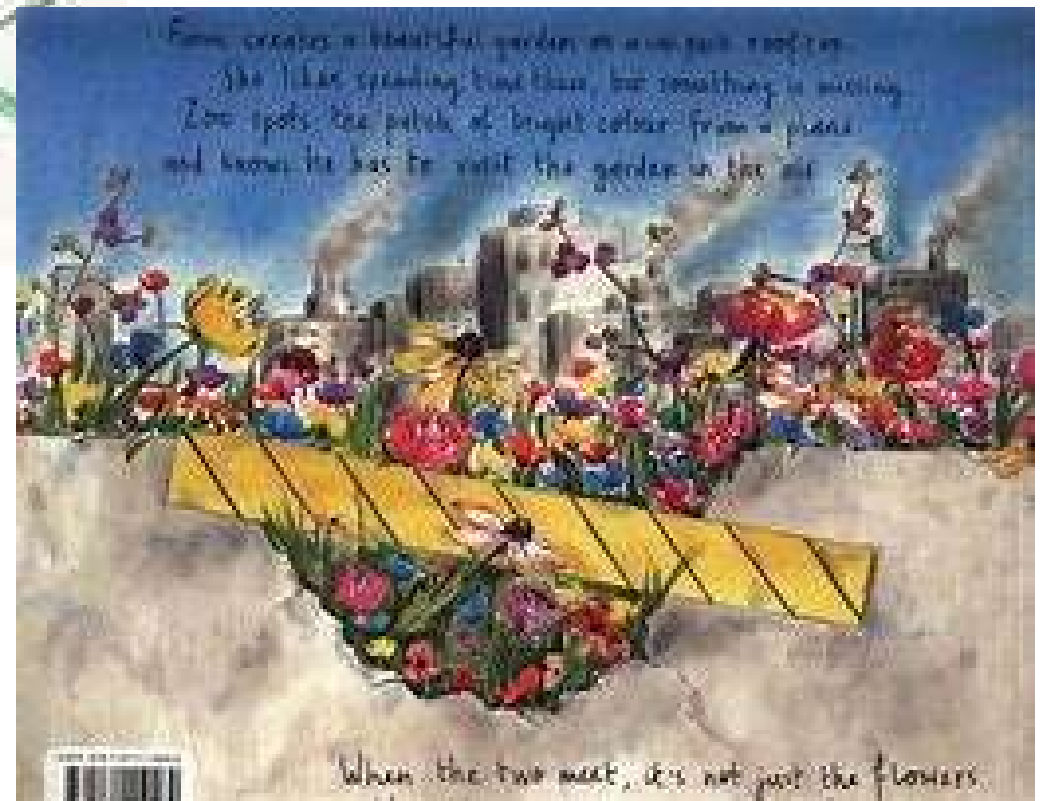




THE SECRET SKY GARDEN

LINDA JARAH AND FIONA LAMBERS



Fiona creates a beautiful garden on a rooftop roof-top.
She likes spending time there, but something is missing.
Zoo spots the patch of bright colour from a plane
and knows he has to visit the garden in the air.

When the two meet, it's not just the flowers.

Overview – original

Su1	POR 1 – comprehension not 2 persuasive writing element	POR 3 - learn and perform model poem	Shared writing Commas in lists innovate model poem for difference place	Write own list poem from picture drawn themselves to show their special place (hot task)	Edit, improve, perform	The Secret Sky Garden by Linda Sarah and Fiona Lumbers	List poem
Su2	POR 4 – role on the wall comprehension	POR 5 inference – begin to look at verb and adverb choice	Shared writing focus Verbs and adverbs selected for effect	POR 6 Shared writing – focus Proper nouns and pronouns	POR 7 character development focus		Personal friendship story
Su3	POR 8 writing in role character development	POR 9 characters similarities and difference chart	POR 10 – whole story reflection Introduce model text of story in 5 parts 250 words	Tadpooling focus - Noun and adverbial phrases	POR 18 – shared writing boxing up and innovating model text opening and build up		
Su4	Shared writing – innovate model story problem resolution and ending	POR 19 children plan own story	POR 20 children write own story opening and build up	POR 21 children write own problem, resolution and ending	Edit, improve and perform / share		
Su5	Model text of instructions – share and learn – box up	Tadpole – focus Imperative verbs	Comprehension – compare with another set – which are effective and why?	Shared writing – innovate model text instructions for another set of instructions	Continue from previous lesson – focus on compound words used		Instructions how to set up a wildlife garden
Su6	Make own wildlife garden – in shoe box or in school or community – pictures – key words label	Plan own instructions from previous lesson	Write own instructions (hot task)	Write own instructions (hot task)	Edit, improve, perform		

Writing outcomes and SPAG focus

Writing outcomes

- * List poem
- * Personal friendship story
- * Instructions

SPAG focus

- * Commas in lists
- * Verbs and adverbials for effect
- * Proper nouns and pronouns – beginning cohesion
- * Imperative verbs

Genre objectives and NC objectives

National Curriculum Writing Expectations Y2

Spell some words that sound the same, but are spelled differently.

Use an apostrophe to show that something belongs to somebody.

Use commas to show items in a list.

Spell words that end with ment, ness, full, less and ly.

Write letters in the correct size and joined.

Write capital letters and numbers in the correct size.

Leave finger space between words.

Write in sentences with expanded noun phrases.

Plan my work on paper.

Check my work for spelling, grammar and punctuation mistakes.

Check my work to make sure it makes sense.

Use statements, questions, exclamations and commands.

Join sentences with different words (and / or / but / because / when / if).

Use the past and present tense correctly.

Genre objectives

Shape / Sense / Questions and riddles / Rhyming couplets / Classic / Performance

Poetry Expectations Year 2

Talk about own views, the subject matter and possible meanings

Comment on which words have most effect, noticing alliteration

Discuss simple poetry patterns

Perform individually or together

Speak clearly and audibly

Use actions and sound effects to add to the poem's meaning

Experiment with alliteration to create humorous and surprising combinations

Make adventurous word choices to describe closely observed experiences

Create a pattern or shape on the page; use simple repeating phrases or lines as models

Reading poetry (subject matter and theme / language use / style / pattern)

Performing poetry (use of voice / presentation)

Creating poetry (original playfulness with language and ideas / detailed recreation of closely observed experience / using different patterns)

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/The%20Secret%20Sky%20Garden.pdf>

Links to other texts and resources

Texts with linked themes and subject matter:

- * *Clem and Crab*, Fiona Lumbers (Andersen Press)
- * *Kites*, Simon Mole and Oamul Lu (Frances Lincoln)
- * *The Little Gardener*, Emily Hughes (Flying Eye)
- * *Errol's Garden*, Gillian Hibbs (Child's Play)
- * *Hello, Friend!* Rebecca Cobb (Macmillan)
- * *Leon and Bob*, Simon James (Walker)
- * *Frog and Toad are Friends*, Arnold Lobel (HarperCollins)
- * *Frog and the Stranger*, Max Velthuijs (Andersen Press)
- * *A Splendid Friend Indeed!* Suzanne Bloom (Alanna Max)
- * *Imaginary Fred*, Eoin Colfer and Oliver Jeffers (HarperCollins)
- * *Iris and Isaac*, Catherine Rayner (Little Tiger)

Other books by Linda Sarah:

- * *On Sudden Hill*, illustrated by Benji Davies (Simon & Schuster)
- * *Mi and Museum City* (Phoenix Yard)
- * *Tom's Magnificent Machines*, illustrated by Ben Mantle (Simon & Schuster)

Information Texts to support learning around the themes of the book:

- * *A Little Guide to Flowers*, Charlotte Voake (Eden Project)
- * *British Wild Flowers: A Photographic Guide*, Victoria Munson (Wayland)
- * *A Seed is Sleepy*, Diana Hutts Aston & Sylvia Long (Chronicle)
- * *Things That Grow*, Libby Walden, illustrated by Becca Stadtlander (360 degrees)
- * *The Tiny Seed*, Eric Carle (Puffin)
- * *A Little Guide to Wild Flowers*, Charlotte Voake (Eden Project)
- * *Bee: Nature's Tiny Miracle*, Patricia Hegarty and Britta Teckentrup (Little Tiger)
- * *Being a Bee*, Jinny Johnson and Lucy Davey (Wayland)
- * *Caterpillar, Butterfly*, Vivian French and Charlotte Voake (Walker)
- * *Insect Detective*, Steve Voake and Charlotte Voake (Walker)

Before starting the unit...

- * Before sharing the book with the children, you will need to cover the front cover with brown paper or sugar paper so that they cannot see the title on the front cover of the text. This will allow them to do more of the 'work' of reading, in terms of predicting and visualising what might happen at different parts of the story.
- * ■ Much of the sequence focuses on children becoming more familiar with their local area. Arrange a trip for them to explore the locality, investigating built up areas, green spaces and concerns with the local environment such as littering, fly tipping or pollution from high volumes of traffic.

*

Hook ideas

Compostable Seed Pots

A -

What do we need?

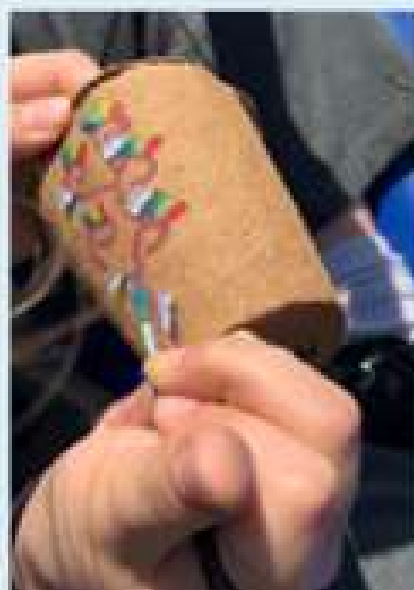
- Composable pots
- Felt pens or paints
- Pencil or light coloured felt pen.
- Compost
- Seeds such as:

Forget-me-knots, cornflowers,
French marigolds, primroses.



What will we do?

- With your partner decorate a pot by taking turns to draw the design then colour with paints or felt pens. *(You can each decorate a pot remember to make your design a shared one.)*
- When your design is finished fill your pots with compost to 2 cm below the top.
- Sprinkle seeds onto the top, cover with more compost and water gently. Leave to germinate before placing in your school grounds or taking home to grow.



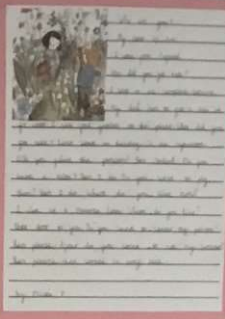
1. In pairs, imagine and discuss what your own Secret Sky Garden could look like.
2. Use a mixture of collage and drawings to create a shared piece of artwork.
3. If you are feeling ambitious, you could even make origami flowers.



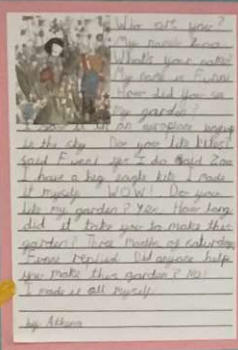
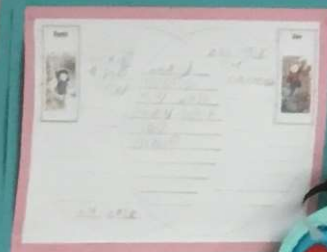


In the story the little girl, who was called Funni, created a garden to improve her environment. It took Funni 'three months of Saturdays' to create the 'secret sky garden' in the old airport car park. A little boy, who is flying in an aeroplane, sees the garden and wants to go there.

When the little boy, who is called Zoo, arrives at 'the secret sky garden' he meets Funni.
Mrs Lenton asked us to imagine what Funni and Zoo would say to each other when they met for the very first time.



The author told us some information about Zoo so then we used the clues in the text to work out what were the differences and similarities between the two children in the story.



THE SECRET SKY GARDEN

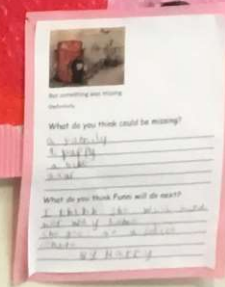
In the story the author wrote on several pages the following:
'But something was missing. Definitely.'
Mrs Lenton asked us what we thought was missing.
We then had to predict what might happen next in the story.

In one of our lessons we had to decide what kind of character the little girl had. We used the clues in the text to help us decide.

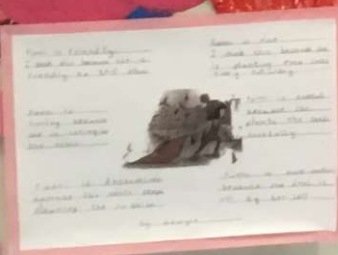
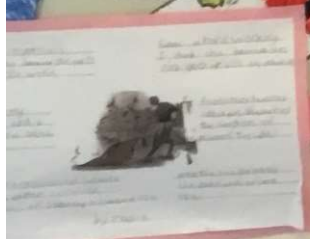
In English lessons we have been reading, 'The Secret Sky Garden'.

We have been doing lots of writing based on this book.

After we had finished the book, Mrs Lenton asked us to choose our favourite piece of work and then we wrote it out in best.



Mrs Lenton asked us what we thought was missing. We then had to predict what might happen next in the story.



Week 1 Monday

- * Learning Outcome / Objective
- * I can discuss an illustration with confidence.
- * I can use inference skills.
- * I can make predictions.

Talk to your partner about what you
can see.





- *Where is this place?*
- *What is it like? How do you know?*
- *Would you like to be there? Why or why not?*
- *Have you ever been somewhere like this? Where was it? What was it like?*
- *How might it feel to be here?*

Think about what the bird might be seeing...



- *Do you know what this bird is?*
- *Why might it be here?*
- *What do you think the bird might be thinking about this place?*



- *Is this what this place should be like?*
- *Who is responsible for this place being the way it is? How do we know?*
- *What could be done to improve this place?*
- *Whose responsibility is it to improve it?*

On your copy of your picture, label the things you notice.

- * Make a prediction about what this story might be about and why you think that.
- * Write down your likes, dislikes, patterns and puzzles from this illustration.

Week 1 Tuesday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can give personal justifications in response to a picture.

Talk to your partner about this illustration...





- o How does this illustration make you feel? Why?
- o How would you describe this place to someone else?
- o What do you think it is like to be there?
- o What can you see? What might you hear? What might it smell like?
- o How would it feel to be in this place?



Now focus on the main character you can see.

- o How do you think they feel being in this place?
- o How do you know?



Look at the smaller details in the illustration, beyond her facial expression.

She has chosen to sit on the top of one of the scrapped cars.

She has brought a thermos flask with her and is dressed in a woollen hat and duffle coat.

What might these things tell us?



Think now about the story that could lie ahead.

What do you think might happen in this character's story?

Why do you think that?

Funni liked the old airport carpark.

It hadn't been used for years
and was greyer than a Monday sky.

But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooves stretched
for miles like a calm, still sea.



How have seeing and hearing the words made you feel?

Did it make you feel differently about this place?

Why?

Funni liked the old airport carpark.

It hadn't been used for years
and was greyer than a Monday sky.

But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooftops stretched
for miles like a calm, still sea.



She 'liked the old airport carpark' and 'loved being there.'

Think about the gentleness of the verbs used to describe the planes and the buildings.

The simile of 'the blue rooftops stretched for miles like a calm still sea.'

The use of the colour blue.

What does this colour mean to you?

What feelings does it evoke in you?

Funni liked the old airport carpark.

It hadn't been used for years
and was greyer than a Monday sky.

But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooves stretched
for miles like a calm, still sea.



With your partner, make a note of all the things discussed on your own copy of this illustration.

Again, make a prediction for the story.

Poetry – model text

My special place

In my special place,
I am high above the world,
I watch the planes drift off into the sky,
I hear the robin tweeting on the fence,
I smell the jet fuel lingering in the air,
I taste my hot cocoa from the thermos,
I feel calm.
Just me.
I love it here.

Week 1 Wednesday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can offer ideas.
- * I can perform a poem with prosody.

Poetry – model text

My special place

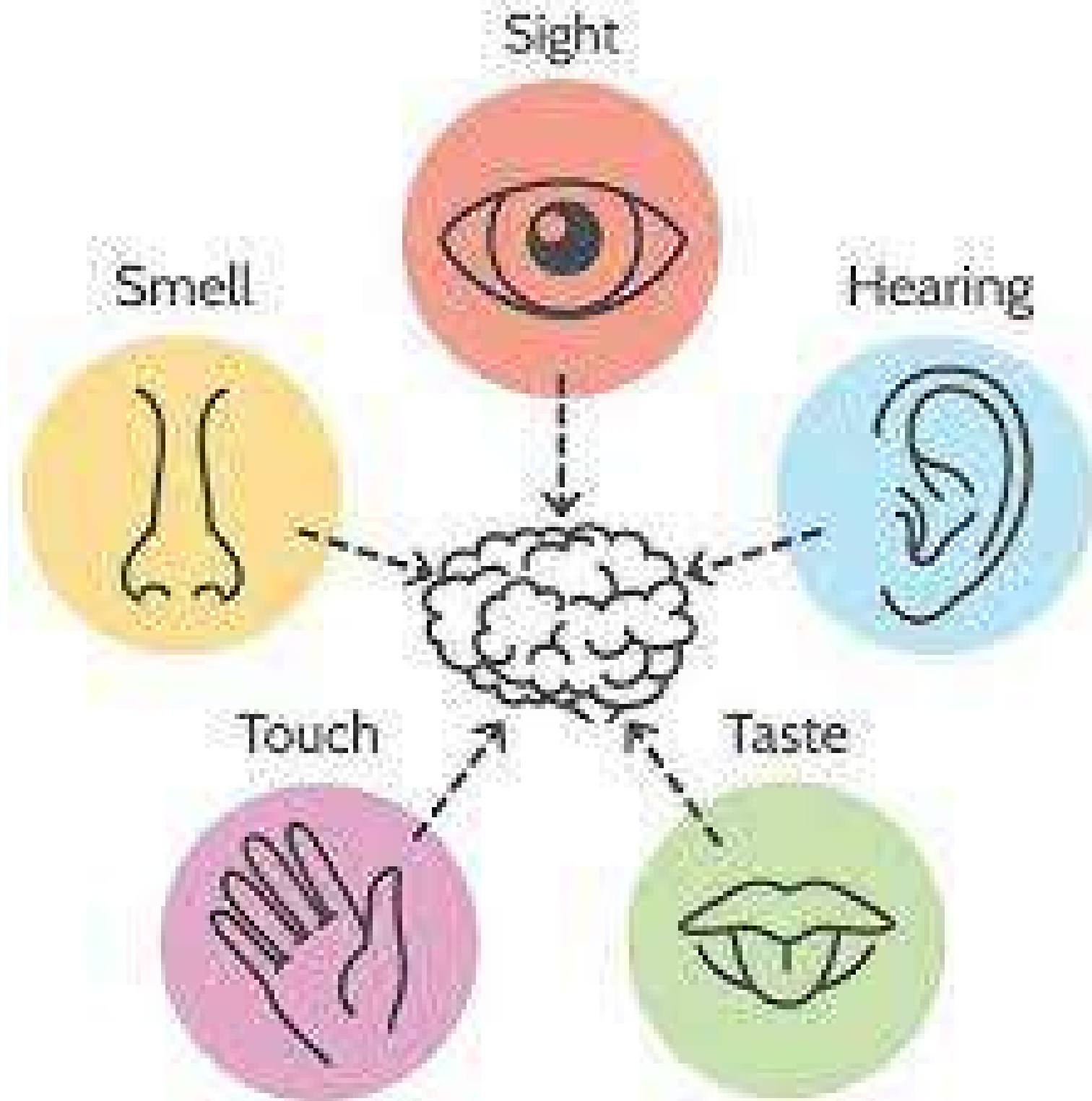
In my special place,
I am high above the world,
I watch the planes drift off into the sky,
I hear the robin tweeting on the fence,
I smell the jet fuel lingering in the air,
I taste my hot cocoa from the thermos,
I feel calm.
Just me.
I love it here.

Can you spot the use of our senses?

My special place

In my special place,
I am high above the world,
I **watch** the planes drift off into the sky,
I **hear** the robin tweeting on the fence,
I **smell** the jet fuel lingering in the air,
I **taste** my hot cocoa from the thermos,
I **feel** calm.
Just me.
I love it here.

