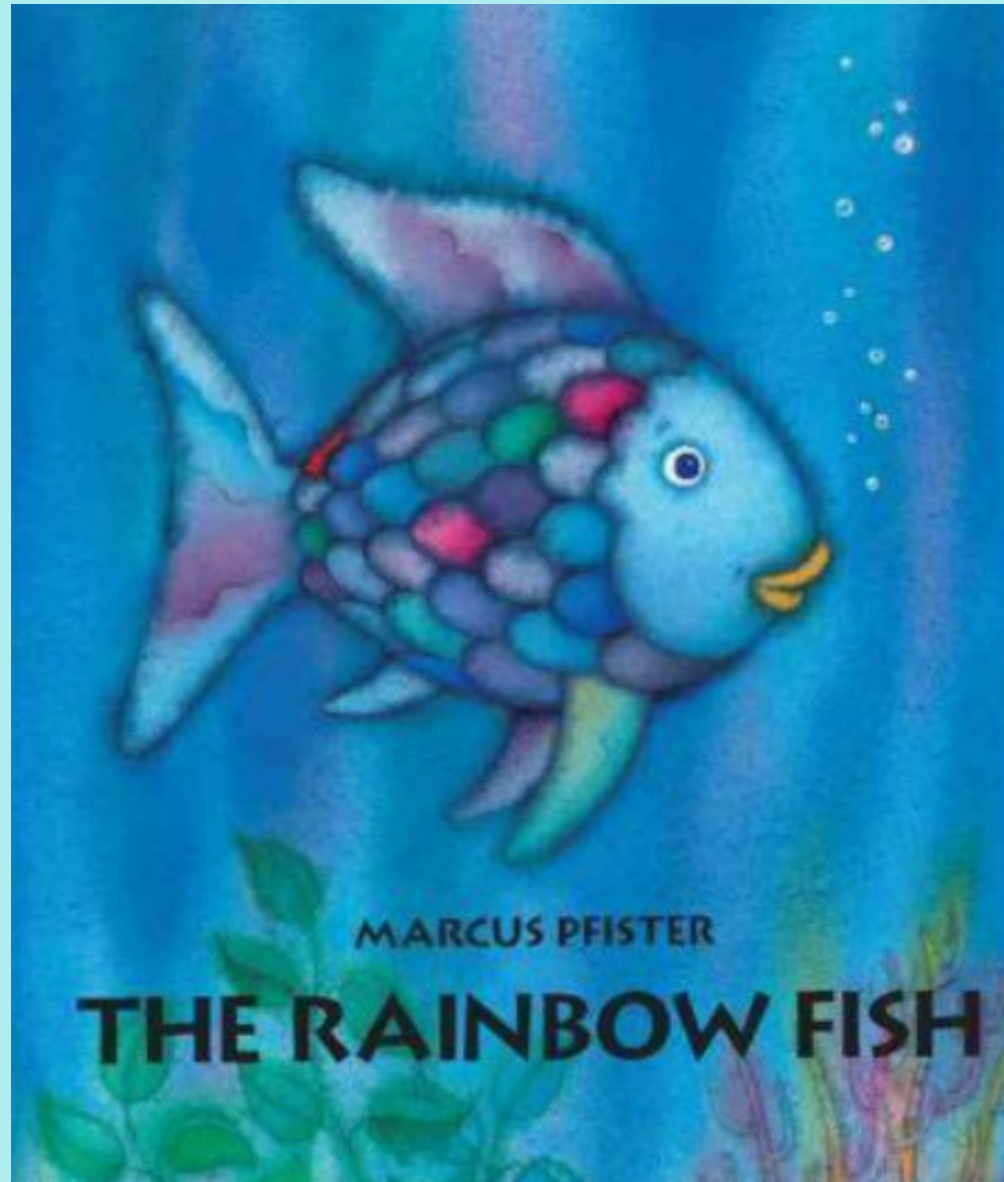


## Monday 18th January

LO: I can listen attentively to stories, accurately anticipate key events and respond to what I hear with relevant comments, questions or actions.





