

English Planning

Dear parents,

Here is the English planning for Spring 2, Week 5 and 6, and also planning Summer 1 planning.

We have written a crib sheet to help with the teaching of these worksheets and knowledge.

PhonicsPlay and Twinkl have also both given free log ins for any resources you may want or need.

<https://www.phonicsplay.co.uk/> - Username : march20 Password: home

<https://www.twinkl.co.uk/> - Offer code: CVDTWINKLHELPS

Outside the window sheet-

This sheet encourages the children to use their imagination. Children to imagine they are looking outside their window and they can see a storm! You could look at some videos on YouTube of storms to support the children with this. Children to then think of adjectives to describe the story, e.g. violent, strong. You can encourage them to put these adjectives into a sentence. For the sheet the children can draw what they can see outside the window and then write a list of adjectives of what the weather is going to be like. They can use these adjectives for their next sheet, stormy story sheets.

Stormy Story Sheets

For these sheets, children have looked at different types of weather around the UK, e.g. tornadoes, hurricanes, floods, lightning and thundering. Children are then going to use this knowledge to write their own stormy story using their imagination! Encourage the children to think of different types of weather they know and what they know about them. Can they think of any adjectives for these types of weather? (Adjectives—describing word) Remind children that a story needs a beginning, middle and end. You could make a story plan using pictures and then act it out. The children can then write their stormy story. Remind children what they need for a 'super sentence,' - capital letters, full stops, finger spaces, say the sentence first and sound all the words out (use a sound mat for support). Encourage the children to re-read their story to check it makes sense and they have included everything they need in a super sentence. Have they got adjectives?

Grammar worksheet— exclamation marks and question marks.

These sheets will develop the children's knowledge of what exclamation and question marks are and when/why we use them. Do they know what these are? Remind children that an exclamation mark is used when you need expression, e.g. Wow! That's amazing! A question mark is used when you are asking someone a question, e.g. 'What are we having for dinner?' Remind children that questions usually begin with, who, what, where, how, when. Have a go at looking at some different sentences and get the children to decide whether they need an exclamation mark or question mark. Encourage them to explain their answer, e.g. I know this needs a question mark because he is asking a question. Children then need to complete the worksheet. Copy the punctuation in the boxes, ensure they are forming these correctly. They then need to read the sentences on the sheet and decide if it is a question mark or exclamation mark. Can they explain how they know? Can they write their own sentence with an exclamation mark or question mark?

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Tea party menu-

For this children need to think about what lists are. Why do we use them? Have they seen a list before? E.g. shopping lists, to do lists. Discuss with the children how to write a list, remind they do not need to write sentences. Lists only use one/two words, they're simple, they need numbers down the side. If you can read the book of Alice in Wonderland or watch someone reading the story on You Tube. Tell the children today they are going to write a list for a Tea Party menu. What types of food would they take to a tea party? Can they think of any adjectives for these foods? E.g. soft bread, creamy yoghurts. Encourage them to think of 'better' adjectives than just 'big, yummy, nice.' Children to then write a list of foods they could have with an adjective. Encourage children to punch out words to ensure they write every sound. Ensure they are following the features of a list and not writing sentences.

Party invite

For this children need to think about what invites are. Have you got any invites you could show them? Or have a look on Google. What are invites? Why do you send invites? Have they ever sent an invite before? Discuss with them that an invite is used when you want to invite someone to your party. What do the children think you need in a party invite? To, time, date, where, if they need to bring anything (e.g. if it's swimming party they will need their swimming costume!) and who the invitation is from. Have a discussion with the children about what would happen if you didn't have one of these on the invitation, e.g. what would happen if you didn't have the time or date? No one would turn up! 'Kipper's Birthday,' is a good book to use for this as it show the children what happens when you miss something off your invitation. (There is a video on Youtube of someone reading this book that you could use.) Children then have a go at writing their own party invite, encourage children to think about where there party is going to be. Go through the features with them one at time and write it on their invite. Ensure they are using super sentences, e.g. capital letter, full stops, finger spaces, sounding out and saying their sentence first.

Postcard sheets-

For these sheets children can imagine they are on holiday. Role play is good for this, encourage the children to pretend to pack their cases and go off on holiday! Where would they go? What would they see/hear/smell/feel/taste? Encourage children to think of some adjectives. When you land at your destination get the children to think about what they would do there, e.g. would they go to the beach? Have a look at a postcard (you could use Google for this). Have the children seen a postcard before? When do you send postcards? Discuss with the children that a postcard is something you send when you are on holiday and you want to tell your family or friends what you have been doing! Look at what is needed for a postcard, e.g. it's in the past tense, you tell them what you have been doing, who it's to, who its from, address.