



Y1 Week beginning 20.4.20 - Story – The Gruffalo's Child? By Julia Donaldson –



school

You can use your journal/exercise book we sent home to put any of the activities in here

Day	Phonics	Reading	Writing	Maths	Topic
1	<p>Sound of the day 'ay'</p> <p>Read: day, play, may</p> <p>Segment and spell independently in journals: say, tray and clay. Write a sentence – Can I stay and play?</p>	<p>Read one of your phonics books.</p> <p>Task: Draw and label the main character. What do they look like? What are they like?</p>	<p>Read 'The Gruffalo's Child (or watch on YouTube)</p> <p>Can you make a story map of the beginning of the story? Add labels to help you. Can you start the story in a different way, e.g. One stormy night...</p>	<p>WHITEROSE WEEK 2 SESSION 1</p>	<p>Science -can you plan an investigation? Can you see how exercise affects your heart rate. Try doing 5 star jumps, then 10 and then 20. Can you count your heart beats? Record your prediction and draw a picture of what you did and write about what has happened to your heart beat.</p>
2	<p>Sound of the day 'ou'</p> <p>Read: out, proud, cloud</p> <p>Segment and spell independently in journals: out, about, scout. Write a sentence – Oh, the sound is loud.</p>	<p>Read the same phonics book.</p> <p>Task: Discuss the problem in the story. Can you draw a picture and write some sentences about the problem in the story?</p>	<p>Look at your story map and act out the story so far. Can you write the story beginning? Remember to use adjectives and joining words to make your writing even better.</p>	<p>WHITEROSE WEEK 2 SESSION 2</p>	<p>PSHE – Draw a picture of yourself and write/ draw the things that make you happy. You could even have a go at writing about why they make you happy.</p>
3	<p>Sound of the day 'ie'</p> <p>Read: tie, pie, lie.</p> <p>Segment and spell independently in journals: cried, fried, pie. Write a sentence – Cook a pie said mum.</p>	<p>Read the same phonics book.</p> <p>Task:- Discuss the solution in the story. Can you draw a picture and write some sentences about the solution in the story?</p>	<p>Read the middle of the story.</p> <p>Can you make a story map of the middle of the story? Add labels to help you. Can you start the sentence in a different way, e.g. Suddenly, Just then ..</p>	<p>WHITEROSE WEEK 2 SESSION 3</p>	<p>Geography – Draw a picture of the UK. Label England, Wales, Scotland and Northern Ireland. Find out what the weather is doing there and draw this on the map.</p>
4	<p>Sound of the day 'ea'</p> <p>Read: eat, sea, bead.</p> <p>Segment and spell independently in journals: seat, beat, read. Write a sentence – Tom eats peas with his meat.</p>	<p>Read the same phonics book.</p> <p>Task: Can you create a story map to sequence the main events in the story?</p>	<p>Look at your story map and act out the middle of the story.</p> <p>Can you write the middle of the story? Can you start the sentence in a different way, e.g. Suddenly, Just then . Don't forget to use and and because to make your sentences even longer.</p>	<p>WHITEROSE WEEK 2 SESSION 4</p>	<p>Geography – Draw a picture of the seaside and label the human and physical features. Top tips- the cliff is physical as it is made by nature and the chalets are human as they are made by humans.</p>

5	<p>Sound of the day 'oy'</p> <p>Read: boy, toy, joy.</p> <p>Segment and spell independently in journals: destroy, annoy, oyster.</p> <p>Write a sentence – The boy destroyed the toy.</p>	<p>Read the same phonics book.</p> <p>Task: Can you be a tricky word detective? Can you write a list of all of the tricky words that you can find in the story?</p>	<p>Read the story end and have a go at making a story map for the end of the story. Can you have a go at writing the story ending?</p>	<p>WHITEROSE WEEK 2 SESSION 5</p>	<p>Art – printing. Find something that you can use to print with at home. Can you create a pattern or picture using the printing technique. Remember not to use too much paint so that you can still see the shapes carefully. If you don't have any paint, you could use water on the ground/ walls in you backyards or gardens.</p>
---	---	--	--	--	---

Don't forget.....Our science blog gives some brilliant things to try at home

<https://grpsscienceblog.wordpress.com/>

The Gruffalo's Child



**The Gruffalo said that no gruffalo should ever set
foot in the deep dark wood.**

**“Why not? Why not?” “Because if you do
The Big Bad Mouse will be after you.
I met him once,” said the Gruffalo.
“I met him a long long time ago.”**