Click the cover to hear the story!

Why did nobody like the rainbow fish  
in the story?



Who did the starfish tell the rainbow fish  
to go see?



What did the wise old octopus tell him to  
do?



**How** did the Rainbow Fish's behaviour make the other fish feel?



In the end, the Rainbow Fish gave away his most prized possessions (his scales)

**What** are your most prized possessions?



**Why** are they important to you?



Monday's Link 2 Learning PART 1 [Download](#)

Use coloured paper, foil (sweet wrappers) to make scales to decorate your own rainbow fish picture.

Sparkly House  
Shell Lane  
Deep Blue Sea

Dear children

My name is Rainbow Fish and I need your help! I haven't been feeling well over the last few days and now my scales (which are usually bright and colourful) have all turned white!

I miss my brightly coloured scales and I know you are very kind and helpful so could you give me some new colourful scales?

Thank you children!

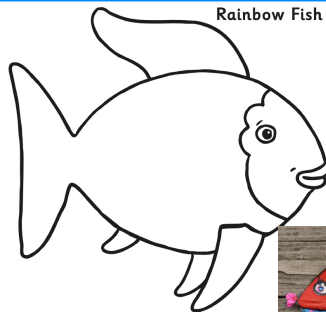
Love From

Rainbow Fish



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www.twinkl.co.uk

Rainbow Fish Outline

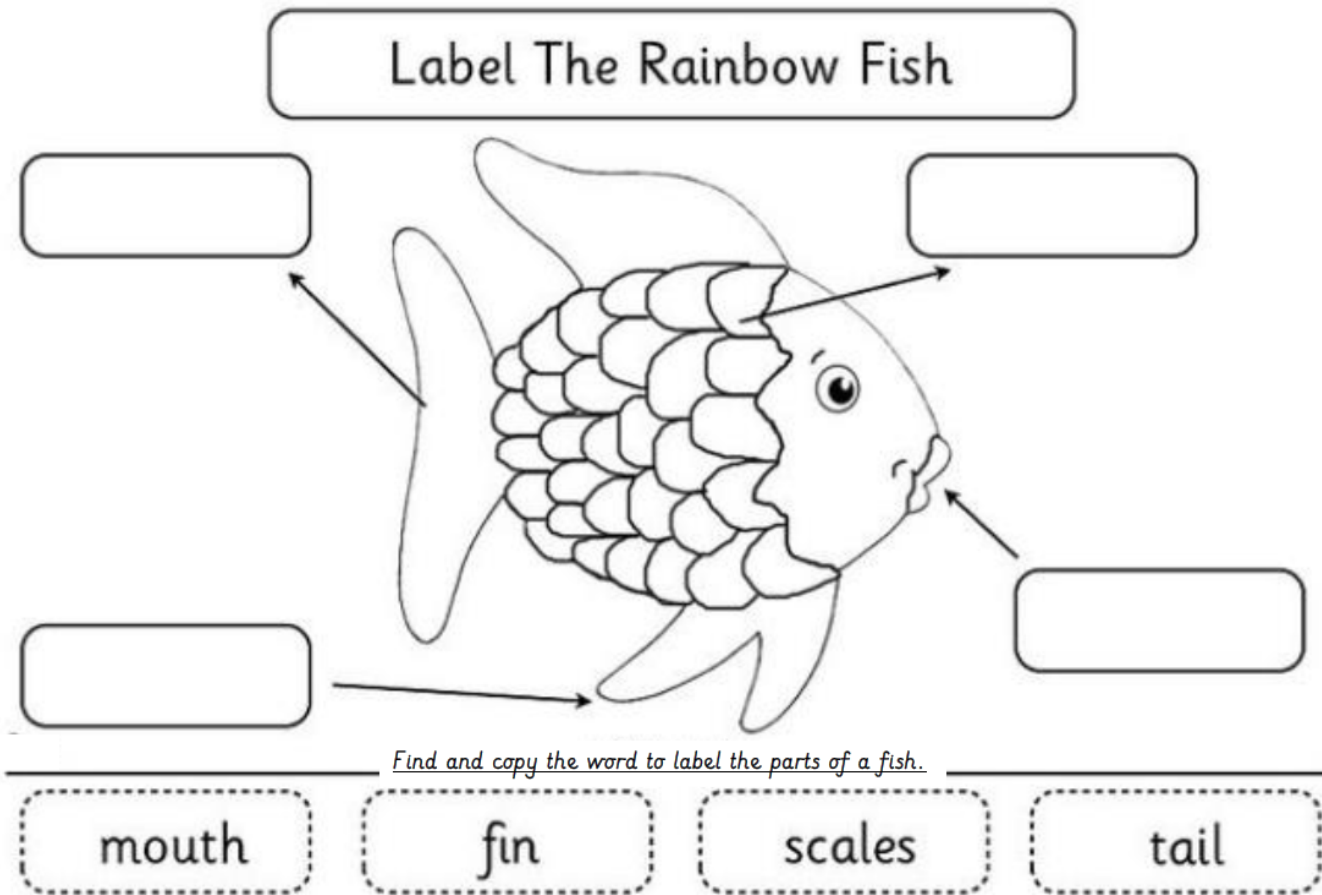


## Monday's Link 2 Learning

PART 2

[Download](#)

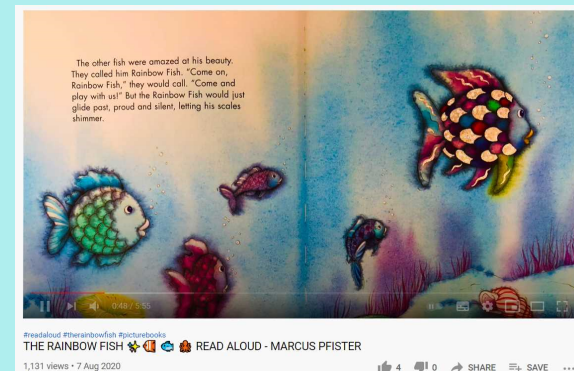
Find and copy the word to label the parts of Rainbow Fish.