Your senses



Think about
Funni in the
carpark.

It is her special
place.

What can she
sense?

Funni liked the old airport carpark.

It hadn't been used for years
and was greyer than a Monday sky.

But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooves stretched
for miles like a calm, still sea.



What other things can you see that Funni can sense?

Share your ideas with a partner and then let's join our ideas up to make our own class poem.

Shared write structure to use

In my special place,

I am _____,

I watch / see _____

I hear _____

I smell _____

I taste _____

I feel _____

Just me.

I love it hear.

Week 1 Thursday

- * Learning Outcome / Objective
- * I can plan my own poem.

Poetry – model text

My special place

In my special place,
I am high above the world,
I watch the planes drift off into the sky,
I hear the robin tweeting on the fence,
I smell the jet fuel lingering in the air,
I taste my hot cocoa from the thermos,
I feel calm.
Just me.
I love it here.

Where is your special place?

- * In the kitchen?
- * In your bed?
- * At school?
- * On the beach?
- * In the woods?
- * At the park?
- * At your grandparents?



Draw yourself in your special place.

On your picture make some notes about what you can see, hear, feel, taste and smell.

Once you have completed your picture share your ideas with a partner.



Remember our poem structure...

Have a go at putting some ideas in to the template.

In my special place,

I am _____,

I watch / see _____

I hear _____

I smell _____

I taste _____

I feel _____

Just me.

I love it hear.



Week 1 Friday

- * Learning Outcome / Objective
- * I can edit and improve my work.
- * I can publish and perform my work.

Week 2 Monday

- * Learning Outcome / Objective
- * I can use inferences to understand a character.



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LINDA SMITH AND FIONA LAMBERS



THE SECRET SKY GARDEN



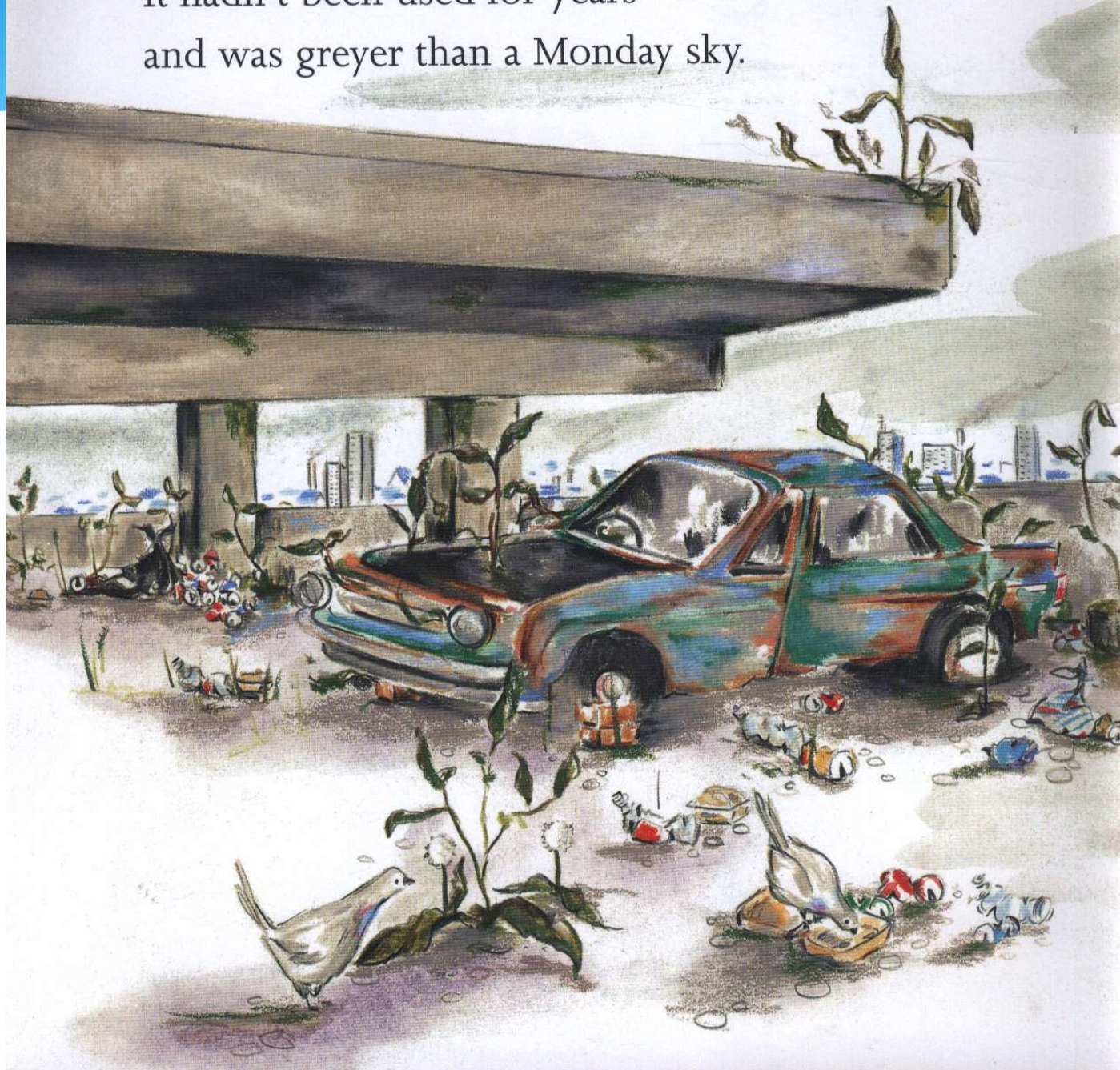
Linda Sarah and Fiona Lumbers

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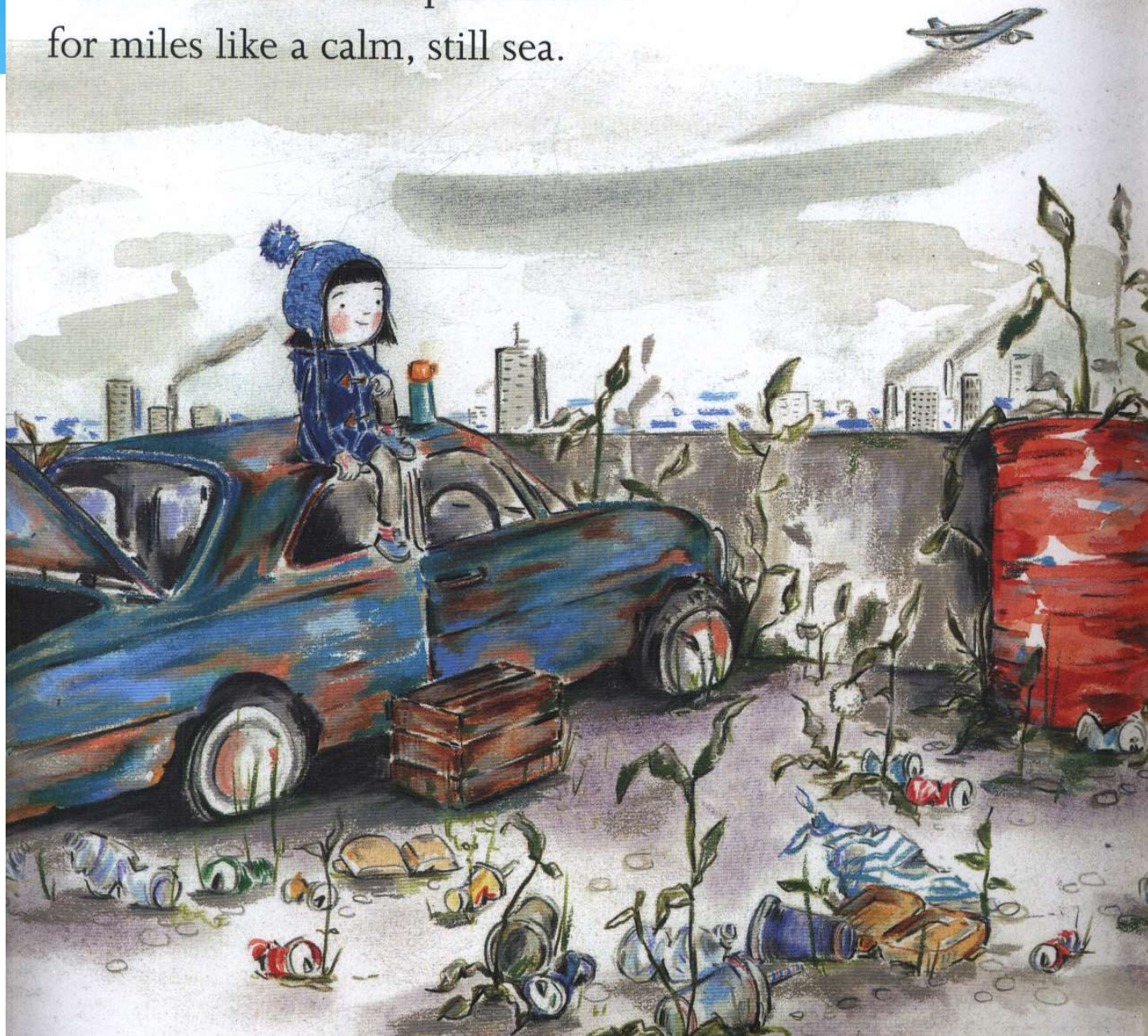
London New York Sydney Toronto New Delhi

Funni liked the old airport car park.

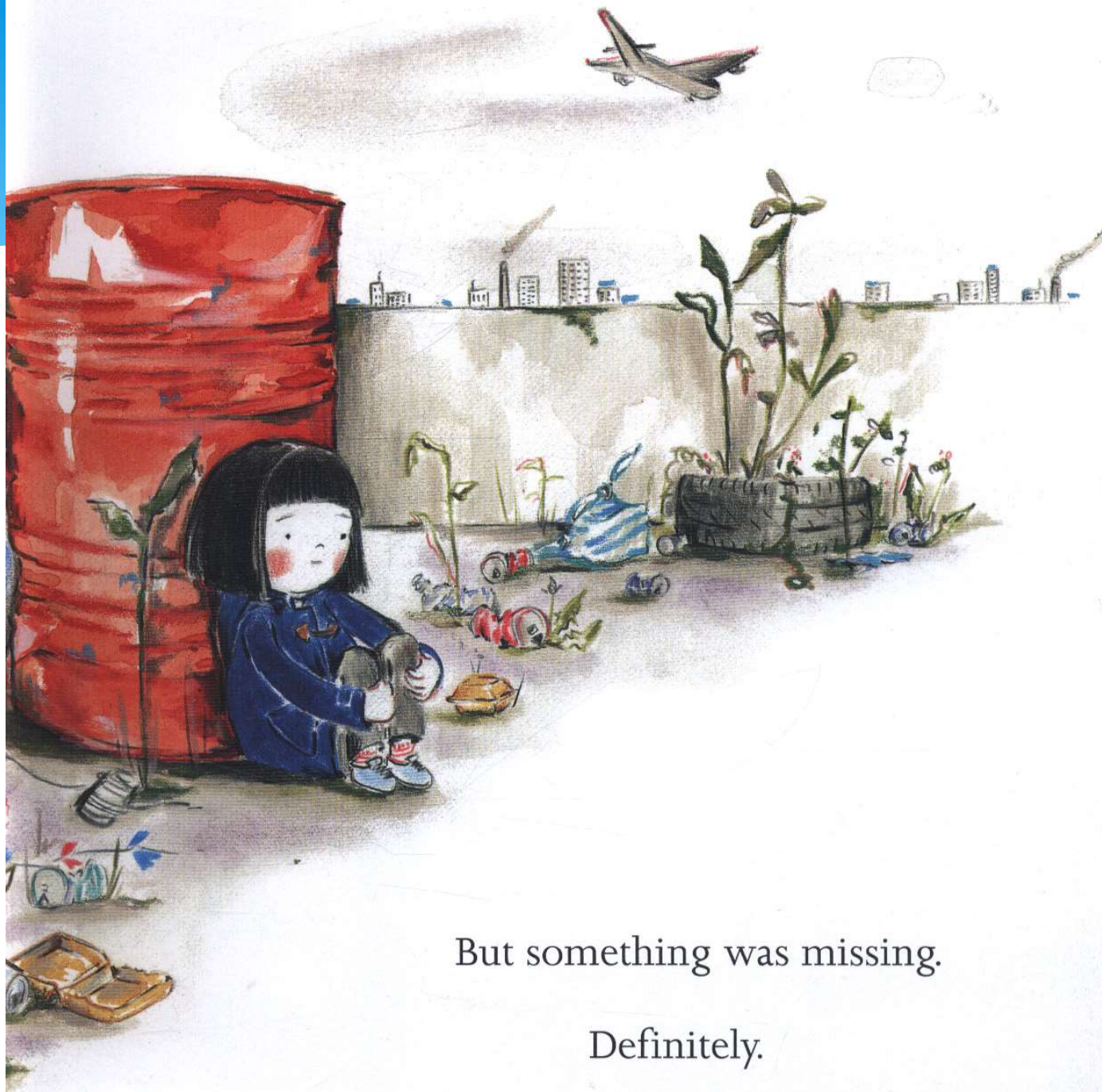
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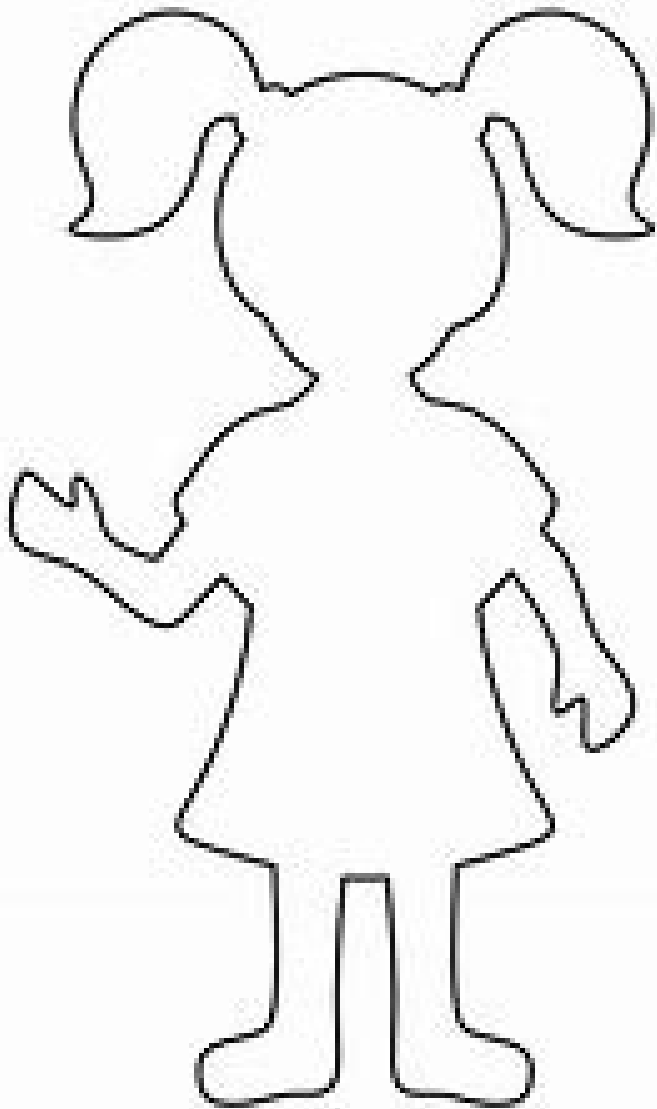




But something was missing.

Definitely.

Role on the wall – Funni



Think about her thoughts and feelings on the inside of the outline and characteristics or descriptions of what she looks like or likes to do on the outside.

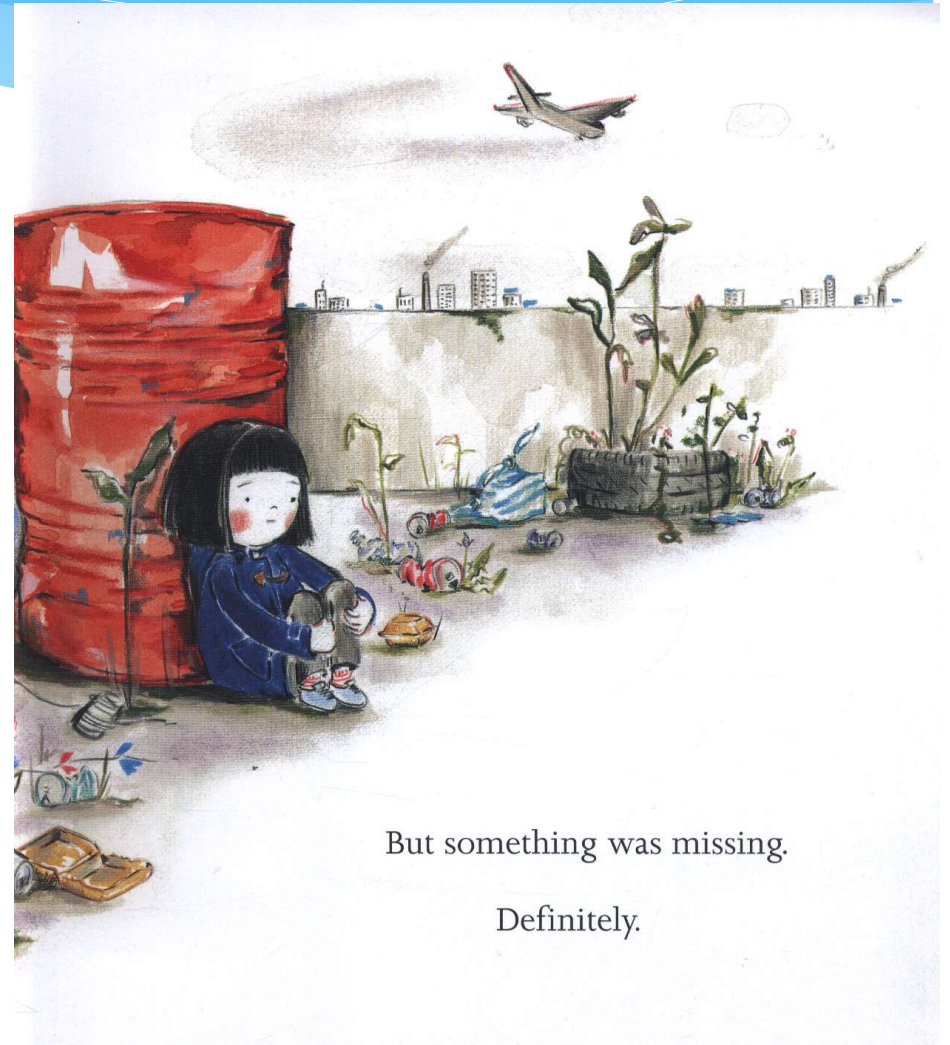
Think about the links between the external and the internal – *how does what a character does or say inform us about what he might be thinking or feeling and vice versa?*

What could be missing?

Write down a thought from
Funni about what was missing.

I wish...

If only...



But something was missing.

Definitely.

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can recognise language choice to develop characterisation.



