

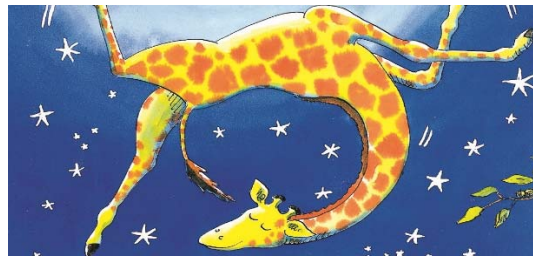


<p style="text-align: center;">Topic</p> <p>Polar Bears and penguins live in extremely cold areas of the world. Find out and write three facts about each animal and how they are adapted to live in a very cold place.</p>  <p style="text-align: center;">Challenge: Can you tell me why a polar bear and penguin have never met?</p>	<p style="text-align: center;">Extended Writing</p> <p>One of our learning texts this term is 'Giraffe's can't dance' by Giles Andreae. If you have the book, share it with an adult or watch the story here: https://www.youtube.com/watch?v=vZjsLK5vwNU</p> <p>Write a character description for Gerald who wants nothing more than to dance. You could choose to write about Gerald at the beginning of the story or at any other point. Use the guidance below to help you and remember to include sentences about what he looks like and what he is like.</p>	<p style="text-align: center;">Topic</p> <p>What do animals need to stay alive? Watch the video and complete the quizzes online. Draw three different animals and tell me what they need to survive (this could include sentences about how they hunt, find water, breathe or their shelter!)</p> <p>https://www.bbc.co.uk/bitesize/topics/z6882hv/articles/zx38wmn</p> 
<p style="text-align: center;">Phonics</p> <p>Please practise all of the phase 3, 4 and 5 sounds from your pack. Use Purple Mash to practise different sound games too.</p> <p>This website delivers daily phonics lessons – try to complete at least three this week. You can choose lessons from Year One, consolidate Reception or practise your blending with an online teacher! Good luck!</p> <p>https://wandleenglishhub.org.uk/lettersandsounds</p>	<p style="text-align: center;">Reading</p> <p>It is really important that you continue to practise your reading skills by reading at least three times a week or challenge yourself to read five times which would be fantastic! Read a book for your age or from your book band (Oxford Owl has hundreds of free books to choose from – lots you may recognise! https://www.oxfordowl.co.uk/home/find-a-book/library-page) and create a numbered list of at least eight (or more) books you have read in your book. Give them a star rating so I know which one was your favourite!</p> 	<p style="text-align: center;">Science</p> <p>Seymour Science will teach you more about the seasons and day and night. When you have watched the seasons video, create a 'What to look out for!' seasons poster – you could use it as a tick list for the next year -I wonder if you would spot everything? Then over the next few days, try and spot the sun in different positions – can you feel the Earth turning? Talk to an adult about day and night!</p> <p>https://www.bbc.co.uk/bitesize/articles/zvfbgwz</p>
<p style="text-align: center;">PSHE</p> <p>Your self-esteem and feeling positive is very important! Work on your memory skills by playing 'Kim's game' with someone at home: put ten items on a tray and ask them to hide one – can you work out what is missing? If someone covers them all up, how many can you remember in total?</p> 	<p style="text-align: center;">RE</p> <p>Watch the story of 'The Good Samaritan' on BBC Bitesize. Talk to an adult about why you think the Samaritan did the right thing by helping the man. Do you think key workers today are like the Samaritan? Why? Write a quick note of thanks for someone who is helping at the moment and leave it in your window or on your step for them to see (this could be a note for the binman, postman, shop worker, delivery person, nurse... you choose!</p> <p>https://www.bbc.co.uk/bitesize/clips/zcyr87h</p>	<p style="text-align: center;">Art</p> <p>In Spring, many new flowers begin to grow! We have looked at the plant life cycle in Science. Combine your art and science skills by creating a plant life cycle using any materials you like – be as creative as you can!</p> 



Hillside Primary School
Year One – Home Learning Grid 3

WAGOLL (What A Good One Looks Like)



Gerald the Giraffe

Gerald the giraffe had a tall, brown body and long, slim legs. He had small, black circles for eyes and pointed, yellow ears! His knees were very knobbly and they wobbled when he walked on his crooked, thin legs. His furry neck stretched up to the sky and he used this to help him eat fresh, green leaves from the tall trees.

Gerald loved to dance. He could hear music wherever he went and he loved to look at the shining, white moon in the dark, night sky. Tears rolled down his cheeks when the animals teased him for not being able to skip and prance. He danced to the swaying grass and smiled when he saw branches moving in the breeze. The other animals became quite entranced with his wonderful, energetic dancing!