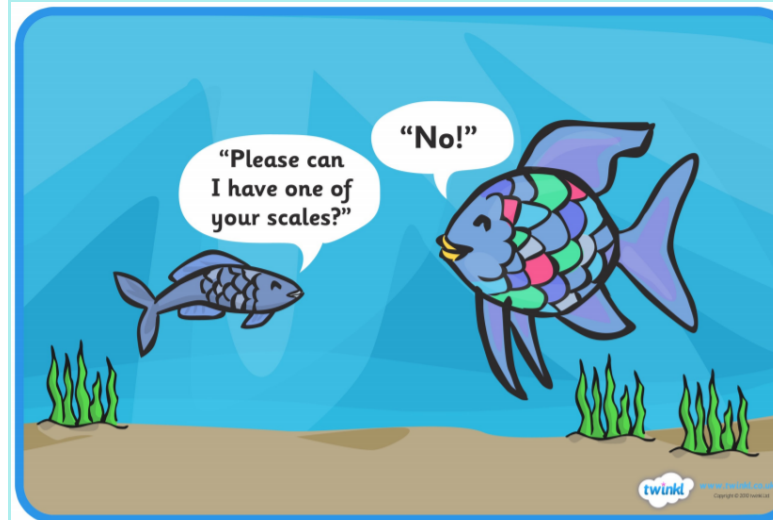
# Tuesday 19th January

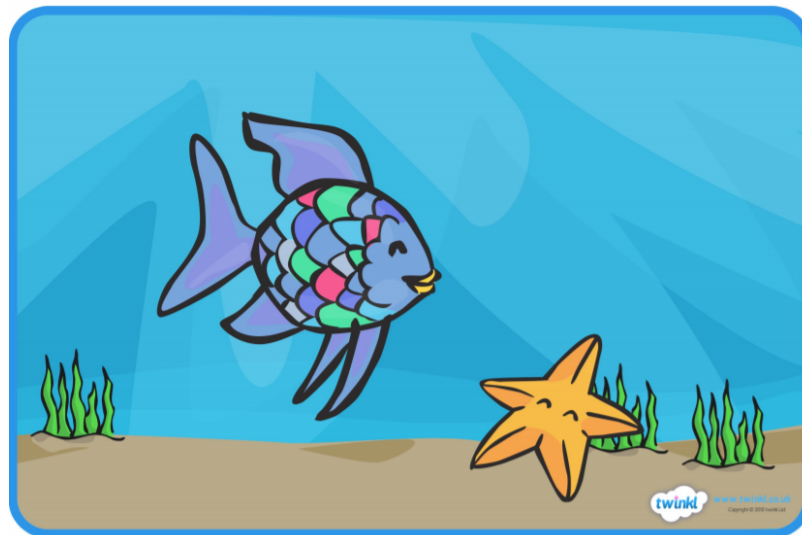
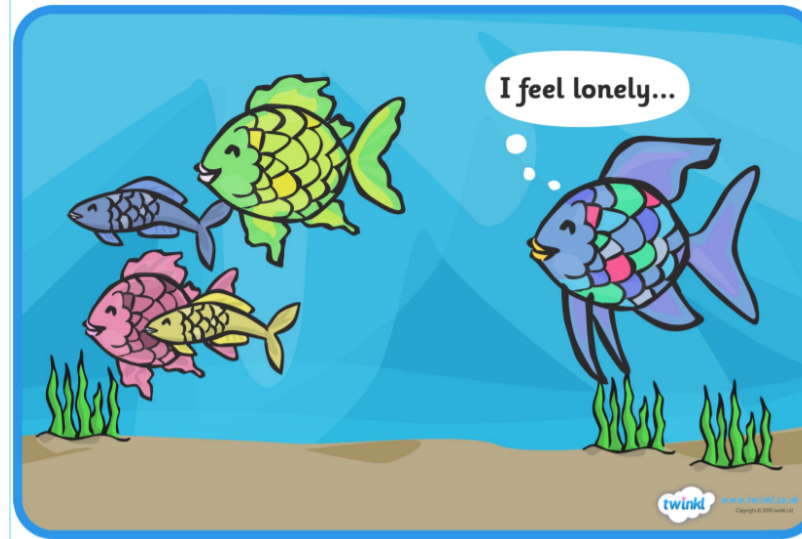
L.O: I can use pictures to retell a story in sequence.

Listen again to the story:

