

New Topic: Deep Sea Detectives

Week Beginning: Monday 15th June 2020

KS1

Mathematics-

- ✓ We looked at 2D shapes this week and I modelled how to count sides and corners. What are corners? What are sides? Corners are where the sides meet. Sides join the corners.
- ✓ I showed the children some shapes with 4 sides and 4 corners eg. trapezium, rectangle, square, rhombus and parallelogram - I asked them what they noticed about these shapes. I showed them a selection of shapes- is it part of the quadrilateral family?
- ✓ We recapped which coins were a circle shape and which were heptagons- 20p, 50p.
- ✓ We looked at 5, 6, 7 and 8 sided shapes and named these.

Videos:

3D shapes:

<https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/zgqpk2p>

<https://www.youtube.com/watch?v=2cg-Uc556-Q&safe=active>

We discussed the properties of 3D shapes and looked at everyday items.

2D shapes:

<https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn>

Take a look at these brilliant tutorial clips on Youtube:

<https://www.youtube.com/channel/UCob4tkfOSXy6yav9Y54SKIQ>

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We created our own shape monsters:

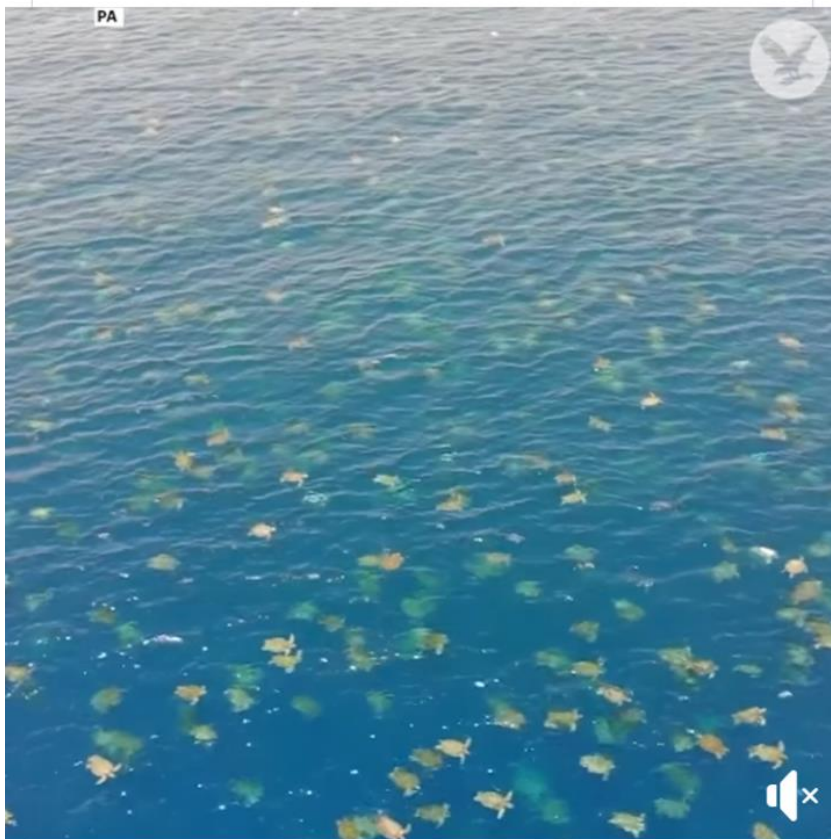
Literacy

We looked at a Great Barrier Reef video (Sci Show Kids on Youtube) and wrote facts about the Great Barrier Reef. We started with this photograph.

We discussed what we could see. What sea creatures were these?

How had the photograph been taken?

Drone snaps 64,000 green sea turtles on Great Barrier Reef



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We watched the video- it was amazing!

<https://www.belfasttelegraph.co.uk/video-news/64000-green-sea-turtles-captured-on-video-in-great-barrier-reef-39274696.html>

We discussed what an Island was too.

We read the story:

Little Turtle and the song of the sea- by Sheridan Cain.

