

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.

Dougals Deep Sea Diary—Day 1

Begin the week by watching the video of the story from the link below.

Talk about the story:

What happens?

What do you see?

How does he feel?

Then Year 1 children can write a list of adjectives (describing words) to describe the creatures seen under the sea in the story.

Reception children parents please write down all of the describing words they use and talk with them and encourage them to describe the creatures in a variety of ways including how they look and how they move and make you feel... Reception children can then draw or make a model of one of the creatures and write, using their phonics, some describing words around their picture.

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

<https://www.bing.com/videos/search?q=dougals+deep+sea+diary&ru=%2fvideos%2fsearch%3fq%3ddougals%2bdeep%2bsea%2bdiary%26FORM%3dHDRSC4&view=detail&mid=CA7E90FA04D8556EAA4ECA7E90FA04D8556EAA4E&&FORM=VDRVRV>

Dougals Deep Sea Diary—Day 2

Recap the story and the words adjectives collected. Introduce the word noun —rewatch.

Year 1 children—explain to your child that we are going to make our sentences about sea creatures more exciting and interesting by using our adjectives to describe the nouns in the sentence.

They will be creating expanded noun phrases to describe their creatures appearance. Discuss creating expanded noun phrases – what does this mean? How are they created? I.e. Expanded noun phrases contain a noun and adjectives which describe it. Model for the shark— The shark has big, sharp teeth. He has a jagged smile. He has an outstretched, welcoming mouth. He has some long, pointed fins on his side He has a long, smooth body.

Task—Either choose a picture from the story or a sea creature your child is interested in and support them in writing expanded noun phrases about the creatures. They need to write a few sentences so encourage them to achieve at least half a page of writing.

EYFS children task— Either gather some play sea creatures or make some models of sea creatures (Play dough, drawing, painting...)—make an under the sea setting with your child for them to play with. Have some post it notes or piece of paper for the children to label their animals and write a word to describe them.

Year 1 explanation...

An expanded noun phrase is a sentence that contains a noun and a word (adjective) to describe the noun.

Noun adjective adjective noun
↓ ↓ ↓ ↓
The alien has **big** , **bright** **eyes.**

Pronoun adjective adjective noun
↓ ↓ ↓ ↓
He has a **cheerful** , **warm** **smile.**



Dougals Deep Sea Diary—Day 3

LO. To use my senses to describe.

Year 1 Children will describe 2 things using a range of senses. They can use sentences starters to record ideas. Recap the story and our sentences from yesterday describing what we see with the creatures. Recap the 5 senses. Today, we will be concentrating on using our imaginations to think about what we can hear, smell and how he makes us feel. We wont be trying to eat the creatures but if we have eaten fish we can use this experience...!

Collect a list of words to describe how the creatures move, feel, smell and their feelings.

Then use some of the sentence starters below to write descriptive sentences about some of the creatures...

They have

It can

It has

It feels

EYFS children use your imaginations to make up a story with your under the sea creatures and setting. Use describing words and encourage them to use them in their verbal story retelling. In the EYFS we need to use our imaginations to talk and explore vocabulary and this then helps us when we develop our writing. If we can talk it we can write it!

Dougals Deep Sea Diary—Day 4

Year 1 LO. To join clauses using 'and'.

Children will build sentences using the 2 clauses joined by 'and'. Children group ideas together to give their writing flow. Children should work with an adult to develop sentences into a paragraph.

Recap the story and the two types of sentence we have made so far. Choose two sentences to describe a creature...Ask the children what word could they write to show they saw both of these things. Ascertain the answer – using the coordinating conjunction 'and'. Then, ask the children to have a go at writing down two sentences about the alien with the word 'and' in the middle. Explain that the word 'and' is being used to show the reader that there is more than one piece of information.

Year 1 children Write a description of a sea creature using the sentences we have been making and the conjunction and.

Reception children.

L.O To write simple sentences. Encourage you child to use some of the sentence starters for day 4 and day 5 to describe their under the sea play area.

It can...It has...I see...I have...It is...It was...I saw...

Dougals Deep Sea Diary

LO. To sequence sentences to create a description.

Year 1 Children will create a character description. Children will include senses sentences and extend sentences using 'and'.

Watch the story again... explain that they will be writing a final character description of creatures from the story. Encourage them to look back on the work completed this week - they have already done all the hard work!

Using all they have done this week encourage them to write a description of the creatures under the sea using the descriptive words, noun phrases and using the conjunction and.

EYFS children see day 4.