

Monday 26th February 2024

# Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Sequencing a story  
Using adjectives  
Understanding verbs

Short narratives

Edit  
publish

Relate to the character  
Shared write  
Writing a short narrative

**Recapping**  
Adjectives and nouns  
Suffix 's'  
Suffix 'es'  
Writing a sentence

Introduce genre  
*Understanding 'Where the wild things are'*  
Using our senses and adjectives

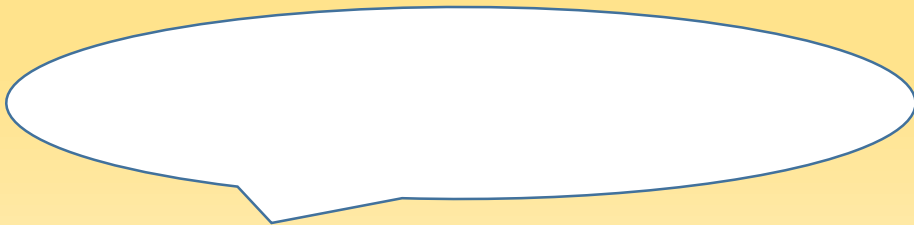
# glide

To move in a smooth and seemingly effortless manner.

Sentence

"The bird glided through the air."

TPs- Can you use it in a sentence?





LQ: Can I understand a story?

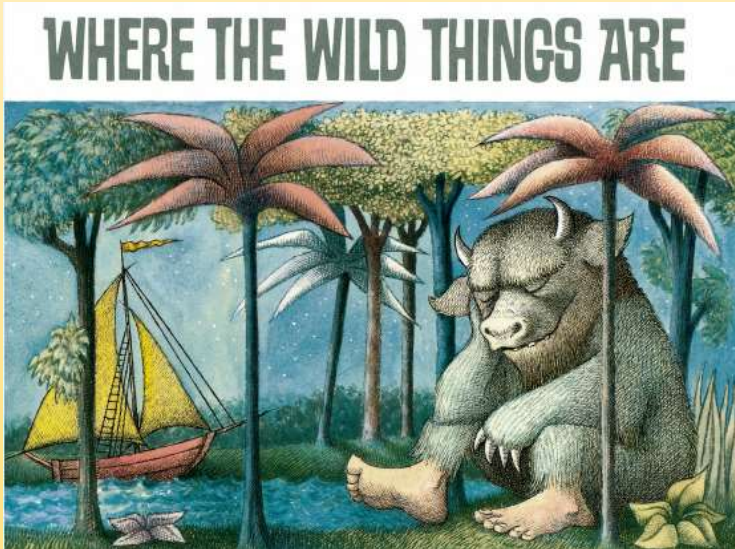


### *Steps to success*

- I listen to the story.
- I can talk about events in the story.
- I can answer questions about the story.

# Star Words

Where The Wild Things Are



Max



This term our topic is called:



*We will be focusing on the story 'Where The Wild Things Are';  
using adjectives and our senses to help retell the story. Let's  
listen to the story!*



TP: Tell your talk partner your favorite part of the story.

Sentence stem: My favorite part was when \_\_\_\_\_.



mischievous

Can you use adjectives you describe the characters from the story: **'Where the wild things are'**

Use the conjunction **'and'** to extend the sentence.

