

English planning and resources

Planning and Resources

School -

Year group (s) – R

Teacher –

Text – The Snail and the Whale

Term – Summer 2

Overview – original

Su7	POR 1 – responding to illustration / freeze framing / predictions	POR 2 – questions – what do we know want to know how	POR 3 – character focus – emotions	POR 4 conscience alley	POR 5 song verse	The Snail and the Whale Julia Donaldson	Song verse (form of poetry)
Su8	Language of songs – chorus (repeated section) and verse – pick out each verse is about a different animal – link to other songs they know	Shared writing – add another verse for a different animal – explain where the verbs and nouns are used	Plan own verse with own choice of animal	Write own verse from plan	Sing each verse from each child with the chorus in between		
Su9	POR 6 travel journal entry	POR 7 travel journal entry	POR 8 travel journal entry	POR 9 travel journal entry	POR 10 travel journal entry		Travel journal entries
Su10	POR 11 – story mapping so far and mapping emotions on chart	POR 12 – drama and role play – characterisation	Model text of newspaper report of whale stuck in bay – learn with actions	Look at model text and discuss the first section giving who what when where	Use who what when where pictures for children to create funning openings for reports		News report
Su11	POR 15 – read whole story – tell me questions	Look closely at last section where they return back to the dock – act out section as a reporter	Plan report for their arrival back	Write report for arrival back	Share reports with another class / online / zoom / print for display		
Su12	Model text of character description of whale – using conjunction because – learn and act out	Focus on conjunction because to explain	Plan character description of snail – talk through with conjunction of because	Write snail character description	Put on display with large pictures of snail		Character descriptions

Writing outcomes and SPAG focus

Writing outcomes

- * Song verse
- * Travel journal entries
- * News report
- * Character descriptions

SPAG focus

- * Verbs
- * Nouns
- * Question words
- * Conjunction – because (to explain)

Genre objectives and NC objectives

Based on EYFS framework and sitting alongside Phonics discrete teaching with these skills applied through these lessons

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Please read the POR unit plan in full

* Link below

<https://clpe.org.uk/system/files/The%20Snail%20and%20the%20Whale%20by%20Julia%20Donaldson%20January%202018.pdf>

Links to other texts and resources

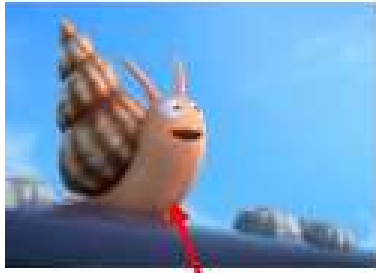
- * *Big Blue Whale* by Nicola Davies, illustrated by Nick Maland (Walker) **This is a core text at the end of this unit and it is strongly recommended that you have a copy of this text to work with as part of this unit.**
- * *Is a Blue Whale the Biggest Thing There Is?* by Robert E Wells (Franklin Watts)
- * *Rock Pool Secrets* by Narelle Oliver (Walker)
- * *In One Tidepool: Crabs, Snails and Salty Tails* by Anthony D. Fredericks (Dawn Publications)
- * *One Tiny Turtle* by Nicola Davies and Jane Chapman (Walker)
- * *Surprising Sharks* by Nicola Davies and James Croft (Walker) (Covered in Summer 1)
- * *Seahorse: The Shyest Fish in the Sea* by Chris Butterworth and John Lawrence (Walker)
- * *Dolphin Baby* by Nicola Davies and Brita Granström (Walker)
- * *Meerkat Mail* by Emily Gravett (Macmillan)
- * *The Lighthouse Keeper's Rescue* by Ronda and David Armitage (Scholastic)
- * *Blue Penguin* by Petr Horáček (Walker)
- * *Little Whale* by Jo Weaver (Hodder)
- * *The Storm Whale* by Benji Davies (Simon and Schuster)
- * *The Storm Whale in Winter* by Benji Davies (Simon and Schuster)

Before starting the unit...

- * Explore sea creatures and other characters and parts of the setting in the sand and water area to introduce some of the associated vocabulary and concepts in the book. To recreate some of the scenes after the book has begun, the following toys/props may be useful for use in the sand/water area or in a tuff spot with sand and water:
- * Whale, snails, shark, speedboats, palm trees, crab, starfish, fish, lighthouse, rocks, seaweed, shells.
- * You could also create some of the other settings in small world play, for example: using large blocks of ice, water, seals and penguins; jungle beach with dolphins, trees, leaves, insects, turtle, monkey parrots, volcano, flowers, sand and water (a bicarbonate of soda volcano can be a fun exploratory experience); an underwater scene in a large water tray with sharks, coral, rocks, fish, lobster, seaweed, crabs; a forest beach with trees, rocks, eagle, bears, mountains, flowers, sand and water. Scenery can be crafted with the children from mod-roc or papier-mâché, the marina with boats, water, sand, people, cliffs, lighthouse.
- * You may want to involve children in keeping and caring for garden snails in the classroom to compare and contrast these with the sea snails in the story. Advice for keeping snails as pets can be found at: <https://mothernatured.com/pet-ideas-for-kids/keeping-garden-snails-as-pets/>
- * Make a display of books by Julia Donaldson. Read these aloud regularly encourage the children to discuss their favourite book/ character/the similarities they notice between them.

Hook idea...

- * Bring in garden snails and create a habitat for them in the classroom
- * Give children time to see how they move and talk about their habitat. Link to surprising sharks book with habitat discussion.
- * Have food to look at.



snail

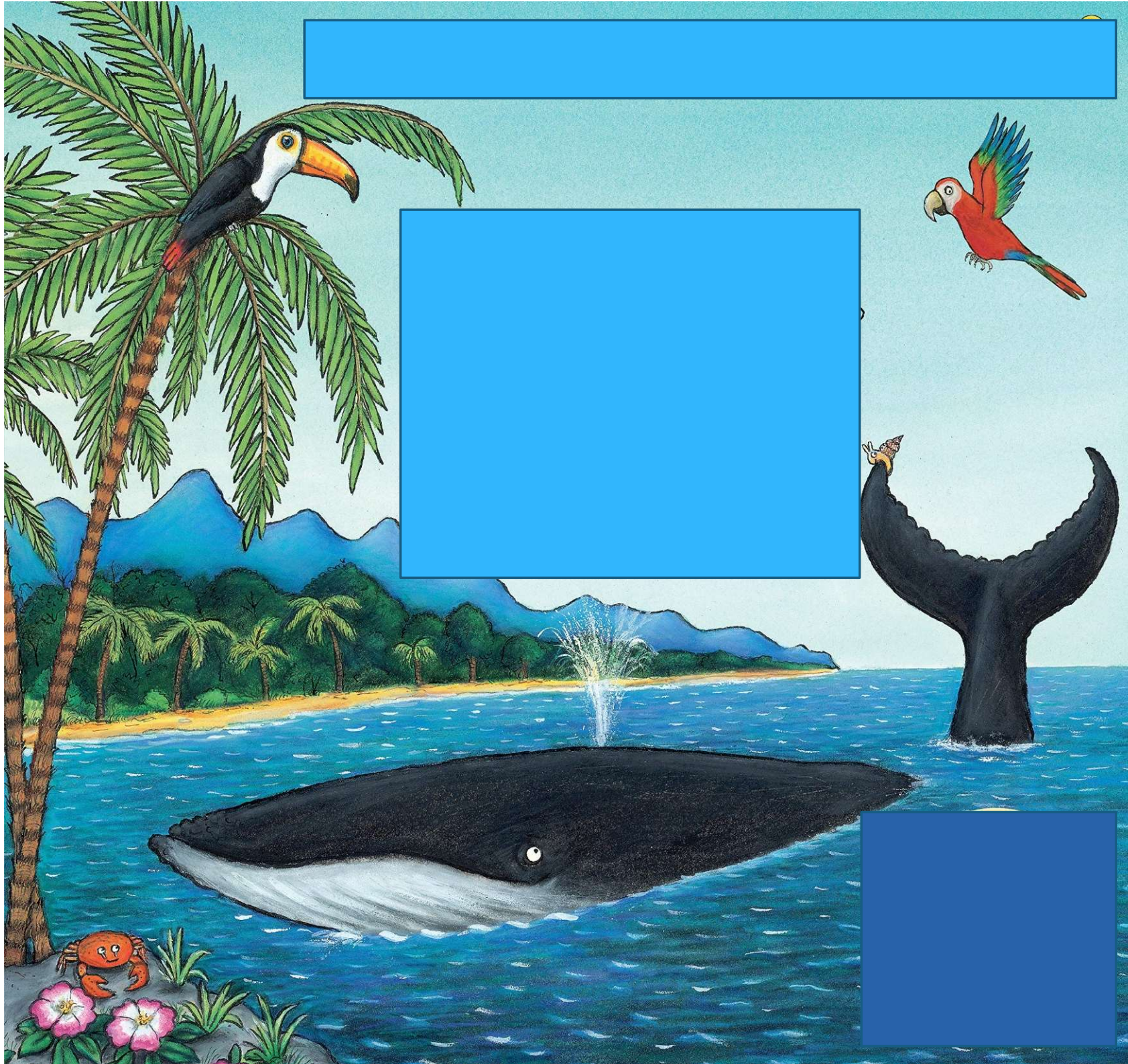
The Snail and the Whale



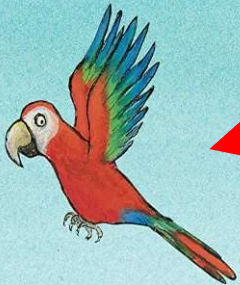
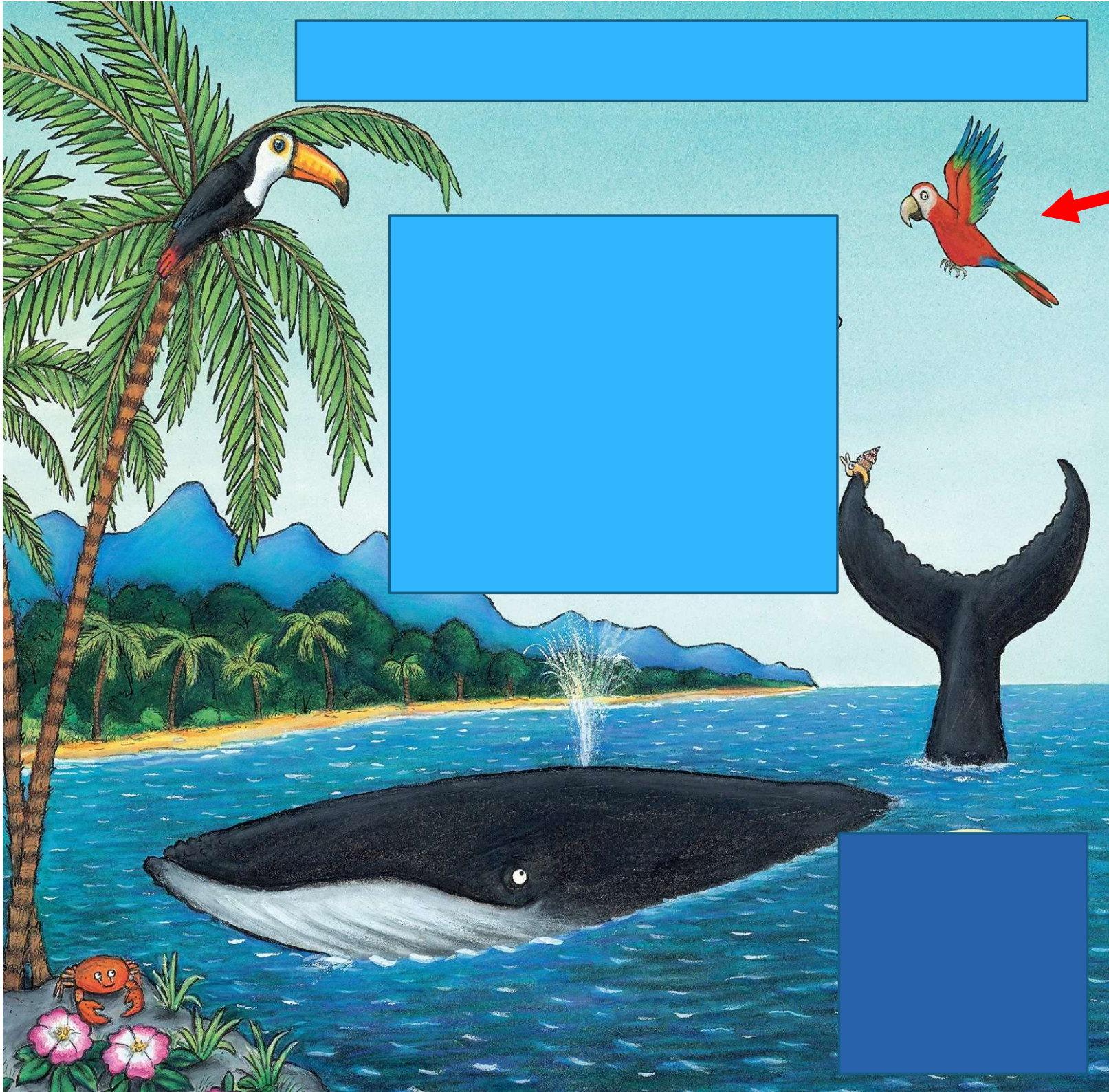
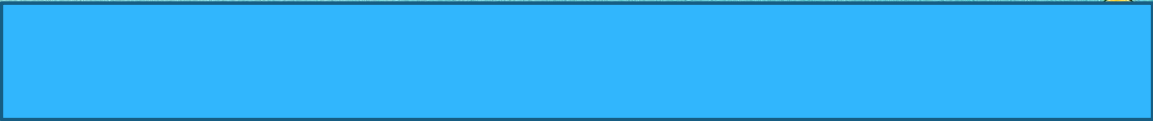
whale

Week 1 Monday

- * Learning Outcome / Objective
- * I can talk about characters.
- * I can talk about settings.
- * I can talk about books I have read.

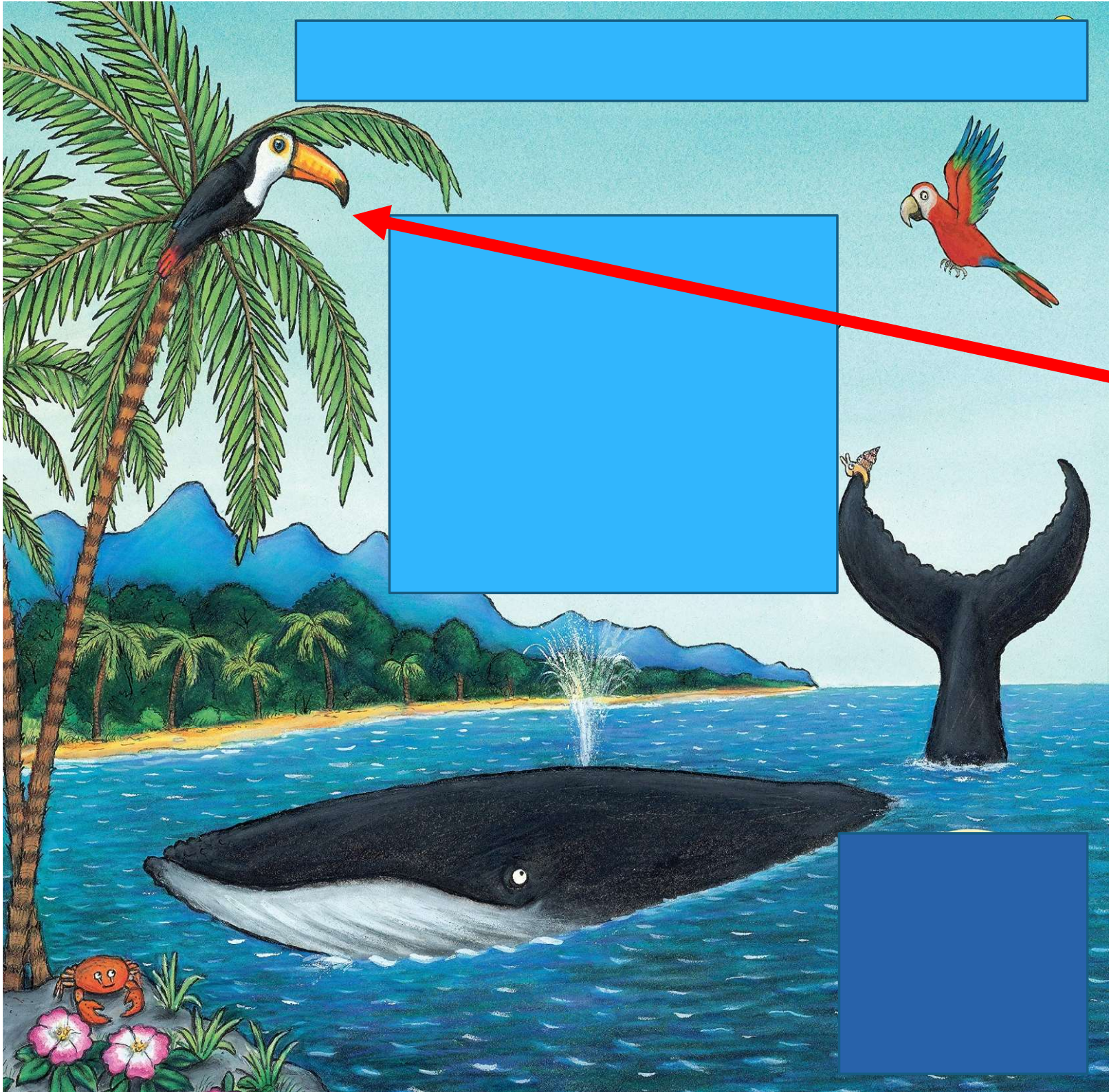
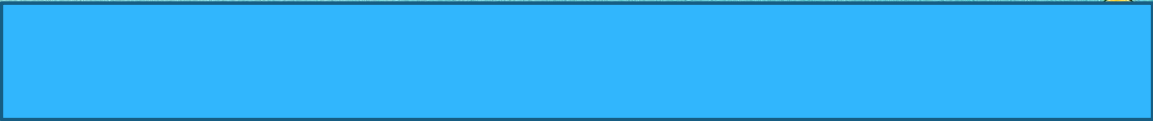


How
many
animals
can
you
find?

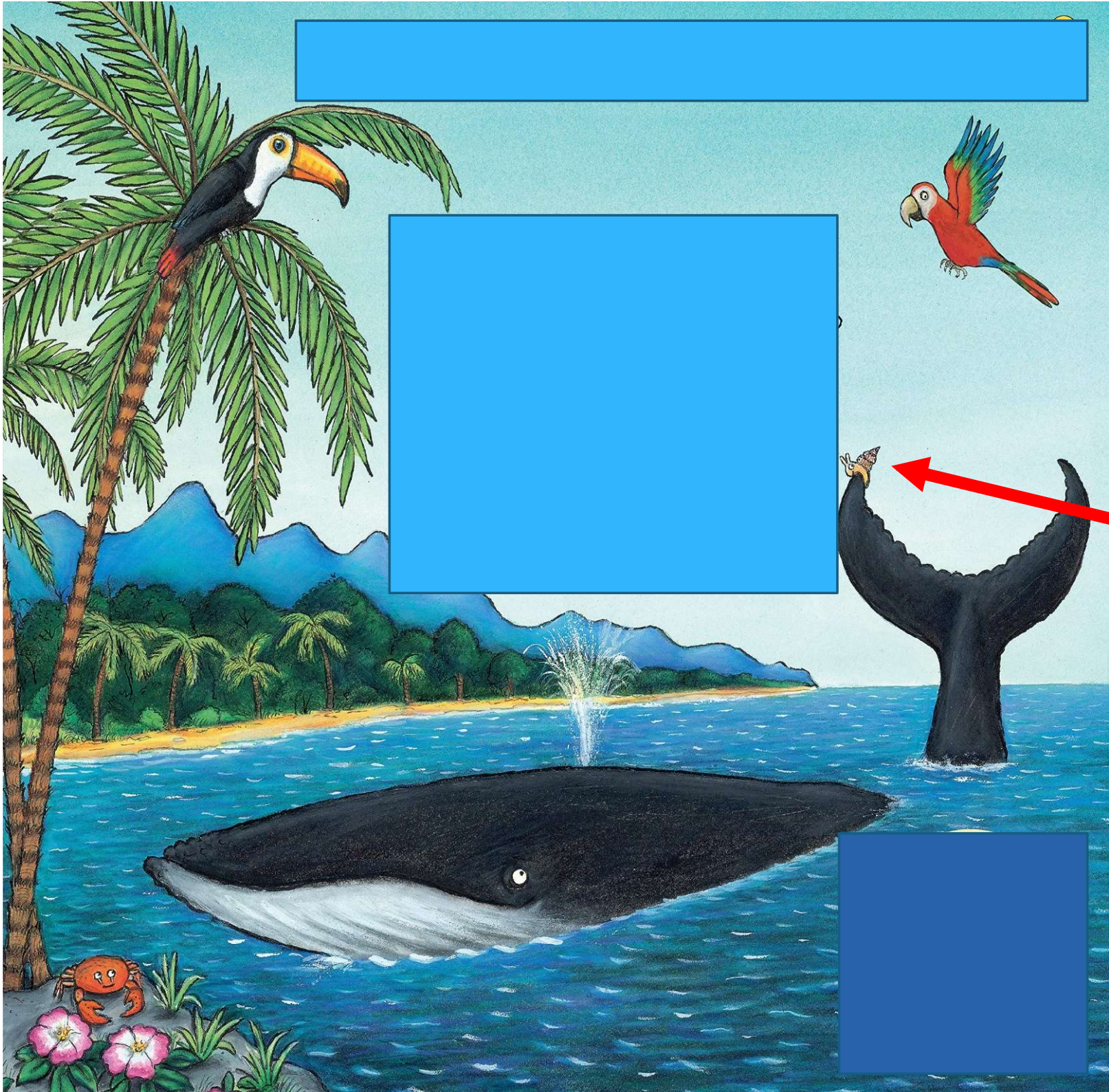
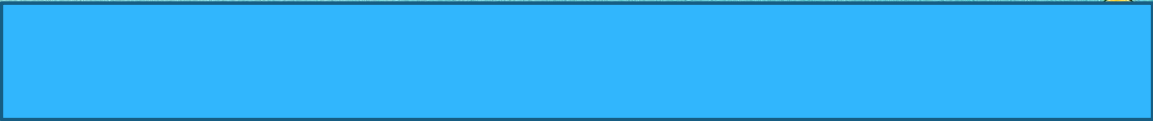


Parrot

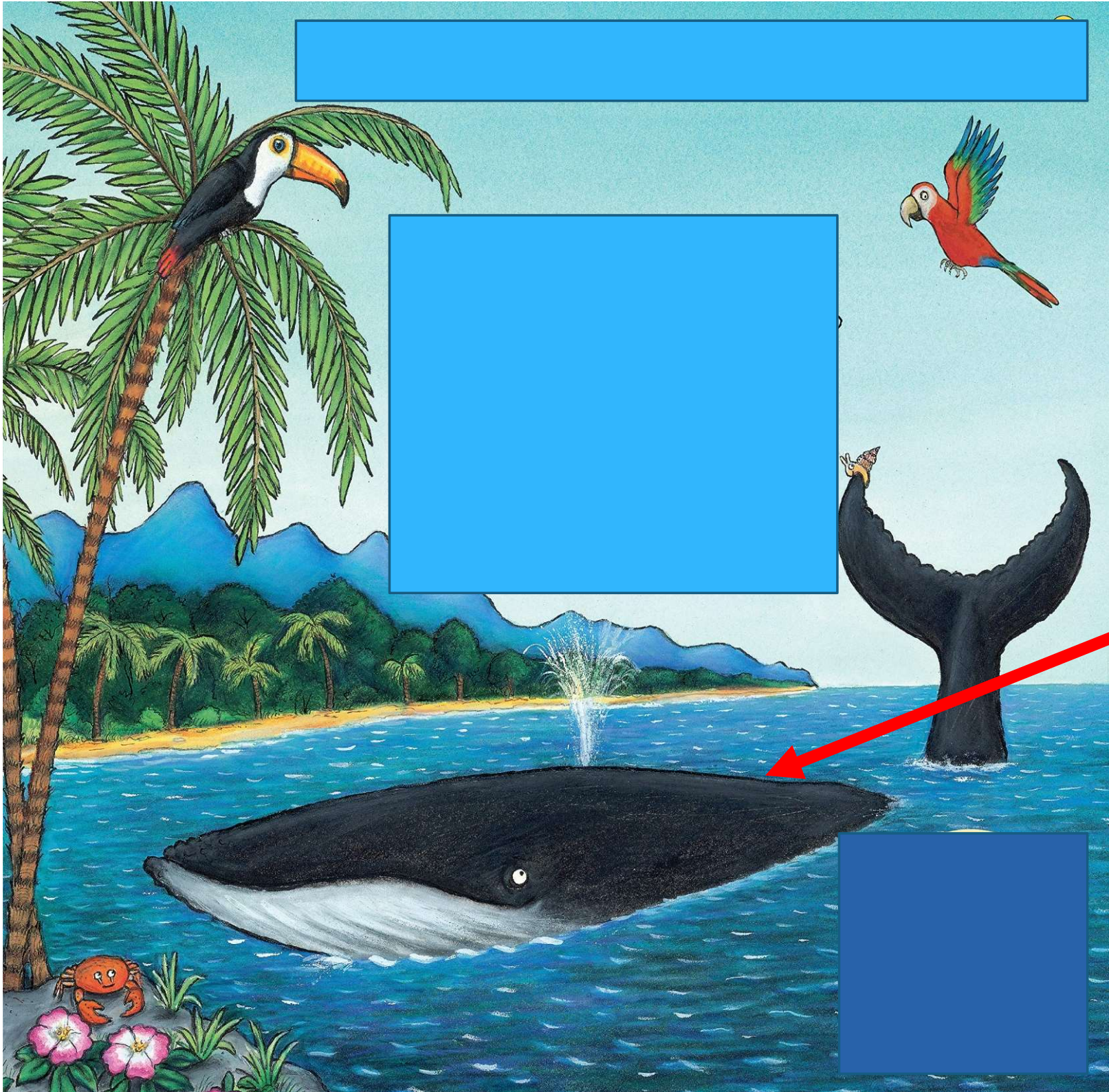
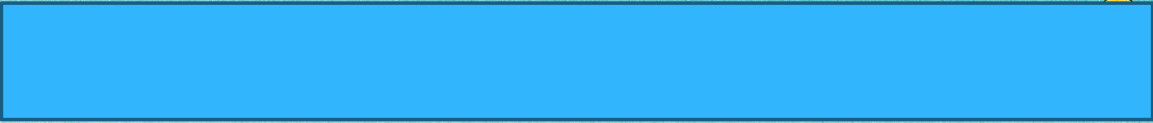




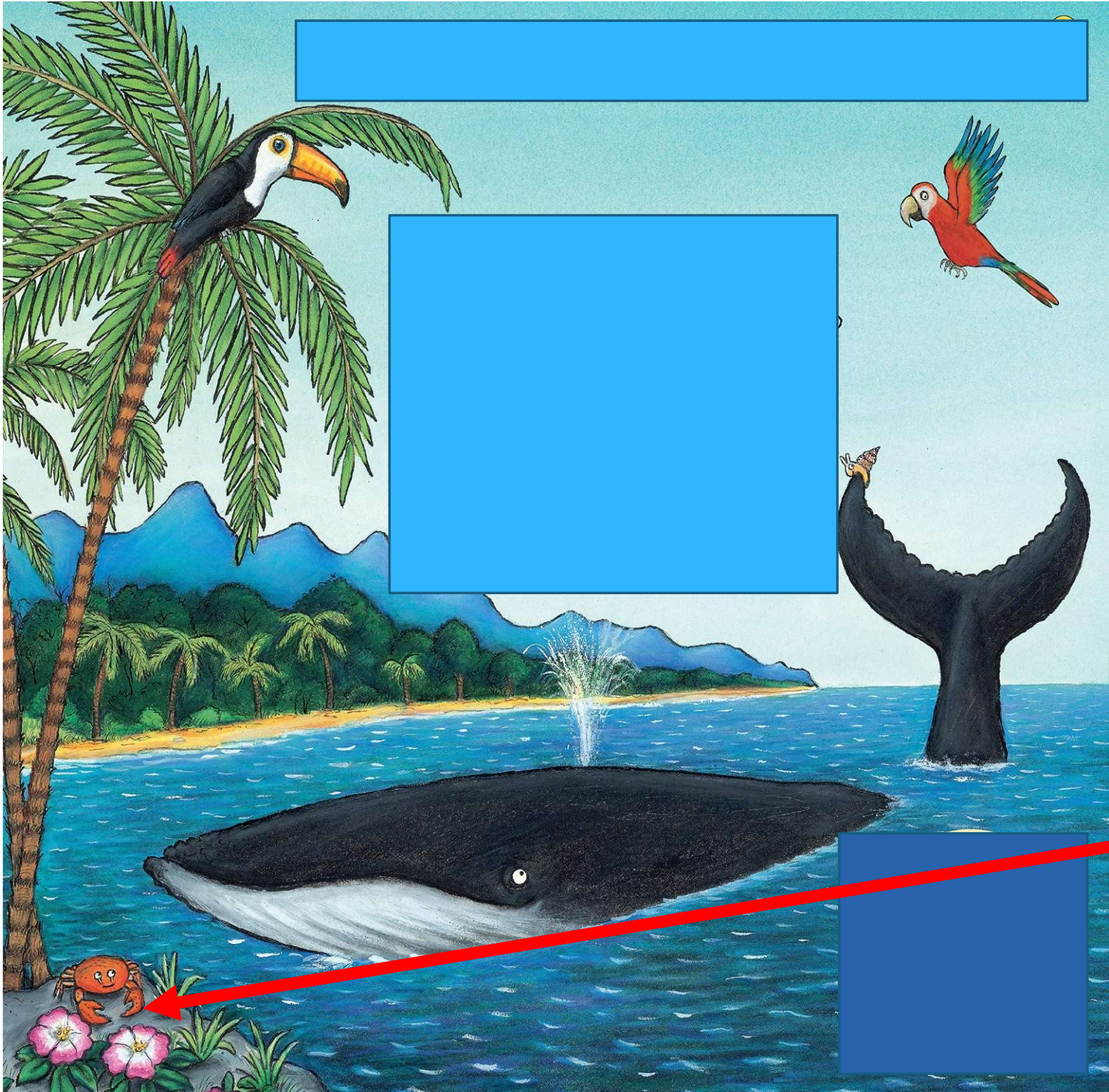
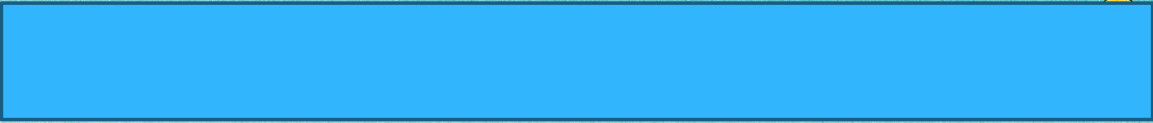
Toucan



Snail



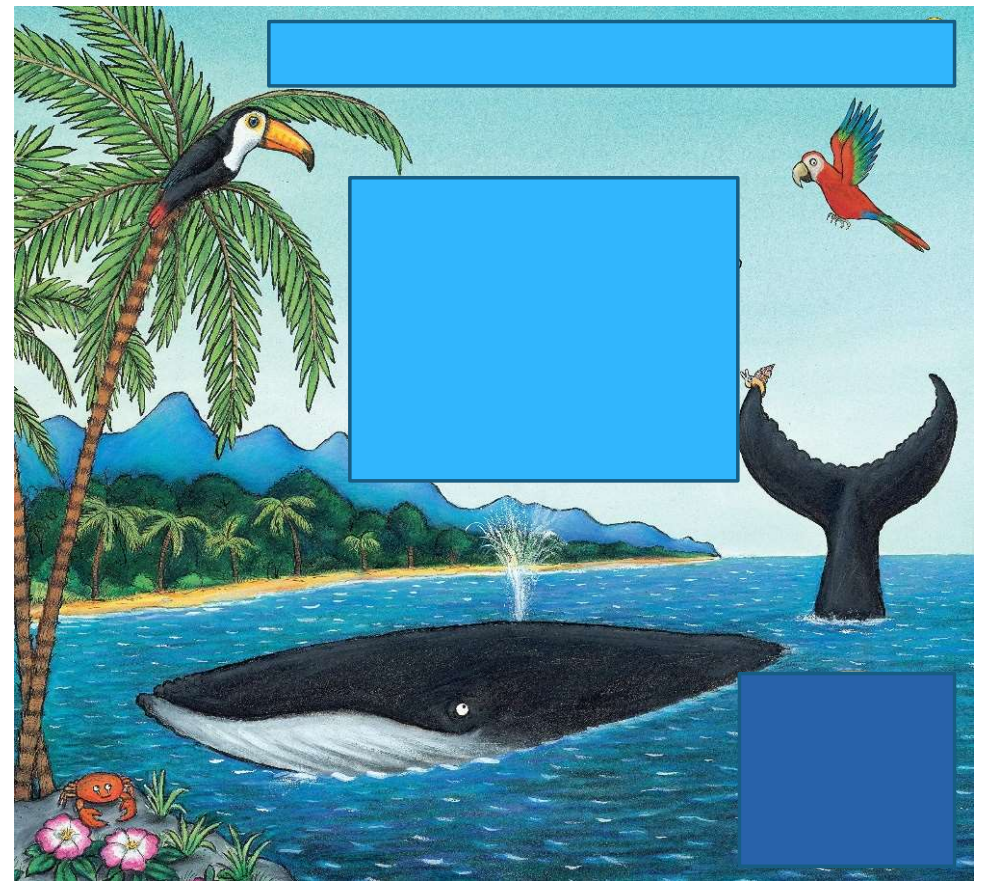
Whale



Crab

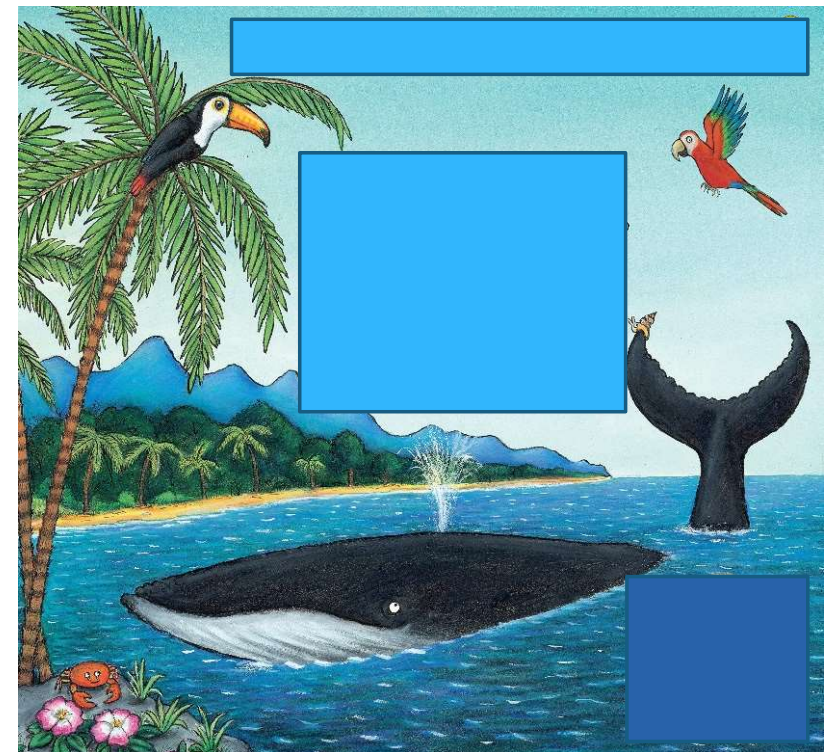
Freeze Framing

- * Become an animal from the picture: the whale, the snail, the toucan, the parrot, and the crab.
- * *If the characters/animals were speaking what might they be saying?*



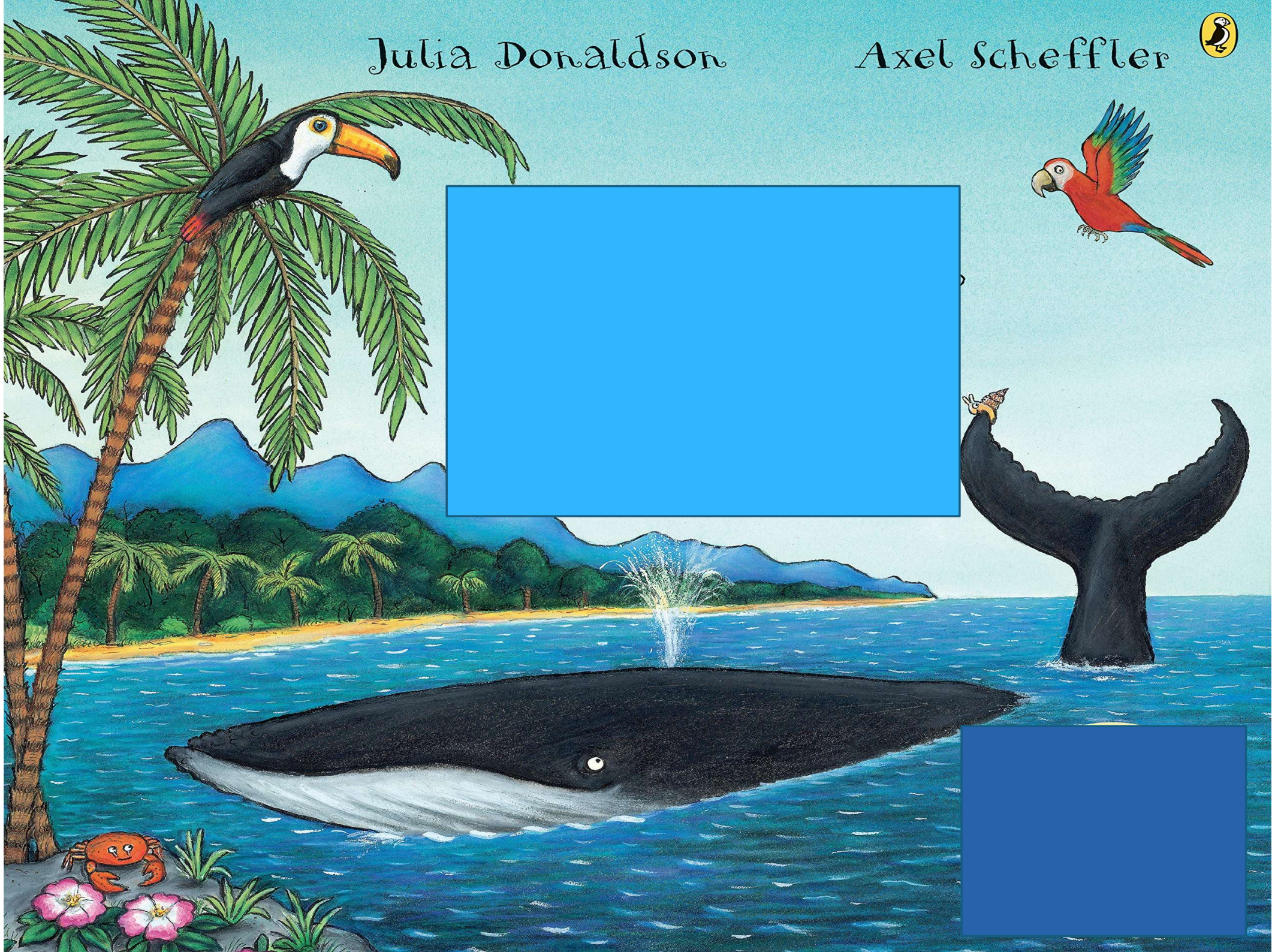
Questions...

- * Who do you think the main characters are?
- * What do you think will happen in this story?
- * Does this remind you of any other stories you know?
- * What questions do you have about what is happening?



