

Monday 4th March 2024

Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Understanding verbs
Using verbs
Relate to the character
Past tense

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

Shared write
Short narratives
Edit

Publish
Suffixes (ing, ed and er)

Phonics assessment
week

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

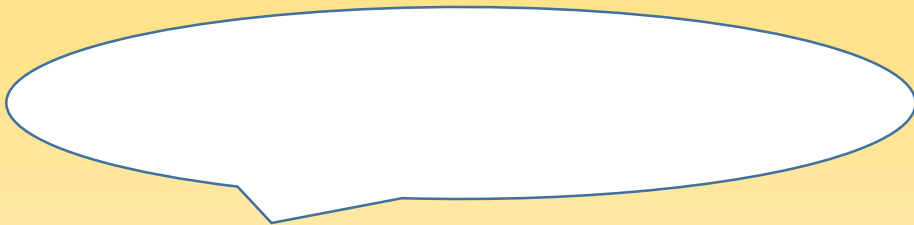
exclaim

To cry out or speak in strong or sudden emotion.

Sentence

"You can't do that!" she suddenly exclaimed.

TPs- Can you use it in a sentence?





LQ: Can I understand verbs?

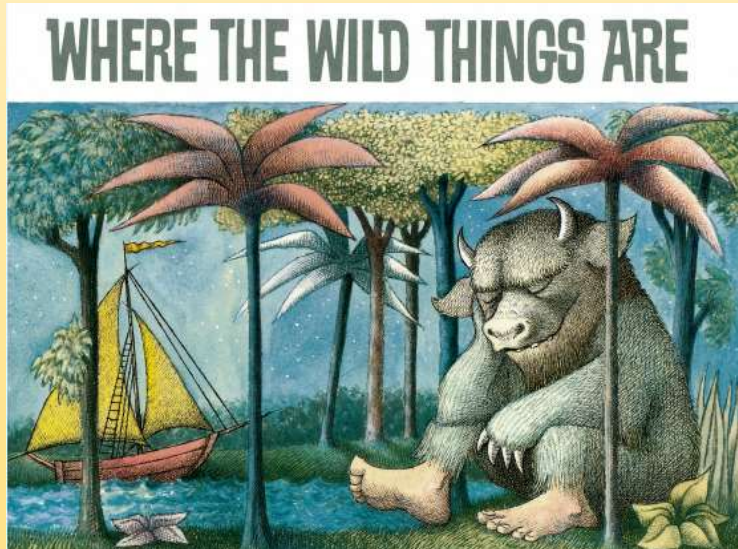


Steps to success

- I can say what a verb is.
- I can act out a verb.
- I can use a verb in a sentence.

Star Words

Where The Wild Things Are



verbs



Recap

What does a **time conjunction** tell us?

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

What is a sequence?

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

Verbs

Verbs can be used to describe an action (doing word) . For example, the word 'jumping' in this sentence: **The rabbit was *jumping* in the field.**



<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/zpxhdxs>

TP: A verb is an _____.

We are going to play a game of charades.

Verb Charade Cards	
run	jump
sit	sleep
smell	clap
kick	throw
turn	play
sing	smile
frown	hug



Can you spot the **verb**?

Max strolled across his bedroom
and saw big, green trees growing.

What **adjective** did he use?

What **sense** did he use?





Max sat in his private boat while the cold ocean carried him quickly away.

Max felt the wet, salty water splash on his face as he sailed along.

Can you spot the **verb**?

What **adjective** did he use?

What **sense** did he use?

Can you spot the **verb**?



The Wild Things stomped around and had a wild rumpus. The green grass felt soft and moist under their feet.

What **sense** did he use?

What **adjective** did he use?

Self assessment

Do you understand verbs?

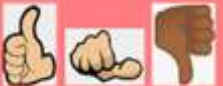


Task 1

Today we will be working in twos. Pick a verb card and act out the verb with your partner.



Self assessment
Do you understand the task?