naughty

noisy

loud

scary



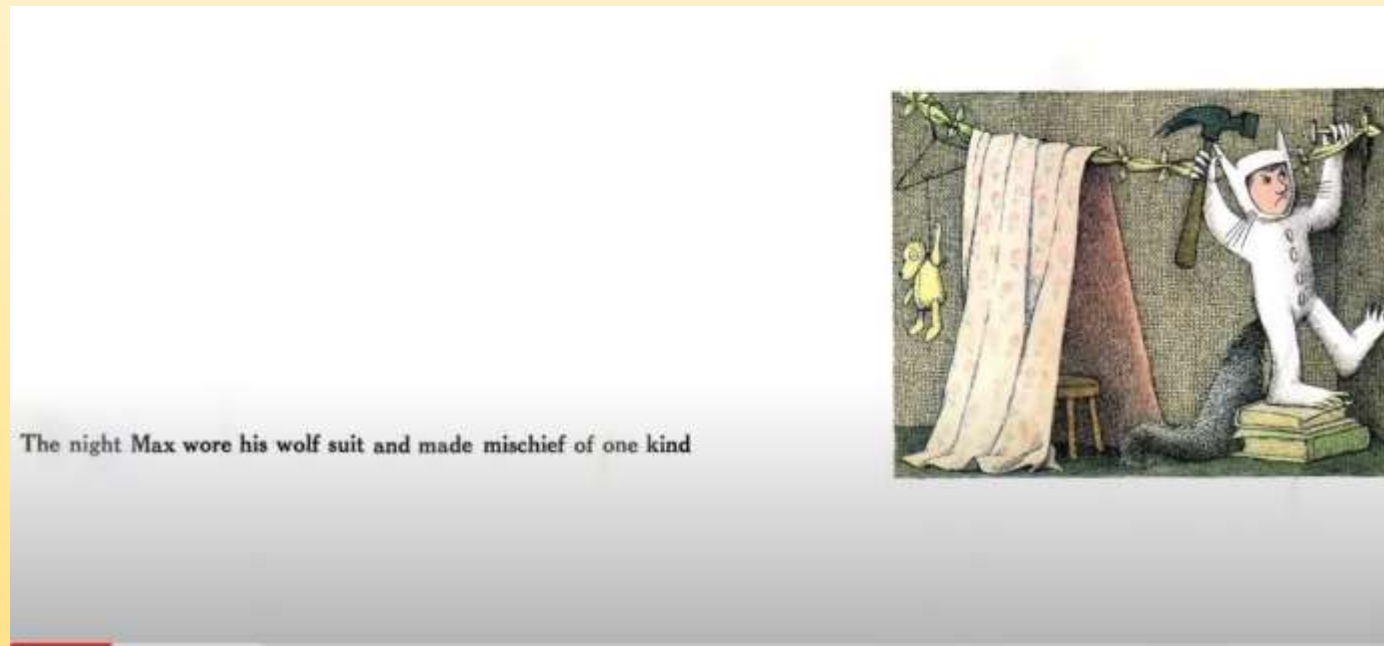
sharp

cheeky

wild

Can you think of any more?

In today's lesson we will be answering comprehension questions about our focus story to make sure we understand the meaning of key events and text.



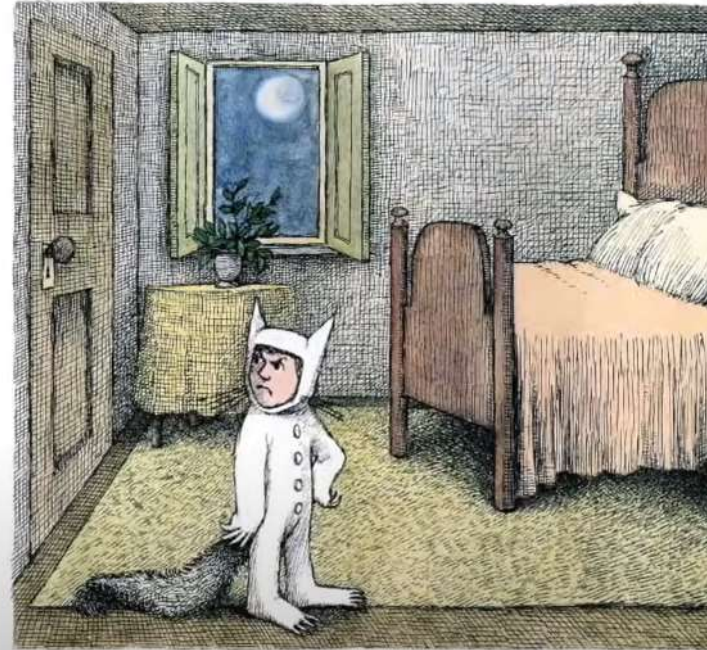
TP: What happened at this part of the story?

What does mischief mean?

How do you think he got up to mischief?



his mother called him "WILD THING!"  
and Max said "I'LL EAT YOU UP!"  
so he was sent to bed without eating anything.



Do you think Max really wanted to eat his mum up?

TP: What happened at this part of the story?

How do you think Max felt?



"Now stop!" Max said and sent the wild things off to bed without their supper. And Max the king of all wild things was lonely and wanted to be where someone loved him best of all.

Then all around from far away across the world he smelled good things to eat so he gave up being king of where the wild things were.

TP: What happened at this part of the story?

Why do you think Max felt lonely?

Who do you think would love Max best of all?

Self assessment

Do you understand the story?

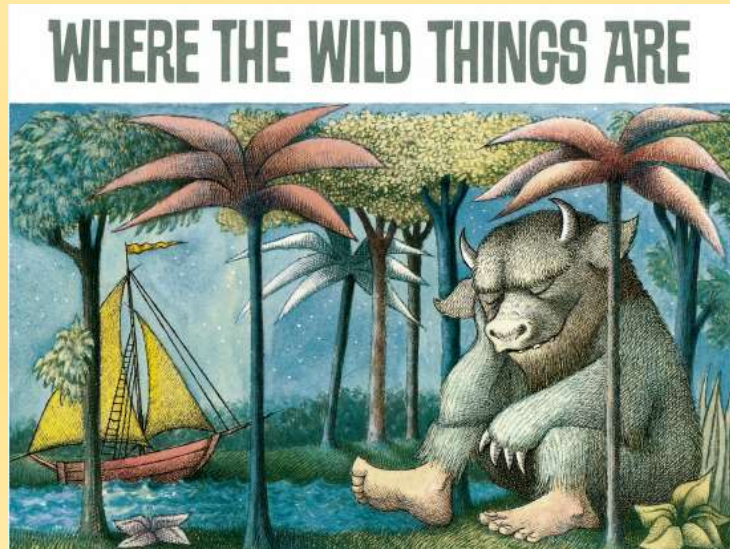


LQ: Can I understand a story?

