

## Lovely Literacy

All year groups

Everyday, as part of their well being and to build on literacy skills, we would like all children to complete a positivity diary (also sent home on Friday). Please encourage your child to draw a picture and write about something wonderful that they see, hear or do, or something that has made them happy that day. Perhaps they rode their bike without stabilisers, had a Sports Day for their toys, finished a huge jigsaw puzzle or made breakfast for their family! This writing should be independent although children should be reminded to use finger spaces, capital letters and full stops.

At the beginning of this week we will be focussing on the story of The Three Bears, and then combine History and Literacy to think about VE Day.



1. Ask your child to retell the story of The Three Bears using the story map that they did last week. Ask your child to think about where the story is set and draw out from them that it is set in a wood. Discuss other familiar stories that your child might know or look at the story books in your house. Where are each of the stories set? Are they always set in one place? Discuss how where the story happens is called the setting. Ask your child to look around where they are. What can they hear? What can they see? What can they smell? What could they touch? Encourage your child to use adjectives and also prepositions such as the soft sofa is next to the small table etc.
2. Look at the Setting 1 PDF in the website resources. First ask your child to imagine that they are in that setting. Take turns to verbally describe something that you can see. Model using **adjectives** and **using prepositions as sentence openers**, such as up above, in the distance, under, beside, next to, in front of, near and prompt your child to use adjectives and prepositions in their descriptions. Now ask them to write a description of the setting using the ideas that have been discussed. If it helps your child, you could write some of the sentence openers on strips of paper so that they use each one to start a sentence and build up their description. Children in Reception should focus on writing a few simple sentences about what they can see in the setting picture.
3. **Watch** the [Newsreel of the VE Day celebrations](#) in London—listen to the roars of the crowds at Buckingham Palace! Feel the excitement! Can you spot our Queen when she was still Princess Elizabeth? How do you think it felt to be there? **[nb the video is also on the Video Web Page]**. Look at the videos of footage from VE Day and the street Party video. Think about the different settings—the hustle and bustle of the crowds outside Buckingham Palace, or a street party celebrating VE Day (see VE Day Settings PDF). Using the same preposition sentence openers as (2), ask your child to choose one of the settings and write a description of what they see, hear, smell, taste, and smell. How did they feel?
4. Do you have Great-Grandparents who you can ask about VE Day? If so, can you **interview** them on Facetime about their memories? Maybe you could make a film of them talking? Or write about what they tell you? Do you have any family photographs they can show you? If you can make a video with them please email it to Miss Burrough and I will put it on the video website. If you write a description, please put it on the blog to share with the other children in the school, because History is all about learning through sources.
5. Friday is VE Day Bank Holiday — please see the VE Day PDF for suggested activities and ideas about celebrating with your family.

