

# English and Literacy

## Home Learning Read and Respond Units

### Year 1 - Week 5



| Week Five                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Year 1                                                                                                                                                                                                                                                                                   | Day 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Day 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Day 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Day 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Day 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Focus texts:</b><br/><i>Rumble in the Jungle</i> by Giles Andreae and <i>The Ugly Five</i> by Julia Donaldson and Axel Scheffler.</p> <p><b>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</b></p> | <p>Read along with your child with the sound on, or mute the sound and read the story/poem out loud to your child. Encourage your child to join in with whichever approach you choose.</p> <p><i>Rumble in the Jungle</i><br/><a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/rumble-in-the-jungle/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/rumble-in-the-jungle/</a></p> <p>Choose your favourite animal and try and re-read that verse either independently or along with the voice over. Ask your child to put actions to some of the words to help them remember, e.g. <i>big (wide open arms)</i>.</p> <p>Ask your child, <i>Why is it your favourite animal in the book?</i> Encourage them to say words or phrases from the text</p> | <p>Read again <i>Rumble in the Jungle</i> encouraging your child to join in with the verses if they can.<br/><a href="https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/rumble-in-the-jungle/">https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/rumble-in-the-jungle/</a></p> <p>Ask your child to write a short list of animals that live in the jungle that they have heard about in the book. Ask your child to try and spell these animal names independently without peeking at the book, using their phonics knowledge. <b>(Note: There is no expectation that your child should be able to spell all of these words correctly at this age. They should, however, be encouraged to think about the sounds in the words and ways of spelling each of the sounds).</b></p> | <p>Watch and enjoy the clip on the <i>Ten Jungle Animals for Kids</i>.<br/><a href="https://www.youtube.com/watch?v=qgK1WdYqaw">https://www.youtube.com/watch?v=qgK1WdYqaw</a><br/>(Note: this is an American clip so pronunciation of some animals may differ). Ask your child which animal they found the most interesting and why?<br/><i>I liked the ...because...</i></p> <p>Repeat watching the section of the clip where their favourite animal appears, pausing as you do so for your child to retell the facts that they have heard. Ask them to become the expert on that animal and go and tell someone else in their household all about it.</p> | <p>Read and enjoy <i>The Ugly Five</i> by Julia Donaldson and Axel Scheffler.<br/><a href="https://www.youtube.com/watch?v=69K2IZ1A1ZU">https://www.youtube.com/watch?v=69K2IZ1A1ZU</a></p> <p>Remind your child that these animals are described by the author as to why they think they are ugly. Can they spot words or phrases which describe each of the five to suggest why they might be thought of as 'ugly'? E.g. <i>The spotted hyena has a spiky mane and spotty skin. He looks grotty and has a voice with a mixture of giggles and groans etc.</i> Orally tell an adult about each animal.</p> <p>Ask your child to imagine they are on a</p> | <p>Re-read and enjoy <i>The Ugly Five</i> by Julia Donaldson and Axel Scheffler.<br/><a href="https://www.youtube.com/watch?v=69K2IZ1A1ZU">https://www.youtube.com/watch?v=69K2IZ1A1ZU</a></p> <p>Ask your child to use the prompts <i>first, next, then, after that and finally</i> to describe which animal was seen and in which order.</p> <p>Return back to the vocabulary collected yesterday on each of the animals.</p> <p>Begin to compose the recount using the above prompts and the vocabulary collected in the previous session, e.g. Yesterday I went on a safari tour to see The Ugly Five.<br/><i>First I saw the ugly wildebeest. It had spindly</i></p> |

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|  | <p>which describe the animal and then complete the prompt orally, e.g. <i>I like the ... because ...</i></p> <p>Write a few sentences on their favourite animal from the book. Encourage your child to use words from the text and the word 'and', e.g. <i>I like the gorilla the best because he is big, black and hairy. He is ferocious and scary. He makes me laugh when he wallops his chest.</i></p> <p>Check for capital letters at the start of sentences, full stops at the end, the use of 'and' and the capital letter for the word 'I.'</p> | <p>Watch the opening scene of the film <i>The Lion King</i> (up to 2:58 mins): <a href="https://www.youtube.com/watch?v=Zn_qirpdBag">https://www.youtube.com/watch?v=Zn_qirpdBag</a>. Watch again but this time pause to discuss and add to the list of animals which live in the jungle. Talk about animals they perhaps have not seen before. Encourage independent spelling again using their phonic knowledge and clapping of the syllables of the animal names, e.g. <i>vulture (two claps), zebra (two claps), elephant (three claps) and hyena (three claps)</i>. This list could be recorded as a chart by sorting the animals with one clap, two claps and three claps etc. <a href="https://www.quora.com/What-were-all-the-animals-in-The-Lion-King">https://www.quora.com/What-were-all-the-animals-in-The-Lion-King</a></p> <p>Look up the rest of the animals shown and add to the list.</p> | <p>Ask your child to write a fact file on this animal in sentences including the information that they have heard, e.g.<br/><i>Jaguars</i><br/><i>Jaguars are very big cats and are about six feet long. They sleep up in the trees. They eat lots of other animals like deer, monkeys, snakes or fish.</i></p> <p>Ask your child to draw a picture of the animal and label it too.</p> <p>They could also include a 'did you know' question, such as:<br/><i>Did you know that jaguars love water and are great swimmers?</i></p> <p>Check for capital letters, full stops, use of the word 'and' and 'or' and also the question mark.</p> | <p>safari tour, viewing 'The Ugly Five' animals in the wild. Explain to your child that their challenge is to write a recount of what they have seen for their friends and family back home, including some description of the five animals.</p> <p>Go back to each animal in turn and jot down words or phrases which describe them. Note: these do not have to be in full sentences today. The focus here is to gather vocabulary, e.g. <i>The Wildebeest</i><br/><i>spindly legs and gingery beard, big chunky chest and skinny behind, weird</i></p> <p>Repeat with the other four animals.</p> | <p><i>legs and a gingery beard. I could see its big chunky chest and its skinny behind. It looked really weird...</i><br/><i>Next I saw...</i><br/><i>Then I saw...</i><br/><i>After that I saw...</i><br/><i>Finally, I saw...</i></p> <p>Each animal can be described using the vocabulary collected.</p> <p>Check their own writing for spelling using phonics, capital letters for the start of sentences and for the word 'I', full stops and use of the word 'and' and 'but.'</p> <p>Challenge:<br/>Research the other animals at the back of the book, e.g. <i>The Big Five</i>. Write a recount as if they had seen these animals instead, after gathering some vocabulary about them.</p> |
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### Additional activities:

- Listen to and join in with the song **Down in the Jungle** (up to 2:45mins) [https://www.youtube.com/watch?v=rVglZ\\_-akvw](https://www.youtube.com/watch?v=rVglZ_-akvw) .
- Read **Fun Jungle Animal Facts** <https://www.jojomamanbebe.co.uk/littleextras/news/fun-jungle-animal-facts/> and make your own poster about different types of jungle animals.
- Watch **Camouflaged Animals in the Jungle** BBC KS1 Clip <https://www.bbc.co.uk/bitesize/clips/z7x76sg> . Write an information poster about the animals that you have seen and how they camouflage in their surroundings.
- Complete some of the animal activities on <https://www.activityvillage.co.uk/african-animals> . **Adult support will be needed to navigate this website.** After making one of the crafts, e.g. *Lion handprint painting*, write a simple set of instructions for someone else to follow.