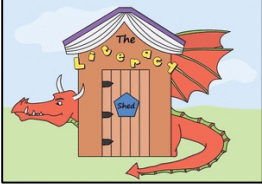
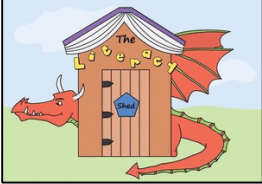
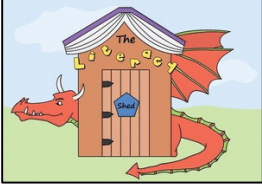
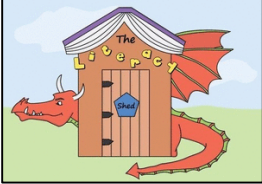
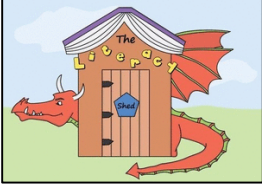


<p><b>Year: 1 Age 5-6</b></p> <p><b>Resources: Beach Soundtrack</b>  <a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p> <p><b>1a, 1b, 1c, 1d</b></p>		<p><b>Lesson objective:</b></p> <p><b>To orally create sentences using 'and' to join clauses</b></p> 	
<p><b>Literacy Shed clip and link:</b></p> <p><a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p>		<p><b>Lesson Number: One</b></p>	
<p><b>Hook into Session/ Opening Activities</b></p>	<p>Write the word <i>beach</i> on the board. Ask the children if they can read the word on the board. Ask if any of them have been to a beach. What can they remember about it? What was there? What things could you find on a beach? At this point it may be necessary to introduce some things that the children might see on a beach if they have had no experience of one.</p>		
<p><b>Lesson Input</b></p>	<p>Ask the children to close their eyes whilst you play soundtrack 1. Whilst they are listening, lead them on a journey. Using the key questions <b>1a</b> or some of your own. After a couple of minutes ask the children: What is it like on your beach? What could you see?</p> <p>When children answer in single words or phrases such as 'yellow sand' ask them if they can put it into a sentence. "There is sand on the beach." Or "I can see sand everywhere" for example. Repeat this with a number of children asking – what was the sand like? What colour was the sky? How did the sea feel? The children should start to use basic adjectives. Repeat with things that you can hear, smell, touch, taste.</p> <p>Ask children to write down one thing they could see, smell, taste, hear on a sticky note and then move around the classroom reading their sentence to other members of the class. When the teacher calls stop, the children have to join their sentence with a partner's using the word 'and.' Discuss how repetition is not needed. 'I could see sand and I could see the sea.' could become 'I can see the sea and sand.' Ask children to tell you in sentences using the word and. Model verbally using sentences such as those on resource <b>1c</b></p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify</b></p> <p>It may be difficult for some children to create images from the sounds. Support these children with printed images throughout. <b>1b</b></p>	<p><b>Expect</b></p> <p>Expect children to be describing the beach orally using simple sentences and joining phrases using the conjunction 'and'.</p>	<p><b>Extend</b></p> <p>Encourage children to develop use of adjectives to describe the noun in oral sentences and to try to record them if they can.</p>
<p><b>Plenary</b></p>	<p>Ask children to create one sentence to describe things on the beach. Share the tick list <b>1d</b>. Model two sentences then ask children to check their sentence on the tick list before sticking it onto a sharing space.</p>		
<p><b>Further Teaching Points</b></p>	<p>Ask children to bring in images of the beach or seaside to use as a display this week. Ask children to 'Show and Tell' their photographs outside of English lessons in order to embed key vocabulary.</p>		

