**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) | | | |