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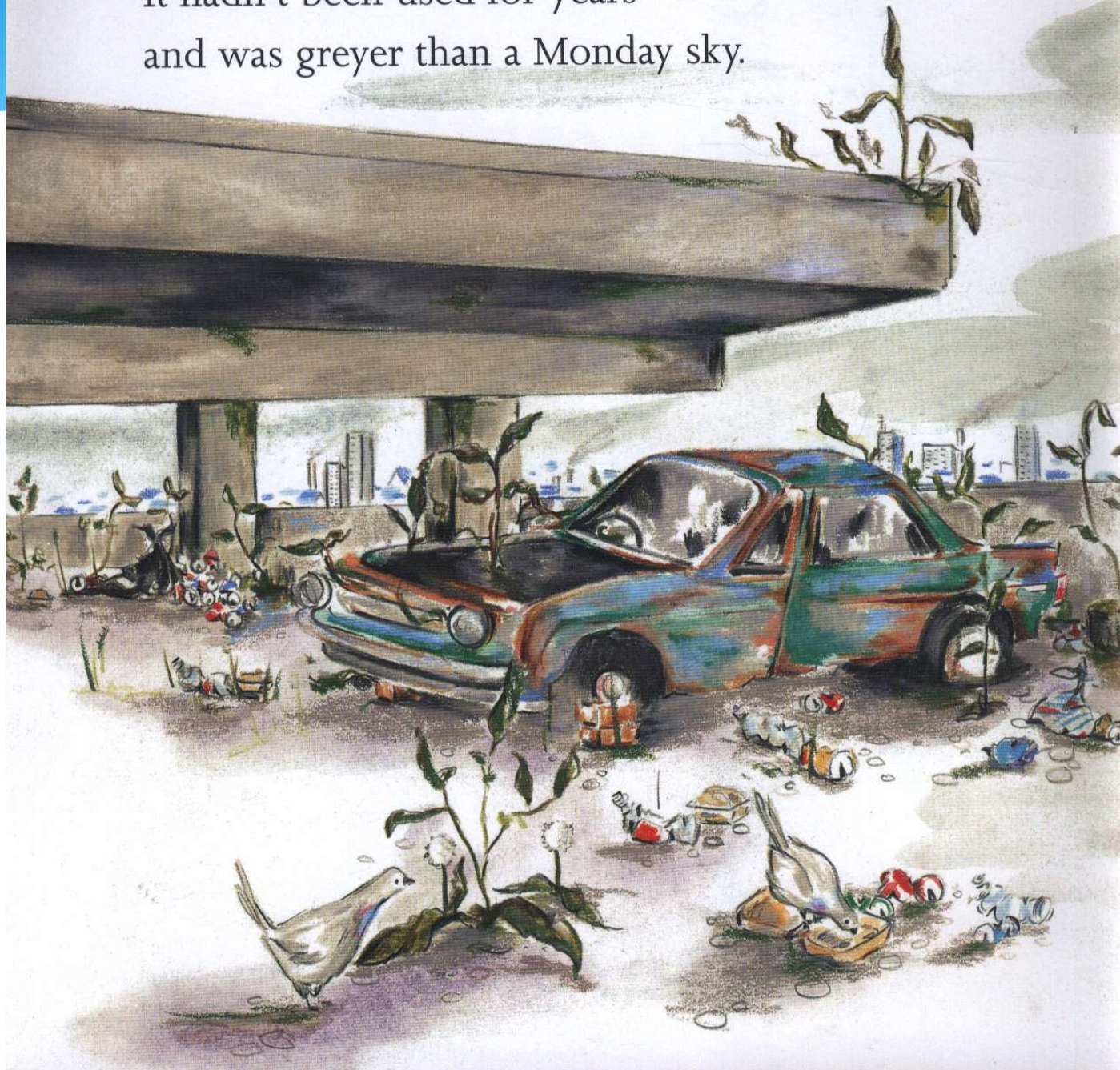
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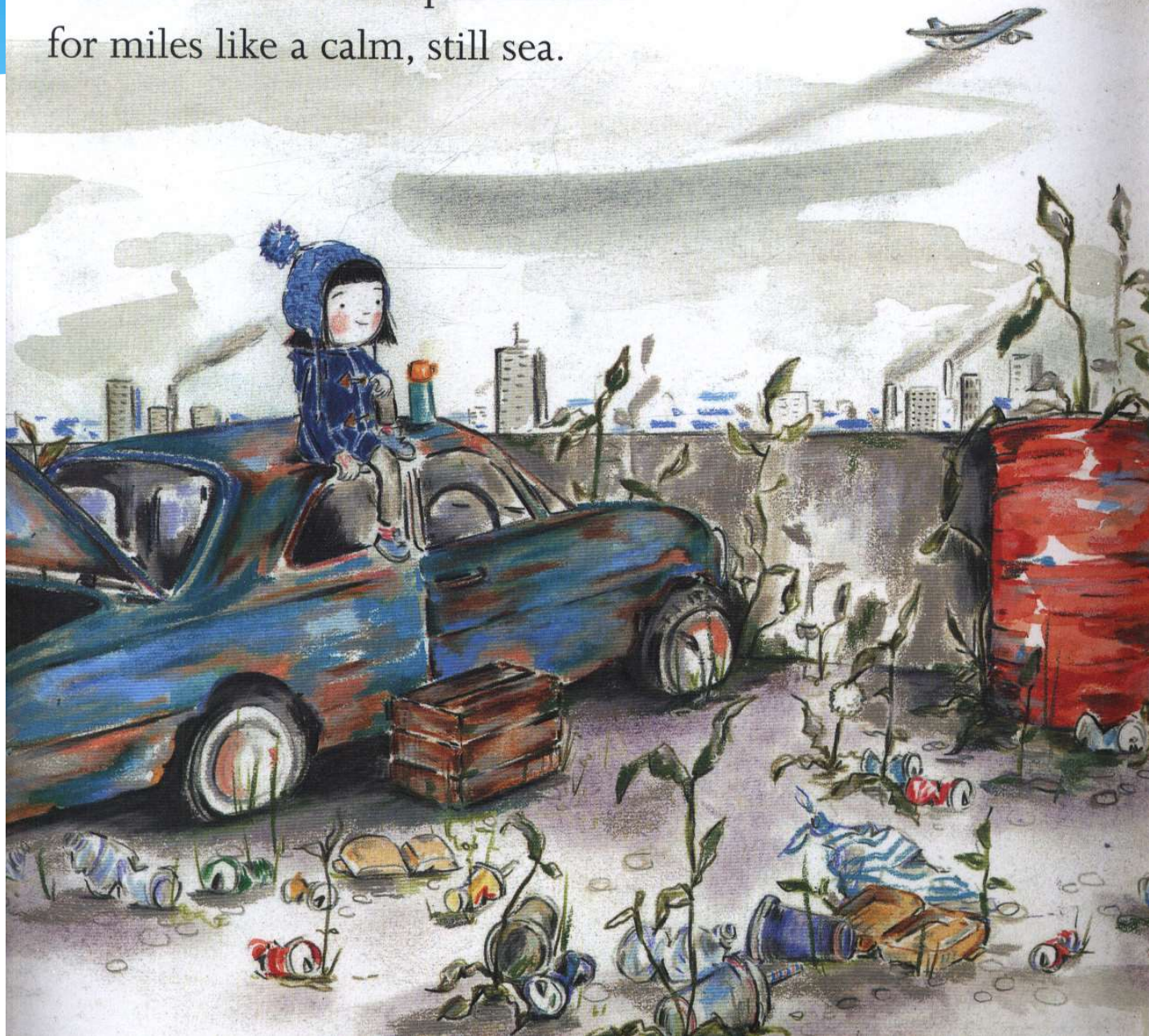
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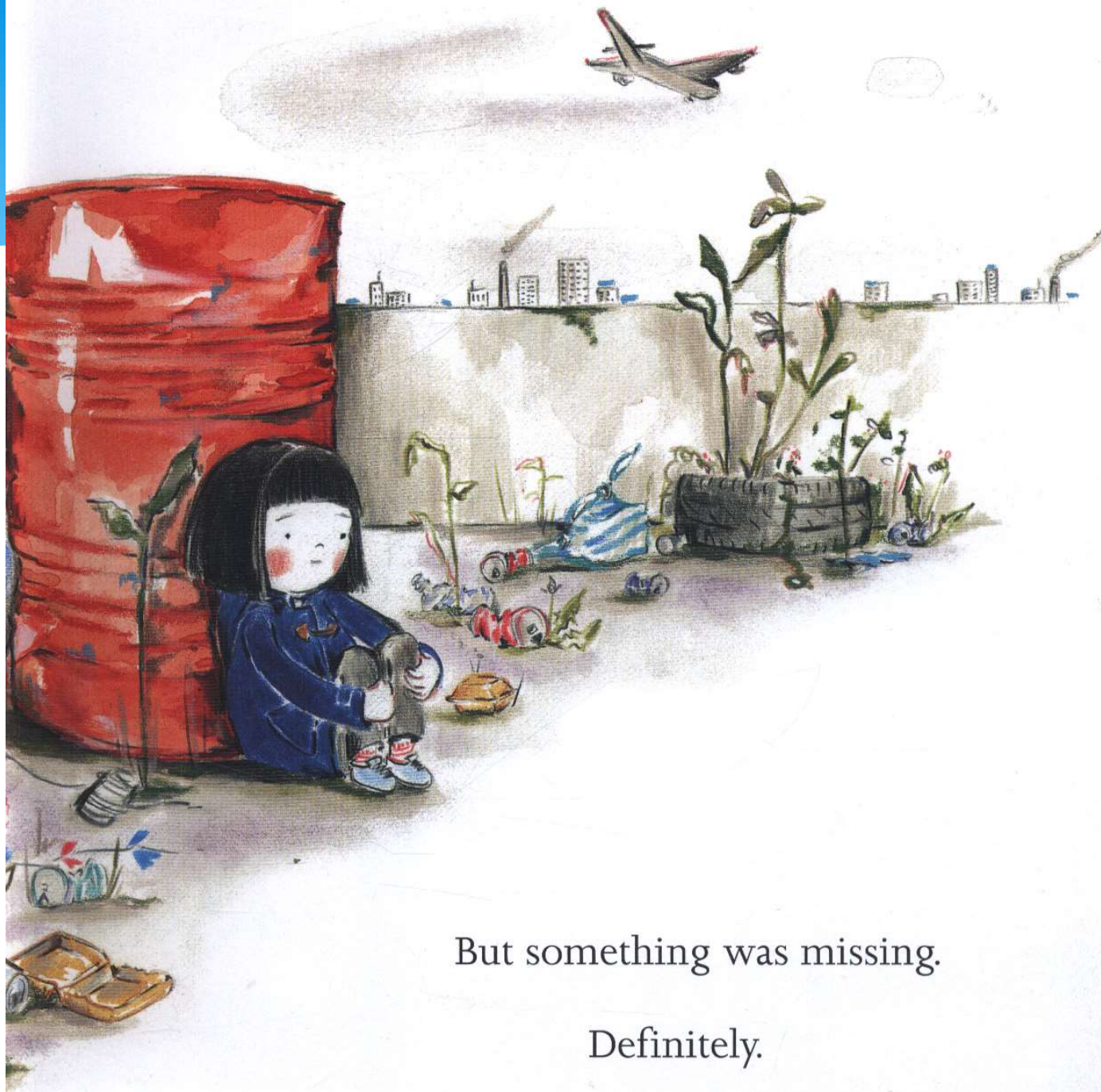
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But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooftops stretched
for miles like a calm, still sea.







But something was missing.

Definitely.

She'd learnt to play the sounds around -
notes from the tannoy in the terminal,

the high-low whine of planes
coming in to land,



and the music of bells in City



But something was missing

Definitely.

So she hatched a plan.

Each Saturday she lugged up a huge sack of soil,
cleaned the carpet of litter, swept the drift of
squished cans and other left-behinds.



After three months of Saturdays,
she gently nuzzled seeds into the soil
that now completely covered the rooftop carpark.



Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

What do these phrases tell us about Funni?

- * 'Each Saturday...'
- * 'lugged', 'swept' and 'cleaned'
- * 'Cleared the area'
- * 'After three months of Saturdays'
- * 'gently nuzzled'
- * 'completely'

Add these ideas to our role on the wall in a different colour.

What do these phrases tell us about Funni?

- * ○ 'Each Saturday...' shows us she is **determined**
- * ○ The verb choices of 'lugged', 'swept' and 'cleaned' in one sentence shows she is **hard-working**
- * ○ The fact she has cleared the area shows us she is **responsible, thoughtful or caring**
- * ○ Using the sentence starter 'After three months of Saturdays' shows us **how committed she is over a long period of time**
- * ○ The adverb + verb combination of 'gently nuzzled' highlights the **care and understanding she has for what she is doing**
- * ○ Using the adverb 'completely' in the final sentence highlights **that she is thorough**

What is different about how we see Funni in this part of the story?

How do you think she feels at this point in the story?

What do they think her facial expression might look like at this point of the story?



Expressions



Use small hand mirrors to create different expressions.



Week 2 Wednesday

- * Learning Outcome / Objective
- * I can recognise different verbs.
- * I can recognise different adverbs.
- * I can select adverbs and verbs for effect.



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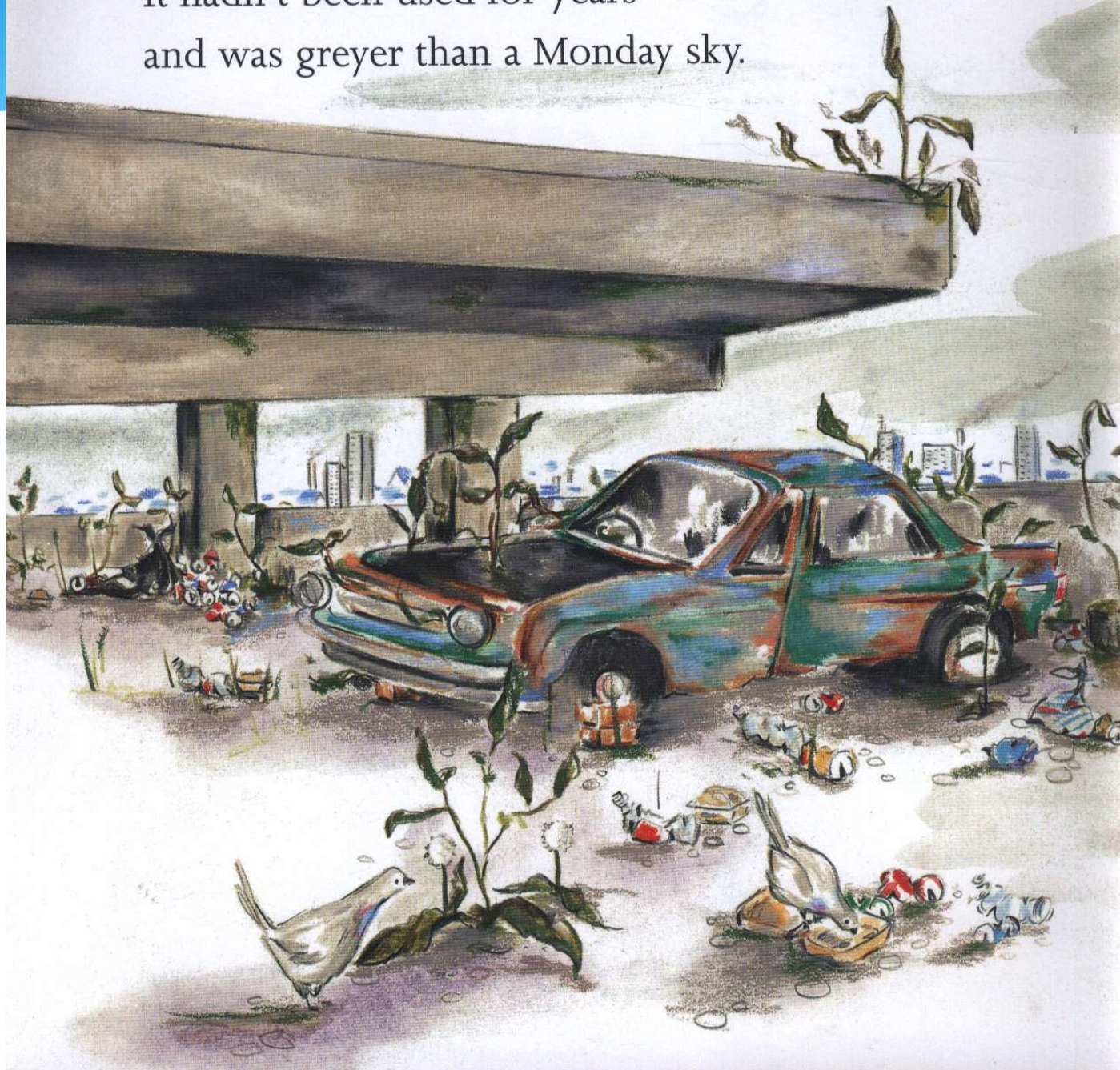
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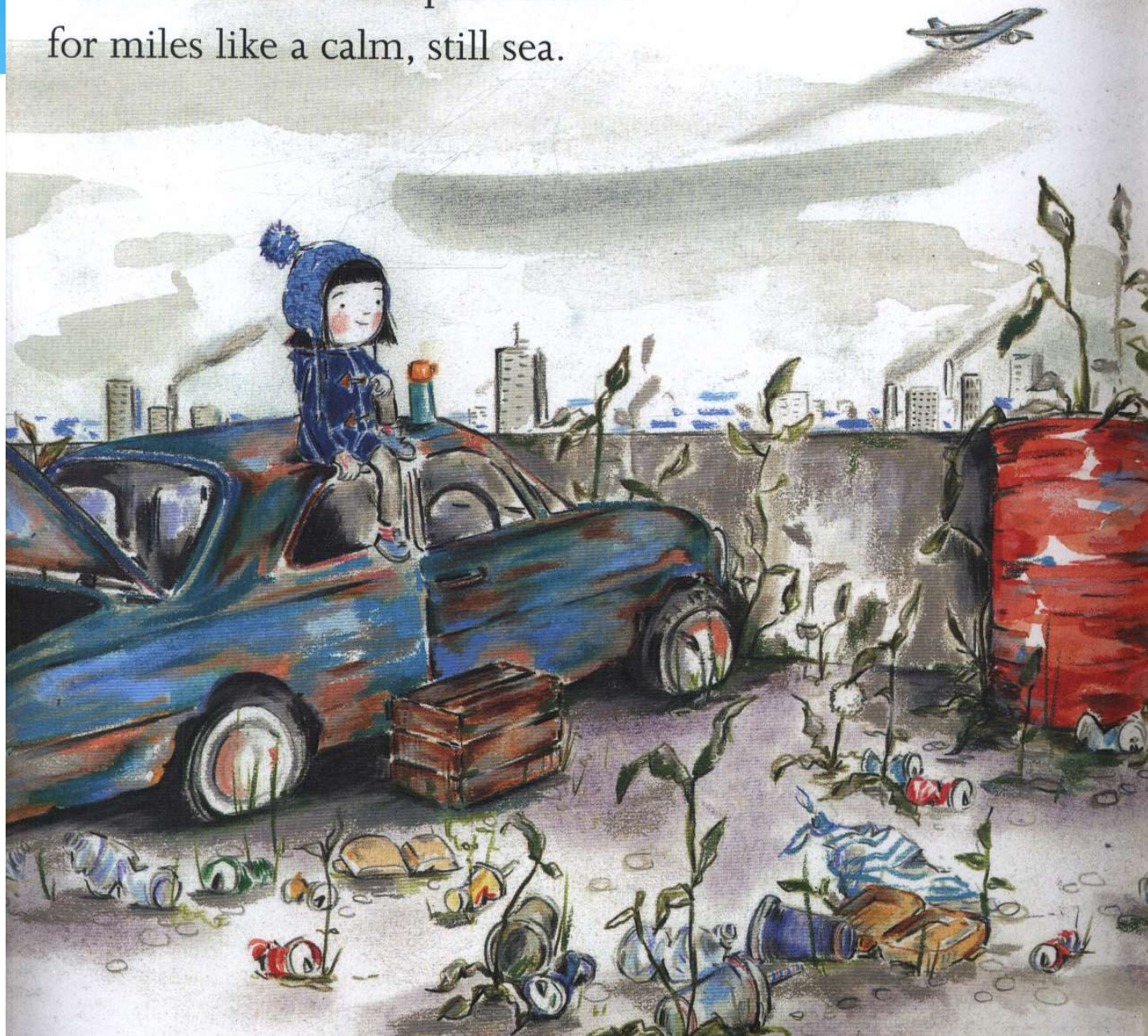
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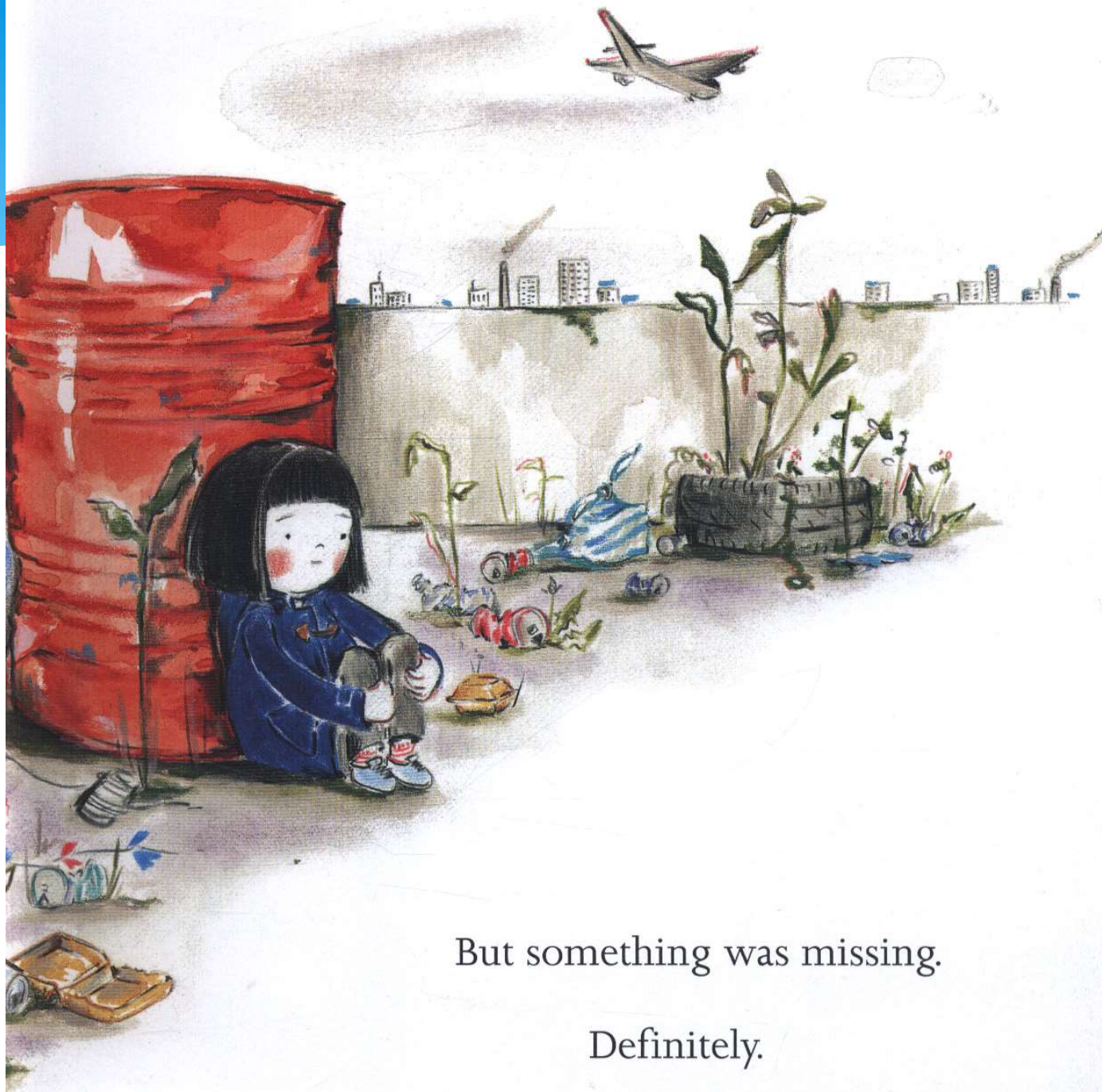
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After three months of Saturdays,
she gently nuzzled seeds into the soil
that now completely covered the rooftop carpark.



