English Planning 1.6.20 – 12.6.20

This is a two week unit of work. In this document you will find daily writing activities as well as cross curricular ideas using this text as a stimulus.

Please listen to the story read by me on the youtube link or read the story transcript.

Use the resources in this document to complete the daily writing tasks.

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| Monday  SC: I can use noun phrases to describe a bog baby. | 51 Best Books images | Dear zoo, Traction man, Eyfs  Listen to the story of The Bog Baby/read the transcript of the story.  Draw a picture of the bog baby and label it’s body parts using noun phrases (adjective followed by a noun) – round eyes, blue skin. |
| Tuesday  SC: I can write similes. | Write similes to describe the bog baby. (Resource with sentence starters included in this document).  His skin is as blue as……….  He has round eyes like………  He is as slimy as ……… |
| Wednesday  SC: I can use prepositions to describe a place. | Write sentences with prepositions to describe where to find a bog baby in Bluebell Wood.  e.g. Walk in to the wood and turn left when you are next to the blossom tree. Walk along the muddy path until you reach the bluebells.  🡪 You could even draw a map of the route through the forest! |
| Thursday | Sort the alternative /igh/ spellings in to the correct spelling pattern column (resource attached). |
| Friday  SC: I can write a menu. | Think about what the bog baby might enjoy eating. Make up a menu for him including breakfast, lunch, dinner and a snack.  You could draw each meal and label it. |

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| Monday  SC: I can describe how a character might feel. | The bog baby was a bit scared being away from his home. Write down his thoughts and feelings in thought bubbles. Give reasons using ‘because’. |
| Tuesday  SC: I can use time connectives. | Imagine the bog baby has spent a week in school with the girls.  Make a little illustrated booklet of his week and the things he did in school.  On Monday the bog baby….  On Tuesday the bog baby…. |
| Wednesday  SC: I can write a set of instructions. | Write a set of instructions detailing how to look after a bog baby. |
| Thursday | Sort the alternative /ee/ spellings in to the correct spelling pattern column (resource attached). |
| Friday  SC: I can write a persuasive letter. | Imagine you are friends with the two girls. Write them a letter persuading them to put the bog baby back where he belongs. |

Week 2

\*\*\*\*\*\*\* Scroll down for the writing sheet templates \*\*\*\*\*\*\*

Monday 1st June

SC: I can draw and describe a bog baby using noun phrases.

Tuesday 2nd June

SC: I can write similes.

Please feel free to write your own.

His eyes are \_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

His skin is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

His nose is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The bog baby’s legs are as \_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

The bob baby’s tail is as \_\_\_\_\_\_\_\_\_\_\_\_\_\_ as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Wednesday 3rd June 2020

SC: I can use prepositions to describe a place.

Plan the journey through the woods to find a Bog Baby.

Draw a map of the route after you describe it!

Thursday 4th June 2020

SC: I can sort alternate /igh/ spellings.

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Fight, lie, tie, cry, sigh, tight, pie, like, bike, hike, right, my, lying, fry, high, tile, smile, mile, fire, drive, hive, light, bite, dry, shy.

Friday 5th June 2020

SC: I can write a menu.

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| Breakfast |
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| Lunch |
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| Dinner |
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| Desert/Snack |
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Monday 8th June 2020

SC: I can describe how a character might feel.



Tuesday 9th June 2020

SC: I can use time connectives.

Make a little illustrated booklet or you can use the template below.

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| On Monday |  |
| On Tuesday |  |
| On Wednesday |  |
| On Thursday |  |
| On Friday |  |

Wednesday 10th June 2020

SC: I can write a set of instructions.

How to look after a Bog Baby

Things you will need:

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What to do:

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After that, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Later, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Then, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thursday 11th June 2020

SC: I can sort alternate /ee/ spellings.

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Meet, seat, alley, sheet, key, sheep, deep, beep, sweet, pea, see, feed, knead, leap, Pete, greet, eve, delete, repeat, valley, chimney, concrete, journey.

Friday 12th June 2020

SC: I can write a persuasive letter.

Please feel free to write your own but here are some sentence starters to help you.

Dear \_\_\_\_\_\_\_\_\_\_\_\_\_,

I know you really love the Bog Baby that you found but I think it’s time you put him back where he belongs.

When you brought him to school he looked\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I think he \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Imagine how he must be feeling.

How would you feel if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Would you like it if \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I know you are trying to look after him but \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\*\*\*\*\*\*\*\*\*\*\* below you will find a grid of cross curricular activities \*\*\*\*\*\*\*\*\*\*\*

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| This book is perfect for exploring how to care for the wild animals that live in our local area.  You may want to:  Use logs and sticks to make a habitat pile in the outside environment to attract mini beasts. See: <http://www.rspb.org.uk/advice/gardening/deadwood.aspx>  Make a bird cake or bird feeder to care for local wildlife. See: <http://www.rspb.org.uk/youth/makeanddo/index.aspx>  Plant insect-friendly plants in the outdoor area.  See: <http://www.somersetwildlife.org/hres/docu_database_wildlife_gardening_leaflet_final.pdf>  Build an insect home. See: <http://www.rspb.org.uk/advice/gardening/insects/building_homes.aspx> |
| **Arts and Design:**  Make your own bog baby out of clay, pom poms, paper collage.  Make a box habitat for the bog baby.  Look at art inspired by natural landscapes such as art by Claude Monet.  Children can make close observational drawings or paintings of natural objects such as flowers and leaves.  Children can use leaves to make prints and rubbings.  Provide a variety of blue materials including collage, paint, pastels or diluted blue ink for children to use to create the ‘magic pond’ where the bog baby lives. |
| **Physical Development:**  Encourage the children to move like a bog baby-jumping up and down, floating on their backs, slapping their wings…Can they make their bodies ‘soft as jelly’, like he ‘had no bones’?  Play In and Out the Dusty Bluebells, see: <http://www.essex.gov.uk/Business-Partners/Early-YearsChildcare/Documents/Traditional_playground_games.pdf> - ideas for traditional playground games. |
| **Debate and argument:**  Talk with children about why they think the girls behaved as they did.  Do they think they were right to let the bog baby go? What do they think would have happened if their mum hadn’t discovered them? |
| **Pets research**  What other sorts of pets do people keep?  Make pet posters about how to care for different animals. |

Cross Curricular links and ideas using the Bog Baby