

<p>Monday</p>	<p>This week we are reading 'What the ladybird heard' by Julia Donaldson. A link to the story is here: https://www.youtube.com/watch?v=XSbeEMfrkdw</p> <p>Before the story begins, talk with your child about the title, author and illustrator. What do you think the ladybird heard? Do ladybirds have ears? See what their thoughts and ideas are.</p> <p>Listen to the story (if you have a copy at home please read that to your child).</p> <p>What animals can you remember from the story? What habitat do these animals live in (farm)? Ask your child to use their phonic knowledge to make a list of the animals from the story and then to think of a rhyming word for each one.</p> <p>Writing: Choose one of these to put into a rhyming sentence: e.g The dog in a bog. Challenge: Include adjectives, e.g The spotty dog in a squelchy bog.</p> <p>Repeat for two more of the animals.</p>
<p>Tuesday</p>	<p>Remind the children of the story from yesterday. What do they remember? They can watch it again if they would like.</p> <p>How were the robbers going to steal the fine prize cow?</p> <div data-bbox="566 1301 965 1619" data-label="Image"> </div> <p>Look at the map that the robbers drew. An enlarged copy is at the bottom of the planning.</p> <p>Ask your child to follow the arrows and describe which way to go. For example, go through the gate then tiptoe between the house and the duck pond. Try to draw out the positional language as well as story language here.</p> <p>Writing: Using the map and word bank (see below planning), have a go at writing instructions for the robbers to follow. Encourage your child to use capital letters and full stops and their phonic knowledge to spell unfamiliar words.</p>
<p>Wednesday</p>	<p>Draw, paint, sculpt your favourite farm animal from the story and aim to write three sentences to describe its' appearance or about the animal.</p>

	<p>For example: The furry, ginger kitten has soft paws but sharp claws. He purrs and likes to sit on the horse's back when he is sleepy. He plays with his friend, a grey and black tabby cat.</p>
<p>Thursday</p>	<p>Retelling the story.</p> <p>Watch the video clip without any sound and pause with each page, allowing your child the time to be the story narrator. It does not matter if parts get missed out, what we are concentrating on is developing story language which will then be banked in your child's memory as a resource for their own writing.</p>
<p>Friday</p>	<p>What happens to the robbers at the end of the story? Are you glad that the police have caught them? Why?</p> <p>How do you think the farmer felt at the end of the story? Can you explain why?</p> <p>Ask your child what you think the robbers could do to say that they are sorry to the farmer?</p> <p>Ask your child to write a letter from the robbers to the farmer to say that they are sorry. Can they explain why they were trying to steal the fine prize cow?</p> <p>Before they start writing, talk about what the letter would need. How do we start a letter? How would the letter end?</p> <p>There is a writing template and word bank below, if you would like to use it. Don't forget to use your list of high frequency words to help you too.</p>



first through next

past around in between

horse 

cow 

house 

gate 