Talk to a partner about what things
Funni did and how she did them.



What Is a Verb?

jump



clap



sing



cry



laugh



Verbs are
action words.
They describe
what someone
is doing.

Find the Verbs

Tom **painted** his picture.

Annie **brushed** her hair.

Amjid **read** his books in the library.

Neena **swam** without arm bands.

Ben **rode** his bike to school.



Can you spot the adverb in this sentence?

Jessica **shouted** loudly.

The verb (the action) is in purple.



The adverb in blue tells us how Jessica shouted: she shouted loudly.



Some adverbs are made by adding 'ly' onto the end of the word.

kind + ly = kindly



Lilly smiled **kindly**.

careful + ly = carefully



Daniel coloured his picture **carefully**.

Some adverbs describe **where**
an action is happening.

Liam ran **upstairs**.



Here, 'upstairs' is
describing **where** Liam ran,
which makes it an adverb.

Can you choose one of
these adverbs and use
it in a sentence?

here

there

above

Some adverbs describe **how**
an action is happening.

Helen laughed **nervously**.



Here, 'nervously' is describing
how Helen laughed, which
makes it an adverb.

Can you choose one of
these adverbs and use
it in a sentence?

quickly

loudly

sadly

Some adverbs describe **when**
an action is happening.

The penguins swam **yesterday**.



Here, 'yesterday' is describing
when the penguins swam,
which makes it an adverb.

Can you choose one of
these adverbs and use
it in a sentence?

earlier

later

today

Some adverbs describe **how often**
an action is happening.

The lion roared **daily**.



Here, 'daily' is describing **how often** the lion roars, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

weekly

always

sometimes

Some adverbs describe **how much**
an action is happening.

Amy tried **hard** to finish her homework.



Here, 'hard' is describing **how much** effort Amy put in, which makes it an adverb.

Can you choose one of these adverbs and use it in a sentence?

very

completely

almost

Explain what each of these adverbs are helping us to know about the verb.



Tom painted his picture **beautifully**.

Annie **quickly** brushed her hair.

Amjid read his books **today** in the library.

Neena swam **well** without arm bands.

Ben **always** rides his bike to school.

Describe these pictures again and this time think carefully about your choice of adverb.



Draw your own pictures of what you think Funni might do next.

- * For each picture, write a sentence that uses an adverb to add effect and tell us more about the character of Funni.
- * E.g. Funni ran excitedly between the flowerbeds.
- * Funni gazed longingly at the planes.
- * Funni chatted daily to her saplings.

Week 2 Thursday

- * Learning Outcome / Objective
- * I can recognise a change in perspective.
- * I can make predictions.



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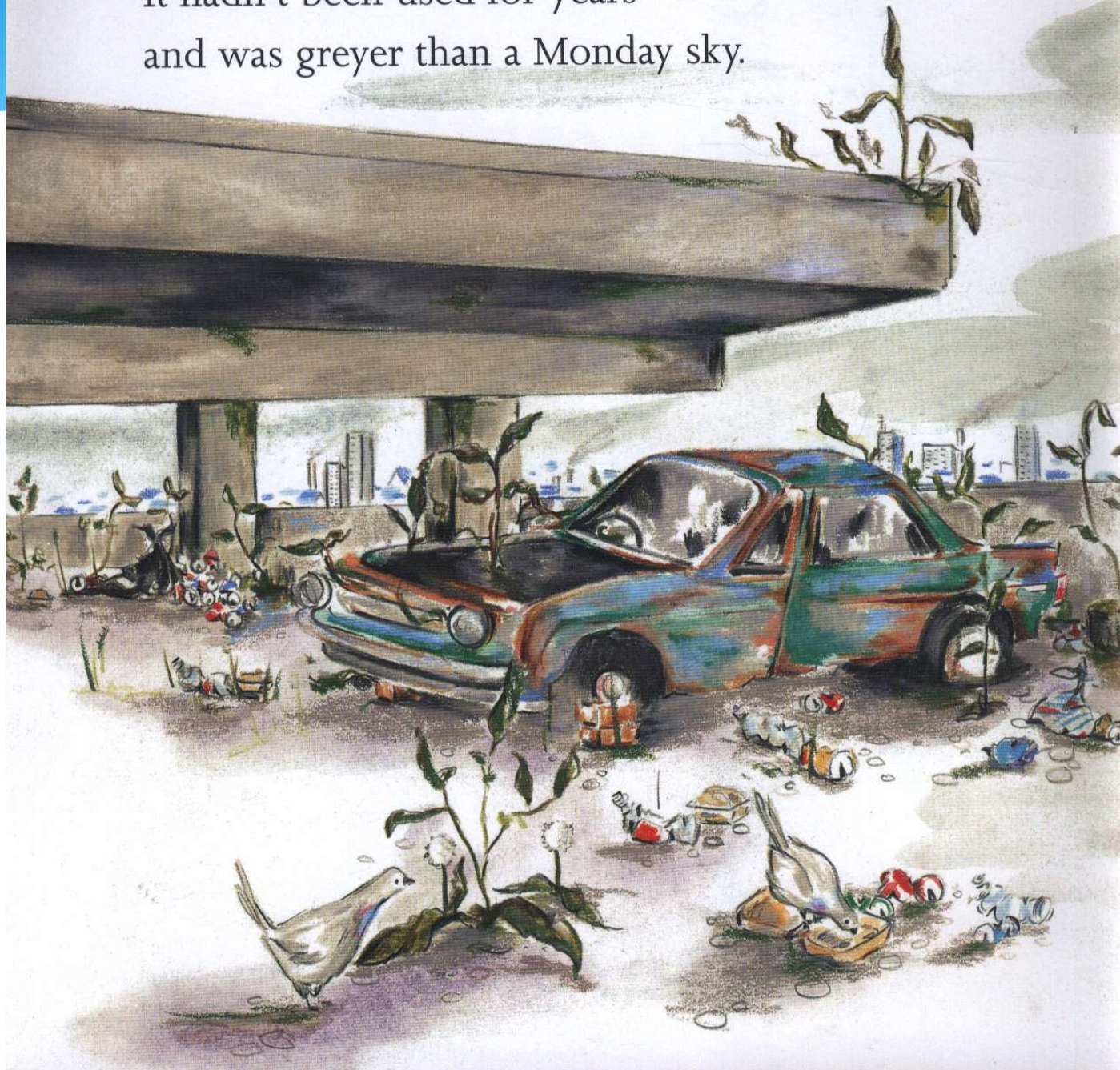
Linda Sarah and Fiona Lumbers

SIMON & SCHUSTER

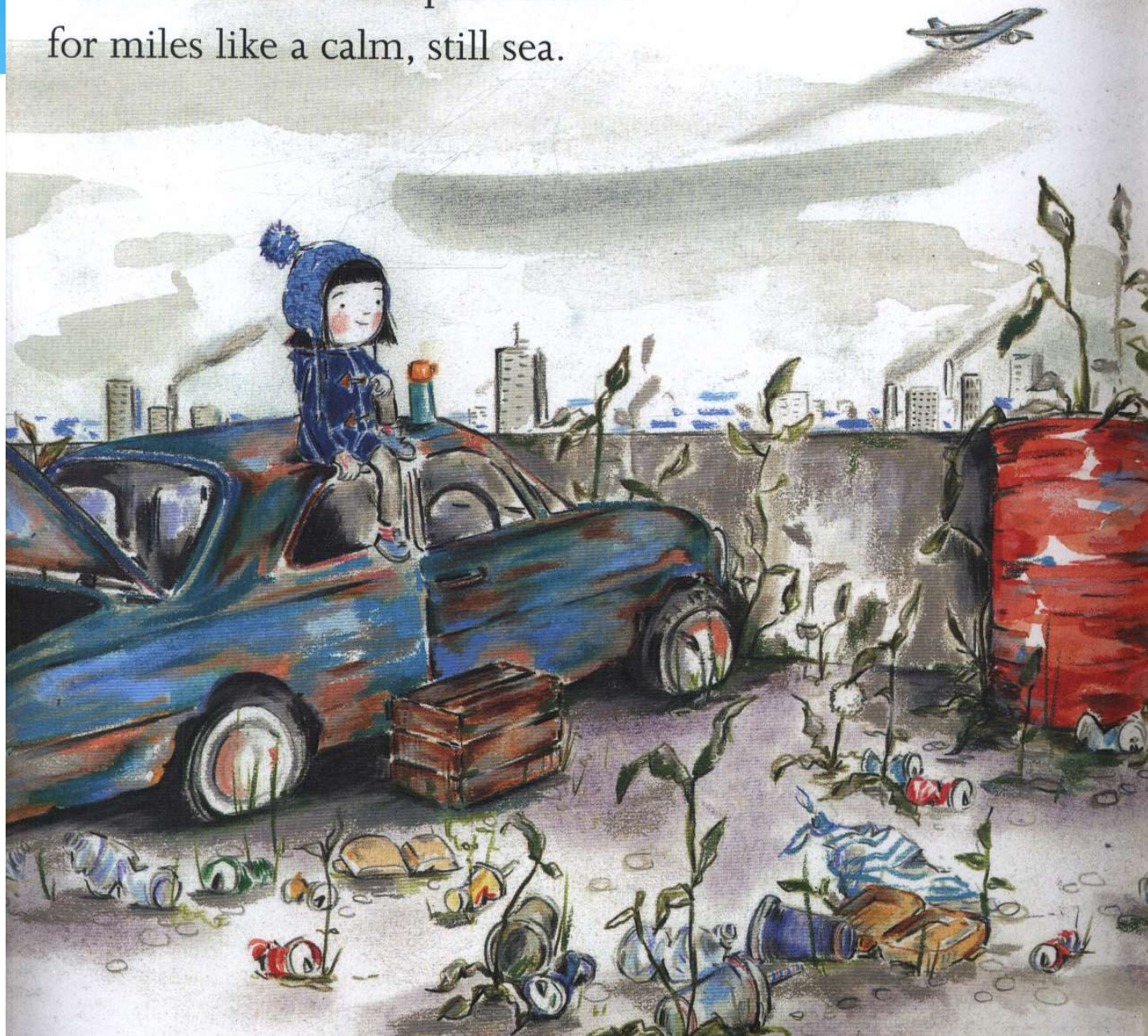
London New York Sydney Toronto New Delhi

Funni liked the old airport car park.

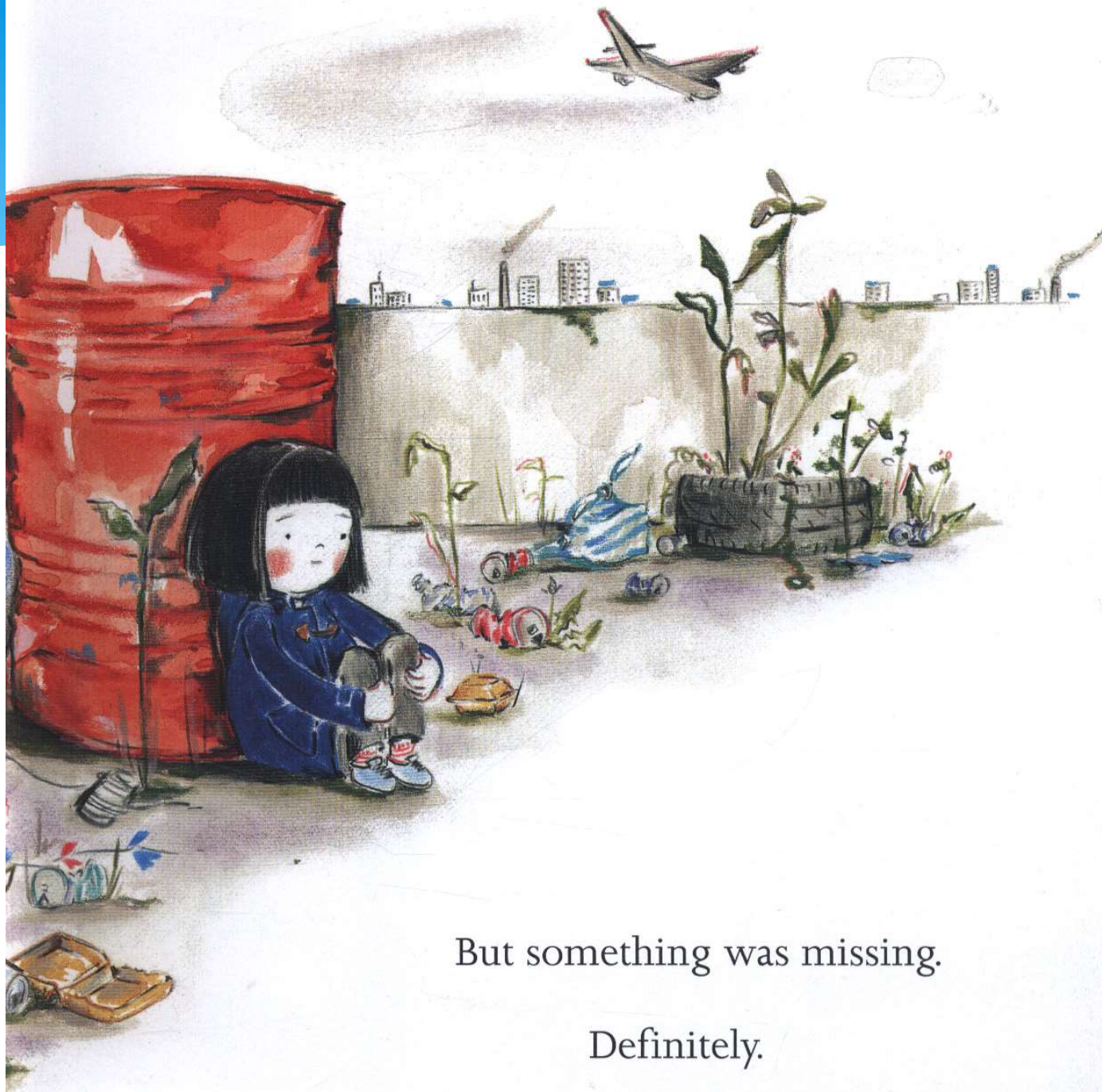
It hadn't been used for years
and was greyer than a Monday sky.



But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooftops stretched
for miles like a calm, still sea.







But something was missing.

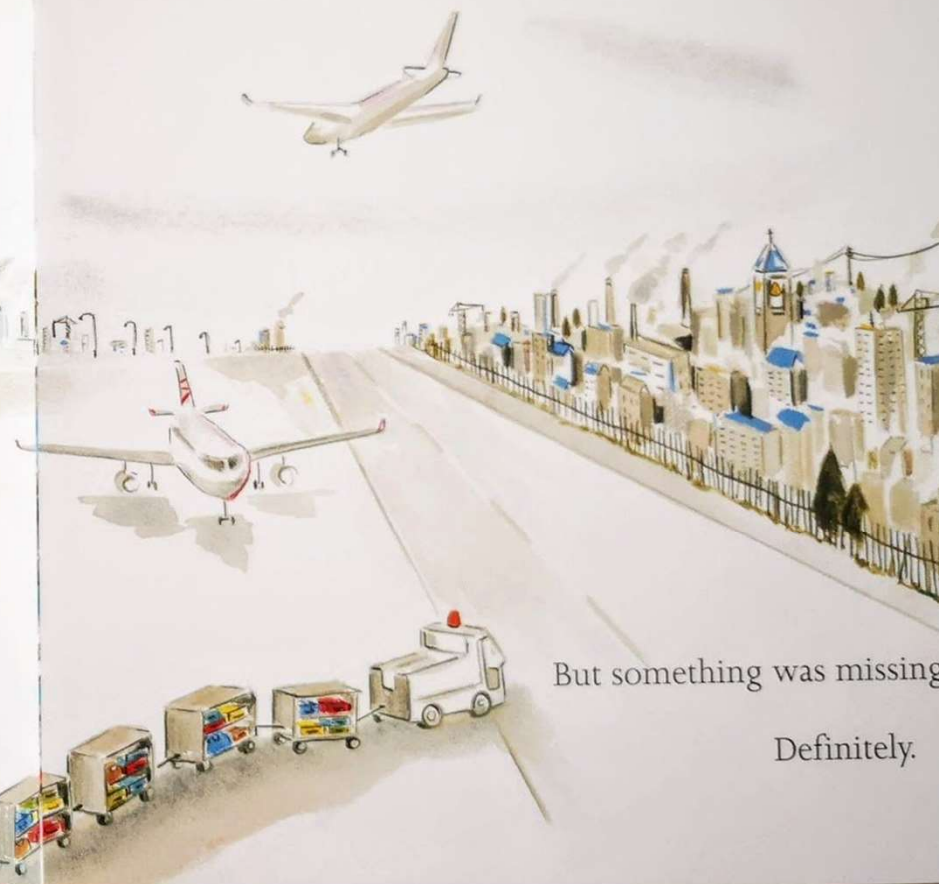
Definitely.

She'd learnt to play the sounds around -
notes from the tannoy in the terminal,

the high-low whine of planes
coming in to land,



and the music of bells in City



But something was missing

Definitely.

