

We will be writing a poem.

LEARNING SEQUENCE

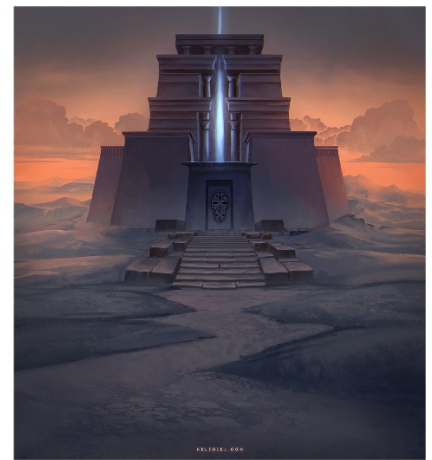
Monday: Spellings.

Tuesday: Expanded noun phrases.

Wednesday: Precise vocabulary.

Thursday: No lesson.

Friday: Perform poems.



VOCABULARY

Tier 2: columns, command, decorate, altars, crawl, proudly.

Monday
28.2.22
Spellings

RECAP
FREEZE

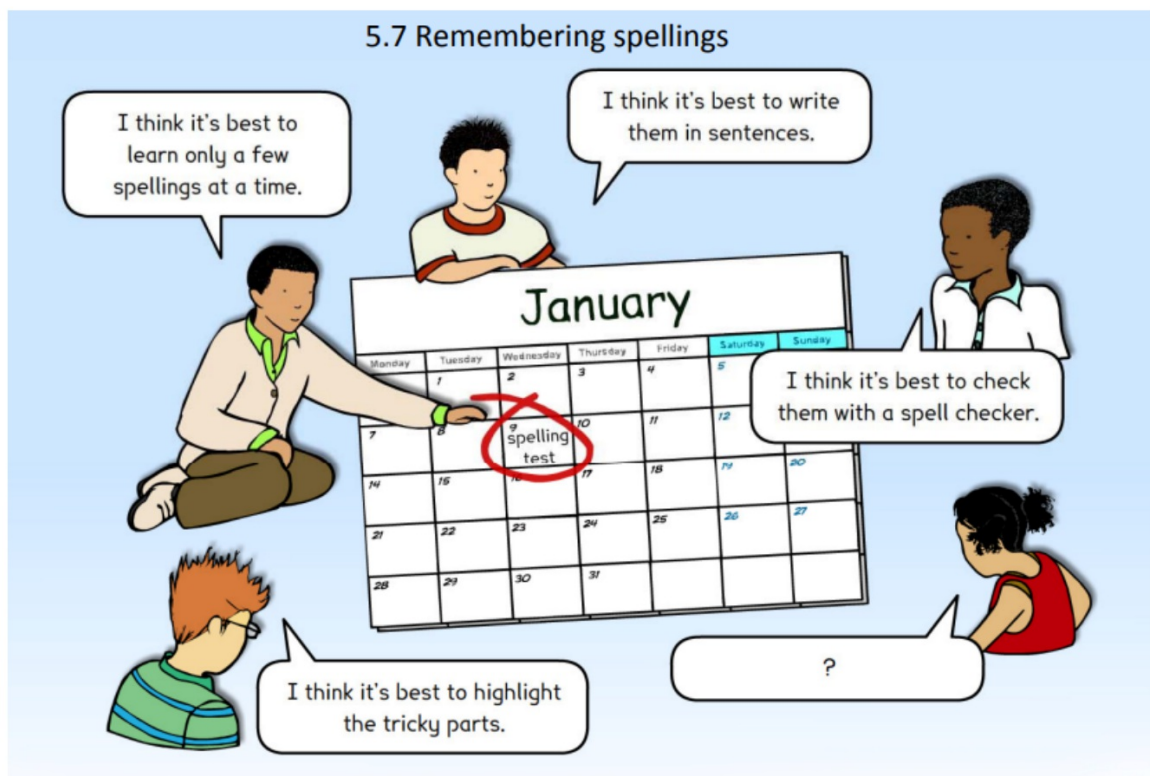
RECAP:

Dictation:

*In science we used the scissors to
make a scene.*

*Shall we ascend or descend in this
scented plane?*

5.7 Remembering spellings



How difficult is it to memorise words?

