



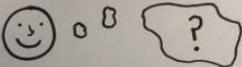
## Year Reception EK Literacy Distance Teaching and Learning

Week beginning: 06/07/20

Lesson 1		
Learning Intention  WALT (we are learning to) Retell the story in order.	Key Vocabulary: Predict Sequence Order Beginning, middle, end	What you will need: Paper Colours Pencils Paint
Starter		
<p>Have a look at a picture of a park. Do they recognise a place like this? In talk partners, can they tell a partner something about when they went to a place like this? All parks have been closed for a while now. When they reopen what are you looking forward to doing? The park is the setting for our story this week.</p>		
Main Teaching		
<p>Have a look at the front cover of Shark in the Park. What do you think might happen in this story? Is it going to be fiction or non-fiction? Discuss the <b>sh</b> digraph in the title. When reading the book, pause at each picture. Can you predict what will happen next? Share the story of Shark in the Park by Nick Sharratt: <a href="https://www.youtube.com/watch?v=Ketu-SWDyD0">https://www.youtube.com/watch?v=Ketu-SWDyD0</a></p> <p>The naughty shark from the story has been up to no good! He has muddled up the whole story. Can you put it back into the correct order again? What happened at the beginning, first? What happened next? What happened at the end of the story?</p>		
Independent Tasks		
Challenge 1		
To order the pictures in the story		
Challenge 2		
To order the pictures and retell the story with expression		
Challenge 3		
To answer the comprehension questions at the end of the story. <i>Where does Timothy look when he looks through his telescope?</i> <b>He looks at the sky, he looks at the ground, he looks left and right, he looks all around.</b> <i>What does Timothy see?</i> <b>A cat, a crow, Dad's hair</b> What did Timothy shout each time? <b>There's a shark in the park.</b>		
Review		
<p>Were your predictions right? Do you think there really was a shark in the park? Can you make your own telescope? What might you use? e.g. <b>roll a piece of A4 paper, or a tube from a kitchen roll, wrapping paper.</b> What might you see in your park?</p>		

Lesson 2		
Learning Intention  WALT: discuss a story setting	Key Vocabulary: Setting Space Jungle Under the sea Imagination	What you will need:  Paper, pencil Lesson 2 video
Starter		
Look at story cover again, and discuss what we remember about the book and the main characters.		
Main Teaching		
As you read the story again discuss what other things you can see in the park. <i>Butterfly, tulips, newspaper, pond, path, trees, roller skates, fence, bench, clouds.</i>		
Remember the park is the setting of this story. What else do we find in parks sometimes? <i>Slide, swing, roundabout, zip line....</i>		
<p>Newspaper, butterfly, tulips, path, pond, pair of roller-skates, trees, fence, bench, fluffy white clouds</p>		
Have a look through your own telescope..... What will you see? Are you looking at a park or are you in a different setting?		
Independent Tasks		
Challenge 1		
Design your own setting drawing a picture and adding colour e.g. <i>ocean scene</i>		
Challenge 2		
Think of 5 items you would see in this setting <i>shell, fish, scuba diver, ray, octopus</i>		
Challenge 3		
Give your picture a title, writing the setting at the top..... e.g. <i>Under the Sea</i>		
Review		
Can you make up your own story in your own setting? Act it out to a friend with your telescope. e.g. <i>Miss Kay looks through her telescope. She looks at the sky, she looks at the ground, she looks left and right, she looks all around. What does she see? An octopus.</i>		

Lesson 3		
Learning Intention WALT: use an adjective to describe an object.	Key Vocabulary: Adjective Describing word Imagination	What you will need: Paper Pencil Colours
Starter		
Do you remember the story you told yesterday? What was your setting? What did you see? Share your version of the story with a friend.		
Main Teaching		
Act it out to a friend with your telescope and add expression.  e.g. <i>Miss Kay looks through her telescope. She looks at the sky, she looks at the ground, she looks left and right, she looks all around. What does she see? An octopus!</i>  Can you add in an adjective to describe it, giving more information, more detail. e.g. 'I can see a .... <b>cute</b> chimp/ <b>scary</b> dinosaur'.  Can you take draw the items you will see in your story to make a note of them.		
Independent Tasks		
Challenge 1		
Tell your story in order with different items you see in the beginning, middle and end "I can see a" e.g. <i>I can see a fish, I can see a ship wreck, I can see a diver.</i>		
Challenge 2		
Think of a good adjective to describe each item e.g. <i>I can see a <b>rainbow</b> fish, I can see a <b>brown</b> shipwreck, I can see an <b>excellent</b> diver.</i>		
Challenge 3		
To write the word next to the pictures as a reminder e.g.		
		
rainbow fish ,	brown shipwreck	excellent diver.
Review		
Share your ideas with a friend. Can you spot the adjectives your friend has used?		

Lesson 4		
Learning Intention  WALT: write our own story	Key Vocabulary: Finger space Sound talk - segment for spelling Trick word Sentence Sequence	What you will need: Video Lesson 4 Paper Pencil
Starter		
Recap what you saw yesterday looking at your pictures and the words you used to describe them.		
Main Teaching		
<p>Today we are going to be writing our own shark in the park clues, just like the ones we have been doing this week with our telescope around school.</p> <p>How are you going to start your story?          What object will you see first?          Next?          At the end?</p>		
<p><u>Writing a Sentence</u></p> <ul style="list-style-type: none"> <li>• Good writers think first.  </li> <li>• Start with a capital letter.            a → A            b → B</li> <li>• Use  finger  spaces.</li> <li>• Finish with a full stop. </li> <li>• Read it to make sure it makes sense. </li> </ul>		
Independent Tasks		
Challenge 1		
To write a good opening sentence for your story.... e.g. <b>One sunny Sunday under the sea Miss Kay was testing out her new toy.</b>		
Challenge 2		
She looked up, down and all around. She saw a ..... <b>rainbow fish</b>		
Challenge 3		
To write a good ending to your story. <b>It's time to come back to school Miss Kay the children shouted.</b>		



Lesson 5		
Learning Intention  WALT: review our own work	Key Vocabulary: Check Edit Ascender Descender Sound talk/segment Formation	What you will need: Paper Pencil Video Lesson 5
Starter		
Share the story of Shark in the Park by Nick Sharratt		
Main Teaching		
Read your work out loud. Present your story to a friend/family member.		
Together let's review our writing and use our pointy finger to find..... A tricky word A finger space A capital letter An ascender / descender		
Independent Tasks		
Challenge 1		
Present your story to your friends/family		
Challenge 2		
Spot a tricky word you have used in your writing e.g. I, the, to, go, no,		
Challenge 3		
Find a tall letter, an ascender (t,d,h,k,l,b) and check you have formed it correctly, nice and tall. Find a descender, a letter that sits below the line and check it (q,y,p,f,g,j)		
Review		
What is your target? What are you going to keep working on with your writing?		
<ul style="list-style-type: none"> <li>- letter formation</li> <li>- leading lines</li> <li>- Segmenting/sound talking words accurately</li> <li>- spelling tricky words</li> <li>- leaving a finger space after every word</li> <li>- remembering a full stop at the end of a sentence</li> <li>- starting your sentence with a capital letter.</li> </ul>		
Share your next step with a friend and practise.		