So she hatched a plan.

Each Saturday she lugged up a huge sack of soil,
cleaned the carpet of litter, swept the drift of
squished cans and other left-behinds.



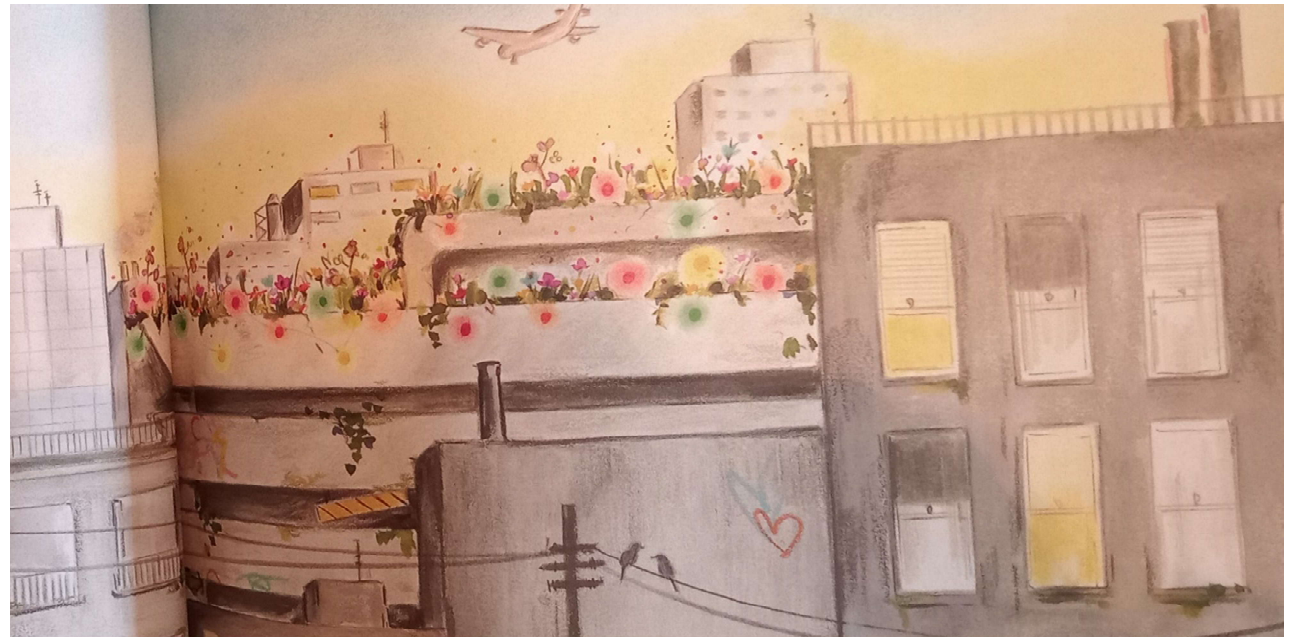
After three months of Saturdays,
she gently nuzzled seeds into the soil
that now completely covered the rooftop carpark.



What is different about this page?



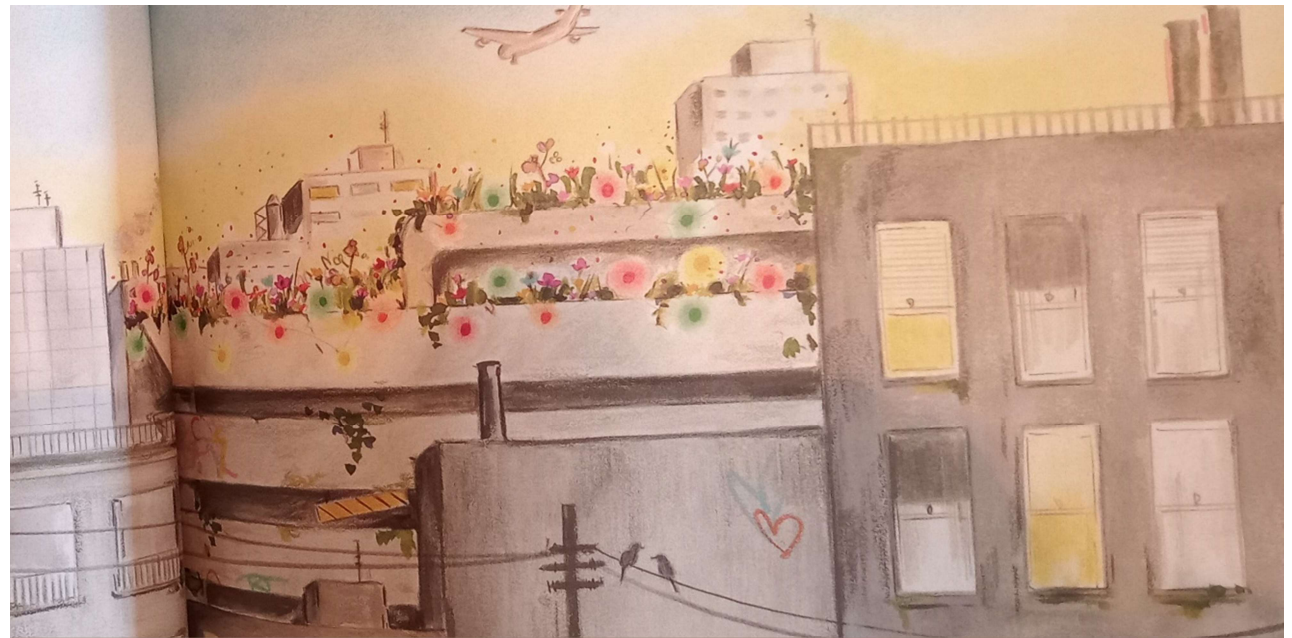
How much time has passed between these two spreads? How do you know?



Did you see the change in colour used in the illustrations?

How does the use of colour make you feel?

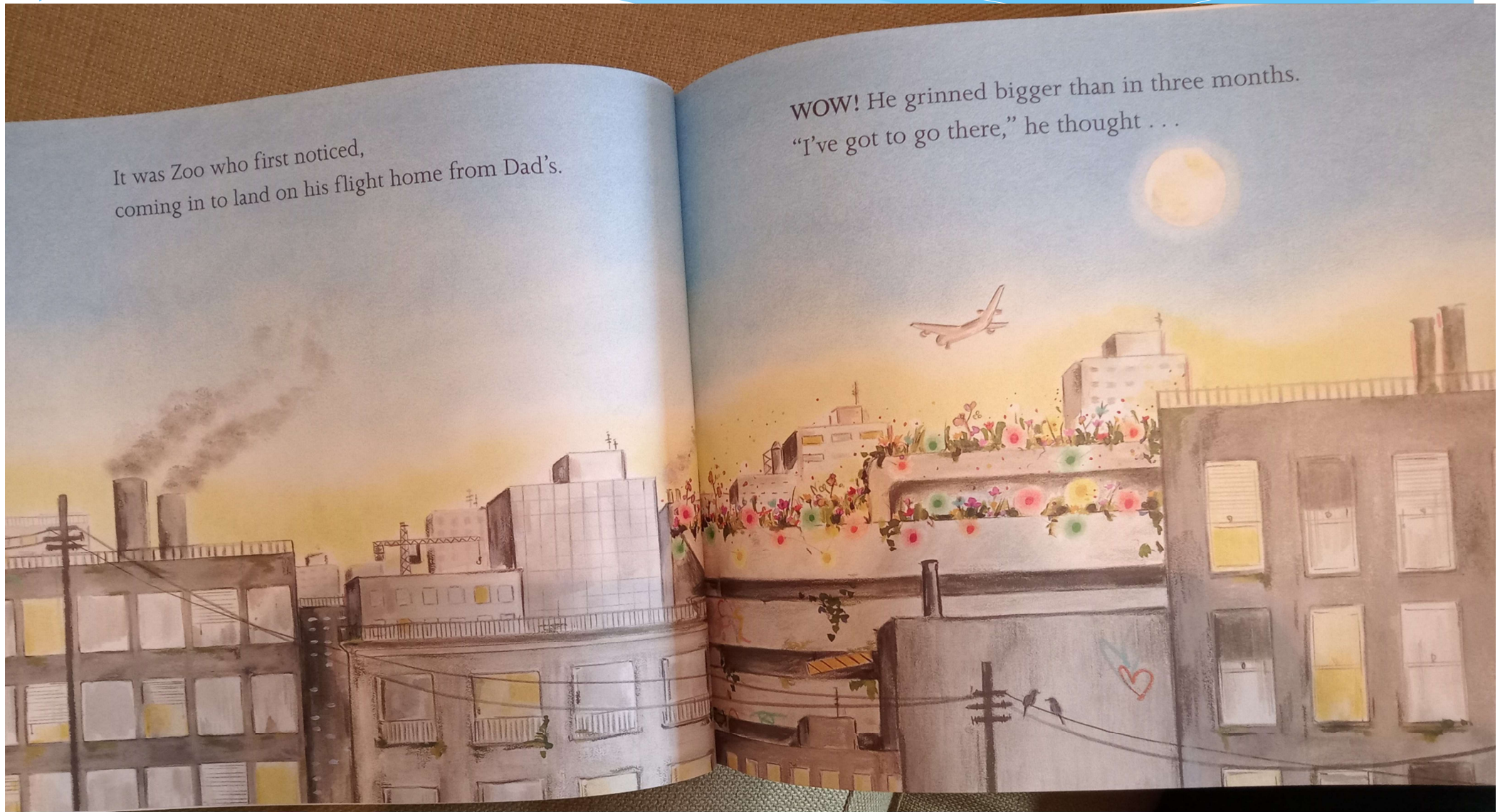
What does it make you think about how the story might continue?



A new perspective. Zoo sees the garden from above.

It was Zoo who first noticed,
coming in to land on his flight home from Dad's.

WOW! He grinned bigger than in three months.
"I've got to go there," he thought . . .



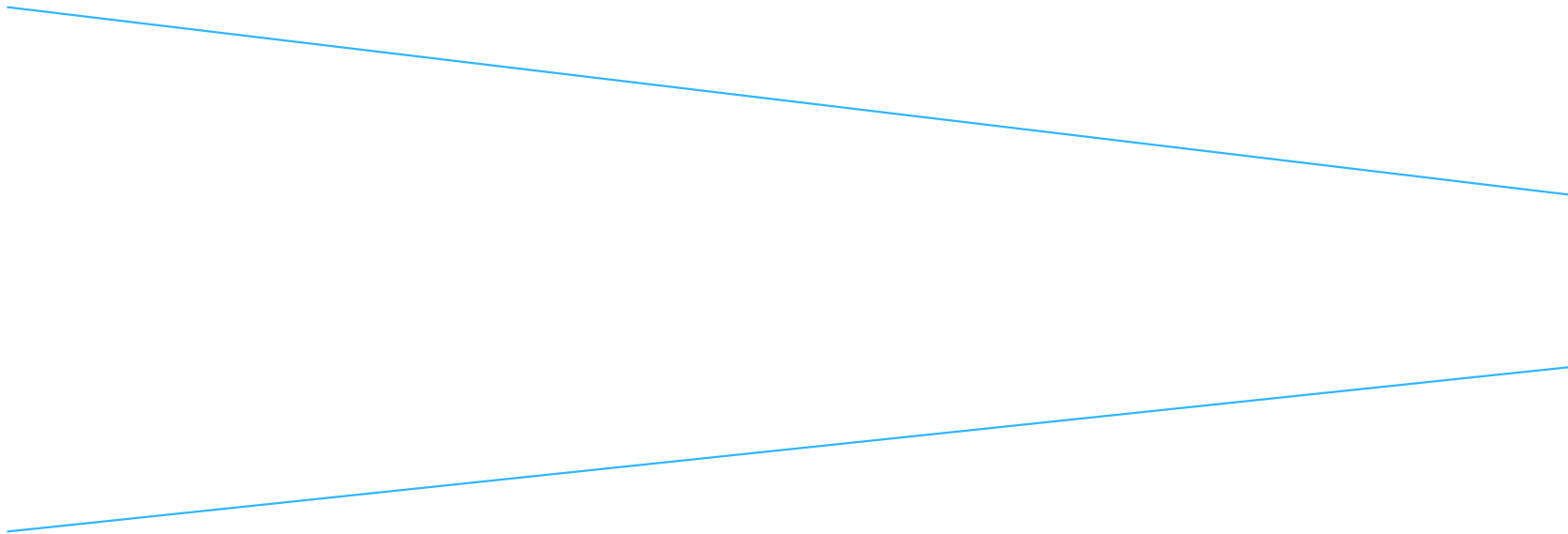
What do you think might happen next?

... a garden, there, in the air,

full of flowers, bright like an Emperor's blanket,
nodding and waving - hello!



Draw lines and make notes of what has already happened and how the two characters might come together.



Funni loved
visiting the
airport car
park

She decided to clear
the rubbish and plants
seeds

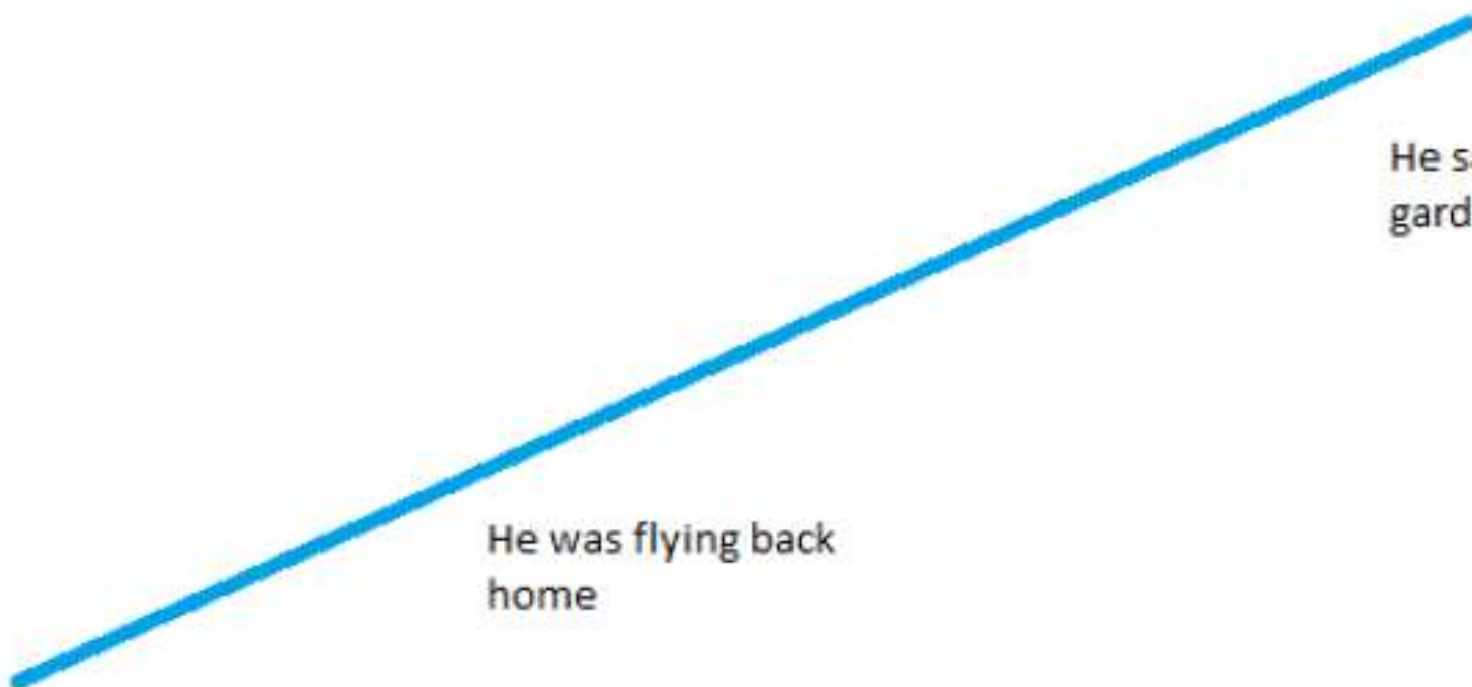
The seeds grew into a
beautiful garden



He saw the beautiful
garden

He was flying back
home

Zoo had been to visit
his Dad



Week 2 Friday

- * Learning Outcome / Objective
- * I can recognise character development.
- * I can infer from the actions of characters.
- * I can infer from illustrations.



