

What are the class learning?	How will A access this?	What does A's learning look like? (Including info. From P levels)	Group/pair activities	1:1 activities with an adult	Independent activities
<p>'Macbeth'</p> <p>Multisensory storytelling based on 'Macbeth'</p> <p>Reading and retelling stories about witches</p> <p>Making and communicating for writing of own spell</p>	<p>Multisensory storytelling based on 'Macbeth'</p> <p>Reading and retelling stories about witches</p> <p>Making and communicating for writing of own spell</p>	<p>Rp6 Uses patterns of speech influenced by their experience of books</p>	<ul style="list-style-type: none"> Use a cauldron and props to cast spells using language of 'Macbeth' using key phrases "Double, double, toil and trouble" "Fire burn" "Cauldron bubble" Make set of different wands for A to use with a friend to cast different spells. 	<ul style="list-style-type: none"> A choose things to put in his cauldron, use body part and creature name e.g. "eye of pig", "toe of dog". TA to scribe speech bubbles for the witches using A's phrases above. A can illustrate. Play a matching game with phrases from the spell e.g. "Eye of toad" and pictures- TA to read phrase, A to find corresponding picture. 	<ul style="list-style-type: none"> Look at own collection witch stories e.g. 'Meg and Mog' books; 'Room on the Broom'; 'Winnie the Witch' Stick speech bubbles around witch in his book.
	<p>Play is influenced by their experience of stories and may include actions</p>	<p>Play is influenced by their experience of stories and may include actions</p>	<ul style="list-style-type: none"> Re-tell story for a group of friends using puppets Dress up as a witch with a peer. Photograph. 	<ul style="list-style-type: none"> Meg and Mog story sack- retelling (or multi-sensory storytelling session) 	<ul style="list-style-type: none"> Exploring puppets: witch, animals Making things to put in cauldron using play dough Explore 'goo' in cauldron (can make using corn flour and green food colouring)
	<p>Understands some conventions of print and knows where to start reading</p>	<p>Understands some conventions of print and knows where to start reading</p>	<ul style="list-style-type: none"> Read different witch stories as above with a friend. 	<ul style="list-style-type: none"> Read different witch stories and talk about what is the same/different- e.g. has a cat, has a broomstick Make a simple chart with pictures of the different witches down one side and hat, cat, broomstick, cauldron etc. along top. A to put a mark to indicate whether the 	<ul style="list-style-type: none"> Look at own collection witch stories e.g. 'Meg and Mog' books; 'Room on the Broom'; 'Winnie the Witch' There are lots of great activities on the 'Room on the Broom' website: http://roomonthebroom.com/game/

				<p>different characters have these things.</p> <ul style="list-style-type: none"> Look at the text in 'Meg and Mog' where the writing goes up the stairs, big text for loud sounds etc. Talk to A about why the text looks like this Scribe spell words for A using large, bold, capitals, zig zag writing e.g. 'BOOM!', 'BANG!' 	
		Wp5 Ascribes meaning to marks	<ul style="list-style-type: none"> Drawing alongside a friend- tell friend about his picture 	<ul style="list-style-type: none"> Emergent writing/mark making: speech bubbles for witches Use different thicknesses of black pens for 'witch writing' Emergent writing- speech bubbles for photos of himself dressed as witch 	
		Uses a widening range of vocabulary	<ul style="list-style-type: none"> Join in with group role play using spell language Give a peer instructions for how to draw a witch and a king, using features e.g. 'crown, cloak, horse'; 'pointy hat, wand, cauldron' 	<ul style="list-style-type: none"> Make list of different magic words e.g. 'Abracadabra', 'Hocus pocus', 'Double double, toil and trouble' etc. 	
		Can communicate some ideas for scribing with adult support		<ul style="list-style-type: none"> At end of this unit, A to use props and prior learning to communicate his own spell to TA for scribing. Use a simple structure e.g. start with magic words, use body part and 	<ul style="list-style-type: none"> Choose pictures scanned and copied from with picture books of things to put in cauldron for spell writing, and stick onto spell writing plan. Choose body part pics/creature pics (pre-cut) to stick side by side on a

				creature name e.g. 'Eye of newt'	sheet of paper to make simple spell recipe e.g. leg plus spider = leg of spider.
		Can trace, overwrite or copy shapes or straight line patterns			<ul style="list-style-type: none"> • Complete witches hats by drawing (or tracing) 2 straight lines onto base • Add straight lines to stars to draw/paint/trace wands • Draw wiggly lines onto mouse bodies to draw/trace/paint tails • Roll skinny sausages of dough to make mouse tails to add to play dough mice.