# Monday 26th February 2024

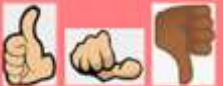
## Task

Today we will answer comprehension questions in our book about our focus story. Read the question and write your answer next to it.



Self assessment

Do you understand the task?



Tuesday 27<sup>th</sup> February 2024



# Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Sequencing a story  
Using adjectives  
Understanding verbs

Short narratives

Edit  
publish

Relate to the character  
Shared write  
Writing a short  
narrative

**Recapping**  
Adjectives and nouns  
Suffix 's'  
Suffix 'es'  
Writing a sentence

Introduce genre  
*Understanding 'Where the  
wild things are'*  
Using our senses and  
adjectives

Tuesday 27th February 2024



LQ: Can I sequence a story?



### *Steps to success*

- I can listen to the story.
- I can recap key events in a story.
- I can sequence a story.



# Star Words

Where The Wild things Are



Max



Time conjunctions

meanwhile first last  
next then finally  
eventually this evening  
last week after a  
while soon afterwards  
meanwhile

Sequence



LQ: Can I sequence a story?

Tuesday 27th February 2024

## Recap

What is our topic?

What is the focus story?

Who are the characters in the story?

What adjectives did we use to describe them?



Lets listen to the story again.

<https://www.youtube.com/watch?v=ALmNPxNehYE>

Today we will learn how to use **time conjunctions** to help us sequence a story.

Sequence is a set of events that follow each other in a particular order.



Time conjunctions words or phrases are used to tell a reader  
**WHEN** something is happening.

meanwhile first last  
next then finally  
eventually this evening  
last week after a  
while soon afterwards  
meanwhile

<https://www.youtube.com/watch?v=seaeluxlsqw>



Time conjunctions words or phrases are used to tell a reader  
**WHEN** something is happening.

First



Next



After that



Finally



CT to model how to say a sentence  
to describe the picture using the  
time conjunction.

*Let's say the time conjunctions  
together!*

Now lets see if we can remember the  
time conjunctions.

CT to make a mind map of time  
conjunctions for the working wall.

Self assessment

Do you understand how to use time  
conjunctions?





# Task

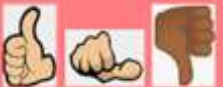
Today we are going to sequence events in the story  
*'Where The Wild Things Are'* by organizing photos in  
the correct order.

We will then orally use time conjunctions to explain  
what is happening in each photo?

after	as soon as possible	before	earlier
eventually	finally	in the beginning	in the end
just at that moment	just then	later	meanwhile
next	several months later	suddenly	while
first	without warning	second	after that

Self assessment

Do you understand the task?



Wednesday 28<sup>th</sup> February 2024

# Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Sequencing a story  
Using adjectives  
Understanding verbs

Short narratives

Edit  
publish

Relate to the character  
Shared write  
Writing a short  
narrative

**Recapping**  
Adjectives and nouns  
Suffix 's'  
Suffix 'es'  
Writing a sentence

Introduce genre  
*Understanding 'Where the  
wild things are'*  
Using our senses and  
adjectives

Wednesday 28th February 2024



LQ: Can I identify short narratives?



*Steps to success*

- I can recap key events in a story.
- I can identify a short narrative.
- I can use time conjunctions.

# Star Words

Short narrative/  
Where The Wild Things Are



adjectives



sequence



senses



# LQ: Can I identify short narratives?

Wednesday 28th February 2024

## Recap



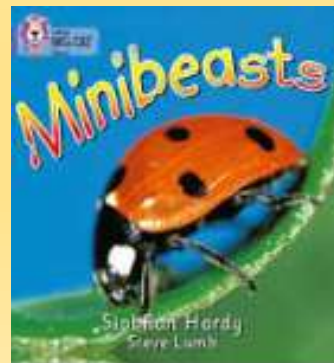
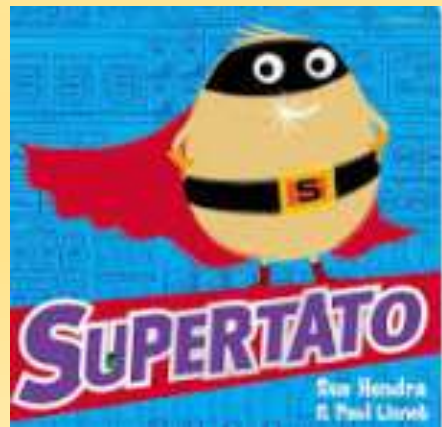
TPs- What is the name of the story we are looking at?