THE SECRET SKY GARDEN

LINDA SMITH AND FIONA LAMBERS



THE SECRET SKY GARDEN



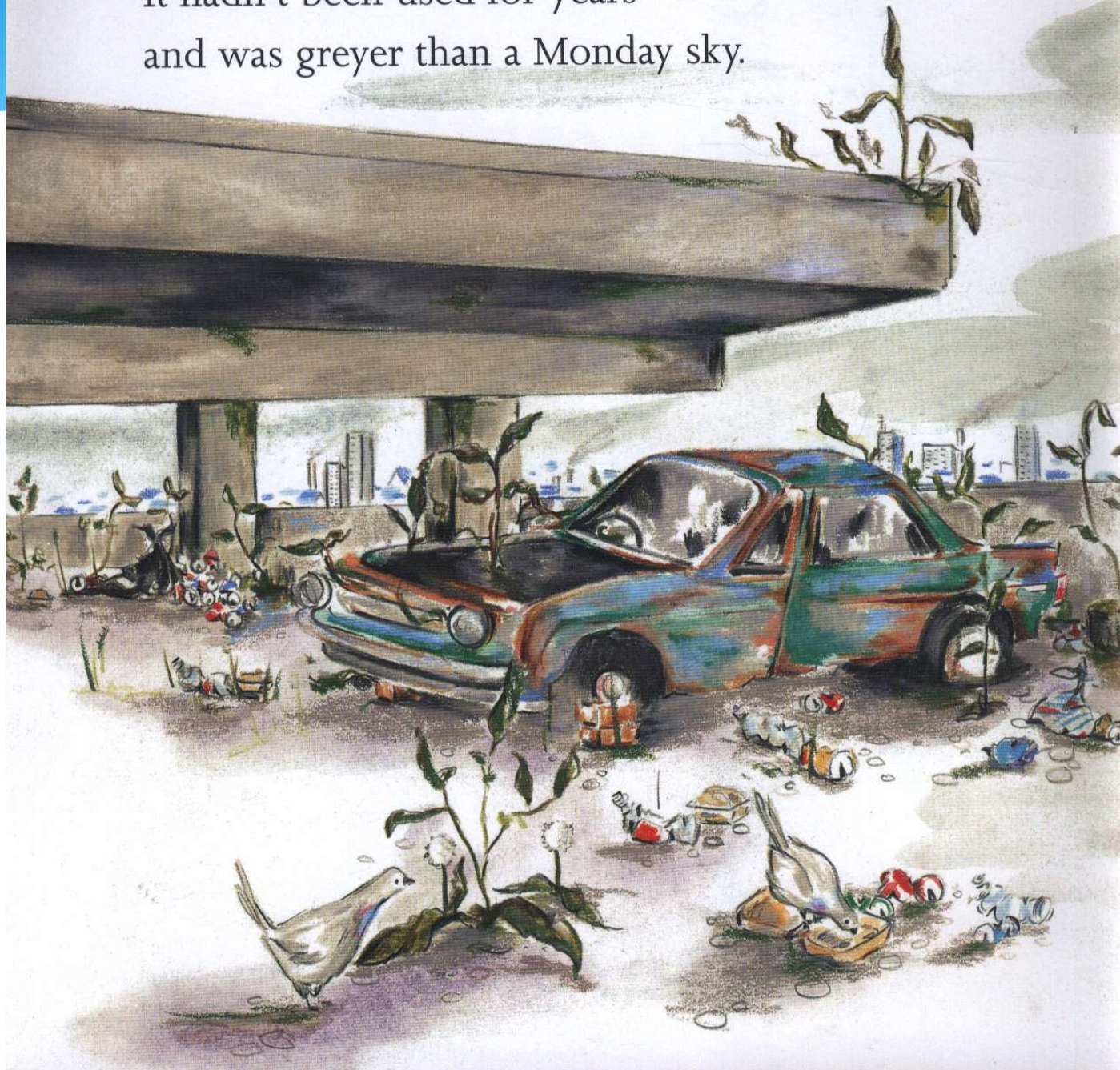
Linda Sarah and Fiona Lumbers

SIMON & SCHUSTER

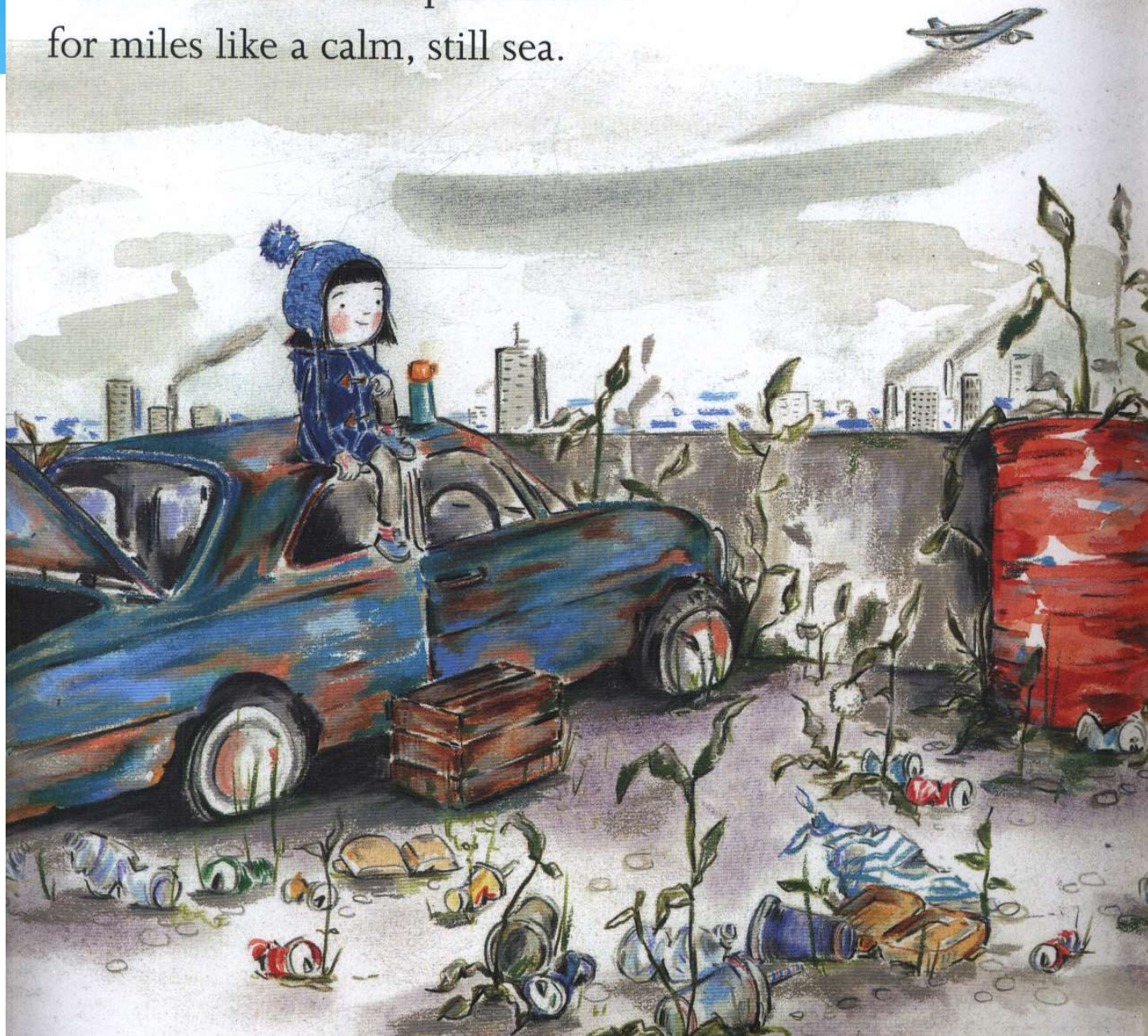
London New York Sydney Toronto New Delhi

Funni liked the old airport car park.

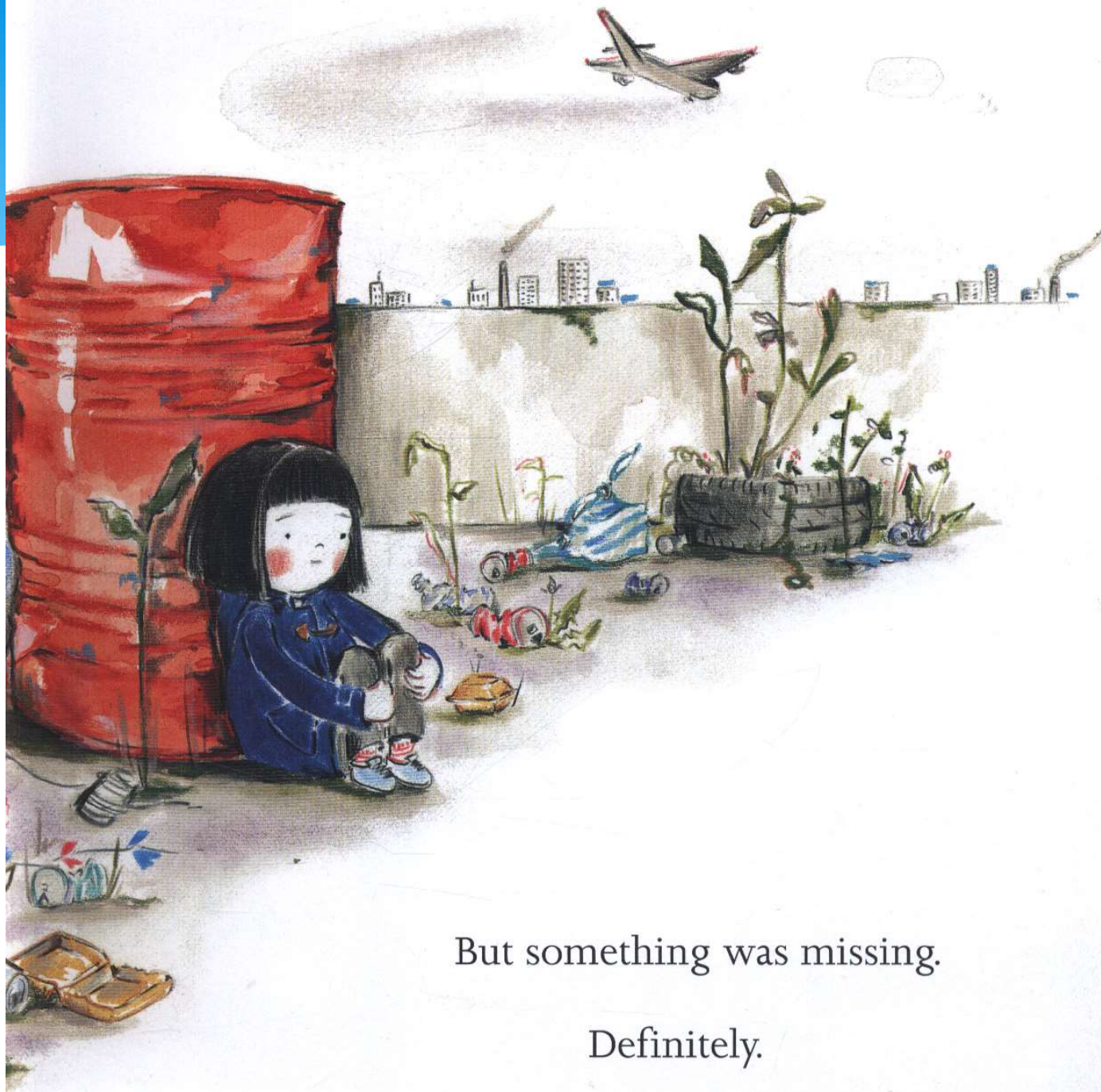
It hadn't been used for years
and was greyer than a Monday sky.



But Funni loved being there,
hearing the planes take off and touch down,
while the blue rooftops stretched
for miles like a calm, still sea.







But something was missing.

Definitely.

She'd learnt to play the sounds around -
notes from the tannoy in the terminal,

the high-low whine of planes
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and the music of bells in City



But something was missing

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So she hatched a plan.

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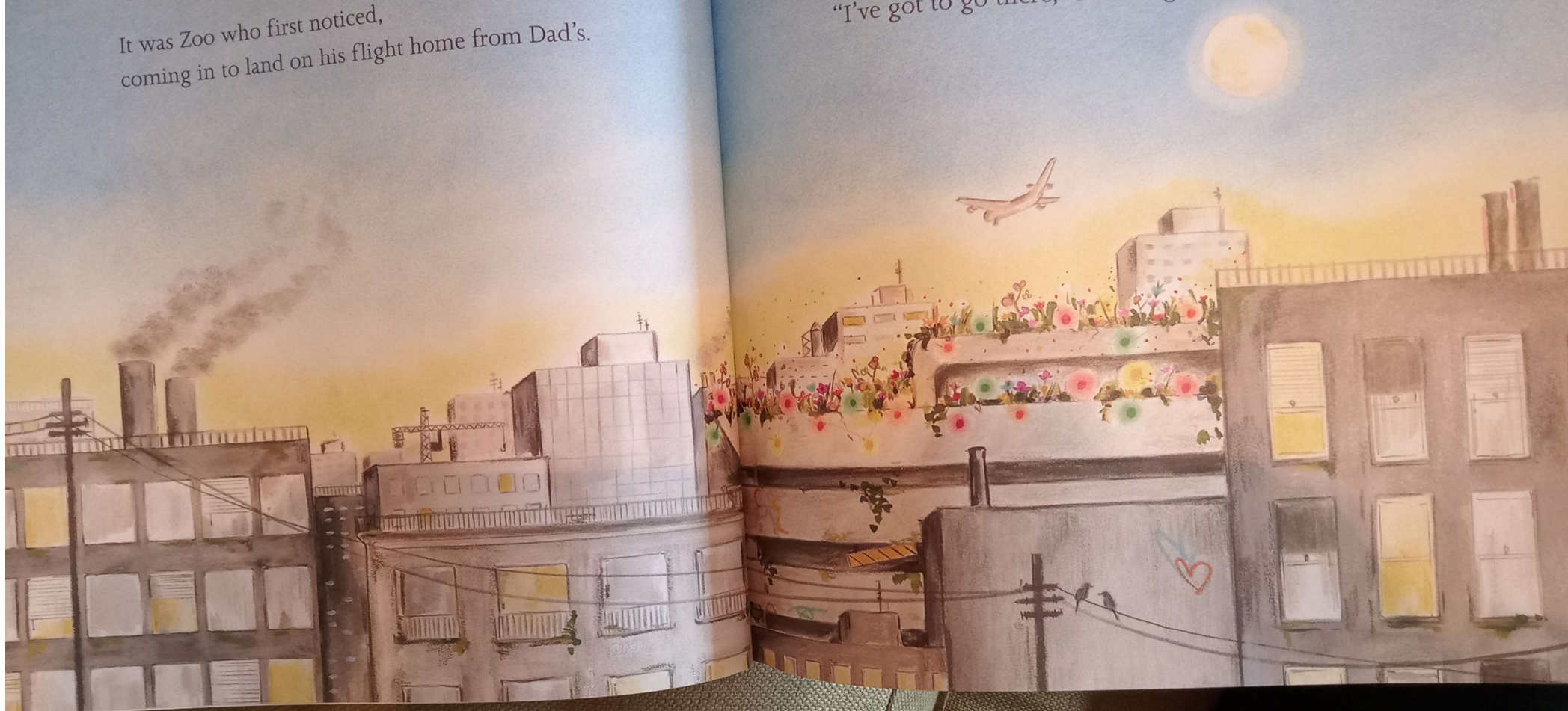


After three months of Saturdays,
she gently nuzzled seeds into the soil
that now completely covered the rooftop carpark.



It was Zoo who first noticed,
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WOW! He grinned bigger than in three months.
"I've got to go there," he thought . . .



... a garden, there, in the air,

full of flowers, bright like an Emperor's blanket,
nodding and waving - hello!



found in a stairwell.

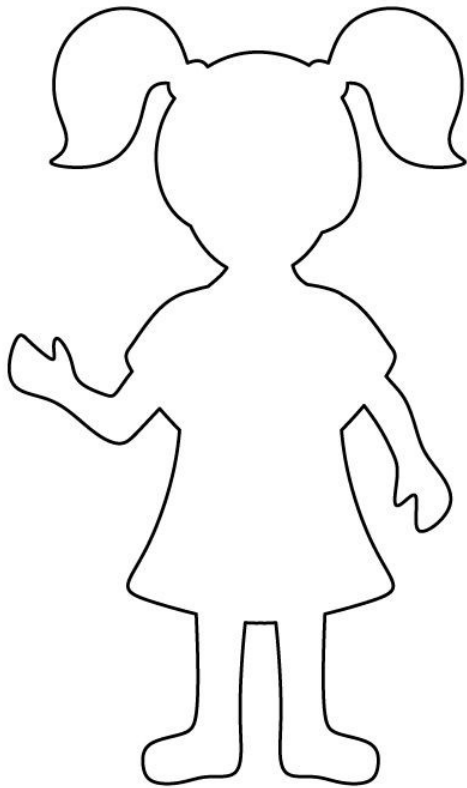


But something
was still missing.
Definitely.

What could be missing?



Role on the wall – Funni update



Use a different colour again for this part of the story.

Look at the writing in the different colours to show the different points in the story.

How has her character developed since the start of the story?

Changes, similarities and differences

Before the garden, while making the garden, now the garden is complete.



That feeling. Like an ache, a hole, not
a full-up satisfied feeling you get...

when you're happy and there's the warm buzz of home and someone laughing in
another room.



*What is Funni really aching for?
What does this analogy make you think is missing from
Funni's beautiful garden?*

*What might give her the full-up, satisfied feeling she is looking for?
Why do you think this?*



And action!

Recreate Funni's pose in either illustration, holding her body position of learning on the wall, perhaps up against one of the classroom tables and the facial expression they can see in the illustration as closely as possible.

How are you feeling as you hold this pose?

If you were Funni, what might you be thinking at this point in the story?



Though bubbles...

Write 'your' thoughts in a thought bubble.

Remember you are being Funni at the point where she has created her garden, but still feels like she is missing something.



Week 3 Monday

- * Learning Outcome / Objective
- * I can reflect on a complete story.
- * I can recognise similarities in characters.