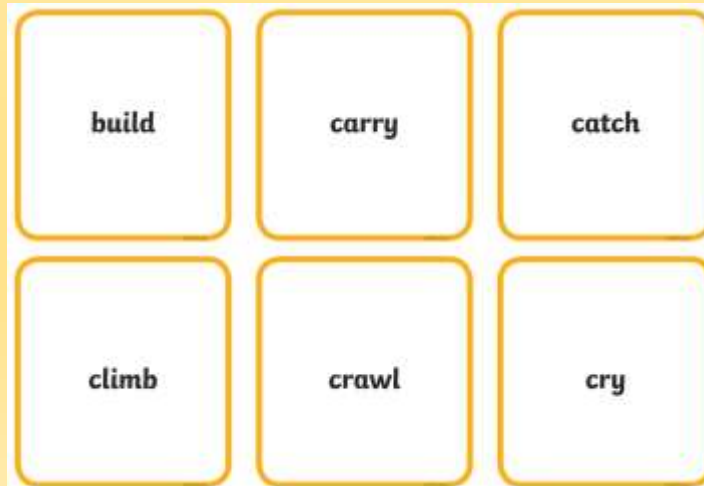


LQ: Can I understand verbs?

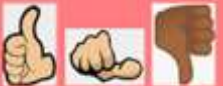
Monday 4th March 2024

Task 2

In our books, write as many verbs as you can. As a challenge, write sentences using *verbs and the conjunction 'and' to extend the sentence.*



Self assessment
Do you understand the task?



Tuesday 5th March 2024

Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Understanding verbs
Using verbs
Relate to the character
Past tense

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

Shared write
Short narratives
Edit

Publish
Suffixes (ing, ed and er)

Phonics assessment
week

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



LQ: Can I use verbs?

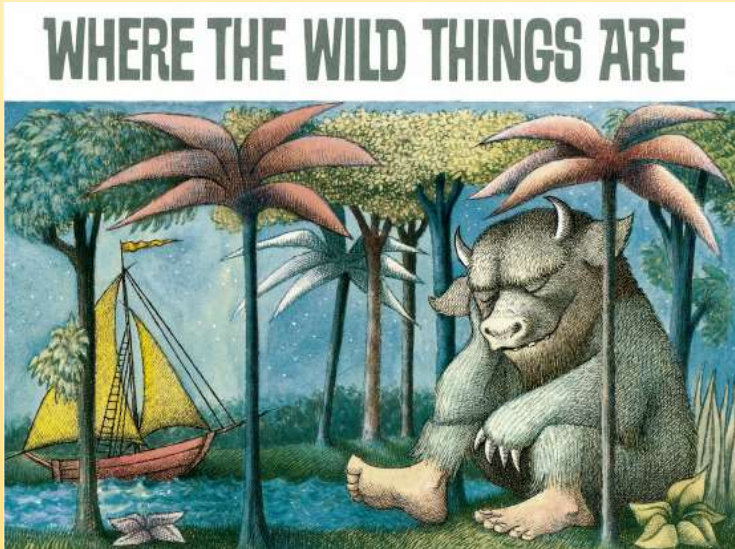


Steps to success

- I can say what a verb is.
- I can use verbs in a sentence.
- I can link verbs to the key story.

Star Words

Where The Wild Things Are



verbs



What are conjunctions?

Do you remember any conjunctions?

and, but, if, when, because



<https://www.youtube.com/watch?v=w6jWiE7CvSk>

Act out scenes of the story and use verbs to describe what the characters are doing.



TP: What verbs can you see?

CT to pick a few children to act out the scene of the image on the board.

Act out scenes of the story and use verbs to describe what the characters are doing.



TP: What verbs can you see?

CT to pick a few children to act out the scene of the image on the board.

Act out scenes of the story and use verbs to describe what the characters are doing.

TP: What verbs can you see?



CT to pick a few children to act out the scene of the image on the board.

Act out scenes of the story and use verbs to describe what the characters are doing.



TP: What verbs can you see?

CT to pick a few children to act out the scene of the image on the board.

What **verbs** can we write in a sentence to describe what Max is doing?



Don't forget to use your verbs.

What **verbs** can we write in a sentence to describe what Max is doing?



Don't forget to use your verbs.

What **verbs** can we write in a sentence to describe what The Wild Things are doing?



Don't forget to use your verbs.

Self assessment

Do you understand how to use verbs?



