

English Session 1	Non-fiction writing		
Starter	Listen to the recording or read the non-fiction text about mini beasts themselves. When watching the video, pause where you feel necessary to address any confusion or to discuss words that your child doesn't know, this will prepare for the activities below. Once they have listened or read the text ask them some questions about it.		
Parent	They will be working towards writing their own fact file or information poster about a particular mini beast or wild animal that would be found in the local area, so this could include frogs, grass snakes, hedgehogs, as well as all the insects that we are reading about. They should choose something that particularly interests them that lives within the East Sussex area.		
Activities These become more challenging and you can choose which you do or if you want to try more than one. It is also a way to provide practical opportunities as well as written opportunities.	* Worksheet or Extraordinary homelearning book based activity	** Worksheet or Extraordinary homelearning book based activity	*** Worksheet or Extraordinary homelearning book based activity
	Find the list of words on the sheet entitled 'Clarifying vocabulary for the Minibeasts Text.' They can print the sheet out or just record the list in their books. Find the definition of the words in a dictionary or online (unless they know them already of course). Draw a picture to define each word.	Find the list of words on the sheet entitled 'Clarifying vocabulary for the Minibeasts Text.' They can print the sheet out or just record the list in their books. Find the definition of the words in a dictionary or online and write their definitions.	As the ** activity, however for an extra challenge - are they able to identify which ones are nouns, verbs or adjectives. They could underline or highlight them in different colours to show this. (See answers below)
Parent	To ensure they have an understanding of what these particular words mean, please ask them to use them in sentences verbally in discussion. If they enjoyed reading this piece, there is a simpler and more challenging version on the Twinkl website https://www.twinkl.co.uk/resource/ks1-animal-non-chronological-report-examples-t-1-527633 Talk about which words are: - nouns - <i>environments, species, pollen, larva/larvae, jaws, antlers, quantities, variety, swamps, reeds, skeleton, predator</i> - verbs - <i>surround, blend in, threatened</i> - adjectives - <i>rotting (although it comes from a verb "to rot")</i>		
English Session 2	Non-fiction writing		
Starter	Go through the power point about features of non-fiction writing...look at the picture book showing the minibeasts on the website.		
Parent	They will need to look at the minibeast text that they read yesterday as well as the other examples in activities on the website. Ask questions such as: How do you know this is not a story? What do you notice about the pictures compared to last week's Gingerbread Man		

	pictures? Does the text have a title? Does it have subheadings? Why? Is the text arranged into paragraphs? Does it have any text boxes, facts, diagrams?		
Activities These become more challenging and you can choose which you do or if you want to try more than one. It is also a way to provide practical opportunities as well as written opportunities.	* Interactive activity	** Interactive activity	*** Independent writing in Extraordinary Home Learning books
	Go through the list of text features and tick each one if you find it in the piece that you are reading.	Go through the list of text features and tick each one if you find it in the piece that you are reading. Write a few sentences in your extraordinary home learning book about how you know this is a non-fiction text.	Go through the list of text features and tick each one if you find it in the piece that you are reading. Highlight any words with suffixes or any possessive apostrophes. Write a paragraph in your extraordinary home learning book about how you know this is a non-fiction text, what you like about it and if you were to write it yourself, what other facts would you like included.
Parent	Find other examples of non-fiction texts at home or on the internet. They will need to decide on a minibeast or animal for tomorrow's session. Why not encourage them to watch https://central.espresso.co.uk/espresso/modules/s1_minibeasts/video_school_garden/video_in_the_trees1.html?source=search-all-all-all&source-keywords=minibeasts or https://central.espresso.co.uk/espresso/modules/s1_minibeasts/minibeasts_index/index.html for ideas? To look at the picture showing the minibeasts Homes and Gardens on the website or enjoy any of the film clips in the reading section of the website.		
English Session 3	Non-fiction writing		
Starter	Choose a mini beast or wild animal that you would like to write about. Create a word bank with at least 10 words that can be used about the mini beast, think about food, describing their appearance, how they move, etc.		
Parent	For this session and next your child will need to do some online research about their favourite mini-beast ready to write up facts about them. There are some adjective and adverb word mats on the website to support.		
Activities These become more challenging and you can choose which you do or if you want to try more than one. It is also a way to provide practical	* Independent drawing in extraordinary home learning books	* Independent drawing in extraordinary home learning books	* Independent drawing in extraordinary home learning books
	Draw a picture of your favourite mini-beast and label your picture.	Write some descriptive sentences about your favourite mini-beast. Try to use some new adjectives and adverbs in your sentences. For example:	Have a look online for some facts about your favourite mini-beast ready for tomorrow.

opportunities as well as written opportunities.		The worm is pink, slimy and long. It wiggles slowly through the grass.	
English Session 4	Non-fiction writing		
Starter	Remind yourself of the mini-beast/wild animal you chose yesterday and some facts you found out about it.		
Parent	If you didn't yesterday, you may want to start the session looking online together for some information about the mini-beast they chose.		
Activities These become more challenging and you can choose which you do or if you want to try more than one. It is also a way to provide practical opportunities as well as written opportunities.	* Independent drawing in extraordinary home learning book.	* Independent drawing in extraordinary home learning book.	* Independent drawing in extraordinary home learning book.
	Design a poster for your mini-beast or wild animal with a few key facts about your mini-beast. Remember what posters need: Colour, pictures, bold text, eye catching writing and pictures.	Create your own non-fiction text about the mini-beast/wild animal you chose. If you would like you can design a leaflet or a fact-file about it.	Have a look back at your work making sure you have included detail and description about your mini-beast/wild animal. Check your punctuation and your spellings using the year 1 and 2 common exception word list.
English Session 5	Non-fiction writing		
Starter	No starter		
Parent	Today's session is a chance to improve and edit their writing. They will need to use a different colour to correct spellings or add punctuation and they can use the check list from session 2 to check that they have included all the features. They may need time to colour it in or add pictures or diagrams.		