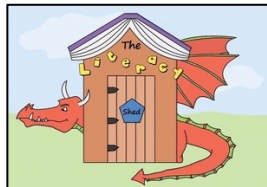
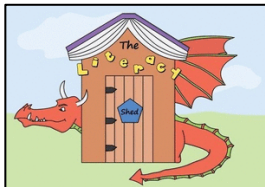
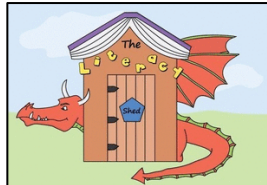
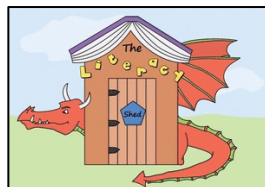


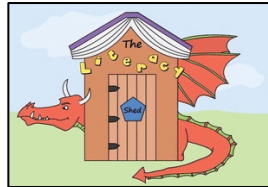
Year: Reception		Lesson objective:		
Resources: Resource 1a- Baby discussion photos Resource 1b- Writing template- baby ideas Resource 1c- Mind map template		I can talk about my ideas. ELG2)i) ELG2)iii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)		
Book Title & Author: Avocado Baby by John Burningham		Lesson Number: 1		
Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):				
Hook into Session/	Share front cover of the story with the children- give them the opportunity to respond to and discuss the image with a partner.			
Opening Activities	Establish that it is a baby on the front cover- what is unusual about this baby? What is this baby doing? What do the children think the story is going to be about? Then share title of the story- does this tell the children anything else about this story? Show children an avocado and if possible, give children an opportunity to taste an avocado.			
Lesson Input	From the title and the image on the front cover, establish with the children that we know that the story is going to be about a baby. What do they already know about babies? Give children an opportunity to share their ideas and create a bank of their ideas (if available, use an additional adult to scribe). Use Resource 1a to act as a prompt for discussion as needed. If any children have recently had a younger sibling, it might be an exciting introduction to this story, to ask parents/carers if they can come in for a short visit to the class.			
Independent Activities	Simplify Children to share their ideas about what they know about babies. Encourage children to share personal experiences- i.e. talk about babies in their families.	Expect Children to share their ideas about what they know about babies- adult to act as scribe writing down children’s ideas (Use Resource 1b or 1c) .	Extend Extend to children writing down their own ideas- and choosing how to record their ideas. e.g. writing a list, creating a mind map, writing sentences. (Use Resource 1b or 1c)	
Plenary	Revisit the front cover- does the image on the front cover match what we already know about babies?			
Further Teaching Points	UW- Children to be given the opportunity to talk about past and present events in their families.			

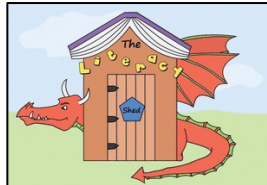
Year: Reception		Lesson objective:		
Resources: iPad or other recording device Resource 2a- Self/Peer assessment tool		I can talk about my ideas.		
Book Title & Author: Avocado Baby by John Burningham		ELG1)iii) ELG2)i) ELG2)ii) ELG8)i)		
Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):		Lesson Number: 2		
Hook into Session/ Opening Activities	Share with children image on the first page of the story of the Hargraves family. Children to have the opportunity to respond to and discuss the image of the family with a partner. What do they notice? E.g. a mummy, a daddy, a boy (son/brother), a girl (daughter/sister).			
Lesson Input	Read the first page of the story- what do we find out about the Hargreaves family? i.e. they aren't very strong, they are going to have another baby, they hope that the baby isn't weak. Explain that as the children are experts on babies, they are going to tell the Hargreaves family all about what the baby will need to grow strong. Children to have an opportunity to share their ideas- encourage children to make a link to what they need to be healthy (ELG05). Create a bank of the children's ideas.			
Independent Activities	Simplify As a group, discuss what they think the Hargreaves' new baby will need to grow up to be strong.	Expect As a group, children to share their ideas about what the Hargreaves' new baby will need to grow up to be strong. Using an iPad, record a message to send to the Hargreaves family sharing their ideas.	Extend Encourage children to use 'because' to give reasons. e.g. Your baby should drink lots of milk <u>because</u> it will make its bones stronger.	
Plenary	Share recorded messages- do the children think these will help the Hargreaves family? Have they shared their ideas clearly? Use Resource 2a as a self/peer-assessment tool.			
Further Teaching Points	ELG05- Link to healthy diet- small group activity sorting healthy and unhealthy food.			

