Monday	Tuesday	Wednesday	Thursday	Friday
Year I: **L.O. I can make a list using letter sounds**. Watch the BBC clip provided about nocturnal animals. https://www.bbc.co.uk/bitesize/clips/zsshfg8 **Task**: Make a list of the nocturnal animals referred to on the clip. Remember to include the insects mentioned in the clip as well. **Top Tip**: Make sure your letters sit on the line and use your letter sounds to spell their names. Check your spellings after writing. How many letter sounds did you hear correctly? **Challenge**: Write a sentence about one or more of the nocturnal animals you learned about. Remember to use a capital letter and a full stop. **Year 2:** **L.O I can write a non-chronological report.** Watch the clip provided about nocturnal animals. https://www.bbc.co.uk/bitesize/clips/zsshfg8	**Year I:** **L.O. I can write in role**. https://www.youtube.com/watch?v=FUFsVOiN1Ps Watch the Fox and the Star reading and discuss what you would do if you were a fox living in a forest. What would you eat? What games would you play? What might you smell or see? Remember foxes are nocturnal. What other animals might they meet at night in the forest? What might happen if they met? **Task:** Write a diary entry as if you are the fox. Begin Dear Diary, Tonight I… **Year 2:** **L.O** **I can write a diary entry in role.** Review the diary writing power point provided. Watch the clip of the Fox and the Star reading to review the story. https://www.youtube.com/watch?v=FUFsVOiN1Ps **Top Tips**	**Year 1:** **L.O. I can make a prediction about a text.** Task: Discuss what happens at the end of the story The Fox and the Star. Do you like the ending? Why or Why not? Draw a picture and write two or three sentences about	**Year 1:** **L.O.** I can identify verbs in the story. Listen to the story again. Make a list of at least six verbs that you **hear or see** in the story. Consider all the things the fox does at night. What do the other creatures do at night? What does the star do in the night sky? **Verbs to consider**: sleep, hunt, scurry, chase, guide, shine, wander, roam,	**Year 1:** L.O. I can answer simple questions about what has been read to me. Task: Complete Reading Comprehension provided. **Year 2:** L.O. I can answer questions about what I have read. Complete Reading Comprehension provided. **Top Tip**: Answer in

Choose two or three nocturnal animals from the clip and use them as your headings. Write two or three facts about each animal underneath the headings. Top Tip: Underline your headings with a ruler. Example: <u>Foxes</u> Foxes are nocturnal. They have an excellent sense of smell and hearing which help them hunt for food in the dark. They live in dens and their babies are called cubs. A male fox is called a dog and a female fox is called a vixen.	Remember to use the pronoun I and write in the past tense. Use the information about other nocturnal animals from yesterday's clip to inspire your ideas about who the fox might meet or what he might hear out and about at night. Watch the video clip of the story The Fox and the Star being read to recall the story. Task: Write a diary entry as if you are the fox. Dear Diary, Tonight I… What would you eat?, what games would you play? Who or what might you see or smell?	what you think the Fox will do next. Top Tip: Remember to use capital letters and full stops in your sentences. **Year 2**: **L.O**. I can write an alternative ending for a story. Consider the end of the story The Fox and the Star. Discuss what you may have	look, ignite, peer, follow **Year 2:** **L.O: I can re-read my work to check for errors and make corrections.** **Task:** Re-read your story ending from yesterday and check for any errors. Make an imoprovement by adding an interesting detail or including a few stronger adjectives or verbs. Are there more exciting words you could use. Could you include some topic	complete sentences.

		liked or disliked about it. **Task:** Write a different ending for the story. What might happen after the Fox looks up and gazes at the starry sky. What gift has the star given the fox? How has the star helped the timid fox to be brave? What was the fox's reward for	vocabulary about foxes or the night sky? You're your adult have any good ideas? After making imoprovements with an adult illustrate your ending in the style of Coralie Bickford Smith. Her illustrations are very dense so it may be a small illustration if you wish.	

		his bravery? What might he fox do next? Consider these questions when you write your ending. Your work must be at least six sentences.		