Weekly Tasks for Ladybird and Butterfly Classes  Week beginning 29th June 2020

Select one long and two short tasks (One Reading, one Writing/Phonics and one Maths) each day. You could colour/tick each task as you complete it - perhaps use a different colour each day.

This term our new topic will be: ‘Somebody Swallowed Stanley’. We will be learning about plastic pollution, recycling, looking after our planet, and the ocean.
<table>
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<tr>
<th>Writing 1</th>
<th>Writing 2</th>
<th>Phonics</th>
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<tbody>
<tr>
<td><strong>LO:</strong> I can use my phonetic knowledge to write words in ways which match their spoken sounds. I can write simple sentences which can be read by myself and others. Some words are spelt correctly and others are phonetically plausible.</td>
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<td><strong>LO:</strong> I can recognise and write the digraph 'ow'.</td>
<td><strong>LO:</strong> I can read and write words containing the digraph 'ow'.</td>
<td><strong>LO:</strong> I can write a sentence containing the digraph 'ow'.</td>
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<td>Watch the animation 'The Snail and the Whale' (Reading task 3). Write a list of the different sea creatures that you see in the film.</td>
<td>Introduce today’s new sound by watching this short clip from Alphablocks. <a href="https://www.bbc.co.uk/iplayer/episode/b01q0py1/alphablocks-series-3-22-how-now-brown-cow">https://www.bbc.co.uk/iplayer/episode/b01q0py1/alphablocks-series-3-22-how-now-brown-cow</a></td>
<td>Recap our new sound by showing your child the written digraph. Can they remember the sound that it makes?</td>
<td>Play ‘Word Building’ using pieces of paper/flashcards with the following sounds on them: ow, r, l, d, n, c, f</td>
<td>Play ‘Musical Sounds’. Play some music and dance along to it with your child. When you stop the music, hold up a sound and ask your child to say it. Then play the music again and repeat with different sounds. Sounds to use: ar, or, ur, ow, oo/oo, oa.</td>
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<td><strong>Extension:</strong> Following your list, write a sentence about which sea animal is your favourite and why!</td>
<td>Introduce the digraph 'ow', and talk about the two letters that join together to make that sound. What words did the Alphablocks make with today’s sound?</td>
<td>Model the letter formation for your child using cursive handwriting, and get your child to practise writing it whilst saying the sound a couple of times. Can your child think of any more words with that sound? Model writing those words down for your child to see.</td>
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<td>Explain that today you will practise making and writing sentences. Set up 3 different rooms in your house. In each room, place word cards in different places for your child to find. Your child must find all the words in that room, then read them and put them in the right order to make a sentence.</td>
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<td>Then play 'Picnic on Pluto' Phase 3 'ow' <a href="https://www.phonicsplay.co.uk/res">https://www.phonicsplay.co.uk/res</a></td>
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<td>- In room 1 there should be 4 word cards to make the sentence:</td>
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Your child should read the words and then decide if they are real or fake.

<table>
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<th>Words:</th>
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<tr>
<td>Row (argue) - 2 sounds 'r-ow'</td>
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<tr>
<td>owl - 2 sounds 'ow-l'</td>
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<tr>
<td>down - 3 sounds 'd-ow-n'</td>
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<tr>
<td>clown - 4 sounds 'c-l-ow-n'</td>
</tr>
<tr>
<td>frown - 4 sounds 'f-r-ow-n'</td>
</tr>
<tr>
<td>crown - 4 sounds 'c-r-ow-n'</td>
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Then ask your child to write the above words from dictation, working through them one at a time. Make sure none of the words are visible to avoid copying. Can they add the sound buttons underneath?

- In room 2 there should be 5 word cards to make the sentence: 'A big brown owl'
- In room 3 there should be 4 word cards to make the sentence: 'A clown with a frown'

Once your child has built the 3 sentences, they then have a go at writing them from dictation.

**Each sentence contains words that are phonetic and use sounds that your child has already learnt. This should help them to apply their sounds to write the words correctly.**
**Reading**

LO: I can demonstrate understanding when talking about what I have read. I know about similarities and differences in relation to living things and can make observations of animals.

The first animal to swallow Stanley in this term’s book was a whale. There are lots of different types of whales, from the huge Blue Whale to the smaller Orcas (Killer Whales).

Does your child know any facts about whales? Have they seen them in any other books or stories?

This week we are going to learn about the mysterious Humpback Whales.

Read through the ‘All about Humpback Whales’

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**Reading**

LO: I can listen to stories and respond with relevant comments. I know about similarities and differences in relation to living things and can make observations of animals.

Explain that today you will be listening to a story together all about a helpful humpback whale. Can your child remember any facts about these creatures from yesterday?

Read/listen to the story ‘The Snail and the Whale’ and discuss the points below (see Miss Giannini’s story video on Tapestry):

- What did the snail want to do at the start of the story?
- Who helped the snail and how?
- What places did they visit together?
- What caused the whale to get stuck on the beach?

See how many different sea creatures you can spot in the film.

How do you think the snail felt at different points during the journey? Can your child think of different words to describe its feelings at the points below:

- when they started the journey together
- when they met the sharks
- when they saw the dolphin playing
- during the storm
- When they were looking at the stars

See if you can find the whale noises in the story.

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**Reading**

LO: I can listen to stories and respond with relevant comments. I can express myself effectively and give explanations by connecting ideas or events.

Recap yesterday’s story with your child. Can they tell you what happened in the story? How much detail can they remember?

Then watch ‘The Snail and the Whale’ animation [https://www.bbc.co.uk/iplayer/episode/m000cslw/the-snail-and-the-whale](https://www.bbc.co.uk/iplayer/episode/m000cslw/the-snail-and-the-whale)

Recap yesterday’s story with your child. Can they tell you what happened in the story? How much detail can they remember?

During the story, the boy and the whale become good friends. The boy misses the whale once he has been set free and hopes to see him again one day.

- Do you have a friend that you miss at the moment?
- What makes them a good friend?
- What would you like to do together when you see your friend again?

Perhaps you could make your friend a card or a video message!

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**Reading**

LO: I can listen to stories and respond with relevant comments.

Read the story ‘The Storm Whale’ together.

During the story, the boy and the whale become good friends. The boy misses the whale once he has been set free and hopes to see him again one day.

- Do you have a friend that you miss at the moment?
- What makes them a good friend?
- What would you like to do together when you see your friend again?

Perhaps you could make your friend a card or a video message!

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**Reading**

LO: I can listen to stories and respond with relevant comments.

Read the story ‘The Storm Whale in Winter’ together.

Talk about how Noi might be feeling throughout the story.

How did the whale save him?

Think back to the ‘All about Humpback Whales’ PowerPoint. What is a group of whales called?

The story describes the whales singing, can your child have a go at making the whale noises?
PowerPoint together to find out some interesting information about them.

Listen to the sounds that they make by clicking on the link in the PowerPoint and have a go at making the sounds yourself! *(Put the PowerPoint on 'slideshow' in order to click on the link)*.

| - How did the snail and the people save the whale? |
| - When the whale became beached in the bay |
| - When he saved the whale |

Support your child to use a **wide range of vocabulary** to describe the snail's emotions e.g. happy, scared, worried, nervous, excited, curious, joyful, frightened, brave etc.

Then discuss:
- How would you describe the snail and the whale?
- Do you think the snail is clever/brave? Why?
- Do you think the whale is kind? Why?