Task 1- Language explored this week:

Stretched & wiggled

Afraid- we discussed synonyms (terrified, scared, petrified, frightened) Why did he feel this way?

Scrambled- why did he scramble? What does this verb mean?

Angry- why was the seagull angry?

'His eyes became wide'- why did the Turtle's eyes become wide?

Appeared/emerged- what does this mean?

Disappointed- why was the crab disappointed?

'She stretched her watery arms towards him' what does this mean?

Task 2- We discussed what 'the song of the sea' means. What does the author mean?

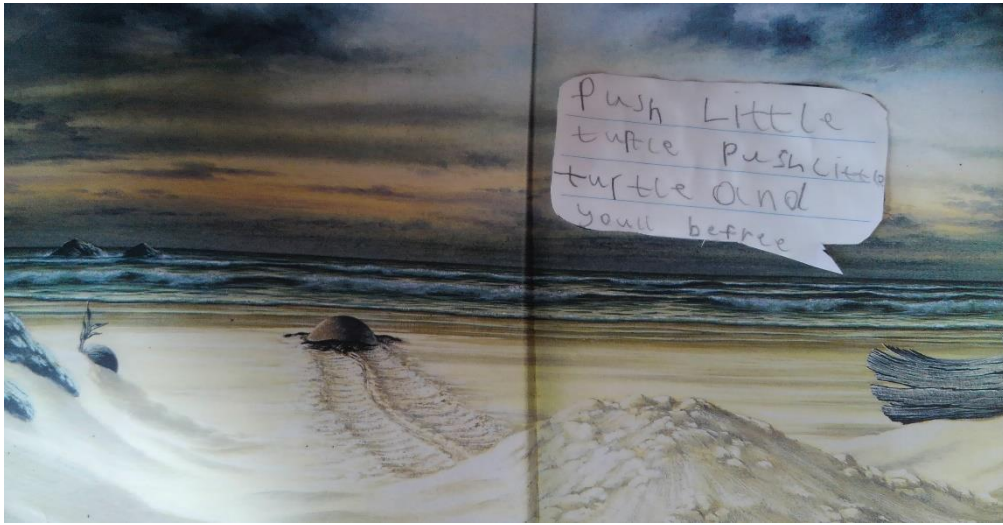
We studied this illustration at the start of the story. What are these? (pointing to the tracks) Who could this be? Where is the turtle going? Why is there a heap of sand? What could be under there?

This lead onto personification. The author uses personification to make the sea sound like a person.

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We created speech bubbles to show the 'sea' was talking to the Turtle and added this to our background. We read the story to find out what the sea said to the Turtle.



Other examples of Personification which we discussed:

The stars winked at me.

The sun is smiling on us today.

The rain is dancing on the roof.

The tree whispered in the wind.

The storm roared at the windows.

The sun peeked happily behind a cloud.

