

Overview

This PowerPoint details the children's literacy lessons for this week. Each week they will focus on a genre, using a video or book study. The document separates the learning into 5 days - One slide per day—, including a learning objective, 'teaching input' and task.

The work for Year 1 children should be mostly independent, although your child may need some support for certain tasks. The children may choose to focus on a day at a time, or complete consecutive days at once – however this suits your home learning timetable. Reception children at this point in the year will need support in sounding out and re calling words and sentences but encourage them to write for themselves.

Please contact us if you require further assistance.

Finding Nemo 1 and 2. Day 1

Begin the week by watching part of either Finding Nemo 1 or 2. The link below is for the coral reef scene in finding Nemo.

Year 1 children

L.O To be able to respond to a film stimulus.

EYFS and Year 1.

L.O To be able to describe a setting.

After you child has watched part of the film and discuss what has happened. What might happen next, what have they seen at this point, how are the characters feeling...

Then get your child to answer the questions below—sentences with connectives for Year 1 and simple sentences for EYFS children.

Where if the story set? Who is the main character? How does the main character feel? Which other characters do you see? How would you describe the setting?

Remember you can send us a picture of your learning via Class Dojo.

[https://www.bing.com/videos/search?](https://www.bing.com/videos/search?q=finding+nemo+coral+reef&&view=detail&mid=7CE041BBBBB6A1385C2C7CE041BBBBB6A1385C2C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfinding%2520nemo%2520coral%2520reef%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26ghc%3D1%26pq%3Dfinding%2520nemo%2520coral%2520reef%26sc%3D1-23%26sk%3D%26cvid%3D6D89876FBEA245BA888BF2045B51C0EF)

[q=finding+nemo+coral+reef&&view=detail&mid=7CE041BBBBB6A1385C2C7CE041BBBBB6A1385C2C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfinding%2520nemo%2520coral%2520reef%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26ghc%3D1%26pq%3Dfinding%2520nemo%2520coral%2520reef%26sc%3D1-23%26sk%3D%26cvid%3D6D89876FBEA245BA888BF2045B51C0EF](https://www.bing.com/videos/search?q=finding+nemo+coral+reef&&view=detail&mid=7CE041BBBBB6A1385C2C7CE041BBBBB6A1385C2C&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dfinding%2520nemo%2520coral%2520reef%26qs%3Dn%26form%3DQBVR%26sp%3D-1%26ghc%3D1%26pq%3Dfinding%2520nemo%2520coral%2520reef%26sc%3D1-23%26sk%3D%26cvid%3D6D89876FBEA245BA888BF2045B51C0EF)

Finding Nemo 1 and 2. Day 2

LO. To be able to create expanded noun phrases and similes to describe a scene.

Children gather vocabulary to for a setting description

Replay the film and watch some more clips. Recap the discussions about the setting. Explain to the children that over the next few days they will be building up the skills to write a setting description, using the senses. Ask children what the 5 senses are and discuss which ones will be appropriate to use – draw out that taste is not always applicable. Once children have a good grasp of what the senses are move onto main input

EYFS

Discuss the scenes again and draw a person and label the 5 senses.

Similes explained for parents...

A simile is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'. Writers often use similes to make their writing richer and give the reader a really good picture of what is being described.

E.g The spilt milk was like a lake.

The waves crashed like a drum.

Explain that the children will be gathering rich vocabulary using the senses ready for writing a setting description in the next session. Explain the grammar focus – expanded noun phrases and similes. Pause the clips in the appropriate place to show the colourful, light coral reef. . What do the children notice? Can the children begin to come up with any expanded noun phrases which describe the scene? Can we use words/phrases that show how the character is feeling? Begin to gather ideas together and model how to write them down. E.g. Enormous, bumpy, coral mound... Can the children create similes to compare the objects? Begin to gather these ideas and model how to write them down. E.g. As tall as sky scrapers. As round as a ball.

Task

Year 1

Use the paused film part to identify things you can see, hear, feel. Children attempt some expanded noun phrases and collect some similes—your child might need some support with simile ideas. EYFS children to write simple sentences describing what they see. I can see, I can hear, it is...it has...

Finding Nemo 1 and 2—Day 3

LO. To write a detailed setting description capturing the mood of a scene.
Year1.

L.O To write about a setting—EYFS.

Children produce a setting description.

Recap what they have done to this point in the week. Ask them to select an image from the story and Year 1 children to write a description of the scene including similies and expanded noun phrases. EYFS children to write simple sentences about the setting.

Once your child has written their work encourage them to read their learning aloud.

Finding Nemo 1 and 2—Day 4

L.O To edit and improve our learning.

Look at the work from yesterday. Recap by reading through our writing. Year 1 look at sentence structure, spellings and highlight 3 areas we can add more detail to our description. Rewrite the learning with the improvements.

EYFS rewrite the learning with finger spaces and full stops.

Once the learning is finished ask your child to look at their learning from today and the day before and talk about the improvements.

Have you got finger spaces?

Have you got full stops?

Have you got capital letters?

Year 1 Have you got similies and expanded noun phrases?

Finding Nemo 1 and 2—Day 5

Select two images of different setting from the story. There are some examples on the next page. Ask your child to collect words describing the two settings. EYFS children can talk about the settings. Encourage them to use describing words. Create a poster about the 2 settings. You could fold some A4 paper in half and each part can be about one of the settings.

Year 1 children must include expanded noun phrases and similes.

EYFS children to write simple sentences about the settings.

Your child could also paint, draw, collage their own setting. Perhaps they could write about their own setting?

