**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 support  LA: Complete sentences starters-  *After dark you can see….*  *After dark you can hear….*  *After dark you can feel etc* | **Input**  After Dark by Michael Rosen  The meaning behind the poem | **Key Points:**  **Poetry**  Rhythm  Repetition  Poems  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 adjective  MA and HA: 2 adjectives separated by a comma. HA Extension – To add similies to their writing  Focus 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**  Imagery  Applying 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 poetry  Writing 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) | | | |