

### Hook:

- Use penguin teddy...he wants to go on holiday, where could he go?
- Farm animal visit at the end of term

### Features of topic:

- Vocabulary of travel and transport
- Sharing about their experiences of holidays and applying this when role playing—writing packing lists, booking forms, posters and post cards.
- Understanding what we need for different trips—using this to plan our farm trip
- Scribe T4W for first time!

### Troll Words:

Leant: the, I, to, no, go, into, me, be, my, by, we, she, he, they, are, you, all

To learn: some, come, were, there, when, give, live

### HFWS Words:

Learnt: in, on, is, it, can, and, of

-To learn: went, see, that, up, if, put, get, but, for, your,

### Sounds:

-Taught: s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f/ff, l/ll, ss, j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er

-Focus on Phase 4 and reading & writing sentences independently

-Continuing to introduce troll words

## Holiday Journeys—Summer 1

**Purpose: To share about their experiences using full sentences, including the use of the past tense and conjunctions. To apply this in their writing and thus become more confident in writing sentences independently.**

### Morning work

-Monday, weekend news: write about what they did at the weekend. Other days write about a picture on the board, encouraging independent sentence writing.

### Literacy Carousel

-5 stations: guided reading, 1:1 readers, sentence writing, Phase 3 phoneme frames, word building games: adjacent consonants

### Phonics lessons

-Phase 4: reading and writing words with adjacent consonants: CVCC, CCVC, CCVCC, CCCVC, CCCVCC

-Continue teaching remaining Troll Words and High Frequency Words (shown in green)

-Apply: Sentence writing—yellow row: supported by HC, open challenge activity to anyone who finishes their sentence, extend with 'and' or 'but', write another sentence about the picture etc.

### English/Topic lessons

**Week 1: Penguin on Holiday** - Share about their easter holiday experiences 'I went to...'. Discuss what is a holiday, where could we go on holiday? Read Penguin on Holiday to provoke conversation about experiences of going to the beach. Read stories about plane journeys, where would you travel in the world? Apply previous learning about Our World. Role play in the 'Tourist Information Centre', tell each other where they could go and what they could do using our new vocab—write out booking forms. Cut up travel brochures and use them to make holiday adverts 'Come to \_\_\_ you can \_\_\_'.

**Week 2: The Train Ride** - Learn the story as our talk for writing text. Share experiences of going on a train and where they went, explore a map of the UK, where could we get to on the train? Why can't we go to some countries on the train? Pretend we go on holiday on the train, write a postcard to a friend telling them what you can see 'There are lots of \_\_\_\_\_. I can see \_\_\_\_\_'.

**Week 3: Boats:** Continue T4W, scripting a sentence from the text. Meanwhile, in topic lessons, learn about boats and think about where we could travel by water. Explore floating and sinking, and make junk model boats out of recycling.

**Week 4: Twelfth Night/Pirates:** Following on from boats topic, read stories about pirates! Link this to the story of Twelfth Night, making it into a more age related story—focusing on word activities—could use an opp to test ability to read Phase 4 words. Use larger junk model materials to make a big ship outside which we can sit in!

**Week 5: Our Farm Trip!** Plan our trip to the farm together, which mode of transport would be best to get there? What do we need to pack? What could we do there? In PSHE think about what we need to do to keep safe on a trip/when the weather is sunny. Explore farm animals and what farmers do each day. Write about what they saw at the farm.

### Stickability - how are you going to ensure the children remember the learning?

- Talk 4 Writing methods
- Fun actions to remember text, actions for full stop to help learn this punctuation
- Repeated refrains which are easy to join in with and memorise—writing activities then linked to these to reduce cognitive load when writing.
- Focusing and recalling key vocab
- Acting out the stories—learning to tell stories themselves

### Progression Statements

#### Literacy

- Sentence writing—finger spaces—introduce capital letters and full stops.
- Re-read books to build up confidence in word reading -progress monitored in guided reading and 1:1 reading weekly
- Read common exception words taught so far (Troll Words)
- To form most lower and upper case letters correctly (pre-cursive)
- To aim to write sentences which can be read by others - continuing this into Summer 2.

#### RSC Techniques

-Hot seat: characters from the books we've read, to explore their different perspectives.

-Role play area reflects topic, allowing children to practice using their newly learn vocabulary.

#### Inclusion and Diversity

-Show accurate world maps which show the correct scale of countries.

-If looking at inventors of different modes of transport, include inventors of under represented groups.

### Outcome:

The children will be able to independently read and write sentences using phase 2 and 3 sounds and irregular words taught so far.

In writing they will be using finger spaces, full stops and capital letters to start a sentence—without support.