

Literacy - Week 2 (w/c 8th June - 2nd half Summer Term). **Weekend News/ Labelling of suitcase items/ Seaside holidays now and then/British Seasides/Lucy and Tom at the seaside.**

Topic - What's in my suitcases?

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Starter: Talk about what you have done at the weekend - I know it is difficult at the moment, so they can talk and reminisce about some things that they have done and really enjoyed.</p> <p>Activity: Ask them to write two or more sentences BY THEMSELVES. Ask them what the sentence is that they want to write and get them to keep saying it. You can say the sentence with them, really pronouncing the sounds if they need you to. They can use the alphabet mat (one is there for you to download if you would like to). You can also demonstrate how to write some of the words too, show them, but then turn the word away to challenge them. If they want to do just 1 sentence then that's fine. If they want to do more, then that is also equally fine! Let them decide, but it is always good to try and challenge them. Ask them to draw a lovely picture about their news.</p>	<p>Starter: Print off the 'suitcase items' that I have put on a link for you. If this is not possible, chn can draw some of the items then cut them out. Discuss with chn where they think you would wear the different clothes. Why? Talk about how where you go on holiday (your destination) depends on what you take.</p> <p>Activity: Play a game where you take it in turns to put some of the items in to the case (once the items have been cut out). The other person has to get whether it is a hot or cold holiday. You could even discuss exactly where it would be if you could choose your destination and look it up if you have the chance. Chn can then go on to label the items (the more independent they are with this the better, using the sound knowledge that they have).</p>	<p>Starter: Look at this powerpoint together https://www.twinkl.co.uk/resource/t-t-5652-seaside-holidays-now-and-then-powerpoint. There is SO much to talk about from this. Take the time to let the children really look at the pictures. Maybe you can reminisce about when you were a child and the holidays you had! https://www.twinkl.co.uk/resource/t-t-5818-british-seasides-powerpoint Again, just take the time to look at the pictures with the children. Don't worry about the wording in this powerpoint. You will find that SO much vocabulary will come from these two powerpoints.</p> <p>Activity: Using any art resources and any construction type kits (or build something in their sandpit for example), chn construct, paint or draw something or even make a collage to represent their seaside holiday. Then using known words and known phonics they can write a phonetically plausible sentence/s (don't worry about the spellings) to explain their finished work: eg <i>I like to play in the sand and swim in the sea.</i></p>	<p>Starter: Watch together https://youtu.be/ZAZz_vMO1I8 'Lucy and Tom at the seaside'. There's so much to discuss from this lovely story - what they are taking for their picnic, what does Tom go off to find? What does Lucy wear on the train? What would the seaside smell like do you think? What do they do first on the beach? What do Lucy and Tom make on the sand? What is a 'harness?' Once you have listened to the story, chat again about the food items that they are planning to have on their picnic.</p> <p>Activity: Ask the children to make a list of some/all of the things that Lucy and Tom are taking on the picnic. They could, if they wish to do so, draw little pictures of the food item next to the word.</p> <p>Remind children how we write a list (usually one or two words, written underneath each other). Also remind them how it is different to when we write a story or a sentence (lines go across the page).</p>	<p>Starter: Watch together again https://youtu.be/ZAZz_vMO1I8 'Lucy and Tom at the seaside'.</p> <p>Chat about all of the wonderful things that are happening at the beach. If you have had any of the experiences - talk and laugh about the funny moments (ice-creams melting/trying to get changed under a towel with nobody seeing!).</p> <p>Activity: Ask the children to have a go at writing 2 (or more) sentences about the story. They can then illustrate however they want or they could make a model to represent the story.</p>

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