



Year Reception EK Literacy Distance Teaching and Learning

Week beginning: 18/05/20

Lesson 1		
<p>Learning Intention WALT (we are learning to) listen to a story, anticipate key events and respond with relevant comments to show our understanding.</p>	<p>Key Vocabulary: Beginning, Middle, End Favourite Character Feeling Setting</p>	<p>What you will need: Lesson 1 video</p>
Starter		
<p>Retell the nursery rhyme Incy wincy spider: Incy wincy spider climbed up the water spout Down came the rain and washed poor incy out Out came the sunshine and dried up all the rain Incy wincy spider climbed up the spout again! Can you do the actions to go with it?</p>		
Main Teaching		
<p>Text - "Aaaarrgghh! Spider!" written by Lydia Monks. Point out the authors name - remember the author is the person who wrote the story. What do you think this book is going to be about? Look for clues in the title, the illustrations - a little girl, a spider hanging down on its web above her head. Listen to the story. https://www.youtube.com/watch?v=btctO8asZ3E Pause to look at the illustrations, the characters expressions, position e.g. feet up on the sofa, spilt drink. What do you think is going to happen? Why? What makes you think this? What would you do? Look at the punctuation, the use of exclamation marks, capital letters SPIDER! this tells you to add expression when reading the story and helps us to understand the story.</p>		
Independent Tasks		
Challenge 1		
Show understanding of the story by discussing what happened, what characters are in the story, how did they feel in the beginning, middle, end, why?		
Challenge 2		
Where is this story set? In a jungle, on the moon, in a park, in a family's house?		
Challenge 3		
Talk about your favourite part of the story and why you liked it.		
Challenge X		
Spot the speech marks throughout the story and change your voice to add expression to retell these parts		
Review		
<p>Research some facts about spiders. Remember that this story is a fiction text. It is a made up story. Information and facts are non-fiction, real life.</p>		



Lesson 2		
Learning Intention WALT Sequence a story drawing a story map	Key Vocabulary: Story map Order Sequence Beginning, Middle, End Happy, scared, excited,	What you will need: Paper, pencil Lesson 2 video
Starter		
Listen to the story - recap.		
Main Teaching		
What happens first? What happens next? How did the spider feel? What did the family say? Why do you think the spider wanted to be this family's pet? What were the spider's strengths? e.g. determination, perseverance, planning Ask 'Why does a story map help us?' it helps us remember the story and sequence events so we can retell the story in the right order and so it makes sense. Use the story map to re-tell the story with your adult.		
Independent Tasks		
Challenge 1		
Draw pictures of the beginning, middle and end of the story and talk about the story in order		
Challenge 2		
Add more detail to your story map		
Challenge 3		
Write labels to go with each stage of your story map		
Challenge X		
Retell the whole story with expression, following your story map.		
Review		
Relate to own experiences, have you ever seen a spider inside your house, whilst doing an activity e.g. shopping or out in your garden? How did you and your family react, what did you do, how did you feel?		



Lesson 3		
Learning Intention WALT Write a sentence	Key Vocabulary: Beginning, Middle, End Happy, scared, excited, Action word	What you will need: Paper Pencil Colours
Starter		
Draw three main pictures from the story.		
Main Teaching		
Put your key pictures from the story in order e.g. dance, wash, eat Write sentences about what is happening in each picture : Look at me watch me dance. : Look at me watch me wash. : Look at me watch me eat.		
Independent Tasks		
Challenge 1		
To use your phonics knowledge to help you to write a sentence.		
Challenge 2		
Start your sentence with a capital letter, leave finger spaces and end with a full stop.		
Challenge 3		
Write all your letters correctly, with leading lines, focusing on ascenders (the tall letters) and descenders (going down below the line). Can you control your letter size and write on the line?		
Challenge X		
To spell all tricky words correctly.		
Review		
Read your work back and check for : <ul style="list-style-type: none">• Letter formation• Read your work back out loud and listen carefully. Did you miss anything out?• Finger spaces• Full stop at the end of a sentence Read your work out loud, following with your finger to share your work.		



Lesson 4		
Learning Intention WALT Write a fact about a spider	Key Vocabulary: Non-fiction Fact Real, true	What you will need: Paper Pencil
Starter		
Recap the difference between fiction and non-fiction. Do you have any books at home you could sort? Discuss the features of both - a fiction text has illustrations, pictures, different characters Non-fiction, real photographs, context, page numbers, index, glossary, captions, labels, bold text		
Main Teaching		
What insect is in the story? What do you know already about a spider? What do you want to find out? How could you find the answer to your question? - ask someone knowledgeable - look in a non-fiction text - search on the internet.		
Independent Tasks		
Challenge 1		
To think of a question you want to ask about a spider and think of way to find the answer.		
Challenge 2		
Write down your fact about the spider.		
Challenge 3		
To make a non-fiction fact book about Spiders.		
Challenge X		
To use a range of question words - who, what, where, why, how,		
Review		
Read your work back and check for : <ul style="list-style-type: none"> • Letter formation • ascenders (those letters that go up into the air = t,d,h,k,l,b) • descenders (those letters that go down below the line = q, y,p,f,g,j) • Phonics, have you written ALL of the sounds in each word? Share your information with someone - tell them what you have found out about a spider that you didn't know before.		

Lesson 5		
Learning Intention WALT Find out information and write a simple fact	Key Vocabulary: Information Non-fiction Research Book Computer Fact Truth Real	What you will need: Paper Pencil
Starter		
Sing a range of nursery rhymes e.g. the ants go marching one by one. There's a worm at the bottom of my garden. What the ladybird heard song. Incy wincy spider.		
Main Teaching		
Make a minibeast fact book about your choice of minibeast. An example - research about butterflies: <ul style="list-style-type: none"> Butterflies are colourful flying insects with large wings. They have six legs, three body parts and a pair of antennae. Butterflies taste with their feet. They have receptors there to help find plants and locate food. Adult butterflies only feed on liquid. Their mouth lets them drink but can not chew solids. Butterflies are cold-blooded creatures. If their body temperature falls below 12 degrees they become immobile and unable to fly. Most butterflies only live a few short weeks. They spend all that time eating and mating. Butterflies are easy prey. To avoid being eaten they use camouflage and bright colours to ward off predators. <p>Discuss the minibeast information, have a look at photographs and draw a picture of your chosen minibeast. Sound talk the word, use the letter mat to help you to match the correct graphemes you need to write the word. Share the simple fact and say it out loud. Remember that good writers always think first. Repeat your fact, count how many words are in the sentence and write each word at a time, leaving a finger space after each word and sound talking each word to segment for spelling.</p>		
Independent Tasks		
Challenge 1		
Draw a picture and label your minibeast		
Challenge 2		
Research and share a fact you have found about your minibeast		
Challenge 3		
Write your simple fact		
Challenge X		
Talk in more detail and share your fact book with someone to teach them about your minibeast		
Review		
Read your work back and check for : <ul style="list-style-type: none"> Letter formation ascenders (those letters that go up into the air = t,d,h,k,l,b) descenders (those letters that go down below the line = q, y,p,f,g,j) Phonics, have you written ALL of the sounds in each word? 		