

## New Topic: Deep Sea Detectives

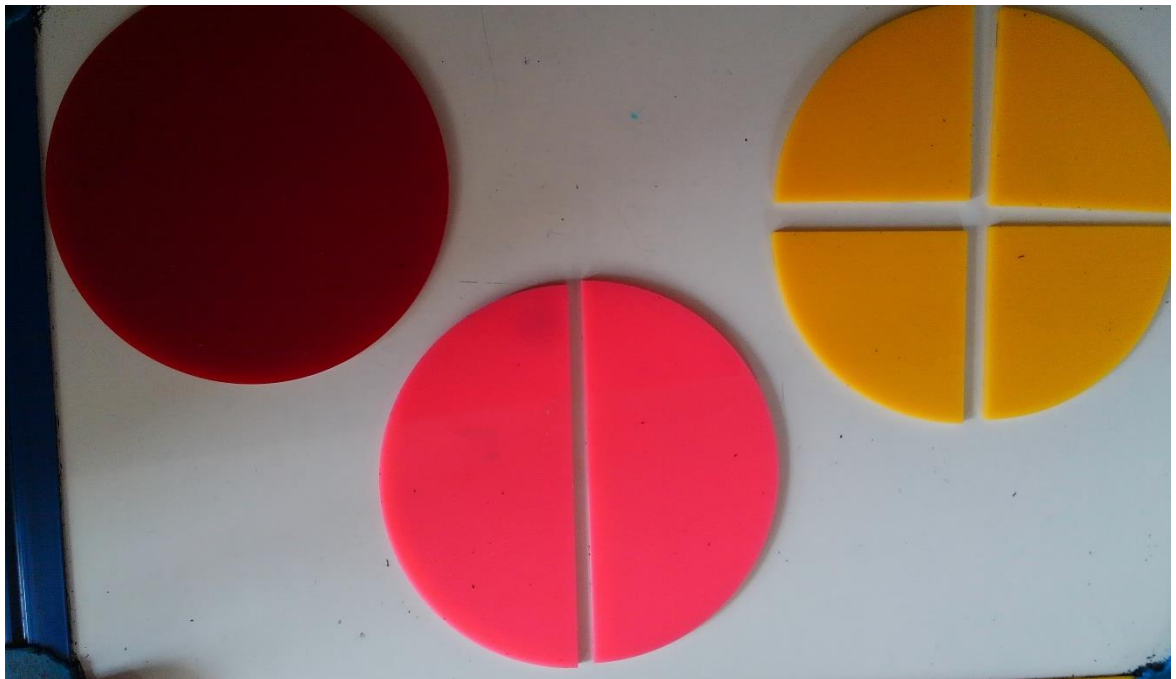
Week Beginning: Monday 29<sup>th</sup> June 2020

KS1

### Mathematics-

We have started looking at time. We are using our fraction knowledge of 'half' to help recognise half past. We looked at halves and quarters using our shapes below.

We also folded a paper plate in halves and quarters to become familiar with creating halves and quarters.



Watch the video: [https://www.youtube.com/watch?v=sMG\\_rElgfCk&safe=active](https://www.youtube.com/watch?v=sMG_rElgfCk&safe=active)

We created our own clocks- we added numbers in the correct places and then added hands onto our clock. It is important that we can recognise where the numbers are on the clock.

We used our clocks to show o' clock and half past times (Y1) and quarter past and quarter to times (Y2).

We discussed minute and hour hands.

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### Literacy

#### Task:

Today, we focused on what the Snail saw on his journey such as: towering icebergs, far-off lands, fiery mountains and golden sands. We looked closely for the adjectives.

We thought of our own adjectives to describe the waves and the caves e.g.

Vast, spooky, mysterious, dark and gloomy

Blue, gargantuan, enormous, high

Then we stopped at the page where the snail felt very small.

We planned our own ideas using this sheet:

We used adjectives to describe what we saw.

**The snail wants to see more of the world.**

The snail chooses a different animal or way to travel.

Draw the way the snail travels next.



Draw and write about 4 different things the snail sees on her new travels.

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**The snail wants to see more of the world.**

The snail chooses a different animal or way to travel.

