Year 1 Summer 2:

English			
Key Learning			
Unit	**Stories with Fantasy Settings**	**Recounts**	**Poems for Learning by Heart**
Outcome	▪ A fantasy story featuring their own robot model as the central character.	▪ A first person recount about making a model robot.	▪ Learn a poem by heart for performance.
Possible Duration	▪ 2-3 weeks.	▪ 2-3 weeks.	▪ 1-2 weeks.
Key Learning Reading	▪ Read words containing –s, -es, -ing, -ed, -er, -est endings. ▪ Read more challenging texts using phonics and high frequency word recognition. ▪ Develop fluency, accuracy and confidence by re-reading books ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Identify and discuss the main events in stories. ▪ Identify and discuss the main characters in stories. ▪ Use patterns and repetition to support oral retelling. ▪ Retell familiar stories in a range of contexts, e.g. *small world, role play, storytelling*. ▪ Make predictions based on what has been read so far. ▪ Make basic inferences about what is being said and done. ▪ Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.	▪ Apply phonic knowledge for reading. ▪ Automatically recognise approximately 150 high frequency words. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Recall specific information in texts. ▪ Relate texts to own experiences. ▪ Activate prior knowledge. ▪ Check that texts make sense while reading and self-correct. ▪ Listen to what others say. ▪ Take turns.	▪ Spilt two and three syllable words into the separate syllables to support blending for reading. ▪ Read words with contractions e.g. *I'm, I'll, we'll* and understand that the apostrophe represents the omitted letter. ▪ Apply phonic knowledge for reading. ▪ Automatically recognise approximately 150 high frequency words. ▪ Develop fluency, accuracy and confidence by re-reading books. ▪ Listen to a range of texts at a level beyond that at which they can read independently including stories, non-fiction and poems. ▪ Recognise and join in with language patterns and repetition. ▪ Recite rhymes and poems by heart. ▪ Introduce and discuss key vocabulary. ▪ Give opinions and support with reasons. ▪ Explain clearly their understanding of what is read to them.

Year 1 Summer 2:

English

Key Learning (contd.)

| Key Learning Writing | Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letters for names of people, places and days of the week. Identify and use question marks and exclamation marks. Use simple 'joining words' to link ideas. Pluralise nouns – build on using '-s' e.g. *dog, dogs*, as addressed in previous units, to using '-es', e.g. *wish, wishes*. Orally compose every sentence before writing. Re-read every sentence to check it makes sense. Sequence ideas/events in order. Use formulaic phrases to open and close texts. Use familiar plots for structuring the opening, middle and end of their stories. Read aloud their writing to adults and peers. | Say and hold in memory whilst writing, simple sentences which make sense. Write simple sentences that can be read by themselves and others. Separate words with finger spaces. Punctuate simple sentences with capital letters and full stops. Use capital letter for the personal pronoun I. Use simple joining words to link ideas. Pluralise nouns using '-s' and '-es' e.g. *dog, dogs; wish, wishes.* Add the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind.* Reread every sentence to check it makes sense. Orally plan and rehearse ideas. Sequence ideas/events in order. Write in different forms with simple text type features e.g. recounts. Discuss their writing with adults and peers. | Separate words with finger spaces. Identify and use question marks and exclamation marks. Add the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind.* Orally plan and rehearse ideas. Write in different forms with simple text type features e.g. *instructions, narratives, recounts, poems, information texts.* Read aloud their writing to adults and peers. |

Year 1 Summer 2:

English			
Key Learning (contd.)			
Suggested Texts	▪ No-Bot by Sue Hendra. ▪ The Three Little Aliens and the Big Bad Robot by Margaret McNamara. ▪ The Big Bad Wolf and the Robot Pig by Laura North and Kevin Cross. ▪ Little Robots on the CBeebies website (**here**). ▪ The Robot Book by Heather Brown. ▪ Harry and the Robots by Ian Whybrow. ▪ Crazy talk app or Talking Faces download from Inclusive Technologies website (**here**). ▪ Wall-E film (2008). ▪ Selected extracts from the Robots film (2005) (PG rating) ▪ Origins - The story of a lone robot from the Literacy Shed website (**here**).	▪ Mister Maker clips on the CBeebies website (**here**). ▪ Robot Dog by Mark Oliver. ▪ Talk for Writing across the Curriculum: How to teach non-fiction writing 5-12 years by Pie Corbett and Julia Strong.	▪ I'm a little Robot by Robert Hiedbreder on the Rableather website (**here**). ▪ My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website (**here**). ▪ Robot Rumpus by Sean Taylor (written in rhyme). ▪ Robots, Robots Everywhere! by Sue Fliess (written in rhyme). ▪ Jumpstart Poetry by Pie Corbett.

English

Stories with Fantasy Settings – Creative Learning Opportunities and Outcomes	
Creating interest ▪ Reveal to children the title of the chosen text, e.g. No-Bot by Sue Hendra. Set up book talk based purely on the title, taking care not to give any clues away by revealing the front cover just yet. Ask questions such as: What are your thoughts about the title 'No-bot? Have you ever heard of that word before? Could it be a made-up word or name? Does it remind you of another word? If someone makes a link with the word 'robot', prompt further with questions such as what do you think this story might be about? Gradually reveal the front cover of the book, prompting the children to make further predictions. Finally, reveal the illustration in the centre of the cover page and ask whether this picture, together with the title 'No-bot', gives us any clues as to what the story might be about?	**Learning outcomes** ▪ Children will be able to discuss the title and how it relates to the events in the whole story. ▪ Children will be able to take turns and listen to what others say.

Reading
Grammar: Warm ups throughout the reading phase – focus on pluralising nouns using '-es', e.g. *wish, wishes*. Introduce this by first of all revising using '-s' to pluralise, as addressed in previous units, e.g. *dog, dogs.*
Reading and responding
▪ Through shared reading, explore a chosen 'robot' story, e.g. No-Bot by Sue Hendra.
▪ Model the appropriate use of phonics to read accurately, blending sounds in unfamiliar words.
▪ Stop at suitable points in the story to make predictions and use *Book talk* to deepen understanding of the text. Where key events occur or key decisions are made, pause to investigate character choices and feelings.
▪ Model and support the development of simple inferences, using techniques such as the magic mirror, magic microphone and hot-seating. Follow these with short writing opportunities in the form of think, say, feel bubbles, role-on-the-wall and/or diary entries written by the central character. Ensure these tasks are modelled.
▪ Through shared reading, explore a number of other robot themed stories. Apply similar methods and techniques as those described above to deepen understanding of the text(s) and begin to develop inference.
▪ Once texts have been shared with the class, display them in a book corner or class interactive display, to allow children the opportunity for rereading in order to develop fluency, accuracy and confidence.
▪ Further enrich the reading phase by reading other robot themed stories at other points of the school day.
▪ Begin to learn a simplified version of one of the stories using Talk for Writing approaches. More information about these approaches is available on the Talk4Writing website (**here**).
▪ Simplify or adapt the chosen text to include simple joining words, formulaic phrases to open and close, and repeating language patterns as in the adapted opening of 'No-bot' below:
   ***Once upon a time** there was a robot called Bernard. Bernard liked to play on the swings in the park.*
   ***One day** Bernard was going home from the park **when** he shouted "Where is my bottom?"*
   ***First** he saw Bird. "Excuse me Bird, have you seen my bottom?" said Bernard.*
   *"Sorry. It was too heavy for a nest" said Bird. **So** Bernard carried on looking.*
	Learning outcomes
	▪ Children will be able to pluralise nouns using '-es'.
	▪ Children will be able to make predictions.
	▪ Children will be able to deepen their understanding of a text using basic drama techniques to explore character choices and feelings.
	▪ Children will be able to use simple inference.
	▪ Children will be able to use drama activities to inform short writing opportunities.
	▪ Children will be able to reread texts shared as a class to develop their fluency, accuracy and confidence.