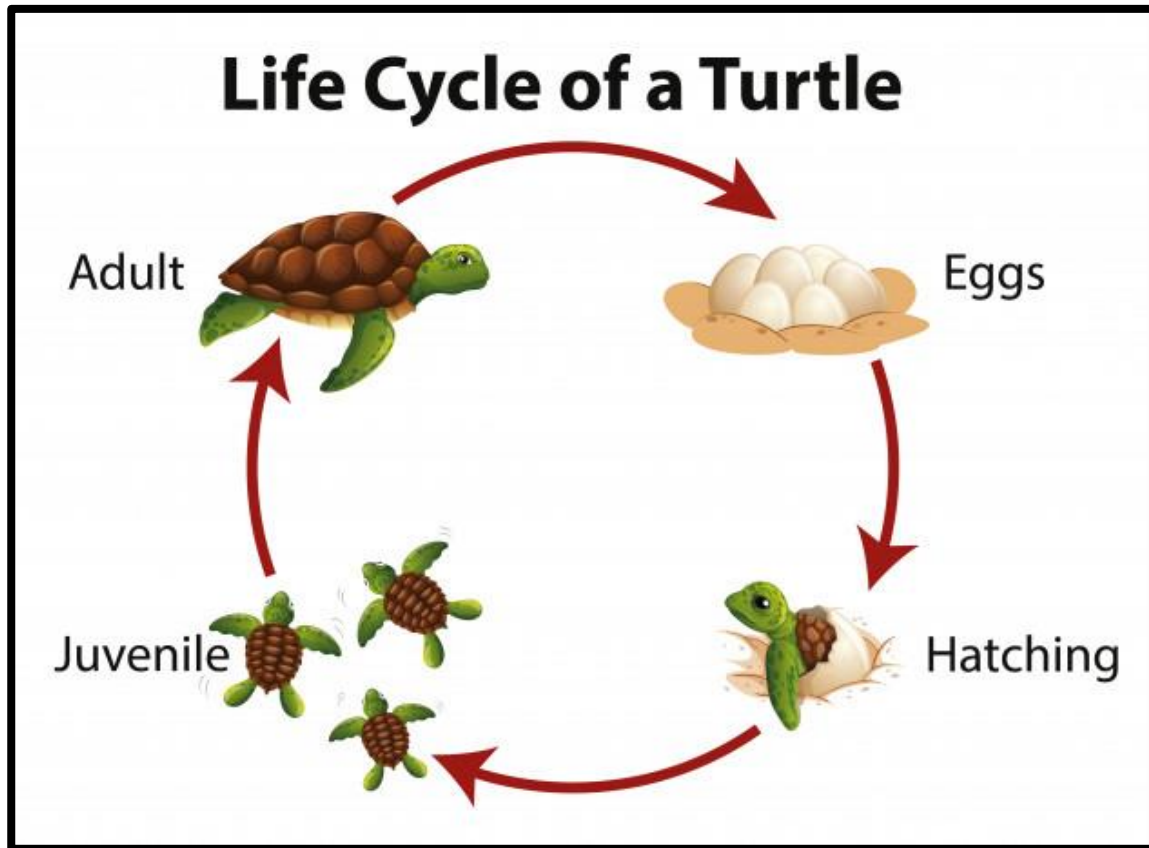
The sea gave me a hug.

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Geography/Science

We looked at the life-cycle of a Sea Turtle. We ordered the pictures and labelled them. We could take about the 4 stages.



Today, we looked at Jellyfish.

We looked at the BBC article: https://www.bbc.co.uk/news/av/uk-england-norfolk-49022092/cornwall-barrel-jellyfish-essex-diver-has-unbelievable-experience?intlink_from_url=https%3A%2F%2Fwww.bbc.co.uk%2Fnews%2Ftopics%2Fcx650vl3n7t%2Fjellyfish&link_location=live-reporting-map

We studied a word map to see where Cornwall was.

We were learning new facts about jellyfish.

<https://www.youtube.com/watch?v=HmynApko5XE&safe=active>

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In Phonics this week we have looked at the diagraphs: aw, au, sh, th, ph, ar, oo, oo, ee, wh, qu.

Trigraphs: ure, air, ear.

Actions for air- punch the air, ear- point to your ear.

Focusing on: er, ur, and ir- we watched Nessy on Youtube. See link below.

<https://www.youtube.com/watch?v=INJGKrs8BGA&safe=active>

We spelt the words- lobster, under, bird and turtle. Looking closely at the ur,ir and er sounds.

We then chose a word to include in sentence e.g.

The crab hid **under** the rock.

Add adjectives:

The **sneaky** crab hid under a rock.

The **sneaky** crab hid under a **tiny** rock.

Add an adverb:

The **sneaky** crab hid **quietly** under a **tiny** rock.

Add a simile:

The **sneaky** crab hid **quietly** under a **huge** rock as big as an elephant.

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We focused on ay and ai for spellings this week:

Spellings this week:

R/Y1

say

day

play

away

stay

Y2

away

holiday

rain

train

pain

sail

snail

whale

cave

shape

Bonus words:

great

break

steak

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Design Technology/ Art and Design



Please send me examples of your work.



Chat

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