

Writing: Year 1 – Summer 1 Week 2

	Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity
W r i t i n g	<p>Describe a character and setting</p> <p>Watch and listen to ‘Where the wild things are’</p> <p>Draw a picture of where the Wild Things live. Write adjectives to describe the land. Use these questions to help you:</p> <ul style="list-style-type: none"> - What do the trees look like? - What does the sky look like? - What can you see on the ground? <p>Draw a picture of Max. Write adjectives to describe him. Use these questions to help you: What does Max look like? What is his personality like? What does he do?</p>	<p>Write a response text</p> <p>Watch and listen to ‘Where the wild things are’</p> <p>Use your character and setting planning sheet from yesterday to write a response text about ‘Where the wild things are’, using these three headings:</p> <ul style="list-style-type: none"> - Characters - Setting - Recommendations 	<p>Retell the story ‘Cloudland’</p> <p>Watch and listen to ‘Cloudland’</p> <p>Talk to someone at home: Describe what happens in the story and try to include as much detail as you can. Try to use these words to help with your retelling: first, next, after that, suddenly, after a while, later, finally</p>	<p>Answer questions about a story</p> <p>Watch and listen to ‘Cloudland’</p> <p>Answer these questions in full sentences:</p> <ol style="list-style-type: none"> 1. How do the family feel when they are walking down the cliff? 2. Why were Albert's parents feeling sad? 3. Why does Albert want to stay in Cloudland? 4. Why does Albert want to leave Cloudland? 5. Do you think he should stay in Cloudland? Why? 6. Did you enjoy the end of the story? Why/why not? 	<p>Plan your own ‘Cloudland’ story</p> <p>Watch and listen to ‘Cloudland’</p> <p>When Albert goes to Cloudland he does lots of activities with the Cloud Children. Next week you will be writing your own Cloudland adventure!</p> <p>Use the pictures below to plan 3 activities that Albert does in Cloudland. These ideas will help you with your writing next week.</p>
R e s o u r c e s	Resource 1	Resource 2A Resource 2B	Resource 3	Resource 4	Resource 5


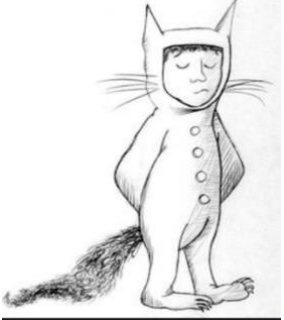
































Reading: Year 1 – Summer 1 Week 2

		Day 1 Activity	Day 2 Activity	Day 3 Activity	Day 4 Activity	Day 5 Activity	
Reading	Who le class	Listen to Here We Are	Listen to This is not my hat	Listen to Never follow a dinosaur	Listen to Look up	Listen to The veggie lion	
	Pho nics	Visit Phonics play - practise reading alien and real words with split digraph a_e (click on 'phase 5')	Visit Phonics play - practise reading alien and real words with split digraph e_e (click on 'phase 5')	Visit Phonics play - practise reading alien and real words with split digraph i_e (click on 'phase 5')	Visit Phonics play - practise reading alien and real words with split digraph o_e (click on 'phase 5')	Visit Phonics play - practise reading alien and real words with split digraph u_e (click on 'phase 5')	
	I n d e p e n d e n t	*	Dino Hunt: A Robot and Rico Story	Dino Hunt: A Robot and Rico Story	Dino Hunt: A Robot and Rico Story	The Tall, Tall Slide	The Tall, Tall Slide
		*	The Country Mouse and the City Mouse	The Country Mouse and the City Mouse	The Crow and the Pitcher	The Crow and the Pitcher	Do Penguins have Puppies?
*		Happy Easter Gus!	Happy Easter Gus!	Wind Power Whiz Kid	Backyard Bug Battle	Baryonyx	
Spelling		<p>Words to learn - love, people, these Practise spelling these using the school strategies below. Challenge! Choose 5 more words that you find tricky and practise spelling those too.</p>					



Resource 1 - character and setting descriptions

<p>Setting</p> <p>What do the trees look like? What does the sky look like? What can you see on the ground?</p> 	<p>Character</p> <p>What does Max look like? What is his personality like? What does he do?</p> 
 trees  sky  ground  tall  green  thin  dark  blue  dim  gloomy  spooky  soft  hard	 boy  hair  clothes  whiskers  crown  claws  short  small  white  brown  golden  sharp  brave  adventurous  friendly  imaginative  clever
<p>Draw where the wild things live</p>	<p>Draw Max</p>

Resource 2A - writing a response text

Where the wild things are

Setting

The story begins in Max's bedroom. Max travels to the land where the Wild Things live. It is a huge rainforest with towering, multi- coloured trees and scary monsters!