English

Stories with Fantasy Settings – Creative Learning Opportunities and Outcomes (contd.)

Next he saw Bear. *"Excuse me Bear, have you seen my bottom?" said Bernard.*
"Sorry. It sounded funny as a drum" said Bear. **So** *Bernard carried on looking.*
Next he saw Elephant. *"Excuse me Elephant, have you seen my bottom?" said Bernard.*
"Sorry. This is just my hat" said Elephant. **So** *Bernard carried on looking… etc.*

- Use oral storytelling techniques, including actions and story maps. Encourage the children to rehearse their oral retelling of the story on a regular basis over a period of days; in groups, pairs and individually. Facilitate the opportunity for children to continue this retelling at other points in the day, e.g. by providing suitable props, pictures, costumes, walk-through-hoops in the role-play area, perhaps with the class robot temporarily taking on the name 'No-Bot.'

Reading and analysing

- Linked to the grammar focus, identify nouns from the text and pluralise by simply adding '*-s*', e.g. *robot, robots; hat, hats; drum, drums; nest, nests; swing, swings*. Extend to examples that require the addition of '*-es*' to pluralise, e.g. *box, boxes; beach, beaches*.
- Create a simple whole class checklist of features, e.g. *main robot character, setting, problem, events, 'time joining words'*.
- Work with the children to chunk the story into key events. Alternatively, provide the children with an envelope of mixed key events, for them to sequence, e.g.

Bernard loved to play on the swings at the park.
When Bernard set off home, he realised his bottom had disappeared!
Bird had been using his bottom for a nest, but it was too heavy.
Bear had been using his bottom in his drum kit, but it made a funny noise.
Bernard thought Elephant had it, but it was just his hat.
Bernard thought that Seal had it, but it was his shopping basket.
Bernard thought that Dog had it, but it was his window box.
Bernard thought that Rabbit had it, but it was his boat.
Bernard started to cry and exclaimed, '*I'm not a robot – I'm a no-bot!*'
Just then, Bernard discovered a sandcastle – he had found his bottom!
Bernard and all his friends danced.

- Children will be able to retell a simplified story, using actions and story maps.
- Children will be able to identify and pluralise nouns from within the text, by adding '*-s*' or '*-es*'.
- Children will be able to create a list of features of a robot themed fantasy story.
- Children will be able to work with the teacher to 'chunk' a story into its key events.

Gathering content

Grammar: Warm ups throughout the gathering content – focus on using simple 'joining words' to link ideas, e.g. *and, but, or, so*.

- Use the chunk a plot technique to extract the basic plot and create a new story plan, as in the example below:

Learning outcomes

- Children will be able to work with the teacher to extract the basic plot and create a new story plan for a class story.

Year 1 Summer 2:

English

Stories with Fantasy Settings – Creative Learning Opportunities and Outcomes (contd.)

No-Bot	Extract the basic plot	Innovated plot
Bernard loved to play on the swings at the park.	Main character loved to do something.	
When Bernard set off home, he realised his bottom had disappeared!	When character set off home, he realised part of him was missing!	
Bird had been using his bottom for a nest, but it was too heavy.	Character B had been using the missing part for a … but it wasn't suitable.	
Bear had been using his bottom in his drum kit, but it made a funny noise.	Character C had been using the missing part for a … but it wasn't suitable.	
Bernard thought Elephant had it, but it was just his hat.	Main character mistook something else belonging to another character for his missing part.	
Bernard thought that Seal had it, but it was his shopping basket.	Main character mistook something else belonging to another character for his missing part.	
Bernard thought that Dog had it, but it was his window box.	Main character mistook something else belonging to another character for his missing part.	
Bernard thought that Rabbit had it, but it was his boat.	Main character mistook something else belonging to another character for his missing part.	
Bernard started to cry and exclaimed, 'I'm not a robot – I'm a no-bot!'	Main character becomes upset and gives him/herself a new name.	
Just then, Bernard discovered a sandcastle – he had found his bottom!	Main character discovers missing part.	
Bernard and all his friends danced.	All characters celebrate!	