Tuesday 5th March 2024

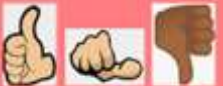
Task



Today we will write verbs in a sentence to describe what action is happening in the picture cards.



Self assessment
Do you understand the task?

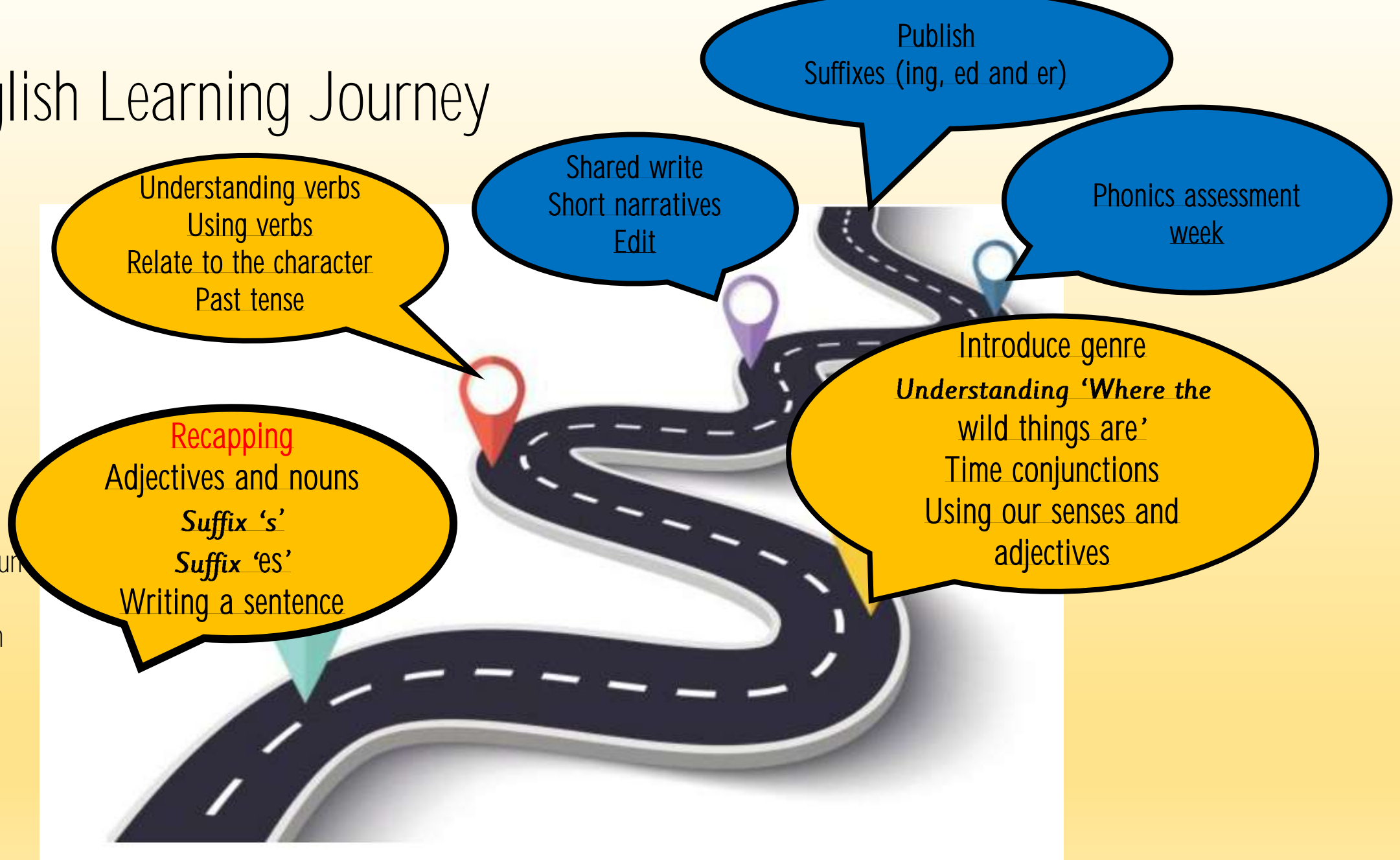


Wednesday 6th March 2024

Our English Learning Journey

Key vocabulary:

Adjectives and nouns
Suffix 's' and 'es'
Setting description
Mischievous
Imagination
wild
Forest
Woodlands
Adjectives
Verbs





LQ: Can I relate to the character?