Explain the different ways of learning spellings.

A spell checker always right? Agree/disagree/build on.

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached

Think about the different ways you might learn these spellings.

Share your methods with your partner and show each other how you would learn them on your whiteboard.

Can you notice any spelling patterns?

graph. Use the words below:
hieve, aggressive, amateur, ancient,
ite, attached.









accommodate, accompany, according, achieve, aggressive,
amateur, ancient, apparent, appreciate, attached.

Word:	Value:
1. accommodate	£93
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____
9. _____	_____
10. _____	_____

A = £1
B = £2
C = £3
D = £4
E = £5
F = £6
G = £7
H = £8
I = £9
J = £10
K = £11
L = £12
M = £13
N = £14
O = £15
P = £16
Q = £17
R = £18
S = £19
T = £20
U = £21
V = £22
W = £23
X = £24
Y = £25
Z = £26

Independent activities.

Word	1 st Try	✓
accommodate		
accompany		
according		
achieve		
aggressive		
amateur		
ancient		
apparent		
appreciate		
attached		

Tuesday

1.3.22

SPaG: Tenses.

RECAP:

Sort the sentences into the table below.

Past Tense	Present Tense

I brushed my hair.

I play football.

We sat

She looks happy.

I saw a film.

He wal

The **simple past** is the form a verb takes to show an action that began and ended in the past.

Regular verbs end in '-ed'.

For example:

I **walked** to school.

We **visited** an owl sanctuary.

Irregular verbs do not end in '-ed'.

For example:

I **sat** in my seat.

We **saw** an owl.



The **progressive past tense** is the form a verb takes to show an action that was happening at a particular time in the past but is no longer happening.

We use **was** (singular) or **were** (plural) with the present participle. The present participle of a verb ends with **'-ing'**.

For example:

I **was walking** to school.

↓
present
participle

We **were visiting** an owl sanctuary.

↓
present
participle



Complete the table by writing the base verbs in the simple past and the past progressive tenses.

Verb	Simple Past	Past Progressive
I jog	I jogged	I was jogging
she asks		
he speaks		
they fly		

The **simple present tense** is the form a verb takes to show an action happening right now, or a constant or regularly repeated action.

We use the root form of the verb.

For example:

I **walk** to school.

We **visit** an owl sanctuary.

I **sit** in my seat.

We **see** an owl.



We use am, is or are with the present participle. The present participle of a verb ends with '-ing'.

For example:

I **am walking** to school.



first person
singular

We **are visiting** an owl sanctuary.



first person
plural



She **is sitting** in her seat.



third person
singular

You **are seeing** an owl.



second person
singular or plural

Independent activity

Identify the tense used in each of the sentences below.

- A. I play with my friends at the park after school.
- B. We are watching the pantomime of Cinderella this evening.
- C. Lucy is counting down the days to her holiday next month.
- D. Chris drives to work every day.

EXT:

Rewrite the sentences below using the tense indicated.

- A. I watch television after school. (past progressive)
- B. Ben slipped on the ice. (present progressive)
- C. They were singing beautifully. (simple present)
- D. We are waiting for our turn on the monkey bars. (simple past)

CHALLENGE

Jordan has written the sentence:

I was studying French but now I don't.

He says,



Is he correct? Explain your reasoning.

Tuesday

1.3.22

LO: To identify descriptive language.

Vocab starter: Fill in the gap.

RECAP: The bright luminous sun
shone in the beautiful sky.

The noun is in red. True or false.

Spot the expanded noun phrase.

Think/Pair/Share

- Which Greek Gods can you remember?
- What was unique about each one?



APHRODITE



Greek God

Columns guard the entrance,
of eagles watch quietly,
inside the temple?

As climb to the doors,
of thunderbolts pierce the air,
inside the temple?

As command the busy paths,
rain tops decorate the walls,
inside the temple?

As sparkle and light the rooms,
sweeps sweep over the roofs,
inside the temple?

