**English Weekly Teaching Sequence**

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| **Year \_\_\_\_2\_\_\_\_\_** | **Start Day \_\_\_\_\_Monday\_\_\_\_\_\_\_\_\_\_\_\_ Date\_5th October 2020\_\_\_\_\_\_\_\_\_** |

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|  **Activity**  |
| **Day one**Learning Focus:Features of repetitive and rhythmic poetry | Starter: Introduce ‘After Dark’ Poem.<https://www.poemhunter.com/poem/after-dark-4/>Discuss the meaning behind the poem.Discuss what the children think happens after dark. Mind map onto A3 paper. HA: children to write sentences about what they believe happens ‘after dark’MA: word banks to form sentences about ‘after dark’ using A3 mind maps for supportLA: Complete sentences starters- *After dark you can see….**After dark you can hear….**After dark you can feel etc* | **Input**After Dark by Michael RosenThe meaning behind the poem | **Key Points:****Poetry**Rhythm RepetitionPoems Repeating words |
| **Day two**Learning Focus:Grammar 2A sentences.  | Starter: Display an image ‘after dark’. Children to label the nouns in the picture.Children to add adjectives to the nouns- LA: One adjectiveMA and HA: 2 adjectives separated by a comma. HA Extension – To add similies to their writingFocus on senses.*(Taught a week prior, this should be a recapping excerise)* Children to write a setting description of the ‘after dark’ image using 2 adjectives separated by a comma. LA: descriptive sentences about each noun featured in the image. | **Input**ImageryApplying adjectives to the poem setting | **Key Points:**Adjectives to describe. Similes – As a or like.   |
| **Day three**Learning Focus:Adverbs | Starter: What is an adverb? When might we use an adverb?Children to use the sentences they completed yesterday and up-level their work- focus will be to add adverbs. E.g. The dark, puffy clouds move across the sky. –The dark, puffy clouds move across the sky creepily.Differentiated by level of outcome from yesterday’s work.MA and LA groups will have an adverbs word bank. | **Input** What is an adverb?Uplevelling work to establish clear description of the dark setting | **Key Points:** Adverbs |
| **Day four**Learning Focus:Writing Poems.   | Recap ‘After Dark’ poem – ask the children what they notice. On whiteboards, children to add phrases in exchange for the poem – following the pattern.Children to use ideas to create their own poem. HA – To create their own repetitive poem – following the pattern.MA – to create their own repetitive poem following the pattern. Using prompts.LA – To follow the structure and support to create their own poem.  | **Input**. Exploring repetitive poetry Identifying pattern in repetitive poetryWriting a repetitive poem about the dark setting.  | **Key Points:**repetitive poem |
| **Day five**Learning Focus:Grammar*\*Rising Stars Vocabulary Activity- Page 42- What sound does it make?\** |   | **Input** | **Key Points:** |
| Evaluation/Reflection/Intervention (To be completed in PPA) |