**English Weekly Teaching Sequence**

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| **Year \_\_\_\_2\_\_\_\_\_** | **Start Day \_\_\_\_\_Monday\_\_\_\_\_\_\_\_\_\_\_\_ Date\_12th October 2020** |

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|  **Activity**  |
| **Day one**Learning Focus:introducing diamante poem.Verbs.  | Introduce Verbs – Use PPT to generate activities for the whole class. Share examples of diamante poetry – ask the children what they notice. (nouns, adjectives, verbs, diamond shape…In books, children to label the nouns and adjectives and verbs of diamante poem example. Can they identify the pattern?HA- to independently identify and write the pattern of a diamante poem. – Highlight verbs,nouns and adjectives in different colours. MA- to identify a noun, adjective and verbLA- Out of Class - to identify nouns and adjectiveNounAdjective, AdjectiveVerb, Verb, VerbNoun, Noun, Noun, NounVerb, Verb, VerbAdjective, AdjectiveNounSunFiery, YellowBurning, Blinding, ExplodingFlame, Light, Night, CrescentShining, Orbiting, ReflectingCold, SilverMoon | **Input** Show examples of diamante poem – talking partners, what do you notice? | **Key Points:****Simple pattern.** NounAdjective, AdjectiveVerb, Verb, VerbNoun, Noun, Noun, NounVerb, Verb, VerbAdjective, AdjectiveNoun**What a noun, adjective and verb is.**  |
| **Day two**Learning Focus:Adjective, Nouns and Verbs relating to pictures | Starter activity – Discussing what a verb is as whole class. Choice of 3 pictures. Children to choose a picture. To label nouns and adjectives using their senses. HA – 2 pictures (sun/moon, happy, sad) to write columns with all the nouns, adj and verbs associated with the pictures. – Children are going to be making an antonym diamante poem. MA – Synonym Diamante Poem – Children have 1 picture. Chn are to write nouns, adjectives and verbs associated with that picture.LA – Out of class – chn are to discuss nouns, adjectives, and verbs – (what do you see in the park, what do you do in the park, How you do you do things in the park?)  | **Input**ImageryApplying adjectives, nouns and verbs to the poem setting | **Key Points:**Nouns are animals, people, places or things. Adjectives to describe nouns. Verbs are doing words.   |
| **Day three**Learning Focus:To up level words using synonyms. (Science)  | Starter: Show 2 simple words (big, little) – children are to give synonyms to up-level these words. Children are to up-level their nouns, adjectives and verbs from the previous day, responding to written/verbal feedback. HA – To explore how to use a thesaurus to find synonyms.MA – To up-level simple adjectives. LA – To choose synonyms for simple adjectives (good, bad, happy) | **Input**Model how to up-level work and share feedback with the rest of the class on 2 texts.  | **Key Points:****‘**and’ is used to join 2 clauses together. ‘because’ is used to extend sentences and add more information.  |
| **Day four**Learning Focus:Forming diamante poems  | Creating a diamante poem Using nouns, adjectives and verbs.  HA – To plan their poem on a whiteboard. Decide what words they will be using from the previous day. MA – To work as a class to think of words (write words into column on whiteboard – adj, nouns, verbs). Children to choose words to write onto their sheet. LA – Out of Class – Writing simple adjectives, nouns and verbs following on from work completed previously.  | **Input** What is an adverb?Uplevelling work to establish clear description of the dark setting | **Key Points:** Adverbs |
| **Day five**Performing poems | - En2/1h    speak audibly and fluently with an increasing command of Standard EnglishEn2/1i    participate in discussions, presentations, performances, roleplay/improvisations and debatesChildren are to finish their diamante poems. Children to perform their poems in front of their peers. Children to evaluate (give 2\* and a Wish) about each other’s poem.  | **Input**. Exploring repetitive poetry Identifying pattern in repetitive poetryWriting a repetitive poem about the dark setting.  | **Key Points:**repetitive poem |
| Evaluation/Reflection/Intervention (To be completed in PPA) |