What happened in the story?



## What is a short narrative?

Today we will be looking at a **'short narrative'**. A short narrative is a short **fiction or non-fiction** stories that we can usually read in one sitting (quite quickly).



## *What makes a 'good' short narrative?*

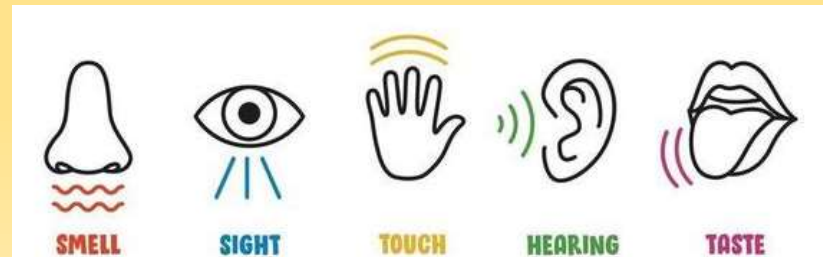
Making sure that there are:

Tells a short story, either fiction or non-fiction.

Adjectives are important to make sure that the short narrative is interesting and creative.



Senses helps us to imagine and focus on what the characters can see in the scene, what they can hear, smell, feel and taste.



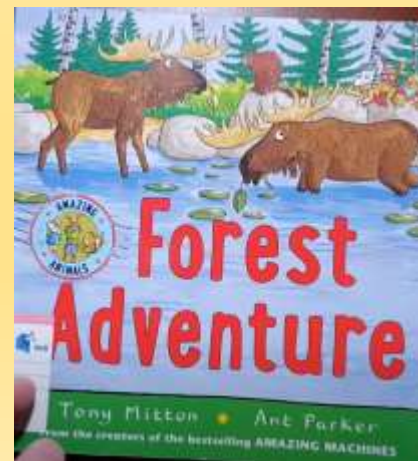
Sequence is the order in which events take place in a narrative. Beginning, middle and end.



*This book is called 'Forrest Adventure' let's see  
if it is a **good** short narrative.*

Adjectives  
Senses  
Sequence  
Tells a short story

<https://www.youtube.com/watch?v=VucRUUGg560&t=65s>





Tells a short  
story

Was this a good short narrative? Why?