Note; the above is an example and details the extraction of the whole plot of the story. Depending on the ability of the class, it may be more appropriate to simplify the above to innovate on the first four sections, before jumping to the last three.

- Innovate the story using the plan to create a slightly different version, changing the character/events, based on the children's own robots as the main character. Ask the children to consider: What's special about your robot? What special features does it have? In No-Bot, Bernard lost his bottom; what could your robot lose?
- Plan a class innovation together (based on the class robot) and following this, model the creation of a whole class story map.

- Children will be able to follow this class innovated plan by writing their own, based on their own model robot.
- Children will be able to orally retell their story in different contexts, using props and costumes to aid if appropriate.

English

Stories with Fantasy Settings – Creative Learning Opportunities and Outcomes (contd.)

- Children to work in pairs or individually to create their own innovated story featuring their own robot. - Provide sufficient talk time for children to be confident about what is special about their robot and what feature it is going to lose in their story. - In small groups or pairs, children role play the new version of their story. Use props or small world figures to support this. Drama techniques can also be used to enhance, e.g. *role play, freeze frame or hot seating.* - Children draw a story map of their new version of the story and use it to tell their story. They should tell their story at least three times so they are sufficiently familiar with it to support the writing process. Children present their stories to the class, another pair or small group.	

Writing	Learning outcomes
- Use shared writing techniques and the chunked plot pattern above, to model writing a section at a time of the class story. Focus on pluralising nouns using '-*s*' and '-*es*', e.g. *dog, dogs; wish, wishes* and using simple joining words to link ideas. - Model orally composing each sentence before writing and, once written, rereading each sentence to check it makes sense. - Children follow the modelling each day from the whole class story and use their own story map to inform their writing. - Use AFL, marking and feedback to adjust shared writing focus daily. - Model editing and improving writing in response to audience and purpose. - Following this modelling, allow children the opportunity to read aloud their writing with adults and peers.	- Children will be able to write an innovated fantasy story, featuring their own robot model as the central character, including; – full stops and capital letters. – sentences which make sense. – simple joining words to link ideas. – features of a fantasy narrative. – pluralised nouns using 's' and 'es'.

Outcome

- An innovated fantasy story featuring their own robot model as the central character.

Presentation

- Arrange a story time for the children to read their robot themed stories to the Reception class.

English

Recounts – Creative Learning Opportunities and Outcomes

Creating interest	Learning outcomes
- Linked to learning opportunities in design and technology, generate interest by providing opportunities for children to design and make a model robot. This will provide the focus of their writing for this unit. - During the process of making their individual robots, take photographs at each stage for the children to later sequence and discuss. If resources allow, video footage of some of the process would also be of use. - Make a class robot also which can form the basis of the shared writing. As the robot is being constructed, model how to give a running commentary of the actions being performed, using appropriate 'technical' vocabulary (e.g. *split pin, sellotape, jaw, shoulder*), and time words and phrases (e.g. *first, next, after that, finally*). - Show the children one of the Mister Maker one minute challenges from the CBeebies website (**here**). - Ask the children to imagine that they are Mister Maker as they make their robots, perhaps talking to an imaginary camera. Encourage them to talk about what they are doing as they are making their robot, using technical and time related language.	- Children will be able to use simple technical vocabulary in an oral recount. - Children will be able to use simple time words and phrases in an oral recount.

