



Year Reception EK Literacy Distance Teaching and Learning

Week beginning: 15/06/20

Lesson 1		
Learning Intention WALT (we are learning to) Speak in detail in a clear, loud voice.	Key Vocabulary: Favourite Because Tone Pitch Volume	What you will need: Lesson 1 video Favourite toy
Starter		
Recap a range of question words - who, what, when, where, why, how. Look carefully at question marks ? and the use of question marks.		
Main Teaching		
<p>Today we are going to practise speaking in a clear voice, trying to add expression to our voice, changing the tone and the pitch.</p> <p>Remember when talking to use a clear, loud voice so that your audience can hear you. Discuss silly voices, mumbling, putting hands in your mouth, shouting or whispering. Explore standing far away and how you need to project your voice to be heard and how to adjust the volume when speaking close to someone..</p> <p>(Communication, language and literacy target: Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events.)</p> <p>Choose a favourite toy or game that you can confidently talk in detail about. Spend some time thinking about what you can tell people about it. You can write a list of key words to help you. Where did you get it from? Why do you like it? What can it do? Where do you play with it, go with it? How does it work? Who do you play with, who got it for you? Why?</p>		
Independent Tasks		
Challenge 1		
Draw a picture of your favourite toy		
Challenge 2		
Talk in detail about why you have chosen this		
Challenge 3		
Listen carefully to someone else		
Challenge X		
Respond asking a range of questions		
Review		
If you can, share your "show and tell" presentation with a friend or relative over a video link if possible. Can you listen carefully to someone else's presentation and respond with your own comments and questions. Did you listen carefully to all the details?		



Lesson 2		
Learning Intention WALT Listen carefully and discuss a story	Key Vocabulary: Story, book, house, cliff, sea, lighthouse, lunch, basket, rope, seagulls, boat, mustard, card, take, eat.	What you will need: Paper, pencil Lesson 2 video
Starter		
Listen to the story of https://www.youtube.com/watch?v=46wCRq50Wwg		
Main Teaching		
<p>Listen carefully to the story. There is lots of vocabulary that you might not have come across before. Today we are going to be thinking about this story in more detail, discussing what we have heard and practise retelling the story.</p> <p>Who is the main character? What do they do in the story? Can you act out the story? What could you use to be the sea? Do you have any props? Can you build a house/lighthouse? How does Mrs Grinling send Mr Grinling his lunch? What happens at the beginning of the story? What happens next? What do the seagulls do? What do Mr and Mrs Grinling do? What happens to Hamish the cat? How do they stop the seagulls eating Mr Grinling's lunch?</p>		
Independent Tasks		
Challenge 1		
To recognise all of the characters in the story Mr Grinling, Mrs Grinling, Hamish the cat, Seagull		
Challenge 2		
To discuss and talk about all the key questions after reading this story		
Challenge 3		
Choose your favourite part of the story, draw a picture and write a caption about it.		
Challenge X		
To spot the speech bubbles in the story and write your own. What would you say?		
Review		
Retell the story remembering the key events and characters. What happens at the beginning of the story, middle and end.		



Lesson 3		
Learning Intention WALT Write a list	Key Vocabulary: Ingredients Hygiene Sandwich List Instructions	What you will need: Paper Pencil Colours
Starter		
Recap the story of The Lighthouse Keeper's lunch https://www.youtube.com/watch?v=46wCRq50Wwg		
Main Teaching		
<p>Discuss the story. What was Mrs Grinling's job? <i>She worked in the kitchen in the cottage.</i> What did Mrs Grinling make for Mr Grinling's special lunch one day?</p> <p><i>A mixed seafood salad, A lighthouse sandwich, Cold Chicken Ganni, Sausages and crisps, Peach surprise, Iced sea biscuits, drinks and assorted fruit.</i></p> <p>Today we are going to think about a lunch we would like to eat. What would you put in your sandwiches? What is your favourite food?</p> <p>I will model writing a list of the ingredients Mrs Grinling would need to buy to make Mr Grinling's special lunch. Can you write a list of the ingredients you would need for your own lunch?</p> <p>Remember a list goes down the page, we write one item on each line writing in columns so it is easy to read each item. It's important we use our phonics knowledge to segment for spelling and think carefully about the letters that make up the digraphs and trigraphs. Clap two syllable words and sound talk the first syllable and then the second syllable to help you. e.g. sand/wich.</p> <p>I will model writing instructions of how to make the sandwich. Can you write your own? Remember we can number instructions to make it easy to follow, this way we can get the order right and make the sandwich.</p>		
Independent Tasks		
Challenge 1		
Design your own lunch sandwiches		
Challenge 2		
Write a shopping list of ingredients you will need		
Challenge 3		
Write instructions of how to make your sandwich		
Challenge X		
Design a kitchen poster for Mrs Grinling's how to stay safe in the kitchen (<i>Hot cooker, sharp knives, spillages, wash hands, clean</i>)		
Review		
Recap the story and discuss the ways that they tried to protect Mr Ginling's lunch from the seagull's. Can you think of any other ways to try?		