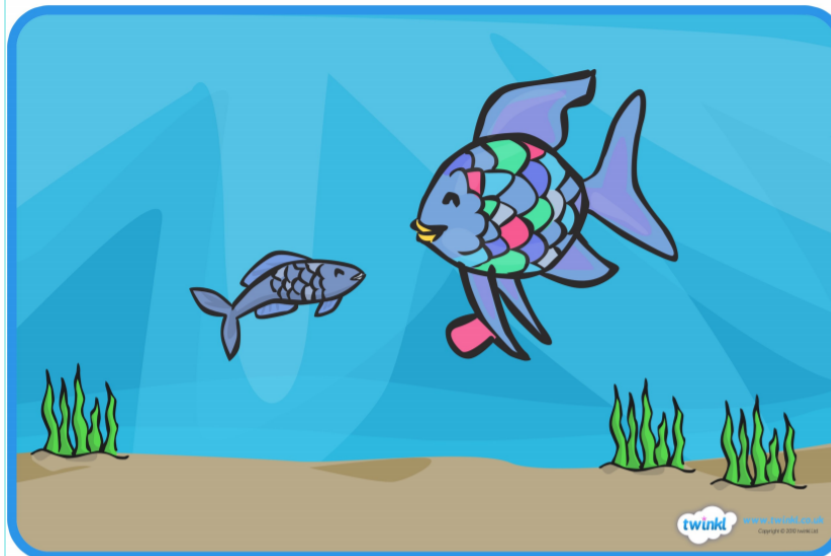
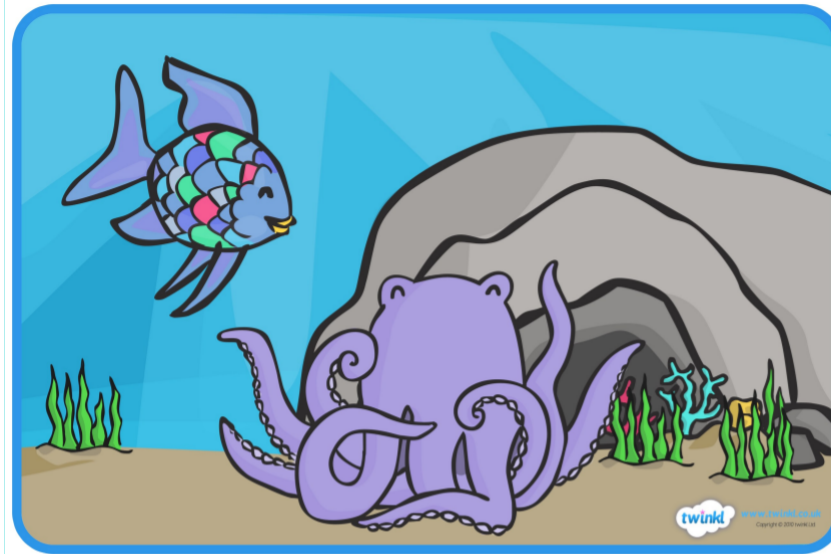


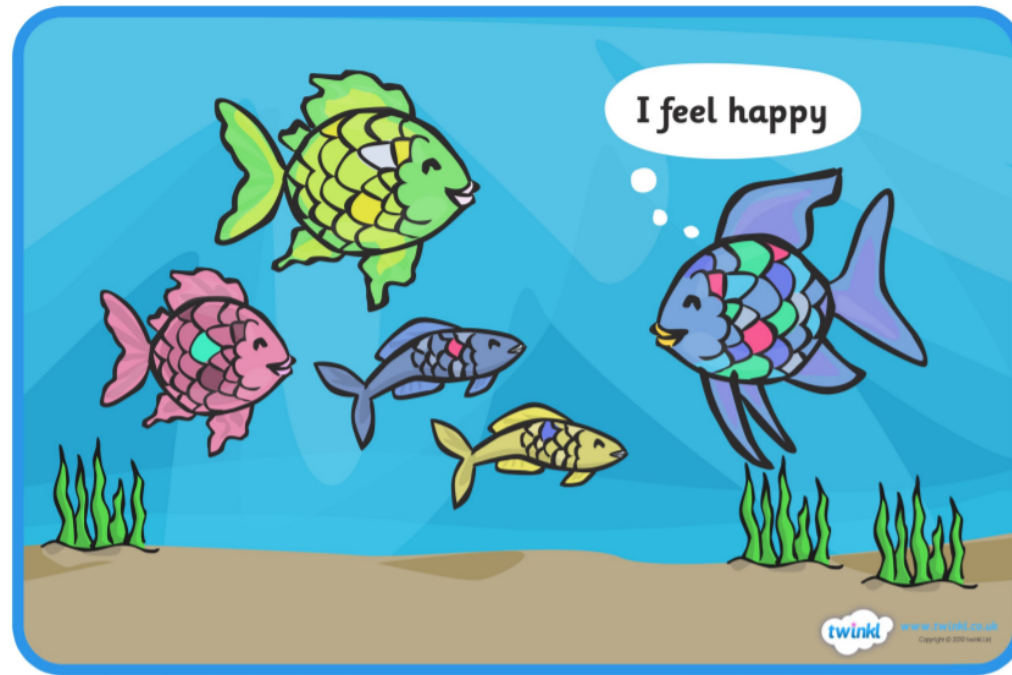
Can you use the pictures to retell the story?











