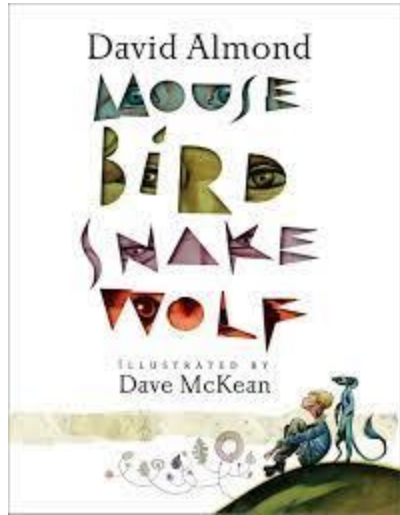
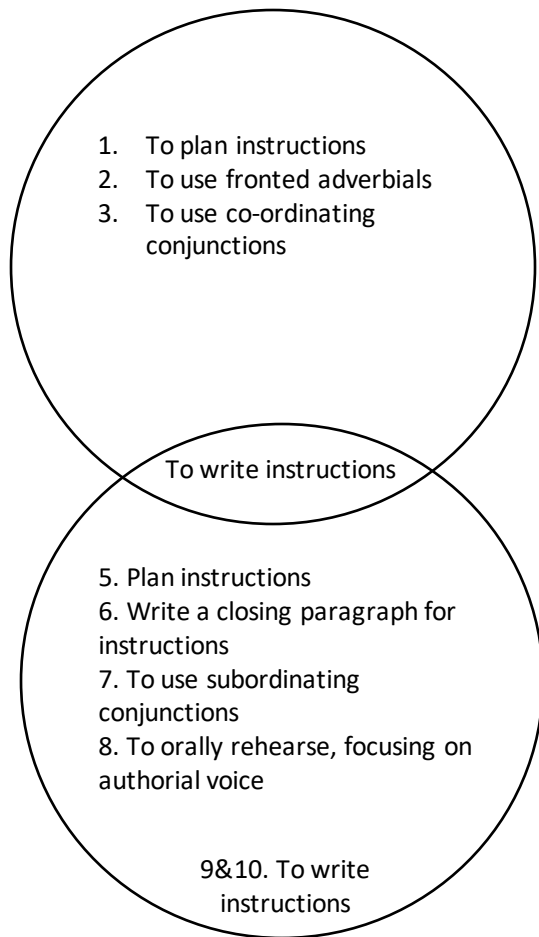


Mouse, Bird, Snake, Wolf by David Almond





SC:
Fronted adverbials
Co-ordinating conjunctions

Fronted adverbials
Co-ordinating and subordinating conjunctions
Closing paragraph

1. Re-cap instructions –highlight features from some examples of instructions, including model), going to make our own animal –what would we need? How would you make it? Create their own plan for their instructions.
When planning, consider being precise with what you will need e.g. Show simple materials e.g. 2 petals, then show images of all the different types of petals you could use – what exactly do they need? Two red, tulip petals, three smooth, flat pebbles, could we use but?

2. Re-cap adverbials, focusing on manner and time for instructions –sort adverbials for a story v for instructions. Show instructions with fronted adverbials opening every step – what's the problem with this? Do we need them for every step? Be careful that you're not repeating the last step in the adverbial. Could there be a second sentence? Give children some simple instructions to uplevel (not model, something like "how to make a scarecrow")

3. Using co-ordinating conjunctions to build ideas –focus on or and but, look at model text (and another), how have co-ordinating conjunctions been used? Magpie some examples and discuss how using them gives more information to the reader to help them. Children have a go at extending sentences using conjunctions, then write their own examples e.g. Lay the twigs evenly on the top but make sure they are not too close to the edge. You should not place the stones too close to the edge or they will fall off. (Keep more abstract so not writing their instructions for extended write)

4. Write instructions to make an animal

5. Your animal has gone wild! Need to create something that will tame them. Read instructions "how to tame a unicorn" - what could you magpie? Note the warnings within the instructions e.g. be careful not to...What ingredients would you need to tame your animal?

Give children some recipes – what language can they magpie? Discuss the meaning of imperative verbs such as "fold" "beat" "sieve" "whisk". Children plan their instructions – focusing on the ingredients, simple steps and the verb

6. Look at closing paragraph from both sets of model instructions (and the scarecrow one). What is the purpose of the end paragraph? What should it include? Children write the closing paragraph for their new instructions. If complete, give them another set of instructions to write a final paragraph for.

7. Re-cap subordinating conjunctions (particularly if, as, because). Give children simple sentences to build on. Discuss how a subordinating conjunction can be at the start or middle (not LAPS) play around moving the subordinate clause around in the sentence (only start or end) - discuss impact.

8. Orally rehearse instructions – thinking about fronted adverbials, conjunctions, closing paragraph. Focus to be on authorial voice and how to deliver warnings etc. Refer to oracy framework in planning. Magpie words and phrases as a class.

9&10. Write their own instructions to tame their animal

How to make an animal

Do you live in a world with gaps in? Are you always trying to find lots of things to do to fill the gaps? If so, try making your own animal to travel into the world.