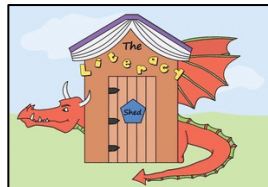
Year: Reception		Lesson objective:	
Resources: Resource 3a- Model text Resource 3b- Simplify activity Resource 3c- Expect activity Resource 3d- Model text for Extend activity Resource 3e- Writing frame for extend activity		I can use clearly identifiable letters to communicate meaning.	
Book Title & Author: Avocado Baby by John Burningham		ELG1)i) ELG2)iii) ELG8)i)	
Publisher and Year: Red Fox, 1982		Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)	
Hardback or Paperback: Paperback Edition: 2000		Lesson Number: 3	
Literacy Shed Clip Link (if necessary):			
Hook into Session/Opening Activities	Look at image of the Hargreaves family in the hospital with their new baby- encourage children to discuss how they think the different family members are feeling in this image. E.g. Mummy is happy that she has a new baby, daddy is worried that the baby won't be strong etc.		
Lesson Input	Share the following page with the children- how did the family feel? What does the author mean by 'as they feared'? Clarify meaning as needed. What did Mrs Hargreaves find difficult and why? Read up to the children making the suggestion to give the baby an avocado pear. Explain that the children are going to write a list for Mr and Mrs Hargreaves of all the things they will need for their baby at home. Teacher to model writing a list- with a focus on using recognisable letters (model letter formation throughout), using phonics to support spelling (focus on initial sounds as appropriate) and communicating meaning. Also highlight that each item on the list should be written on a new line. See Resource 3a for a model text as needed.		
Independent Activities	Simplify Children to write a list of the things a baby needs, using picture prompts to support ideas (Resource 3b). Focus on use of initial sounds as needed.	Expect Children to write a list of the things the family will need for a baby. Encourage children to use their phonics knowledge to support their spelling (Resource 3c).	Extend Extend to giving reasons for items on the list- e.g. A cot to sleep in. Further extend children to writing a short letter to the Hargreaves family (See Resource 3d for example and Resource 3e for writing frame).
Plenary	Opportunity for self-assessment- children to check their own lists and look closely at their letter formation. Which letters are they pleased with the formation of? Can they spot any letters they think they need to practise more? Teacher to support self-assessment process.		
Further Teaching Points	You may wish to provide letter formation examples and phonics mats to support writing process. ELG04- For pupils with poor pencil control, ensure that there are a range of fine motor activities available throughout the continuous provision.		