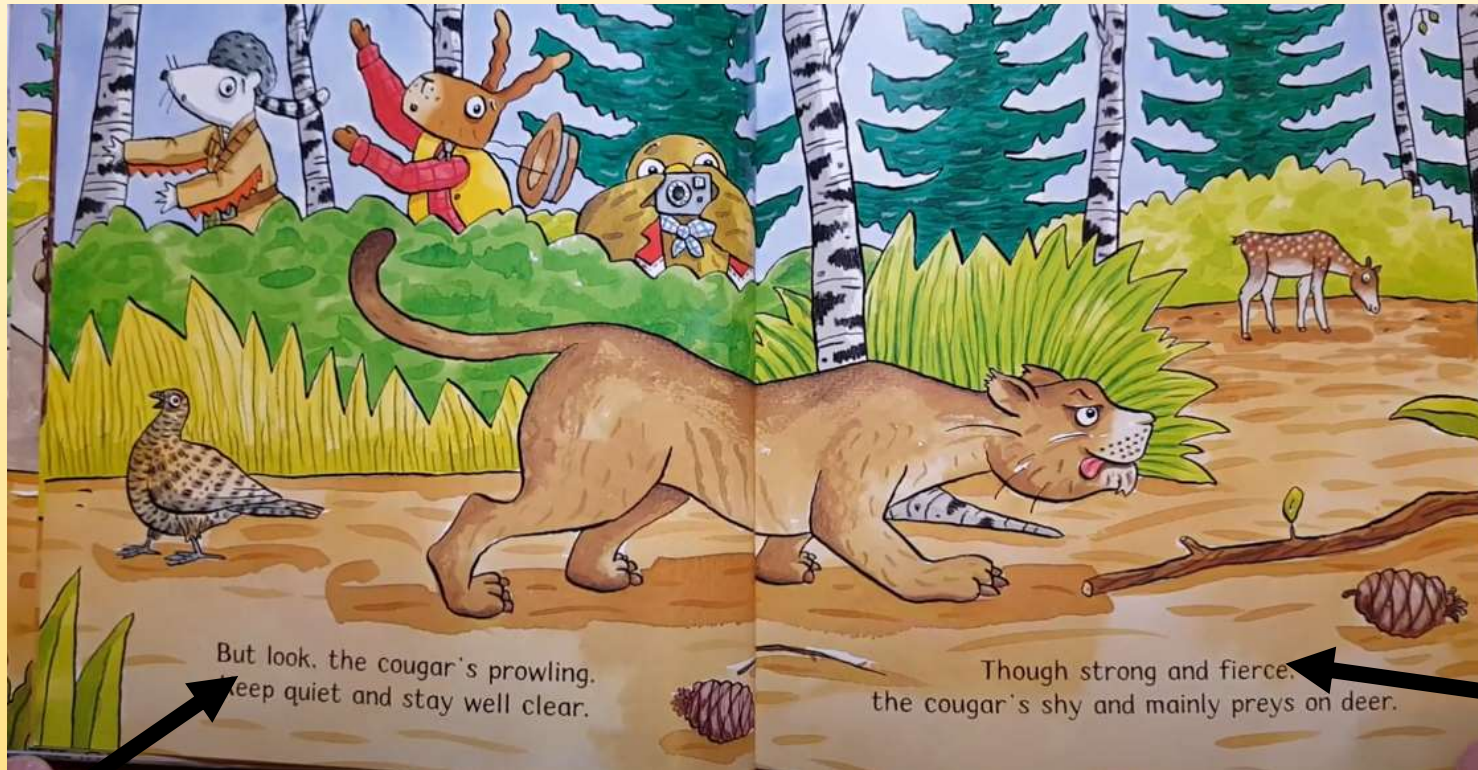
Sequenced

Senses

Adjectives

Tells a short  
story

Was this a good short narrative? Why?



Sequenced

Adjectives

Senses

*This book is called 'The Gruffalo' let's see if it is a good short narrative.*

Adjectives  
Senses  
Sequence  
Tells a short story

[https://www.youtube.com/watch?v=X\\_EM-iZNguo](https://www.youtube.com/watch?v=X_EM-iZNguo)





Tells a short story

Was this a good short narrative? Why?



Tells a short story

Sequenced

Adjectives

Was this a good short narrative? Why?

On went the mouse through the deep dark wood  
An owl saw the mouse and the mouse looked good  
*"Where are you going to, little brown mouse?  
Come and have tea in my treetop house."*  
"It's frightfully nice of you, Owl, but no —  
I'm going to have tea with a gruffalo."



Adjectives

Senses

What senses  
are they  
using?

Sequenced

Tells a short  
story

*"A gruffalo? What's a gruffalo?"*

This book is called '*We're Going on a Bear Hunt*' let's see if it is a **good** short narrative.

Adjectives  
Senses  
Sequence  
Tells a short story

<https://www.youtube.com/watch?v=OgyI6ykDwds>



Was this a good short narrative? Why?

Senses

Splash splosh!  
Splash splosh!  
Splash splosh!

Sequenced

What senses  
are they  
using?

