

Time connective
Spelling / Phonics

Learning Objective:
I am beginning to apply my phonic knowledge and use some recognisable letters and phonemes in my writing throughout the week

RWI –daily phonics groups

Practice handwriting/letter formation–
see attached crib sheet with picture prompt for each letter/sounds your child is working on in their group.

ENGLISH Year 1

Focus on non fiction. Week beginning Monday 30th November

This week we will be following up from last week's story and finding out about Moles.

We will be focusing on speaking and listening and non fiction reading and writing.

HOME /Class LEARNING

Monday 30th November '20

HOOK: *Open the box and slowly reveal pictures of a real mole and the mole from last week's story 'One Snowy Night'*

Zoom in on the pics below



Partner talk: What's the same and what's different about the moles?

Watch the link below about Moles

<https://www.youtube.com/watch?v=9dRGvmLGa2I>

Watch the video all the way through without interrupting.

Ask children what they remember from the video?

Watch part of the video again and pause the video to ask leading questions.

Focusing on **what does a Mole look like?**

- Do moles have eyes? Why can't we see them?
- What is so special about the moles nose? Links with science – their nose is a 'snout'
- How many fingers does a mole have? How does this help the mole? How do they move the soil?

Activity

Use sub headings "What does a Mole look like"

Write simple sentences about what a mole looks like.

Practice saying the sentence at least 3 times – 'my turn your turn' before modelling it using phonics and finger spaces etc.

Eg "It has fur."

"It has six fingers"

It has a nose with pimples on..." etc

Tuesday 1st December

Speaking and listening activities

Watch the next bit of the video again

Focus questions

Talking partners:

What do moles eat?

Where else could we find out about what moles eat?

Google / use non fiction printed info – point out the sub heading

Links with science – moles eat other animals and plants – they are**carnivores**.



Activity

Use sub heading **What does a mole eat?**

Model saying the sentence out loud at least 3 times.

Model writing it down using phonics and finger spaces. Re read and check it makes sense. Add punctuation .

Wednesday 2nd December

Watch the next bit of the video again

Use attached printed non fiction info too

Focus question

Talking partners

What do moles do?

Where do moles live?



Activity

Use sub headings What do moles do?

Where do moles live?

Write simple sentences.

Model saying the sentences out loud at least 3 times.

Model writing it down using phonics and finger spaces. Re read and check it makes sense. Add punctuation .

Thursday 3rd December

Focus questions

Watch the next bit of the video and discuss in partners.

How long does a mole live for ?

Where do moles live?

Discuss vocab 'burrow' and link back to the story "A Little Bit of Winter" which other animal from this animal lived in a burrow?



Activity

Use sub headings Where do moles live?

Write simple sentences.

Model saying the sentences out loud at least 3 times.

Model writing it down using phonics and finger spaces. Re read and check it makes sense. Add punctuation .

Friday 4th November

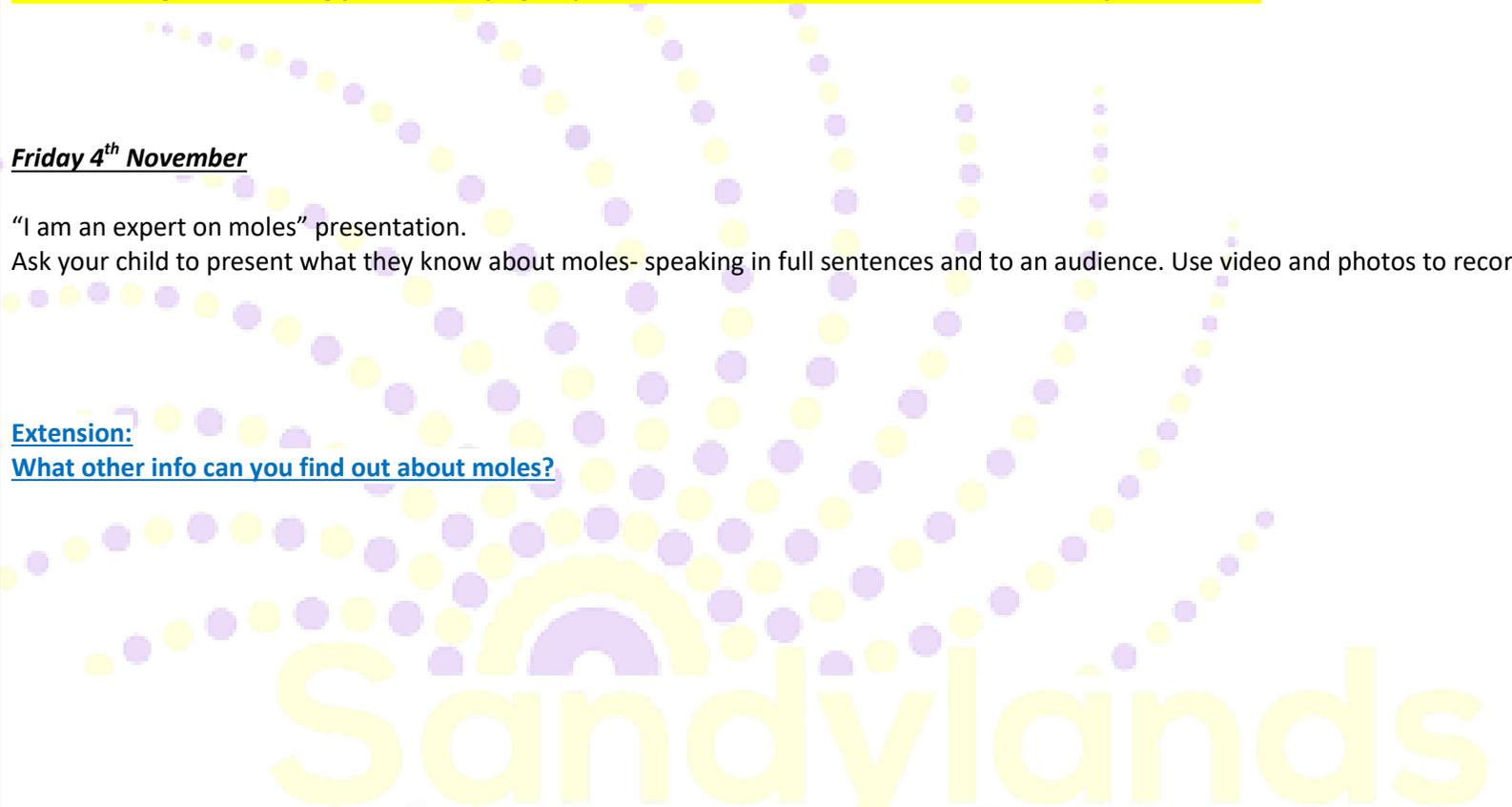
“I am an expert on moles” presentation.

Ask your child to present what they know about moles- speaking in full sentences and to an audience. Use video and photos to record.

Extension:

What other info can you find out about moles?

. We will be reading other stories relating to seasonal changes-; when reading stories at home, ask your child about the weather in the story and how this affects the characters actions and behaviour in the story.



Sandylands

