

**English and Literacy**  
**Home Learning Read and Respond Units**  
**Year 1 - Week 12**



| Week 12   |  |  |  |  |   |  |  |   |  |   |
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| Year 1  | Day 1  | Day 2  | Day 3  | Day 4  | Day 5                                   |  |  |   |  |   |
| <p><b>Focus theme: Robots</b></p> <p>Do you still love your old toys? Watch a short film and discover the story of a little robot cast aside by his owner. Find out how their relationship is rekindled when the owner realises that he has made the wrong decision.</p> <p>Listen to instructions on how to build your own robot. Try to make your own and have a go at some story writing too!</p> <p><b>When following links online, parents should monitor that children are remaining on that page only and are keeping safe online.</b></p> | <p>Watch <i>CBeebies: Build your own Robot</i>: <a href="https://www.bbc.co.uk/cbeebies/makes/cbeebies-house-robot-make">https://www.bbc.co.uk/cbeebies/makes/cbeebies-house-robot-make</a></p> <p>Discuss how the robot was made by pausing the clip after every section and talking about each stage using the words <i>first, next then, finally</i>, etc. along with bossy verbs such as: <i>put, stick, draw, glue</i>, etc.</p> <p>With an adult, create your own robot either following the instructions from the clip or using your own junk materials. This could be drawn or painted if you prefer.</p> <p>As you are completing this task, talk together about what you are doing at each stage, using some of the time</p> | <p>Watch and enjoy <i>CGI Animated Shorts: 'Playmate' – by Sen Liu &amp; KunZhan Tao</i> from <b>0:13 mins up to 2:44 mins</b>: <a href="https://www.youtube.com/watch?v=2fR9HqilmKM">https://www.youtube.com/watch?v=2fR9HqilmKM</a></p> <p>Predict what the little boy does at the end of the film. <i>Why do you think he does this?</i> Now watch to the end of the film. Was your prediction correct?</p> <p>Watch again, this time stopping to consider what is happening at certain parts. Adults can use the prompts <i>'What do you know?'</i> and <i>'Tell me more'</i> as you pause for discussion. (Pause at 0:44 mins, 1:10 mins, 2:07 mins and 3:00 mins). Consider what you can see happening and what might be</p> | <p>Watch and enjoy again <i>CGI Animated Shorts: 'Playmate' – by Sen Liu &amp; KunZhan Tao</i> from 0:13 mins: <a href="https://www.youtube.com/watch?v=2fR9HqilmKM">https://www.youtube.com/watch?v=2fR9HqilmKM</a></p> <p>Talk about – <i>who is in the story? What is happening? Where is it taking place? When do the little boy's feelings for the robot change? Why do you think this is? How does the film end?</i></p> <p>Pause this time at 0:36 mins, 1:03 mins, 2:04 mins and finally at 2:54 mins. Consider what the little boy might be saying, <i>e.g. I love playing with you. You are my favourite toy!</i></p> <p>Write down the speech bubble, as if you were the little boy, at each of</p> | <p>Consider watching again the film <i>CGI Animated Shorts: 'Playmate' – by Sen Liu &amp; KunZhan Tao</i> from 0:13 mins: <a href="https://www.youtube.com/watch?v=2fR9HqilmKM">https://www.youtube.com/watch?v=2fR9HqilmKM</a></p> <p>Over the next two days you are going to write the story of the film. Using the chunked sections below to help you, begin to write the story using sentences. <u>Chunked plan to help</u></p> <table border="1"> <tr> <td>A boy loved playing with his robot toy.</td> </tr> <tr> <td>A year later the robot still wanted to play but the boy was getting annoyed with it.</td> </tr> <tr> <td>The boy's friend came to play and the robot spoiled the game. The boy threw the robot in the cupboard.</td> </tr> <tr> <td>His friend (the little girl) was cross with the boy and stormed home.</td> </tr> <tr> <td>The boy had a bad dream. In his dream, the</td> </tr> </table> | A boy loved playing with his robot toy. | A year later the robot still wanted to play but the boy was getting annoyed with it. | The boy's friend came to play and the robot spoiled the game. The boy threw the robot in the cupboard. | His friend (the little girl) was cross with the boy and stormed home. | The boy had a bad dream. In his dream, the | <p>Read over your story so far. Check for full sentences (using capital letters and full stops), the use of the words <i>'and'</i> and <i>'but,'</i> and maybe the use of an exclamation mark too. Also, check you have used capital letters for character names.</p> <p>Continue your story including all the above skills, remembering to think and say your sentences out loud before you write them down. You can continue to use the chunked plan from yesterday to help you.</p> <p>When you have finished, check again and then read your story to another family member or friend (you could even show your robot that you made</p> |
| A boy loved playing with his robot toy.   |  |  |  |  |   |  |  |   |  |   |
| A year later the robot still wanted to play but the boy was getting annoyed with it.  |  |  |  |  |   |  |  |   |  |   |
| The boy's friend came to play and the robot spoiled the game. The boy threw the robot in the cupboard.  |  |  |  |  |   |  |  |   |  |   |
| His friend (the little girl) was cross with the boy and stormed home.   |  |  |  |  |   |  |  |   |  |   |
| The boy had a bad dream. In his dream, the  |  |  |  |  |   |  |  |   |  |   |

