Literacy:

**Objectives for the whole unit:**

To understand the distinction between fact and fiction; to use the terms ‘fact’, ‘fiction’ and ‘non-fiction’ appropriately;

To notice differences in the style and structure of fiction and non-fiction writing. Write own non-fiction reports

**Yr 1**

**Composition**

Write sentences by:

Saying out loud what they are going to write about

Composing a sentence orally before writing it

Sequencing sentences to form short narratives

Re-reading what they have written to check it makes sense. Read it aloud to peers.

**Vocab, grammar and punctuation**

Leave spaces between words

Punctuate sentences using a capital letter and full stop or question mark**.**

**Yr 2**

**Composition**

Write for different purposes

consider what they are going to write before beginning by:

Planning or saying out loud what they are going to write about

Writing down ideas and/or key words, including new vocabulary

Encapsulating what they want to say, sentence by sentence

**Vocab, Grammar and Punctuation**

Understand the 4 types of sentences - statements, question, exclamations, commands

**Day 1 and 2**

**WALT Find answers to questions by reading a non-fiction book.**

**Write answers in sentences.**

Remind that last week they thought of questions to ask about penguins – these are the ones we thought of in school:

Where do penguins live?

How do they keep warm?

What do penguins eat?

How do the mums take care of the babies?

What do penguins do that is fun?

Ask – how could we find the answers to these questions? (e.g ask an expert, look on a website, watch a video, read a non-fiction book)

Explain that today we are going to look in a non-fiction book to find the answer to these questions. Use the powerpoint of the Penguins book – look at the front cover and the Contents page – explain that in anon-fiction book we don’t have to read from the start to the finish like a fiction book – we can read different chapters to find out the facts we are interested in.

Write the first question in your child’s remote learning book (year 2 can do this for themselves) Where do penguins live? Read the chapter headings on the contents page – can your child suggest which chapter may tell us the answer? (Where are they?)

Read the info to your child and help them to say the answer to the question, then write it as a sentence in their book. E.g Penguins live in cold places like Antarctica, but they also live in hot places like Australia. Or - Penguins live between the equator and the South Pole.

Read through the other questions, asking your child which chapter they think they will find the answer in, then helping them to say the answer in a sentence and record in their book.

How do they keep warm? – Not just any bird / Life on Land

What do penguins eat? – What’s for dinner?

How do the mum’s take care of the babies? – A chick is born/ The Longest March

What do penguins do that is fun? - Penguin Play

At the end they could look at all the different types of penguin and draw their favourite one.

Your child may also have their own questions from last week that could be answered using this book.

**Day 3**

**WALT : Find answers to questions by watching a video clip.**

**Write answers in sentences.**

Recap -  How can we find answers to questions about penguins?

Research in non-fiction books/ internet

Watch videos

Ask experts

Show question – How do penguins look after their young? – Ask your child – do they have any ideas already? What is a young penguin called? (a chick – practise writing chick and penguin)

Explain that today we are going to watch a video clip and try to find the answer to this question. (watch David Attenborough clip – The penguin story – 3 and a half minutes)

After the video ask what new facts have you learned?

E.g Emperor penguins lay 1 egg.

The mummy penguin goes to look for food and the daddy looks after the egg.

When it is Spring the egg hatches and the daddy looks after the chick.

The mummy comes back with the food.

Penguin parents try to stop their baby penguins from walking off.

Teenage penguins meet together.

Ask your child to write 5 new facts that they have learned about how the adults look after the penguin chicks in sentences.

Remind them that their sentence need to start with a capital letter and end with a full stop.

**Day 4**

**WALT Talk about the life cycle of a penguin.**

**Use time words to explain the order.**

Remind that we have been finding out about how penguins look after their eggs and chicks. – this is called a life cycle – it begins with the female penguin laying an egg – show pic and stick into place, then what happens? Then? Next? After that? Finally?

Stick pictures in order – they can use the horizontal one or the circle to show the life cycle.

Then write First, Then, Next, After that, Finally above each picture.

Can your child ‘tell’ the life cycle using the time words to help. E.g First the female pengiuin lays an egg. Then the male penguin looks after it. Next…….. etc Just do this orally today.

**Day 5**

Explain that today they are going to write 5 sentences or more about the penguin life cycle. Show these objectives and explain they must work really hard to include them in their writing.

**WALT**

**Write about the life cycle of a penguin.**

**Write sentences with a capital letter and a full stop.**

**Use time words to show the order.**

**Include details we have found out.**

**Challenge - Use when, if or because in a sentence.**

Remind your child about their work from yesterday and ask them to tell the life cycle again using their pictures and the time words to help. Can they include time words and ‘because’?

Show your child how to use the life cycle pictures to write about 5 sentences about the penguin life cycle, including details they have learned from the video and the non-fiction book. They should say their sentence first, then write it, then read it over to check it makes sense and to check punctuation. Encourage them to have a go at spelling by sounding out the words carefully.