



Group 2 will need to complete the follow up tasks from the previous plans. 😊

Children in Group 2 could also have a go at writing their own rhyming dragon poem on Monday. We all wrote one whole class poem as a group last week.

	Teacher Input:	Activities:	Scaffolding and Support:	Notes: (e.g, retrieval practice, S & L, marking focus)
Session 1 LC: Can I identify the key features of instructions?	Show children some examples of instructions. Q Can you spot any of the key features? Q What is a key feature? Think-Pair-Share! Adults to record the features of instructions on WB or paper using children's ideas. Discuss examples of key features that they found. E.g. title, list of ingredients/ what you need, numbered instructions, time adverbs (first, then, next etc).	Children to... <ul style="list-style-type: none"> - read the instructions - talk about what each instruction is for - talk about any key features that are in all of the instructions - take a list of the key features - find an example of each feature 	A range of instructions Display key words	Can children name the features of instruction writing?
Follow up activity	Read a text with instructions. For example, recipe book, game instructions or flat pack furniture building. Write down the features you find.			
Session 2 LC: Can I use adverbs of time?	Recap time words. Q Can you write any adverbs of time on your mini whiteboards? (Think about the instructions you read yesterday) give some examples and write adverbs of time on flipchart to display. Model using different adverbs of time when verbally sequencing the events. Make deliberate mistakes- E.g. starting with 'Finally' etc. Children to correct. Model filling in the blanks in sentences with adverbs of time.	Children to have pictures of some of the events in the school day. Children to order the pictures/sentences and stick in to their books. Then fill in the blanks with adverbs of time (written on word bank provided.)	Words displayed on the board	Can children use time adverbs correctly?
Follow up activity	Children to retell what they did yesterday using the correct time adverbs. For example: First Miss Finley and Miss Snell had a cup of tea. Secondly they took the register. Next Mrs Hoskins read a story. After that it was play time and Mrs Tuerk ate an orange. Then the children had an English lesson. Finally it was lunchtime and Miss Finley, Miss Snell, Mrs Tuerk and Mrs Hoskins had hot school lunches. It was very tasty!			
Session 3: LC: Can I sequence and write instructions?	Tell the children we are going to write instructions for How to Make a Jam Sandwich. Practically model making a jam sandwich, talking children through the instructions. Q What do you think I should do next? Q Can you think of an adverb of time that I could use? Model writing instructions for How to Make a Jam Sandwich, using children's ideas.	Part 1- children to order the instructions/pictures for How to Make a Jam Sandwich Part 2 - Children to write instructions on template with key words provided.	Words displayed on the board Practical sandwich making	Can children use capital letters and finger spaces correctly?
Follow up activity	Children to make a sandwich or another simple meal. Children to explain the steps they took to make their food item.			

<p>Session 4: LC: Do I know what a good title is for instructions? Can I match a title to its instructions?</p>	<p>Show children some instructions and different possible titles. Q Which title matches the instructions? Q How do you know? Think-Pair-Share! Model writing a title for given instructions. Do some incorrectly and children have to say why it is not a good title. E.g. write a story title, write a 'How to title' for the wrong instructions.</p>	<p>Children in groups- have a go at writing some titles of your own for the given instructions.</p>	<p>Model how to create a title for a set of instructions Provide key words</p>	<p>Can children correctly write a title for a set of instructions?</p>
<p>Follow up activity</p>	<p>Write instructions for hand washing. For example: First turn on the tap. Secondly wet your hands. Thirdly put some soap on your palm and lather hands together...</p>			
<p>Session 5: LC: Can I write a clear list to show what I need?</p>	<p>Show children some instructions without any ingredients or 'what you need' Model going through instructions and underlining the useful information. Model writing a list of 'what you need'.</p>	<p>Children in groups - have a go at writing some 'What you Need' of your own for the given instructions.</p>	<p>Model creating list of what is needed Underline clues from the instructions</p>	<p>Can children correctly write a list of what is needed for a set of instructions?</p>
<p>Follow up activity</p>	<p>Write a list of ingredients needed to make your favourite drink. For example, Miss Snell loves a banana milkshake. To make the milkshake, she needs: 1 Banana 1 Scoop of banana milkshake powder 1 glass of milk 1 scoop of ice cream Squirty cream A glass Ice cubes Metal straw</p>			