

English and Literacy

Home Learning Read and Respond Units

Year 1 - Week 6



Week Six					
Year 1	Day 1	Day 2	Day 3	Day 4	Day 5
<p>Focus theme: Under the Sea</p> <p>This week, be prepared to meet some amazing creatures that live under the sea!</p> <p>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</p>	<p>Watch and enjoy the song from the film <i>The Little Mermaid</i> called <i>Under the Sea</i>: https://www.youtube.com/watch?v=Fkusy4ylhiY</p> <p>Repeat the viewing but this time, pause in particular parts asking your child which creatures they can spot. They may know some of these creatures (e.g. dolphin, crab, seahorse) or use the words in the song to learn some new ones (e.g. fluke fish, ling, smelt, etc). Write a list of the creatures they see/hear about. Watch for a third time checking if there are any more that could be added to the list.</p> <p>Ask your child to choose either a bottlenose dolphin or a great white shark.</p>	<p>Read <i>Commotion in the Ocean</i> by Giles Andreae: https://www.youtube.com/watch?v=9pRhgz8Jfs</p> <p>Ask your child to return to their favourite creature and verse. Read again joining in. You could create actions to enhance the reading too!</p> <p>Using the information that you found out about yesterday, either create a new verse for the poem or compose a fact file about them, e.g.</p> <p><u><i>The Great White Shark</i></u> The great white shark likes to swim in water that is cool near to the coast. Some of them can be as big as a bus! They are grey and have a white belly. Their teeth are really</p>	<p>Read <i>Bright Stanley</i> by Matt Buckingham: https://www.youtube.com/watch?v=HnzQr7106KQ up until he sees a bright light (1:27 mins). Ask your child, <i>What might it be?</i> Discuss predictions.</p> <p>Continue to read up to 2:04 mins to find out. Ask your child, <i>How do you think Stanley is feeling because he can't find his friends? How is the lobster feeling? How do you know?</i> (Encourage your child to use clues in the text, e.g. <i>I think the lobster is feeling grumpy because the text says he growled, snip-snapping his claws and then grumbled</i>). Record in writing, e.g. <i>I think Stanley is feeling ... because ... I think the lobster is feeling ... because ...</i></p>	<p>Watch and enjoy the song <i>A Hole in the Bottom of the Sea</i>: https://www.youtube.com/watch?v=R1Qn2bcZRTo</p> <p>Repeat, and this time, join in when you can or learn a section at a time. You could add actions or instruments (e.g. a homemade shaker) to enhance the performance. You could even perform it to someone in your family!</p> <p><u>Challenge</u> Discuss with your child what they might see through a hole at the bottom of the sea. Refer back to the work on Monday and choose some creatures or objects, such as a shipwreck.</p> <p>Can you write a new verse for the song using the new creatures? E.g.</p>	<p>Watch the film <i>Something Fishy</i> up to 0:47 mins. https://www.youtube.com/watch?v=iiVkdMLh81w</p> <p>Predict what the girl is going to do. Encourage your child to use the sentence frame, <i>I think that ... because ...</i> Continue to watch the film to the end to find out if you were right.</p> <p>Pause to discuss the clothes and other items the girl sees, and see if you can describe them, e.g. <i>Stripy socks which were swimming like fish in shoals, coins stacked up to look like seaweed, a pair of denim jeans with a zip like teeth.</i></p> <p>Talk through the story of the film. Can you write a description or the story as if you are the little girl?</p>

	<p>Discuss what they would like to know about it, e.g. <i>What does it eat? Where does it live? What does it look like? What facts can you find out about it?</i></p> <p>Encourage your child to write down a few questions using a capital letter at the start and a question mark at the end.</p> <p>Research your sea creature: Bottle nose dolphin https://www.natgeokid.com/uk/discover/animals/sea-life/dolphins/ or Great white shark https://www.natgeokid.com/uk/discover/animals/sea-life/great-white-sharks/ to find out the answers to your questions or any other information you can. Jot down the information you find. You could draw a picture of your creature and write the information in boxes</p>	<p>sharp and shaped like triangles too!</p> <p>If writing a fact file, remember to use capital letters and full stops. Use 'and' and 'but' and include an exclamation mark, too.</p> <p>Encourage the use of phonics when spelling words independently.</p>	<p>Continue to read on and then stop the story at ... <i>he didn't notice a dark shape coming up behind him</i> (2:52 mins). Ask your child: <i>What do you think it is?</i> Continue on to find out (up until 3:10 mins) then pause again. Discuss how he might be feeling now. Recap orally what has happened so far with an adult.</p> <p>Write a diary entry as if you were Stanley in full sentences all about his day so far. This will be written in first person using the word 'I' and try to include the word 'but'. A diary might also include some thoughts and feelings, e.g. <i>One morning I woke up rather late! I looked out for my friends but the reef was very quiet. I then remembered that we were supposed to be swimming to the cool water for the summer. I rushed to the meeting</i></p>	<p><i>There's a seahorse in a hole at the bottom of the sea.</i></p> <p><i>There's a hole! There's a hole!</i></p> <p><i>There's a hole in the bottom of the sea!</i></p> <p><i>There's a lobster and a seahorse in a hole in the bottom of the sea. Lobster's snipping his tail as seahorse swims in the hole at the bottom of the sea. There's a hole! There's a hole!</i></p> <p><i>There's a hole in the bottom of the sea!</i></p> <p>Check for a capital letter at the start and an exclamation mark at the end of the last lines. Encourage use of phonics when spelling words independently.</p>	<p>Remember to include how you would be feeling too!</p> <p>E.g. <i>One morning I was waiting for my washing to finish when I thought I saw a fish through the round hole in the machine door. I bent down on my knees peeping through the door and spotted something fishy ... I saw ... I climbed in and ... Then I saw a huge ... I felt ... Next I ... I felt ... Finally I ...</i></p> <p>Include the words 'and' and 'but' and use an exclamation mark, too!</p> <p>Check for capital letters and full stops.</p>
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	around it.		<p><i>point but there was no one there. I felt so miserable.</i></p> <p>Read to the end of the story to find out what happens.</p>		
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Additional activities:

- **With an adult**, look at this webpage to find out about the collective nouns for the groups of sea creatures you know, e.g. *a shoal or school of fish, a squad of squid, a flotilla of swordfish*: https://7esl.com/collective-nouns-for-animals/#Collective_Nouns_for_Sea_Animals
- Learn how to make a sea creature craft: <https://www.craftionary.net/creative-sea-animal-crafts-for-kids/> (**adult supervision required**) and then write a set of instructions for someone else to follow.
- Watch the BBC Bitesize clip on *Animals that live in the sea*: <https://www.bbc.co.uk/bitesize/clips/zmxqxn> . Write some fact cards about the creatures you have heard about.