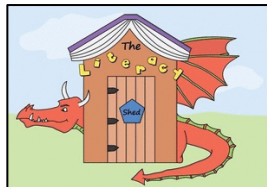
Year: Reception		Lesson objective:		
Resources: Resource 4a- VIPERS Resource 4b- Simplify activity Resource 4c- Extend activity		I can talk about events in the past.		
Book Title & Author: Avocado Baby by John Burningham Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):		ELG1)i) ELG2)iii) ELG13)ii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii) Lesson Number: 4		
Hook into Session/Opening Activities	Ask children to think of things they can do now that they couldn't do when they were a baby- give children the opportunity to discuss with a partner and then feedback and share with the class- e.g. talk, walk, run etc.			
Lesson Input	Share from the page with the image of the fruit bowl up to the baby pushing a car. Using VIPERS (Resource 4a) to support discussion of the text- with a focus on the unusual things that the baby in the story can do. As exploring the text, ask children to consider whether they could do the things the baby in the story does when they were a baby. What could they do when they were a baby?			
Independent Activities	Simplify Ask children a series of questions about when they were a baby- use Resource 4b to support discussion around what they could and couldn't do. Encourage children to answer in simple sentences.	Expect Children to discuss what they could and couldn't do when they were a baby. Encourage children to talk in the past tense- 'When I was a baby...'	Extend Extend to children completing a table with the things they could and couldn't do when they were a baby (Use Resource 4c).	
Plenary	Do the children like that the baby in the story can do unusual things? If so, why? E.g. I like it because it's funny, I like it because it's surprising, I don't like it because it's silly etc.			
Further Teaching Points	ELG 17- In role play area, provide baby dolls to give children the opportunity to respond to the story through imaginative play.			

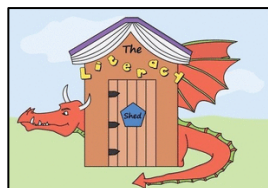
Year: Reception		Lesson objective: I can write simple labels and captions.		
Resources: Resource 5a- Model text Resource 5b- Simplify activity Resource 5c- Expect activity		ELG1)i) ELG2)i) ELG8)i) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii) Lesson Number: 5		
Book Title & Author: Avocado Baby by John Burningham Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):				
Hook into Session/Opening Activities	Look at the images of the baby carrying the shopping, moving the piano and pushing the car. Children to think of words they could use to describe this baby with their partner- e.g. strong, helpful, tough, mighty, kind etc.			
Lesson Input	If possible, bring in your own baby photo to share with the class- can the children guess who the baby is? Explain to the class that they are going to make a class baby book, so that they can all find out more about each other when they were babies- each child will make their own page for the book. Then model adding simple labels to your baby photo, naming parts of the baby (e.g. eyes, mouth etc). As appropriate extend to writing simple descriptive labels- e.g. blue eyes. Then following on from yesterday's lesson, model writing a simple caption- modelling saying the caption aloud, then using phonics knowledge to sound out individual words (focus on initial sounds as appropriate), leaving finger spaces between words, using a full stop at the end of the sentence and then reading your sentence back to make sure it makes sense. See Resource 5a for an example. You may choose to use this rather than your own baby photo.			
Independent Activities	Simplify Children to add simple labels (nouns) to their baby photos. (Resource 5b)	Expect Children to add labels to their baby photos and write a simple caption. (Resource 5c)	Extend Extend children to writing descriptive labels and simple sentences about when they were a baby.	
Plenary	Give children the opportunity to share their page for the class book within small groups. Encourage children to peer-assess each other's writing and giving positive feedback- e.g. you have used a capital letter, you have remembered finger spaces, I can read your labels etc. Adults to scaffold and model the feedback process.			
Further Teaching Points	ELG 10- In the writing area, provide book making materials so children could choose to make their own baby books.			

Year: Reception		Lesson objective:		
Resources: Resource 6a and 6b- Model sentences Resource 6c- Writing frame		I can write a simple sentence. ELG1)i) ELG2)i) ELG8)i) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)		
Book Title & Author: Avocado Baby by John Burningham Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):		Lesson Number: 6		
Hook into Session/Opening Activities	Encourage children with a partner to recap the story so far- use key questions to prompt the children as needed. E.g. What do we know about the Hargreaves family? What were they worried about before they had their new baby? What did they feed their baby? What happened to the baby after it ate avocado?			
Lesson Input	Revisit image of the baby sitting in the high chair eating avocado. Do the children like avocado? Give children the opportunity to discuss their favourite foods- create a list of the class’ favourite foods. Teacher to then model writing a simple sentence about their favourite food- model saying the sentence aloud, then writing it, beginning with a capital letter, sounding out each word, leaving a finger space between each word and then using a full stop at the end of the sentence. Then model reading the sentence aloud to check that it makes sense. See Resources 6a and 6b for differentiated examples.			
Independent Activities	Simplify Adult support for writing- focus on initial sounds as appropriate.	Expect Children to write a simple sentence about their favourite food; with reminders to include a capital letter, full stop and finger spaces. (Resource 6c)	Extend Extend to encouraging children to use ‘because’ to give a reason and use adjectives in their writing (as in modelled examples).	
Plenary	What would the children like to happen to them when they eat their favourite food? E.g. get stronger (like in the story), become faster, brainier etc.			
Further Teaching Points	ELG 05- Small group food tasting activity- giving children the opportunity to taste a selection of healthy food. Extend more able writers to recording responses to food tasting.			