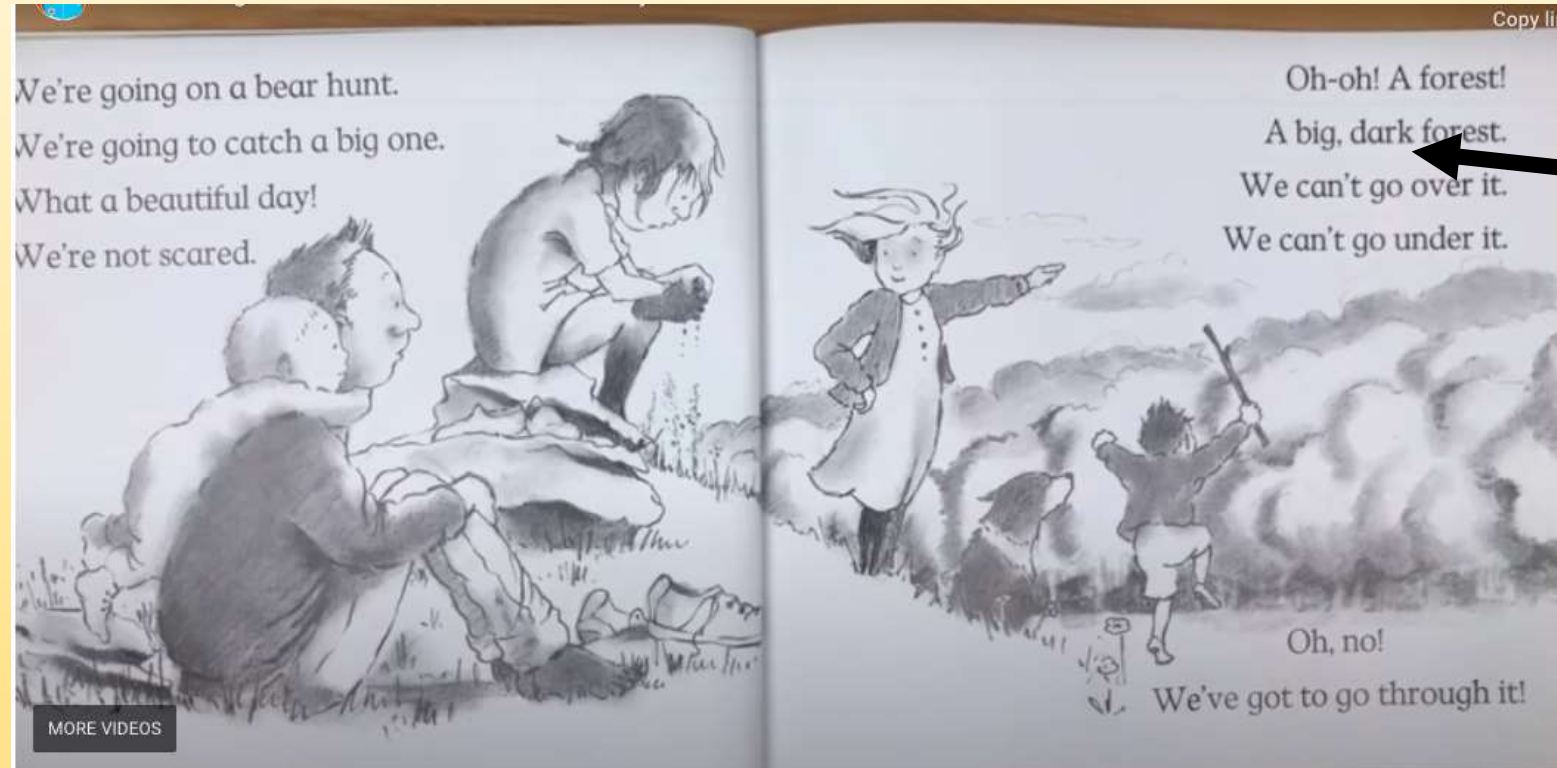
Tells a short  
story





Was this a good short narrative? Why?

Sequenced



Adjectives

What  
adjectives  
can you see?

Tells a short  
story

Self assessment  
Do you understand what makes a  
good short narritave?

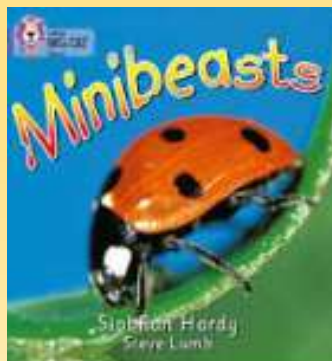
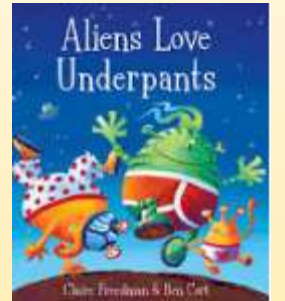




# Task 1



Children are to look at short narratives in groups and explain if they are 'good' short narratives or 'bad' and explain why?



Self assessment  
Do you understand the task?



# Task 2

Create *a 'must haves'* on the genre checklist including everything needed for *a 'good' short narrative.*

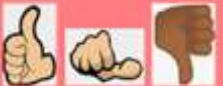
(photocopied on A5 for chns books)

Wednesday 28th February 2024	1	WS
LQ: Can I identify short narratives?	1	2 3

## Writing Check

Writing/genre focus: Short Narrative

Self assessment  
Do you understand the task?



Thursday 29<sup>th</sup> February 2024

# Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Sequencing a story  
Using adjectives  
Understanding verbs

Short narratives

Edit  
publish

Relate to the character  
Shared write  
Writing a short narrative

**Recapping**  
Adjectives and nouns  
Suffix 's'  
Suffix 'es'  
Writing a sentence

Introduce genre  
*Understanding 'Where the wild things are'*  
Using our senses and adjectives



LQ: Can I use my senses?



### *Steps to success*

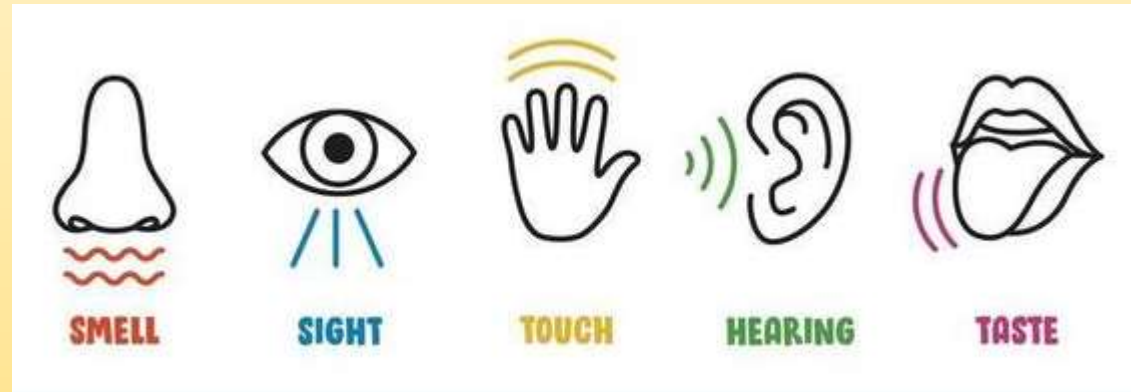
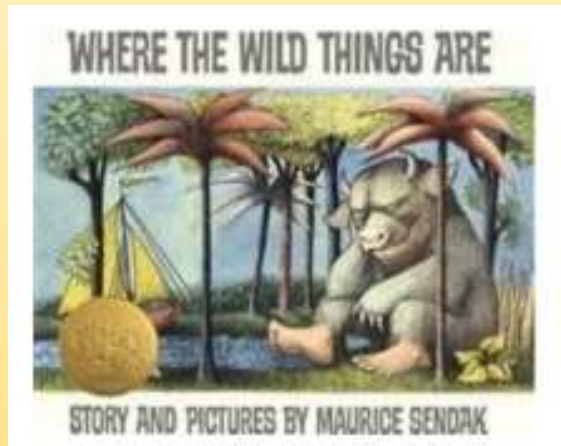
- I know that there are 5 senses.
- I can name each sense.
- *I can explore senses in the story 'Where The Wild Things Are'.*