## Independent writing activity



I can use my phonic knowledge to write words in ways which match my spoken sounds.

I can also write some irregular common words. e.g. **the** **he** **are** **was** **is**

I can write captions which can be read by myself and others.

Some words are spelt correctly and others are phonetically plausible.

## Tuesday's Link 2 Learning

[Download](#)

Finish the sentences to retell the story of the rainbow fish.

Say it out loud before writing it. Try to use finger spaces.

Note to parents: At this stage spelling attempts need only to show some understanding of sounds in the correct sequence. Allow your child to use their phonics knowledge to try to spell the words in their writing independently; e.g. 'culfill' (colourful) sher (share) skelz (scales)

Finish the sentences to retell the story of 'The Rainbow Fish'

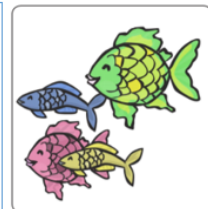
Rainbow fish lives  
in



His scales are



The other fish  
thought he was



One day a little  
blue fish said



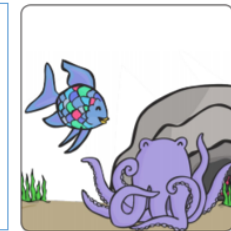
Soon nobody was  
friends with him.  
He felt



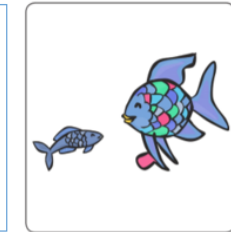
So Rainbow fish  
went to see



Next a wise  
octopus told him  
to



Rainbow fish gave



At last he felt  
happy because



Wednesday 20th January

No topic lesson

School learners



Home learners



Login with the individual username given on home learning wallet to view your assigned work.

Interrelated dimension of music: Tempo

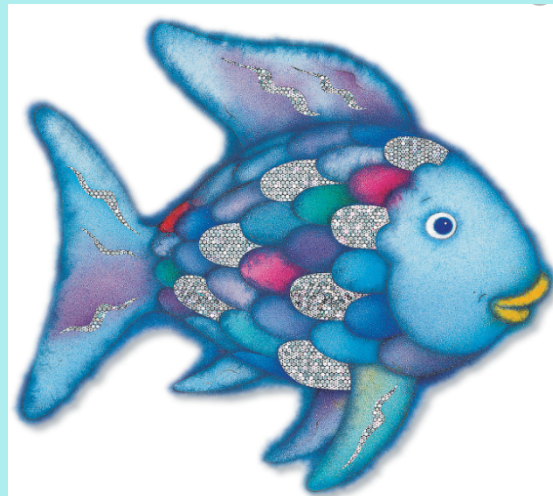
Unit: 'Everyone'

Step 3 - Featuring ABC by the Jackson 5

## Thursday 21st January

LO: I can listen attentively to stories and respond to what I hear with relevant comments.  
I can answer 'how' and 'why' questions.

Earlier this week we met a fish who was not very good at sharing.  
Can you remember the name of the character?



Today we will meet a different sea-creature. This creature can often be found in shallow waters, on the sand or in rock-pools.

It has a shell and two claws....can you guess what it is yet?

That's right! A crab.... a hermit crab!



STOP

at 1m38s

Click the image above to hear the story...