Year: Reception		Lesson objective:		
Resources: Resource 7a- VIPERS		I can talk about characters and events in a story.		
Book Title & Author: Avocado Baby by John Burningham		ELG1)i) ELG2)iii) ELG8)i) ELG8)iii)		
Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):		Lesson Number: 7		
Hook into Session/Opening Activities	Display some of the images of the ‘Avocado Baby’ showing his strength- children with a partner to recap some of the things they have seen the baby doing in the story so far. You may wish to re-read this part of the story.			
Lesson Input	Read on from the page when the ‘Avocado Baby’ sees the bullies in the park through to the end of the story. Use VIPERS to support discussion of this final section of the story (Resource 7a). Create freeze-frames of the different things the ‘Avocado Baby’ was able to do within the story and encourage children to talk about what is happening. Extend to encouraging children to think about the baby’s motives- e.g. he pulls the other children uphill to help them, he scares the burglar away so that he can steal from his family etc.			
Independent Activities	Simplify Provide adult and peer support/modelling for pupils who find use of role play challenging. Picture prompts from the text may be supportive.	Expect Children in small groups to use role play to re-enact the events in the story once the baby begins eating avocados.	Extend Assign narrator role as appropriate, encouraging children to talk about the baby’s actions and motives.	
Plenary	Give children the opportunity to share their role play with the class. Remind children of the role of those in the audience and how to show they are listening. Give the audience a focus for feedback- e.g. have they included all of the things the baby was able to do? Have they told the story clearly?			
Further Teaching Points	ELG 3/17- Encourage the children to continue to explore the story imaginatively, developing their own ideas and narratives in the role play area.			

Year: Reception		Lesson objective: I can describe a character in a story.		
Resources: Resource 8a- Simplify activity Resource 8b- Expect activity Resource 8c- Extend activity		ELG1)i) ELG2)iii) ELG8)iii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii) Lesson Number: 8		
Book Title & Author: Avocado Baby by John Burningham Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):				
Hook into Session/Opening Activities	Share final image in the story of the baby asleep. Give the children the opportunity to respond to this image and discuss it with a partner. Highlight that in this image, the baby looks like a baby. Does this image reflect the rest of the story?			
Lesson Input	Look at the image of the 'Avocado Baby' throwing the bullies into the pond. What do the children know about the 'Avocado Baby'? How would the children describe the 'Avocado Baby' to someone who didn't know about this special baby? Encourage children to use adjectives to describe his personality/character/attributes as well as his appearance. Create a word bank of the children's ideas, use an additional adult as scribe if available. When writing the word bank, model the use of phonics (focus on initial sounds as appropriate).			
Independent Activities	Simplify Children in small groups to use images from the text to support their discussion about the baby. Adult to act as scribe and create a list of the children's ideas. Use Resource 8a .	Expect Children to label an image of the 'Avocado Baby' with adjectives- e.g. strong, brave, kind etc. (Resource 8b)	Extend Extend to writing descriptive sentences about the 'Avocado Baby'. (Resource 8c)	
Plenary	How do the children think the Hargreaves family feel at the end of the story? Do the children think they are worried about their baby anymore? What do they think will happen when the Avocado baby gets older/bigger?			
Further Teaching Points	ELG10- Provide a range of images from the text in the writing area- children may choose to add labels/captions/simple sentences. ELG 09- During story time, encourage children to describe other characters in stories that you read.			