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|   | <p>words and bossy verbs from earlier. Imagine that you might need to provide instructions for someone later, about how to make your robot, e.g.<br/> <i>First you need to paint a big box.</i><br/> <i>Then stick on two tubes for legs.</i><br/> <i>Next glue on a smaller box for a head, etc.</i></p> <p><u>Challenge Activity</u><br/>         Can you now write down your instructions for someone else to follow? Remember to include a 'What you need' section at the start. Use numbers or bullet points for each instruction, so that they can be followed easily in the correct order.</p> <p>Check for capital letters and full stops. Use your phonics to help you spell and ensure you have written each instruction on a new line.</p> | <p>being said at each point. Make connections with other films which also have a toy cast aside to make way for a new one, e.g. <i>in Toy Story, when Woody gets put aside for Buzz Lightyear.</i></p> <p>Can you explain what the little boy is doing at each of the paused sections and why? Using the prompt, 'I think that ... because ...' might help your child to structure their response, e.g. <i>I think that the robot is his favourite toy because he plays with him a lot.</i></p> <p>Write down a timeline (four sentences) of what you think is happening for these four paused parts. These could be written on a story string or a line which represents the thread of the story.</p> <p>Check for capital letters and full stops. Use your</p> | <p>these stages. Check for capital letters and full stops. Try to include an exclamation mark in your writing and use your phonics to help you spell the words.</p> <p>Repeat the activity from the view of the robot as if he could talk, e.g. <i>I love playing with you! I like how you fly me around in the sky.</i></p> | <table border="1" data-bbox="1431 212 1740 403"> <tr> <td data-bbox="1431 212 1740 244">robot tried to save him.</td> </tr> <tr> <td data-bbox="1431 244 1740 403">The boy woke up and started playing with the robot again. They were reunited!</td> </tr> </table> <p>You could give your characters names in the story too!</p> <p>Try to use the words 'and' and 'but' to join ideas in your sentences. Can some of your sentences include an exclamation mark? Don't forget capital letters at the start of sentences and for the characters' names too!</p> <p>Remember to think your sentence, say your sentence, write your sentence and check your sentence.</p> <p>Here is a story starter to get you started or you might choose to write your own!<br/> <i>When Sam was eight, he loved to play with his little robot Blip. It was his favourite toy! They liked</i></p> | robot tried to save him. | The boy woke up and started playing with the robot again. They were reunited! | <p>on day one!). Then show them the film to enjoy the visual story!</p> |
| robot tried to save him.  |   |  |  |  |                          |   |   |
| The boy woke up and started playing with the robot again. They were reunited! |   |  |  |  |                          |   |   |

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|  | <p>Give your instructions to someone to follow and try them out!</p> | <p>phonics to help with your spelling. Remember to include the word <i>because</i> in your sentences to give your opinion and say why.</p> |  | <p><i>to play hide and seek. A year went by and Sam got fed up of Blip. This made Blip miserable ...</i></p> <p>Remember this task is for over the next two days, so you might only write half of your story today.</p> |  |
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**Additional activities:**

- Watch and find out, *BBC Bitesize How do you program a robot?* <https://www.bbc.co.uk/bitesize/topics/z3tbwmn/articles/zqnc4wx>
- Listen and join in with *My Friend Robot! Barefoot Books Singalong* [https://www.youtube.com/watch?v=9O\\_eaR-8bgl](https://www.youtube.com/watch?v=9O_eaR-8bgl)
- Listen and join in with *BBC iPlayer – Sing with CBeebies : Robot Rhythm Song* <https://www.bbc.co.uk/iplayer/episode/p06r1z8n/sing-with-cbeebies-series-1-8-robot-rhythm-song>
- Watch and enjoy *CGI 3D Animated Short Film ‘Origins’ Emotional Animation by Ringling* <https://www.youtube.com/watch?v=NimvfRfxdkc> Write the story and read to a member of your family or write a feelings bubble to state how the little robot might be feeling at different stages of the film.
- Listen to and enjoy *No-Bot. The Robot with No Bottom!* by Sue Hendra: <https://www.youtube.com/watch?v=WEwhYANq7y8> Write a feelings bubble for how Bernard is feeling when he lost his bottom and another for when he found it again! Talk to an adult about things that are important to you and how you might feel if you lost them.
- Listen to and enjoy *Robot Rumpus* by Sean Taylor here: *Robot Rumpus - Books for Kids Read Aloud:* <https://www.youtube.com/watch?v=XulzA738i1k> Come up with your own *Bot!* Draw, label and write about what it likes doing.