<p><b>Year: 1 Age 5-6</b></p> <p><b>Resources: 1b, 1d</b></p>		<p><b>Lesson objective:</b></p> <p><b>To create a setting description</b></p> <p><b>Lesson Number: Two</b></p>	
<p><b>Literacy Shed clip and link:</b></p> <p><a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p>			
<p><b>Hook into Session/</b></p>	<p>Ask the children to play 'vocabulary ping pong' word association game. The teacher calls out a word and then the children, whilst facing each other, try to list (one at a time) as many words as possible linked to the topic. It may be necessary to show the children clips of the beach first, in order to allow some children to collect ideas.</p>		
<p><b>Opening Activities</b></p>	<p>Suggested topics: beach, weather, sea, boats.</p> <p>Note: Use mixed ability pairs – if students are stuck, then their partners may prompt each other. The challenge is to create the longest list rather than to 'beat' their partner.</p>		
<p><b>Lesson Input</b></p>	<p>Share the images of the beaches from Lesson 1 <b>(1b)</b> ask children to discuss one of the images between them and create a sentence based on the checklist from yesterday. Share some examples both effective and less effective and discuss any improvements that can be made.</p> <p>Some children will naturally use adjectives. The teacher can model how adjectives (describing) words can be used to describe the nouns (objects, people, places) in the sentence. Model basic sentences on the board referring to the checklist <b>(1d)</b> demonstrate adding adjectives before the noun.</p> <p>Show the film 'Bubbles' up to 15 seconds. Discuss what the children can see. The girl is walking along the beach. She finds some bubbles. Ask the children to imagine what they think the girl could hear, see, feel and smell there?</p> <p>Model sentences in the 3<sup>rd</sup> person.</p> <p>Share the paused image at 15 seconds on the board. Ask the children to describe the beach that the girl is walking on. Encourage use of adjectives and ask the children to consider the best adjective to select.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify</b></p> <p>Create 1 or 2 sentences only that follow the rules on <b>1d</b>  <b>Some children may still need a scribe or to compose orally using a recording device. Give children this opportunity where needed.</b></p>	<p><b>Expect</b></p> <p>Children will compose and record sentences about the beach setting. Encourage use of adjectives. Expect that the children will record at least 4 sentences using their senses.</p>	<p><b>Extend</b></p> <p>Encourage students to add an adjective with every noun. Expect that the children will record at least 5 sentences using their senses.</p>
<p><b>Plenary</b></p>	<p>Ask children to share examples with the group.</p> <p>NC states: Children should read aloud their writing clearly enough to be heard by their peers and the teacher.</p>		
<p><b>Further Teaching Points</b></p>	<p>Visit a beach or create a beach role play for continuous provision. Take photographs and create captions for display.</p>		

<p><b>Year: 1 Age 5-6</b></p> <p><b>Resources: 3a, 3b, 3c</b></p>	<p><b>Lesson objective:</b></p> <p>To discuss the significance of the title and events</p> <p>To participate in discussion about they see, taking turns and listening to what others say</p> <p><b>Lesson Number: Three</b></p> 
<p><b>Literacy Shed clip and link:</b></p> <p><a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p>	
<p><b>This is an extended view and respond session.</b></p> <p>Can the children recall the sequence of events in the clip? Ask the children to help you to fill in a timeline on the board.</p> <p>Play the film 'Bubbles' by Gabriela Zapata again.</p> <p>Use the "View and Respond" questions <b>resource 3a</b> to discuss the film with the children. As the children discuss responses, ask for some responses to be recorded in the ideas bubbles in <b>resource 3b</b>. Distribute these to the tables and ask for the children to record their answers to the underlined questions as you read them from <b>3a</b>. It may be the case that not all children record in this manner.</p> <p>Encourage all students to answer questions. Pay particular attention to the last question. Give out bubbles (<b>resource 3c</b>) and ask the children to write down their answer to the last question in the bubble.</p> <p><i>Depending on the ability of the class you may either ask the children to respond to some of the questions in groups. It may be that the teacher/teaching assistant scribes some of the responses and displays them prominently in the classroom.</i></p>	
<p><b>Plenary</b></p>	<p>Discuss the film. Asking children to narrate the events. What happened first? What did she find on the beach? How did she feel? Where did she go first? What was it like? etc.</p>
<p><b>Further Teaching Points</b></p>	<p>Develop question and answering skills by watching further short animations from <a href="http://www.literacyshed.com">www.literacyshed.com</a></p>