# Star Words

Where The Wild Things Are

senses



LQ: Can I use my senses?

Thursday 29th February 2024

## Recap

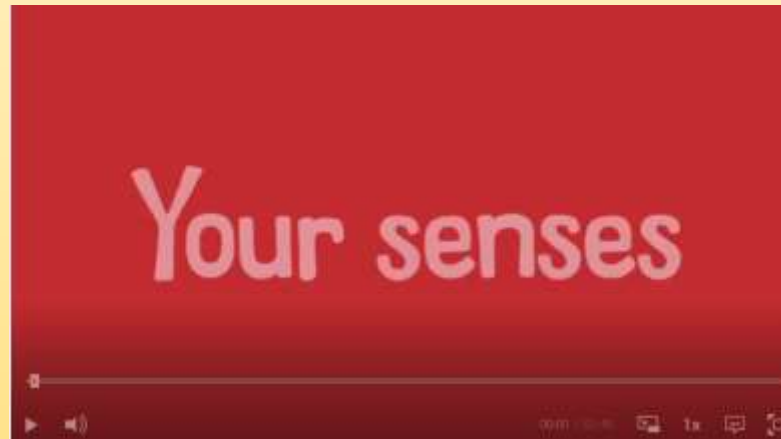
Can you remember the sequence of the story:  
*'Where the wild things are'*

meanwhile first last  
next then finally  
eventually this evening  
last week after a  
while soon afterwards  
meanwhile



Today we will be learning about senses. We have 5 senses that send important information to our brain and help us understand the world around us.

touch, sight, smell, hearing and taste



<https://www.bbc.co.uk/bitesize/topics/zqbxqfr/articles/zxy987h>

TP: \_\_\_\_\_ is a sense.

TP: I have \_\_\_\_\_ senses.

How can we describe  
the smell of dirty bins?



What do we use to smell?

Smell



How can we describe the  
smell of baked cakes?



How can we describe the taste of a ice-cream?



What do we use to taste?

taste



How can we describe the taste of a lemon?





How can we describe  
the feel of a teddy?

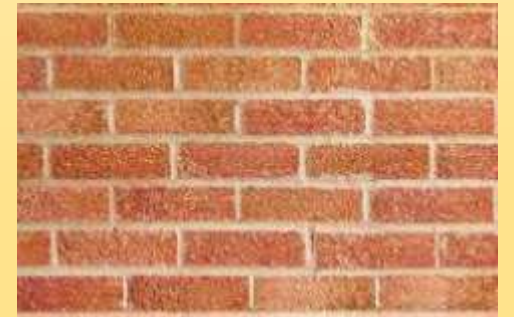


What do we use to touch?

touch



How can we describe the  
feel of a wall?



# LQ: Can I use my senses?

Thursday 29th February 2024



How can we describe  
how a flower looks?

What do we use to see?

sight



How can we describe  
how a tree looks?



How can we describe  
how a cat sounds?



What do we use to hear?

hear



How can we describe  
how a train sounds?



# Task 1

Children are to walk around the school using their five senses. Children to articulate what they can **see, smell, touch, taste and hear**.

Go to different places and explain that your senses adjust to where they are e.g. they might hear something different in the playground compared to the classroom or they might smell something different in the hall compared to the secret garden. They might not be able to use their sense in any of them e.g can they taste anything in the toilet?

Self assessment

Do you understand the 5 senses and what we use it for?



LQ: Can I use my senses?

# Thursday 29th February 2024

## Task 2

Children are to *write* 'I can' sentences to explain what they could **see, smell, touch, taste and hear**.

I can hear \_\_\_\_\_.

I can smell \_\_\_\_\_.

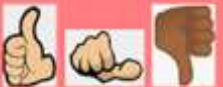
I can touch \_\_\_\_\_.