Year: Reception		Lesson objective:		
Resources: Resource 9a- Class ideas		I can develop my own narrative.		
Book Title & Author: Avocado Baby by John Burningham		ELG1)ii) ELG2)i) ELG2)iii) ELG8)i) ELG8)iii) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)		
Publisher and Year: Red Fox, 1982		Lesson Number: 9		
Hardback or Paperback: Paperback Edition: 2000				
Literacy Shed Clip Link (if necessary):				
Hook into Session/Opening Activities	Share the final page of the story again- ask children in pairs to think about what they think the baby might do next with his strength? Adult/peer support may be needed to support the generation of ideas for some pupils.			
Lesson Input	Explain to the children that they are going to help the author, John Burningham, and add some extra pages to his story. Explain that in this lesson, they are going to act out their ideas for what could happen in the story. Use the prompt- ‘The Avocado Baby was so strong it could...’. Encourage children to share ideas- e.g. lift up a bus, carry a tiger to the vets etc. Choose children to act out some of their ideas. Use Resource 9a to record children’s ideas.			
Independent Activities	Simplify Some children may need additional adult hover support or peer support within small groups.	Expect Children in small groups to act out their ideas for extending the narrative of the ‘Avocado Baby’ story.	Extend Extend to assigning a narrator for each group to tell the story as other members of the group act out their ideas.	
Plenary	Give children the opportunity to perform their role play ideas to the rest of the class. If possible, take photos while the children are performing, which can be shared and discussed during the opening activities of tomorrow’s lesson. Opportunity for peer-assessment- do they like this addition to the story? Do the ideas fit in with the rest of the story? Do they think the reader would like these ideas and why? During the plenary, you may use an additional adult to add ideas to Resource 9a .			
Further Teaching Points	ELG 3/17- Encourage the children to continue to explore the story imaginatively, developing their own ideas and narratives in the role play area.			

Year: Reception		Lesson objective: I can write simple sentences. ELG1)i) ELG2)i) ELG8)i) Writing: ELG7)i) ELG10)i) ELG10)ii) ELG10)iii)		
Resources: Resource 10a- Model text Resource 10b- Template Resource 10c- Self-assessment		Lesson Number: 10		
Book Title & Author: Avocado Baby by John Burningham Publisher and Year: Red Fox, 1982 Hardback or Paperback: Paperback Edition: 2000 Literacy Shed Clip Link (if necessary):				
Hook into Session/Opening Activities	Revisit the children’s ideas from yesterday (displaying photos of children’s role play ideas if possible) and referring to bank of ideas created. Can children think of anything else the ‘Avocado Baby’ might be able to do?			
Lesson Input	Explain that in today’s session, the children are going to become authors and write their own pages for the ‘Avocado Baby’ story. Teacher to model writing simple sentences- rehearsing and saying the sentence aloud, using a capital letter at the beginning of the sentence, using phonics knowledge to sound out each word (simplify to focusing on initial sounds as appropriate), leave spaces between words and using a full stop at the end of the sentence. Then model reading the sentence aloud and checking it. Ideally, model writing sentences using the ideas the children have generated through role play. You may use or refer to Resource 10a for model text.			
Independent Activities	Simplify Using photographs from the previous lesson may scaffold writing process. Give children the opportunity to rehearse sentences with an adult.	Expect Children to use template (Resource 10b) to write their own sentences for the ‘Avocado Baby’ story.	Extend Extend to further extending the narrative and writing about more than one ideas.	
Plenary	Opportunity for self-assessment- using Resource 10c . Teacher to support self-assessment process.			
Further Teaching Points	ELG 09/ELG 10- Provide differentiated templates for children to write story reviews. ELG 16/17- You may wish to encourage children to create new front covers for the story.			