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



Recap

TP: What is a suffix?

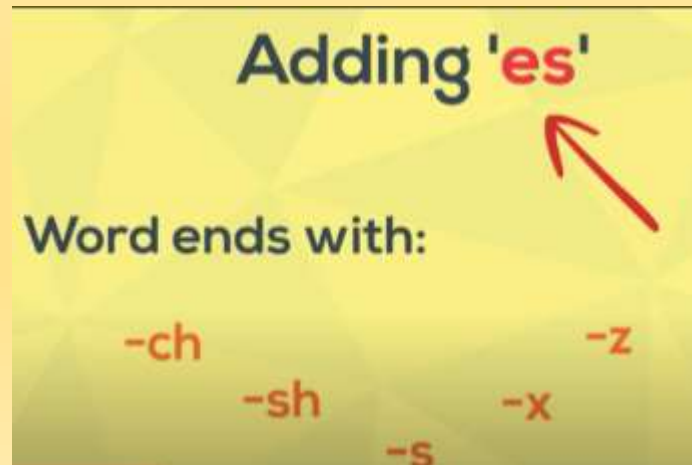
Write the correct suffix to the words. Remember the rule!

Car

Church

Tree

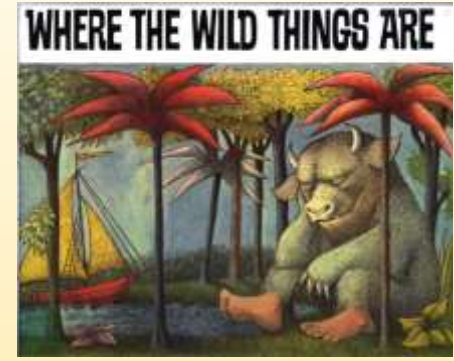
beach



LQ: Can I relate to the character?

Wednesday 6th March 2024

We are going on a **forest adventure**, just like Max. we will use our imagination.



TP: What did Max do on his forest adventure?

TP: What do you think we will **hear, see, smell, touch, taste** on our travels?

TP: I think I will _____.

Let's listen to this forest music.

<https://www.youtube.com/watch?v=KL7VADWgGUI>

Start curled up in a ball, then then slowly rise up, pretending to be the *forest that grew in Max's bedroom.*



How did you feel?

What verb can you use to explain how you moved?

What did you see?

What was you doing?

CT is to scribe some of their ideas.

LQ: Can I relate to the character?

Wednesday 6th March 2024

Let's listen to the 2nd forest music.

<https://www.youtube.com/watch?v=vtu7s8HyF7Y>



We are still in the forest but have now seen The Wild Things.

What did the Wild things say to you?

How did you feel?

What did you do (verbs)

Self assessment

Do you understand how to relate to the character?



Task

Children to write their experiences in their books. Encourage the children to use the sentence starters '*I can see .. I can hear.. I can feel.. I can taste... I can smell.*' remember to use adjectives to describe your senses.

I can see _____.

I can feel _____.

I can hear _____.

I can smell_____.

I can taste _____.

CT is to model for working wall.

Self assessment

Do you understand the task?