I can see \_\_\_\_\_.

I can taste \_\_\_\_\_.

Self assessment

Do you understand the task?





Friday 1<sup>st</sup> March 2024

# Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Sequencing a story  
Using adjectives  
Understanding verbs

Short narratives

Edit  
publish

Relate to the character  
Shared write  
Writing a short narrative

**Recapping**  
Adjectives and nouns  
Suffix 's'  
Suffix 'es'  
Writing a sentence

Introduce genre  
*Understanding 'Where the wild things are'*  
Using our senses and adjectives



LQ: Can I use senses and adjectives?

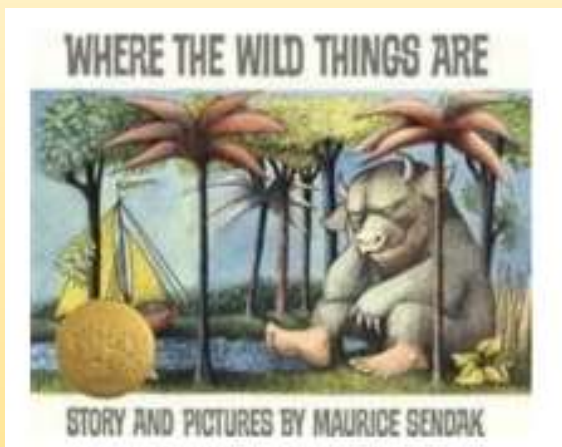


### *Steps to success*

- I can listen to the story.
- I can recap key events in a story.
- I can use senses and adjectives.

# Star Words

Where The Wild Things Are



adjectives



short narrative

One day my bedroom turned into an enchanted woodland. I went into it and I saw enormous trees rustling in the wind. I could hear the wind whistling and the animals roaring. There was something furry hiding behind a tree. Its eyes were blue like the sea. I felt its feet and it felt hairy, rough and prickly. It was a monster but a friendly monster. We decided to play a game. We played tag! We ran, stomped and jumped through the woods. I could smell the damp, wet dirt underneath my feet. I bent down to touch it, it felt soggy! After all that running I started to get tired so I sat on a pile of soft green leaves and went to sleep. When I woke up I was in my bedroom! I smelt mums delicious cooking. It was hot dogs! Yum Yum!

senses



## Recap

Conjunctions join together two different, but related, parts of a sentence.

I like swimming **and** she likes dancing. **But** there are more conjunctions that can help us explain ourselves such as;

**and, but, if, when, because**

**'Because'** is a really useful conjunction. We can use it to explain how or why something is the case.





# LQ: Can I use senses and adjectives?

Friday 1st March 2024

## Recap

Look at this page from the story,  
what adjectives can you spot?



And when he came to the place where the wild things are  
they roared their terrible roars and gnashed their terrible teeth

and rolled their terrible eyes and showed their terrible claws

TPs: What are  
adjectives?

Why are they used?

What adjectives does  
the author use?

## Recap

What are our '**must haves**' for a good short narrative?

### Writing Checklist

Writing/genre focus: Short Narrative

- Hearing
- Sight
- Taste
- Smell
- Touch
- Sequence
- Adjectives
- Verbs

Look on the working wall to help you.

## LQ: Can I use senses and adjectives?

Friday 1st March 2024

### Forrest adventure

This is a short narrative, lets listen to it and decide if it is 'good' short narrative or needs improving.

What adjectives does the author use?

What senses does the author use?

Look at the Genre Checklist on your working wall to help you.

One day my bedroom turned into an enchanted woodland. I went into it and I saw enormous trees rustling in the wind. I could hear the wind whistling and the animals roaring. There was something furry hiding behind a tree. Its eyes were blue like the sea. I felt it's feet and it felt hairy, rough and prickly. It was a monster but a friendly monster. We decided to play a game. We played tag! We ran, stomped and jumped through the woods. I could smell the damp, wet dirt underneath my feet. I bent down to touch it, it felt soggy! After all that running I started to get tired so I sat on a pile of soft green leaves and went to sleep. When I woke up I was in my bedroom! I smelt mums delicious cooking. It was hot dogs! Yum Yum!

Teacher to highlight senses and underline adjectives.

It is important that the adjectives **match** the senses. Do you agree or disagree with these sentences?



I can **hear** spotty leaves.

I can **see** tall trees.

I **smell** yummy supper.

Explain why? What should the correct adjective be?



LQ: Can I use senses and adjectives?

Friday 1st March 2024

Use adjectives to describe the senses.

I can taste the salty ocean.









TP: I can see/ smell/ feel/ hear/taste \_\_\_\_\_.





# Task

Children are to work in groups. Each table is to have a picture from the story and the A3 sense sheet. Children are to use **adjectives** and write what they think they would see, hear, touch, feel and taste.

				
 <p>I can see the shiny moon in the dark sky.</p>				