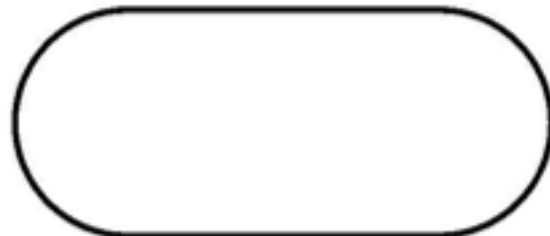
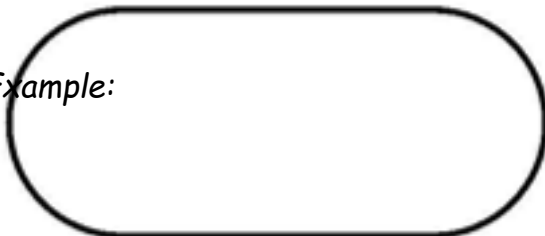
Draw the way the snail travels next.



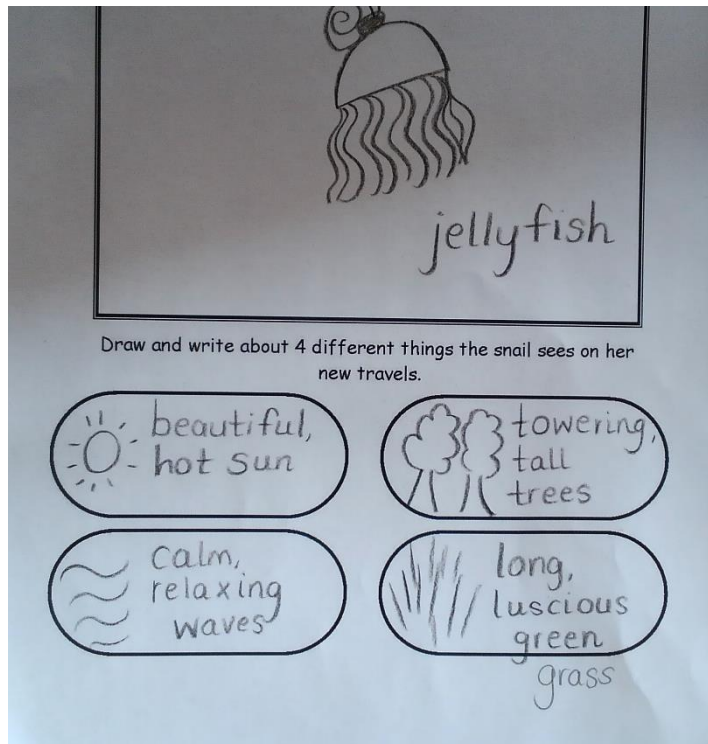
Draw and write about 4 different things the snail sees on her new travels.



*Example:*



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### Task:

Today, we wrote a postcard to send to the Snails on the smooth, black rock. We thought carefully about what the snail saw/experienced and completed our postcard from the Snail.

We discussed using I (personal pronoun) as the postcard is written from the first-person perspective. We looked at the format of a postcard and compared it to a letter. Where do we write the address? Where is the message included? Do we need an envelope?

We explored what a 1<sup>st</sup> class stamp is and why we add an address to the postcard.

Some ideas:

*The whale sang a wonderful song to me.*

*We/I saw towering icebergs and fiery mountains.*

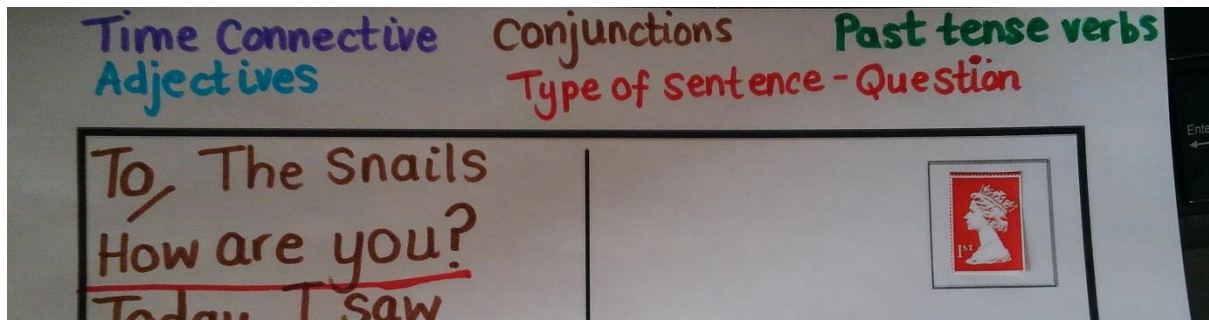
*We/ I gazed at golden sands and mysterious caves.*