**Which** kind of bird tried to eat the hermit crab?

**How** did he escape the seagull?

**What** did the sea anemone look like?

**Why** did he want a ride?

**What** animal tried to eat the hermit crab next?

**How** did the sea anemone help?

**Why** did he help the crab?



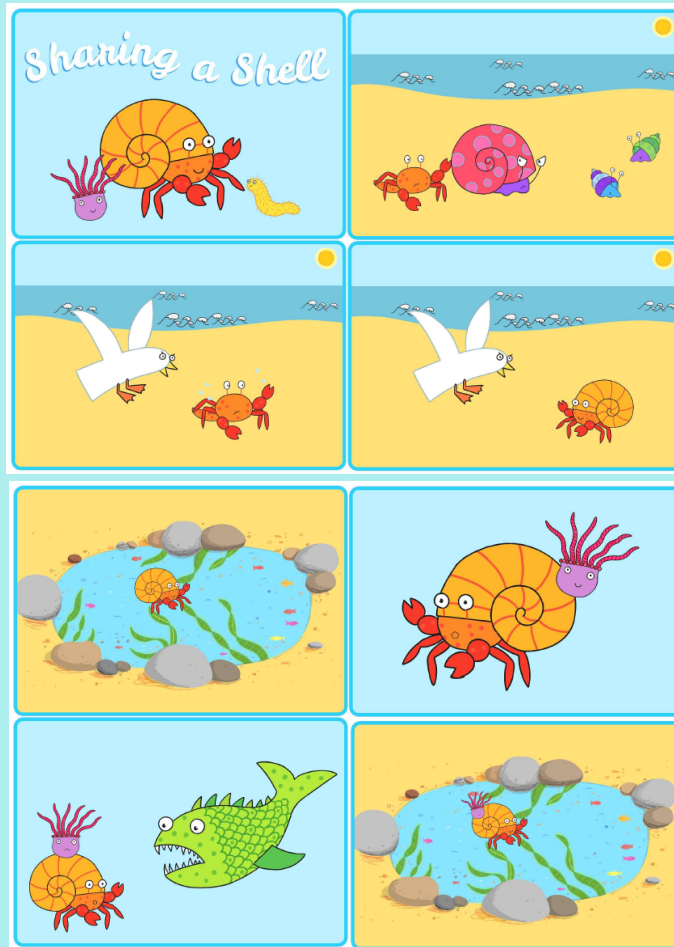


## Thursday's Link 2 Learning

[Download](#)

Use the sequencing cards to retell the story so far. Can you remember what happened in time order.

**Challenge:** Cut these cards up and jumble them so your child can put them back in sequence as part of the task!



## Friday 22nd January

LO: I can listen attentively to stories and make predictions about what might happen next.  
I can answer 'how' and 'why' questions.  
I can write a caption/sentence that can be read by myself and others.

