**English Weekly Teaching Sequence**

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| **Year \_\_\_\_2\_\_\_\_\_** | **Start Day \_\_\_\_\_Monday\_\_\_\_\_\_\_\_\_\_\_\_ Date 02.11.20** |

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|  **Activity**  |
| **Day one**Learning Focus:Prediction | Starter – Show children the front cover of pumpkin soup, with no title.Activity 1 – Mixed ability pairs to discuss what questions they would like to find out about this book. Chn to write 3 questions they would like to know about the book. Show children the front cover, with title. Activity 2 – HA – Write what they predict the story will be about. I predict that this story is about….MA – To answer questions:-Who are the characters in the story?- What is the story about?- Where is the story set?LA – To describe to TA what they predict the story will be about. Read Pumpkin Soup.  | **Input:****Class discussion what prediction is.****Discuss what the story could be about.**  | **Key Points** |
| **Day two**Learning Focus:Story Sequencing | Children are to sequence story with partners – discussing what happened at each part. In Books - Sequence the story using images from the text. children to write sentences for each of the sequenced images- focusing on correctly demarcating sentences with capital letters and full stops etc.HA – To write and draw pictures of the story sequenced. MA – Using picture prompts, chn are to write main parts of the story. LA – Using pictures and written prompts to correctly sequence the story.  | **Input** Starter – Discuss what happened in the story.  | **Key Points** |
| **Day three**Learning Focus: | SCIENCE | **Input** | **Key Points** |
| **Day four**Learning Focus:  | Discuss characters feelings at different points within the text and encourage children to say ‘why’ and ‘how’ they know these things. Activity 1 - Mixed ability partners – Children are to mind map how each character would feel at different points of the story. Labelling characters and feelings.Activity 2 – Children to hot seat characters from the text. Video evidence.  | **Input** Discuss characters feelings at different points within the text and encourage children to say ‘why’ and ‘how’ they know these things.  | **Key Points** |
| **Day five**Learning Focus: | Character Study of Duck. Introduce that next week we are writing the story as though we are duck. Re-cap Similes with chn. As a class – write a physical description of Duck using 2A sentences and similes. Children are to focus on physical appearance to begin with- mind map nouns, then add adjectives and then form sentences. HA – To create 2A sentences and similes to describe physical appearances of Duck. MA – To create 2A sentences and begin to add similes to their writing. LA – To label nouns and add adjectives to create simple sentences to describe.  | **Input**Discuss nouns, adjectives. Model to chn how to create 2A sentences to describe.  | **Key Points:** |
| Evaluation/Reflection/Intervention (To be completed in PPA) |