Reading
Grammar: Warm ups throughout the reading phase - focus on adding the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind*.
Reading and responding
- Remind the children of the last time they studied recounts (within the Family Album theme). What can they remember about writing recounts?
- Through shared reading, explore a range of recount texts, including a diary entry, letter, a write up of a trip or activity by a pupil in last year's class. Examples of recounts which are pitched suitably for Year One can be difficult to find; consider composing and writing some model recounts which relate to meaningful experiences for the children, e.g. a recent educational visit, a class assembly or a theme day. Ensure they include:
  – age appropriate sentence constructions, e.g. simple sentences; simple sentences with ideas joined by and, or; compound sentences with clauses joined by and, but, so.
  – time words e.g. first, next, then, after that, a few minutes later, finally, at last.
  – a sentence about feelings e.g. We were tired but we were happy about finding so many shells.
  – appropriate phonemes and graphemes to support phonics learning and provide opportunities for children to apply their developing skills in context.
  – high frequency words matched to the appropriate phase of phonics development.
- Model the use of intonation and expression when reading. Pause over certain words which may be unfamiliar to the children; allow opportunity for them to use phonic skills to decode them.
	Learning outcomes
	- Children will be able talk about the prefix '*un-*' and how it changes the meaning of a word.
	- Children will be able to discuss the main events in a recount.
	- Children will be able to use their phonic skills to decode appropriate unfamiliar words.
	- Children will be able to recognise appropriate high frequency words in context.

English

Recounts – Creative Learning Opportunities and Outcomes (contd.)

- Display large cards, each with a different time word written on it. Select the first card and model the composition of an oral sentence based on the recount text, e.g. *First the children got their coats from the cloakroom and put them on*. Taking each card in turn, ask the children to work in pairs to orally compose sentences to recount the events from the text. Extend into a short writing opportunity.
- Identify key vocabulary, including any words with the prefix '*un-*'.
- Following exploration through shared reading, display the recount texts in a book corner or class interactive display. This will provide children with opportunity for rereading in order to develop fluency, accuracy and confidence.

Reading and analysing

- Using the Talk for Writing approach, begin to learn a simple text by heart (imitation). This will provide the children with a useful model to support the construction of their own recount. For further information on the Talk for Writing approach, see the website (**here**) or *Talk for Writing Across the Curriculum: How to teach non-fiction writing 5-12 years* by Pie Corbett and Julia Strong.
- Watch another clip from Mister Maker on the CBeebies website (**here**). Model recounting the steps that Mister Maker followed to create his invention. Ask the children to 'spot' and collect time words such as first, next, then, after that, finally in your recount.
- Using a different one minute challenge, ask the children to watch then work in pairs to recount what he did. Encourage focused listening by having one child begin the recount then, on the sound of the teacher's whistle, the partner takes over.
- Invite two children to share their oral recounts, describing the steps that Mister Maker followed, using a variety of time words as modelled earlier. Listen to the two different versions of the recount and involve the children in offering feedback.
- Gather ideas from the children to collectively create a toolkit or list of recount features. Continue to add to this over several days as more recounts are read or heard.
- Spot and collect time words. Display on the working wall to be referred to throughout the unit.

- Children will be able to recite a recount.
- Children will be able to identify and collect time words from recounts they have read and listened to.
- Children will be able to sequence events.
- Children will be able to use simple joining words to connect ideas.
- Children will be able to orally plan and rehearse ideas.
- Children will be able to identify the basic features of a personal recount, including a range of time words.

Gathering content

Grammar: Warm ups throughout the reading phase – focus on the use of the capital letter for the personal pronoun *I*.

- Refer back to the class robot that was made. Ask the children to consider the question how did we make him? Show children a collection of photographs or video footage of the creation process. Collectively decide:
  - What is happening in each picture?
  - In what order did the events happen?
- Sequence the pictures appropriately. Attach arrows and time words to link each part of the recount. In groups, ask children to pass the magic microphone and take turns to recount each stage in the process as the microphone is passed around the group. Initially, this could focus on following the pictorial cues and to extend, using the time words.

Learning outcomes

- Children will be able to use a capital letter for the personal pronoun *I*.
- Children will be able to sequence key events.
- Children will be able to orally recount events using 'time joining words'.

Year 1 Summer 2:

English

Recounts – Creative Learning Opportunities and Outcomes (contd.)