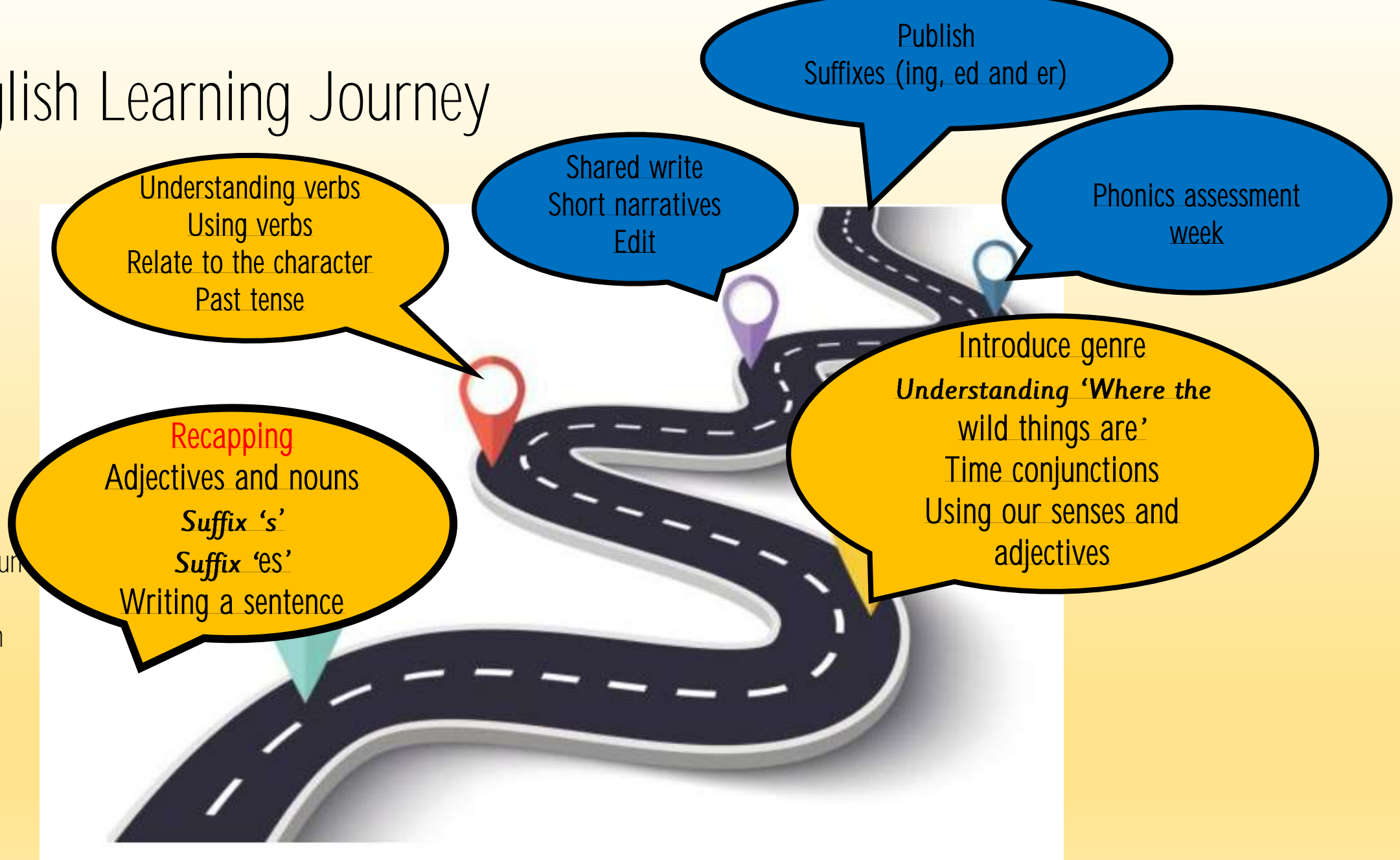


Thursday 7th March 2024

Our English Learning Journey

Key vocabulary:

Adjectives and nouns
Suffix 's' and 'es'
Setting description
Mischievous
Imagination
wild
Forest
Woodlands
Adjectives
Verbs





LQ: Can I write in past tense?



Steps to success

- I can say my senses.
- I can write in past tense.
- I can remember what past tense means.

Star Words

Short narrative

Where The Wild Things Are



Past tense

'Must haves'

Writing Checklist	
Writing/genre focus: Short Narrative	
●	Hearing
●	Sight
●	Taste
●	Smell
●	Touch
●	Sequence
●	Adjectives
●	Verbs
●	Time conjunctions

Present tense	Past tense
I can see	I saw
I can hear	I heard
I can smell	I smelt
I can taste	I tasted
I can feel	I felt

LQ: Can I write in past tense?

Thursday 7th March 2024

Recap

Suffix 'es' and 's'

TP: What is a suffix?

TP: Where does it go on a root word?