Lesson 4		
Learning Intention WALT Write the sequence of Mr Grinling's day	Key Vocabulary: First Morning Next Noon After Evening Finally	What you will need: Video Lesson 4 Paper Pencil
Starter		
Recap the story of the Lighthouse Keeper's Lunch. Can you retell the story?		
Main Teaching		
Discuss the character Mr Grinling. He has a very busy day, what jobs does he need to do? What order does he do these? Today we are going to practise writing a sentence to sequence Mr Grinling's day. <p style="text-align: center;"> In the morning Mr Grinling rows to his lighthouse Next he cleans and polishes the light After he sings sea shanties At lunch time he gets the basket Mrs Grinling sends him from the wire Then he eats his lunch Finally, in the evening he rows back to the cottage high on the cliffs. </p>		
Independent Tasks		
Challenge 1		
To discuss Mr Grinling's jobs, why does he row to the lighthouse, why does he polish the light? What order does he do his jobs? why?		
Challenge 2		
To write a sequence of three events in Mr Grinling's day. Morning, Afternoon, Evening		
Challenge 3		
To write longer sentences to detail six events in Mr Grinling's day.		
Challenge X		
To use the sequence adverbs "first, next, finally, after, then" to describe Mr Grinling's day.		
Review		
Discuss your daily routine using the sequencing words. Is your day the same or different to Mr and Mrs Grinling's? Have you ever seen a lighthouse before or a cottage or cliffs? Where do you live? What is the same or different?		



Lesson 5		
Learning Intention WALT Label a picture	Key Vocabulary: Rain Waterproof Warm Windy Sea breeze Clouds Ocean, Sea spray	What you will need: Paper Pencil Video Lesson 5
Starter		
Recap the story of the Lighthouse Keeper's Lunch. Discuss the setting - at the seaside. Mr and Mrs Grinling live high on the cliffs close to the lighthouse.		
Main Teaching		
<p>In the story it says that Mr Grinling was a most industrious lighthouse keeper. What does this mean? He is very hardworking, busy. He takes his job seriously and puts in lots of time and effort. He goes to clean and polish the light of his lighthouse no matter what the weather.</p> <p>Have you ever seen the sea on a stormy day? How about in the summer when it is very hot? Today we are going to draw Mr Grinling and label the clothes and protection he would need.</p> <p>If it is a rainy day, Mr Grinling might need waterproof clothes. Discuss materials, rubber and plastic are waterproof, can you test this at home? Fabric material clothes will absorb the water and Mr Grinling might feel very cold and wet all day if he were to choose this material clothing on a rainy day. He might also need welly boots to stop his socks from getting wet and getting cold feet.</p> <p>How about on a sunny day? What protective clothing would Mr Grinling need to wear? Sun hat, sun cream, thin layer of clothing to protect his skin.</p>		
Independent Tasks		
Challenge 1		
To draw a picture of Mr Grinling wearing clothes for a rainy day		
Challenge 2		
Add labels to show each item		
Challenge 3		
Add more detail to your drawing, colour, material, accessories, background.		
Challenge X		
Draw a picture of Mr Grinling ready for a rainy day and a sunny day		
Review		
Discuss the weather and what you are wearing today. Why is it important to think about the weather and our choice of clothing? Have you ever been caught out in a rain storm and not had the right clothing? Have you ever worn winter clothes in the sun and felt too hot?		