


Year 1 Home Learning English Plan for parents

|  | Session 1 | Session 2 | Session 3 | Session 4 | Session 5 |
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| Handwriting objective | sit correctly at a table, holding a pencil comfortably and correctly; begin to form lower-case letters in the correct direction, starting and finishing in the right place; form capital letters; understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. | | | | |
| Key Vocabulary | Illustration, imagine, question, expression, feeling, emotion, point of view, prediction, fiction, non-fiction, facts, information | | | | |
| Stimulus text | Tiddler the story telling fish by Julia Donaldson Available to listen to on You tube https://www.youtube.com/watch?v=gcTQADUyWZY | | | | |
| Learning intention | To think of my own ideas and label a picture. | Imagine how a character feels | Acrostic poem | Acrostic poem | Make a prediction |
| Input | <p>Show your child the You tube clip again or read the story again.</p> <p>Focus on page 21.</p> <p>Tiddler rode a seahorse. Tiddler met a mermaid. Tiddler met a turtle, who saved him from a squid. Tiddler found a shipwreck. Tiddler found a treasure chest.</p> <p>Read the passage above a couple of times. Spend some time looking at the spelling of 'rode' and 'found'.</p> <p>Who else could Tiddler have met? What else could Tiddler have found? Use the book to gather ideas.</p> <p>Activity: Make a list together. Draw pictures and label. In the list have 4 sea creatures and at least 2 objects that Tiddler could have found.</p> | <p>Show your child the You tube clip again or read the story again.</p> <p>Tiddler rode a seahorse. Tiddler met a mermaid. Tiddler met a turtle, who saved him from a squid. Tiddler found a shipwreck. Tiddler found a treasure chest.</p> <p>Recap the previous activity which was to draw a picture of different sea creatures that Tiddler could meet and the things he could find. Practise saying the sentences above with your child however changing who he meets and what he finds to your new ideas.</p> <p>Activity: Rewrite the passage above adding in own ideas for who Tiddler meets and what he finds.</p> | <p>An acrostic poem is when each line of the poem starts with the letter from the title of the poem. Over the next 2 sessions you will be writing an acrostic poem about Tiddler.</p> <p>Read the poem below as an example. Practise saying it out loud a few times to help internalise the structure. Spend some time thinking of ideas that could work with each letter in the word 'Tiddler'.</p> <p>Activity: Make a shiny collage of Tiddler using materials from the home- e.g tinfoil for his scales. Make a list of possible adjectives or useful words and write around the edge of the collage.</p> <p>Tiddler Is often late Dreams of stories Dives under water Likes to tell tales Exciting adventure Really brave</p> | <p>An acrostic poem is when each line of the poem starts with the letter from the title of the poem.</p> <p>Recap the work your child did yesterday. Read through the ideas for the Tiddler poem. Rehearse a few times together to help internalise the vocabulary.</p> <p>Activity: Write up the Tiddler poem, spacing out each line of the poem by leaving a line in-between. Illustrate the poem with a drawing of Tiddler and some of the sea creatures he has met.</p> | <p>Show your child the You tube clip again or read the story again. Look at the final page of the book where the writer friend is holding a note pad.</p> <p>What could Tiddlers next story be? Where could he go and who could he see? Talk to your child about what this next part of Tiddlers story could be. Make a plan using the ideas below to help structure it. Record this plan as a rough draft so no great ideas are forgotten.</p> <p>Who could Tiddler meet? Perhaps think of 2 characters. What is going to happen to him and his friends? Where could they go? How could they get here?</p> <p>Activity: You child will write their own Tiddler story using the plan you have thought of together. Encourage your child to write as independently as possible.</p> |