TP: When do we add and 'es' to the end of a word?

park

bunch

mend

Rule

s ss

x z

ch sh

Past tense

When we are talking about something that has happened already, we call it past tense.

Usually adding the suffix **-ed** or **-d** to the end of the of the verb, changes the word from present tense (happening now) into past tense (happened already).

However, in some words the whole word changes. Like **see** and **saw**.



<https://www.bbc.co.uk/bitesize/topics/zwwp8mn/articles/zh4thbk>



<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/z3dbg82>

Past tense

Which sentence sounds correct?



I **seed** the overgrown forest.

I **saw** the overgrown forest.



TP: How do you spell it?

TP: What is the correct past tense sense?

Past tense

Which sentence sounds correct?



I **smelt** the sweet flowers.

I **smell** the sweet flowers.



TP: How do you spell it?

TP: What is the correct past tense sense?

Past tense

Which sentence sounds correct?



I **feeled** the spiky grass.

I **felt** the spiky grass.



TP: How do you spell it?

TP: What is the correct past tense sense?

Past tense

Which sentence sounds correct?



I **hearing** the wild things shout.

I **heard** the wild things shout.



TP: How do you spell it?

TP: What is the correct past tense sense?

Past tense

Which sentence sounds correct?



I **taste** the yummy supper.

I **tasted** the yummy supper.



TP: How do you spell it?

TP: What is the correct past tense sense?

When using past tense you need to remove the '**can**' and write the word written is past tense.

Present tense	Past tense
I can see	I saw
I can hear	I heard
I can smell	I smelt
I can taste	I tasted
I can feel	I felt

In our short narrative we will be writing in past tense, as though it has happened already.

Self assessment


Do you understand how to write in past tense?





Task


Children to write all 5 senses in **past tense**. Then read the words to ensure that they make sense and spelt correctly.


Look at the verbs below. Match the present tense with the correct past tense.


hear


smell


taste


feel


see

saw

smelt

tasted

heard

felt

Complete the table below by adding the past tense form of each verb.

Present Tense	Past Tense
taste	
smell	
feel	
see	
hear	

NS – can you write a sentence in the past tense using one of your 5 senses.

Self assessment
Do you understand the task?



Friday 8th March 2024

Our English Learning Journey

Key vocabulary:

Adjectives and nouns

Suffix 's' and 'es'

Setting description

Mischief

Imagination

wild

Forest

Woodlands

Adjectives

Verbs

Understanding verbs
Using verbs
Relate to the character
Past tense

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

Shared write
Short narratives
Edit

Publish
Suffixes (ing, ed and er)

Phonics assessment
week

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



LQ: Can I build on the contribution of others?



Steps to success

- I can share my ideas.
- I can expand on my peers ideas.
- *I can use the 'Must Haves' to make a 'good' shared short narrative.*

Recap

What makes a ‘good’ short narrative. Name the ‘Must haves’

TP: What is a verb?
Name one.



TP: What does our senses help u do? How can you name a sense in the past tense?



TP: What is a time conjunction? Name one.

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

TP: What is an adjective?
Say a sentence with an adjective.



TP: What does sequence mean?



Today we are going to use all our knowledge and learning from previous lessons and use our skills to create a 'good' short narrative as a class.

Writing Checklist

Writing/genre focus: Short Narrative

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

Remember we have to use our must haves! Keep looking at your working wall if you need help.

TP: Does this sentence have the
'*must haves*'? *How do you know?*

Writing Checklist

Writing/genre focus: Short Narrative

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

First, Max made a mischief. He picked up his rough wooden hammer and banged the sharp nail into the wall.



TP: Does this sentence have the
'*must haves*'? *How do you know?*

After that Max was sent to his
room. When he looked up he saw
tall, green trees growing around
him.

Writing Checklist

Writing/genre focus: Short Narrative

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



Self assessment

Do you understand how to write in
past tense?



Task

Lets create a shared write and write a 'good' short narrative together!



CT to write the short narrative as they go along.

As a class, create a short narrative together. Remember to use the 'must haves' to ensure it is a 'good' short narrative. – To be shrunk to A5 and stuck in chns books.

Self assessment

Do you understand the task