Julia Donaldson

Axel Scheffler

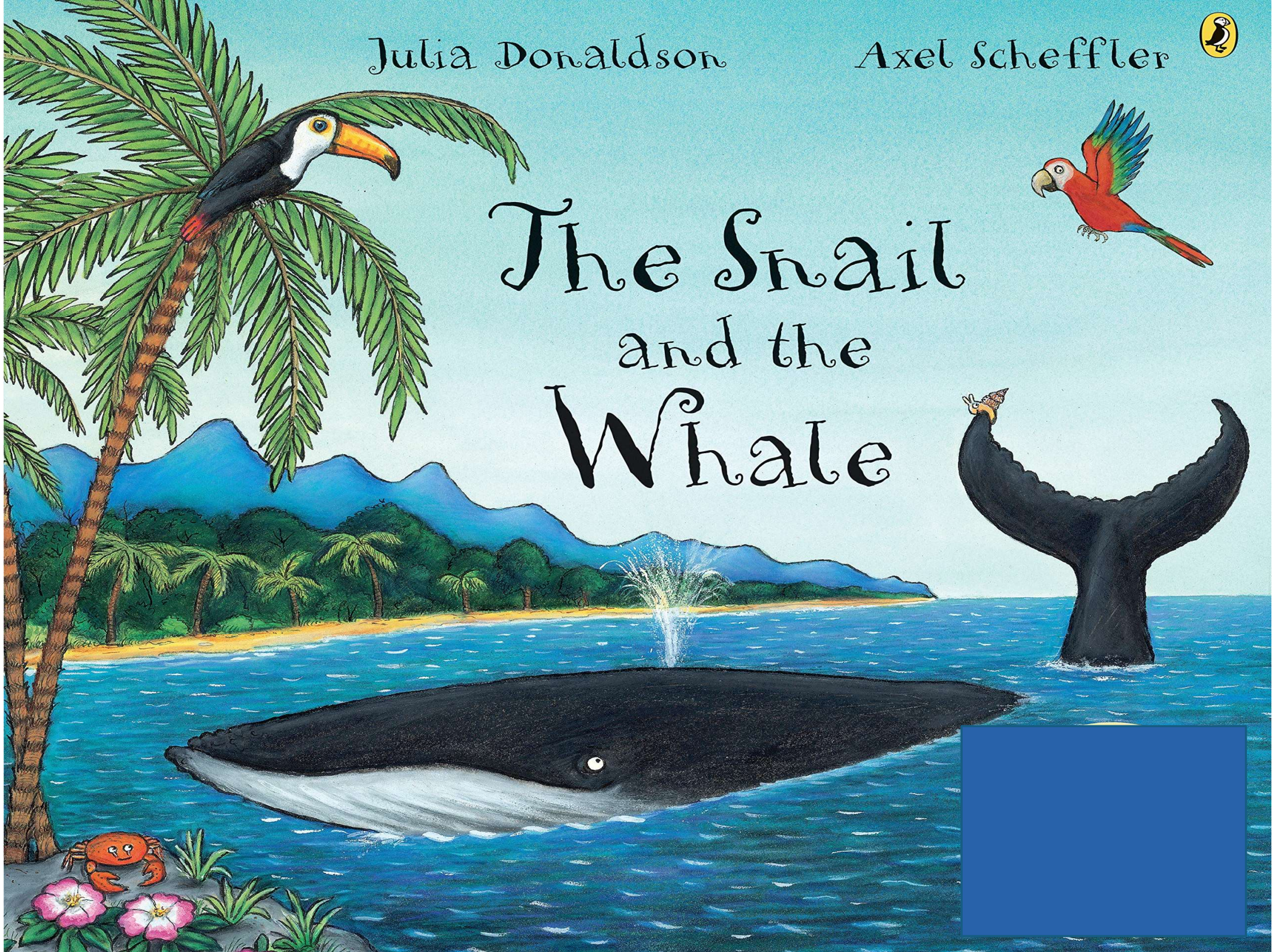


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The Snail and the Whale

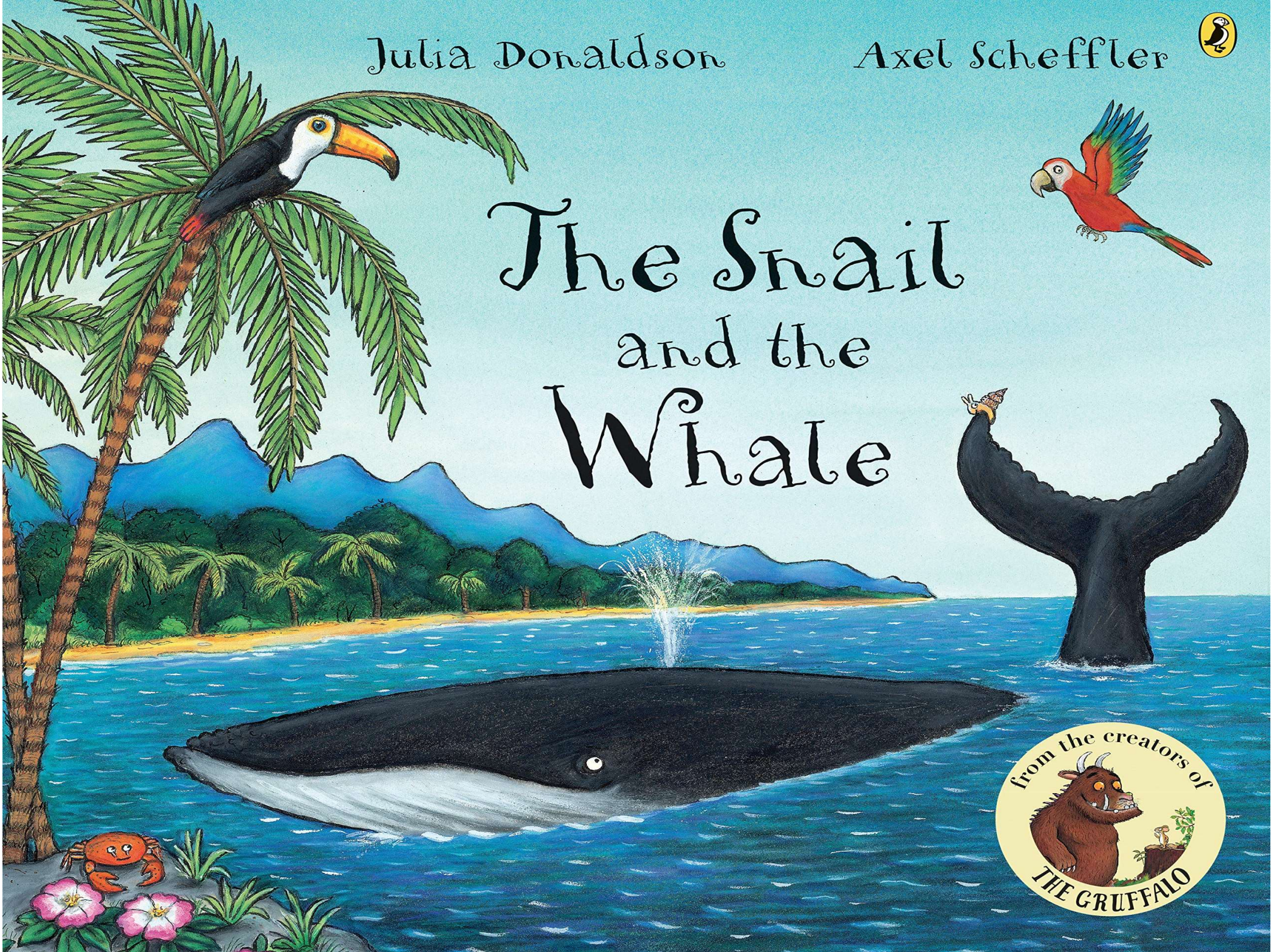
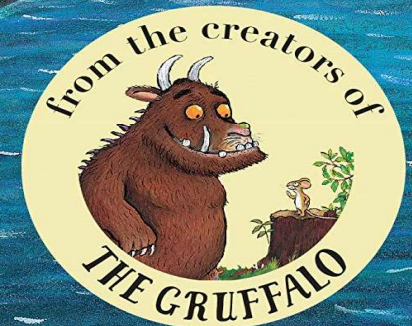


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The Snail and the Whale



Week 1 Tuesday

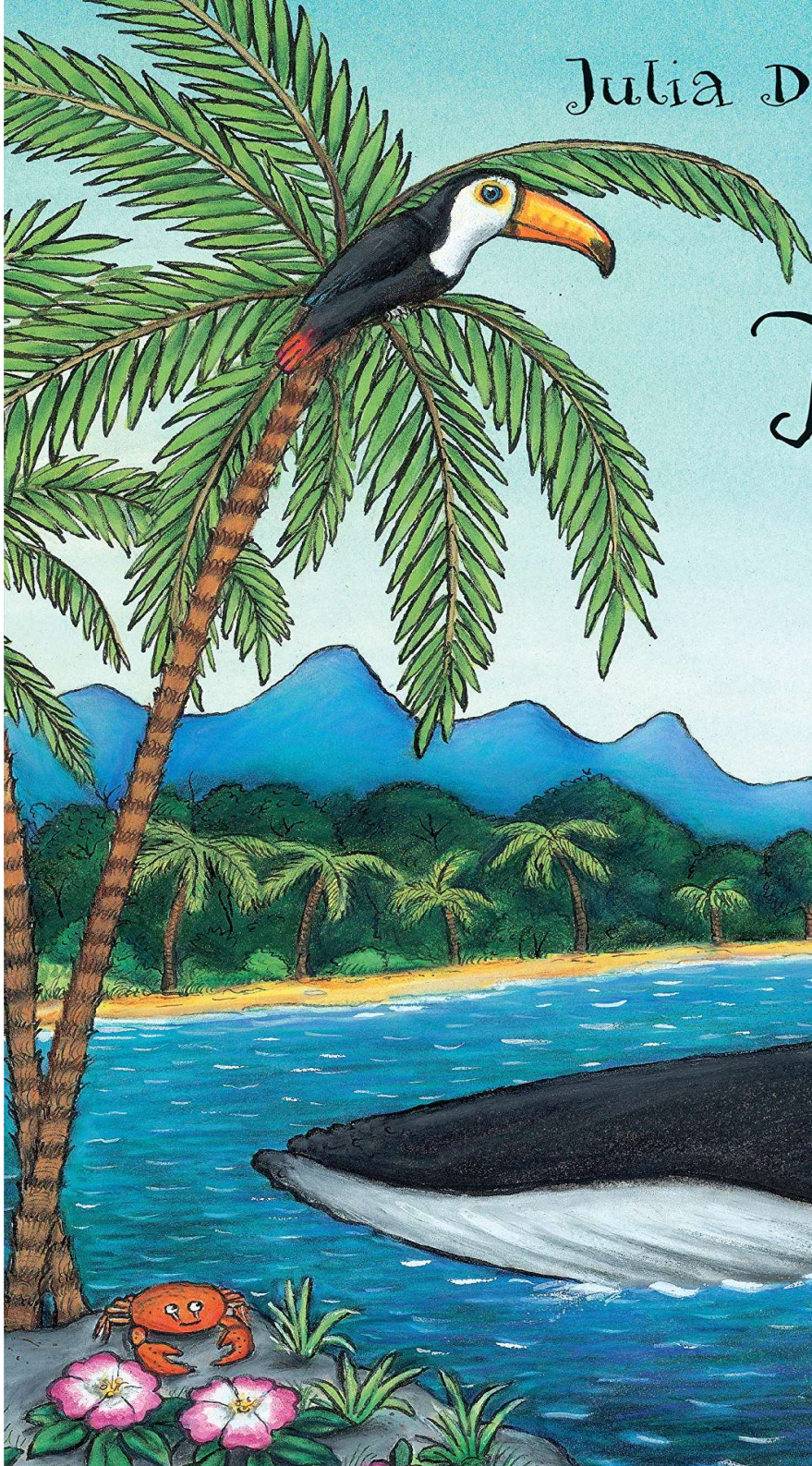
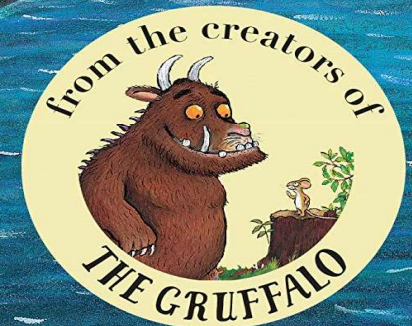
- * Learning Outcome / Objective
- * I can make predictions.
- * I can talk confidently about what I know about snails.

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The Snail and the Whale



This is a tale of a tiny snail
And a great big, grey-blue humpback whale.



This is a rock as black as soot,
And this is a snail with an itchy foot.



The sea snail slithered all over the rock
And gazed at the sea and the ships in the dock.
And as she gazed she sniffed and sighed.
"The sea is deep and the world is wide!
How I long to sail!"



Snails and sea-snails...

- * Who is this character?
- * Have you seen snails before?
- * Where were they?
- * What were they like?
- Have you heard of sea snails before?
- What do they already know about them?

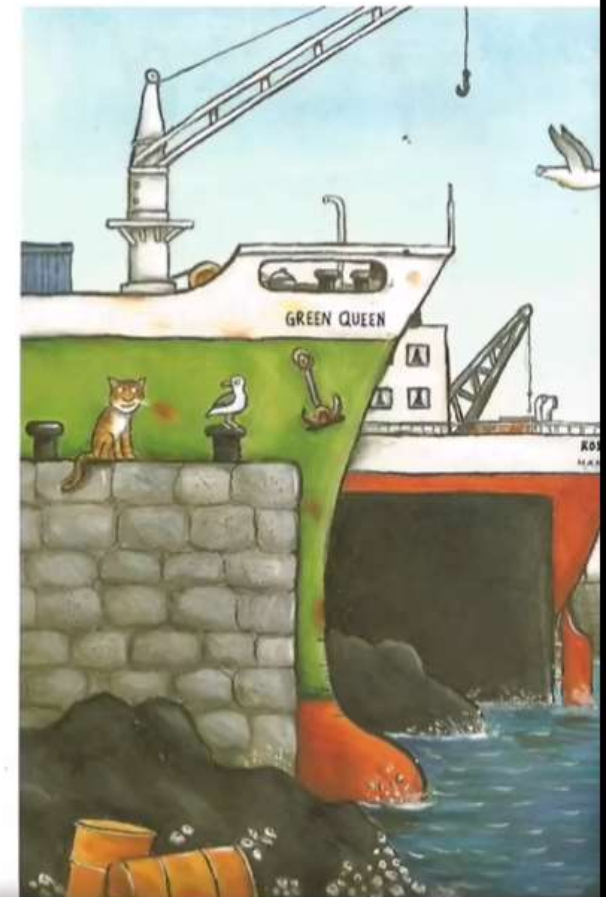
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<https://www.youtube.com/watch?v=enPACKaL4ZQ&feature=youtu.be>

What we already know
about sea snails

What we want to find out
about sea snails

What we've learned about
sea snails

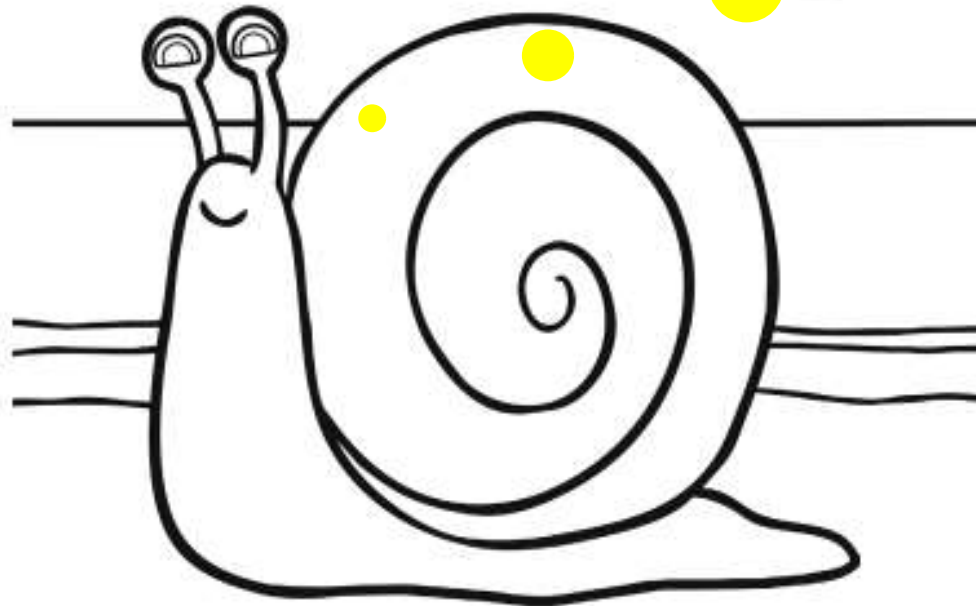


‘This is a snail with an itchy foot.’

- * What does this mean?
- * Why do they think she wants to travel?
- * Where do they think she might like to go?



Where is our snail dreaming of travelling to?



Week 1 Wednesday

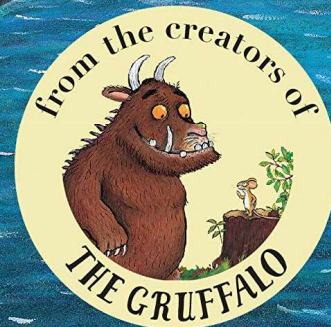
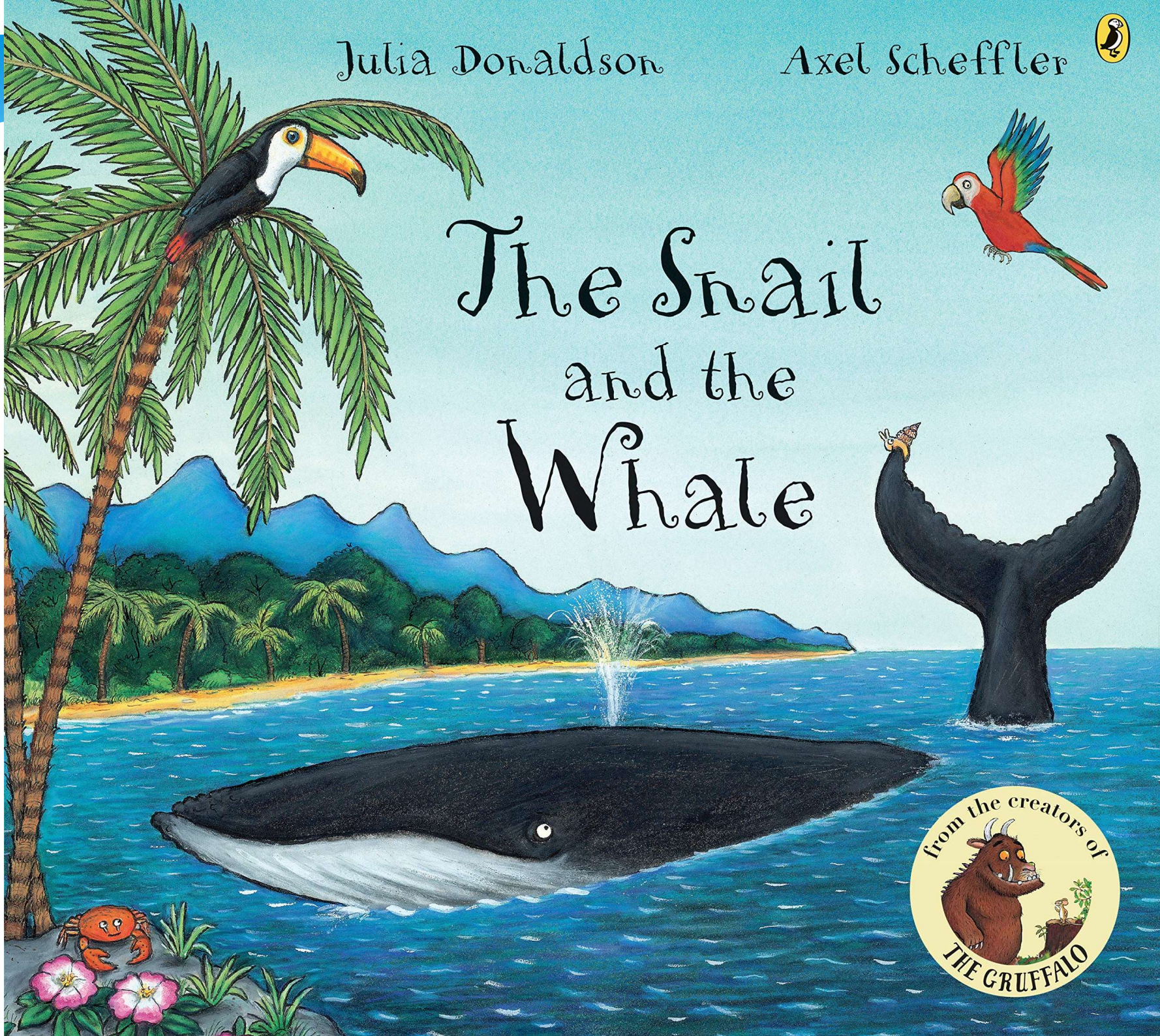
- * Learning Outcome / Objective
- * I can recognise different emotions.
- * I can say how a character is feeling from the pictures.

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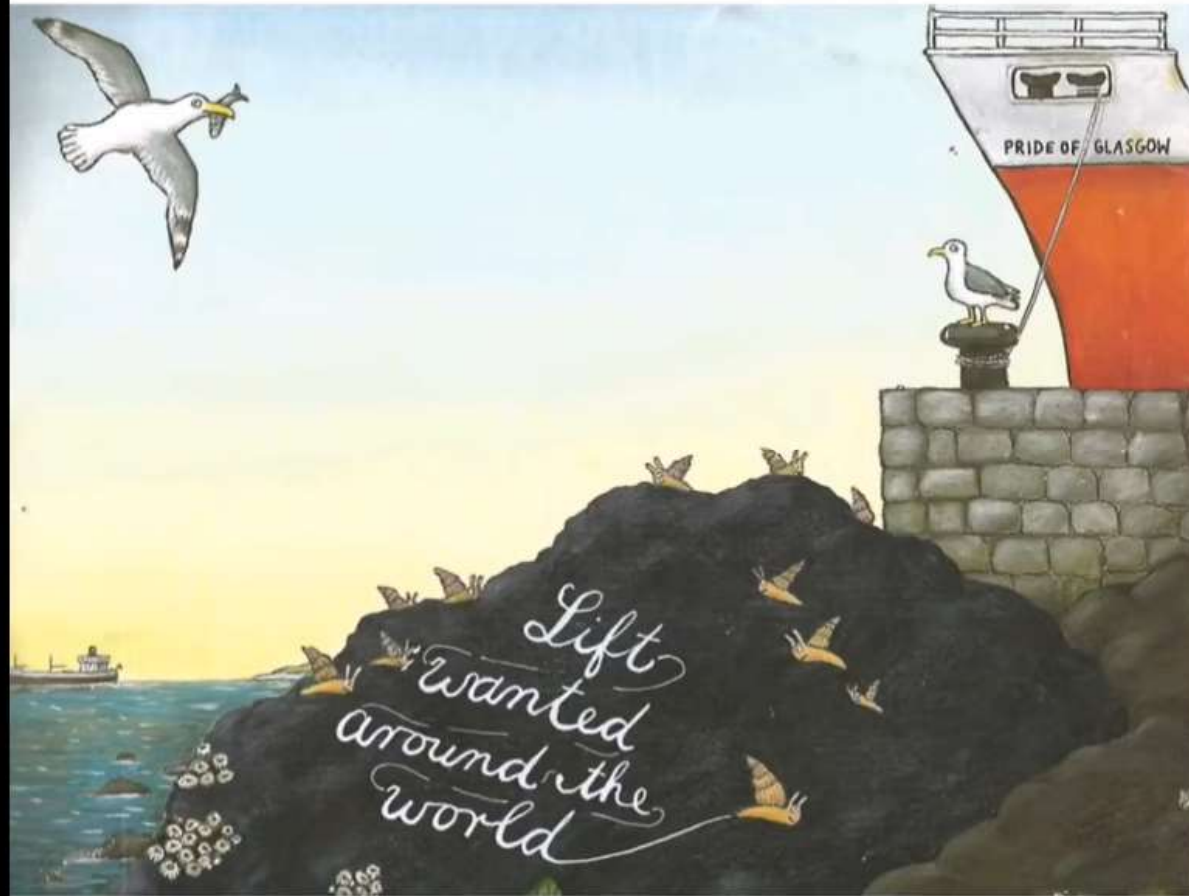


These are the other snails in the flock,
Who all stuck tight to the smooth black rock
And said to the snail with the itchy foot,
"Be quiet! Don't wriggle! Sit still! Stay put!"
But the tiny sea snail sighed and sniffed,
Then cried, "I've got it! I'll hitch a lift!"



This is the trail
Of the tiny snail,
A silvery trail that looped and curled
And said . . .

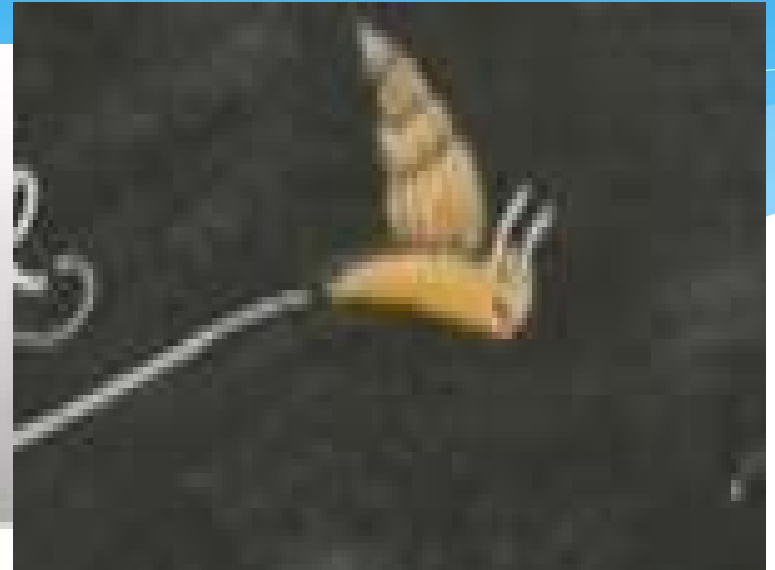




Be quiet!

- * Why do you think they are telling her to *'Be quiet! Don't wriggle! Sit still! Stay put!'*?
- * Have you ever been told similar things by your family or people close to you?
- * How does it feel when you're told this?

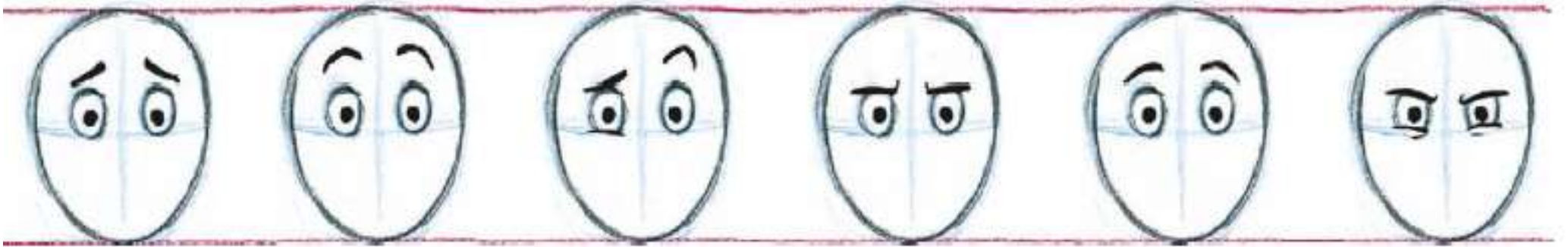
How do you think she is feeling?



ed, "I've got it! I'll hitch a ride."



Emotions



- * Use mirrors to create different emotions.

Draw your snail feeling different
ways...



Week 1 Thursday

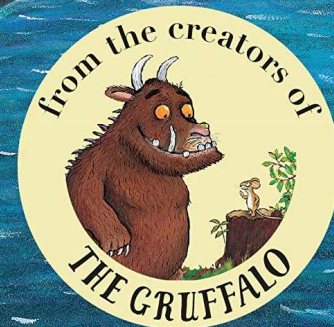
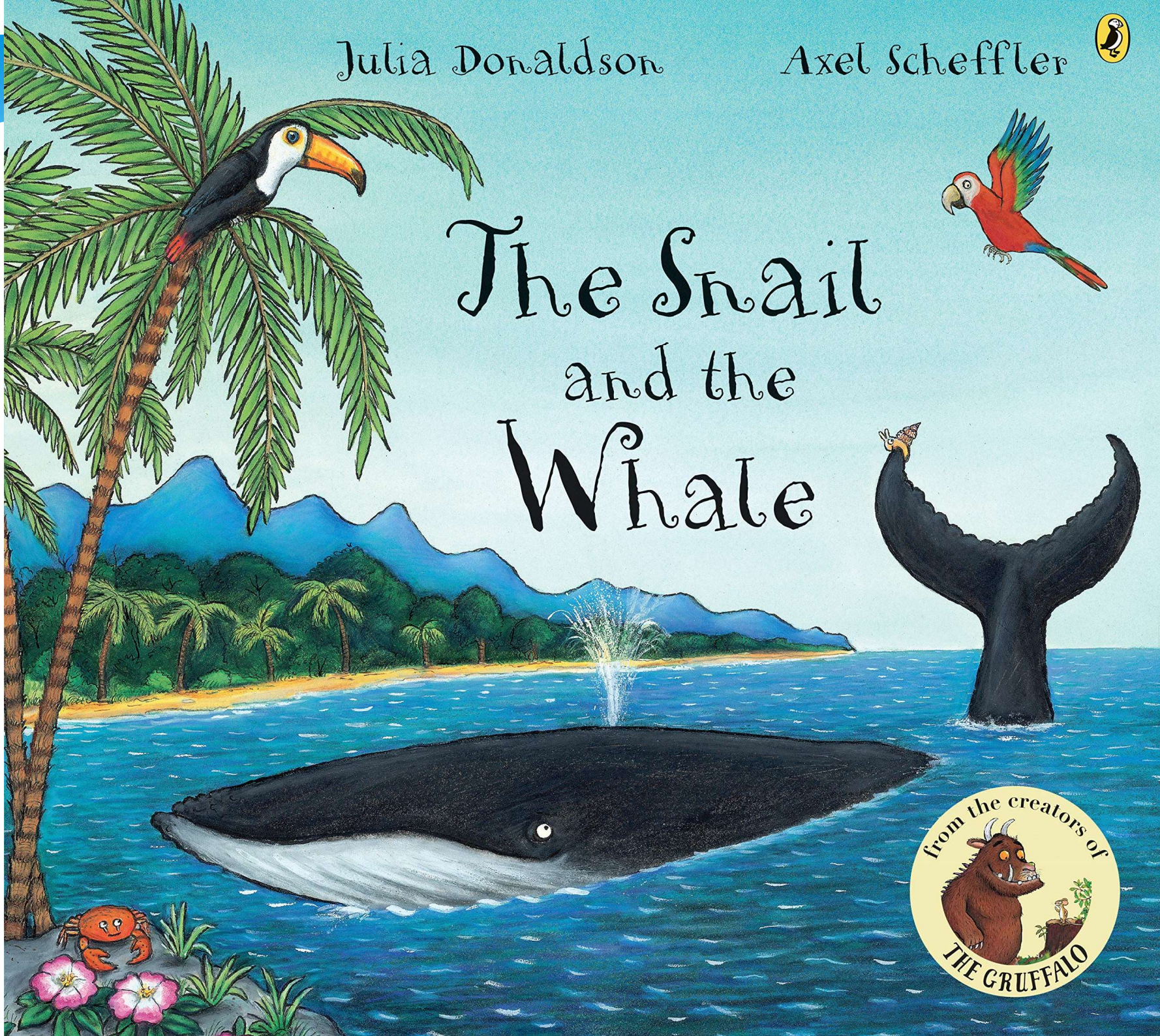
- * Learning Outcome / Objective
- * I can argue my point of view.
- * I can recognise language to persuade.

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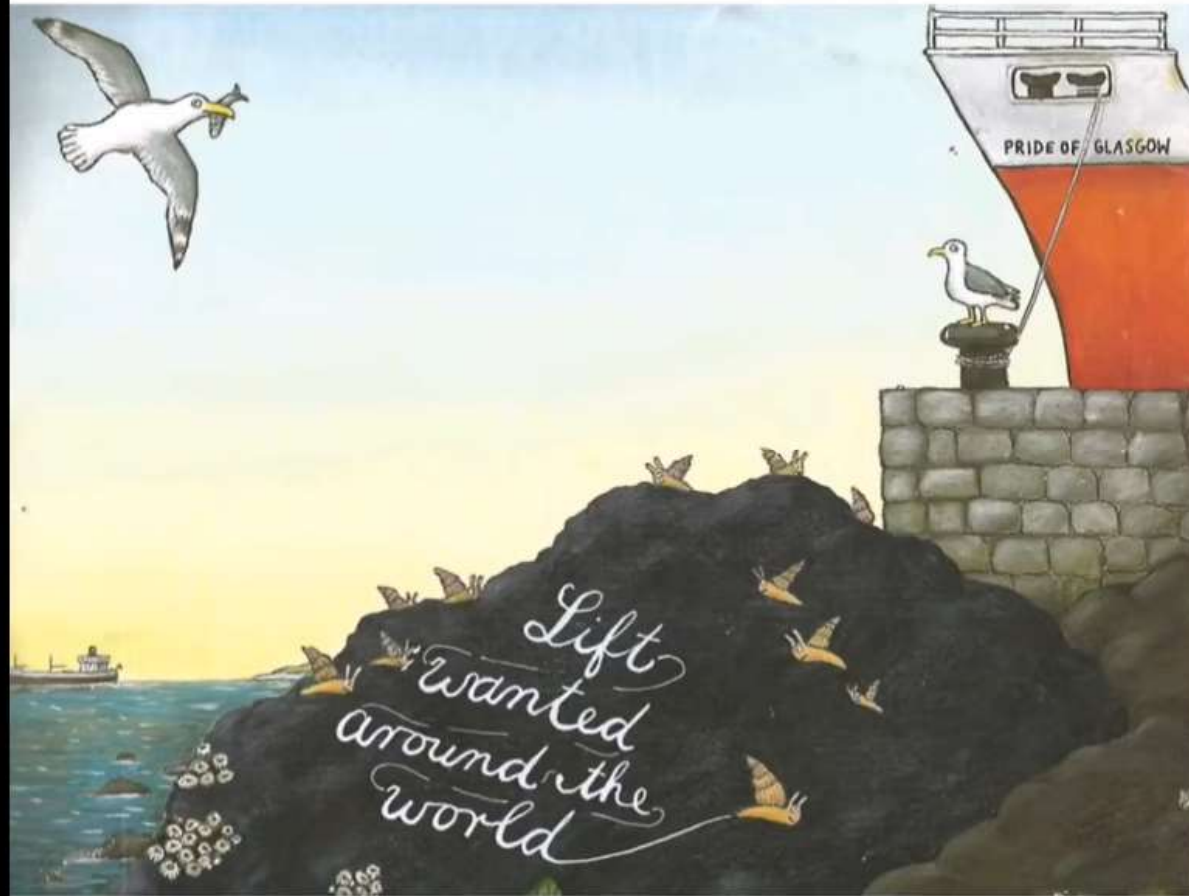


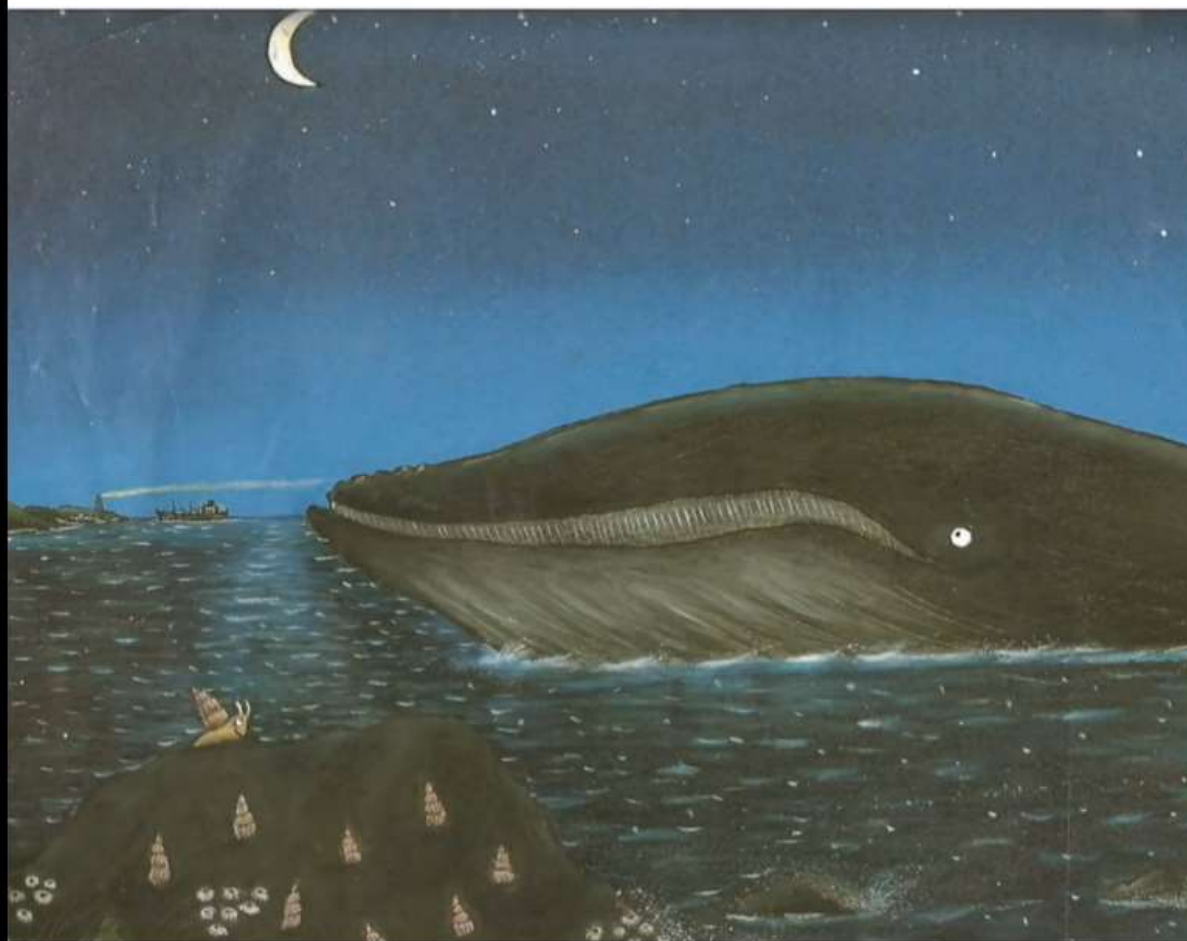
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"Be quiet! Don't wriggle! Sit still! Stay put!"
But the tiny sea snail sighed and sniffed,
Then cried, "I've got it! I'll hitch a lift!"



This is the trail
Of the tiny snail,
A silvery trail that looped and curled
And said . . .









This is the whale who came one night
When the tide was high and the stars were bright.
A humpback whale, immensely long,
Who sang to the snail a wonderful song
Of shimmering ice and coral caves
And shooting stars and enormous waves.

And this is the tail
Of the humpback whale.

He held it out of the starlit sea
And said to the snail,
"Come sail with me."

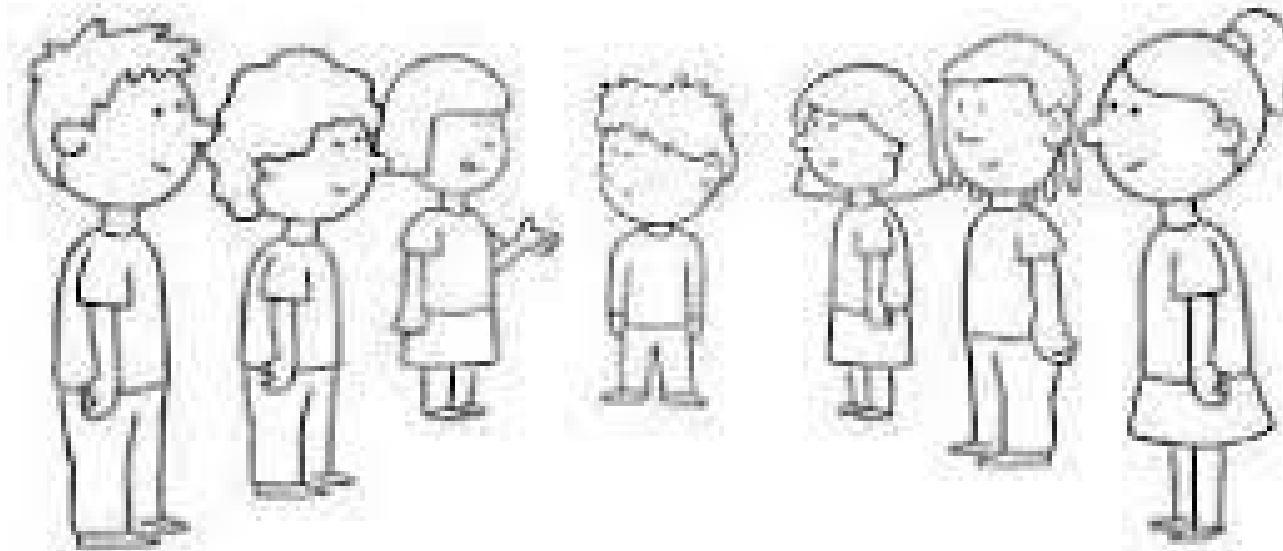


Do you think the snail should go with the whale? Why?

- * How would the family of snails would feel if the snail went with the whale?



Conscience alley...



Stand on one side and say why you think the snail should go or stay.

Shared writing...

Dear Snail,

You should go with the whale because it will be fun.

From,

....

Shared writing...

Dear Snail,

You should not go with the whale because your family will miss you.

From,

....

Write a note to the snail to let her know what you think she should do.



Week 1 Friday

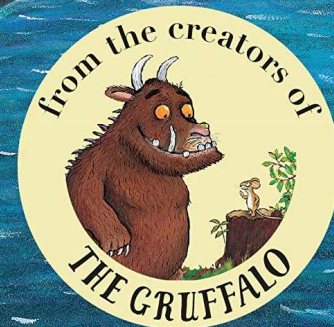
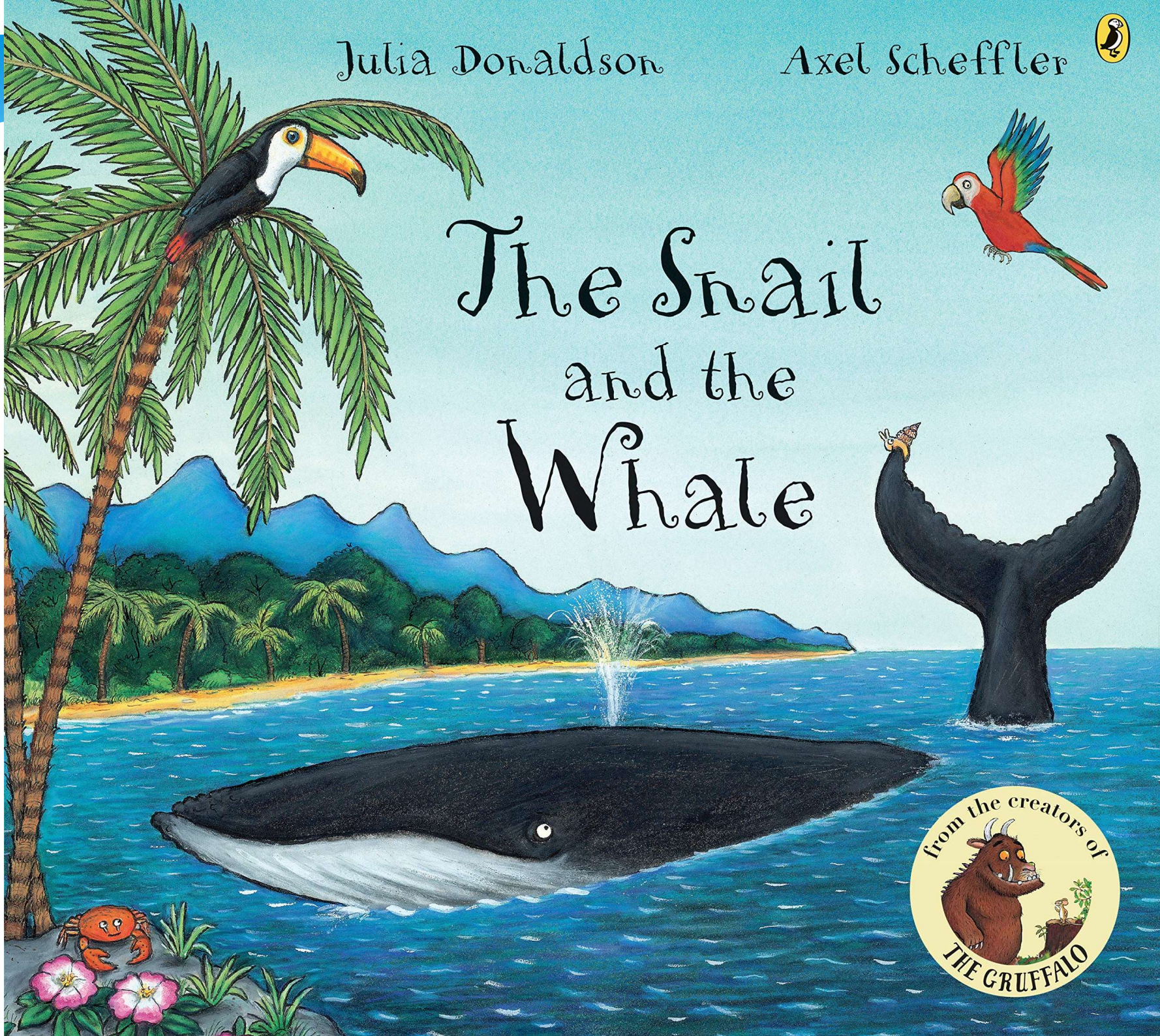
- * Learning Outcome / Objective
- * I can speak with confidence and fluency.
- * I can describe how different animals move using verbs.

Julia Donaldson

Axel Scheffler



The Snail and the Whale



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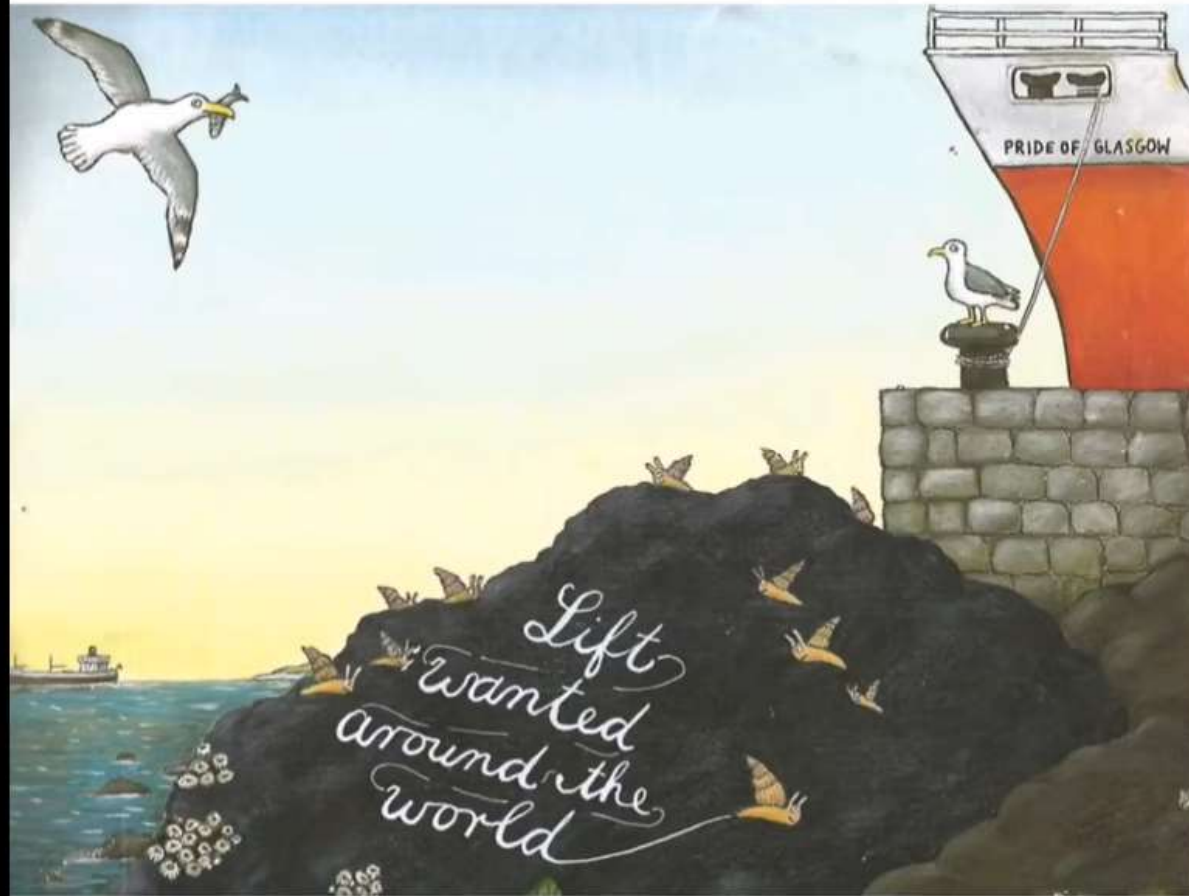


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Of the humpback whale.

He held it out of the starlit sea
And said to the snail,
"Come sail with me."



The whale's song...

Come with me, under the sea

Come with me, underneath the water

Come with me, under the sea

Where there are lots of animals

I see a fish, swimming along beside me

Do you see a fish, swimming along beside me?

