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| **Previous assessment/context:**  **Children have read the chapter ‘Fire’ from the book explorer.**  **They have been to the forest and made fire.** | | |
| **Learning Objectives:**  **To use imperative verbs to create a set of instructions.** | | **NC or Early Learning Goal links:**  Instructional writing. |
| **Success Criteria**  I can write instructions on how to create fire to be followed.  I can use imperative verbs, | |
| **Introduction: (20 mins)**   * Show children pictures from the morning, asking them what they were doing and what they remember. * Talk through how they created fire and how we could describe this to people who don’t know how to do it. * Introduce imperative verbs and why we would use them for instructional writing. * Get the children to come up with examples of imperative verbs and create an example of some instructions. * Using examples go through what is needed in instructions (equipment, pictures, method etc) | **Key Questions/Vocabulary:**  Imperative verbs, instructions, method, equipment, illustrations, captions.  **Other Adults’ Role in Introduction:**  FC – explaining to JB what he needs to do with extra scaffolding.  JE – CBS making sure that he is concentrating, asking him questions as we go along.  **Focus Children’s names:**  **CBS, BT, JB** | |
| **Activity:**  **(20 mins)**  Children will create instructions for how to create a fire, based on the knowledge they have learnt from the chapter and from their practical experience. Children will have examples of imperative verbs in front of them. Mini plenary – use examples of the children’s work to make sure children have all that they need in the instructions. If children finish early get them to write about how they would safely put out the fire.  **Teacher working with:** **Other adults working with:**  CBS – helping him to write on template provided, giving breaks when needed. FC – JB and JE working with BT to help him use imperative verbs correctly. | | |
| **Plenary:**  **(10 mins)**  Show children’s work that have impressed, giving out dojo points for children using imperative verbs and creating neat work. Run through good examples of how to put out a fire. Get children to predict what they thing will happen next in the book. | | |
| **Erasmus – cross curricular – children have learnt how to make fire practically.**  **Outdoor learning – children have explored how to make fire.** | | |
| **Resources: Imperative verbs mat, instruction templates, explorer book.** | | |