*We observed stripy fish with feathery fins and sharks with hideous toothy grins.*

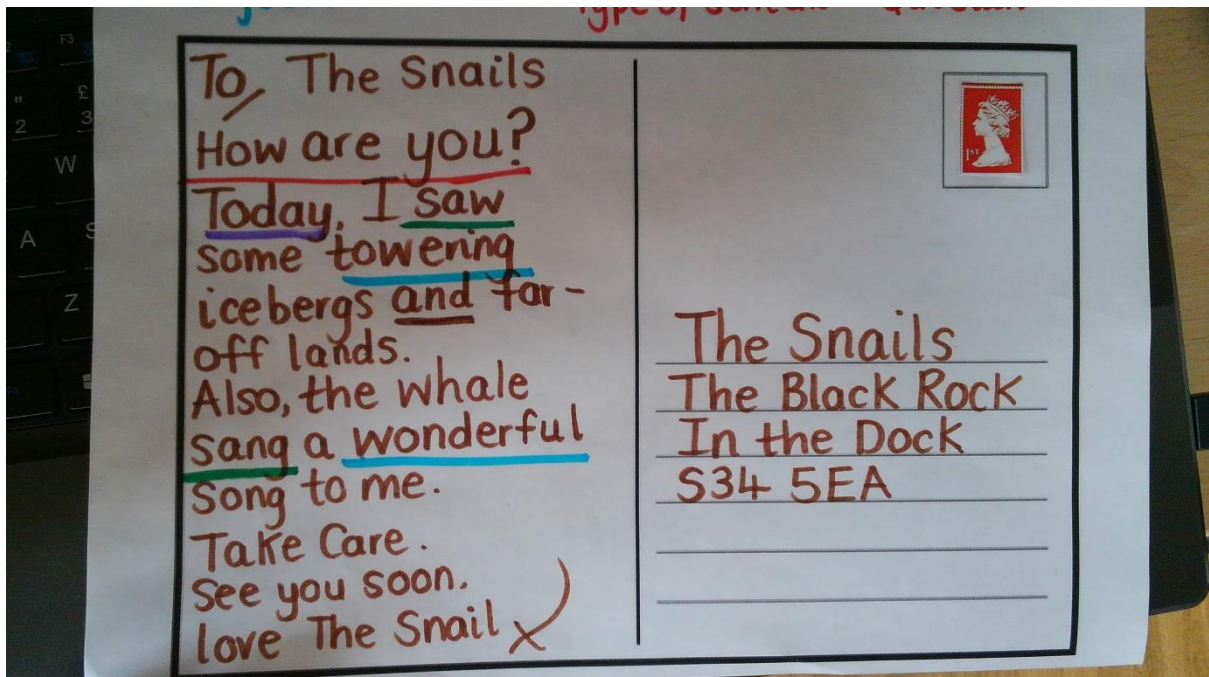
**Challenge:** Try to use synonyms- saw- gazed, watched, looked, observe etc.

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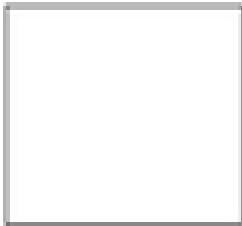
We aim to include the features shown below:



Example Postcard:



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## New Topic: Deep Sea Detectives

In **Phonics** this week we have been looking at the **digraphs**:

th, oo, oo, au, qu, ee, ai, aw, ou, ar, ay, sh, wh, ch, ir, er, ck, ph.

*ay, ai a \_e - same phoneme, different graphemes.*

*oo, oo- same graphemes, different phoneme.*

**We looked at oy, oi this week.**

*Trigraphs: ure, air, ear, igh.*

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

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### Spellings this week:

R/Y1/Y2

*oyster-* we looked at oysters and described their appearance. We could share some facts about them.

boy

toy

joy

enjoy

coin

boil

soil

coin

point



## New Topic: Deep Sea Detectives

### Design Technology/ Art and Design

We created Story telling spinners. We discussed the places where the Snail and the Whale went and what they saw. We used adjectives to describe e.g. the *towering* waves.

We discussed characters, setting and events. We also read other texts written by the same author- *Julia Donaldson*.

The children chose 3 from the story and one of their own. They could re-tell the story well using their spinners!



Fantastic effort- keep it up!



Chat

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