I'm sure I saw a fish, go swimming by me!

Come with me, under the sea...

I see an octopus waving all his tentacles,

Do you see an octopus waving all his tentacles?

I'm sure I saw an octopus, waving right back at me!

Each verse is a different animal...

Come with me, under the sea...

I see a crab, scuttling quickly sideways,

Do you see a crab, scuttling quickly sideways?

I'm sure I saw a crab go scuttling by me!

Come with me, under the sea...

I see a dolphin, leaping gracefully,

Do you see a dolphin, leaping gracefully?

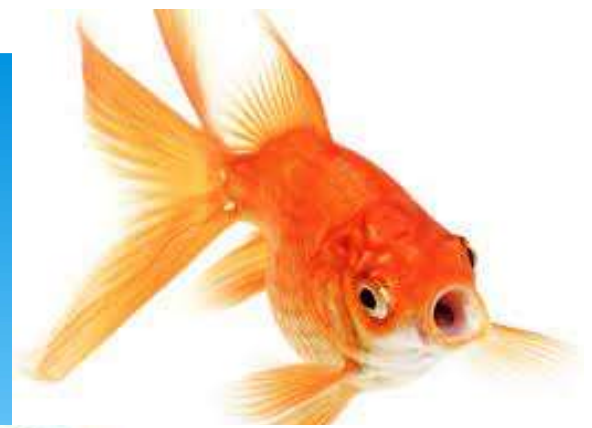
I'm sure I saw a dolphin leaping right out of the sea!

It's about time we got back to the top

So say goodbye to your friends, under the sea...

Verbs...

* Fish swimming



* Octopus waving



* Crab scuttling



* Dolphin leaping



What other animals could be seen and how might they be moving?

Week 2 Monday

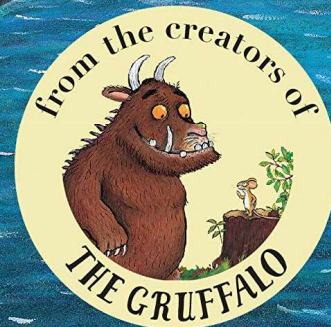
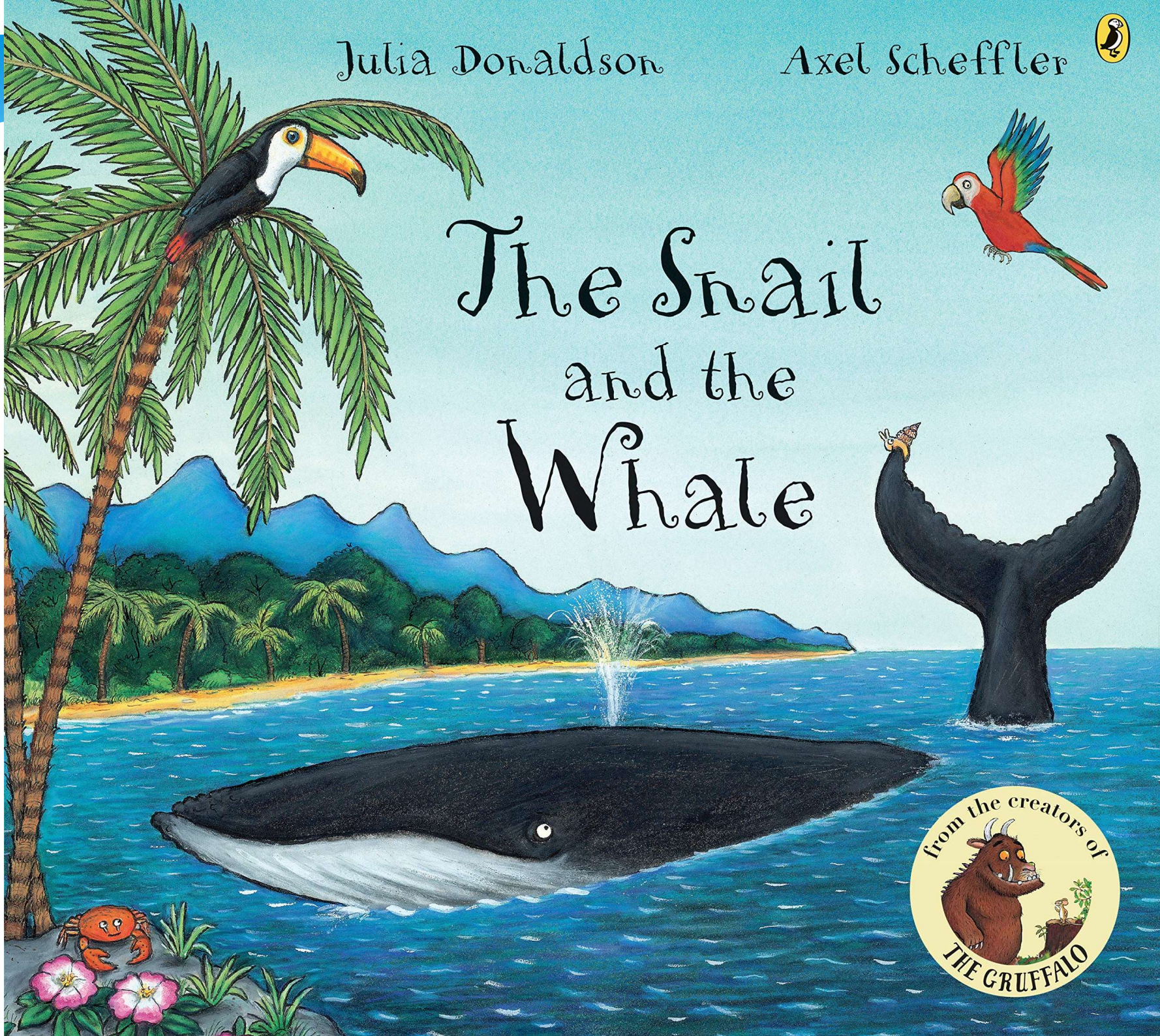
- * Learning Outcome / Objective
- * I can sing songs about different creatures.

Julia Donaldson

Axel Scheffler



The Snail and the Whale



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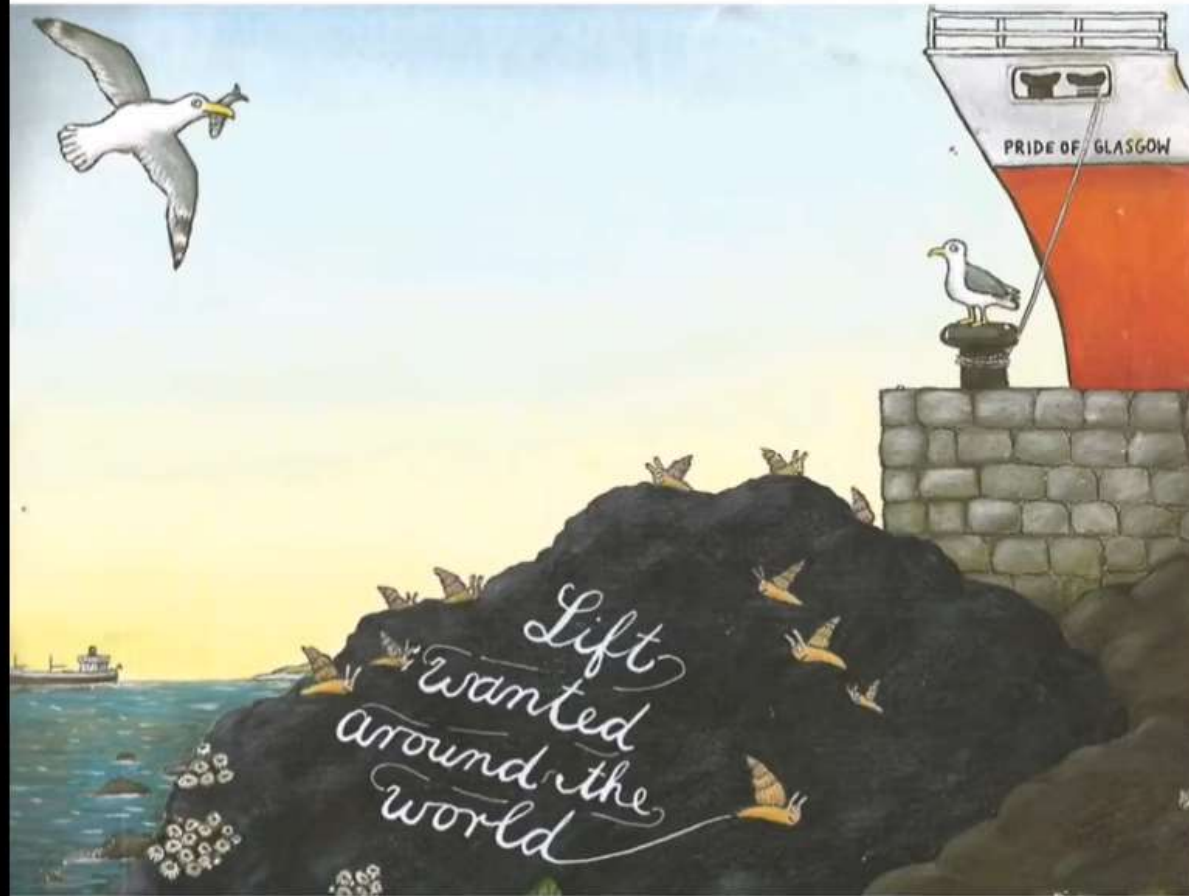


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The whale's song...

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Come with me, underneath the water

Come with me, under the sea

Where there are lots of animals

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I'm sure I saw a dolphin leaping right out of the sea!

It's about time we got back to the top

So say goodbye to your friends, under the sea...

Think of some ways these creatures
may move.



Do you know these to sing along to?

- Old MacDonald Had a Farm.
- Little Bo Peep Has Lost her Sheep.
- 5 Little Ducks.
- Mary Had a Little Lamb.
- Baa Baa Black Sheep.
- Farmers in the Den.
- Little Boy Blue.
- Three Blind Mice.

Which animals are mentioned?

How do they say these animals move?

- Old MacDonald Had a Farm.
- Little Bo Peep Has Lost her Sheep.
- 5 Little Ducks.
- Mary Had a Little Lamb.
- Three Blind Mice.

Week 2 Tuesday

- * Learning Outcome / Objective
- * I can share my ideas.
- * I can collaborate.

The whale's song...

Come with me, under the sea

Come with me, underneath the water

Come with me, under the sea

Where there are lots of animals

I see a fish, swimming along beside me

Do you see a fish, swimming along beside me?

I'm sure I saw a fish, go swimming by me!

Come with me, under the sea...

I see an octopus waving all his tentacles,

Do you see an octopus waving all his tentacles?

I'm sure I saw an octopus, waving right back at me!

Each verse is a different animal...

Come with me, under the sea...

I see a crab, scuttling quickly sideways,

Do you see a crab, scuttling quickly sideways?

I'm sure I saw a crab go scuttling by me!

Come with me, under the sea...

I see a dolphin, leaping gracefully,

Do you see a dolphin, leaping gracefully?

I'm sure I saw a dolphin leaping right out of the sea!

It's about time we got back to the top

So say goodbye to your friends, under the sea...

Shared writing - planning

Diving



Gliding

Sandy beach

Deep blue sea

Turtle

Shared write idea...

Turtles gliding

We'll see turtles, gliding, diving turtles,

Would you like to see turtles? Gliding, diving turtles?

Come and see the turtles diving up out of the sea!



Week 2 Wednesday

- * Learning Outcome / Objective
- * I can draft my ideas.
- * I can recognise verbs.

The whale's song...

Come with me, under the sea

Come with me, underneath the water

Come with me, under the sea

Where there are lots of animals

I see a fish, swimming along beside me

Do you see a fish, swimming along beside me?

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Do you see a dolphin, leaping gracefully?

I'm sure I saw a dolphin leaping right out of the sea!

It's about time we got back to the top

So say goodbye to your friends, under the sea...

Own animal...

What does it look like?

Draw a picture in here

How does it move?

How else does it move?

Where is it?

What is it?

Week 2 Thursday

- * Learning Outcome / Objective
- * I can write down my ideas.
- * I can read back what I have written.

The whale's song...

Come with me, under the sea

Come with me, underneath the water

Come with me, under the sea

Where there are lots of animals

I see a fish, swimming along beside me

Do you see a fish, swimming along beside me?

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Do you see a dolphin, leaping gracefully?

I'm sure I saw a dolphin leaping right out of the sea!

It's about time we got back to the top

So say goodbye to your friends, under the sea...

Hot write scaffold if needed...

Come with me, under the sea...

I see a _____, _____

Do you see a _____, _____?

Week 2 Friday

- * Learning Outcome / Objective
- * I can perform my own verse.

Week 3 Monday

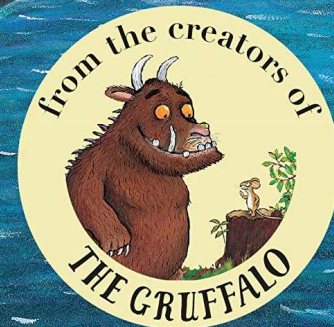
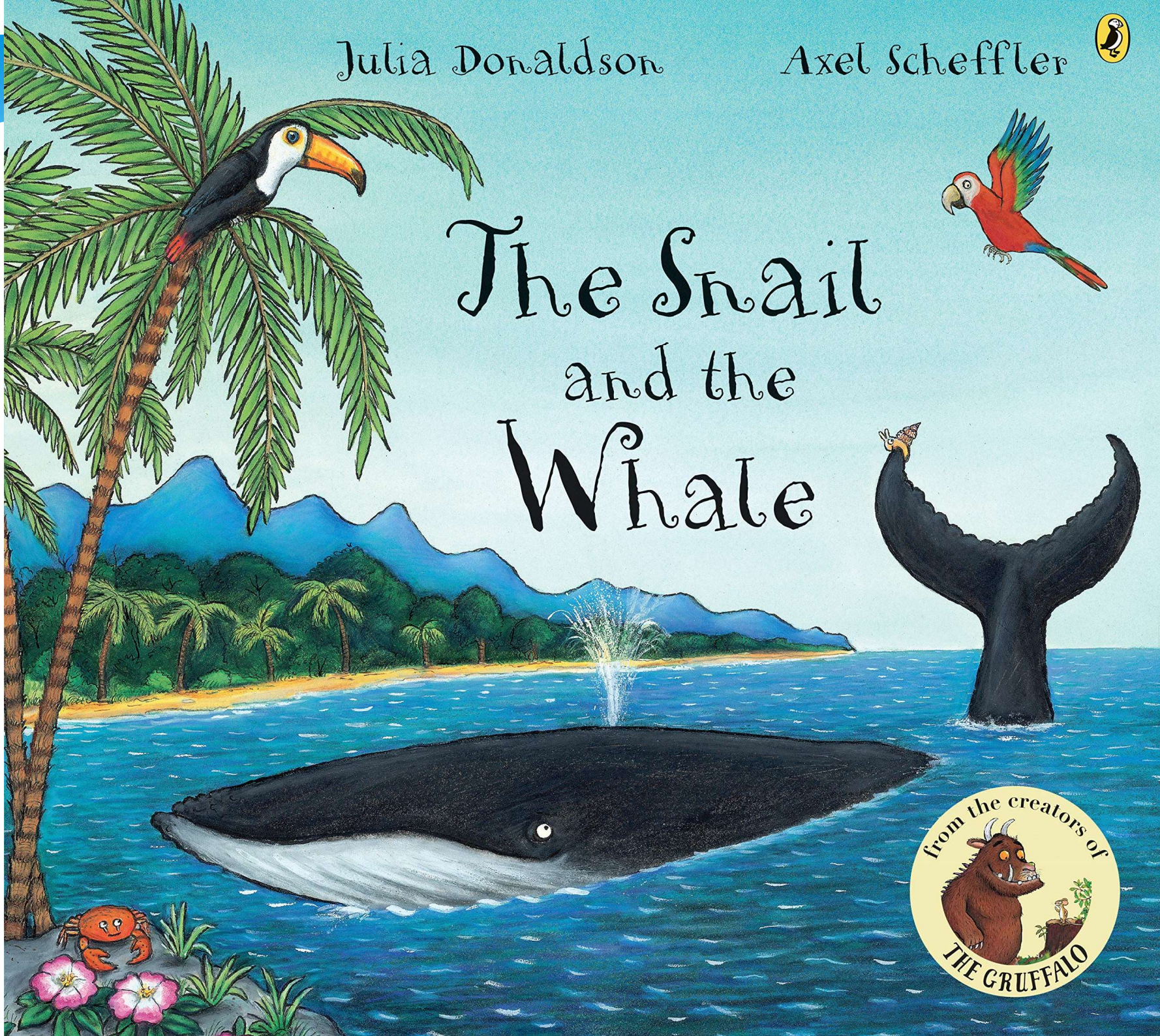
- * Learning Outcome / Objective
- * I can describe a setting.

Julia Donaldson

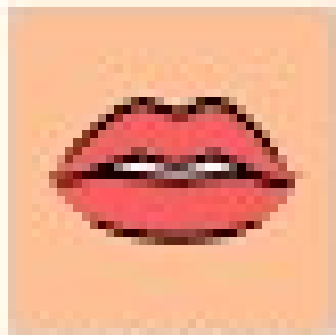
Axel Scheffler



The Snail and the Whale



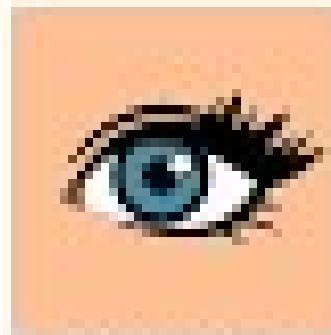
5 SENSES



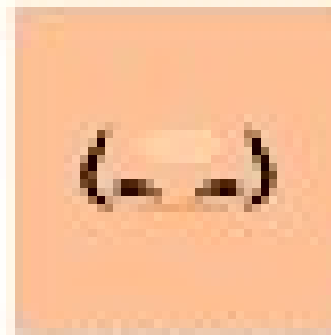
TASTE



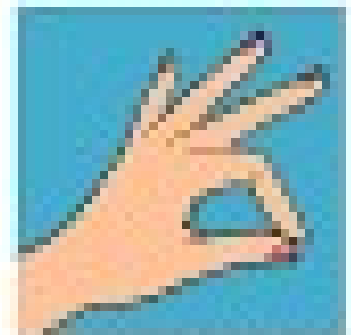
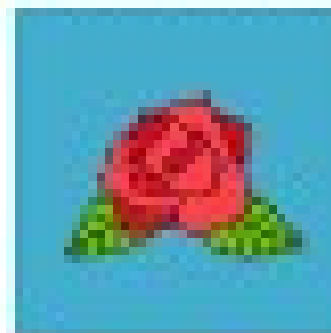
HEARING



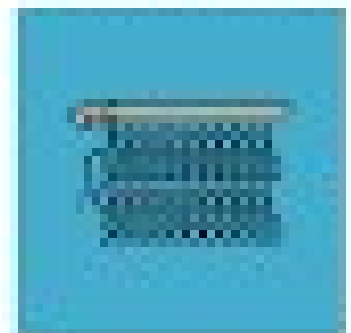
SIGHT



SMELL



TOUCH



volcano

beach

monkey

dolphins

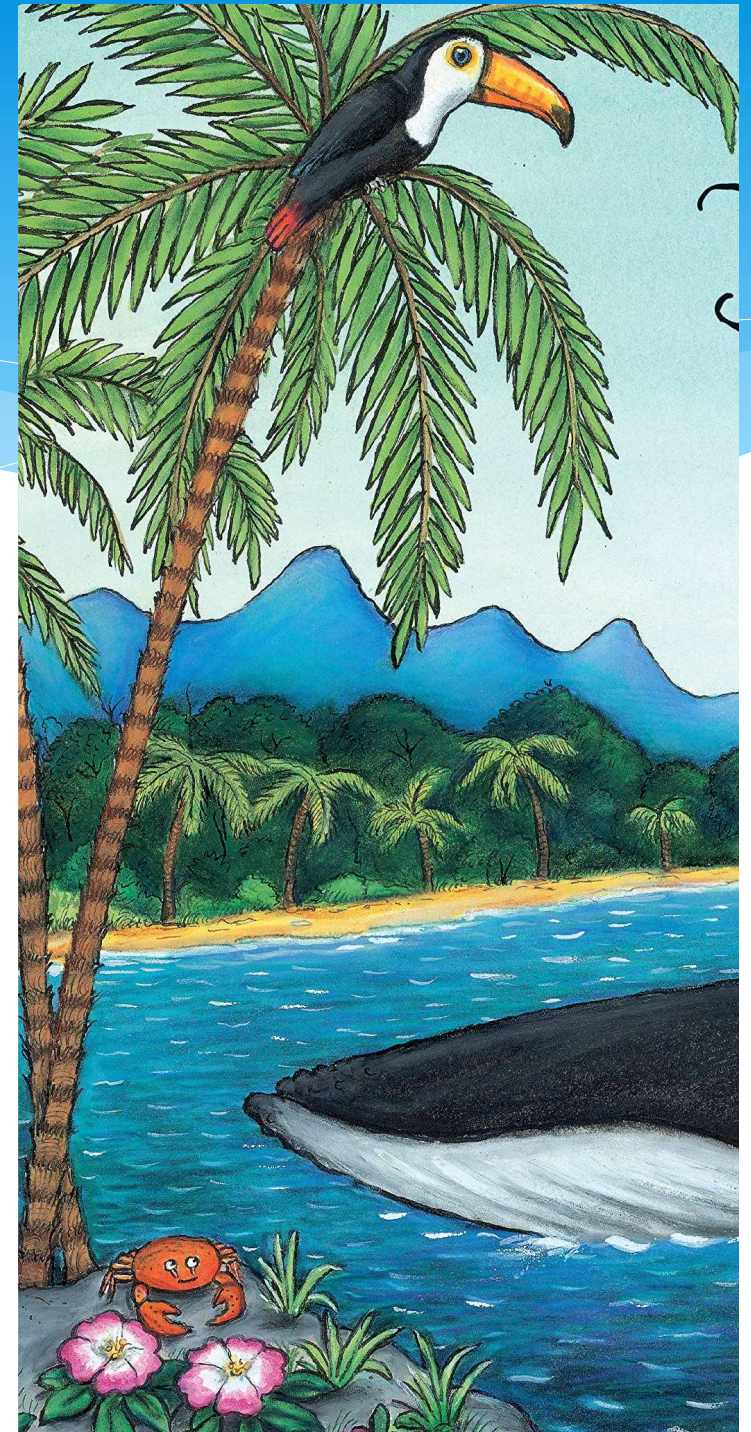


palm trees

turtle

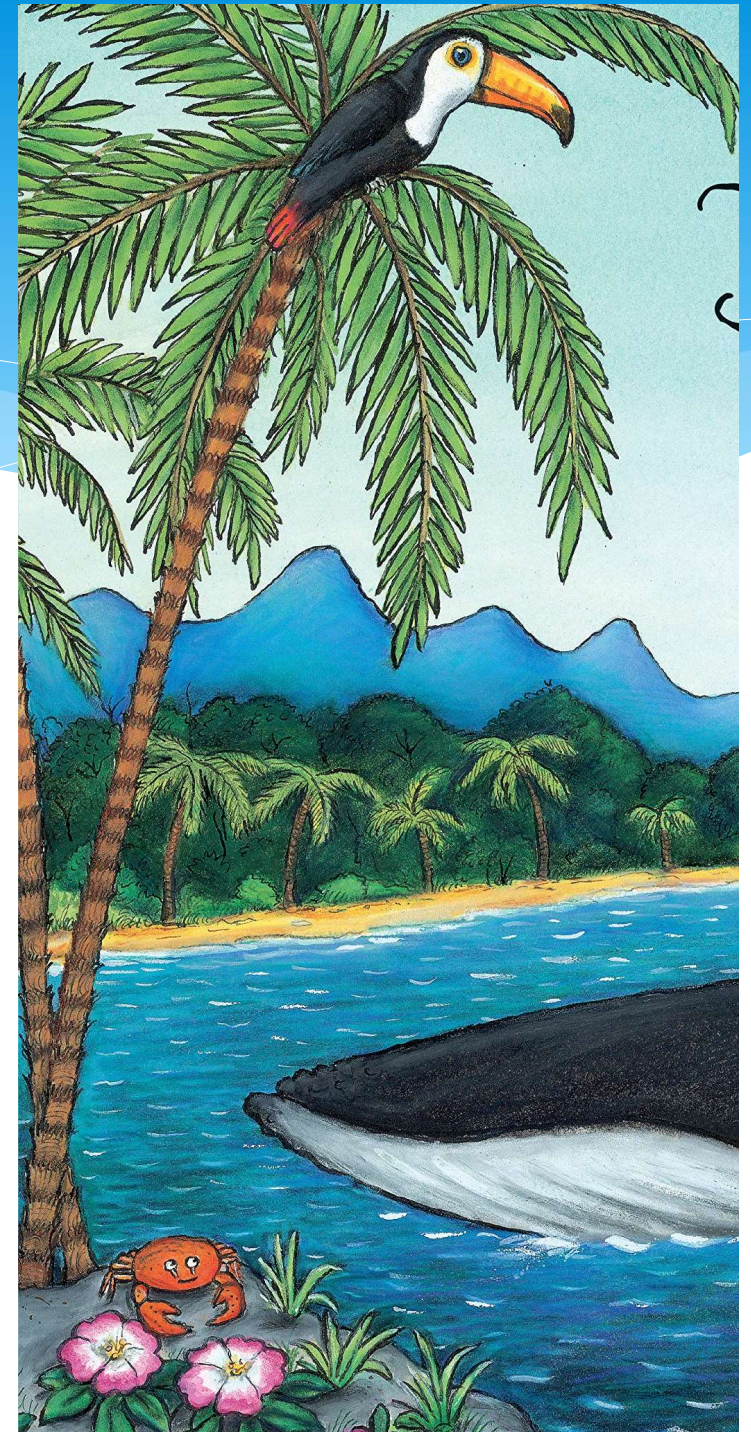
The beach

- * I can see tall mountains behind a forest of green trees.
- * I can hear the parrots clicking their tongues.
- * I can feel the soft sand between my toes.
- * I can taste the salt from the seawater.
- * I can smell the sweet flowers.



The beach

- * I can **see** tall mountains behind a forest of green trees.
- * I can **hear** the parrots clicking their tongues.
- * I can **feel** the soft sand between my toes.
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This is a tale of a tiny snail
And a great big, grey-blue humpback whale.



This is a rock as black as soot,
And this is a snail with an itchy foot.



The sea snail slithered all over the rock
And gazed at the sea and the ships in the dock.
And as she gazed she sniffed and sighed.
"The sea is deep and the world is wide!
How I long to sail!"



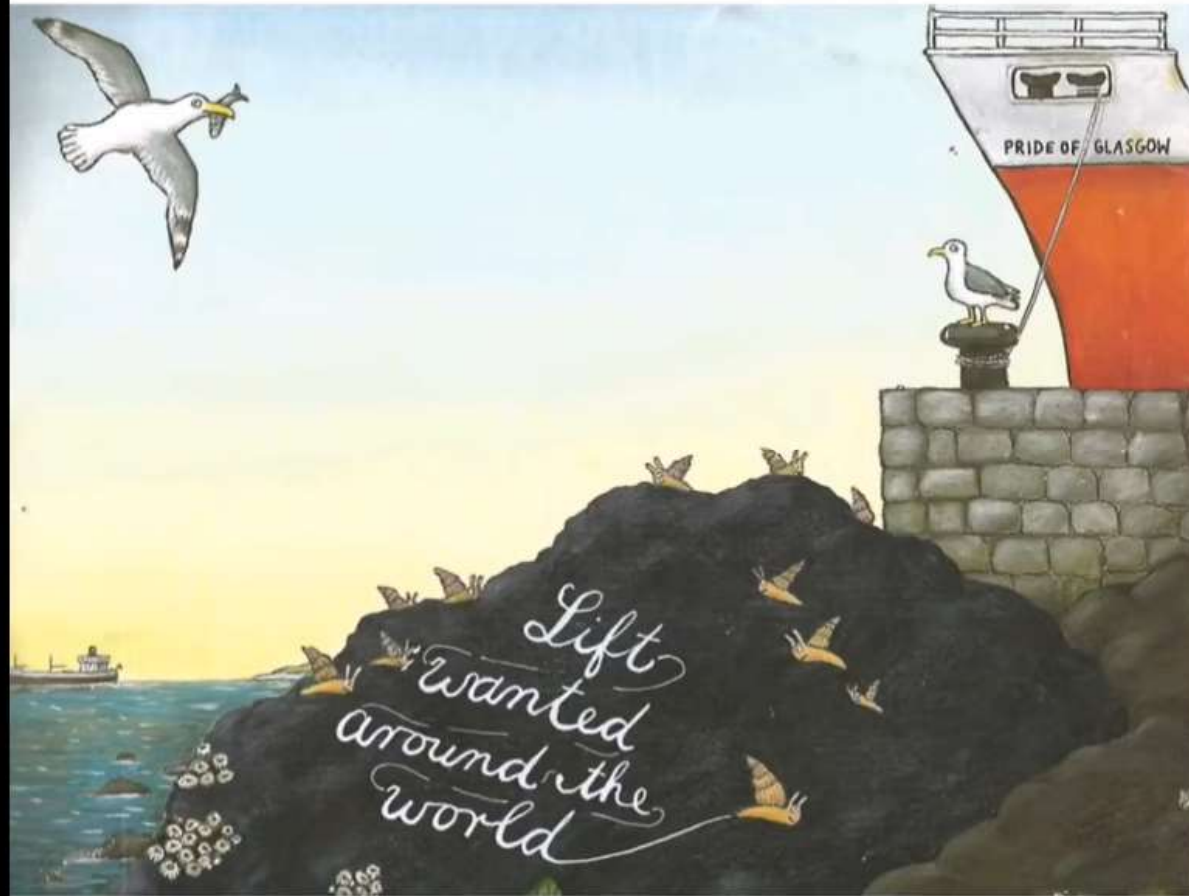


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But the tiny sea snail sighed and sniffed,
Then cried, "I've got it! I'll hitch a lift!"



This is the trail
Of the tiny snail,
A silvery trail that looped and curled
And said . . .









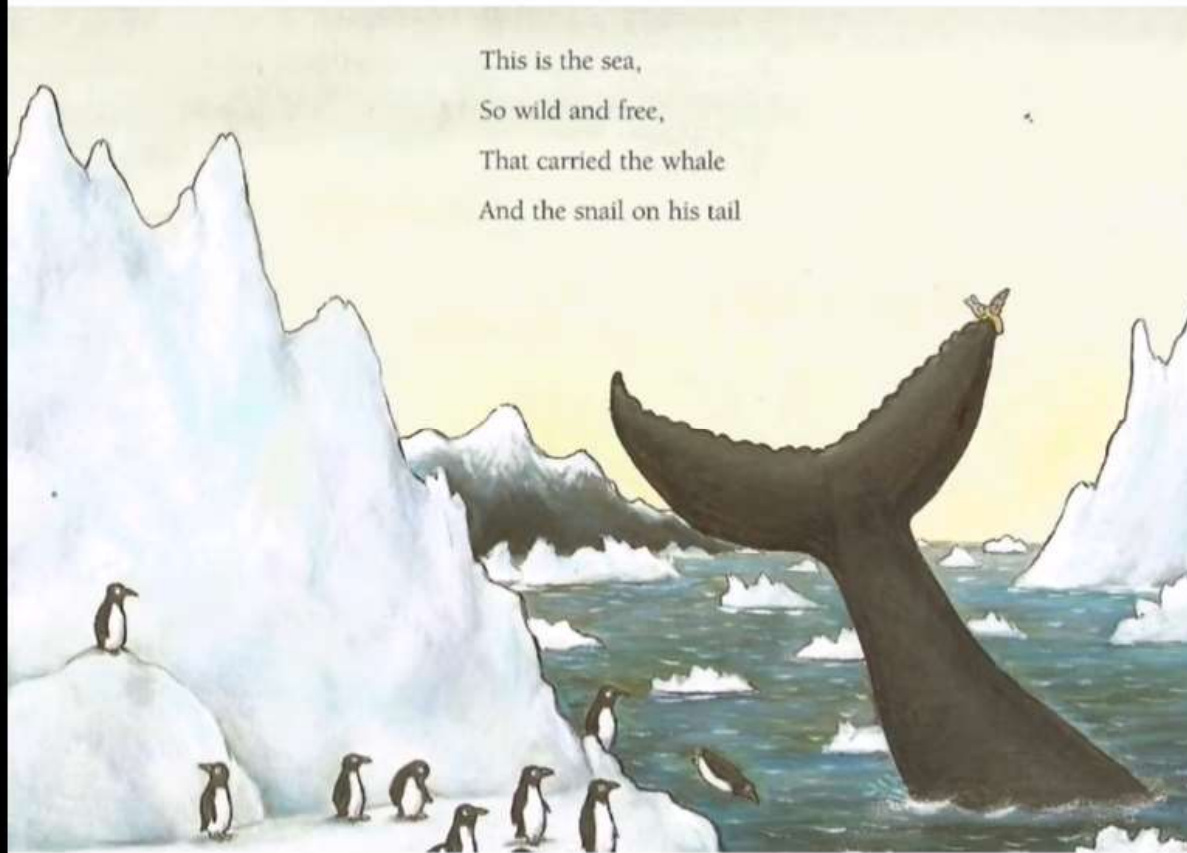
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And this is the tail
Of the humpback whale.

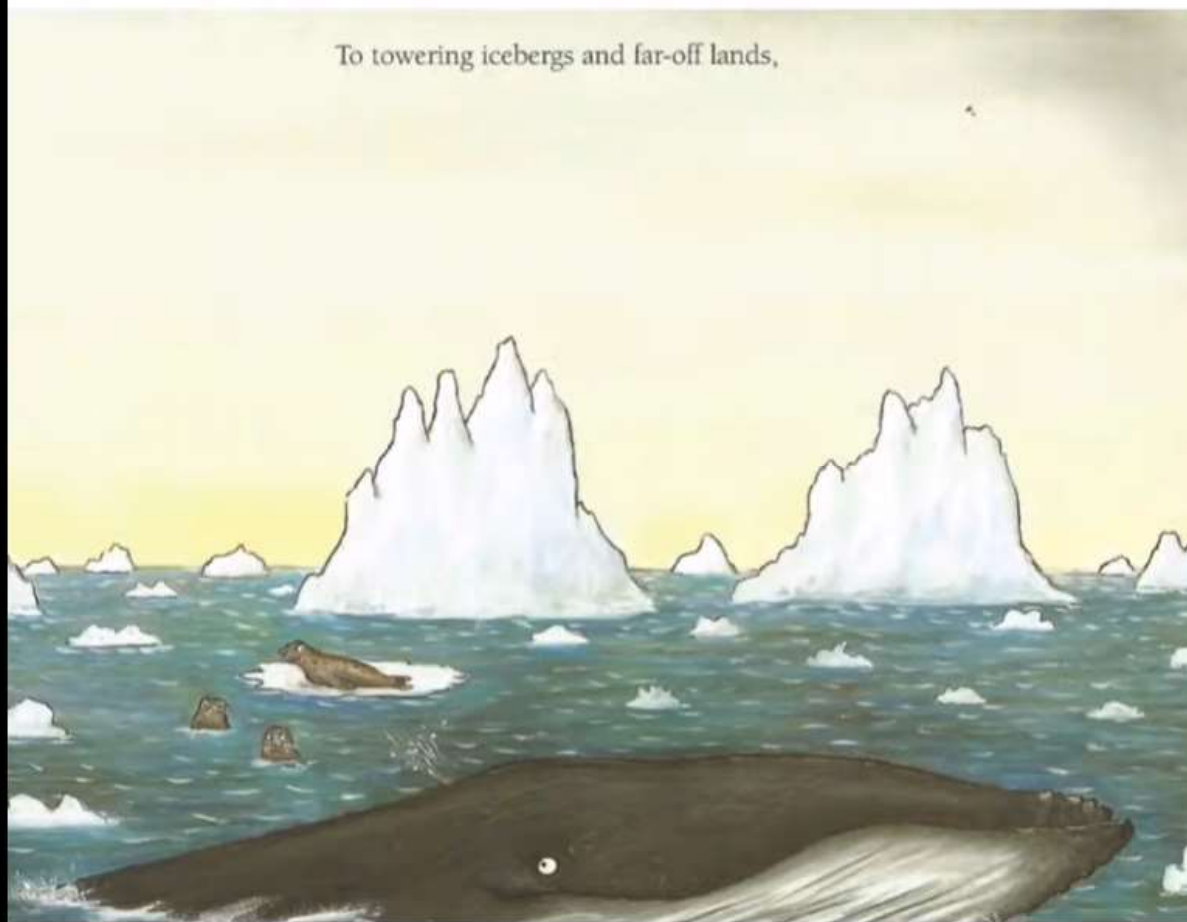
He held it out of the starlit sea
And said to the snail,
"Come sail with me."



This is the sea,
So wild and free,
That carried the whale
And the snail on his tail

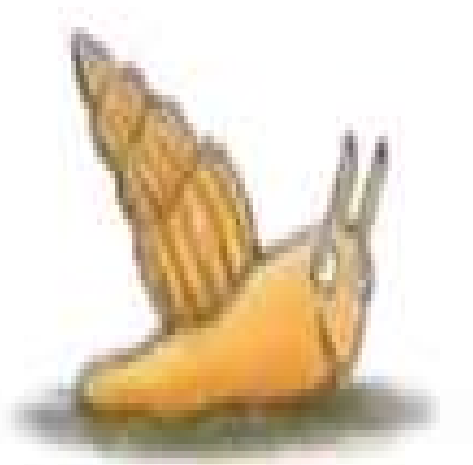


To towering icebergs and far-off lands,



Antarctica

- * Icebergs, penguins and seals in Antarctica:
<https://www.youtube.com/watch?v=ZraGKgMi58A>
- * How would you describe this setting for our snail?



Antartica



icebergs



penguins

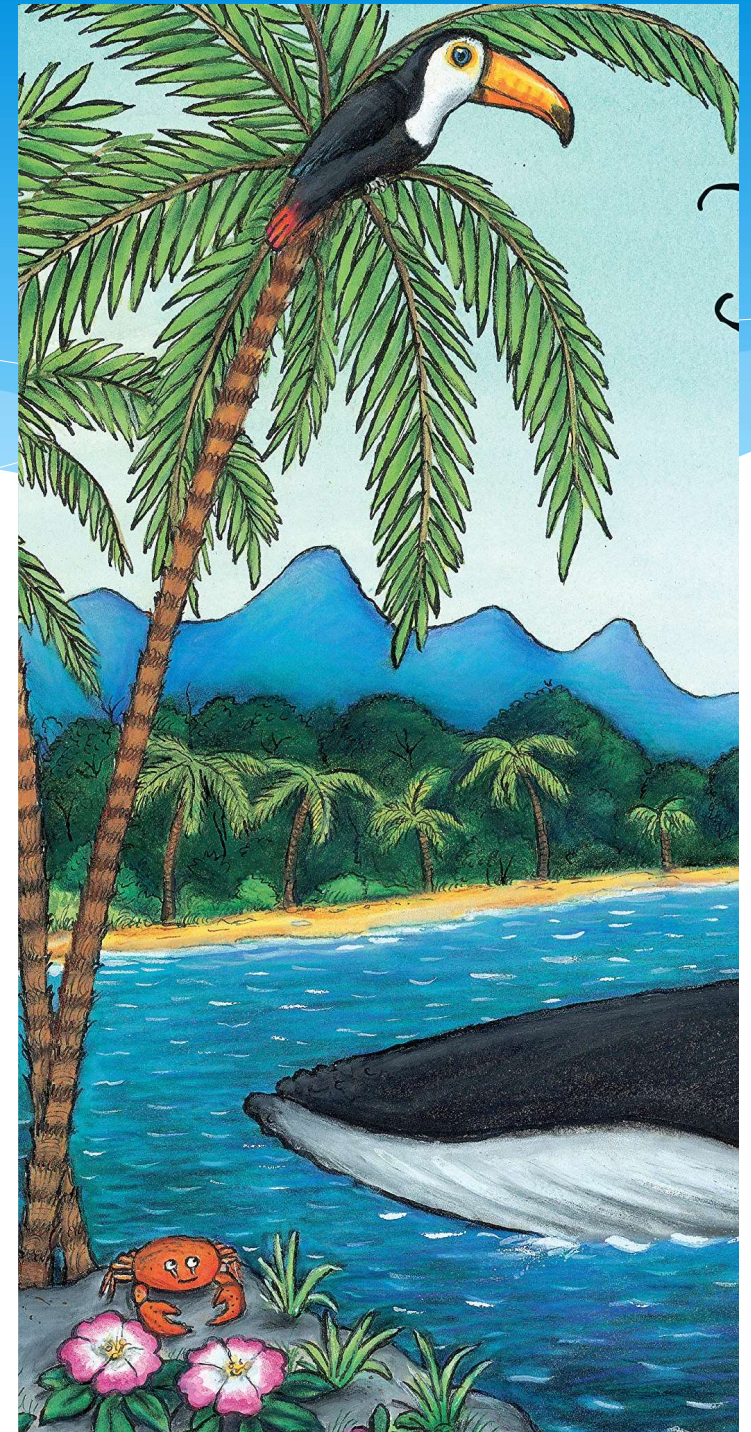
seals

Week 3 Tuesday

- * Learning Outcome / Objective
- * I can describe a setting.

