Larks 15th to 19th June

Literacy – the first week of a two week unit on non-fiction writing about the seaside now compared to the past.

Monday

Explain to your child that at the end of this two weeks they will be writing one or two non-fiction pages about the seaside now and compare it to the past. So they need to gather information to decide what to write about.

Today create two spider diagrams, one of what they already know about the seaside now and one of what they already know about the seaside in the past.

Tuesday

Explain that you can find things out using non-fiction books.

At school the children will be looking at non-fiction books about the seaside in the past. You could use the internet. Your child needs to find two or three interesting things they didn’t already know about the seaside in the past and write them down to remember. Also make a note of any new vocabulary.

Wednesday

Explain that this is another way to gather information, on a computer.

Look at the attached powerpoint and your child needs to find two or three interesting things they didn’t already know about the seaside in the past and write them down to remember. Also make a note of any new vocabulary.

Thursday

Explain that you can also find out things/information by asking an expert. If we had been at school normally we would have had an older visitor in for us to interview. Tomorrow your child will either need to interview a grandparent on something like zoom or watch the attached clip.

Today they need to be reminded what questions are. They start with a question word and have a ? at the end. Your child needs to prepare 4 or 5 questions to ask an actual or fictitious expert tomorrow, about what it was like to go to the seaside when they were little.

Friday

Question a grandparent or watch ‘The beach – magic granddad’ on youtube. Make a list of what they did in the past at the seaside and on the other side of the chart, opposite say what we do instead nowadays. Just notes, they do not need to work in sentences.

SPAG opportunities throughout the week:

* Revise the prefix un and ask your child to add it to: clear, kind, welcome, true, do, tie
* Dictation: I like to go to the seaside.
* Teach suffixes, they go at the end of the word. Add er and est to the end of each word: slow, fast, quiet, steep. What happened to the meaning of the words?