As crawl around the building,
and goddesses stand proudly,
inside the temple?

Who do you think this poem is about?

How do you know this?

Why were particular words chosen to describe different parts of the temple.

Find some powerful vocabulary and discuss it.

Find some weak vocabulary in this poem and improve it.

Greek God Poem

Whole
class.

feelings	sights	actions,	sounds	colours.

Identify words that can be used to describe the temple from the poem.

Model how to combine these words to create descriptive phrases.

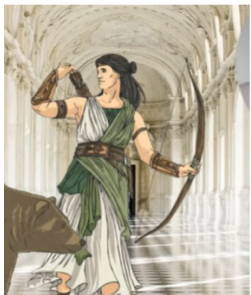
How can we improve these sentences?

- a) Two heavy statues.**
- b) Lots of crooked steps.**
- c) Enormous golden throne.**
- d) Beautiful stony mosaic.**

Use some of the descriptive words to improve these sentences.

ZEUS

Adjectives	Nouns	Verbs
giant	thunderbolts	crashing



her own bow which never missed its
you have any spare bows lying around



APOLLO

Adjectives	Nouns	Verb
shining	candles	flicker

HADE

Adjectives	Nouns
dark	shadow

HERMES

Adjectives	Nouns	Verbs
gentle	wings	flapping

Wednesday

2.3.22

Spellings

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached

Wednesday

2.3.22

LO: To use ambitious vocabulary.

RECAP: Tell me a noun,
verb and adjective to describe
Hades' temple.

Vocab starter: word association.

Work with your partner:

- a) Zeus' temple was on the hill.
- b) The statue was at the front of the temple.
- c) A throne was next to the entrance.
- d) Pictures had been carved into the floor.
- e) The steps were made from marble.
- f) People can sit around the fountain.

Identify one WOW adjective and one ordinary adjective to add to these sentences.

Parts of a Temple

The pediment—this is always triangular, it is above the columns and below the roof. There were pictures of gods and goddesses, warriors and important people carved onto the pediment.



The metope—this is a rectangle between the pediment and the columns. There were often patterns on this part of the temple. E.g.



The columns— are cylinders there were three types of column . Have a look at the picture below.
Which type is on this building?

Answer _____

What word class are the different parts of the temple?

How can we expand these nouns?

Create an expanded noun phrase about one part of the temple.

HADES

We will be writing a poem about a temple to honour Greek god Hades.

Do we have any words to describe our verbs?

What type of words will we need for this?

Identify some.

Let's see if we can find some synonyms for these words. Remember we want wow words, not ordinary words.

Adjectives	Nouns	Verbs
dark	shadows	hissing
gloomy	skulls	hanging
dreadful	skeletons	burning
blood-red	blood fountain	flickering
treacherous	flames	howling
rusty	wolves	growling
abandoned	throne	

Shared writing

Combine the words to describe the temple and create lines for our poem.

HADES

Adjectives	Nouns	Verbs
dark	shadows	hissing
gloomy	skulls	hanging
dreadful	skeletons	burning
blood-red	blood fountain	flickering
treacherous	flames	howling
rusty	wolves	growling
abandoned	throne	

Can we make any improvements?

Independent writing

HADES

Adjectives	Nouns	Verbs
dark	shadows	hissing
gloomy	skulls	hanging
dreadful	skeletons	burning
blood-red	blood fountain	flickering
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God Poem Template 1

Line 1: Your Gods name

Line 2: Four words that describe your god

Line 3: Who feels...(three ideas)

Line 4: Who needs...(three ideas)

Line 5: Who gives...(three ideas)

Line 6: Who fears...(three ideas) (or other emotion)

Line 7: Who would like to see...

Line 8: His or her name repeated

Using your word list, write the first draft of your poem.

Don't forget to use a thesaurus to help improve your vocabulary!

Scaffold

Friday
4.2.22
Spellings

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached

FREEZE

The man got aggressive when the hotel couldn't accommodate his ancient requests.

I appreciate that you have achieved your apparent goals.

Amateur artwork attached!