THE SECRET SKY GARDEN

LINDA SMITH AND FIONA LAMBERS



THE SECRET SKY GARDEN



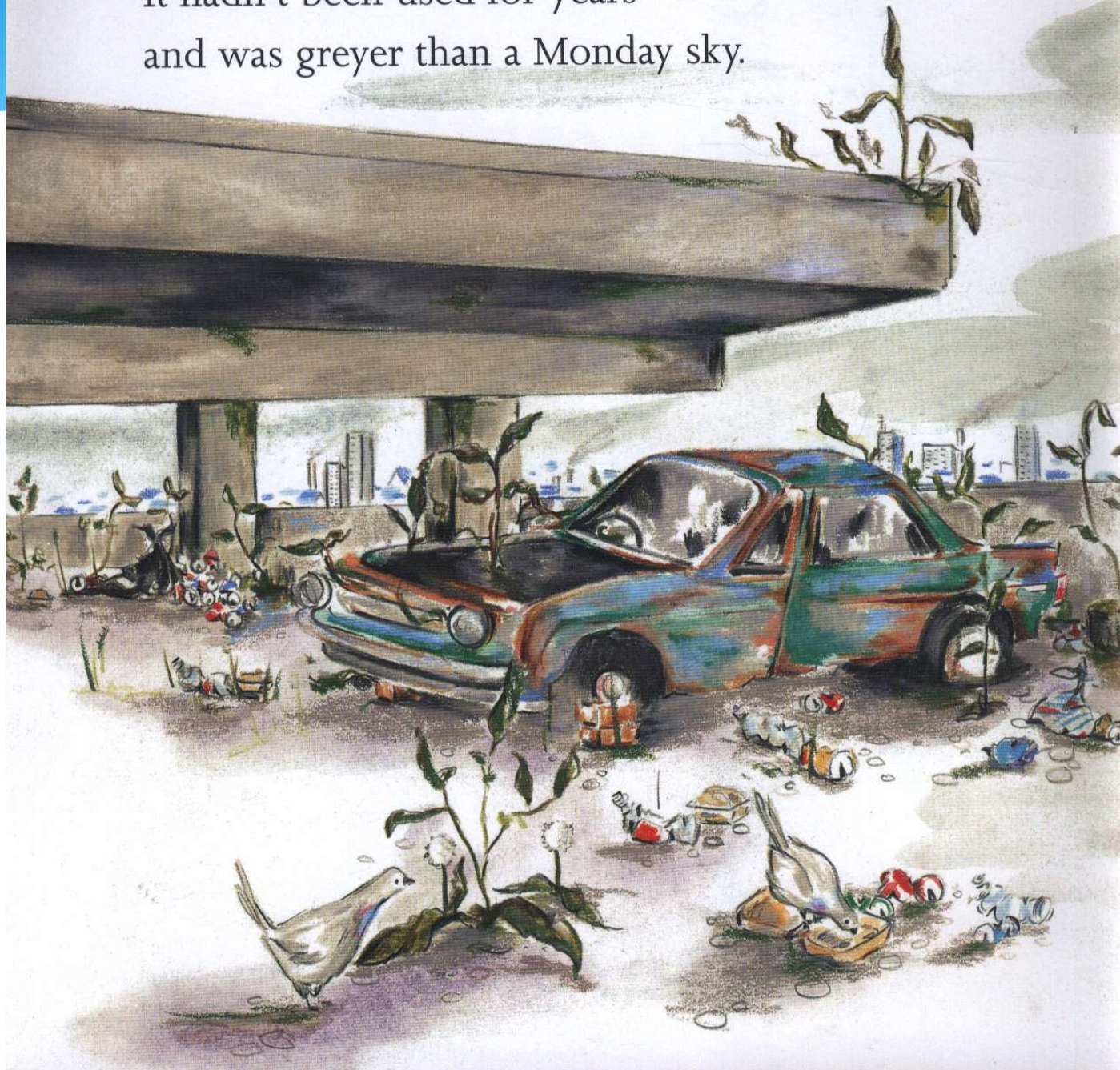
Linda Sarah and Fiona Lumbers

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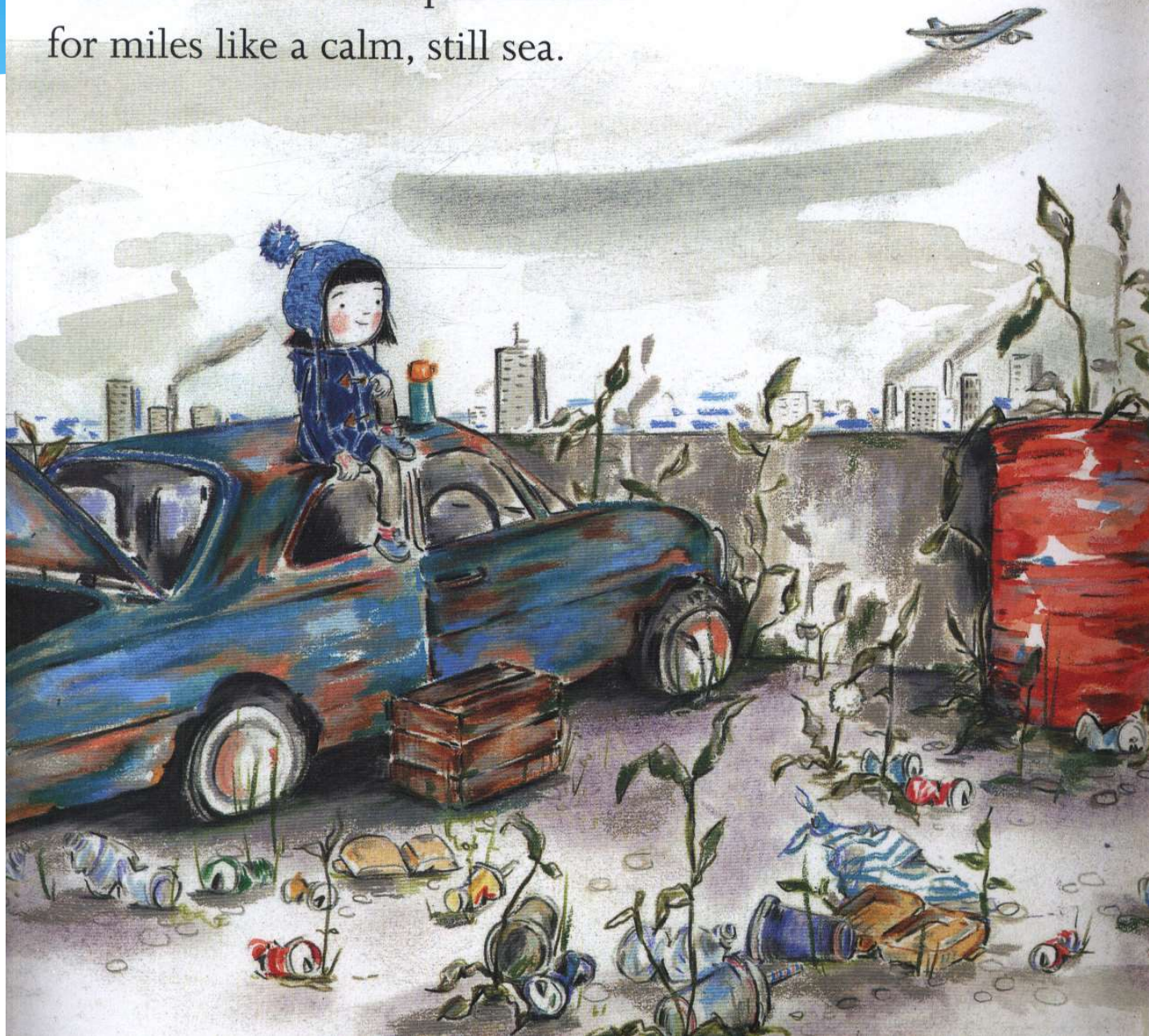
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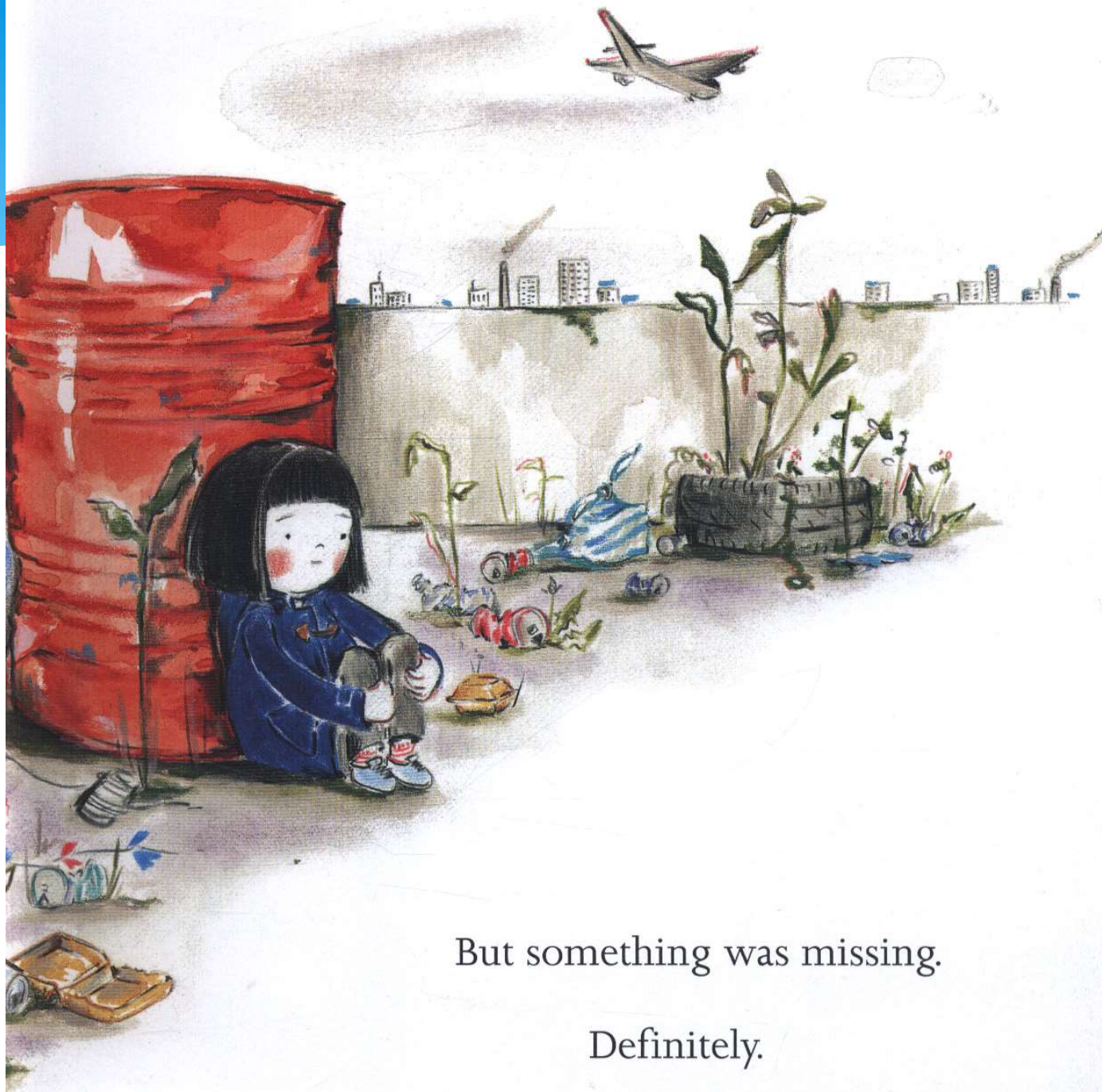
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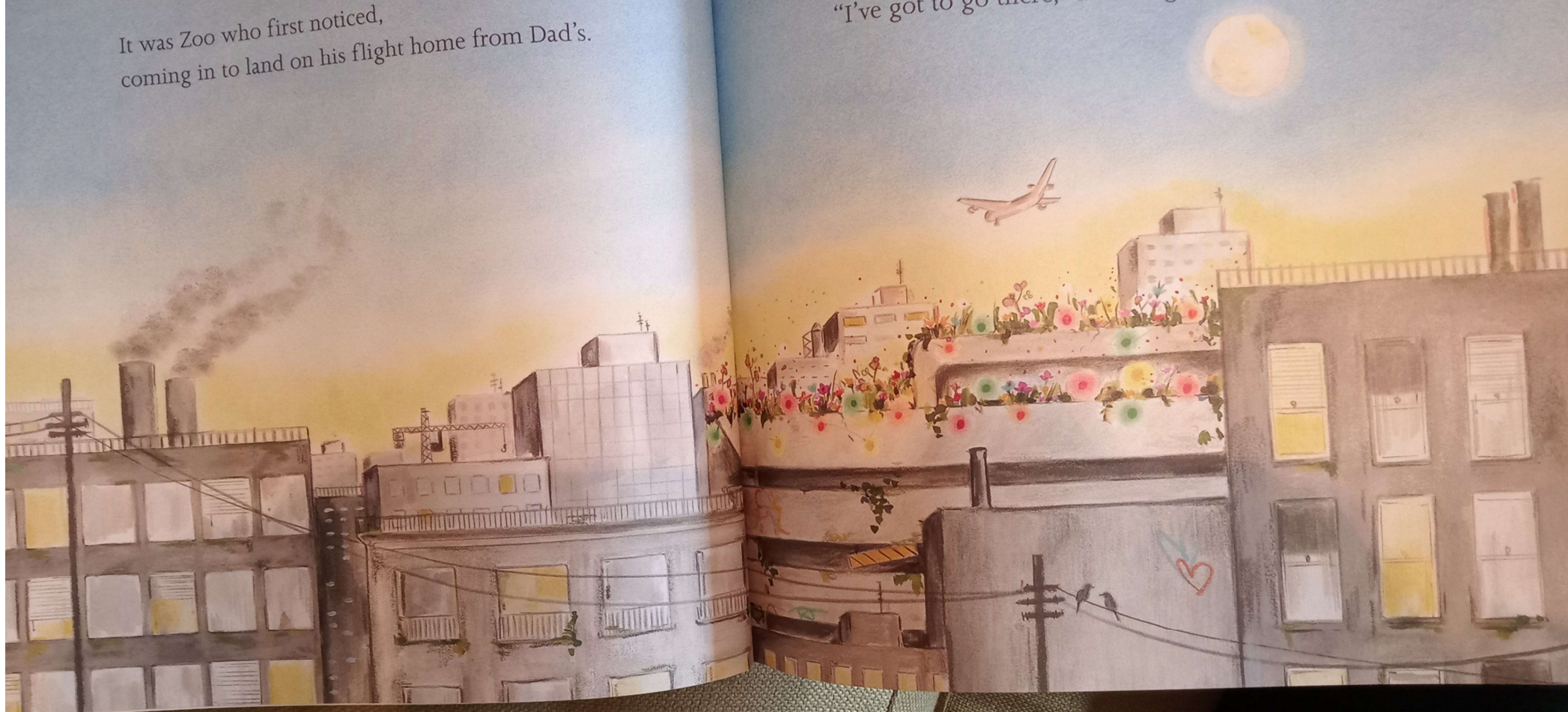


After three months of Saturdays, she gently nuzzled seeds into the soil that now completely covered the rooftop carpark.



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... a garden, there, in the air,

full of flowers, bright like an Emperor's blanket,
nodding and waving - hello!



found in a stairwell.



But something
was still missing.
Definitely.















Funni creates a beautiful garden on a car park rooftop.

She likes spending time there, but something is missing.
Zoo spots the patch of bright colour from a plane
and knows he has to visit the garden in the air.



When the two meet, it's not just the flowers
that bloom, but the friendship that grows.

ISBN 978-1-4711-1926-2



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Tell me...

- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Complete the role on the wall for Funni

- *What do you really think was missing for Funni?*
- *Do you think she still feels an 'ache' or 'hole'?*
- *How do you think Zoo has helped take this away?*



Differences

Similarities

Differences

Funni

Zoo



The Secret Sky Garden

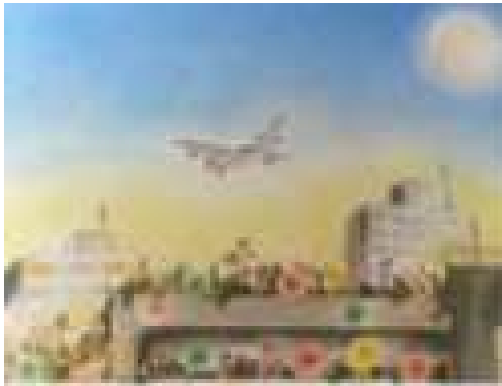
- *Why do you think the book is called The Secret Sky Garden?*
- *Look at the way that this is also the last line of the book; why does the fact it is still a secret at the end make it special?*
- *Who is it a secret to? What do you think would happen if more people were there?*



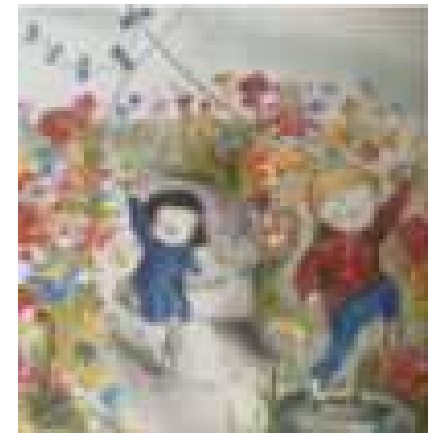
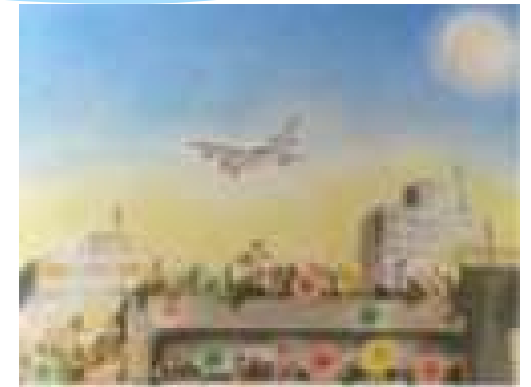
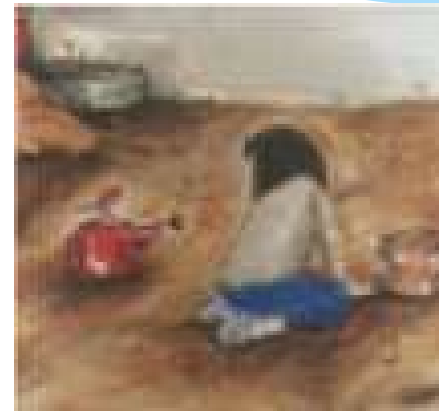
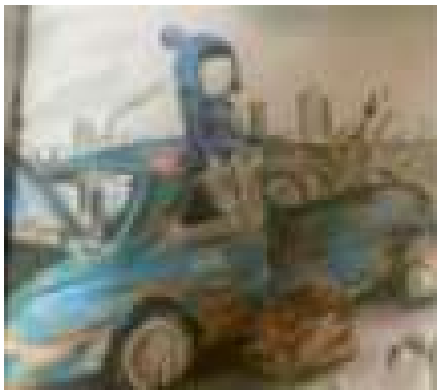
Week 3 Tuesday

- * Learning Outcome / Objective
- * I can sequence a story.
- * I can retell a story.

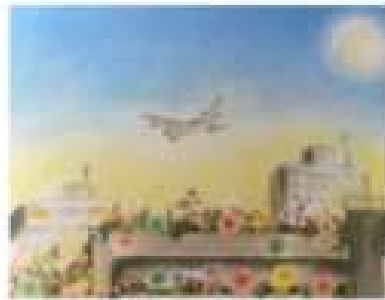
Oh no! I got in a muddle with the pictures.
Can you help me put them in the correct order.



That's better. Now they are in order, can you retell the story to a partner.



That's right!



Funni enjoyed being at the carpark, but she wanted to make it even better.

So everyday Funni dragged soil and placed in on top of the concrete.

Then she planted seeds into the soil and watered them every day.

In a plane, Zoo saw the beautiful garden that Funni had made and decided to visit her.

Continue retelling the story...



Funni loved playing in her new garden, but she knew there was something missing.

Even surrounded by the beautiful flowers, Funni was lonely.

Nervously, Zoo arrived at the garden.

Funni and Zoo became the best of friends and played in the garden together. Funni never felt there was something missing again.

Week 3 Wednesday

- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can recognise the different sections of a story.

Model text – opening and build up

High above the city and next to the busy airport stood an old, unused carpark. It was grey and covered in litter, but for Funni it was the place she loved. It was calm and empty so Funni could play with her kite and recorder without anyone being disturbed. However, Funni felt something was missing.

One day Funni decided to hatch a plan. She determinedly lugged up a huge sack of soil to the roof and diligently swept away all the litter. She nuzzled seeds into the soil and cared for the seeds daily as they grew into beautiful flowers. Exhausted, Funni looked around at her colourful garden and was pleased, but she still felt something was missing.

Model text – problem and resolution

High above even the carpark roof, a plane soared through the clouds. On that plane sat a little boy called Zoo who had been visiting his dad. He looked out of the window and was amazed to see Funni's vibrant transformation. He knew he just had to go and visit the carpark himself.

Shyly, Zoo arrived at the top of the carpark and stepped into the magnificent flowerbeds. He told Funni how awesome the flowers looked from the plane, but that they looked even better from the ground. The two children became instant friends.

Model text - ending

Together, Funni and Zoo took care of the rooftop paradise, making it even bigger and more colourful. They also found time take turns flying the kite. Funni played her recorder while Zoo played his harmonica. Funni looked around the place she loved best, and now Zoo was with her, nothing was missing.



First and final images.



- *Why have the author and illustrator chosen to leave us with this image and not the image of the garden?*
- *What might this give us the idea that the story is really about?*
- *What did the garden serve to do?*

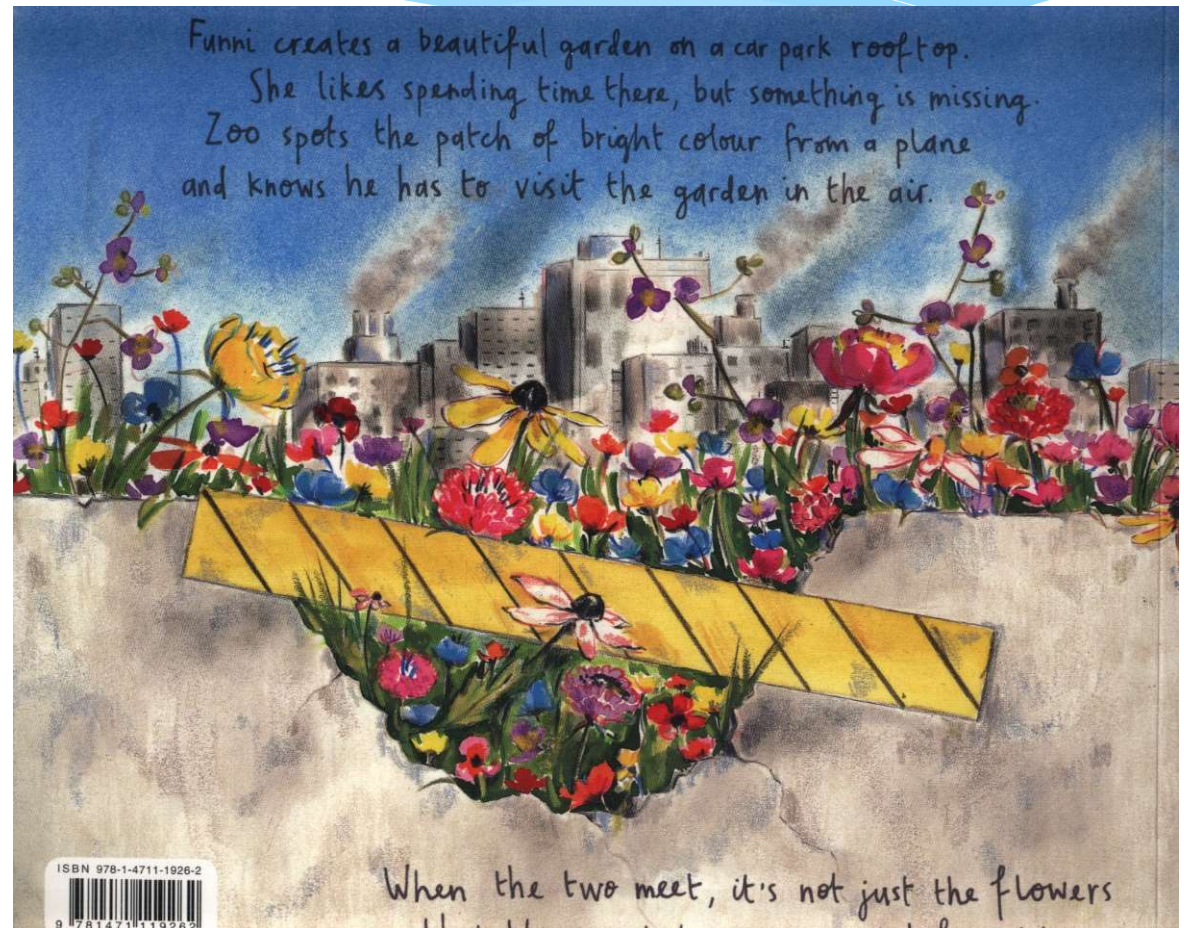
The blurb

Look closely at the final sentence.

‘When the two meet, it’s not just the flowers that blossom, but a very special friendship.’

Would it work switched around?

‘When the two meet, it’s not just a very special friendship that blossoms, but the flowers.’



Final thoughts...

- *Why were Zoo and Funni such good friends?*
- *What were they able to give each other through their friendship?*
- *Have you got a friend, at home, at school or somewhere else, who is really special to them?*
- *What does your friendship bring to each other?*

Week 3 Thursday

- * Learning Outcome / Objective
- * I can recognise expanded noun phrases.
- * I can recognise adverbials.