- Follow up by inviting individuals to take on the role of Mister Maker and recount in role. Take feedback as a class and discuss. - Turn attention to the children's own robots. Provide children with a series of photographs illustrating their robot making process. Use the magic microphone to tell a partner what is happening in each picture, before then sequencing them. - Provide children with cut out arrows to link each of the pictures and ask them to attach a time word to each arrow. - Ask children to orally recount their robot making process to a partner, using the photographs and time word arrows. - Invite volunteers to orally recount their process to a group or the class. Ask the audience to listen out for the word *I* and put up their thumbs each time they hear it. Although not committing their sentences to writing just yet, this allows links to be made with the grammar focus for this phase.	
Writing - Use shared writing techniques and the plan to model the writing, one section at a time. Focus on the use of the capital letter for the personal pronoun *I,* adding the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind*, and a sentence about feelings. - Model interacting with the working wall, selecting appropriate time words. - Model orally composing each sentence before writing and, once written, reread each sentence to check it makes sense. - Children follow the modelling each day from the whole class focus and use their sequence of pictures/photographs and arrows to inform their own writing. - Allow for the opportunity for children to orally rehearse their recount every day before writing. - Use AFL, marking and feedback to adjust shared writing focus daily. - Model editing and improving writing in response to audience and purpose. - Following this modelling, allow children the opportunity to discuss their writing with adults and with peers.	**Learning outcomes** - Children will be able to write a personal recount which includes; – The capital letter for the personal pronoun *I.* – Adding the prefix '*un-*' to verbs and adjectives to change the meaning, e.g. *untie, unkind.* – 'Time joining words' to help sequence the events chronologically. – A sentence about feelings.

Outcome

- A personal recount of making a model robot.

Presentation

- Create a display of the children's writing, along with their robots, in a public area of the school or local library.

Year 1 Summer 2:

English

Poems for Learning by Heart – Creative Learning Opportunities and Outcomes

Creating interest	Learning outcomes
- Share a simple robot themed poem with the children. I'm a little Robot by Robert Hiedbreder on the Rableather website (**here**) would be a good choice as it is simple and repetitive and lends itself to acting out. - After reading the poem twice, ask the children to stand up and together, invent and perform some appropriate robot like actions to accompany the words. Encourage the children to join in with the words. - Having explored the poem through movement, ask them to think about whether it is the same or different from the robot stories they have been reading. What is the same? What is different?	- Children will be able to join in with the words and actions of a poem. - Children will be able to identify simple differences between stories and poems.

Reading	Learning outcomes
Grammar: Warm ups throughout the reading phase – focus on identifying and using question marks and exclamation marks. **Reading and responding** - Through shared reading, explore a range of robot themed poems. Model appropriate phonic strategies, including splitting two and three syllable words into the separate syllables to support blending for reading. - Provide words on cards from a chosen poem which include two and three syllables. Ask pairs to read them together. When rereading the poem, ask the children to stand up when their word is read and repeat their word. Others to clap the syllables to reinforce. - Use book talk prompts to generate discussion and promote explanation of choices, e.g. *My favourite poem/verse/line is … because… This poems makes me think of … I like the way the poet has …* - Linked to the grammar focus for this phase, identify the use of question marks and exclamation marks in the poems. Question the children about why the poet has used them. - Model the reading of relevant lines and how the use of punctuation affects the performer's delivery of the line. Invite children to join you in performing given lines, responding to the use of both question and exclamation marks. - Distribute some of these lines on card for pairs to read together, responding to the punctuation appropriately. Invite pairs to 'perform' their line; the rest of the class having to guess whether the sentence ends with a question mark or exclamation mark, depending on how it was delivered. Extend to include lines ending with full stops. - Once read as a class, allow children the opportunity to re-read whole poems in pairs or individually to help build accuracy, fluency and confidence. - Identify and collect new vocabulary, e.g. in the case of 'My Robot' by Gareth Lancaster, *whirring, astute, adept.* Explore meanings through discussion (and if appropriate use of dictionaries), orally rehearsing the words in different sentences using the magic microphone. Record on the working wall for future use. - Identify and collect words with contractions, e.g. *I'm, I'll, we'll.* Revise previous learning that the apostrophe represents the omitted letter through matching and sorting games. Relate to examples found in the poems.	- Children will be able to identify question marks and exclamation marks. - Children will be able to listen to a range of texts at a level beyond that at which they can read independently including poems. - Children will be able to apply phonic knowledge for reading, and split two and three syllable words into the separate syllables to support blending for reading. - Children will be able to explain clearly their understanding of what is read to them. - Children will be able to give opinions and support with reasons. - Children will be able to identify and use question marks and exclamation marks.