You will need:

- twigs
- leaves
- mud
- some water

Steps

1. First, gather together the twigs. They should be quite small and dry. **Once you have the twigs,** collect the leaves. They could be from any tree, **but** they must be brown and crisp **or** it will not work.
2. Spread the mud on top to make the shape of the animal. The mud must cover everything. Make sure there are no twigs or leaves showing!
3. Splash some water on top to make sure that everything is wet. You should not get it too wet **or** the mud will wash away.
4. **Once the animal is assembled,** it is time to start the fun part. Start to dance around the shape. You can dance in a clockwise **or** dance in an anti-clockwise direction.
5. **Whilst you are dancing,** start to chant. You must try to think how your animal thinks **and** move how your animal moves. The more you shout, the more likely your animal is to come to life.
6. If you are lucky **and** have followed the steps carefully, your animal should now be alive.

Once you have made your animal, you could keep it as a pet or let it roam the world. Be careful with your animal. It could be dangerous **so** think carefully before making one. Finally, ensure that you keep your animal-making project secret from the gods. Normally, they are asleep but if they found out what you were doing, they could be unhappy.

SC:

Fronted Adverbials

Co-ordinating conjunctions

D.O: Fri Friday 27th November 2020

L.O: Write an instruction text

How TO create a creature

Does your world have gaps in it? Are you constantly searching for ~~for~~ something to fill the gaps? If so, then this set of instructions is for you! It will help you to create whole new animal!

What you will need

- tiny, pretty petals that match the colour of the bluest sky
- dry, brown, small twigs which have strong, sturdy structures
- warm, smooth hazelnuts that have been in the sun all day. (best collected at noon in mid-summer)
- mouldable, wet clay that can be found at a riverbed.

What you need to do

- For a start, collect ~~a~~ a lot of petals. they could be crisp, damp, from a tree or a flower but they have to be a shade of beautiful blue. For best results, find them in a lush forest or meadow.
- Once this is done, move onto to next item. It is smooth, brown nuts. For some animals their purpose is unclear, but I find that if you include some hazelnuts you get the best results.
- Next, some gooey, mouldable ~~dry~~ clay that

you can collect from a clean rivers riverbank. it must be ~~dry~~ but not watery as it will make the body of your animal.

• After that, grab some strong, sturdy twigs that will be unique ~~the~~ to you and your animal. This will be the legs of the animal.

• Now, assemble your creature. mould the structure of the animal with clay. If it has legs, use the twigs, dot nuts here and have petals for ears and tail.

• Finally start to chant and dance around your animal. think of a name for it and two things that it would do then give your ~~instructions~~ instructions.

~~if~~ I find that doing what you ~~would~~ want your animal to do helps too.

Make sure your animal is a secret to the gods as they will get mad. If your creature hasn't woken up, check you have folled my instructions.



Write an instruction text

Friday 27th November

How to build a panda

Have you ever wanted a panda friend? Have you ever wanted to be inaugurated with ^{the} lot of a panda? Well now you can do that from your own house. So get up of your bottom and read on!

You might need:

- Soft, fluffy cotton that is behind a pile of moss.
- Wet, soggy paint which is needed for the rollers of the panda.
- Hard round buttons which have fallen of a jumper from an already celebrated christmas.
- Brown spiky twigs that have fallen down from a tree.

Instructions

- To start gather some soft, fluffy cotton that is behind a pile of moss. When you have done that you can collect wet soggy paint which is needed for the panda (any your choice). Once you've done that you must go and get some buttons which have fallen of a already celebrated christmas. After all that you just need brown spiky twigs that have fallen of a tree. Now you have all your materials you should start saying stuff I recommend in play bundle no be helpful.

Get a warning!

You should always make sure that the gods don't see you and you keep this a secret!



How to tame a unicorn

Has your unicorn gone wild? Do you just need it to calm down and listen to you? Follow these instructions to create a tincture that will calm and pacify your unicorn.

You will need:

1 wild unicorn

1 large bucket

30g of silver glitter

1tsp liquid sunshine

1 large raincloud

Method

1. **First**, make sure your unicorn is not watching you make this potion. They may try to sabotage the end result **if** they can see you.
2. **If** you are confident that they are distracted, take three cups of silver glitter **and** sprinkle it into the bucket. Make sure that the weather is calm. You may find that the glitter blows away **if** it is windy.
3. **Next**, add a teaspoon of liquid sunshine. This can be quite bright and harmful to your eyes. You will need to either look away when you pour it, **or** you will need to wear sunglasses.
4. Mix in a generous dollop of raincloud **and** combine until smooth. Be careful not to beat the mixture **as** it will remove all of the air.
5. **After that**, pour the mix at the feet of the unicorn **and** wait until it starts to eat.
6. **Finally**, stroke the unicorn's head gently.

Once you have calmed your unicorn, you should be in a good place to reason with it and think about training it. Basic training advice would be to teach it to sit, roll over and wait. The tincture should be effective for 2-3 hours **so** you will need to work quickly. If the training has been completed in this time, you should find that your unicorn will continue to behave in the future.

SC:

Fronted Adverbials

Co-ordinating conjunctions

Subordinating conjunctions

Closing paragraph