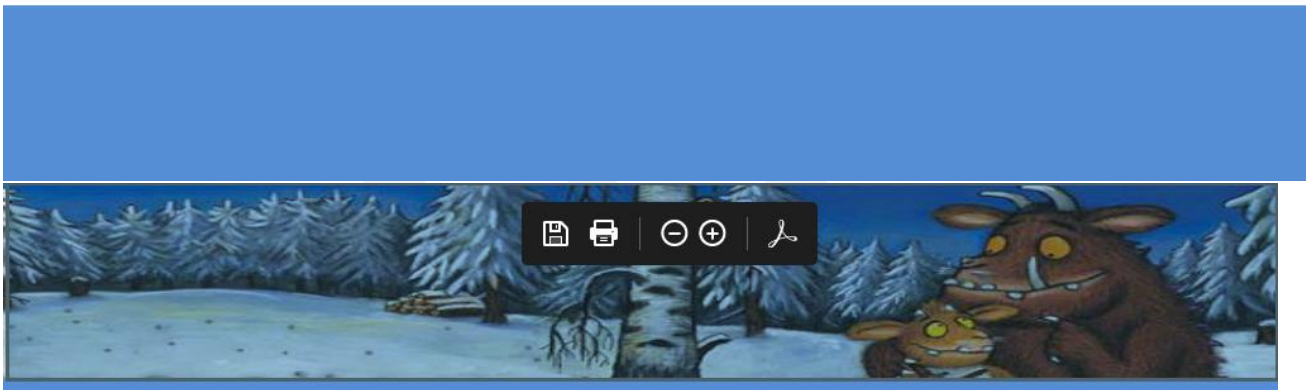
**“What does he look like? Tell us, Dad. Is he terribly
big and terribly bad?”**



**One snowy night when the Gruffalo snored
The Gruffalo's Child was feeling bored.**

**The Gruffalo's Child was feeling brave so she tiptoed
out of the gruffalo cave.**

**The snow fell fast and the wind blew wild.
Into the wood went the Gruffalo's Child.**



Aha! Oho! A trail in the snow!

Whose is this trail and where does it go?

A tail poked out of a log pile house.

Could this be the tail of the Big Bad Mouse?



**Out slid the creature. His eyes were small.
And he didn't have whiskers – no, none at all.**

**“You're not the Mouse.” “Not I,” said the snake.
“He's down by the lake – eating gruffalo cake.”**

**The snow fell fast and the wind blew wild.
“I'm not scared,” said the Gruffalo's Child.**



Aha! Oho! Marks in the snow!

Whose are these claw marks? Where do they go?

Two eyes gleamed out of a tree top house.

Could these be the eyes of the Big Bad Mouse?





Aha! Oho! A track in the snow!

Whose is this track and where does it go?

Whiskers at last! And an underground house!

Could this be the home of the Big Bad Mouse?



**Out slunk the creature. His eyes weren't fiery.
His tail wasn't scaly. His whiskers weren't wiry.**

**"You're not the Mouse." "Oh no, not me.
He's under a tree – drinking gruffalo tea."**

**"It's all a trick!" said the Gruffalo's Child.
As she sat on a stump where the snow lay piled.
"I don't believe in the Big Bad Mouse..."**



“But here comes a little one, out of his house!

Not big, not bad, but a mouse at least –

You’ll taste good as a midnight feast.”



**“Wait!” said the mouse. “Before you eat,
There’s a friend of mine that you ought to meet.**

**If you’ll let me hop onto a hazel twig
I’ll beckon my friend so big and bad.”**

The Gruffalo’s Child unclenched her fist.

“The Big Bad Mouse – so he does exist!”

**The mouse hopped into the hazel tree.
He beckoned, then said, “Just wait and see.”**



**Out came the moon. It was bright and round.
A terrible shadow fell onto the ground.**

**Who is this creature so big, bad and strong?
His tail and his whiskers are terribly long.
His ears are enormous, and over his shoulder
He carries a nut as big as a boulder!**



**“The Big Bad Mouse!” yelled the Gruffalo’s Child.
The mouse jumped down from the twig and smiled.**

**Aha! Oho! Prints in the snow.
Whose are these footprints? Where do they go?**



The footprints led to the gruffalo cave.

Where the Gruffalo's Child was a bit less brave.

The Gruffalo's Child was a bit less bored...

And the Gruffalo snored, and snored, and snored.