Year 1 Summer 2:

English
Poems for Learning by Heart – Creative Learning Opportunities and Outcomes (contd.)

Reading and analysing	Learning outcomes
Reading and analysing ▪ For each poem read, discuss and explore the different patterns created; repeated sounds; repeated words and phrases; rhyming words; how the text is laid out on page or screen. ▪ Compile a checklist of features that can be added to as more poems are read and shared. ▪ Provide a short writing opportunity for the children to create labelled or annotated diagrams of their own robots. Encourage the use of some of the rhyming words and new vocabulary collected. Extend to robot character descriptions if appropriate.	**Learning outcomes** ▪ Children will be able to develop fluency, accuracy and confidence by rereading books. ▪ Children will be able to discuss key vocabulary. ▪ Children will be able to read words with contractions e.g. *I'm, I'll, we'll*; understand that the apostrophe represents the omitted letters. ▪ Children will be able to identify features of poetry; collect repeated and rhyming words.
Gathering content **Grammar:** Warm ups throughout the gathering content phase – focus on adding the prefix '*un-*' to verbs and adjectives to change the meaning e.g. *untie, unkind*. ▪ Allow children to role-play or act out a chosen poem or verse using actions, costume, props, small world figures, percussion instruments or even their own robot models. For example, in Robot Rumpus, children could take on the roles of the narrator, Mum, Dad, 'Wash-bot', 'Clean-bot', 'Cook-bot' and so on. Alternatively, children act as puppeteers to move or manipulate their own robots in the different robot roles. ▪ Other alternatives include asking each group to take responsibility for performing one verse, working towards a whole class retelling, or create a group sculpture of a given robot with them all moving (and narrating) as one unit. ▪ Based on another poem, create a text map and teach the children to orally recite it, using oral storytelling techniques, e.g. actions and voices. ▪ Recite the poem daily. Vary the approach between whole class, groups and pairs, and keep interest levels high by setting up challenges, e.g. with a partner, each say one line/word at a time, or bring partners out to the front to have a babble-gabble race (who can say it the fastest?).	**Learning outcomes** ▪ Children will be able to recognise and join in with language patterns and repetition. ▪ Children will be able to recite a poem or verse.

Writing
▪ As this unit is 'Poems to learn by heart', the emphasis is on the reciting of a learnt poem. There is therefore, no specified final written outcome. However, short writing opportunities which can take place throughout the unit include:
  – robot character descriptions.
  – lists of rhyming words.
  – innovated versions of a robot poem read, e.g. in the case of 'Robot Rumpus', could Mum and Dad leave your class set of robots in charge? (i.e. those created in design and technology learning opportunities).
  – a glossary of robot related vocabulary.
	Learning outcomes
	▪ Children will be able to recite a robot themed poem by heart.
	▪ If working towards a written outcome, children will be able to:
	  – orally plan and rehearse ideas.
	  – separate words with finger spaces.
	  – use question marks and exclamation marks.
	  – read loud their writing to adults and peers.

Year 1 Summer 2:

English
Poems for Learning by Heart – Creative Learning Opportunities and Outcomes (contd.)

	▪ If writing an innovated version of a poem/verse, children will be able to: – write in different forms with simple text type features e.g. *poems*.

Outcome
- A robot themed poetry recital.

Presentation
- Arrange a class performance or assembly in which children can perform their poetry recital to an audience.