

**Monday, 4<sup>th</sup> January 2021**

**My Predictions**

Learning Objective:

- I can use the front and back cover to predict what the text will be about.
- I can make a list of questions I have about the text.



The image above is of the front and back cover of our new class text. The name of the class text is top secret...

Look at each numbered square from 1-12, use these squares to make a prediction about the text. For example, *what does square number 1 tell us about the next? Does square number 10 tell us something different?*



In your best handwriting, write number 1 in the margin and write what information the square gives you about the text. Then write number 2 in the margin and so on.

With a partner/adult, share predictions and discuss the below key questions:

- *Who are the characters?*
- *How do they feel?*
- *Where are they going?*
- *What has happened to them?*

*What questions would you like to ask?*

*With a partner, make a list of the questions and place them in a box titled 'Not to be read until we have finished the whole book.'*

**Tuesday, 5<sup>th</sup> January 2021**

**Setting Description – Front Cover**

Learning Objective:

- I can write noun phrases to describe the images on the cover of the book.
- I can add more detail to noun phrases using prepositions.
- I can participate in a shared write describing the setting of the front cover image.



Look at the above image of the front and back cover of our new class text. We're going to use the above image to recap our knowledge of noun phrases and prepositions.

*What is a noun phrase? Can someone give me an example? What is a preposition? Can someone give me an example?*



Example of noun phrases:

- Patterned carpets
- Exploding volcano
- Sailing boat

Add more detail to noun phrases using prepositions:

- Patterned carpets on top of each other
- Exploding volcano in the distance
- Sailing boat in the choppy water

We now need to group our noun phrases into related ideas e.g. things seen in the distance, things on the boat, things seen on the water.

Here is an example of how the noun phrases can be used to create a short description of the scene with related ideas grouped into paragraphs.

The **scared friends** sat quietly **in** the **wooden boat** and covered themselves **with patterned blankets**. They hoped that this would protect them if anything fell **from** the sky. The **brown clay vessels** moved as the **wooden boat** rocked, from side to side.

The smoke was billowing **into** the air and it created **enormous clouds above** their heads. They could see a **huge cloud** gathering **above** their **beloved city**. In the distance, they could see the **exploding volcano** and the **dark cloud of ash** it was producing.

The **choppy sea** was creating waves **around** their boat and small vessels were bobbing up and down **beside** the harbour.

We're now going to use this example to help us write our own setting description. Remember to group your ideas into paragraphs.

The **scared friends** sat quietly **in** the **wooden boat** and covered themselves **with patterned blankets**. They hoped that this would protect them if anything fell **from** the sky. The **brown clay vessels** moved as the **wooden boat** rocked, from side to side.

The smoke was billowing **into** the air and it created **enormous clouds above** their heads. They could see a **huge cloud** gathering **above** their **beloved city**. In the distance, they could see the **exploding volcano** and the **dark cloud of ash** it was producing.

The **choppy sea** was creating waves **around** their boat and small vessels were bobbing up and down **beside** the harbour.

# Wednesday, 6<sup>th</sup> January 2021

## Event Mapping

### Learning Objective:

- I can participate in a 'freeze frame' of the scene found on the front cover of our class text.
- I can sequence the events leading up to the scene found on the front cover of our class text.



*What has happened to the characters on the front page? Why are they in this situation?*

With a partner, create a freeze frame of the scene. Each pair will then speak their thoughts or feelings about the **events that led up to this point.**

In your best handwriting, either independently or with your partner, map out the journey of the character up to this scene. Remember to sequence the journey! For example:

Firstly, \_\_\_\_\_

Secondly, \_\_\_\_\_

Thirdly, \_\_\_\_\_

OR

1.

2.

3.

OR

- 
- 
- 

It is up to you/you and your partner to decide how many things happened before this scene.

**Thursday, 7<sup>th</sup> January 2021**

**What has happened?**

Learning Objective:

- I can independently write a story about the events leading up to the scene in the front cover image.

Yesterday, you mapped out the events that lead up to the events in the pictures seen on the cover of the book. Today, you are going to use this plan to independently write a story about what has happened so far.

**Use this as an opportunity to use previously taught mastery skills from the autumn term and apply *Gateway keys*:**

- Use punctuation at Y2 standard correctly (full stops, capital letters -including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession)
- Use adverbs, conjunctions and prepositions to express time, place and cause
- Create characters, settings and plot in narrative
- Group related ideas into paragraphs

**Friday, 8<sup>th</sup> January 2021**

**Vocabulary**

Learning Objective:

- I can define words found in our new class text.

In our new text, we will encounter lots of new words!

- barren
- protector
- Roman
- citizens
- pumice
- tremors
- earthquake
- excavate

1. Read the words with your partner
2. Discuss what you think they mean with your partner
3. Use a dictionary to define the words and match them to their definition
4. Match the word and definition to the images

*Are there any links between the words? When is the story set? What do we know about this time in history? How could they be organised into groups?*

*What do you think the story might be called?*

*I think the title of our new class text will be...*

Listen carefully to the blurb. What does the vocabulary in the blurb tell us about the characters?