The beach

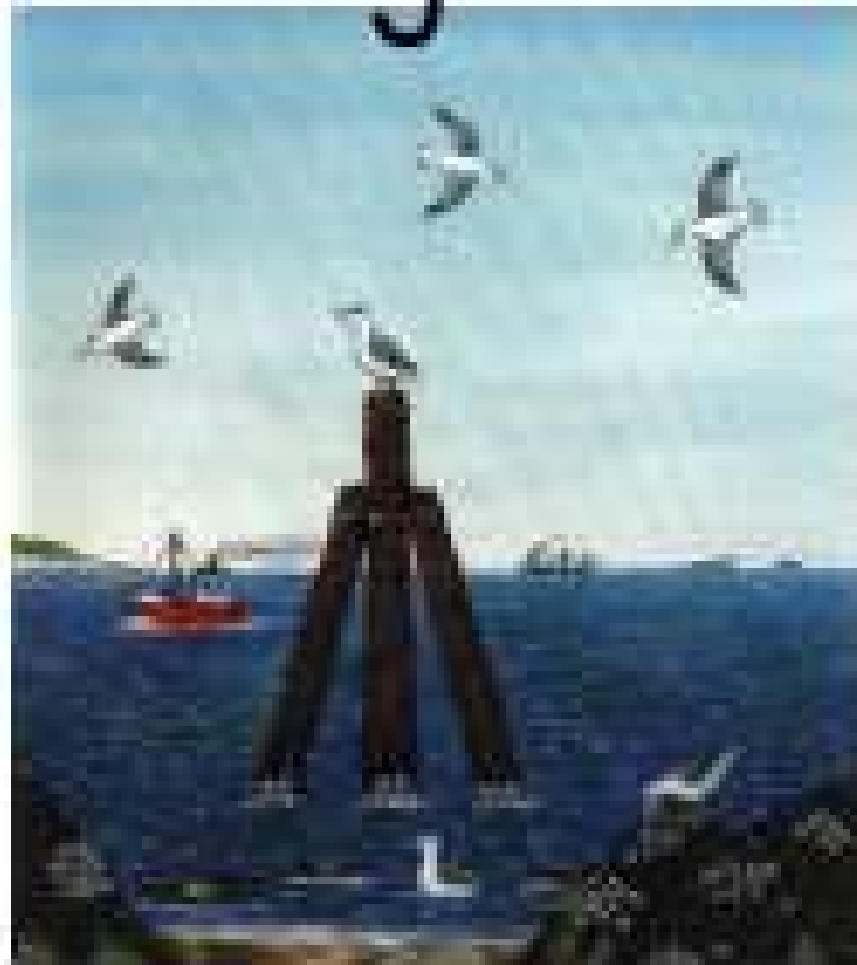
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- * I can **feel** the soft sand between my toes.
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- * I can **smell** the sweet flowers.



seagulls

dock

ships



rocks

beached

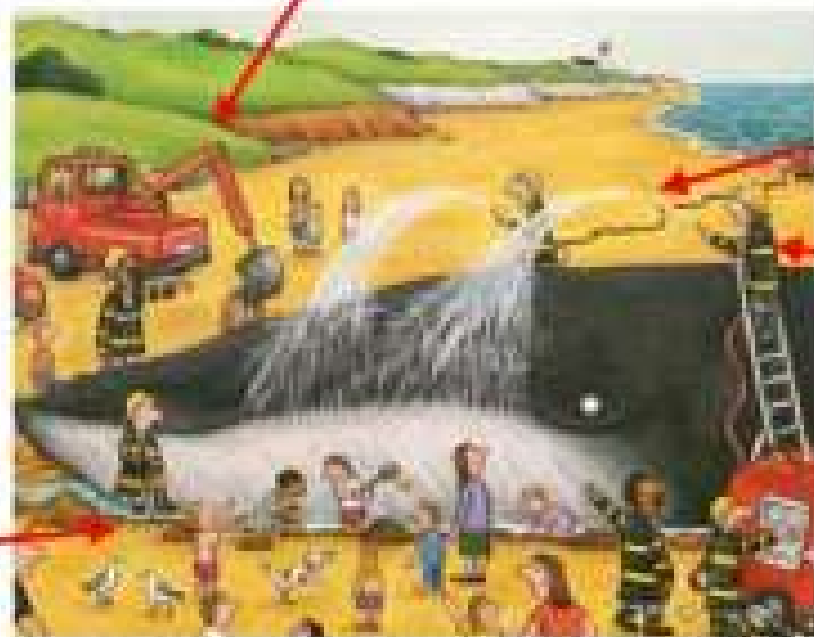
shore

fire engines

hose pipes

firemen

people

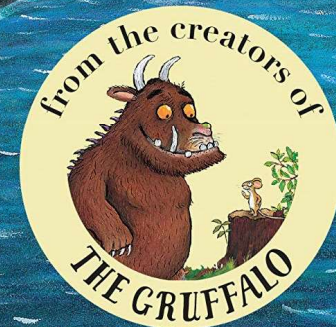
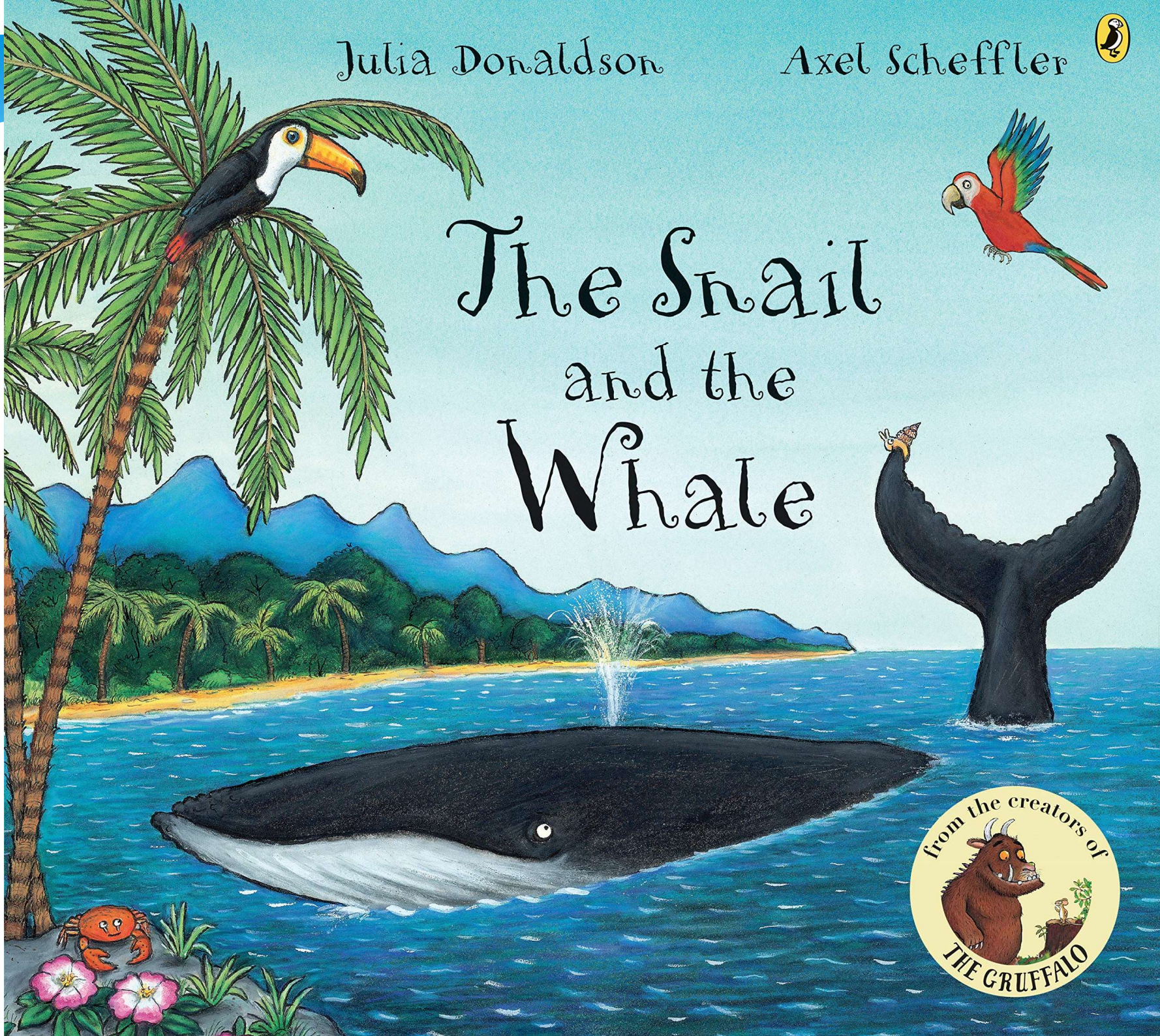


Julia Donaldson

Axel Scheffler



The Snail and the Whale



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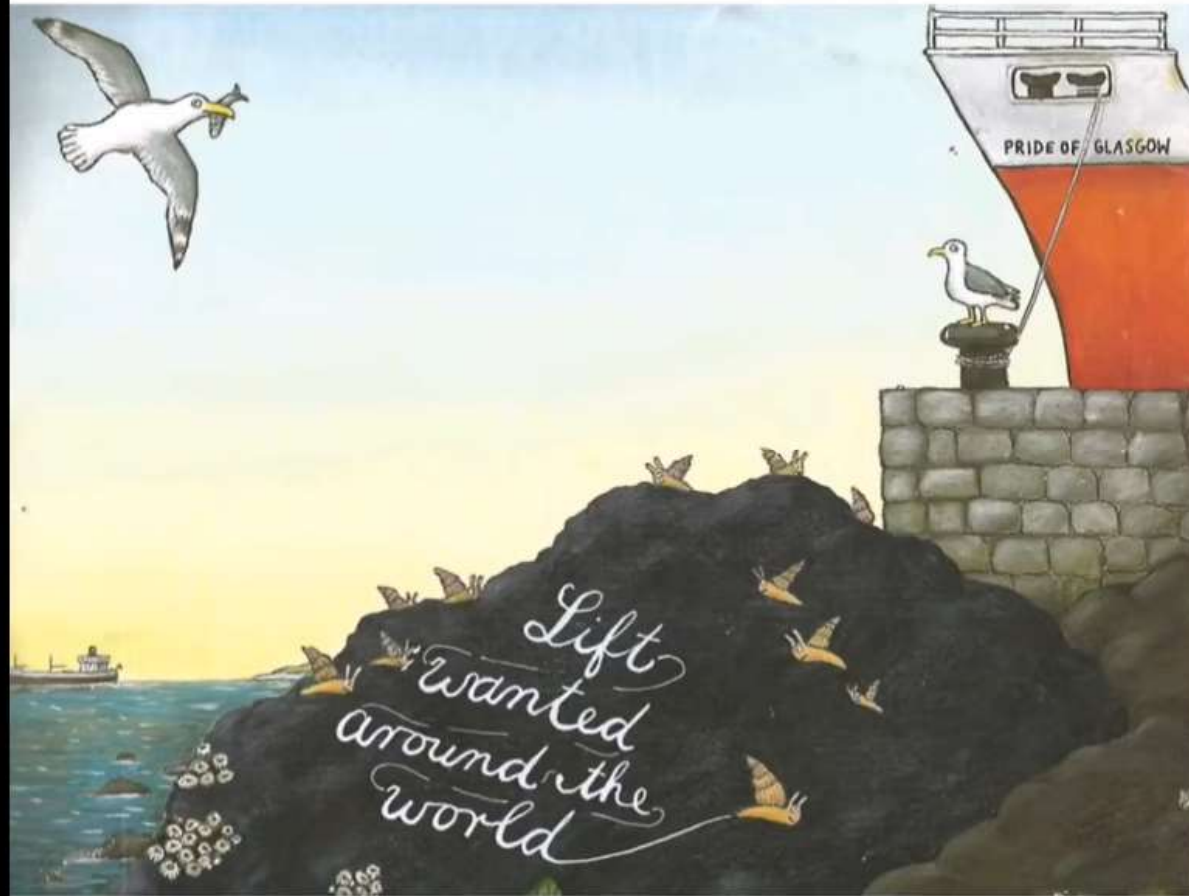


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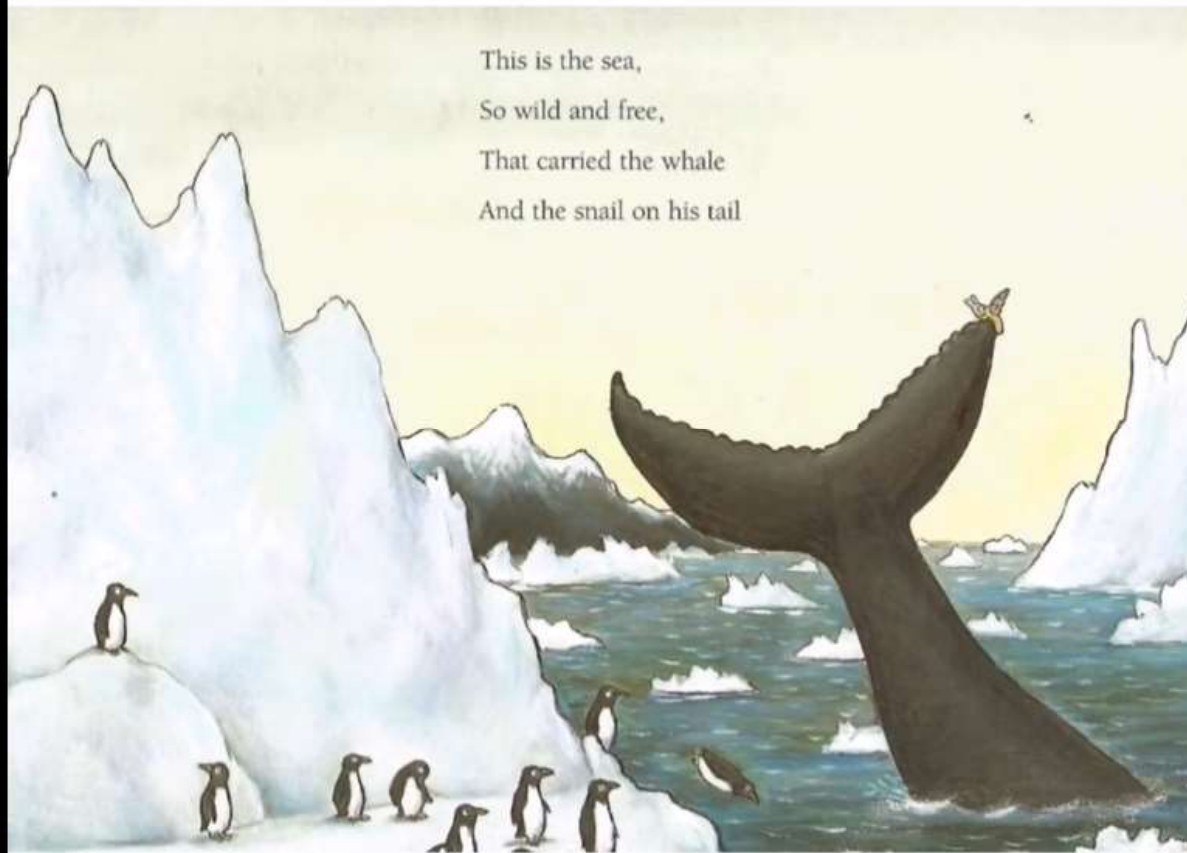
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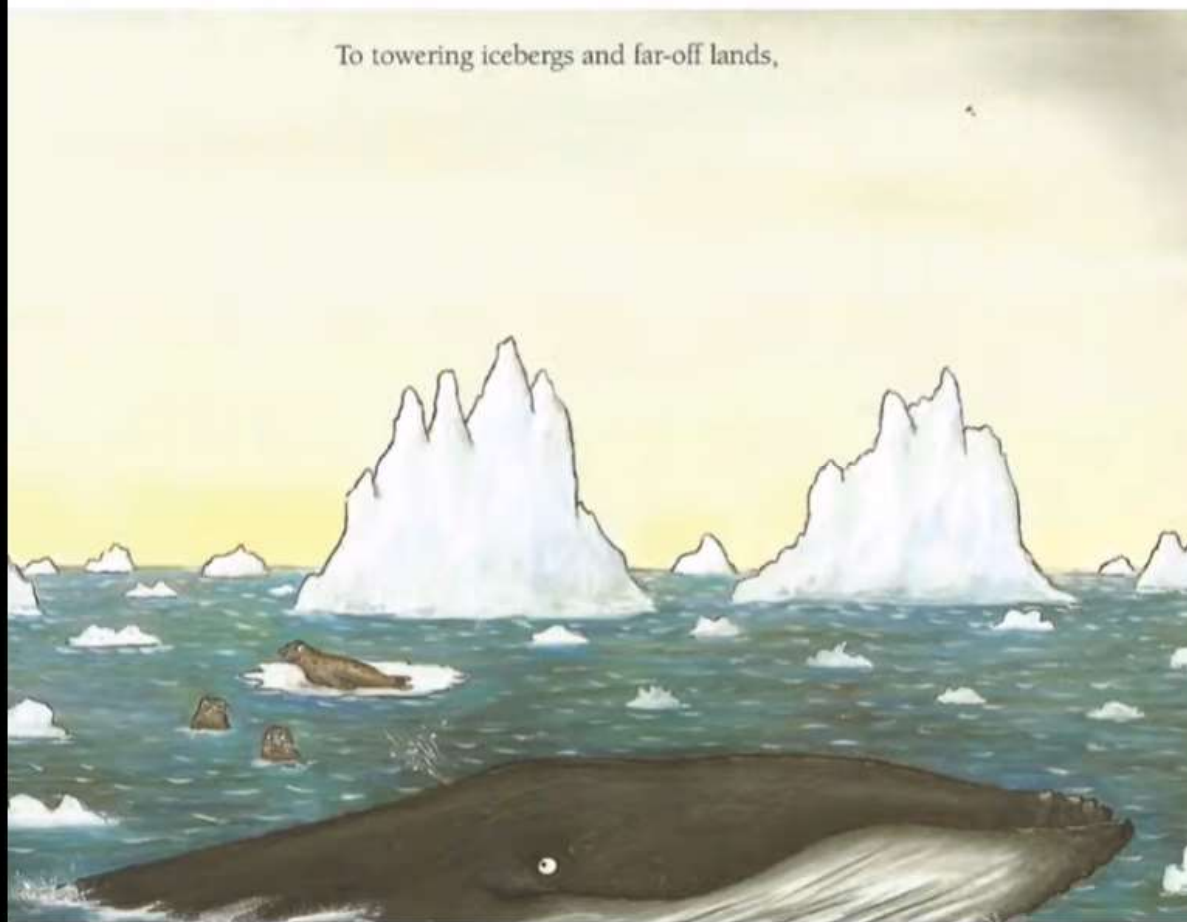
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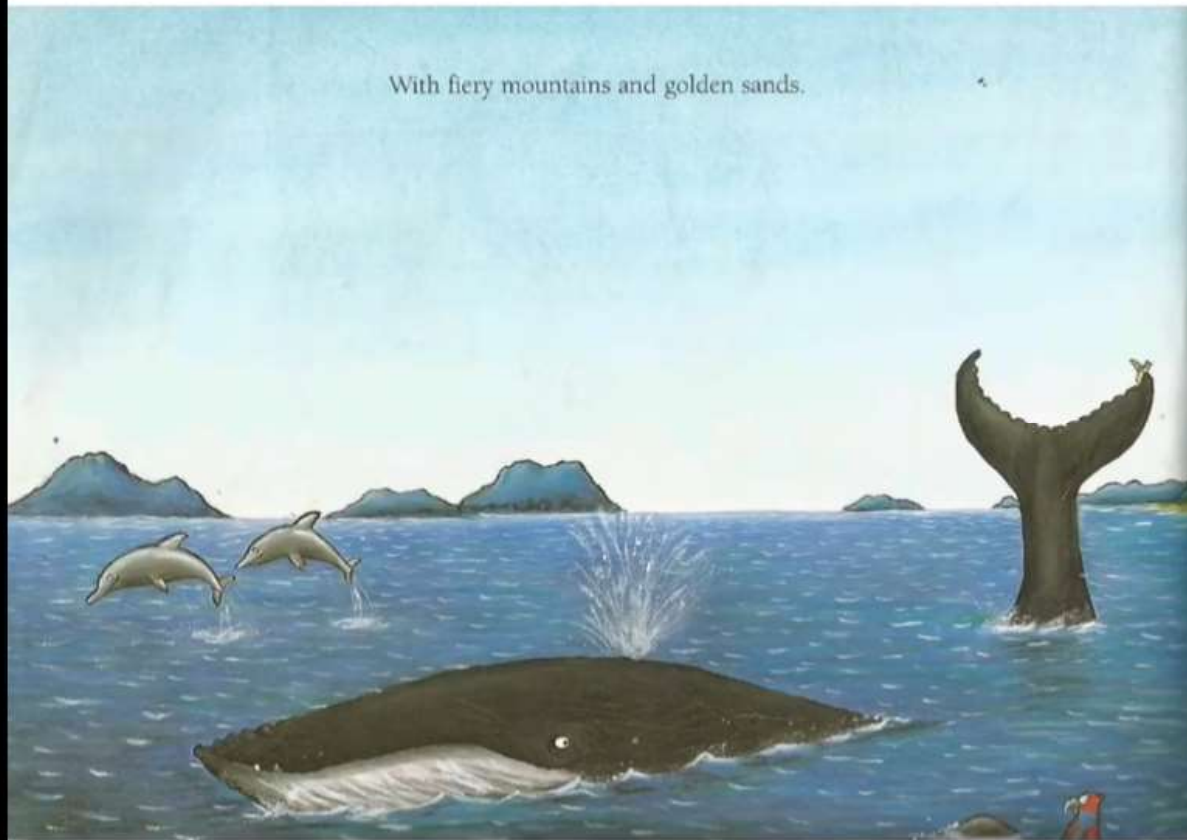
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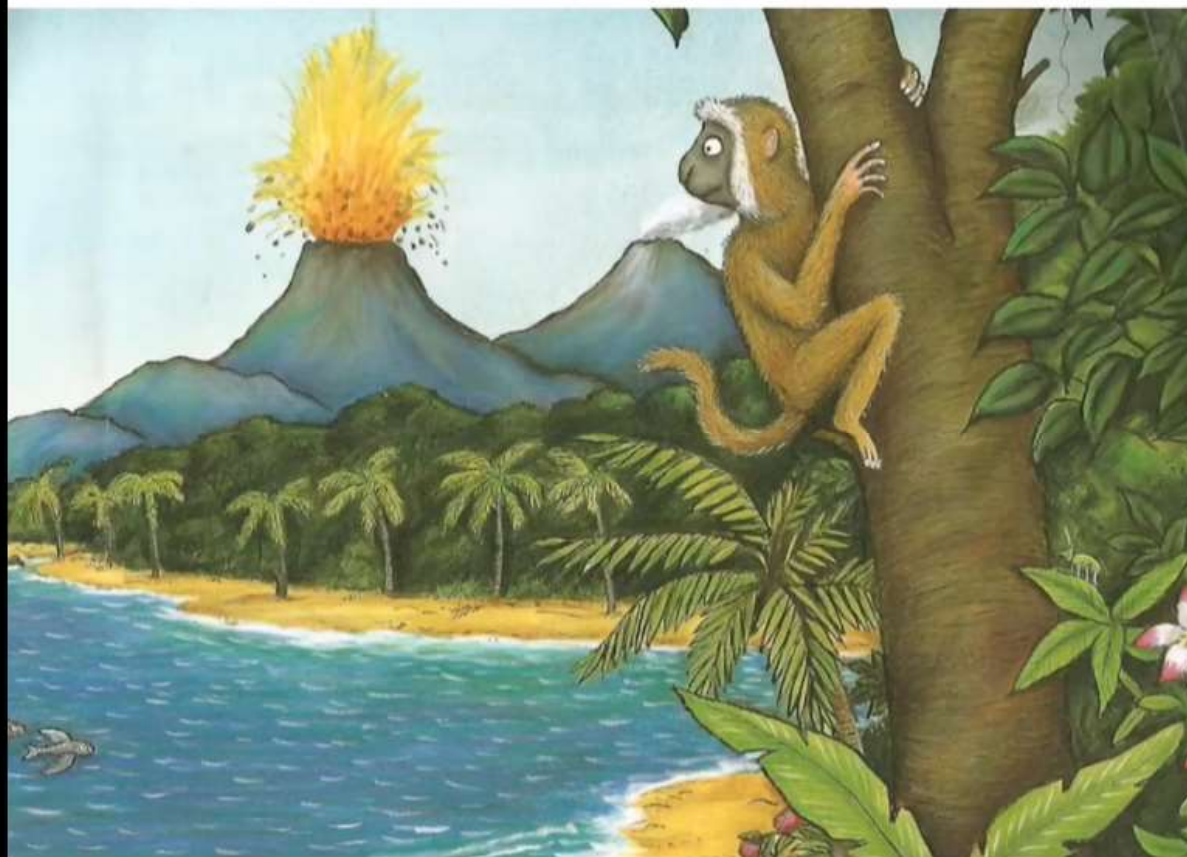


To towering icebergs and far-off lands,



With fiery mountains and golden sands.

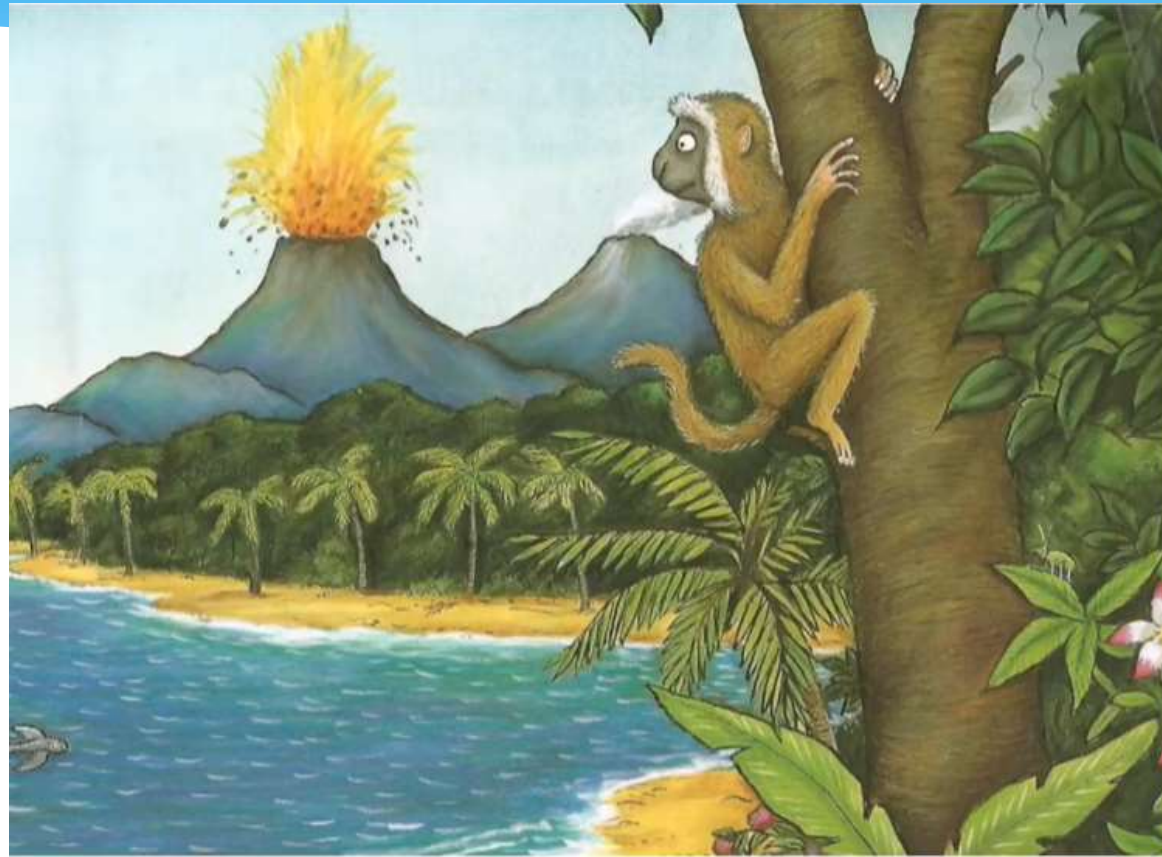




Volcano

- * Hawaii Mauna Loa Volcano eruption:
https://www.youtube.com/watch?v=_4-9MoJF7P0



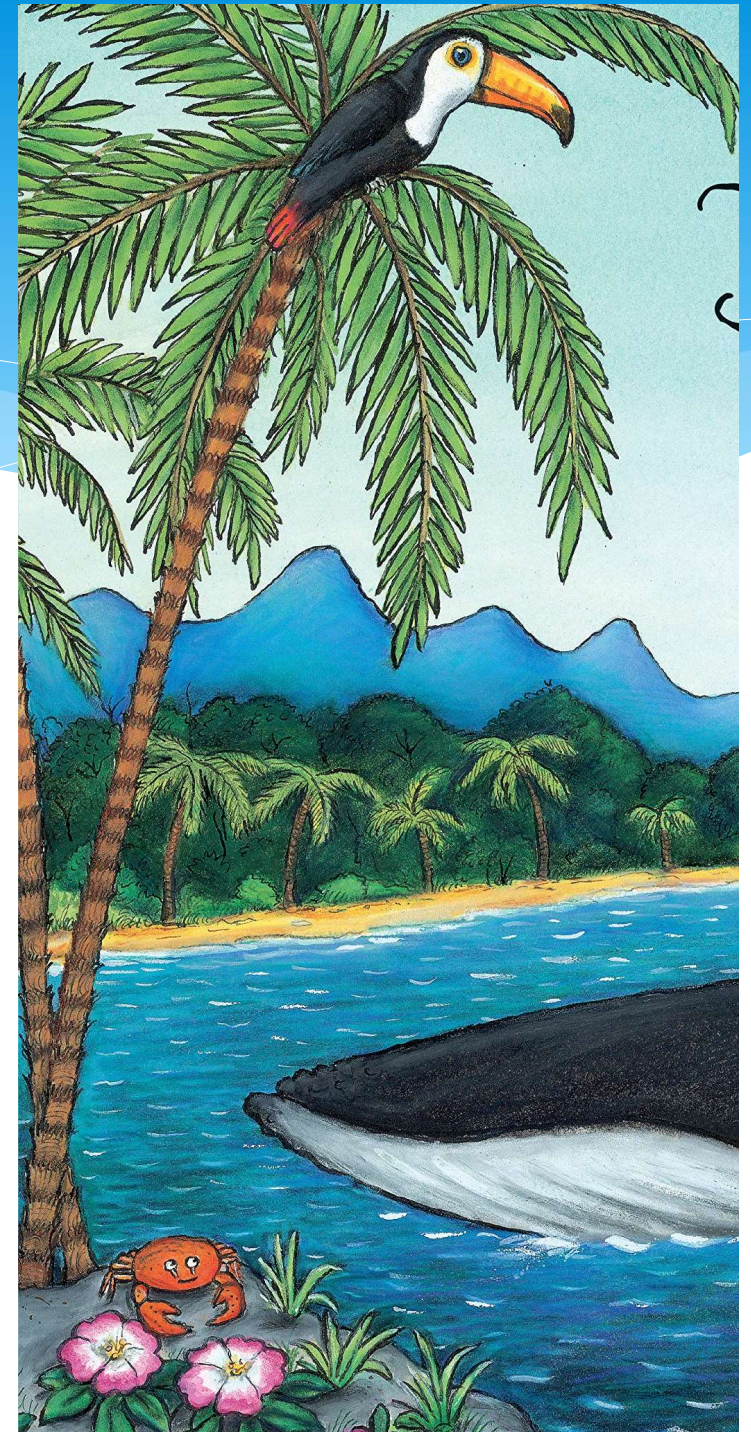


Week 3 Wednesday

- * Learning Outcome / Objective
- * I can describe a setting.

The beach

- * I can **see** tall mountains behind a forest of green trees.
- * I can **hear** the parrots clicking their tongues.
- * I can **feel** the soft sand between my toes.
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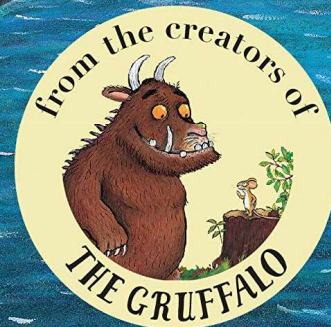
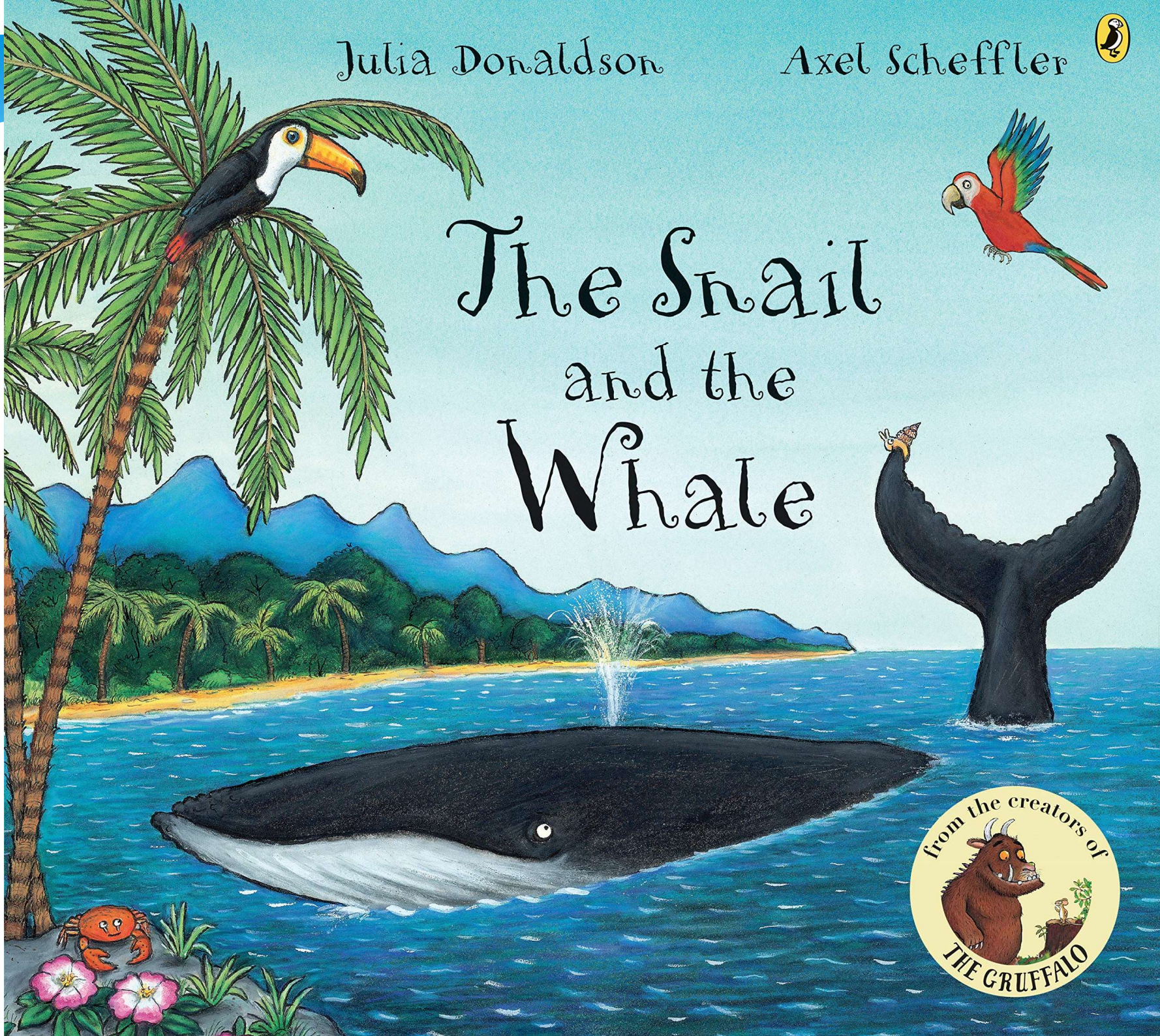


Julia Donaldson

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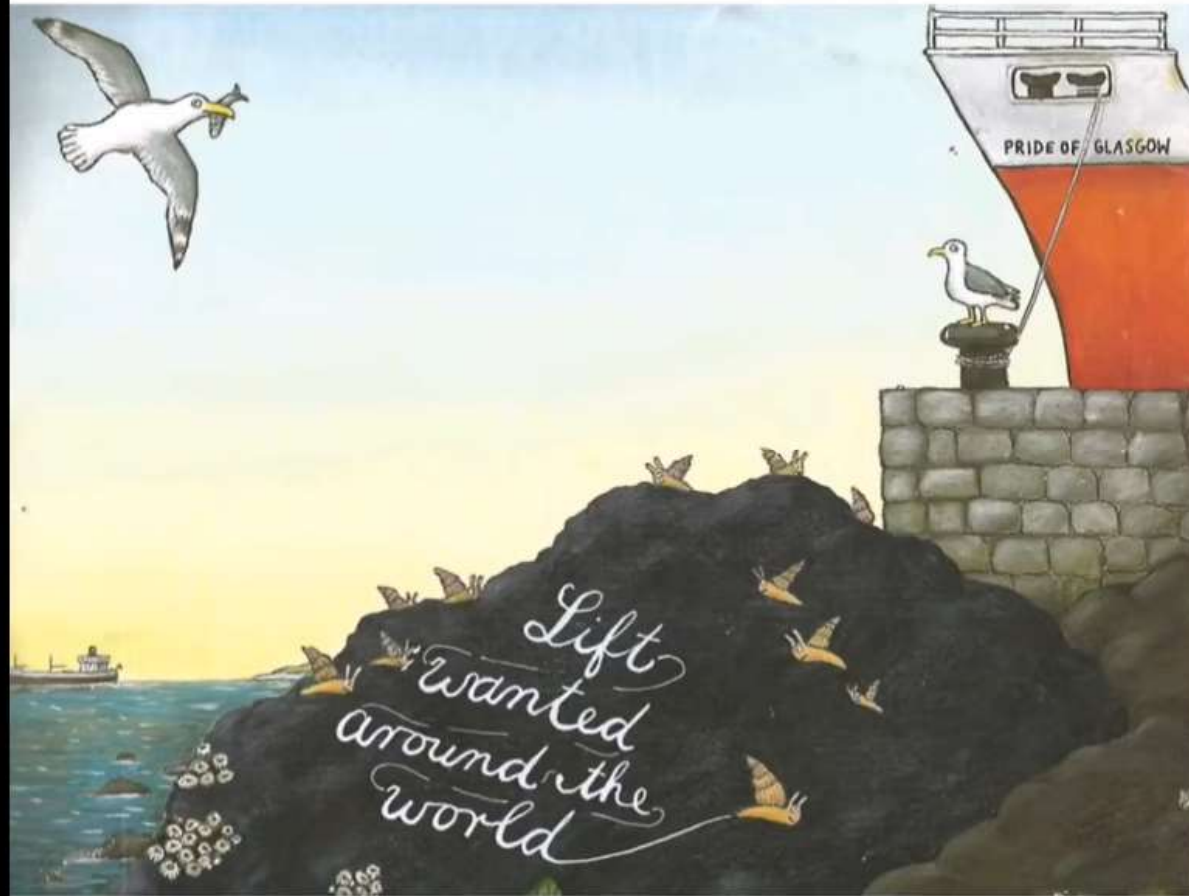


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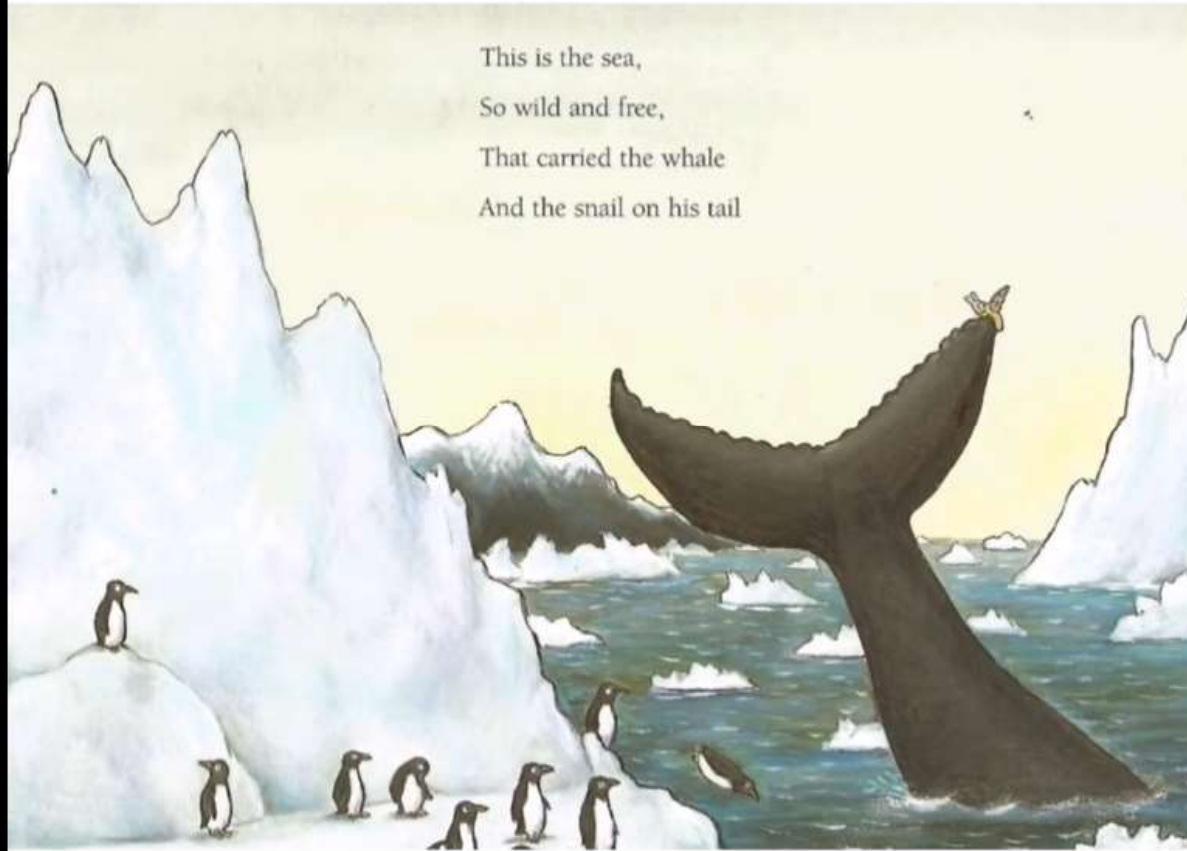
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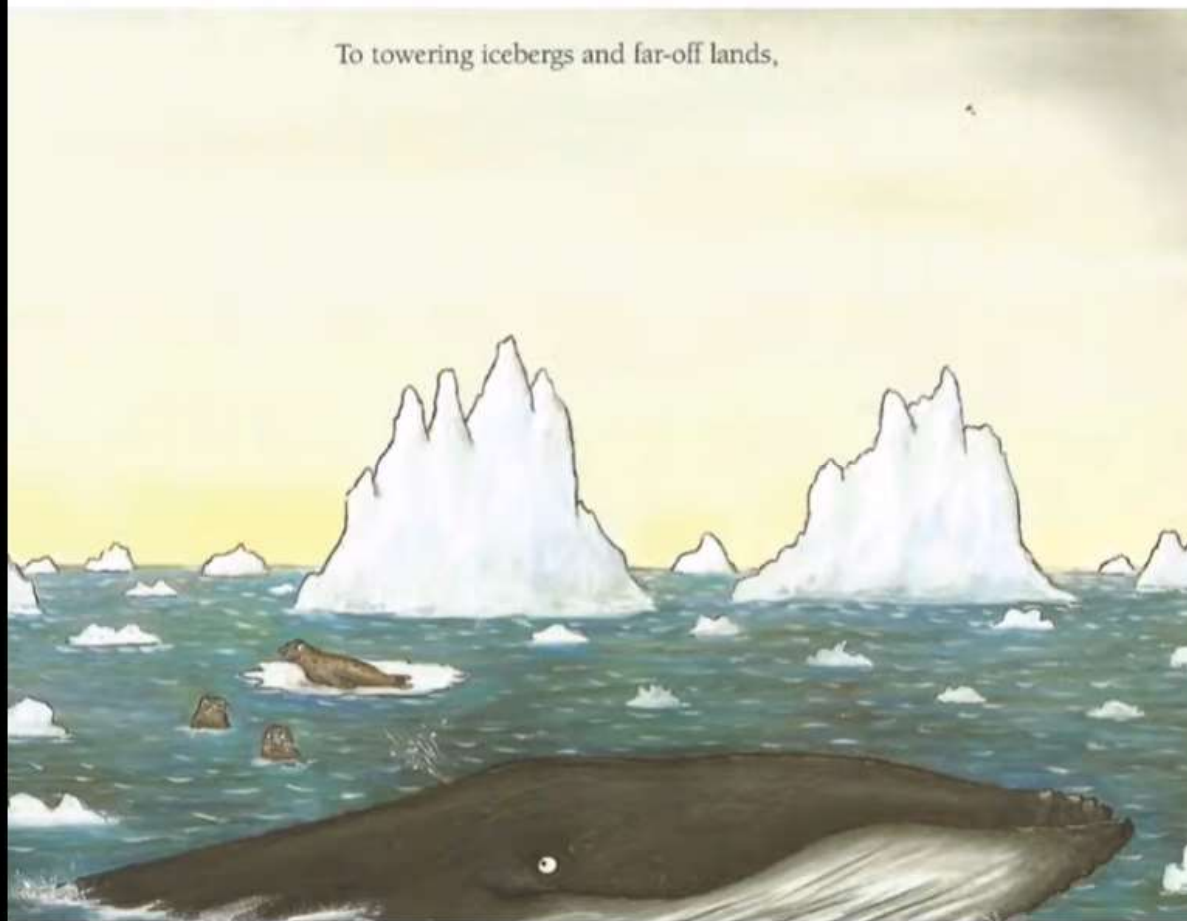
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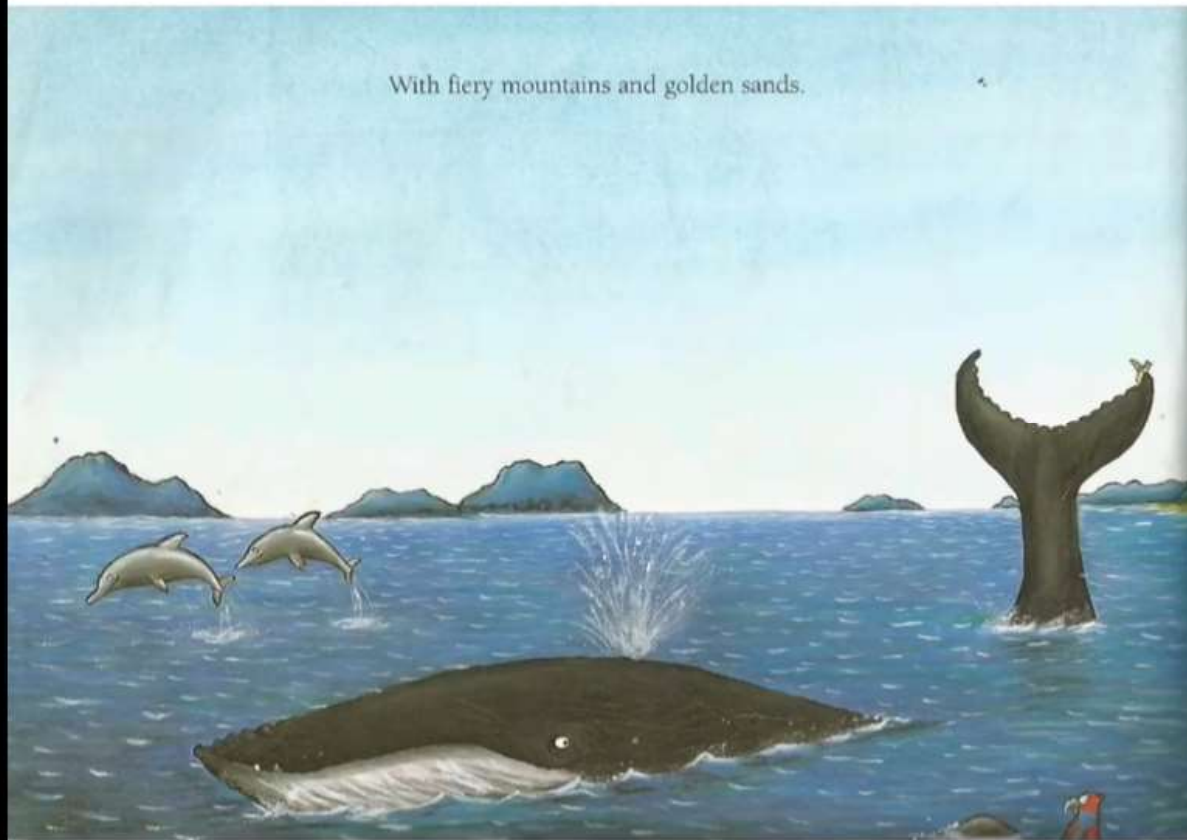
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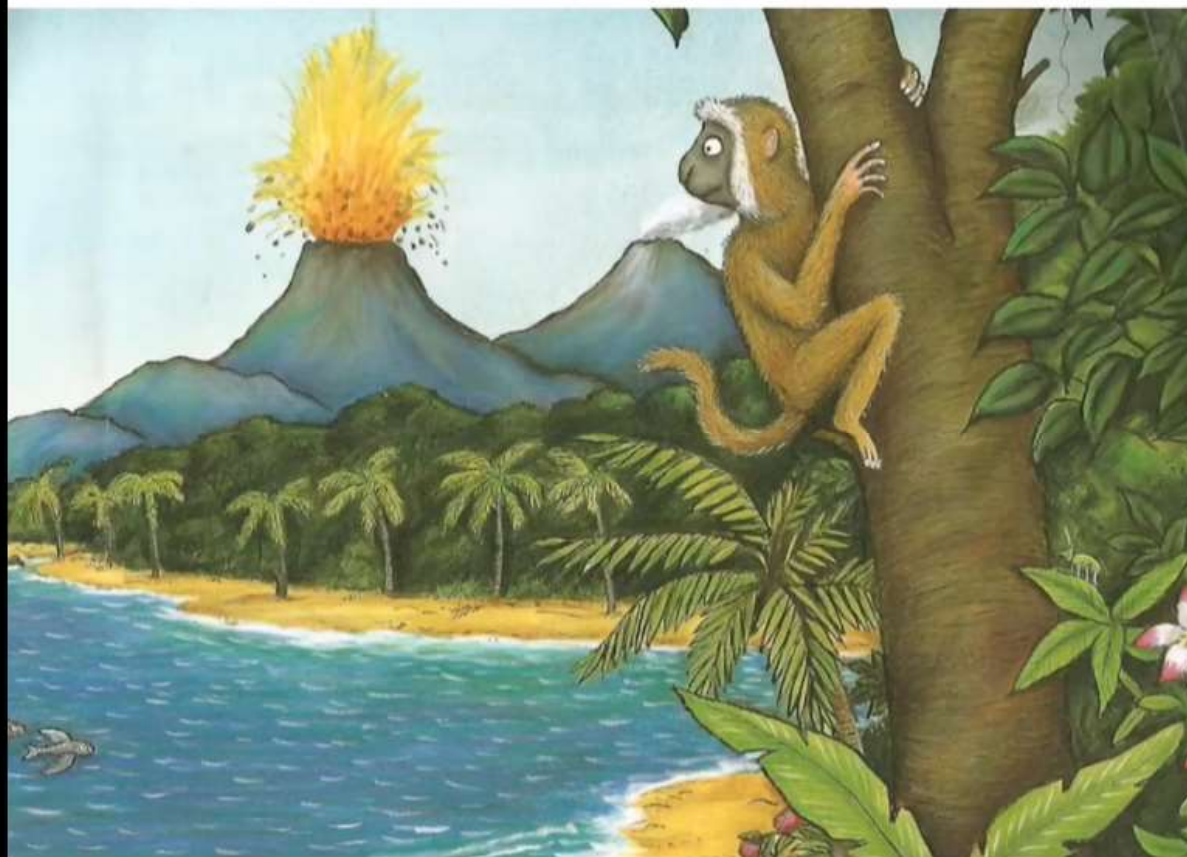