Title
Give your writing a title.

Paragraph One
Tell me what Gerald actually LOOKS like. Describe what you see when you look at him: his face, body, legs...

Paragraph Two
Tell me what Gerald actually IS like. Is he kind, scary, gentle, noisy, smart, friendly, afraid...? (He feels differently during the story).

Adjectives
Your description needs to use adjectives (describing words) to make it interesting for the reader. Try to use two together with a comma in between. Instead of writing, 'Gerald has a neck' you could say 'Gerald has a long, slim neck that stretches to the sky' which is much more interesting! You can use the ones from the story too!

Senses
Use your senses to make your writing more exciting – what can he see, hear, touch? Try to show me how he feels – 'He danced with joy' rather than 'He was happy'.

Punctuation and Sense
Remember to use capitals for names and to start your sentences. Use commas between two adjectives. Use full stops to end your sentences and to show the reader where to pause, giving your writing meaning. Always read your work aloud to check it makes sense!

Bronze Character Description – written with an adult	Self
Have I used simple (single) adjectives to describe what my character looks like?	
Have I used my senses to help show what Gerald felt like at one part of the story?	
Have I given my writing a title?	
Have I used full stops to show the end of my sentences?	
Have I used finger spaces between words?	

Silver Character Description – written with an adult to guide me	Self
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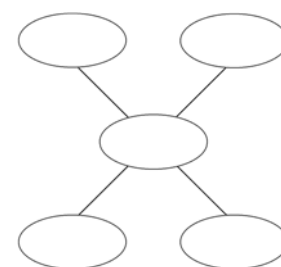
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Year One – Home Learning Grid 3

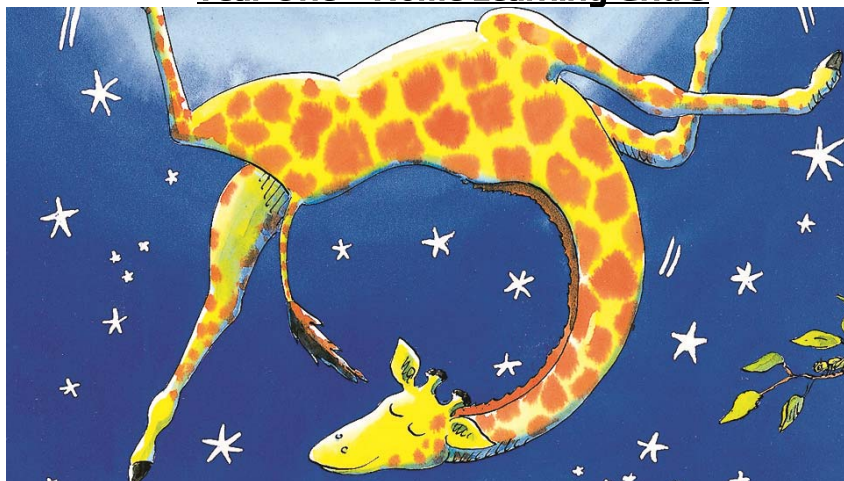
Have I used adjectives to describe what my character looks like?	
Have I used my senses to help show what Gerald felt like during the story?	
Have I given my writing a title?	
Have I used full stops to show the end of my sentences?	
Have I formed my letters correctly using lead-in and lead-outs?	
Have I re-read my work to check that it makes sense? (Edit with an adult)	

Gold Character Description – written mostly on my own	Self
Have I used two adjectives to describe what my character looks like with a comma in between?	
Have I used my senses to help show what Gerald felt like during different parts of the story? (try to 'show' how he feels rather than saying 'he is happy' he could be 'smiling from ear to ear')	
Have I given my writing a title?	
Have I used full stops to show the end of my sentences?	
Have I formed my letters correctly using lead-in and lead-outs?	
Have I read my own work to check that it makes sense? (Edit independently)	

Help sheet

Before writing your character description, create a spider diagram with a picture of Gerald in the middle and a few ideas around the outside. These could link to your senses – what he might see, hear, touch, taste or smell and will include labels for his different physical features.





Jungle Senses

See

bright
animals
sunshine
mud
leaves
greenery
trees
tigers
blue sky



Hear

parrots squawking
water falling
tigers growling
ants crawling
snakes hissing
trees swaying
frogs calling



Smell

fragrant
cut grass
woody
pleasant
rotten
manure
pungent



Touch

scaled
soft
rough
silky
bumpy
wet
furry
bushy
prickly