Characters

Max is confident boy with an amazing imagination. He goes on an adventure to a fantasy land and becomes King of the Wild Things. He wears a crown and a white suit.

The Wild Things are huge imaginary monsters with big teeth and scary eyes. They have a big party which they call a rumpus. They dance and have lots of fun with Max!

Recommendations

I would recommend this book to children who like fantasy stories and have a good imagination. I enjoyed the amazing illustrations and I really liked the way the author drew the Wild Things. The only part of the book I didn't like was that the story was too short.

I give this book 4 stars!

Resource 2B

Use the word banks and sentence starters to help you.

Where the Wild Things are

Characters



The characters in this book are

Setting



This book is set

What happens



This book is all about a

Recommendations



fun

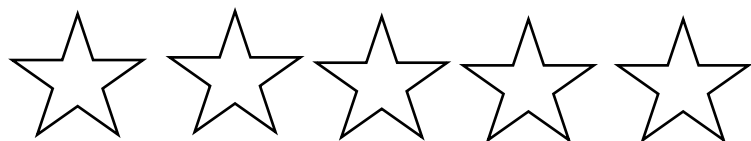


exciting



adventure

I would recommend this book because



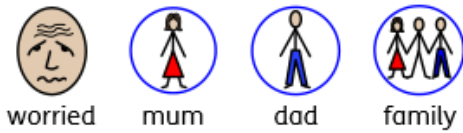
Resource 3

Use the word bank and pictures to help you to retell the story.



Resource 4

Use the word bank and sentence starters to help you.



How do the family feel when they are walking down the cliff?

They feel _____

Why were Albert's parents feeling sad?

They were feeling sad because _____

Why does Albert want to stay in Cloudland?

He wanted to stay in cloudland because _____

Why does Albert want to leave Cloudland?

He wanted to leave cloudland because _____


Do you think he should stay in Cloudland? Why?

I think he should _____

Did you enjoy the end of the story? Why/why not?

I _____ enjoy the story because _____

Resource 5

Albert's first activity	Albert's second activity	Albert's third activity
 <p data-bbox="109 608 696 676">Albert made animal shapes out of the clouds.</p>		



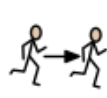
jumped



played games



flew



chased



ate



explored



painting

Spelling Words to help with your writing

Reception Words to learn

a	at	go	is	in	my	she	they
all	be	he	has	it	no	so	you
and	by	her	have	like	of	to	was
are	do	his	I	me	said	the	we

Tricky words (bold)

Tricky= Cannot be spelt correctly using the usual representation of sound
eg '**is**' will be pronounced but not spelt '**iz**'


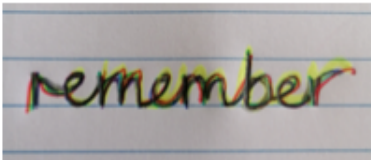

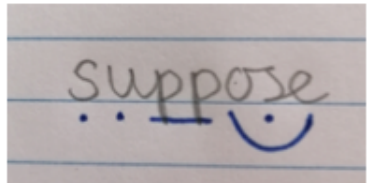
Year 1 Words to learn

ask	full	little	people	today	Monday	zero	
asked	here	looked	pull	want	Tuesday	one	eleven
called	house	love	push	were	Wednesday	two	twelve
come	I'll	Mr	put	what	Thursday	three	thirteen
does	I'm	Mrs	says	when	Friday	four	fourteen
eye(s)	it's	once	school	where	Saturday	five	fifteen
friend		our	some	who	Sunday	six	sixteen
			their	why		seven	seventeen
			there	your		eight	eighteen
			these			nine	nineteen
						ten	twenty

Year 2 Words to learn

again	dear	parents	warm	January	twenty
any	even	please	water	February	thirty
beautiful	every	pretty	were	March	forty
because	hour	sugar	whole	April	fifty
both	laugh	sure	which	May	sixty
busy	many	teacher	witch	June	seventy
child	money	towards	word	July	eighty
children	most		work	August	ninety
Christmas	only		world	September	hundred
clothes			write	October	
				November	
				December	

Spelling Strategies

<p>Pyramid Writing</p> 	<p>Rainbow writing</p> <p>Write the word over and over again using different colours.</p> 	<p>Create a mnemonic</p> 
<p>Sound Buttons</p>  <p>**Note, this may not work for words you cannot 'sound out'</p>	<p>Underline the tricky part</p> <p>se<u>p</u>arate</p> <p>lib<u>r</u>ary</p> <p>na<u>u</u>ghty</p>	<p>Look, Say, Cover, Write, Check</p> <p>Look at the word Say it out loud Cover it up Write it Check whether it is spelt correctly</p>