<p><b>Year: 1 Age 5-6</b></p> <p><b>Resources: 4a, 4b</b></p>		<p><b>Lesson objective:</b></p> <p><b>To create a short section of descriptive narrative</b></p> <p><b>Lesson Number: Four</b></p>		
<p><b>Literacy Shed clip and link:</b></p> <p><a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p>				
<p><b>Hook into Session/</b></p>	<p>Share a number of images from <b>resource 4a</b> and ask the children to orally compose a sentence which includes a noun and verb. Encourage the children to use these terms and then to add an adjective.</p> <p>E.g. The boy is on a green skateboard. The children are sailing in a little boat. Can the children do this for items in the classroom?</p>			
<p><b>Lesson Input</b></p>	<p>Ask the children to recall what happens in the film 'Bubbles.' Encourage the children to retell the story using full sentences.</p> <p>Tell the children that they are going to be creating sentences about what the girl saw in space or under the sea.</p> <p>Shared writing: Display the image of the girl in space at 1 min 16 seconds.</p> <p>Discuss things she can see. Ask children to describe them by including colours and other simple adjectives e.g. shiny moon, twinkly stars etc. Add in things they <i>could</i> see such as an alien in a rocket ship or shooting start. (You may need to provide a word bank depending on the groups of children.) Write your sentences on the board. Link them using coordinating conjunctions- focus mainly on <i>and</i> here as there is no need to introduce others at this point (the children may or may not have experience of this up to now.) Teachers may use the model <b>4b</b> to support this shared writing but allow the children to lead. Look at where to omit words, rather than repeat, when adding <i>and</i>. It is important to share choices with the children. Continually refer to key sentence elements - capital letters, full stops, spaces etc.</p>			
<p><b>Independent Activities</b></p>	<p><b>Simplify</b></p> <p>Children use <b>4b</b> as a model for their own writing about Space.</p> <p>Aim: Approximately 4 sentences.</p>	<p><b>Expect</b></p> <p>Children choose whether to describe space or under the sea.</p> <p>Aim to add in a variety of adventurous describing words. (adjectives)</p> <p>Aim: 6 sentences</p>	<p><b>Extend</b></p> <p>Children describe under the sea. Invite them to be creative and add in much of their own details rather than that in the film.</p> <p>Aim: 6-8 sentences +</p>	
<p><b>Plenary</b></p>	<p>Ask children to read through their writing in pairs and decide on their peers' best (most effective) sentence and highlight it. Ask children to share these sentences.</p> <p>Display all of the writing on the wall immediately and invite children to move around and read them. You may also wish to do some form of peer assessment at this point and allow children to award stickers or smiley faces to their top 3 favourites.</p>			
<p><b>Further Teaching Points</b></p>	<p>Whilst reading picture books with children, ask them to describe scenes in full sentences orally and/or point out adjectives whilst reading.</p>			

<p><b>Year: 1 Age 5-6</b></p> <p><b>Resources: 5a, 5b</b></p>		<p><b>Lesson objective:</b></p> <p><b>To create a short narrative</b></p> <p><b>To read their writing aloud, clearly, to their peers</b></p> <p><b>Lesson Number: Five</b></p>	
<p><b>Literacy Shed clip and link:</b></p> <p><a href="http://www.literacyshed.com/bubbles">www.literacyshed.com/bubbles</a></p>			
<p><b>Hook into Session/</b></p>	<p>Ask children if they were to find a bottle of magic bubbles, and they could fly anywhere in the world, then where would they go and why- think back to lesson 3, what did they write? Ask them to think of a couple of sentences to describe it and to explain why. E.g. I would fly to Disney Land in Paris because I would love to ride on really fast rollercoasters. I would fly to Spain because I'd love to see my grandparents. Children then stand up and tell a member of the class where they would like to go and why. They then listen to their partner's idea before moving on to someone else. Share some examples as a class.</p>		
<p><b>Lesson Input</b></p> <p>(Images in 5a may be substituted for images related to known or future topic)</p>	<p>Share the images from <b>resource 5a</b> and tell the children that their magic bubble will take them to one of these places.</p> <p>Ask them to discuss which one they like the best and why. Share <b>5b</b> and tell the children that you would like to go here.</p> <p>Ask for some help to describe the things they can see in the image. Teacher to use these suggestions to create a model paragraph. Focus on adding adjectives for description and joining clauses using 'and.' Send children to complete work independently but support extension group to demonstrate turning the description into 1<sup>st</sup> person recount.</p>		
<p><b>Independent Activities</b></p>	<p><b>Simplify</b></p> <p>Children label their image with keywords and then create descriptive paragraphs. Adult support may be needed here and children should be encouraged to create their sentences orally before writing.</p>	<p><b>Expect</b></p> <p>Children create a descriptive paragraph using adjectives for description and joining sentences with 'and'.</p>	<p><b>Extend</b></p> <p>Children create a recount based on the bubbles animation but inserting their own setting description.</p>
<p><b>Plenary</b></p>	<p>Share examples of writing with the class asking children to read out their paragraphs to their table groups or to their elbow partner. As the children do this, move around the classroom to listen to children as they read their own work aloud. Ask for some examples to read to the whole class.</p>		
<p><b>Further Teaching Points</b></p>	<p>Continue to share a range of images with the class across the curriculum. Ask the children to create single descriptive sentences to caption each one.</p>		