To towering icebergs and far-off lands,

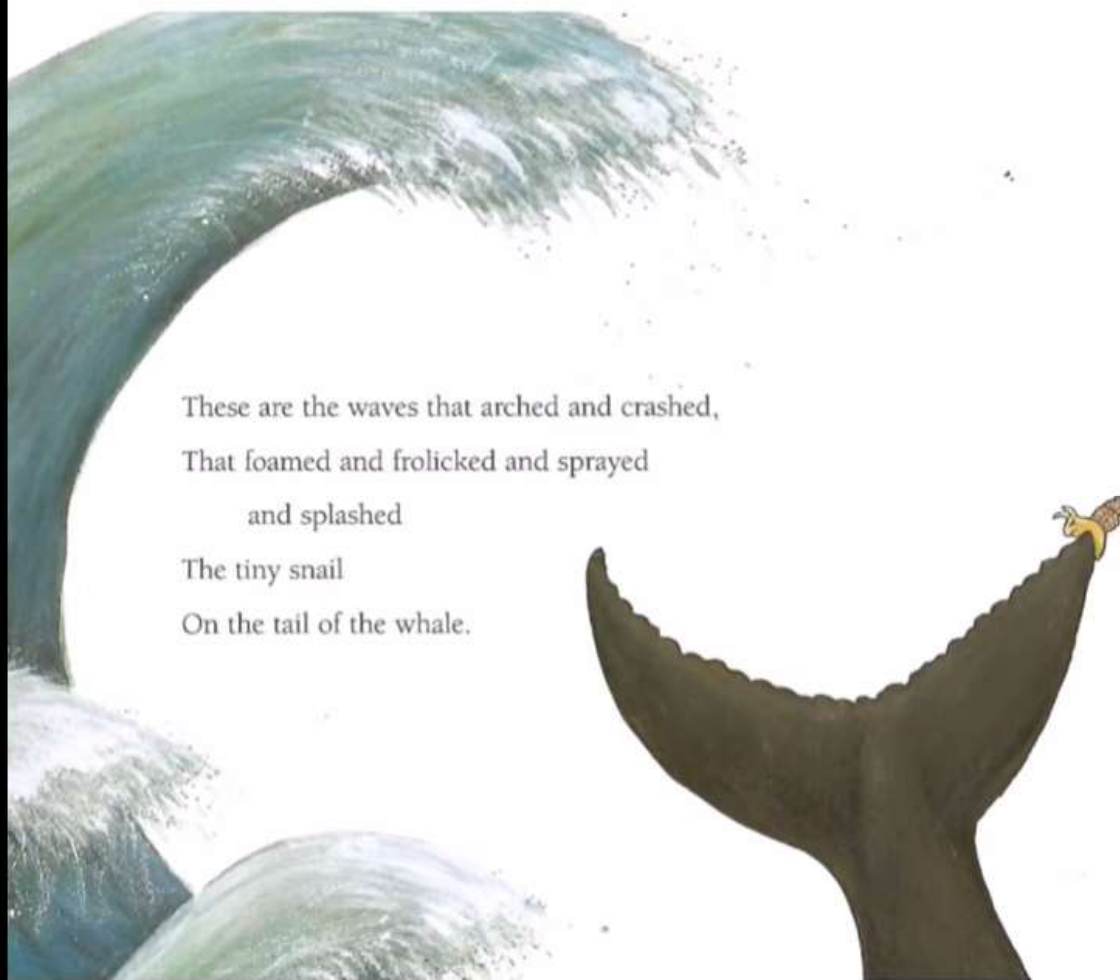


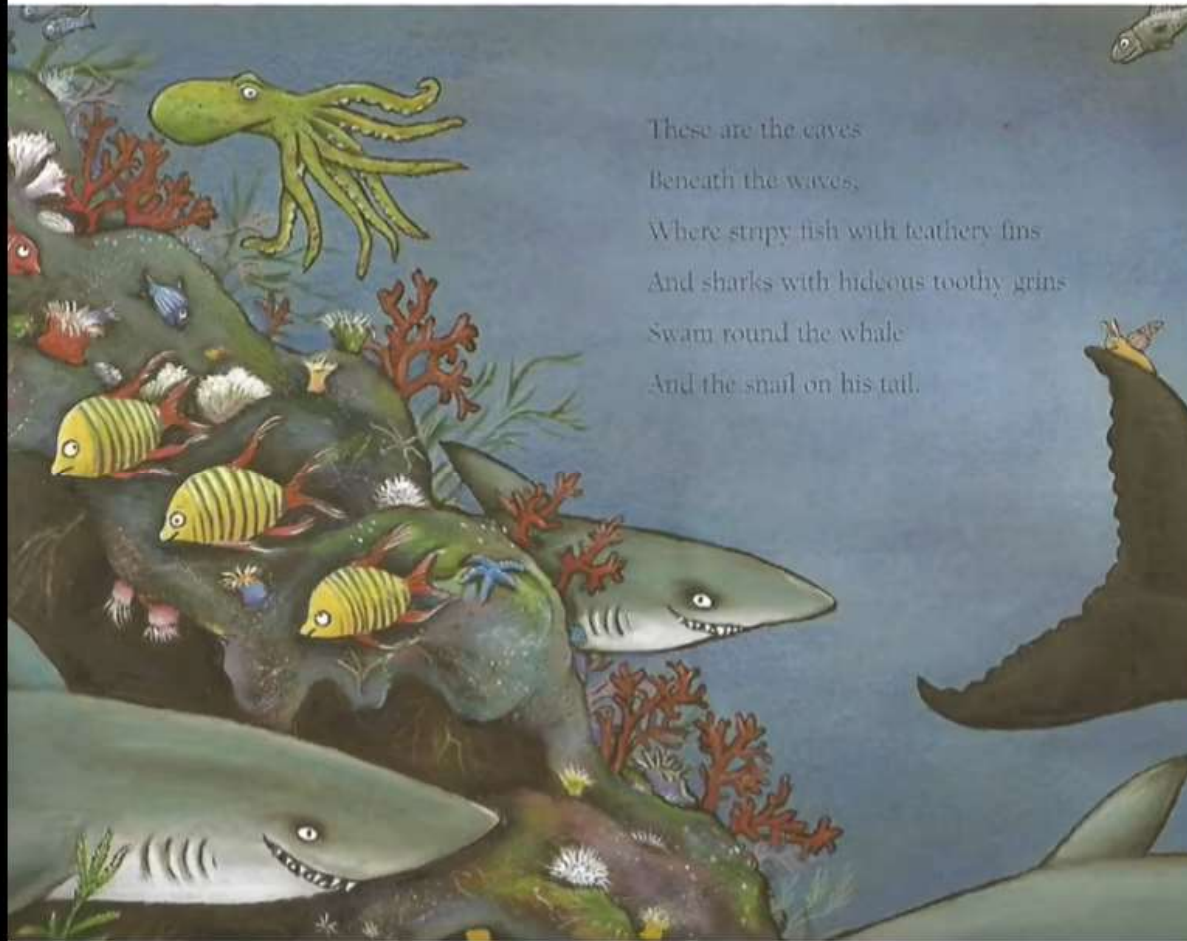
With fiery mountains and golden sands.



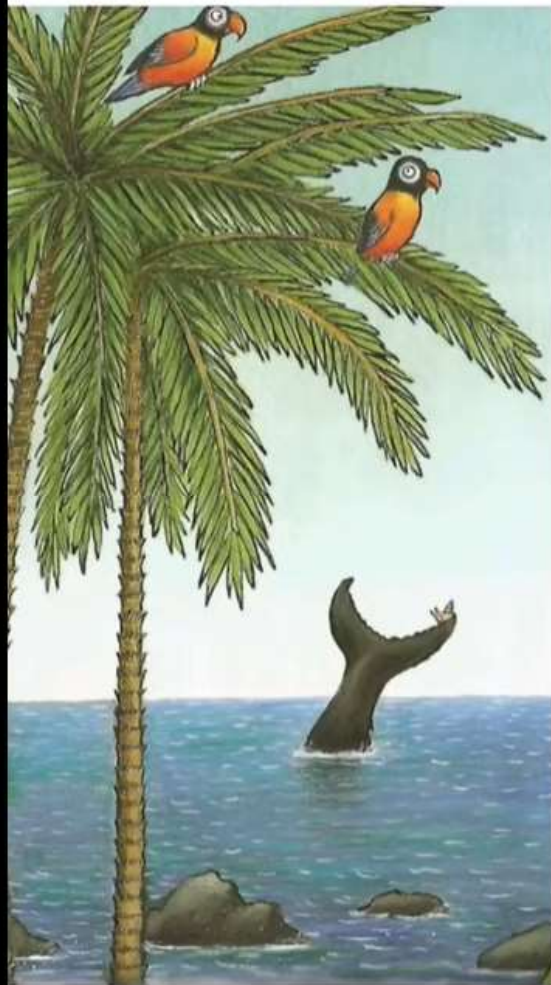


These are the waves that arched and crashed,
That foamed and frolicked and sprayed
and splashed
The tiny snail
On the tail of the whale.





These are the caves
Beneath the waves,
Where stripy fish with leathery fins
And sharks with hideous toothy grins
Swam round the whale
And the snail on his tail.



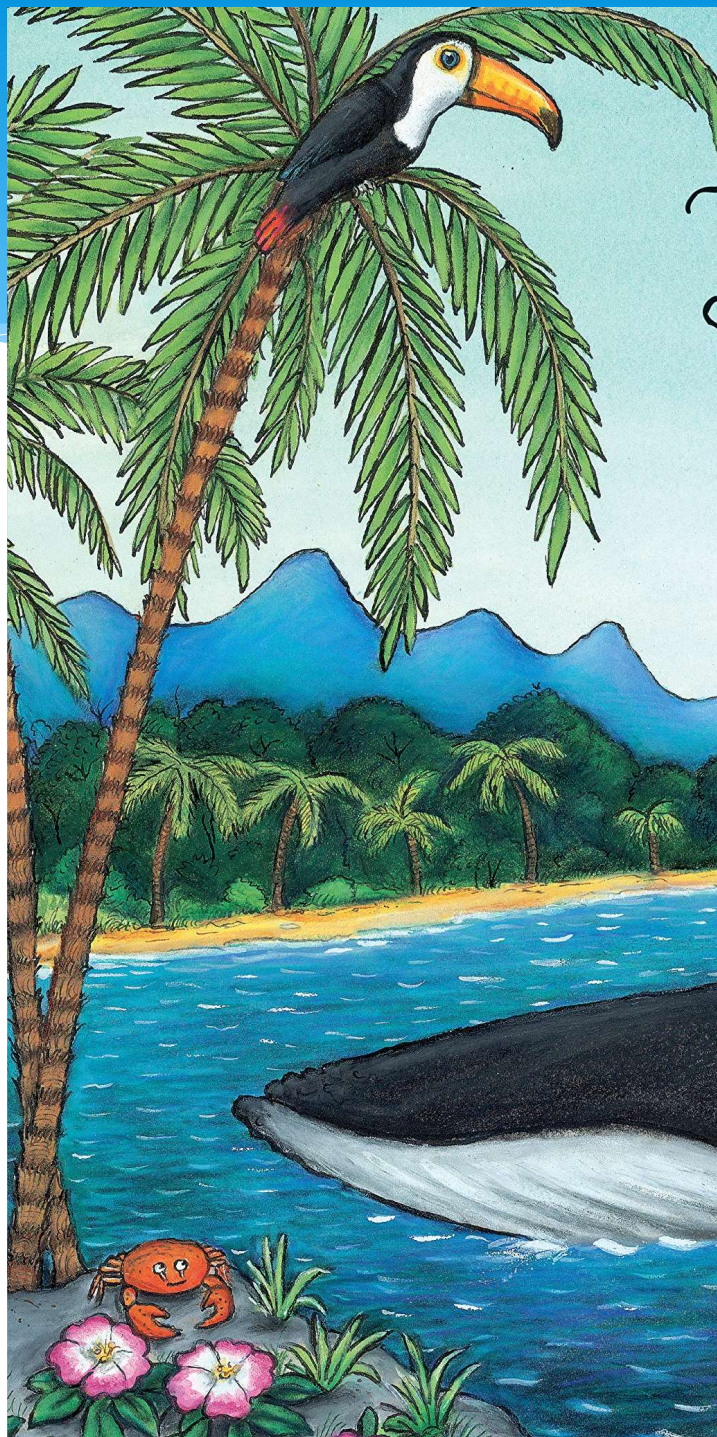
This is the sky
So vast and high,
Sometimes sunny and blue and warm,
Sometimes filled with a thunderstorm,
With zigzag lightning
Flashing and frightening
The tiny snail
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Tropical beach

* Tropical Beach:

<https://www.youtube.com/watch?v=VANe662ZENY>

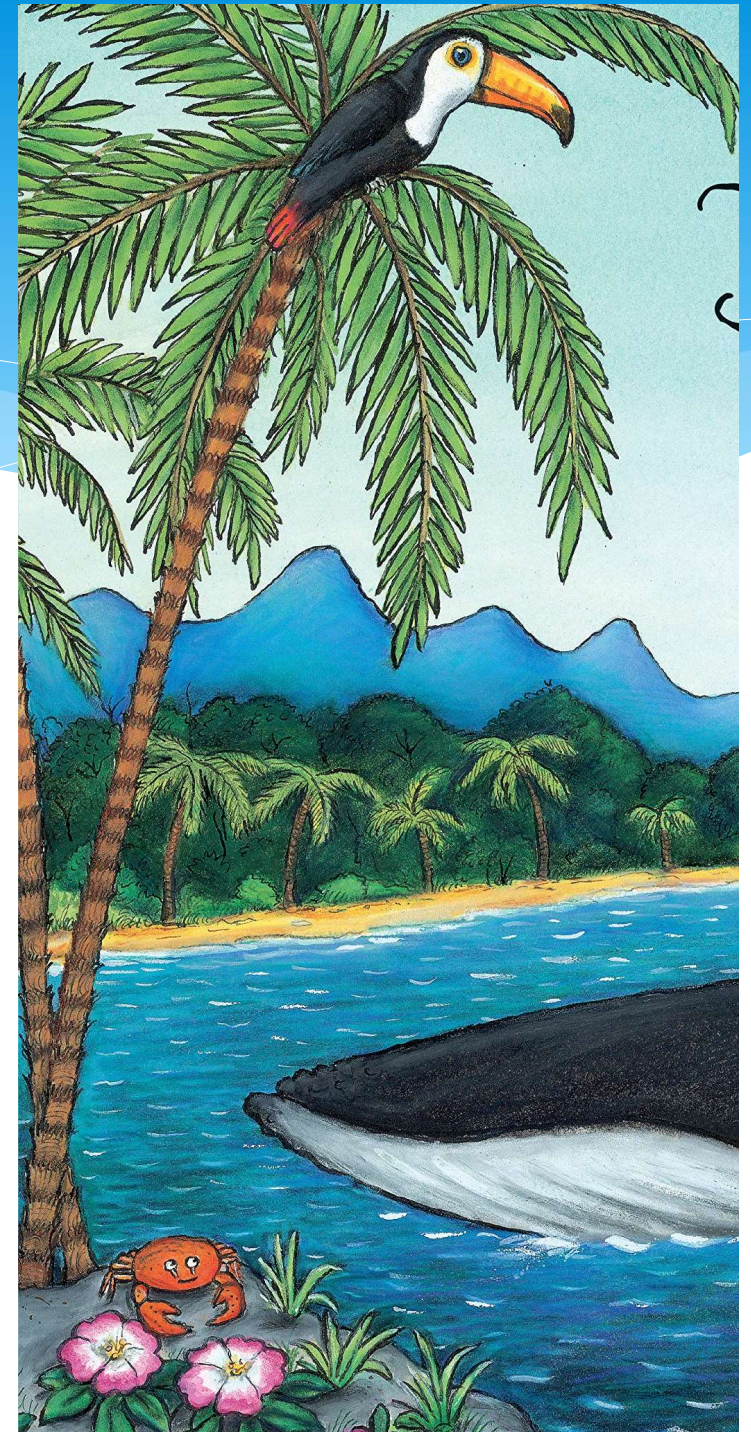


Week 3 Thursday

- * Learning Outcome / Objective
- * I can describe a setting.

The beach

- * I can **see** tall mountains behind a forest of green trees.
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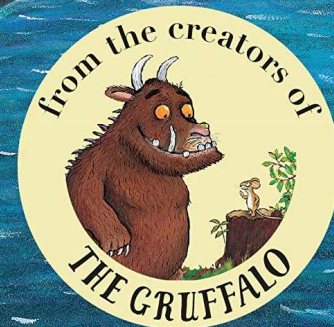
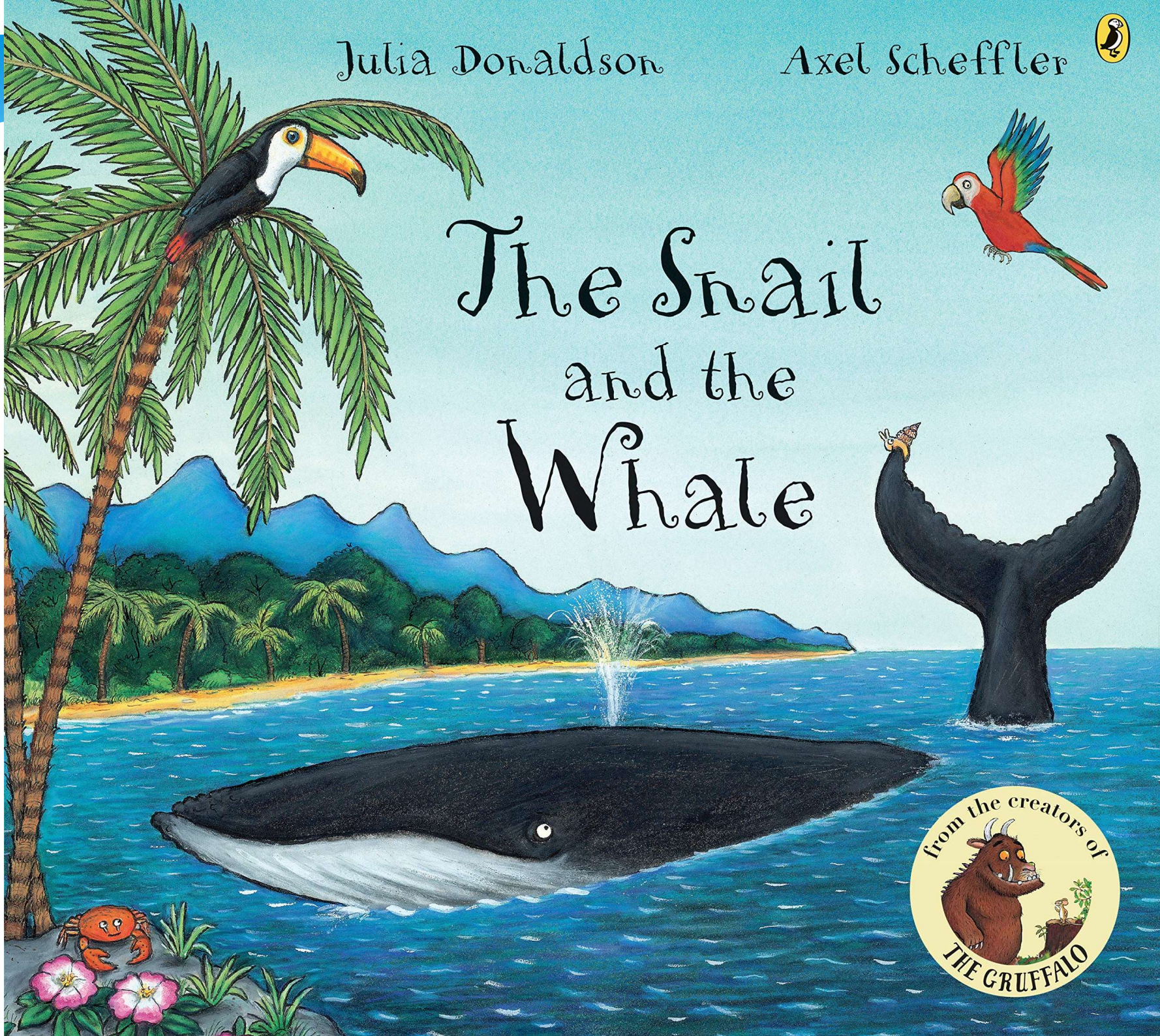


Julia Donaldson

Axel Scheffler



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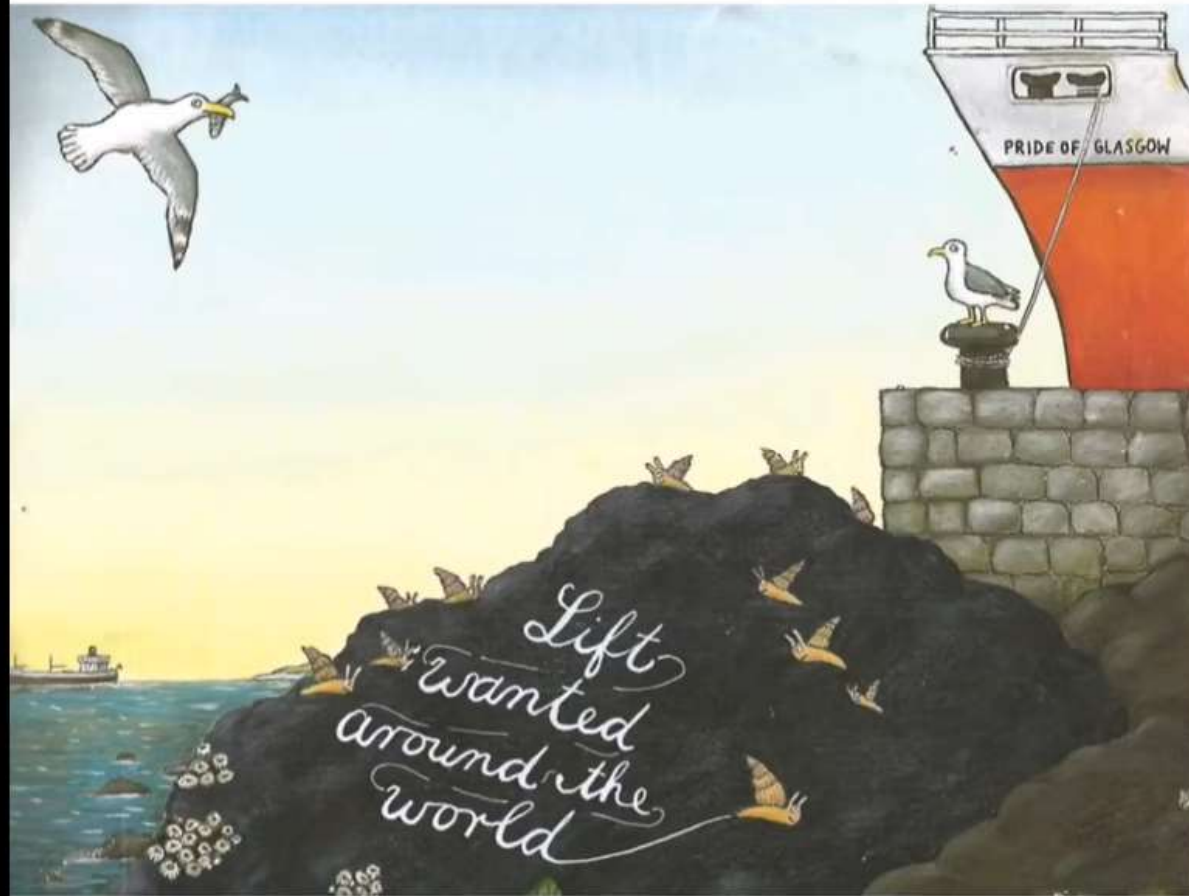


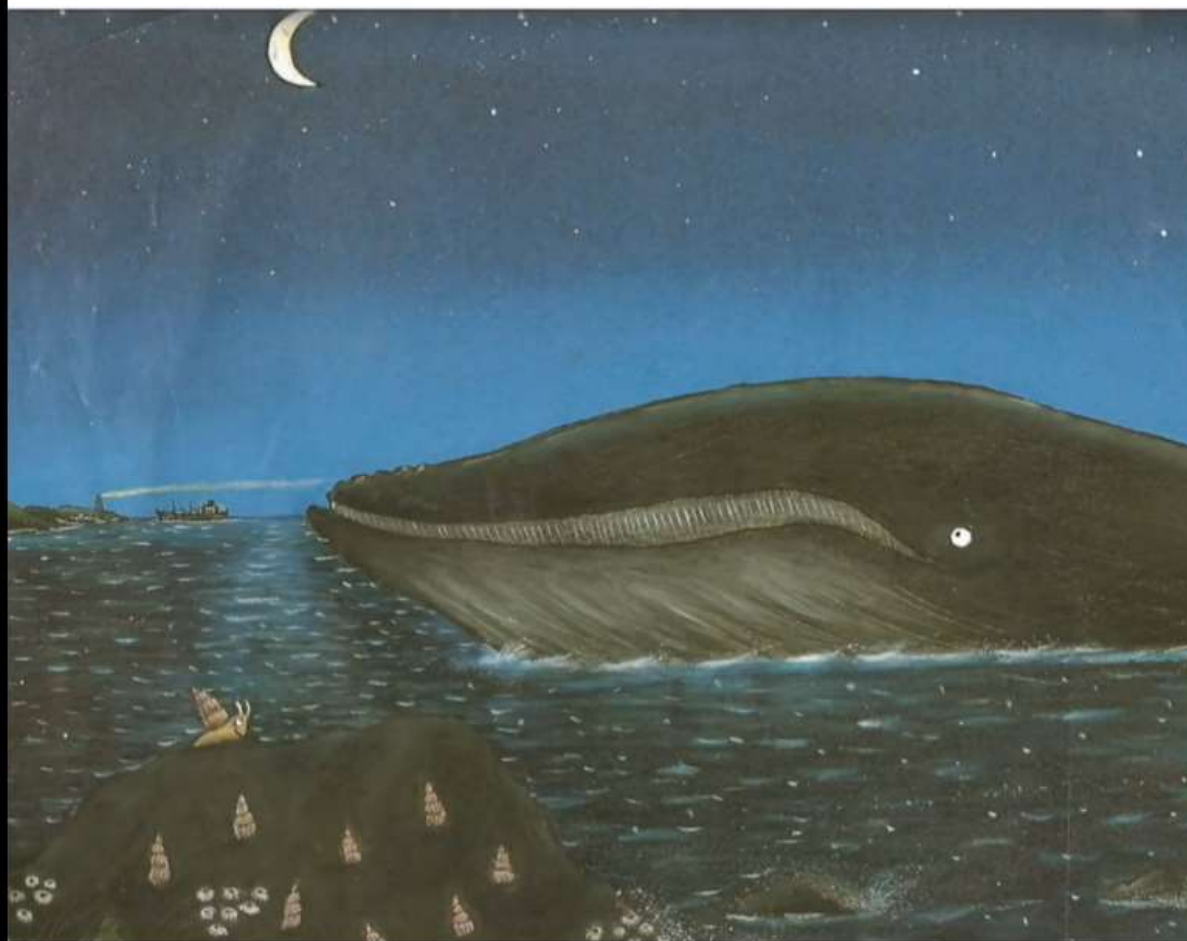
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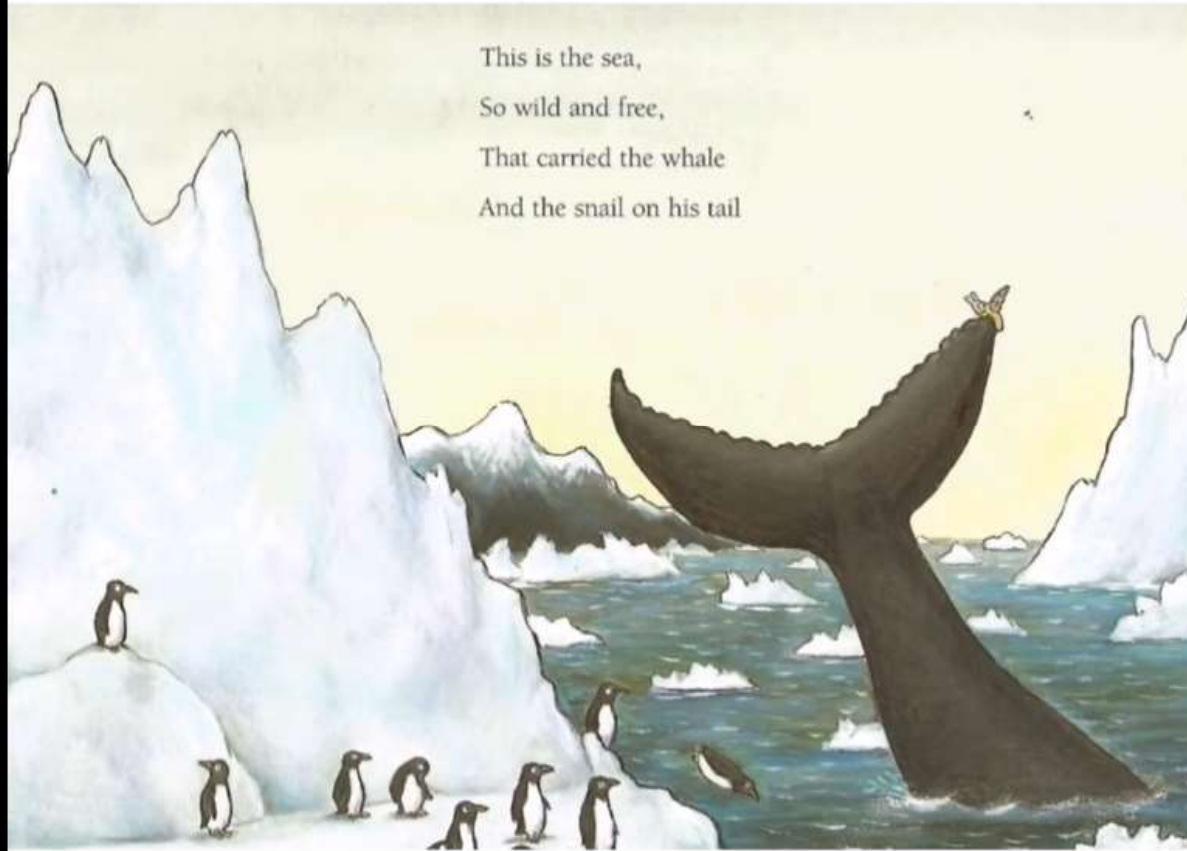
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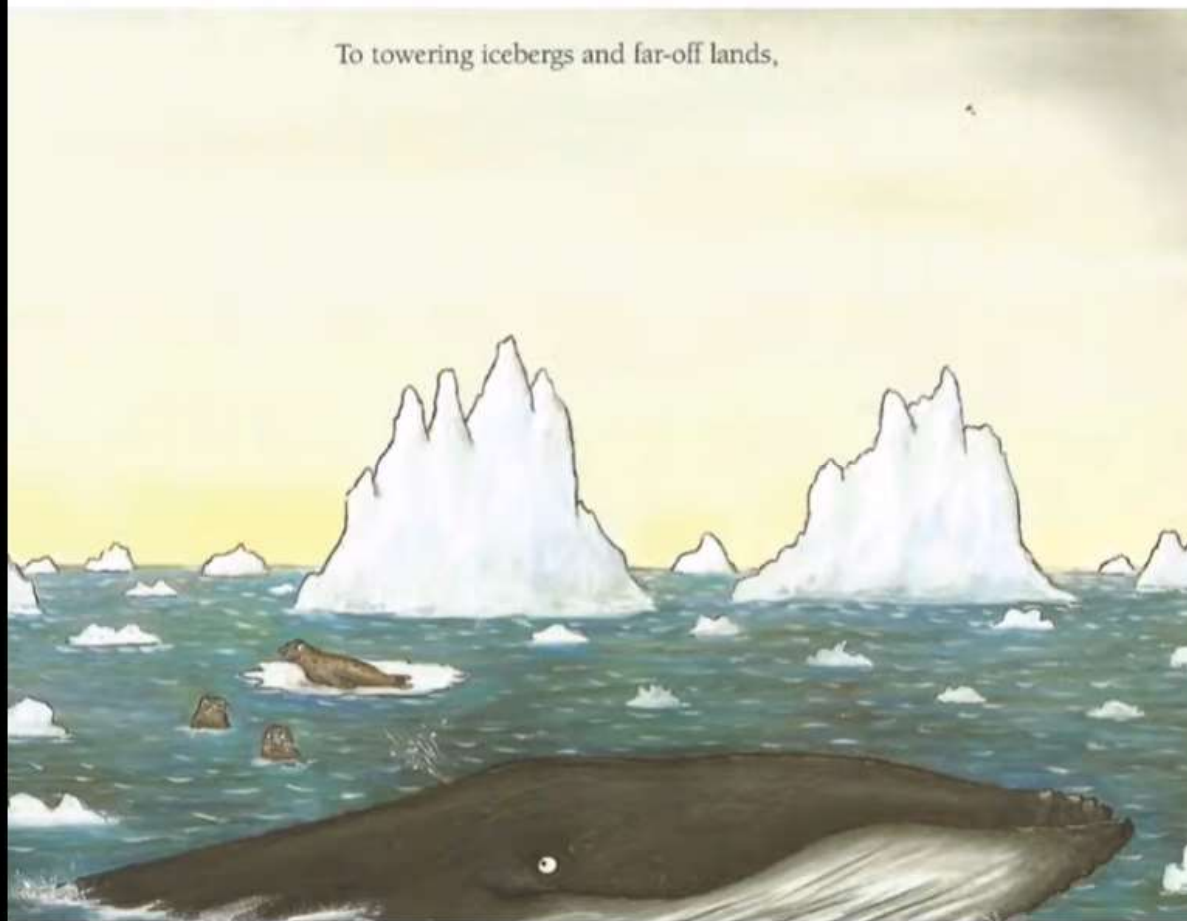
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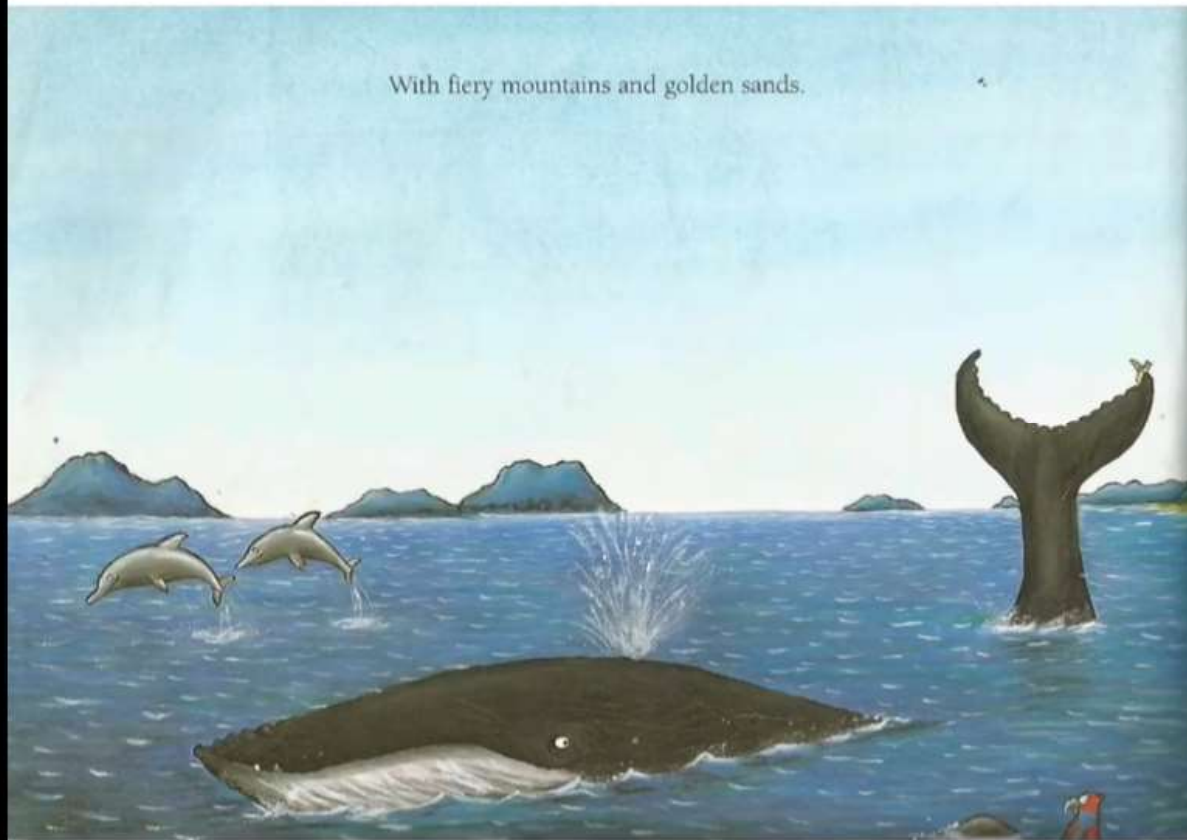
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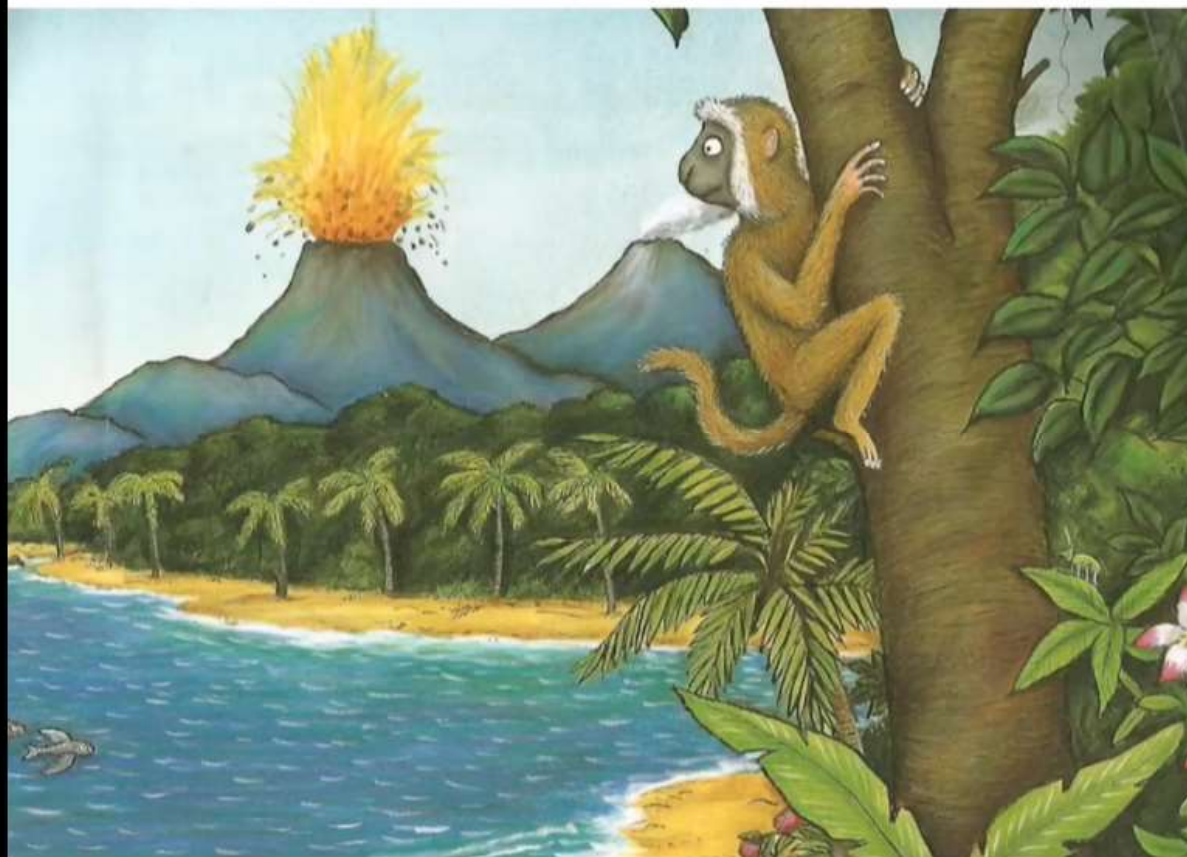