Model text – opening and build up

High above the city and next to the busy airport stood an old, unused carpark. It was grey and covered in litter, but for Funni it was the place she loved. It was calm and empty so Funni could play with her kite and recorder without anyone being disturbed. However, Funni felt something was missing.

One day Funni decided to hatch a plan. She determinedly lugged up a huge sack of soil to the roof and diligently swept away all the litter. She nuzzled seeds into the soil and cared for the seeds daily as they grew into beautiful flowers. Exhausted, Funni looked around at her colourful garden and was pleased, but she still felt something was missing.

Model text – problem and resolution

High above even the carpark roof, a plane soared through the clouds. On that plane sat a little boy called Zoo who had been visiting his dad. He looked out of the window and was amazed to see Funni's vibrant transformation. He knew he just had to go and visit the carpark himself.

Shyly, Zoo arrived at the top of the carpark and stepped into the magnificent flowerbeds. He told Funni how awesome the flowers looked from the plane, but that they looked even better from the ground. The two children became instant friends.

Model text - ending

Together, Funni and Zoo took care of the rooftop paradise, making it even bigger and more colourful. They also found time take turns flying the kite. Funni played her recorder while Zoo played his harmonica. Funni looked around the place she loved best, and now Zoo was with her, nothing was missing.

Can you spot the expanded noun phrases?

One day Funni decided to hatch a plan. She determinedly lugged up a huge sack of soil to the roof and diligently swept away all the litter. She nuzzled seeds into the soil and cared for the seeds daily as they grew into beautiful flowers. Exhausted, Funni looked around at her colourful garden and was pleased, but she still felt something was missing.

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One day Funni decided to hatch a plan. She determinedly lugged up **a huge sack of soil** to the roof and diligently swept away **all the litter**. She nuzzled seeds into the soil and cared for the seeds daily as they grew into **beautiful flowers**. Exhausted, Funni looked around at **her colourful garden** and was pleased, but she still felt something was missing.

Can you spot the adverbs?

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Week 3 Friday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can share ideas.

Model text – opening and build up

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Model text – problem and resolution

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Model text - ending

Together, Funni and Zoo took care of the rooftop paradise, making it even bigger and more colourful. They also found time take turns flying the kite. Funni played her recorder while Zoo played his harmonica. Funni looked around the place she loved best, and now Zoo was with her, nothing was missing.

Plan a new friendship story together...

Opening	Build up	Problem	Resolution	Ending
Kenri – special place – old park	Fixes swings and slide – something missing	Suwel passes on school bus and sees new park equipment	Suwel goes to the park and they make friends	Continue to fix park and more people come – never lonely again

Write opening and build up as a class

- * In pairs / threes / groups write problem, resolution and ending from class plan.

Week 4 Monday

- * Learning Outcome / Objective
- * I can collaborate.
- * I can share ideas.

Model text – opening and build up

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Model text – problem and resolution

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Model text - ending

Together, Funni and Zoo took care of the rooftop paradise, making it even bigger and more colourful. They also found time take turns flying the kite. Funni played her recorder while Zoo played his harmonica. Funni looked around the place she loved best, and now Zoo was with her, nothing was missing.

Let's recap our class plan. Now let's reread our opening and build-up before completing our class story.

Opening	Build up	Problem	Resolution	Ending
Kenri – special place – old park	Fixes swings and slide – something missing	Suwel passes on school bus and sees new park equipment	Suwel goes to the park and they make friends	Continue to fix park and more people come – never lonely again

Week 4 Tuesday

- * Learning Outcome / Objective
- * I can plan a friendship story.
- * I can say my complete story aloud from my plan to a partner.

Draw a picture for each section and then tell your story ideas to a partner.

Opening	Build up	Problem	Resolution	Ending

Week 4 Wednesday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can offer support to a partner.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can offer support to a partner.

Week 4 Friday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can publish my writing.

Week 5 Monday

- * Learning Outcome / Objective
- * I can recognise features of instructions.

The Secret Sky Garden

In the story, a garden is created. You are going to write instructions to help other people create a garden just like in the story. Let's look at how we write instructions together by creating a bug bedroom.



Building a Bug Bedroom

Creating a bug bedroom for creatures great and small is fantastic for the environment. Making safe spaces for wildlife to shelter can encourage biodiversity and is also a fun way to pass the time!

Here's what you'll need:

A 2 litre plastic bottle Twigs Soil Fallen Leaves Toilet roll tube



Here's how to make it!

1. Cut the top off your 2 litre bottle. (You may need a grown up for this.)
2. Explore outside and collect any natural materials you can find e.g. fallen leaves, soil and twigs.
3. Fill your bottle with the natural materials you have found.
4. Find a quiet spot outside and lay the bottle on its side ready for the minibeasts to come and play!
5. Take a photograph of your bug bedroom. You might want share this with family and friends- this might inspire them to make bug bedrooms of their own!



What features did you notice were in our instructions?

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Can you find the title?

Can you find a list of the things you need?

Can you see what you have to do in a specific order?

Can you find pictures to help you know how to do things?

What features did you notice were in our instructions?

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5. Take a photograph of your bug bedroom. You might want share this with family and friends- this might inspire them to make bug bedrooms of their own!

Find these imperative verbs...

- * Cut
- * Explore
- * Fill
- * Find
- * Take
- * Share

What features did you notice were in our instructions?

Building a Bug Bedroom

Creating a bug bedroom for creatures great and small is fantastic for the environment. Making safe spaces for wildlife to shelter can encourage biodiversity and is also a fun way to pass the time!

Here's what you'll need:

A 2 litre plastic bottle Twigs Soil Fallen Leaves Toilet roll tube



Here's how to make it!

1. Cut the top off your 2 litre bottle. (You may need to grow up for this.)
2. Explore outside and collect any natural materials you can find e.g. fallen leaves, soil and twigs.
3. Fill your bottle with the natural materials you have found.
4. Find a quiet spot outside and lay the bottle on its side ready for the minibeasts to come and play!
5. Take a photograph of your bug bedroom. You might want share this with family and friends- this might inspire them to make bug bedrooms of their own!

Find these imperative verbs...

- * Cut
- * Explore
- * Fill
- * Find
- * Take
- * Share



Week 5 Tuesday

- * Learning Outcome / Objective
- * I can recognise features of instructional writing.
- * I can answer retrieval questions.

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Instructions

Instructions are written for someone who needs to know how to do something.



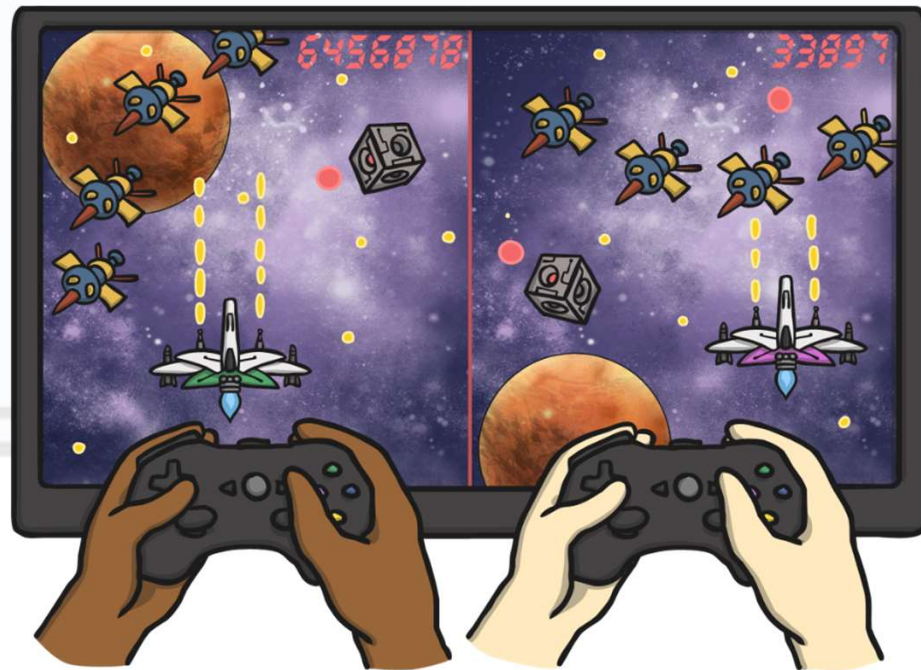
What are instructions for?

Some examples...

Recipes



'How to play a game'



‘How to make a...’



Safety Procedure Posters



How to Write Instructions

1. Write in the present tense.
2. Use imperative verbs and adverbs to begin each step.
3. Use topic words.
4. Use time conjunctions.
5. Use clear descriptions.



How To Plant A Sunflower Seed

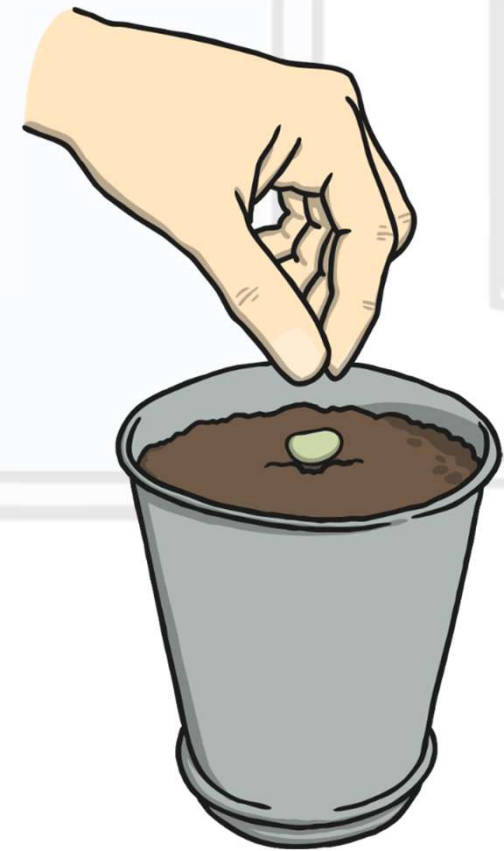
What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water



What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.



Top Tip:

Water the soil everyday to help your sunflower grow.

Can you spot some of the features that we saw in our model text?

How To Plant A Sunflower Seed

- * Title
- * Bullet points
- * Imperative verbs
- * Pictures
- * Numbered points

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water



What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
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- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.



Top Tip:

Water the soil everyday to help your sunflower grow.

Did you find them?

How To Plant A Sunflower Seed

- * Title
- * Bullet points
- * Imperative verbs
- * Pictures
- * Numbered points

X

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water

What you do:

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- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.

Top Tip:

Water the soil everyday to help your sunflower grow.



There were no numbered points.

How To Plant A Sunflower Seed

* Can you see how they still sequenced the writing?

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water



What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.

Top Tip:

Water the soil everyday to help your sunflower grow.



Time conjunctions were used.

How To Plant A Sunflower Seed

First

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water

What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.

Then

Next



Top Tip:

Water the soil everyday to help your sunflower grow.

Did you notice this text had another feature that is not in our model text?

How To Plant A Sunflower Seed

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water

What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.

Top Tip:

Water the soil everyday to help your sunflower grow.



There is a top tip at the end.

How To Plant A Sunflower Seed

What you need:

- A small pot
- Soil
- Seeds
- Watering can
- Water

What you do:

- First, fill the pot with soil to just below the top.
- Then, add a little water to the soil.
- Next, carefully put 1 or 2 seeds onto the soil.
- Cover the seeds with a little more soil.
- Gently pour more water onto the soil.

Top Tip:

Water the soil everyday to help your sunflower grow.



Questions...

- * How many things were needed to plant a sunflower seed?
- * What size pot is needed?
- * How often should you water your seed?
- * Where should you fill the soil to?
- * How many seeds should go into the soil?
- * How should you pour water onto the soil?
- * Do you think these instructions are good?

Explain why you think that.

Week 5 Wednesday

- * Learning Outcome / Objective
- * I can recognise imperative verbs.

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What Is a Verb?

Verbs are words which describe an **action**, **occurrence** or **state**.

For example:



The ice cream is **melting**.



The snowman **wears** a hat.

Can you think of any other verbs?

What Is an Imperative Verb?

Imperative verbs are sometimes known as **bossy** verbs.

They are verbs which **tell you what to do**.

They are often seen at the beginning of a sentence and create a **command**.

Let's look at some examples...

Imperative Verbs

Eat your lunch.

Tidy the cloakroom.

Write today's date.

Walk home after school.



Imperative Verbs

Go and **buy** our crisps.

Eat your lunch. **Tidy** the cloakroom.

Write today's date. **Walk** home after school.

In each of these commands, the imperative verb tells the person what action they need to take.

Let's see if you can spot some imperative verbs...

Spot the Imperative Verbs

Go outside to play.

Spot the difference between these pictures.

Ask your dad what he thinks.

Kick the ball into the goal.

Surprise your friend to cheer them up.



Where Do We See Imperative Verbs?

Imperative verbs can often be seen in:

Persuasive Adverts

Sets of instructions

Recipes

Conversation



Which Imperative Verb?

Below is a command sentence with the imperative verb missing. How many imperative verbs can you think of which would fit in this command?

_____ up and walk away.

Which Imperative Verb?

You could have said:

Get up and walk away.

Stand up and walk away.

Tidy up and walk away.

Did you have any other imperative verbs?



Which Imperative Verb?

How many different imperative verbs can you think of which would fit in the following commands?

_____ your sandwich.

_____ your shoes.

_____ your brother.

Spin the Wheel

Click to spin!



Spin the wheel and land on an imperative verb.

Write a command which contains the verb you have landed on.

How many different ways can you use that imperative verb?

Week 5 Thursday

- * Learning Outcome / Objective
- * I can collaborate and share ideas.

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Model making a bird feeder from the pictures.



Step 1



Step 2



Step 3



Step 4



Step 5



Planning

Title	How to make _____
Explain why you should follow these instructions	
What you need:	<ul style="list-style-type: none">*****
What to do:	<ol style="list-style-type: none">1)2)3)4)5)6)
Tip or warning	

Week 5 Friday

- * Learning Outcome / Objective
- * I can share ideas and collaborate.

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Make bird feeders using
milk bottles or paper
cartons.



Here's what you'll need to make it using a carton.



1 empty carton



2 twigs



1 shoe lace



sunflower seeds/
birdseeds

scissors



1 pen



Here's how to make it!

Step 1

Using your scissors cut out 4 rectangles on your carton- one on each side.

Ask an adult to help you with this



Step 2

Pierce 4 holes near the base of the carton using your pen- one on each side.



Step 3

Insert the twigs through the holes on either side to make a perch.



Step 4

Add the seeds into the carton.

We recommend using sunflower seeds or birdseed.

* Please check the seeds you are using are safe for the birds to eat as some can be poisonous.



Step 5

Tie the shoelace around the lid of the milk carton, hang it on a tree and wait for the birds to descend!



Week 6 Monday

- * Learning Outcome / Objective
- * I can copy visual instructions.
- * I can think about sequencing of ideas and tools.

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Independent task - you could make one of these in front of the class in mime and then get them to make their own – they then write instructions as a hot task

- * Make a sky garden using a small cardboard box (the size of A4 paper box lids for photocopier) and A4 white card.
- * Cover the bottom with green tissue paper or card.
- * Then make flowers using the cut-outs and glue onto the garden so that they stand up.

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can plan a set of instructions.

Building a Bug Bedroom

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5. Take a photograph of your bug bedroom. You might want share this with family and friends- this might inspire them to make bug bedrooms of their own!



use a title

use bossy
(imperative) verbs

include a list of
what is needed

uses capital letters
and full stops

put the steps in order

uses the correct form of past
and present tense (including
the progressive form of the past
and present tense)

use bullet points or
numbers to separate steps

expanded noun phrases
used for description
or detail

subordinating
conjunctions

co-ordinating conjunctions

apostrophes for
contraction

common exception words

suffixes (-ly) added
correctly to root words

commands used

suffixes (-ful) added
correctly to root words

commas used in a list

I can use full stops and capital letters in my sentences.	
I can sometimes use question marks.	
I can sometimes use exclamation marks.	
I can use statements.	
I can use questions.	
I can use exclamations.	
I can use commands.	
I can use some expanded noun phrases for description and detail.	
I can use present and past tense correctly and consistently.	
I can use co-ordinating joining words (conjunctions) – and, but, or, etc.	
I can use some subordinating joining words (conjunctions) – when, if, that, because, etc.	
I can use my phonics to spell new words.	
I can spell some words that have contractions - can't, don't, won't, etc.	
I can add some suffixes to the end of root words correctly – joy -> joyful, care -> careless	
I can use some joined handwriting.	
I can make my capital letters and digits the correct size and the right way round compared to lower-case letters.	
I can use finger spaces that are the right size.	

capital letters for
proper nouns

Planning

Title	How to make _____
Explain why you should follow these instructions	
What you need:	<ul style="list-style-type: none">*****
What to do:	<ol style="list-style-type: none">1)2)3)4)5)6)
Tip or warning	

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can write instructions.
- * I can use a checklist to assess my own writing.

Y2 Instructions: Annotated Genre Features Checklist



Did I...	Child	Friend	Teacher
Structure and Language			
use a title?			
include a list of what is needed?			
put the steps in order?			
use bullet points or numbers to separate steps?			
use bossy (imperative) verbs?			

Week 6 Thursday

- * Learning Outcome / Objective
- * I can edit and improve my writing.
- * I can support a partner with their writing.
- * I can carry out instructions to see how effective they are.

Y2 Instructions: Annotated Genre Features Checklist

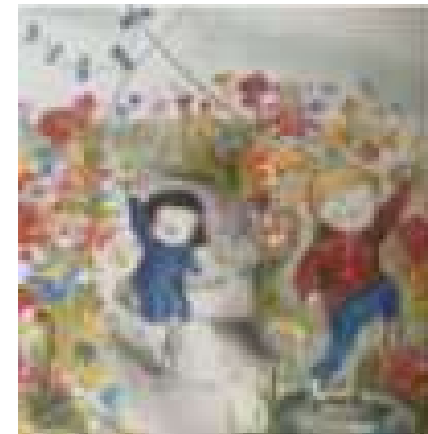
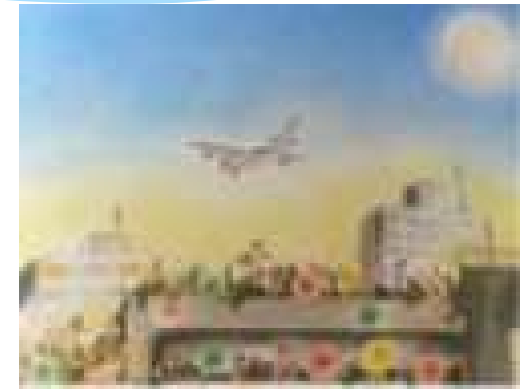
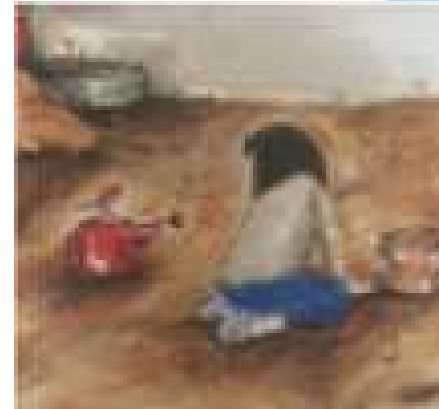
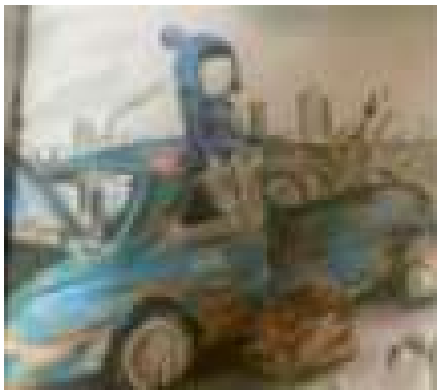


Did I...	Child	Friend	Teacher
Structure and Language			
use a title?			
include a list of what is needed?			
put the steps in order?			
use bullet points or numbers to separate steps?			
use bossy (imperative) verbs?			

Week 6 Friday

- * Learning Outcome / Objective
- * I can reflect on my learning.
- * I can explain what has worked well and what needs to be improved.

Let's listen again to the story.
Think about your own poem, story and
instructions that you have written in this unit.



The Secret Sky Garden

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?

