**English Weekly Teaching Sequence**

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| **Year 1** | Date 14.09.2020 |

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|  | Activity | TA Activity |
| Day One  Learning Focus: Using the key word I | Recap the tricky word I and when we use this.  3 – Children to write sentences with an adjective to describe themselves, following the pattern - I am \_\_\_.  2 – Children to write sentences with an adjective to describe themselves, following the pattern - I am \_\_\_.  1 – Children to write sentences with adjectives to describe themselves, following the pattern - I am \_\_\_ and \_\_\_. | Support children who have been off school with understanding what an adjective is. |
| Day Two  Learning Focus: Identifying adjectives in a sentence. | Use adjectives powepoint for the children to identify the adjectives used in each sentence.  Children to use the images on the board to write a sentence, with an adjective to describe the different items eg. The jumper is red. The pencil is sharp. | Support Set 3 in using the sentence scaffold to build their own sentence eg. The \_\_\_\_\_ is \_\_\_\_\_. |
| Day Three  Learning Focus  Matching adjectives to a setting. | 3 – Children to match adjectives to the correct setting (beach and woods) 2 - Children to read 2 sentences with adjectives that describe a setting and match to the correct picture.  1 – Children to read 4 sentences with adjectives that describe a setting and match to the correct picture. Colouring in the adjectives in the sentences. | Support Set 1 in reading the sentences for the children to match to the correct picture. |
| Day Four  Learning Focus  Write a setting description using adjectives. | Use an image of a setting to shared write a setting description, modelling composing sentences, taking ideas from the children.  3 – Children to write adjectives to describe a setting.  2 – Children to write simple sentences with adjectives to describe a setting. 1 – Children to write a setting description using adjectives. | Support Set 2 in writing their setting description. |
| Evaluation/Reflection/Intervention | | |