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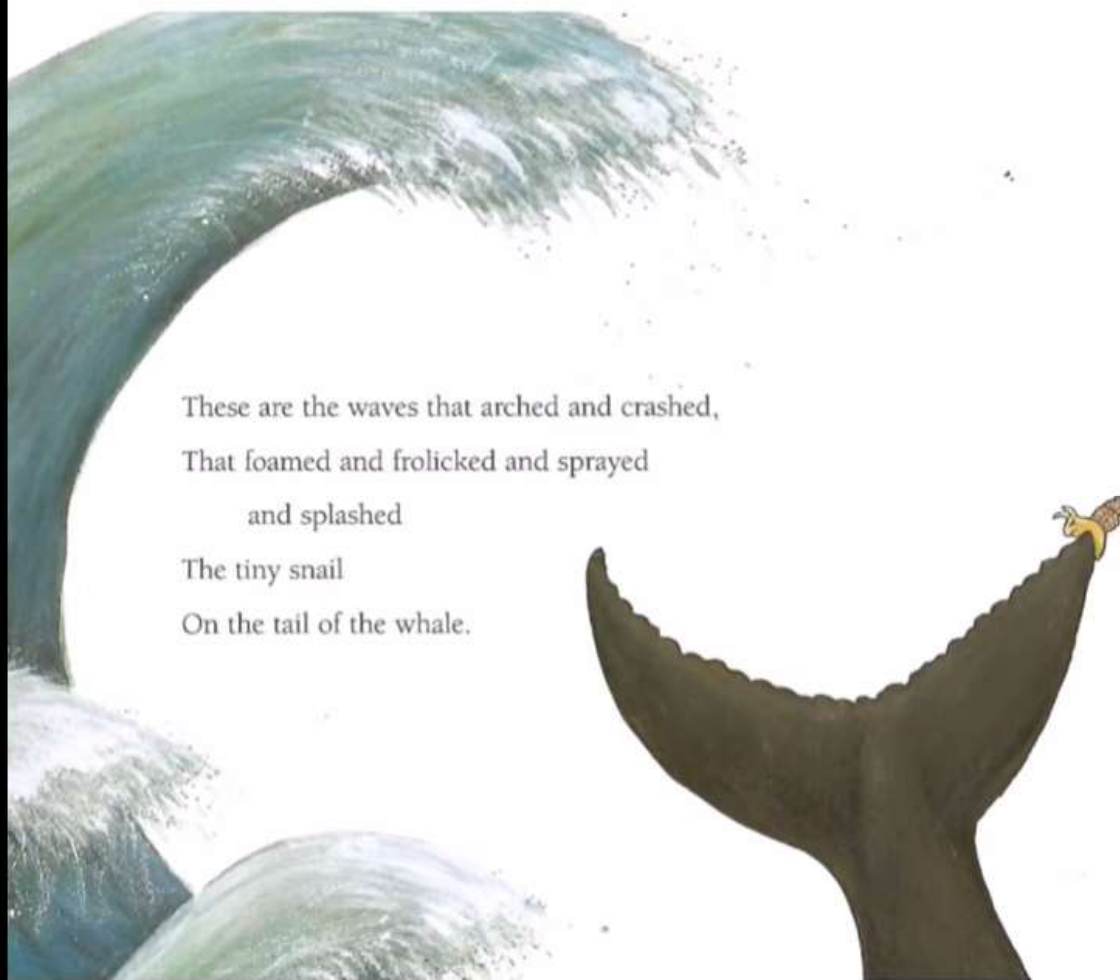


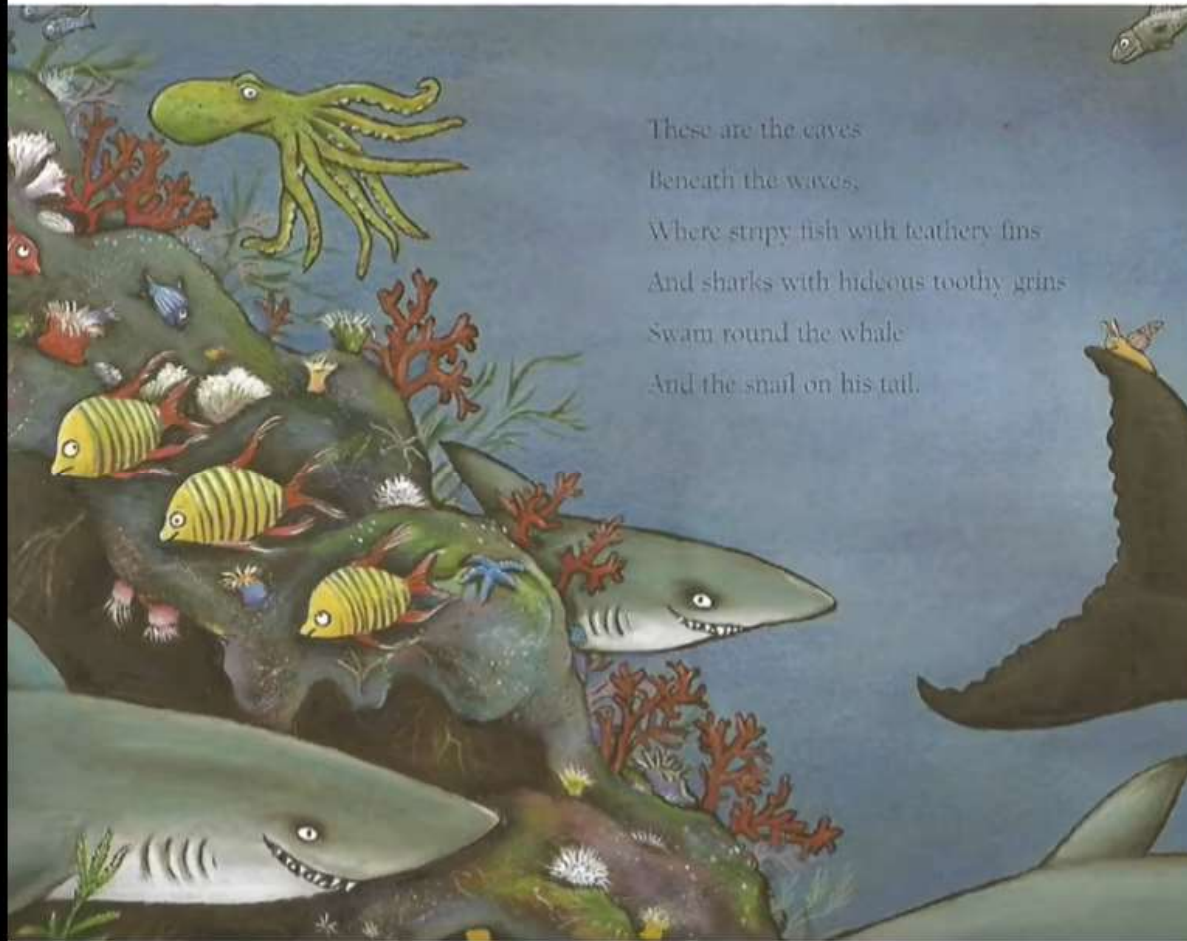
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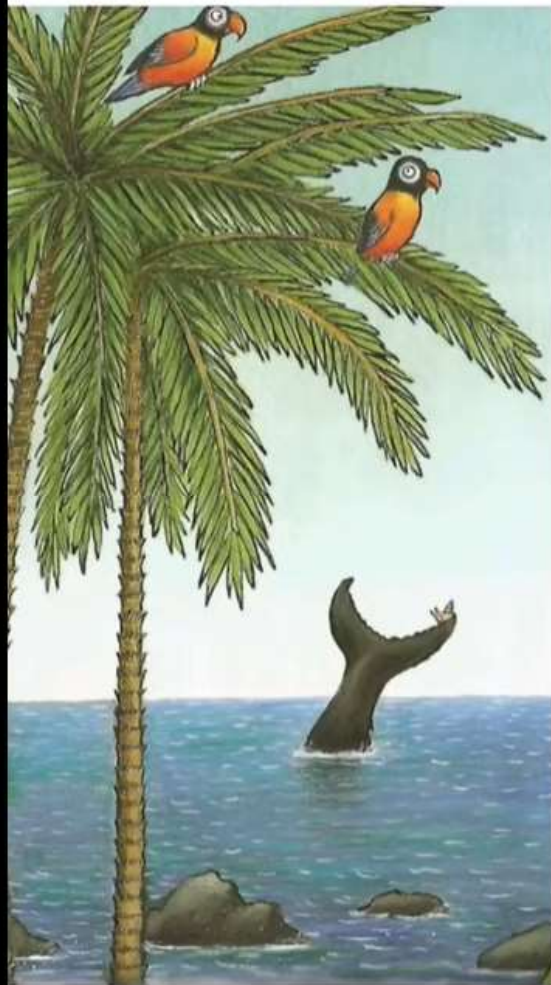


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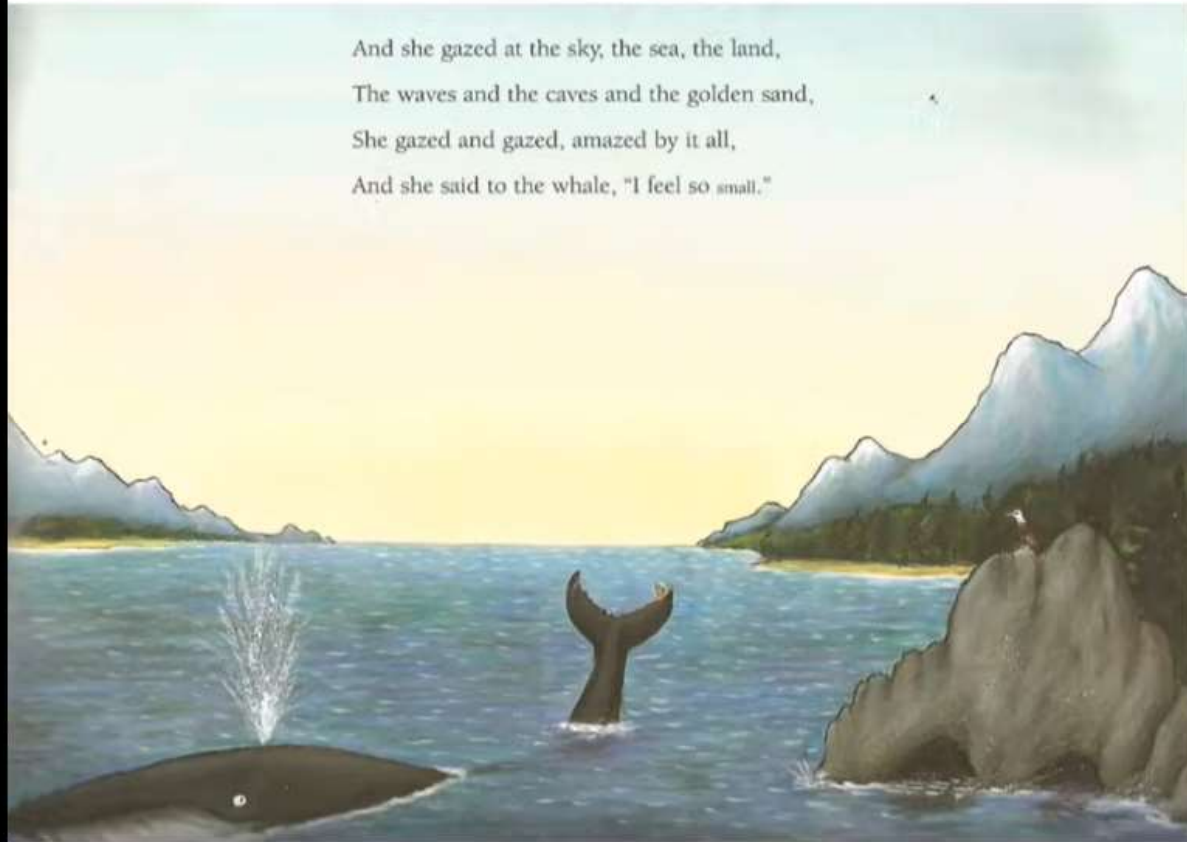
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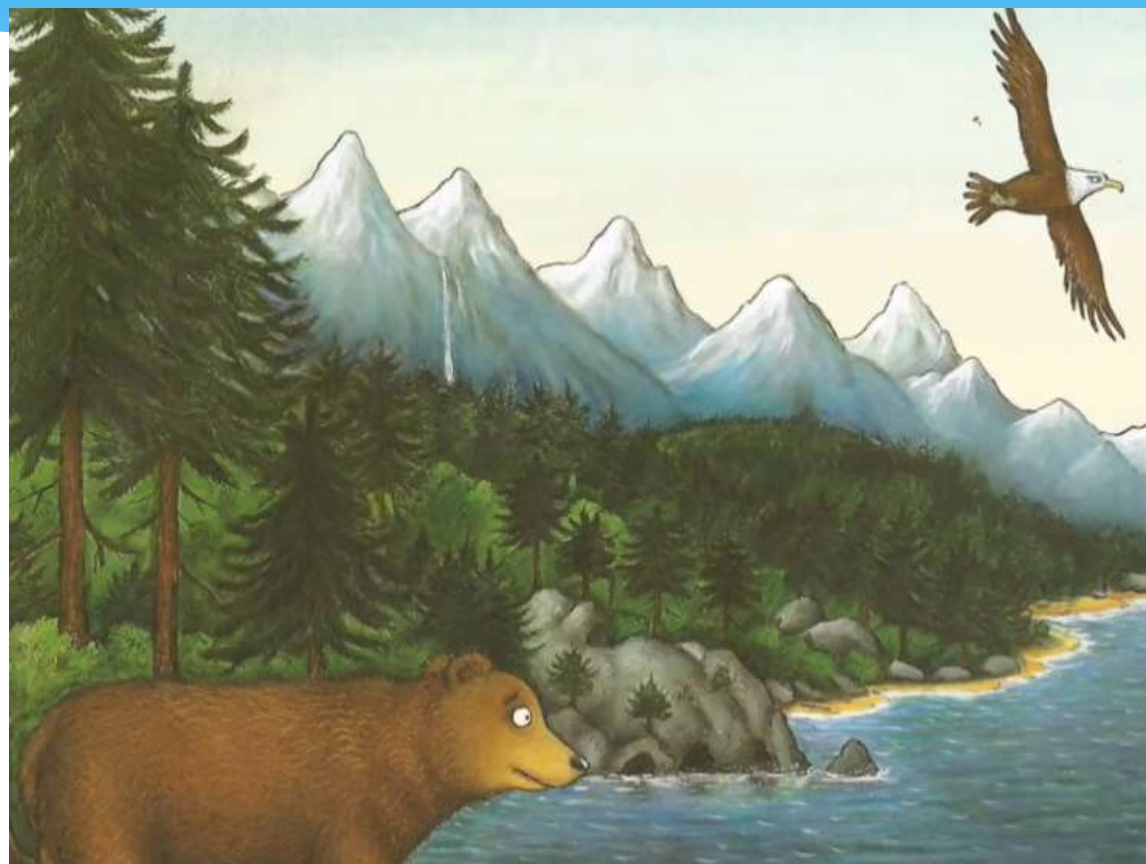
And she gazed at the sky, the sea, the land,
The waves and the caves and the golden sand,
She gazed and gazed, amazed by it all,
And she said to the whale, "I feel so small."



Mountain range and lake

- * ■ Mountain range and lake:

https://www.youtube.com/watch?v=MxYW_s0d6w4



mountains

eagle



cliff

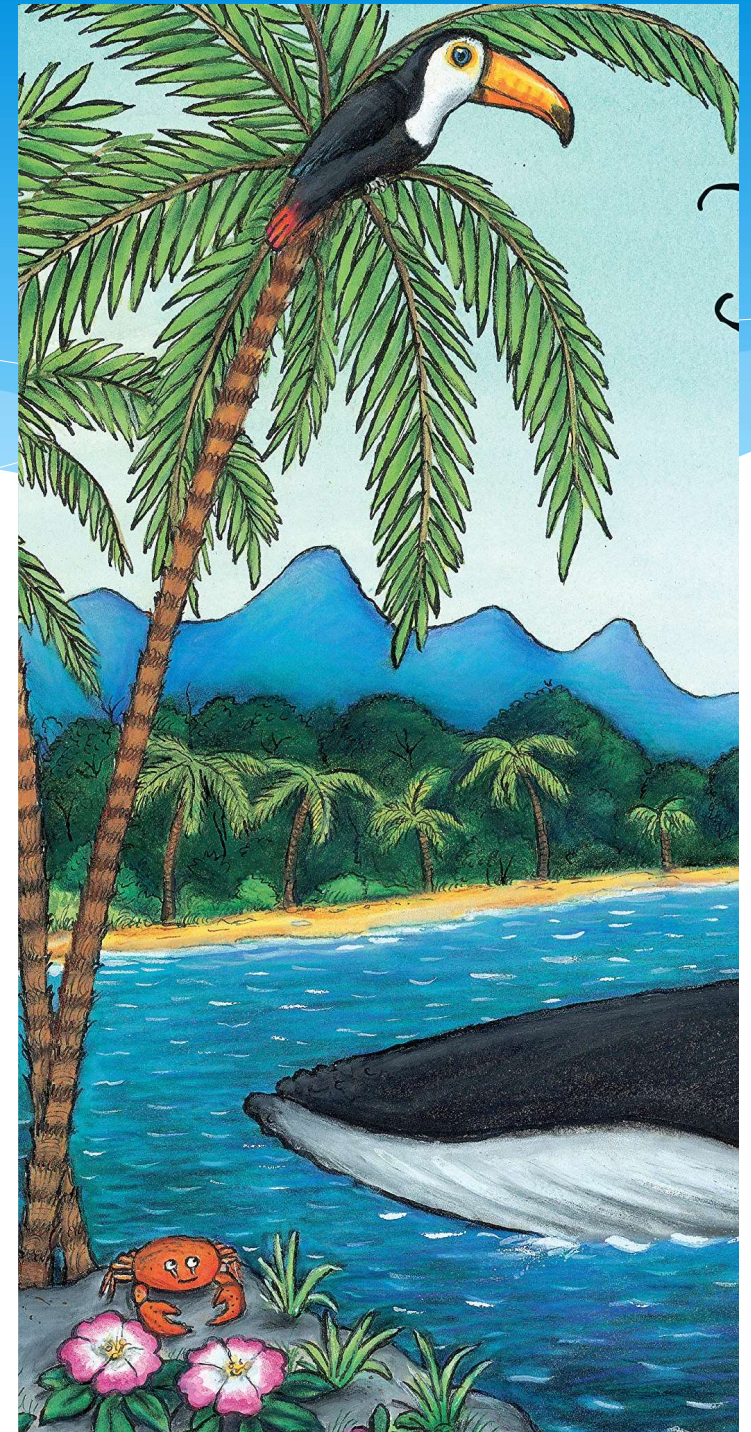
brown bear

Week 3 Friday

- * Learning Outcome / Objective
- * I can describe my own setting.

The beach

- * I can **see** tall mountains behind a forest of green trees.
- * I can **hear** the parrots clicking their tongues.
- * I can **feel** the soft sand between my toes.
- * I can **taste** the salt from the seawater.
- * I can **smell** the sweet flowers.

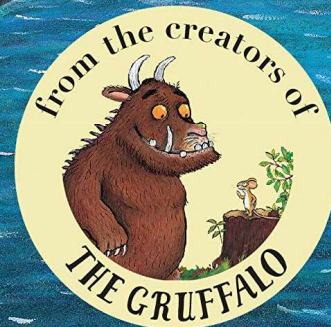
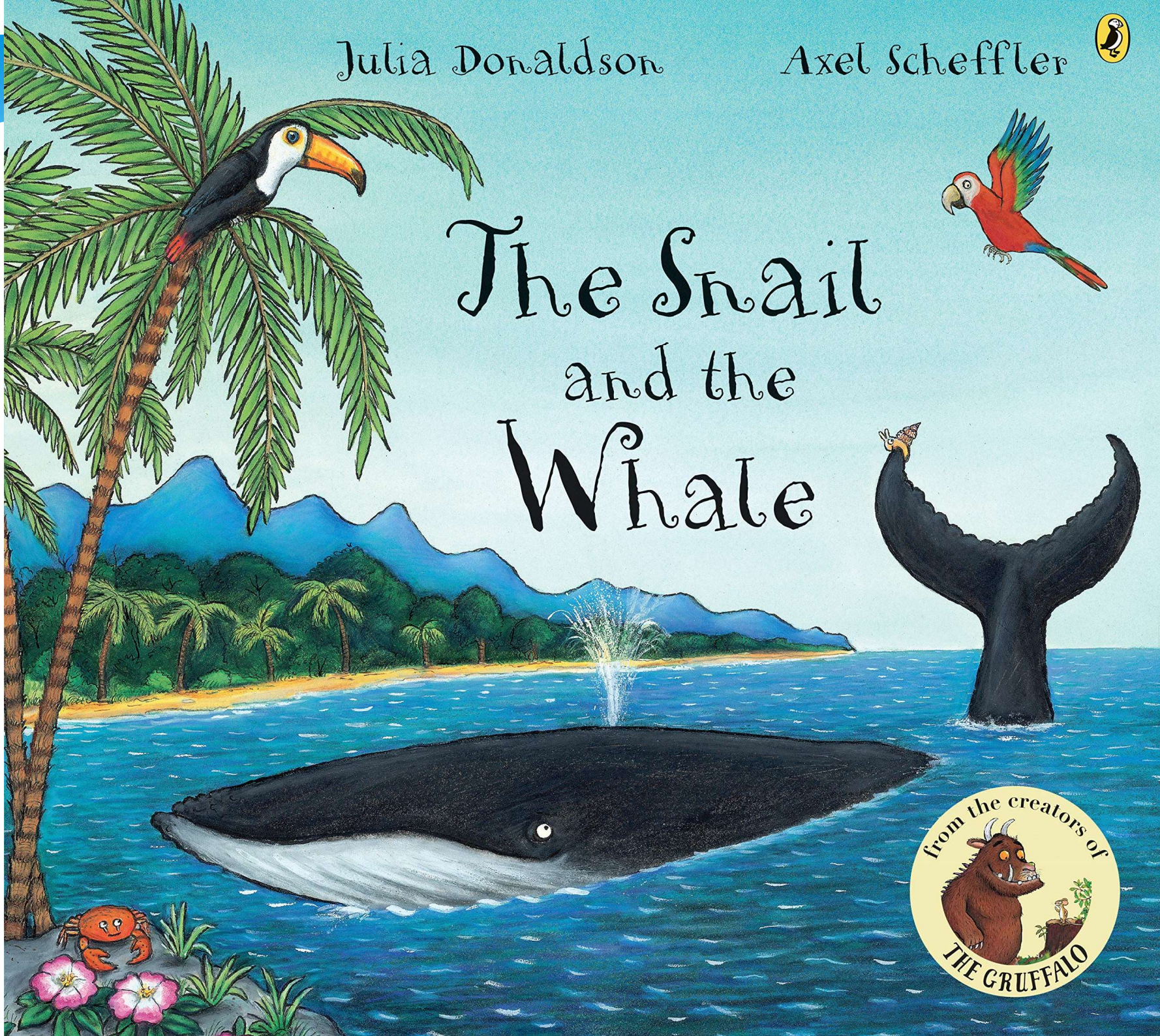


Julia Donaldson

Axel Scheffler



The Snail and the Whale



This is a tale of a tiny snail
And a great big, grey-blue humpback whale.



This is a rock as black as soot,
And this is a snail with an itchy foot.



The sea snail slithered all over the rock
And gazed at the sea and the ships in the dock.
And as she gazed she sniffed and sighed.
"The sea is deep and the world is wide!
How I long to sail!"



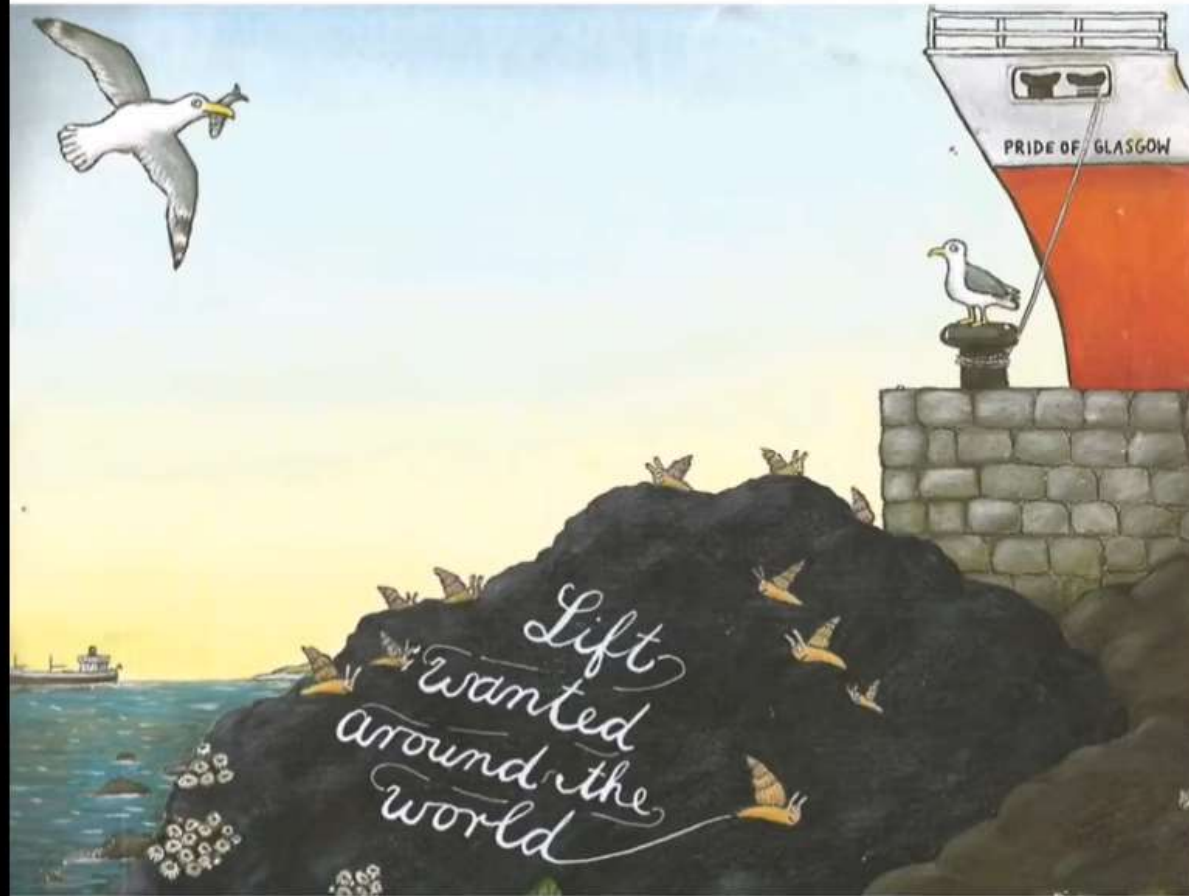


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But the tiny sea snail sighed and sniffed,
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This is the trail
Of the tiny snail,
A silvery trail that looped and curled
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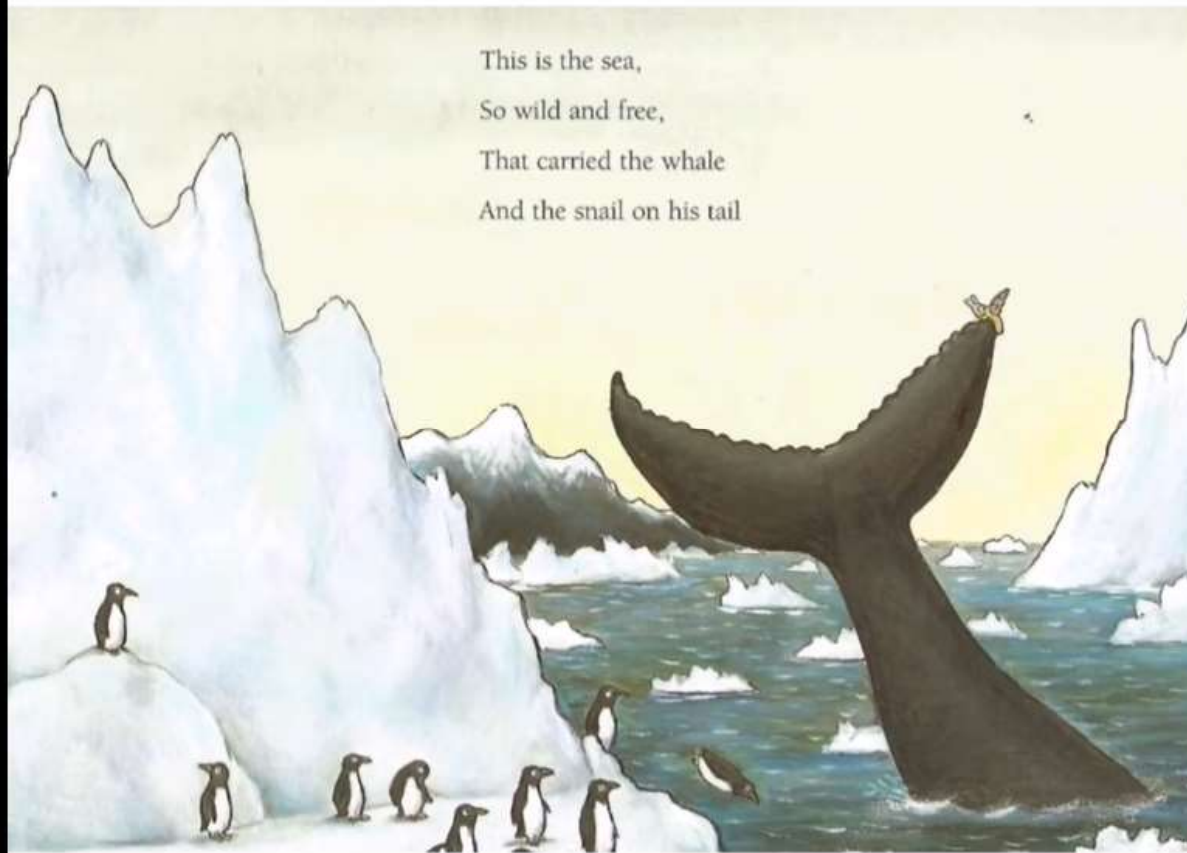
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And this is the tail
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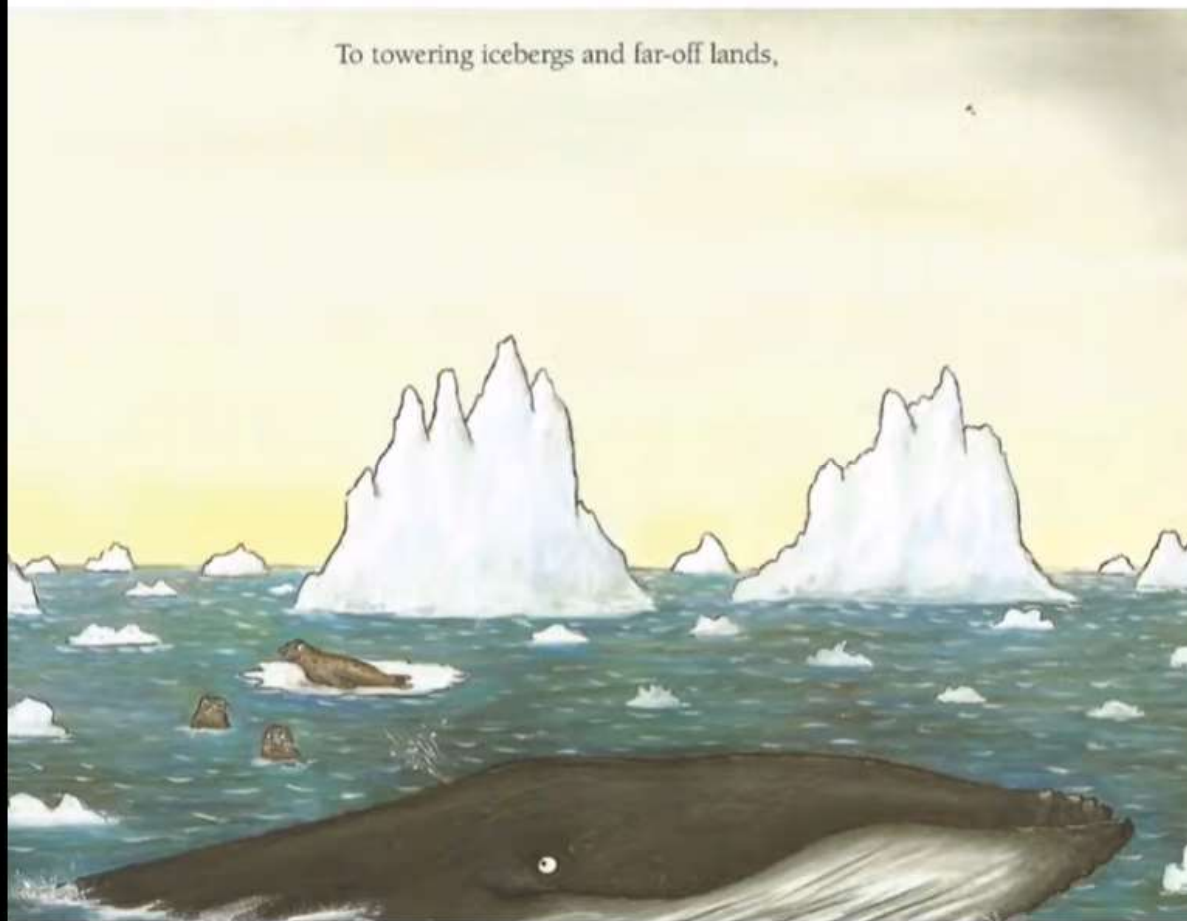
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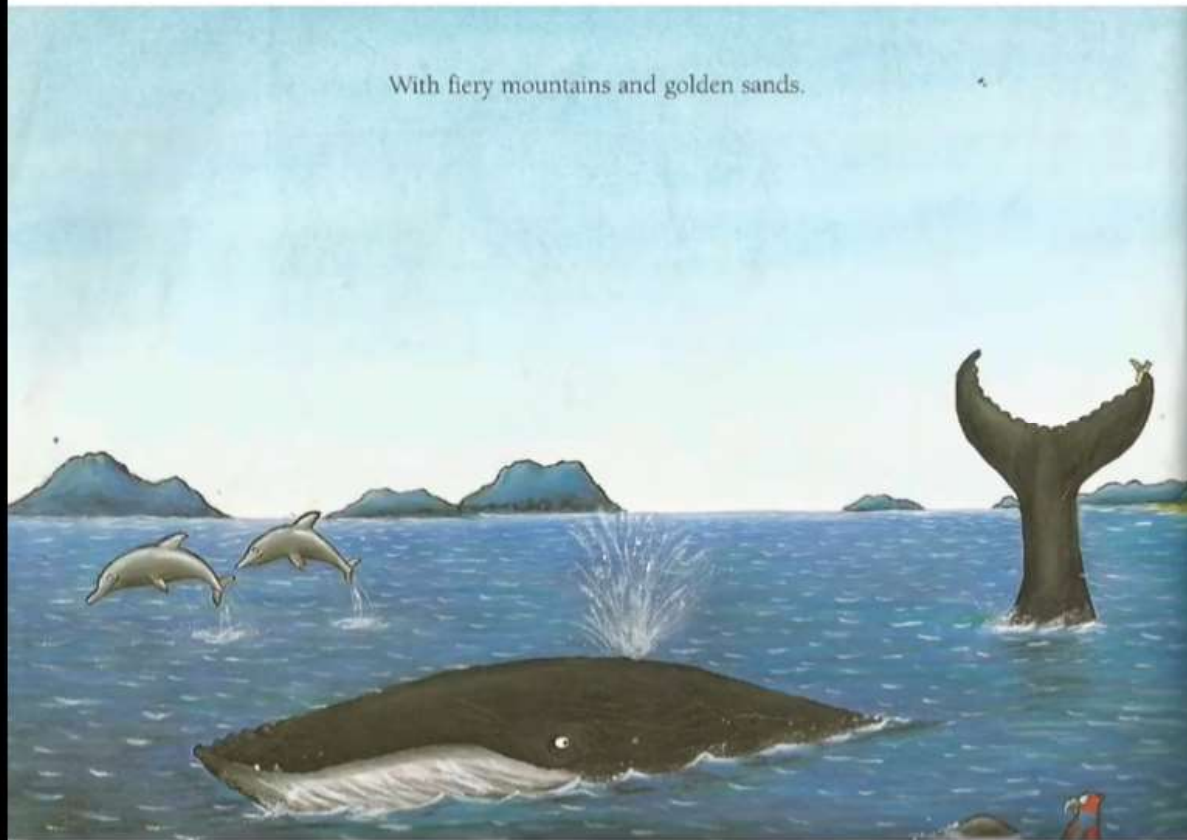
This is the sea,
So wild and free,
That carried the whale
And the snail on his tail

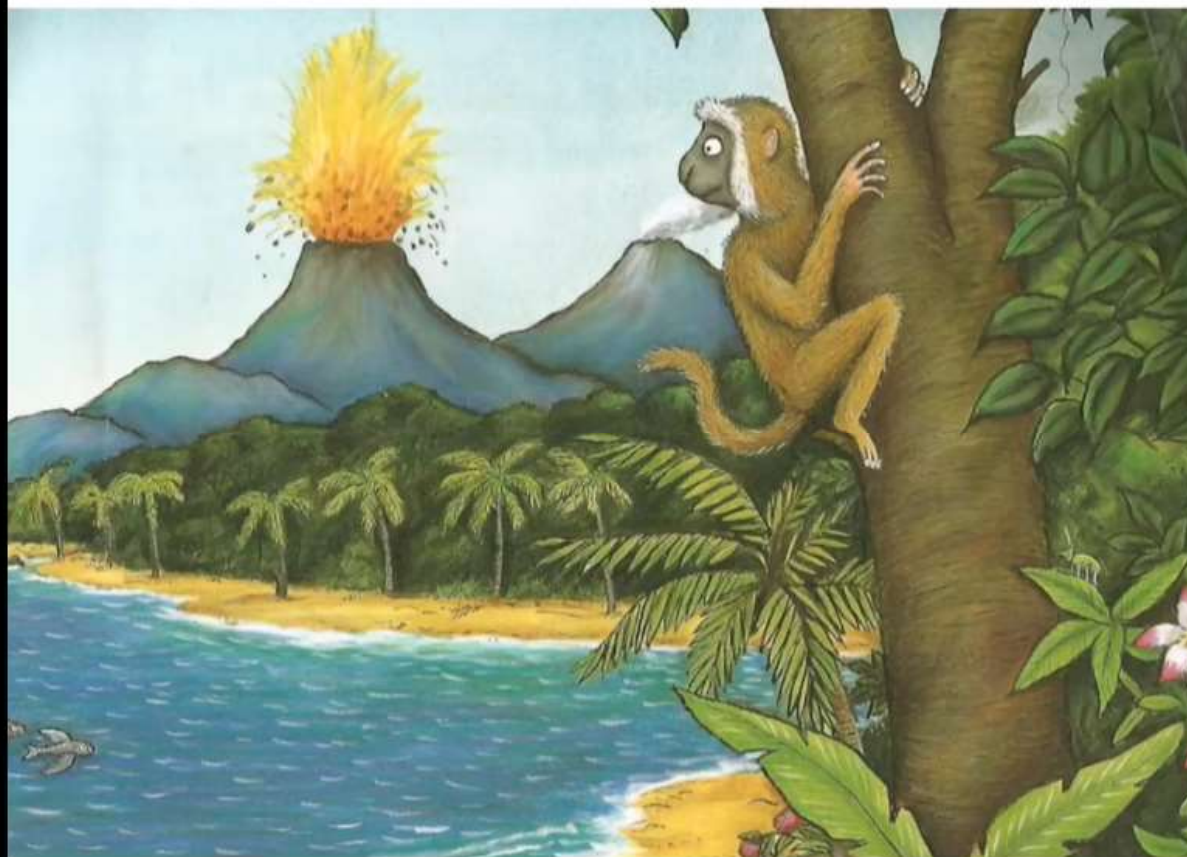


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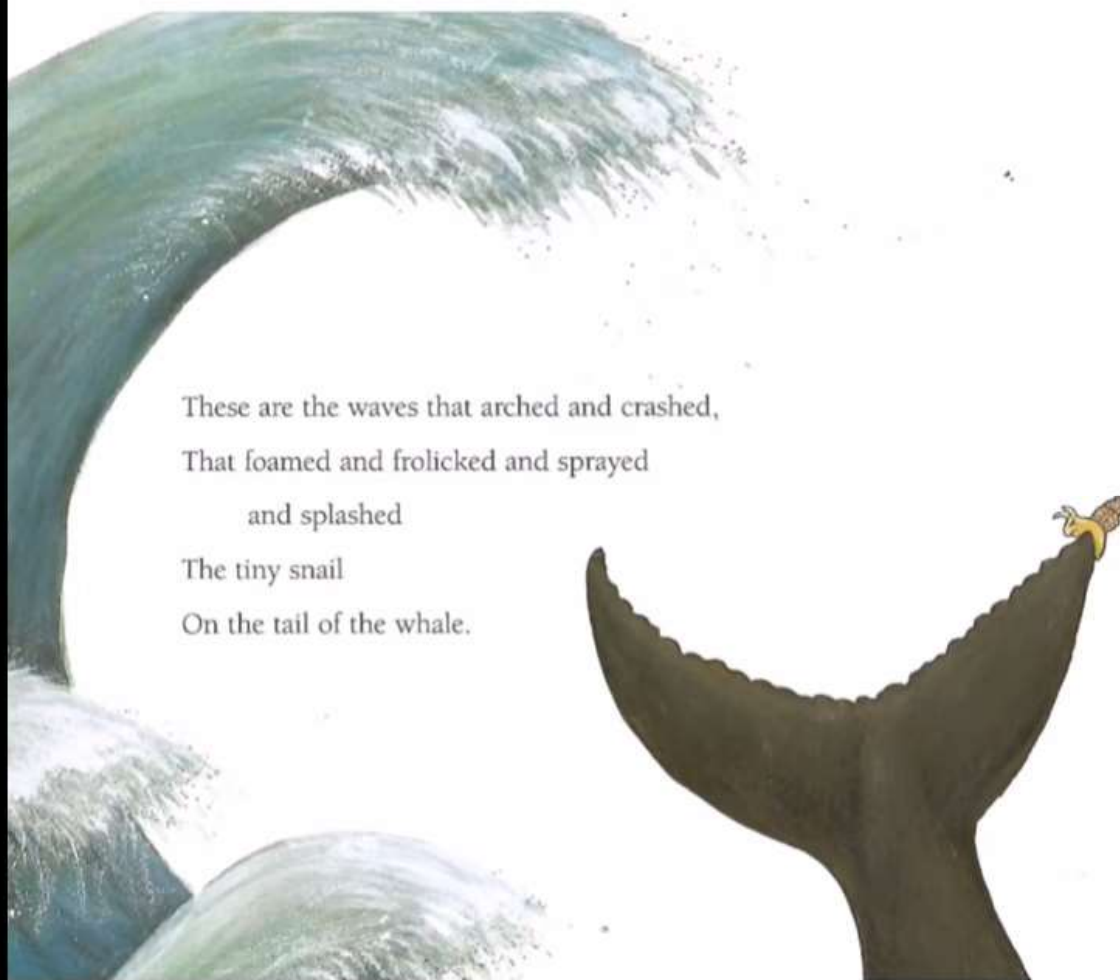


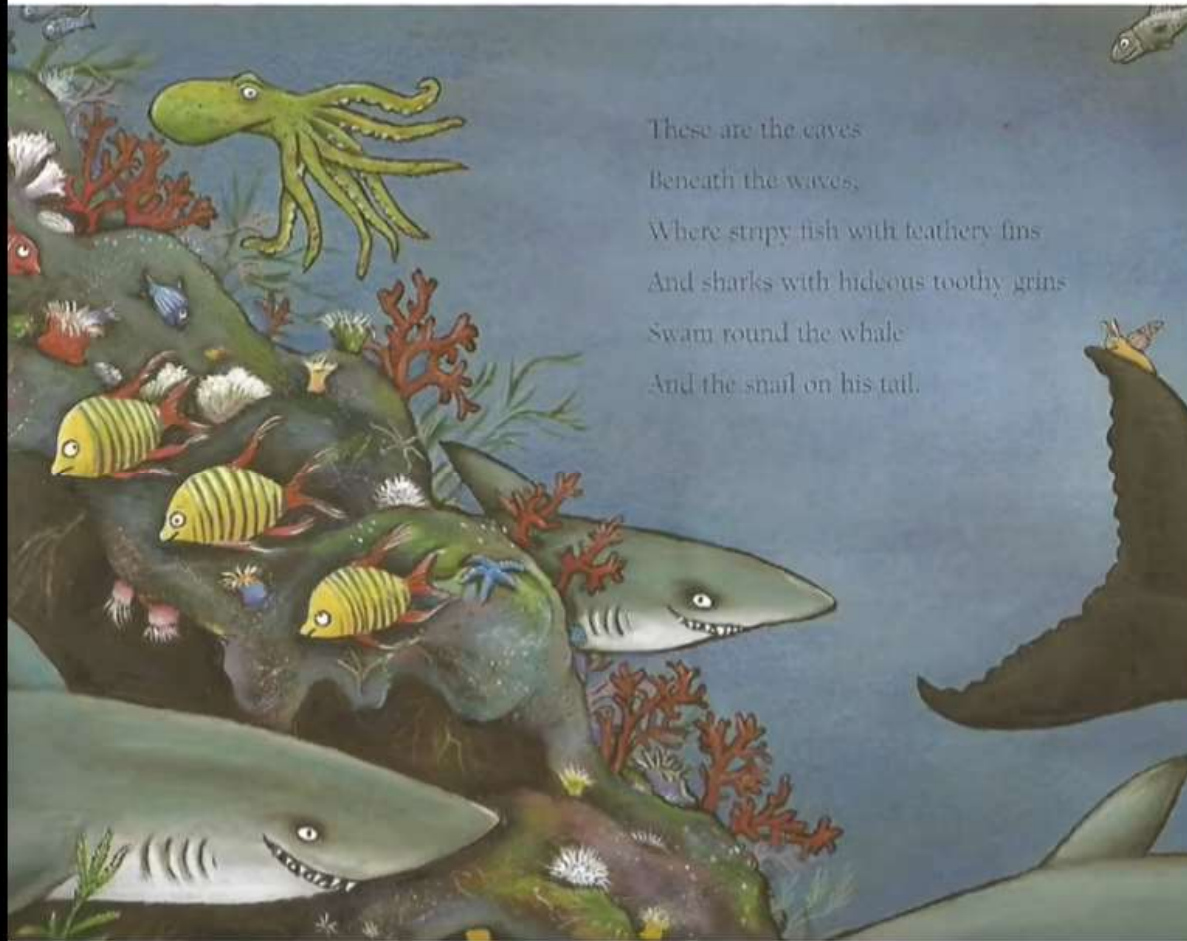
With fiery mountains and golden sands.