# What characters did we meet yesterday?




Play from  
beginning  
**STOP**  
at 3m05s

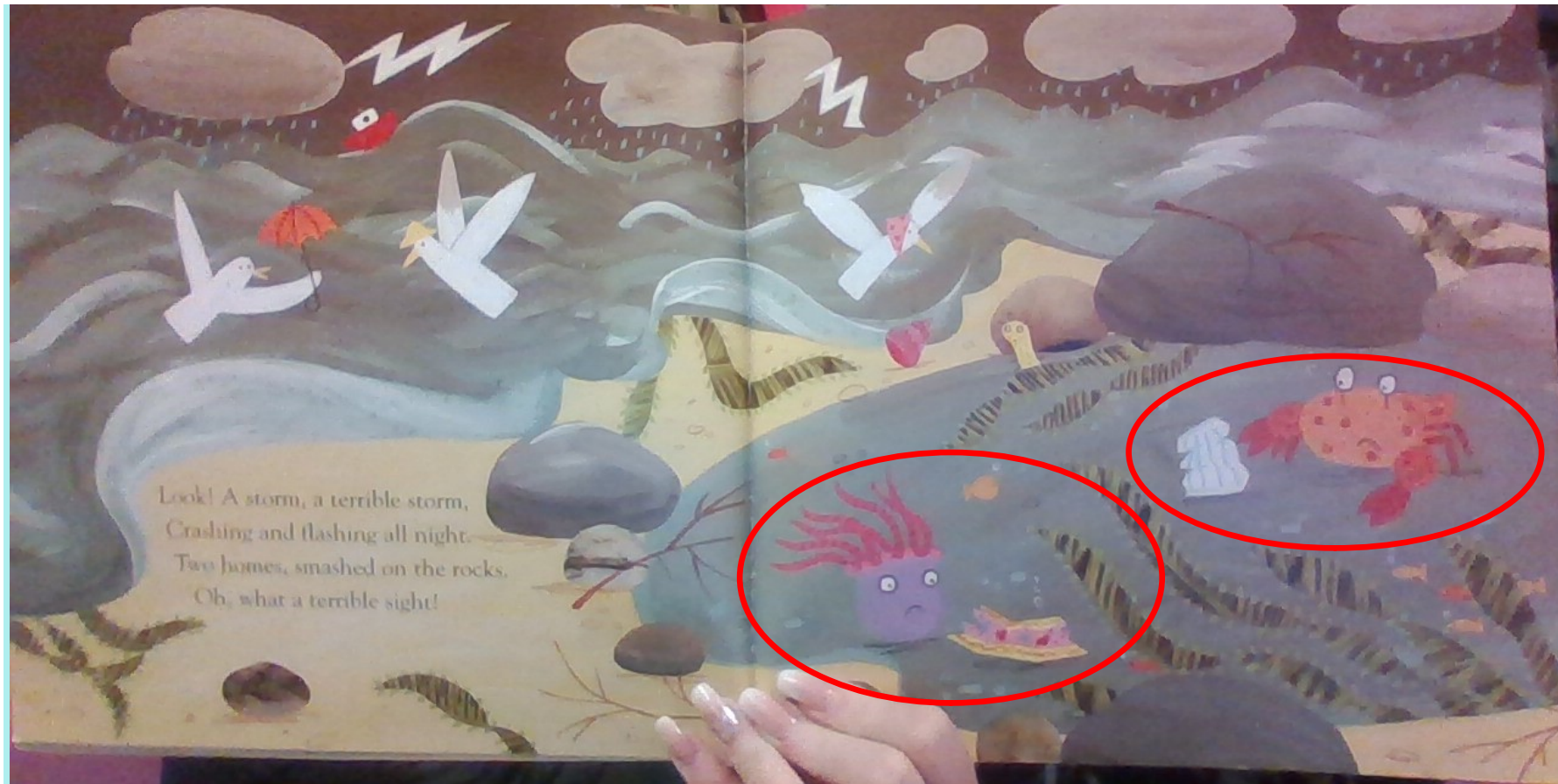
Click the image above to hear the story...

\*\*\*\* Pause video for reflection \*\*\*\*

Crab in the cup, Blob on the tub,  
Each one pretends to be glad.  
Brush, doing both lots of housework,  
knows they are lonely and sad.



What do you think they  
should do?



Look! A storm, a terrible storm,  
Crashing and flashing all **night**.  
Two homes, smashed on the rocks.  
Oh, what a terrible **sight**!

How do they feel?  
How do you know?





CONTINUE PLAYING FROM 3mins 5sec  
TO THE END



Click the image above to hear the story...

Tell a grown-up about how the story ended.

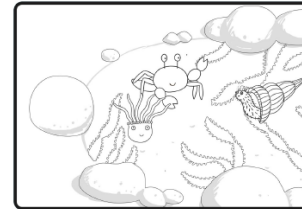
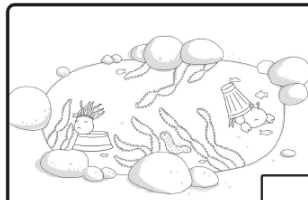
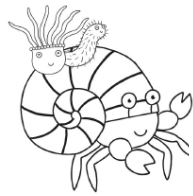
Did you like the story? Why?



Remember it's always better to share!

## Friday's Link 2 Learning

Choose a picture and write a sentence to explain what is happening.



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## Attachments

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Monday powerpoint.ppt

Tuesday powerpoint.ppt

Wednesday powerpoint.pptx

Friday flipbook.exe

British Science Week Powerpoint.ppt

Friday - Comic Relief Powerpoint.ppt

Monday English.ppt

Tues & Wed English.ppt

Friday English.ppt

Louise Cover.pptx

clipboard.galleryitem

clipboard.jpg

clipboard.png

MSOfficePNG.png

Jake's First Day.exe