

Year 1 English Week 3

The following will give you some lesson ideas. All activities will be in **green**.

Phonics and Reading:

- ****Please read every day**** This could include reading recipes, shopping lists, chores lists, comics, online stories (twinkl ebooks), books, books you have read before. You could always try reading them in a funny voice!
- Play the **Phase 5 games on Busy Things** to keep practicing all your sounds.
- **Alphablocks** is a great way to keep reinforcing the different sounds we use. The episodes can be found on the BBC iplayer and YouTube.
- **Phonics play comics**. You can find them here: <https://www.phonicsplaycomics.co.uk/> You will just need to select which sound you would like to focus on!
- Practise **reading your tricky words** (in the back of your reading diary). You could look in books at home and see how many tricky words you can find in them!
- Hide tricky words around your house. Can you find them all? Can you read them all to a grown up?

Spelling:

Can you spell these words? Just like the spellings you get each week, practise the words every day.

We have chosen the days of the week this week as the children are expected to know how to spell the days of the week by the end of year 1.

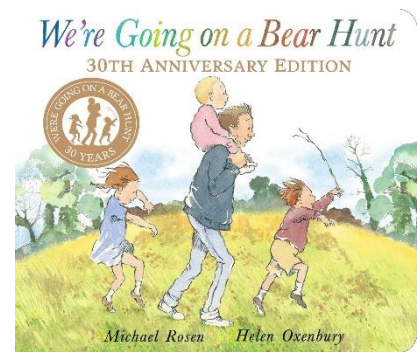
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
today							
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

English:

This week we are looking at Michael Rosen's *We're Going on a Bear Hunt*! Some good links to the story or video are below:

<https://www.youtube.com/watch?v=0gy16ykDwds>

<https://www.youtube.com/watch?v=Waoa3iG3bZ4>



WALT write a list.

Read or listen to the story *We're Going on a Bear Hunt*. What do you notice about the story? What is happening in the story? Did you enjoy it? Talk to your grown up about the story to make sure you know what's happening.

The children in the story all went on an adventure of their own, a bear hunt!
Write a list of things you might need to take with you if you were going on a bear hunt!
You might want to include things like a torch or a coat.

For an extra challenge, can you write why you would bring each item. For example:
A torch to see things in the dark.

WALT describe a setting.

Read or listen to the story *We're Going on a Bear Hunt* again. Can you spot all the places the children have to get through? Make a list of all the different settings (eg. Long grass).
Talk to your grown up about each place, what would it be like? Would you like to go there?

Pick one setting in the story. Draw a picture of the setting and describe it using full sentences.
Remember to use:

- Capital letters
- Finger spaces
- Full stops
- Exclamation marks
- Adjectives



For an extra challenge, can you go back and edit your sentences with a different coloured pen, just like we do in sparkly sentences.

WALT create and describe a setting.

Read the book again to familiarise yourself with it. Look back at the list of settings you wrote yesterday, what are they like? Today we are going to create a new obstacle the children must get through. This could be a magical jungle, a playground, a classroom, whatever you like!

Draw a picture of your new obstacle for the children. Make sure it has lots of detail on it so you can describe it!

Write at least 5 sentences to describe your setting, for example:

'There was a huge forest in the middle of the field. It had lots of wild animals and it was very noisy!':

Remember to keep your writing neat and include:

- Capital letters
- Finger spaces
- Full stops
- Exclamation marks
- Adjectives



Once you have finished, try marking your own work!

WALT extend a story.

Look back at the setting you created yesterday. Can you read your description to your grown up? Today we are going to use your setting to add an extra part in the story!

You will use your setting and follow the style of the story. You can use the following frame to help you:

We're going on a bear hunt, we're going to find a _____ one!

What a _____ day! We're not scared.

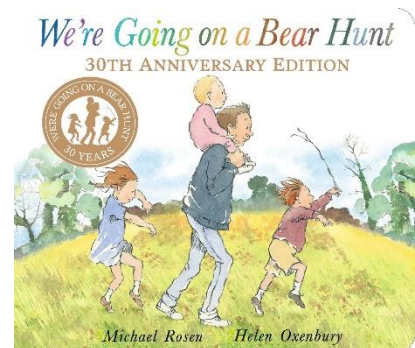
Uh oh, a _____

A _____

We can't go _____

We can't go _____

We have to go _____



Once you have finished, read it to your grown up! What did they think?