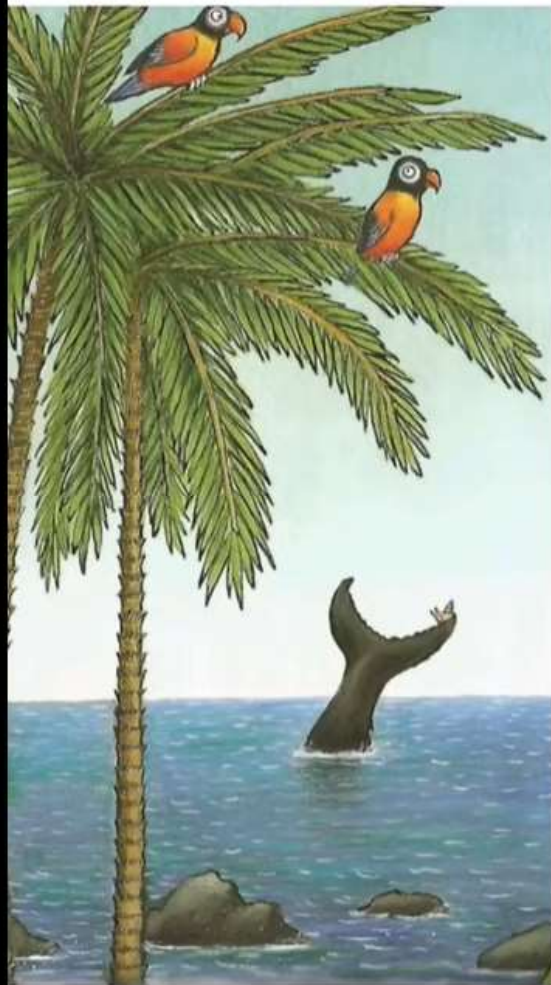


These are the waves that arched and crashed,
That foamed and frolicked and sprayed
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The tiny snail
On the tail of the whale.





These are the caves
Beneath the waves,
Where stripy fish with leathery fins
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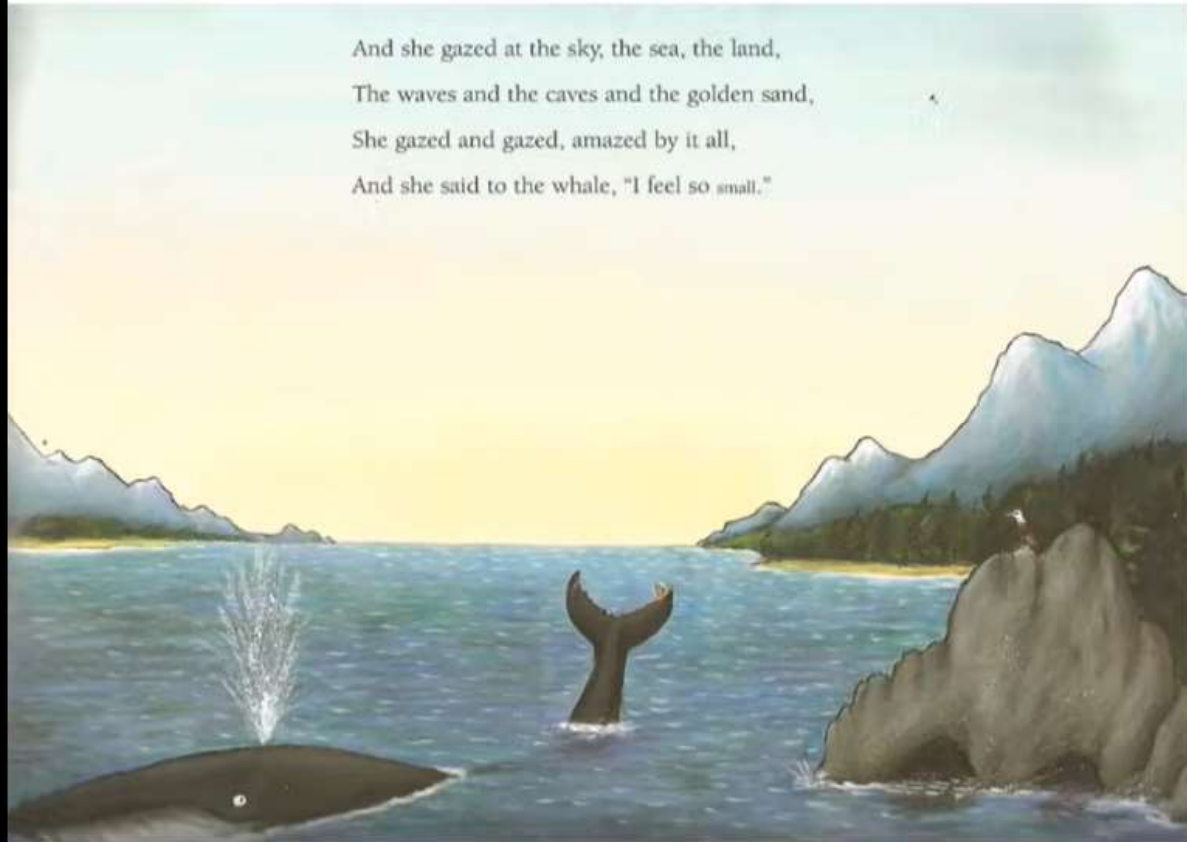
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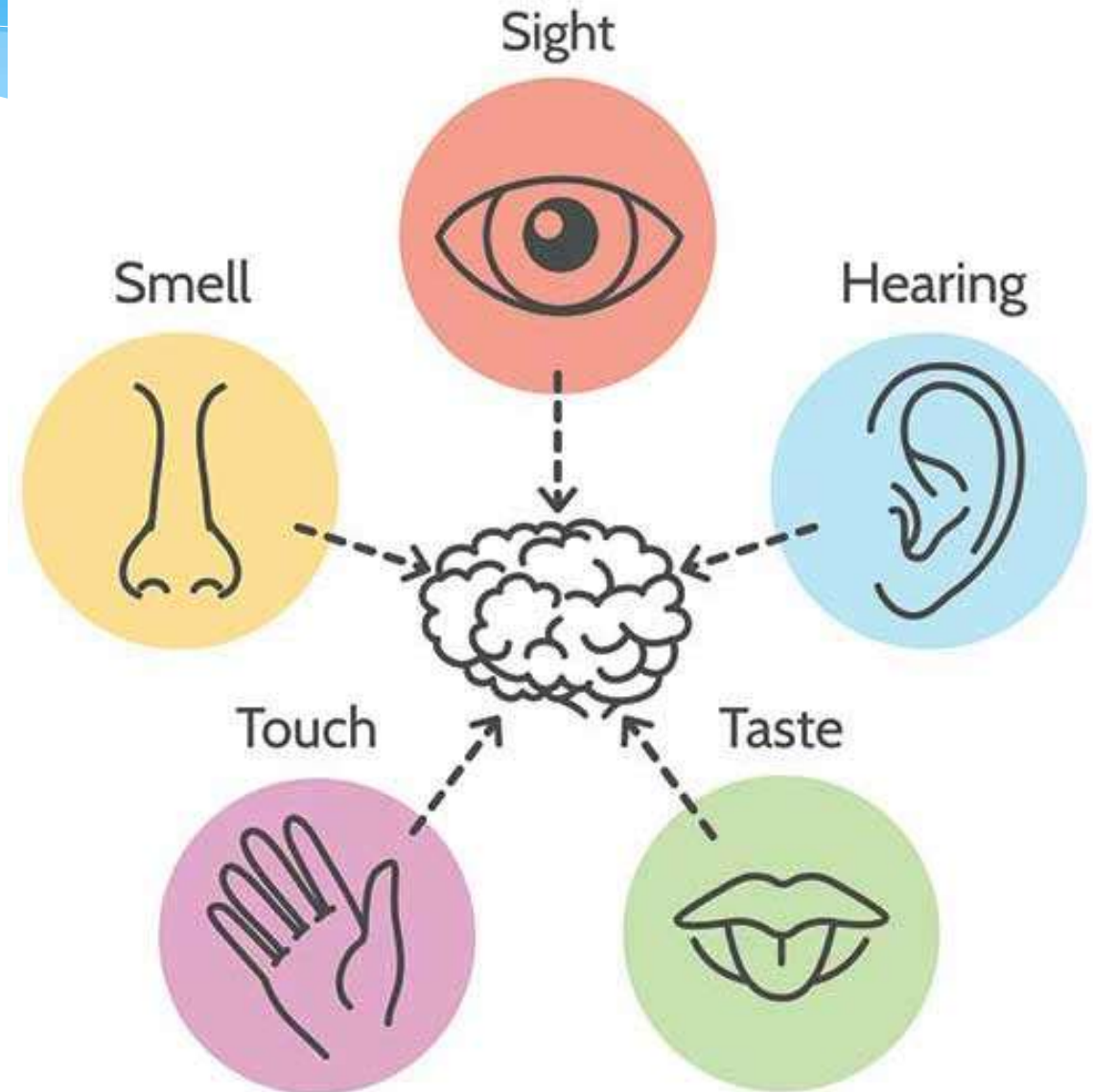


This is the tide, slipping away . . .



Where else could our snail visit?

Draw a picture of your own setting and label what our snail might see, hear, touch and smell.



Week 4 Monday

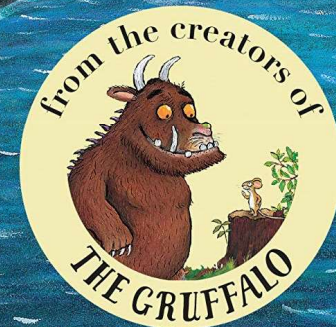
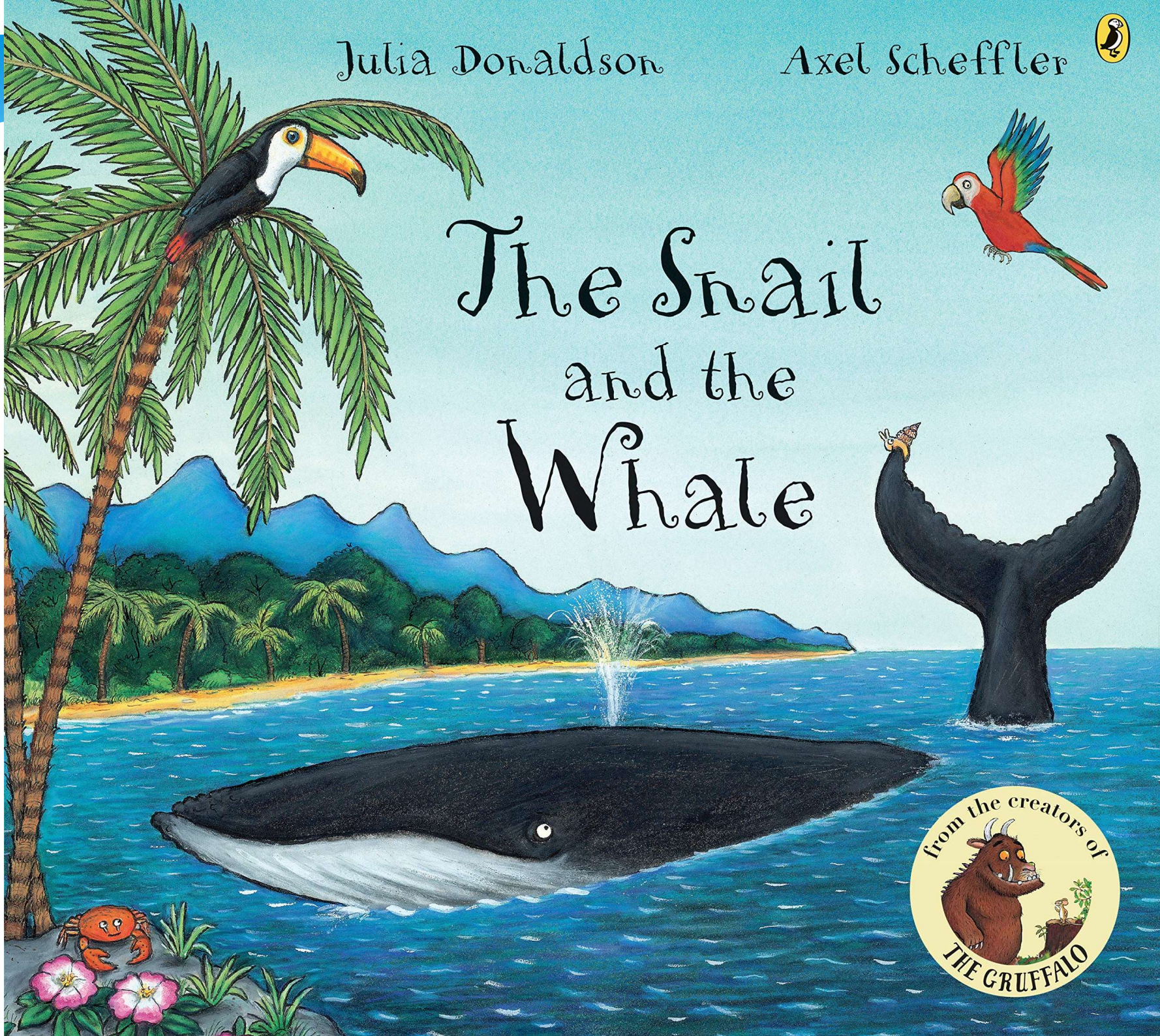
- * Learning Outcome / Objective
- * I can make predictions.

Julia Donaldson

Axel Scheffler



The Snail and the Whale



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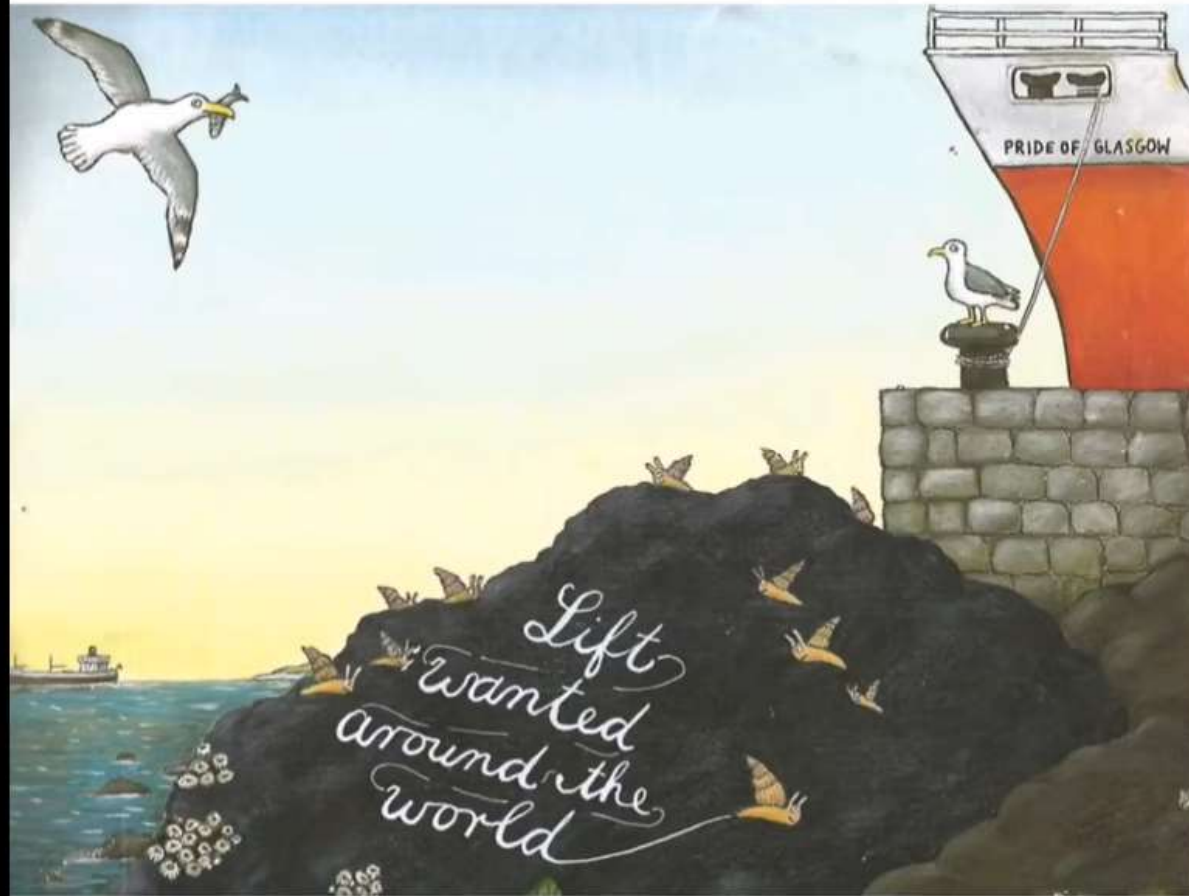


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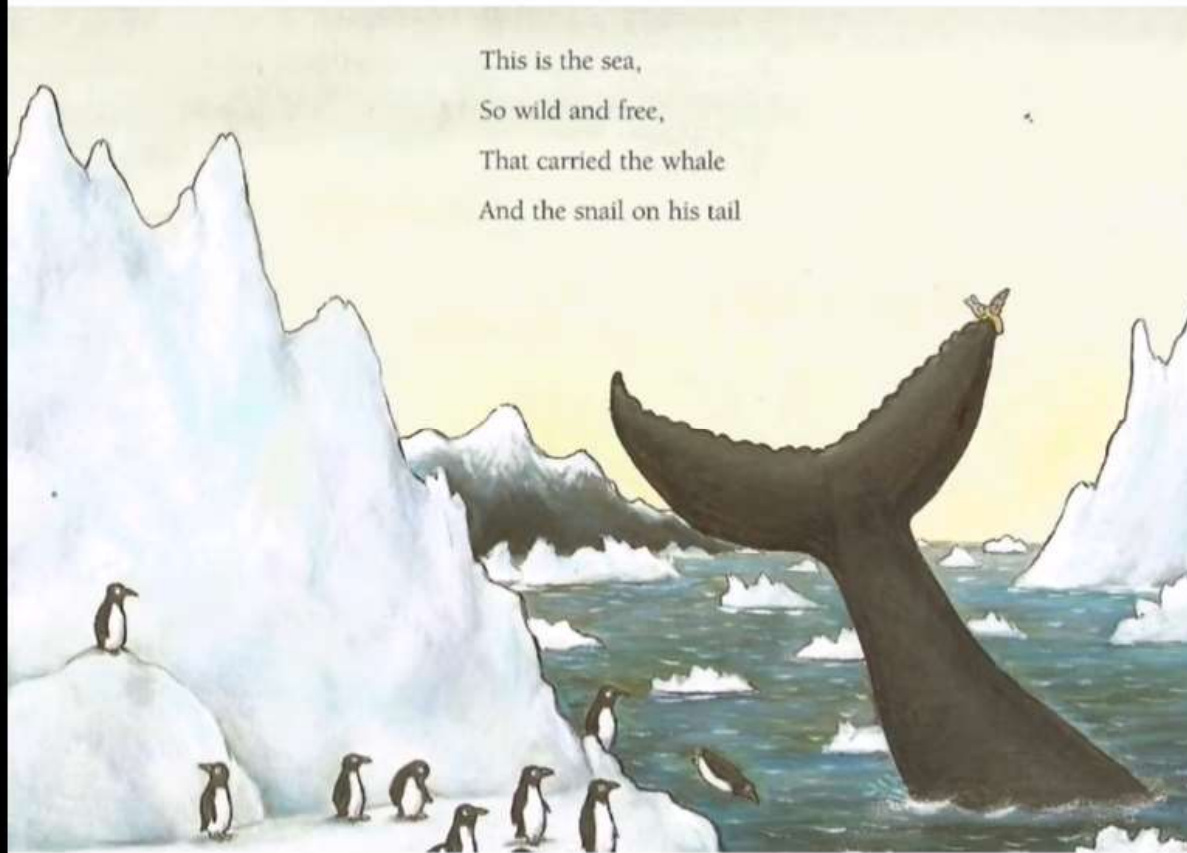
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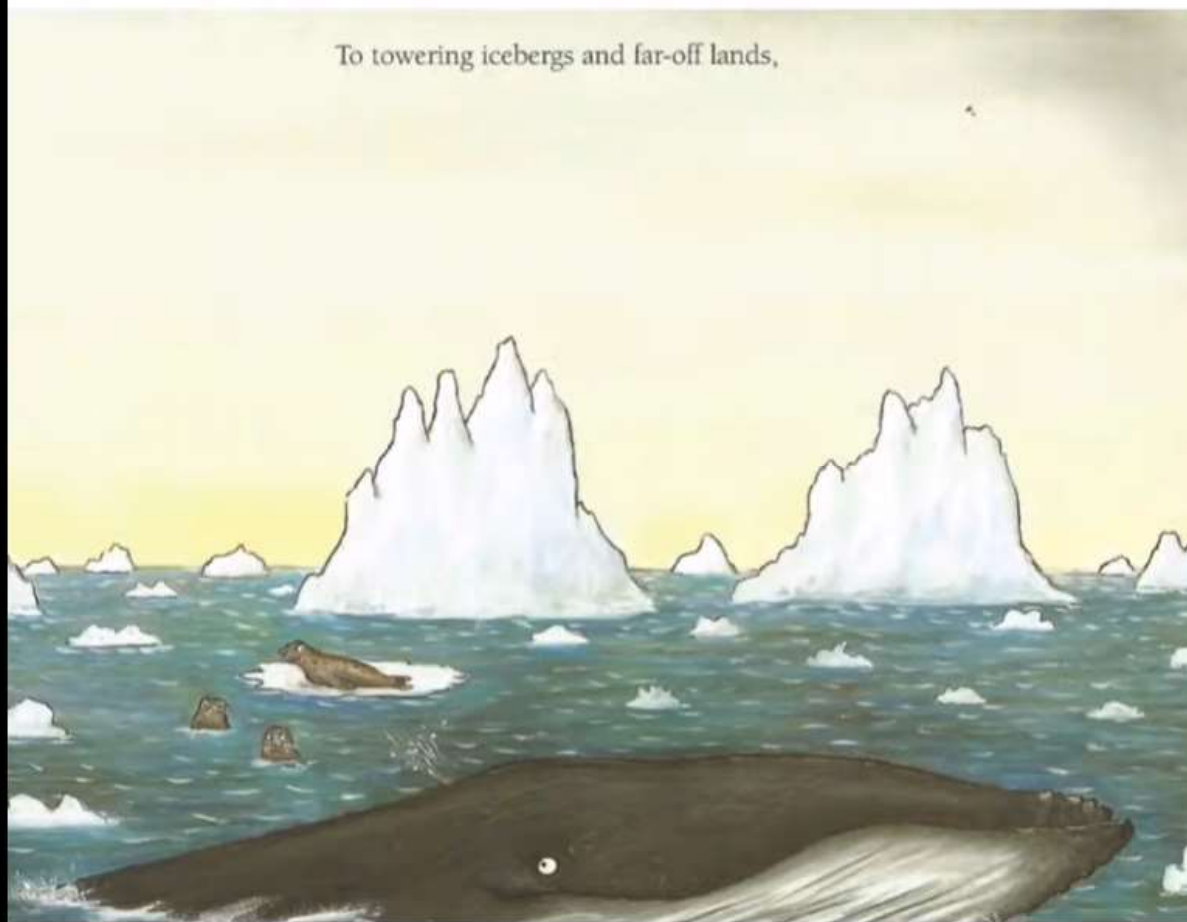
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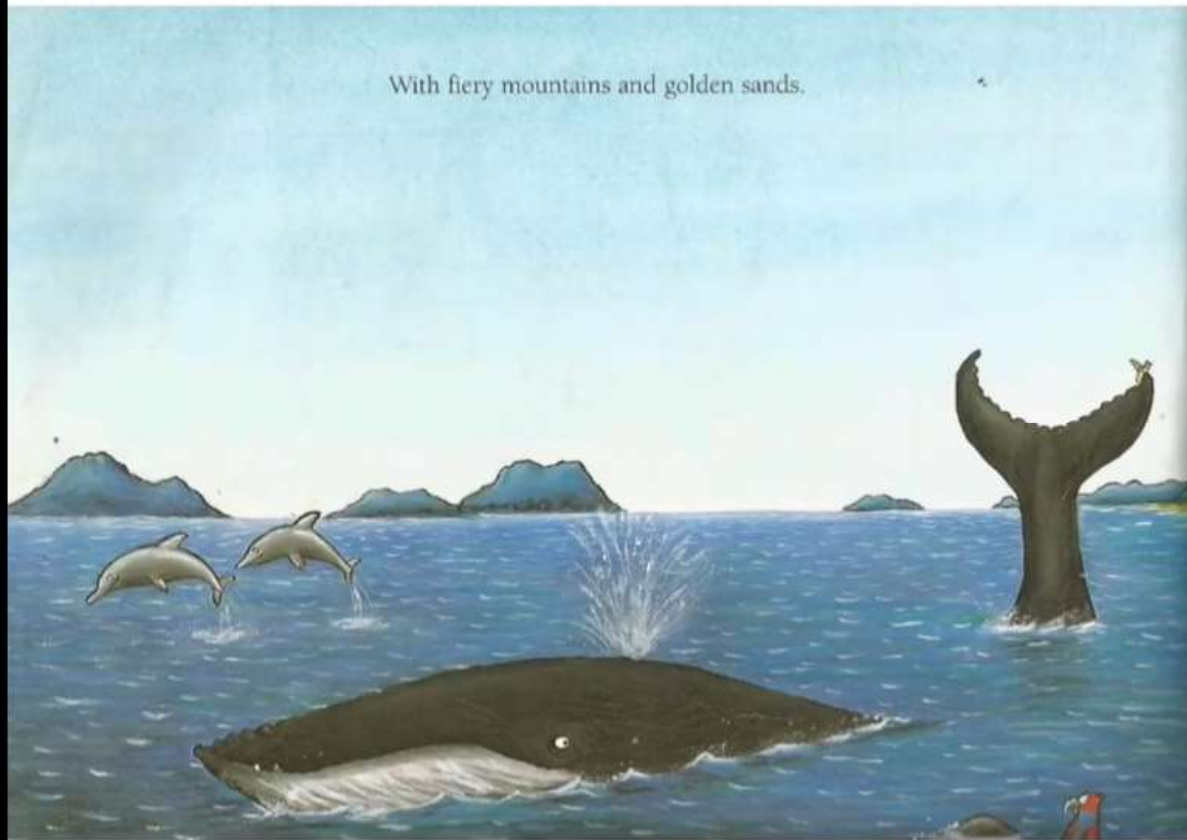
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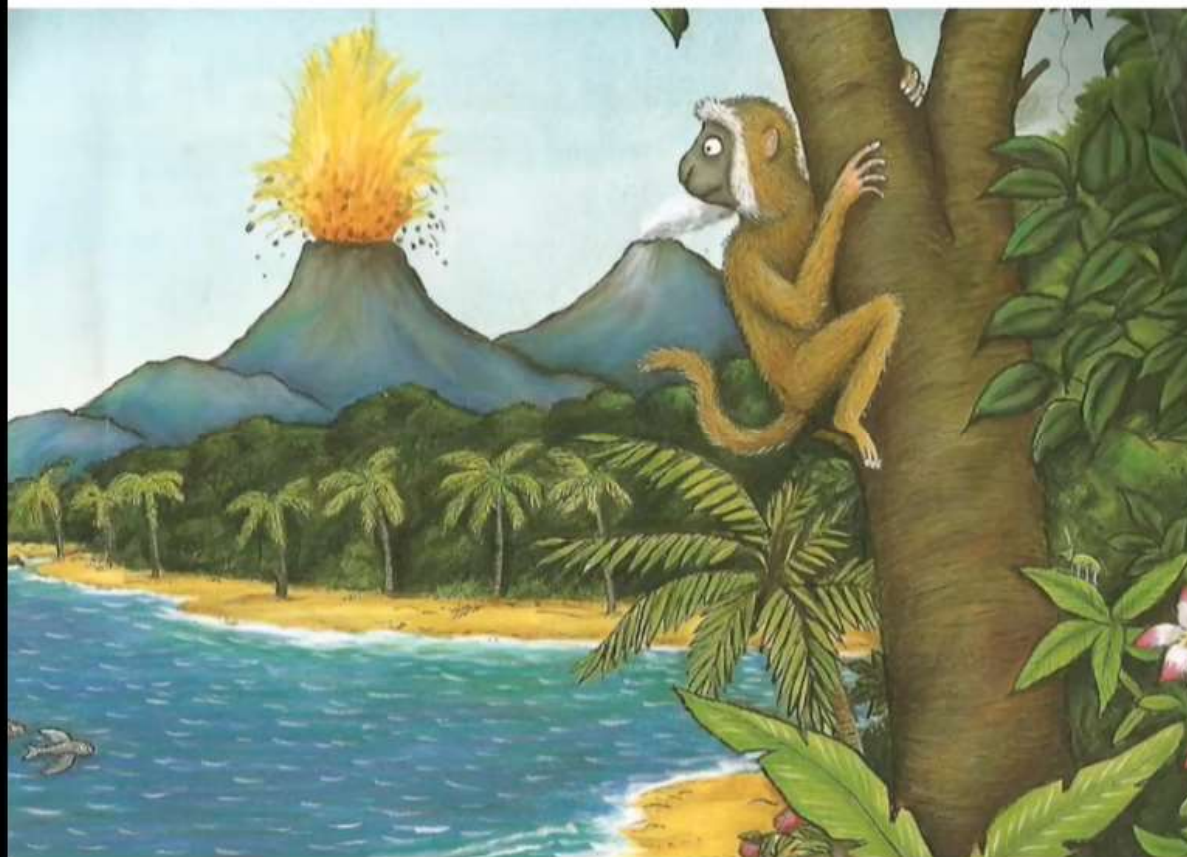


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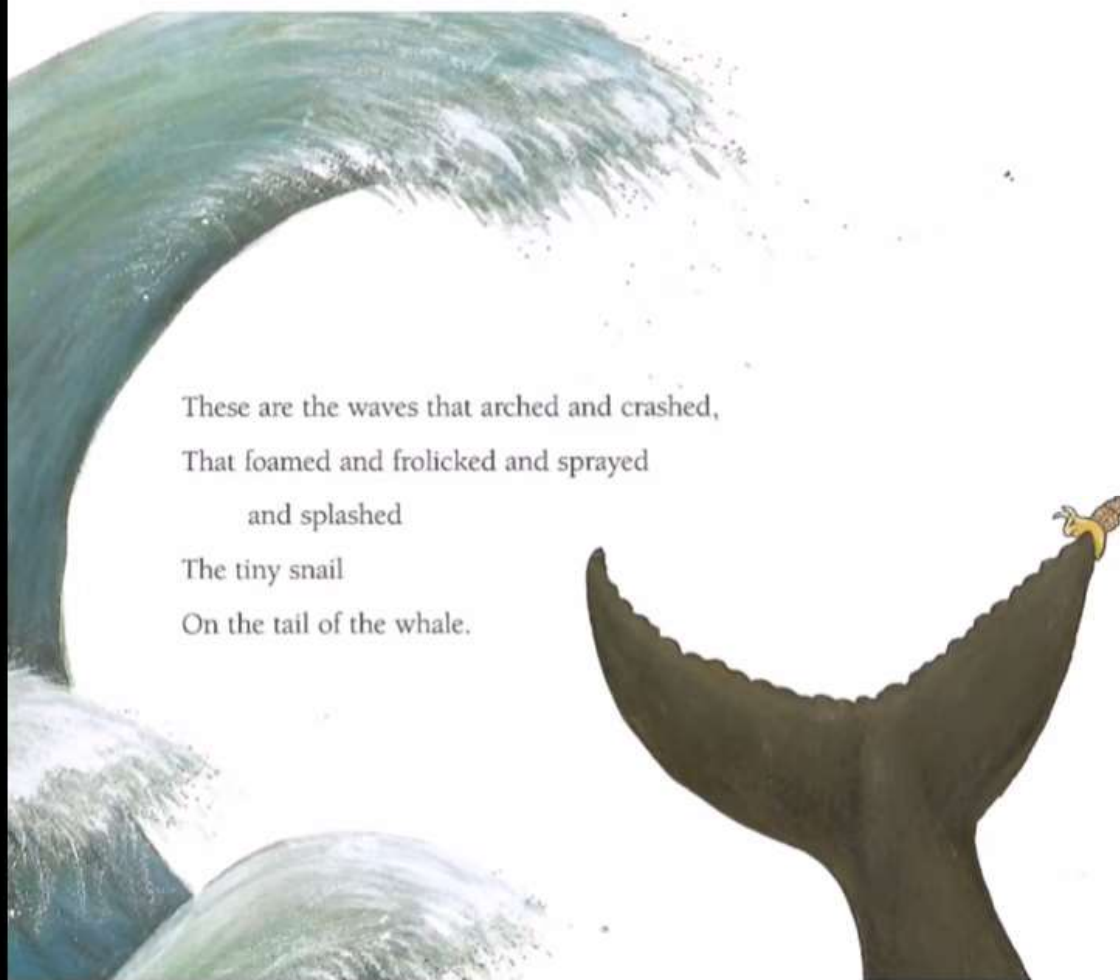


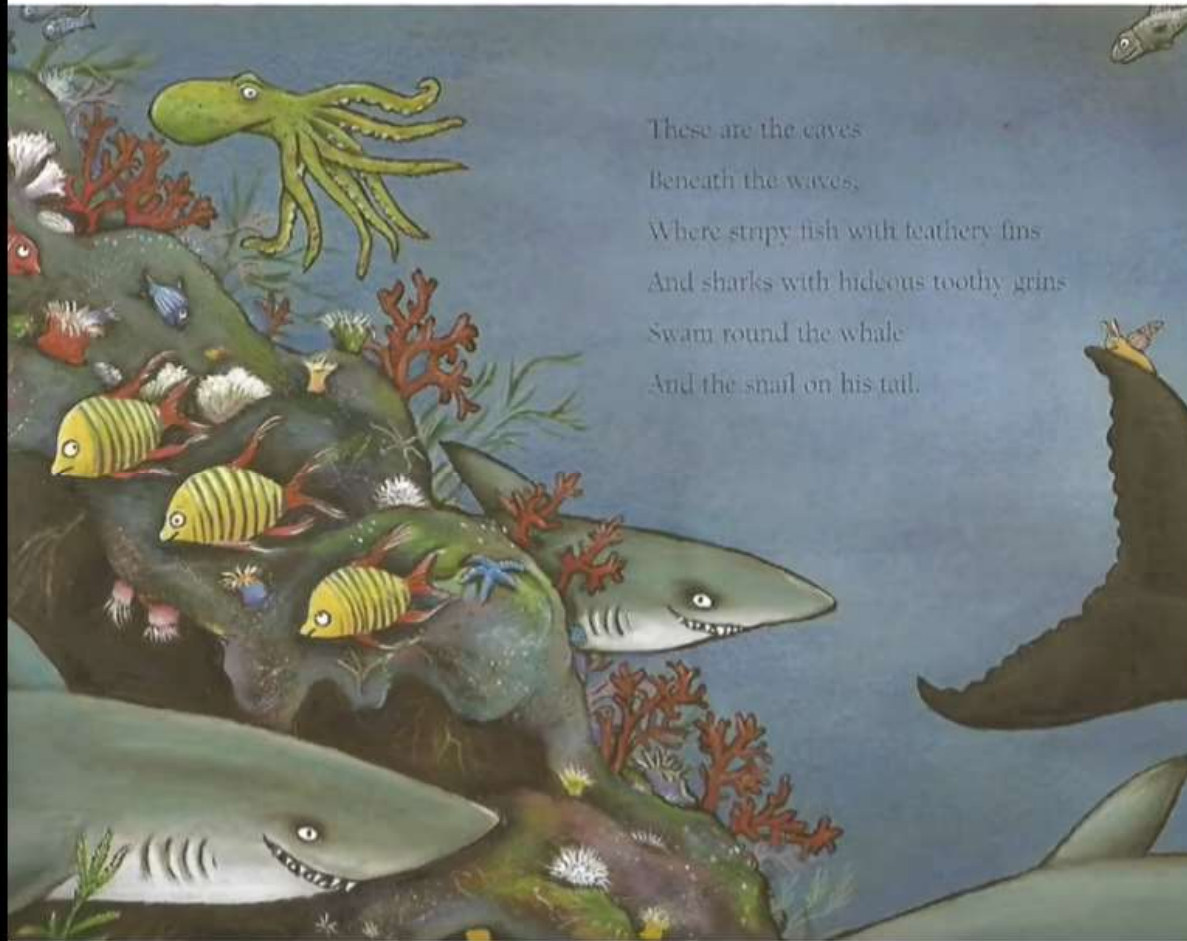
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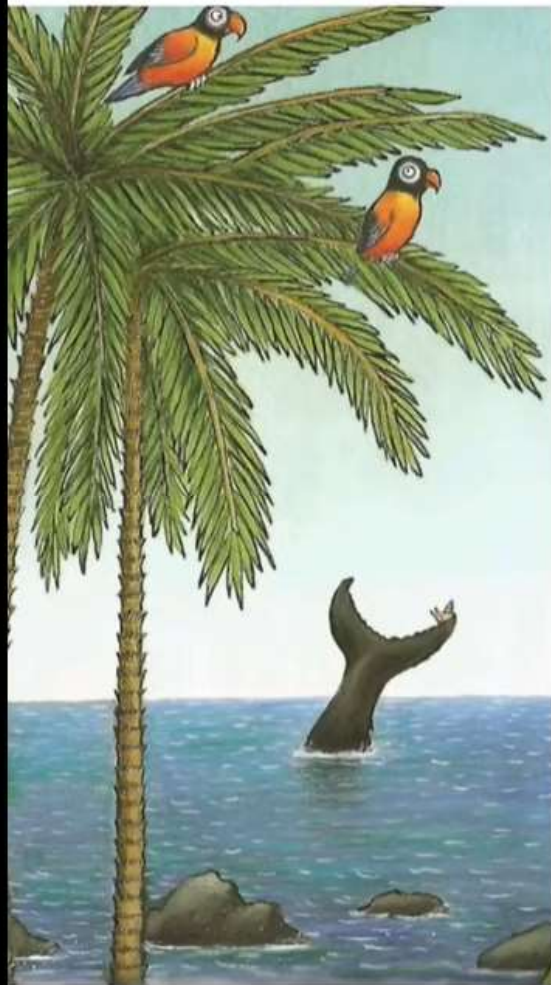


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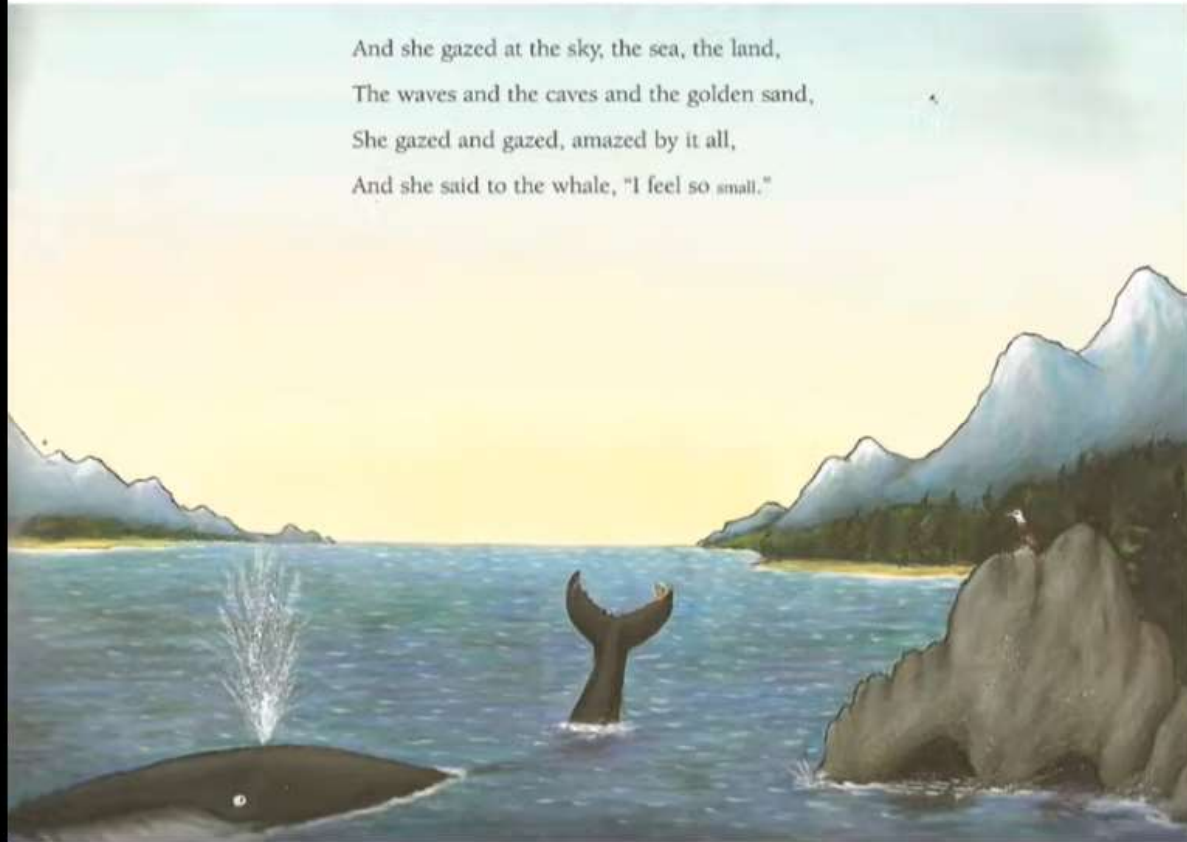
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These are the speedboats, running a race,
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Making him swim too close to the shore.





This is the tide, slipping away . . .



Tell your partner...

- * Tell your partner what has happened in the story.
- * How has the snail felt at different points in the story?

Delighted



Excited



Hopeful

Relaxed

Curious



Longing



Worried



Anxious



Frightened



Prediction time...

- * What has happened to our whale and snail?
- * What do you think could happen next?



