 5 Setting Description>