Week 4 Tuesday

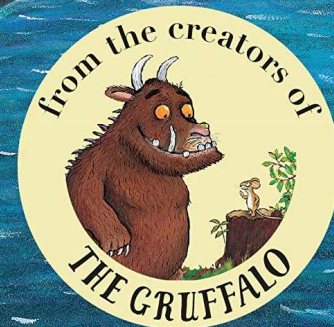
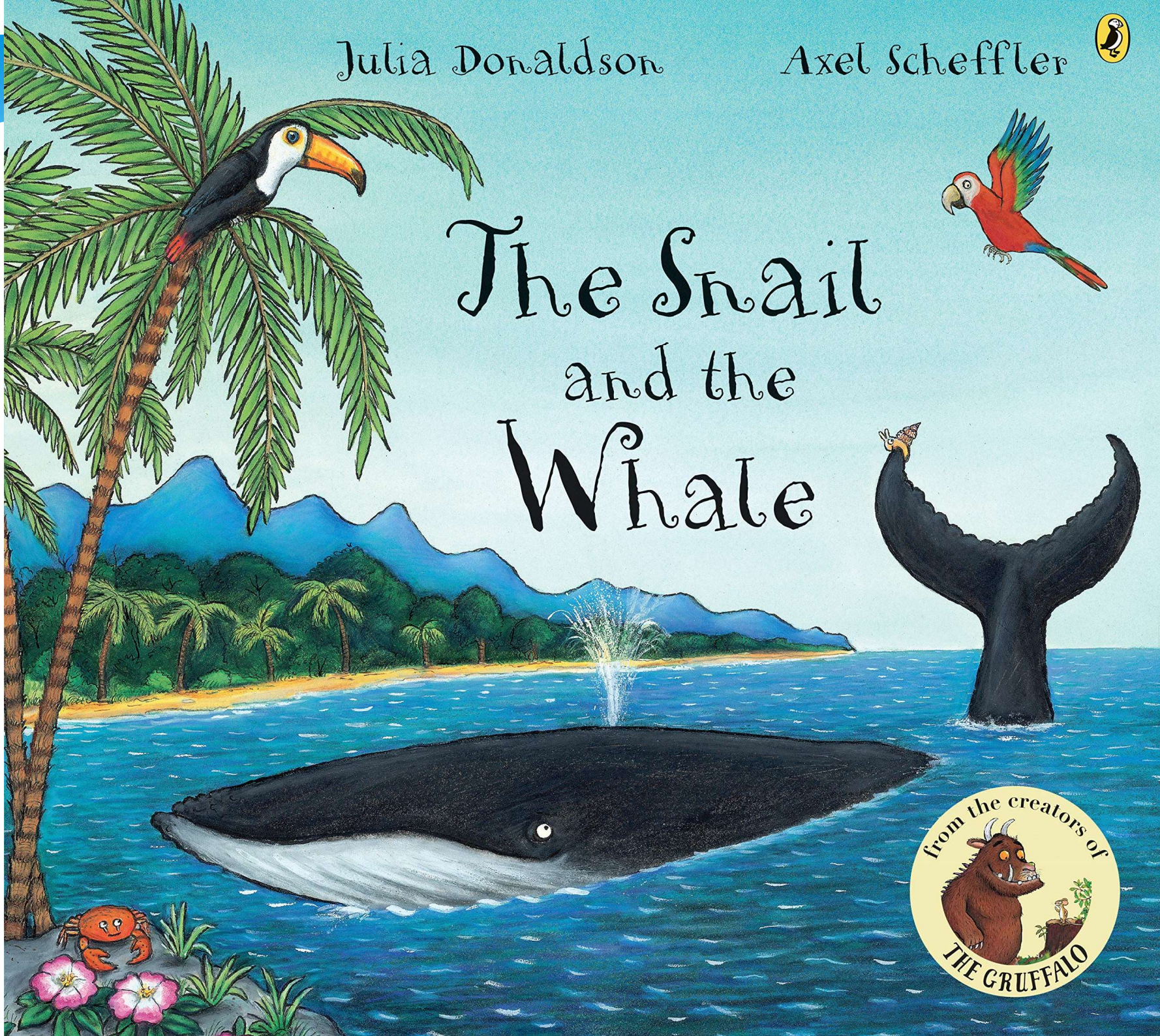
- * Learning Outcome / Objective
- * I can act as different characters.

Julia Donaldson

Axel Scheffler



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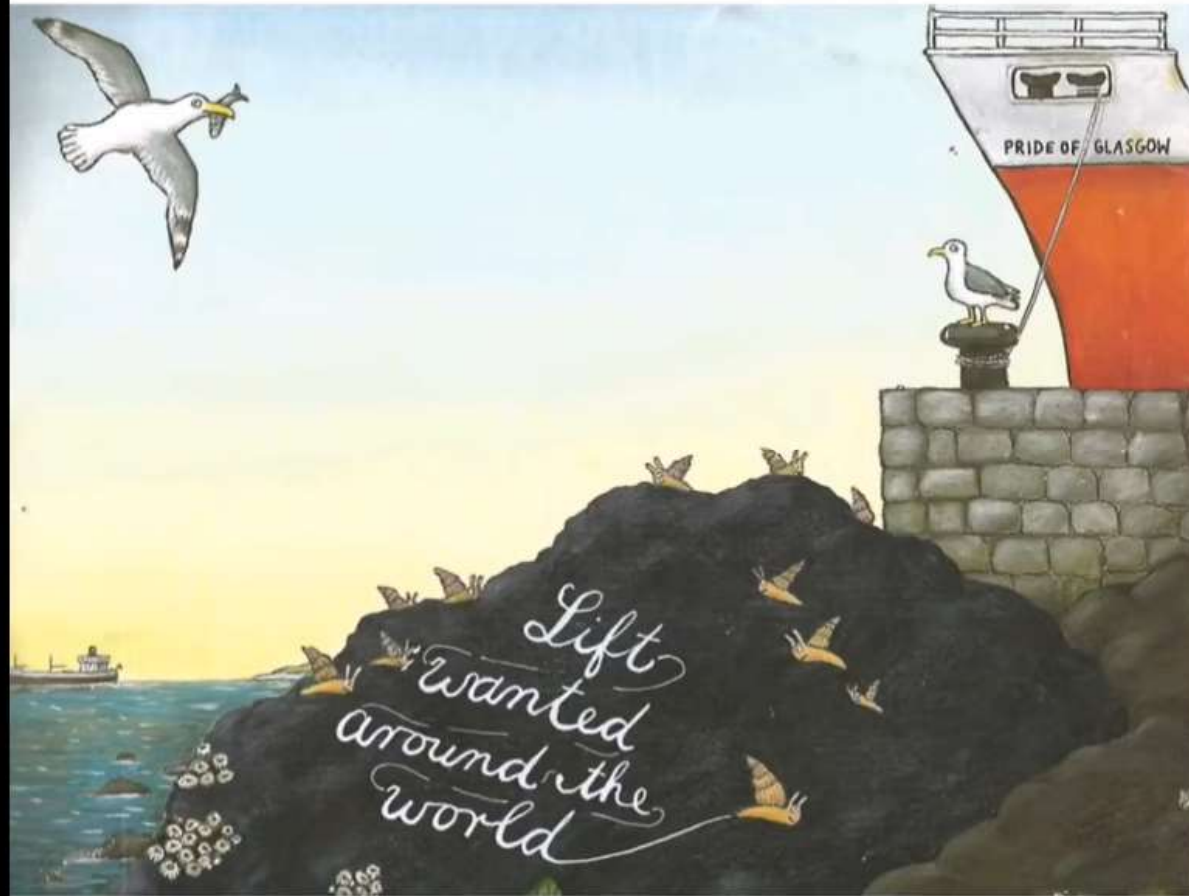


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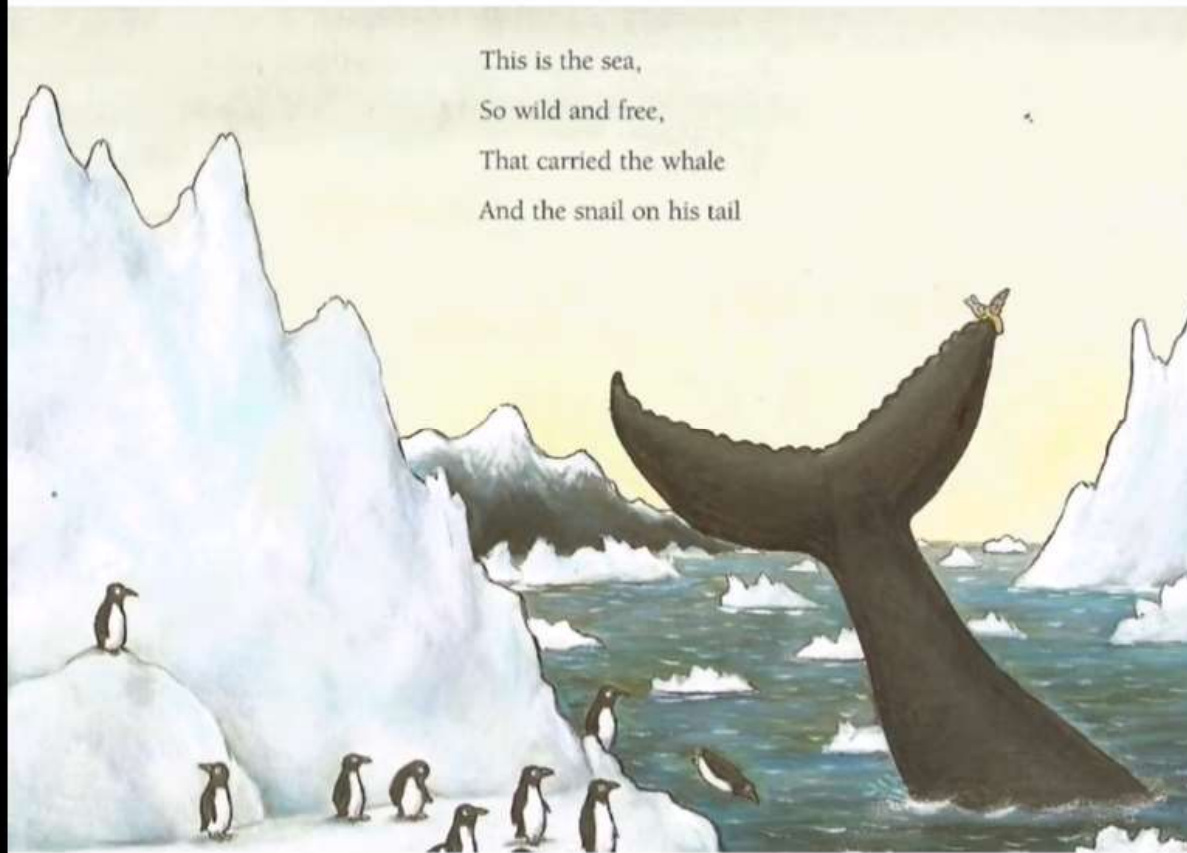
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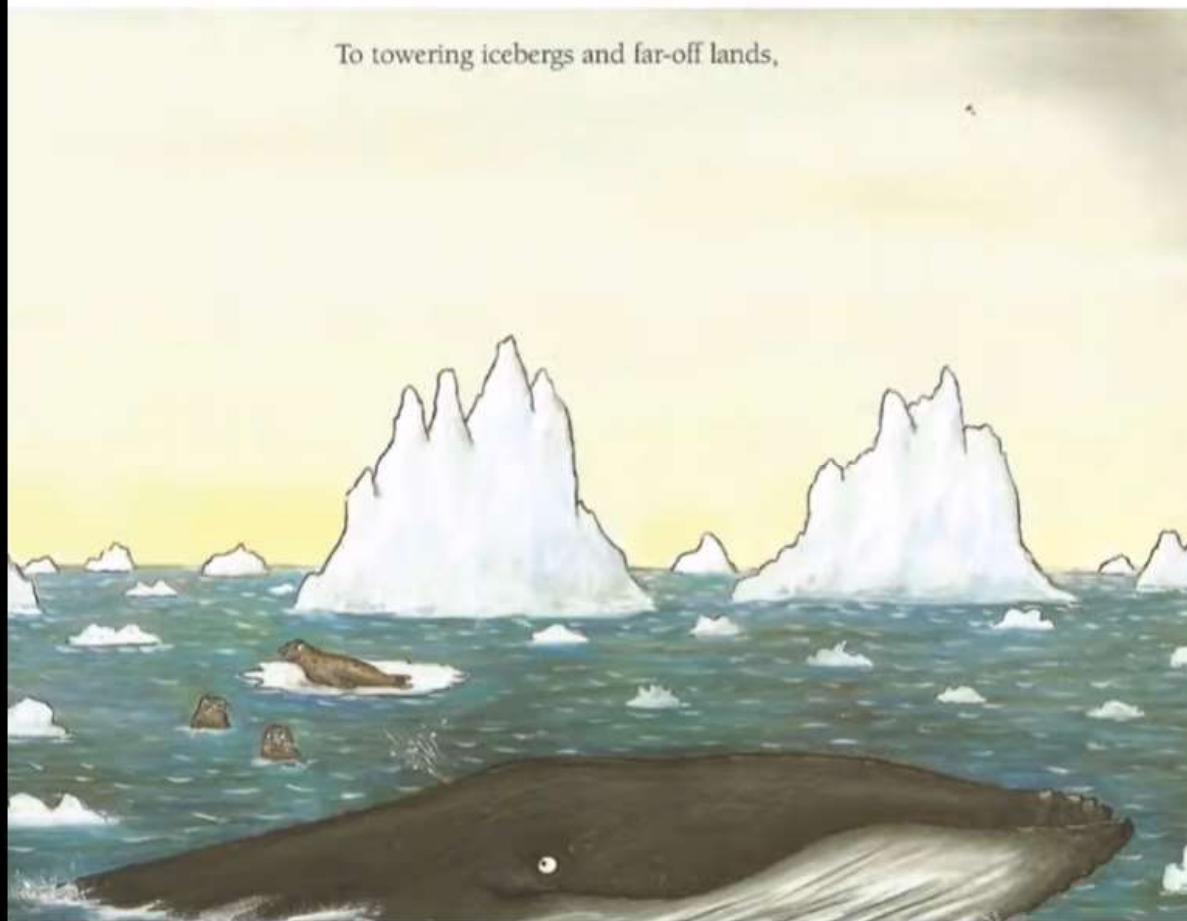
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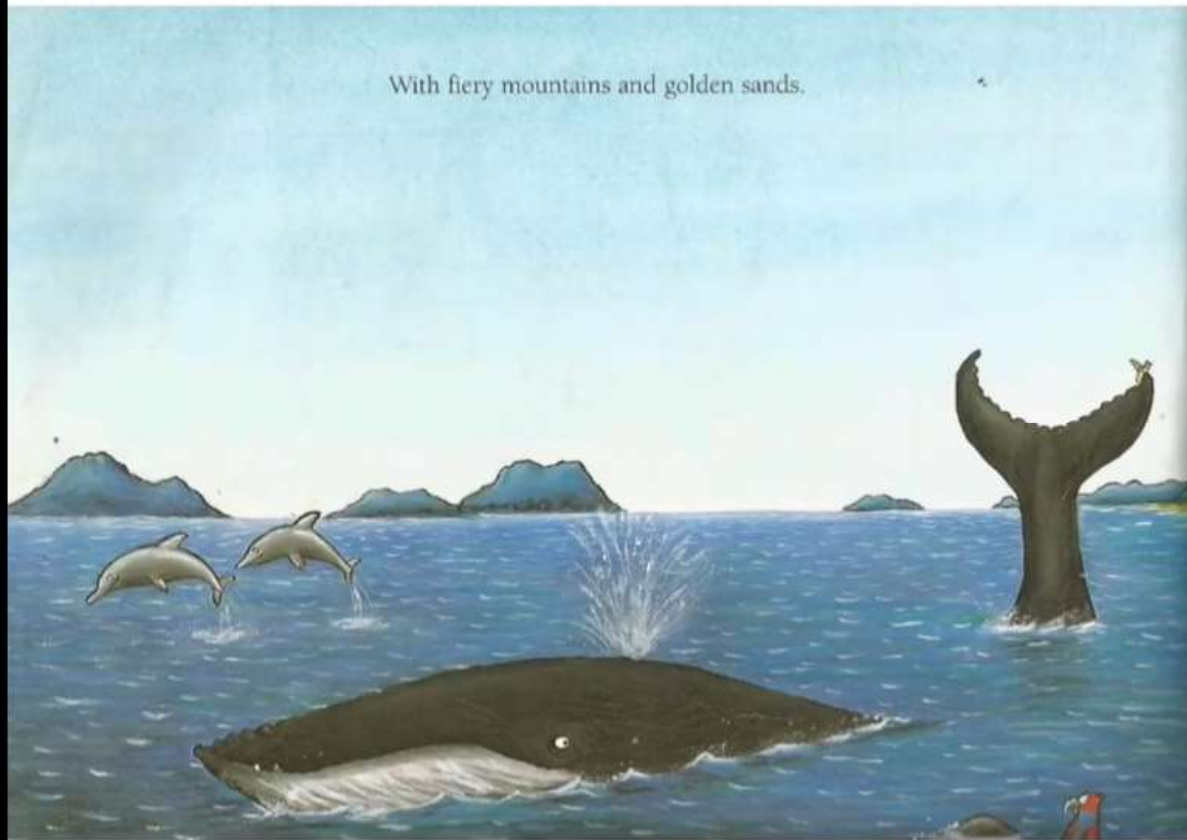
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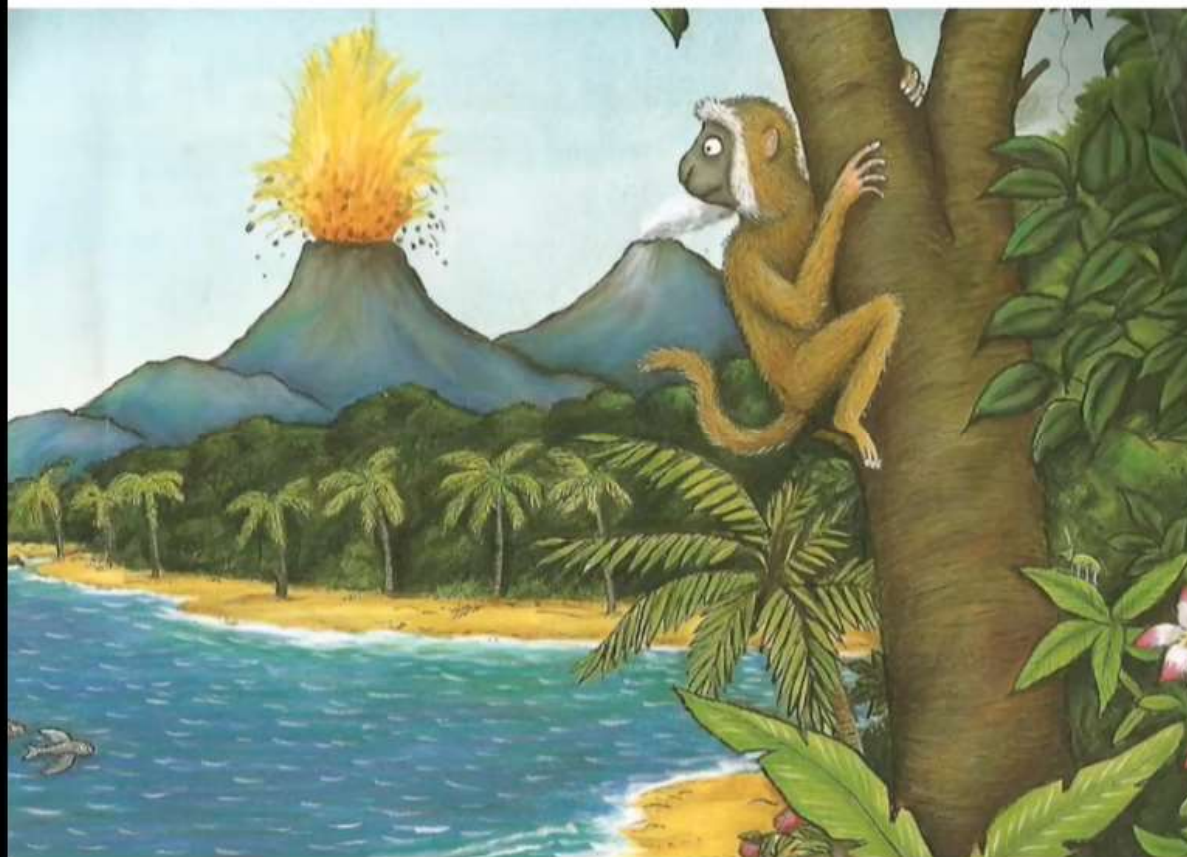


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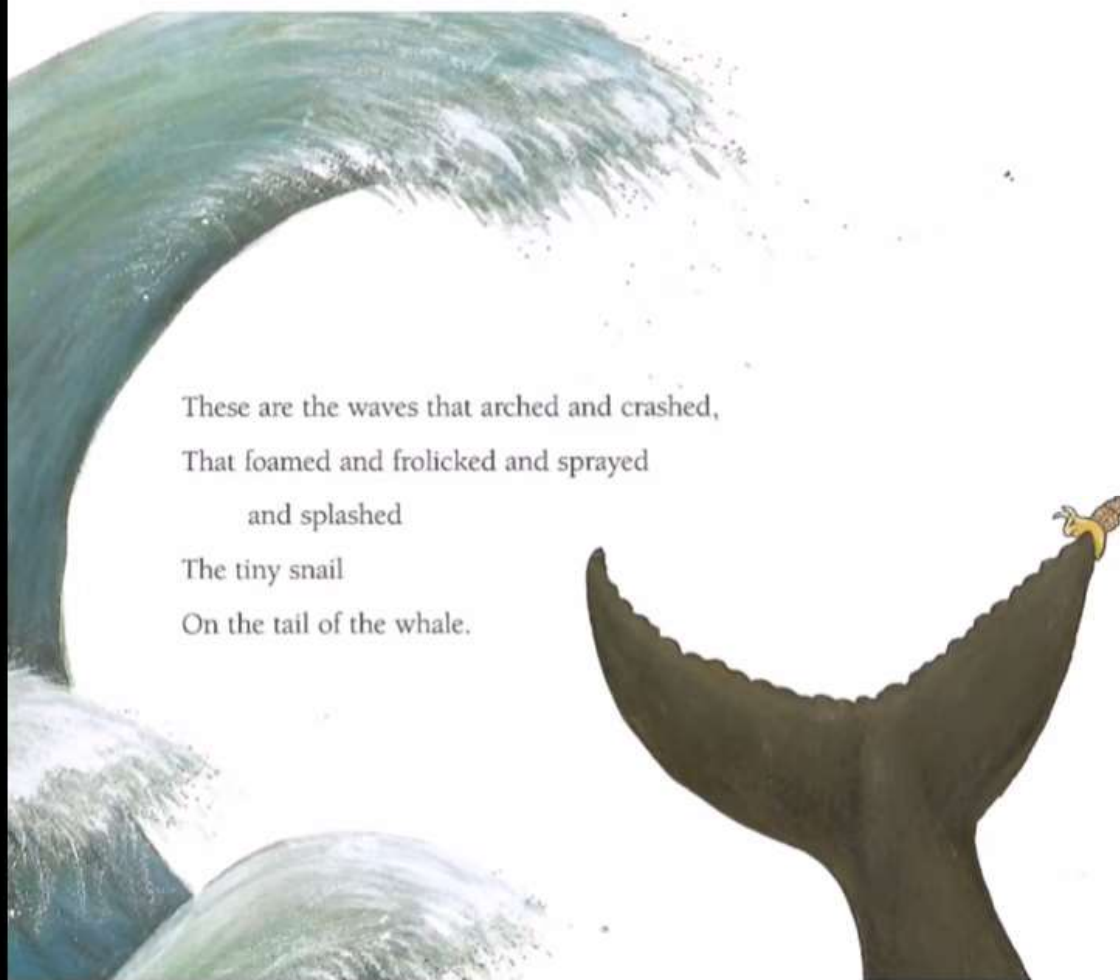


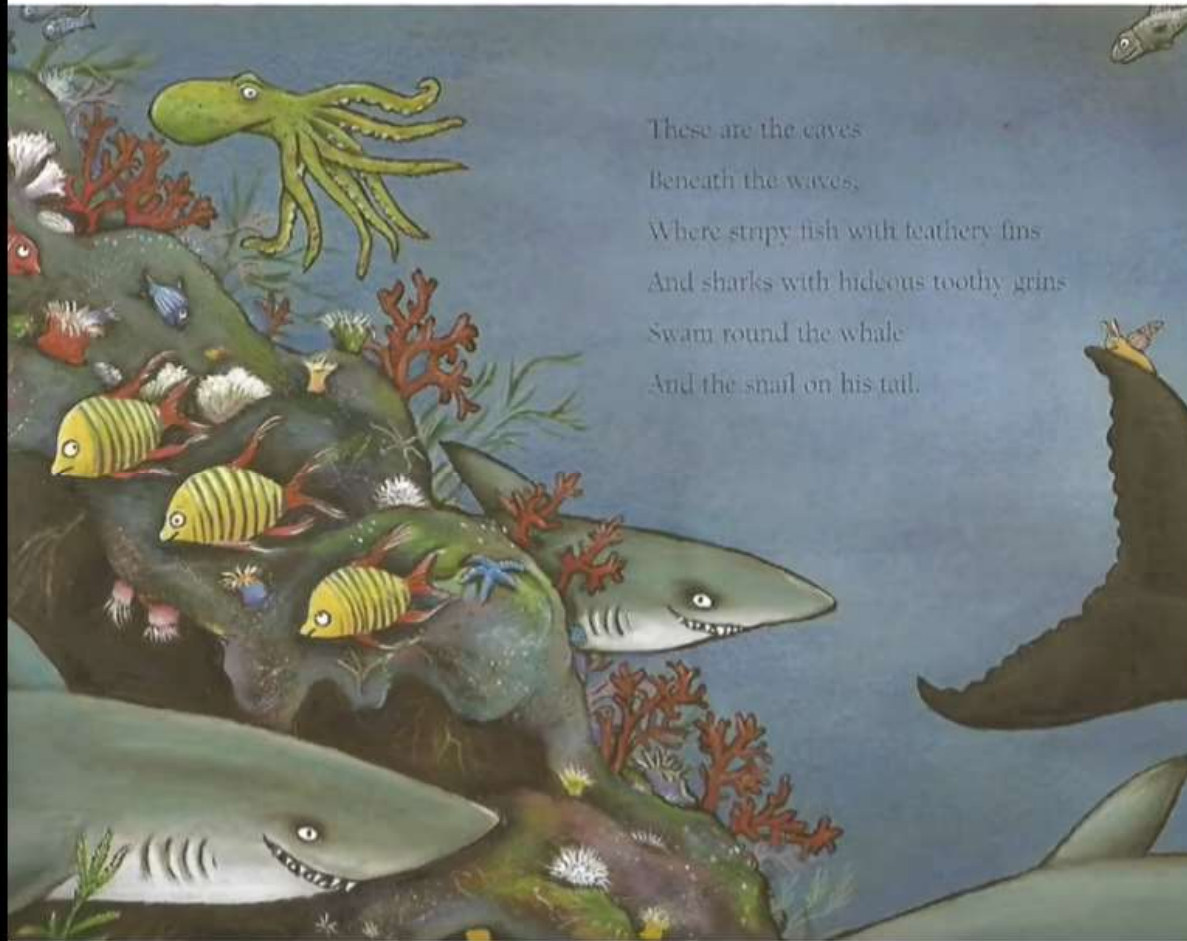
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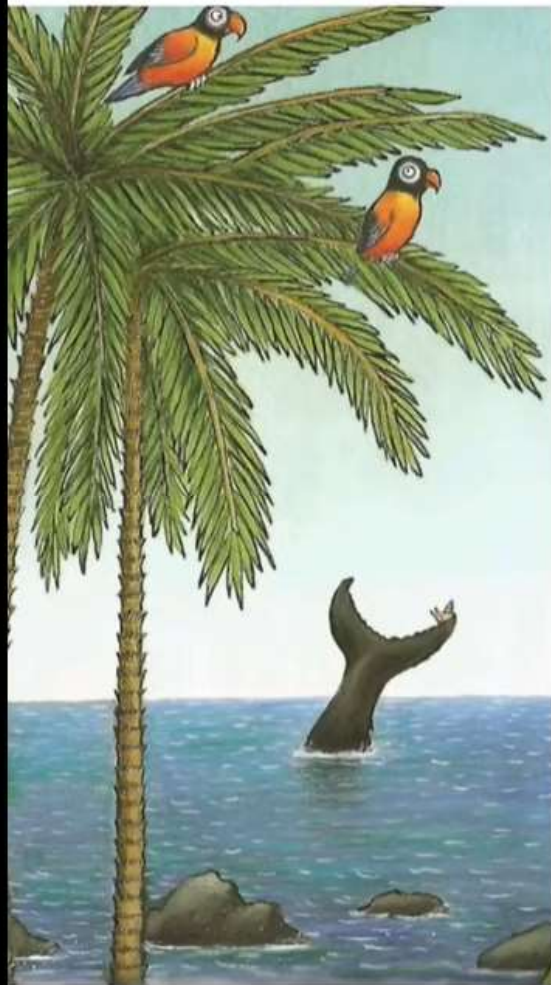


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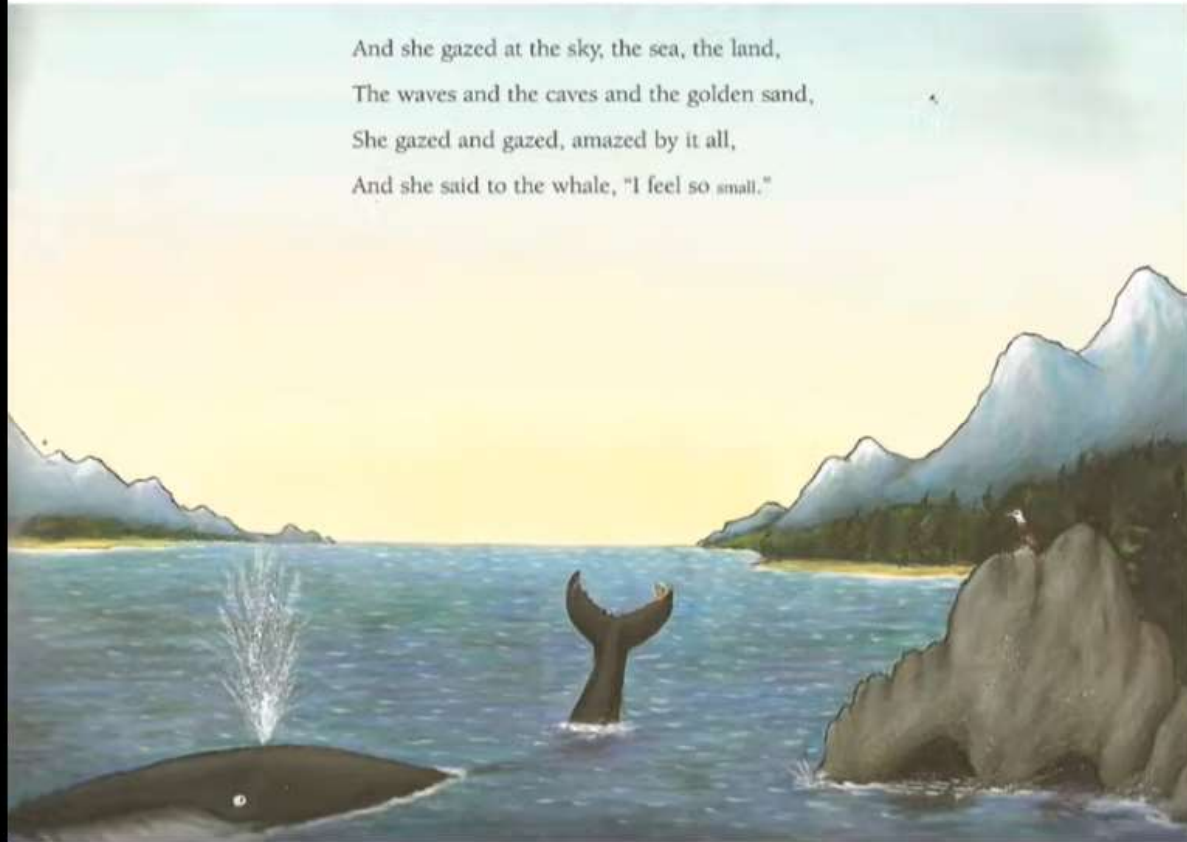
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Making him swim too close to the shore.





This is the tide, slipping away . . .





And this is the whale lying beached
in a bay.

"Quick! Off the sand! Back to sea!"
cried the snail.

"I can't move on land! I'm too big!"
moaned the whale.

The snail felt helpless and terribly small.
Then, "I've got it!" she cried,
and started to crawl.

"I must not fail,"
Said the tiny snail.





This is the bell on the school in the bay,
 Ringing the children in from their play.



This is the teacher, holding her chalk,
 Telling the class, "Sit straight! Don't talk!"
 This is the board, as black as soot . . .



And this is the snail with the itchy foot!

"A snail! A snail!"

The teacher turns pale.

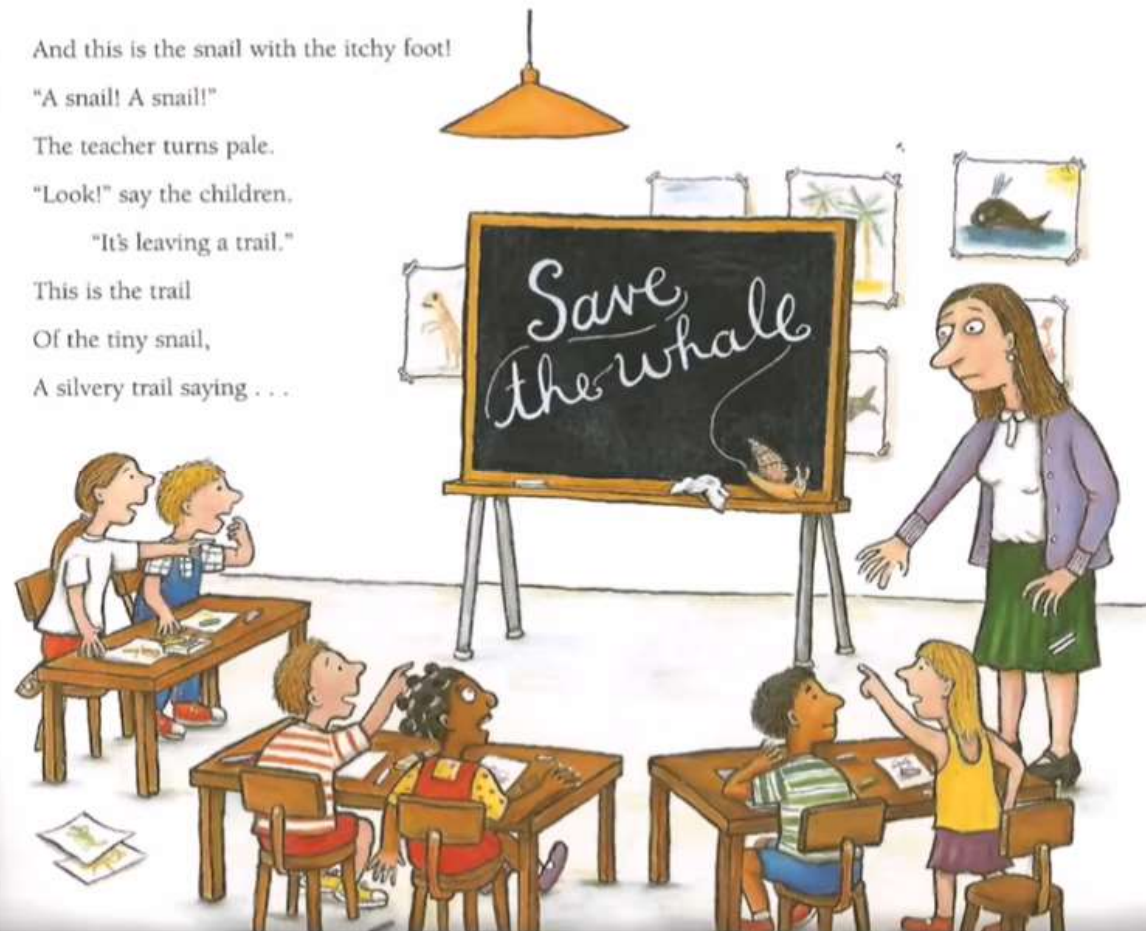
"Look!" say the children.

"It's leaving a trail."

This is the trail

Of the tiny snail,

A silvery trail saying . . .



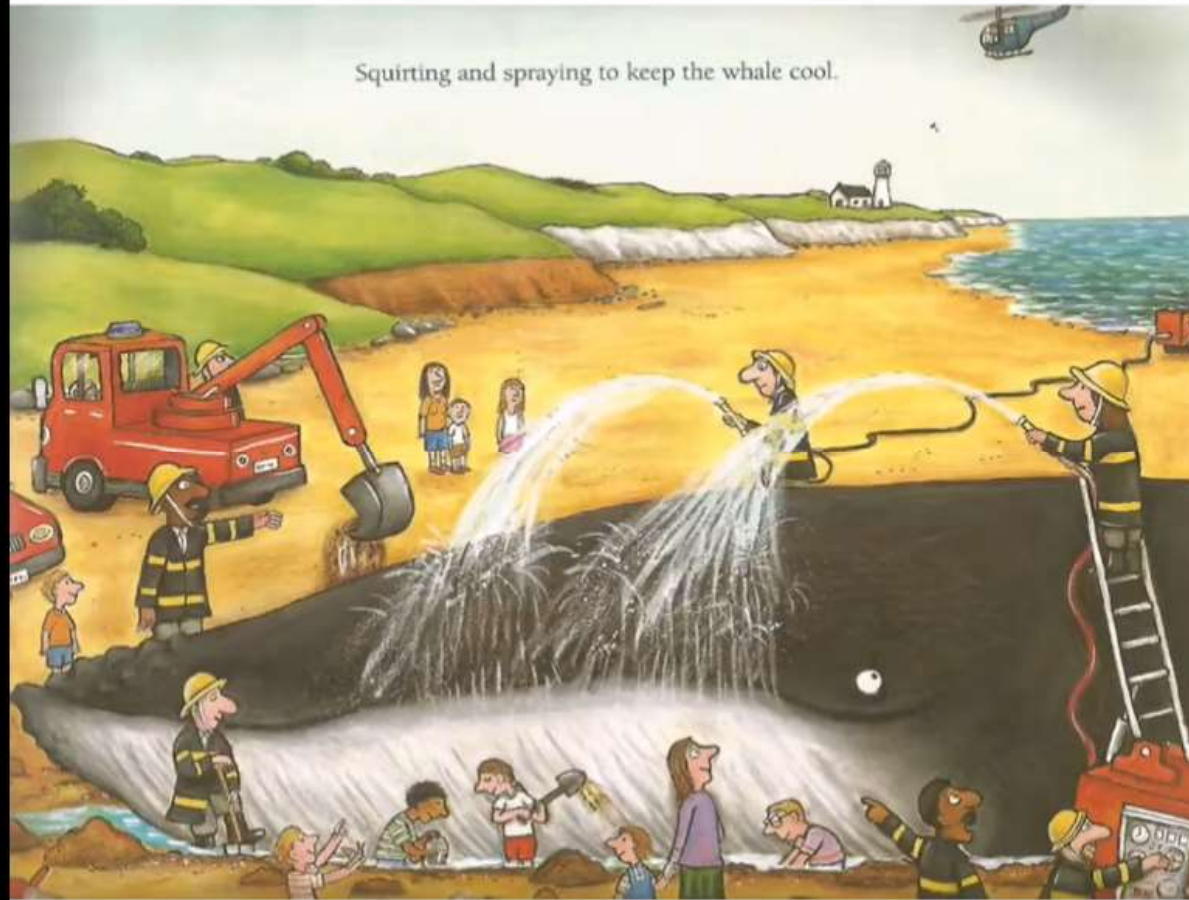


These are the children, running from school,



Fetching the firemen, digging a pool,

Squirting and spraying to keep the whale cool.



Home Exit Travel Full Screen

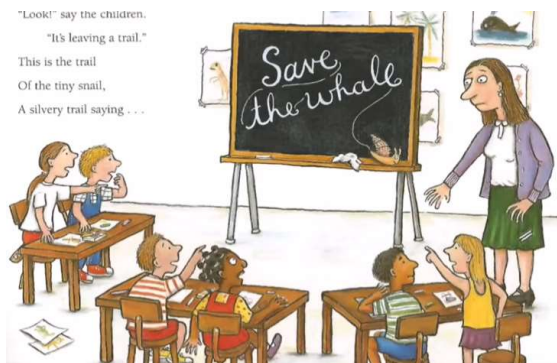


And these are the villagers shouting, "Hooray!"
As the whale and the snail travel safely away . . .

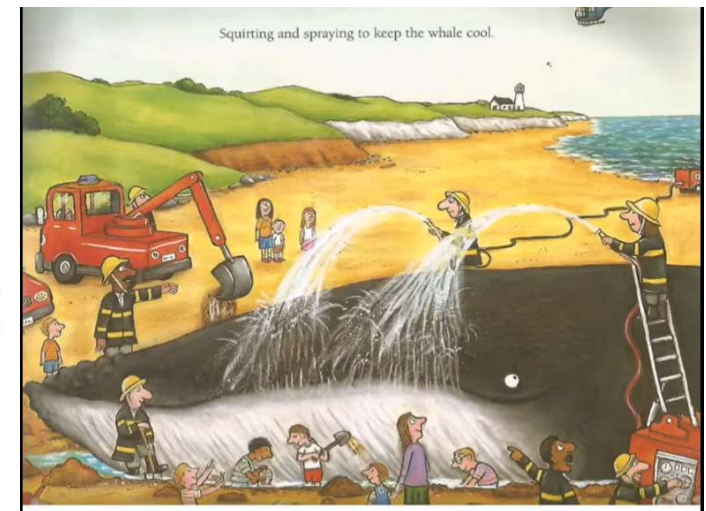


Is this what you predicted?

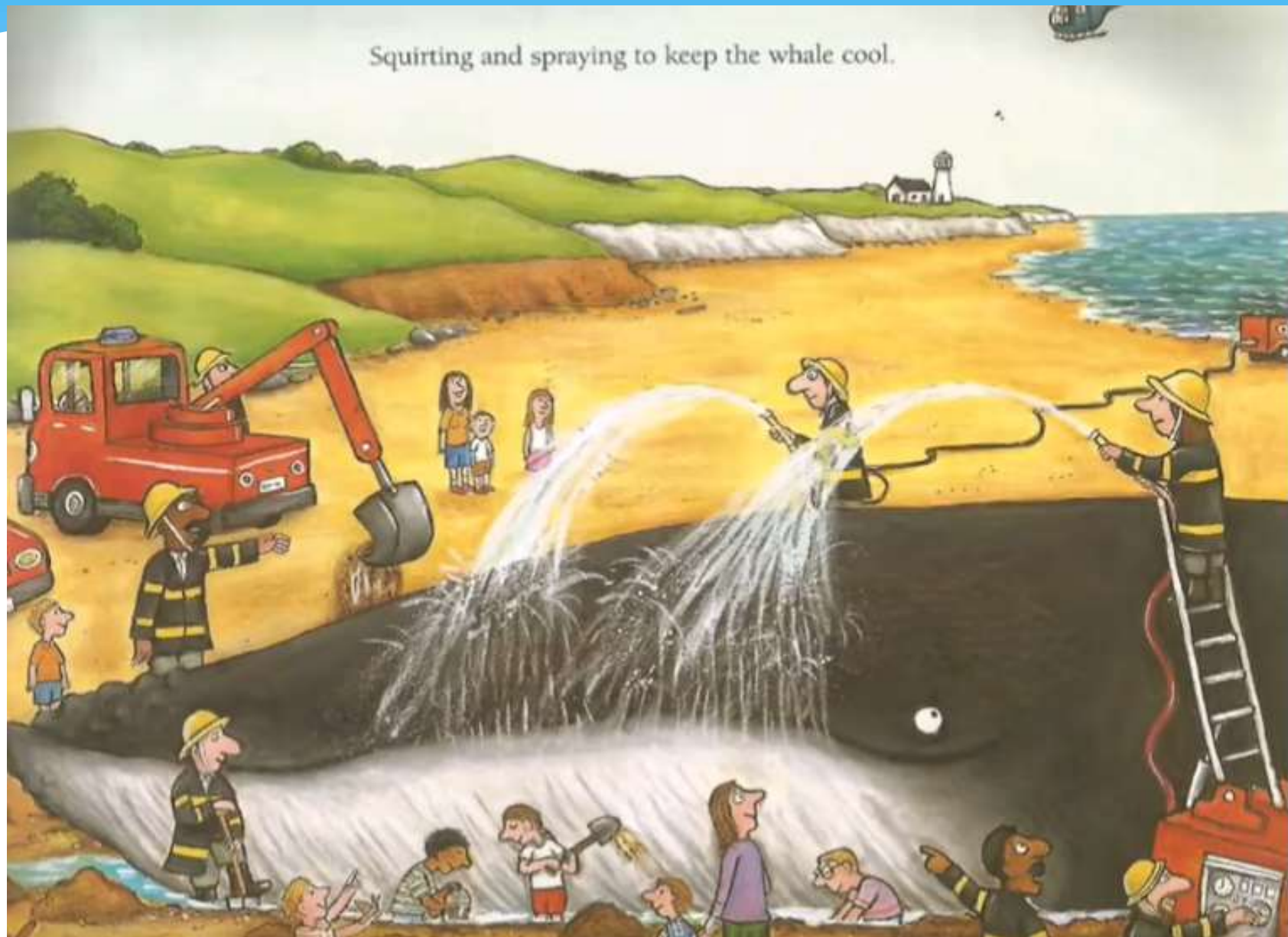
- * Tell your partner what happened in the story once the whale was stranded on the beach.



Fetching the firemen, digging a pool,



Freeze Frame this scene



Week 4 Wednesday

- * Learning Outcome / Objective
- * I can speak with confidence.

Children and snail save a whale

Yesterday the whole community prevented a whale from dying on a beach. It was stranded on the sand with no water and was dying.

Luckily a snail wrote a message on a blackboard in a school. The message told the children in school about the whale. Quickly, the children got the fire brigade and together they poured water over the whale's body to keep it alive.

When the tide came in, the whale was able to swim away safely. The snail was seen on the whale's tail as it disappeared from site.

Teachers said they were very proud of how the children had worked together to help save an animal's life.

Week 4 Thursday

- * Learning Outcome / Objective
- * I can act out a news report.

Children and snail save a whale

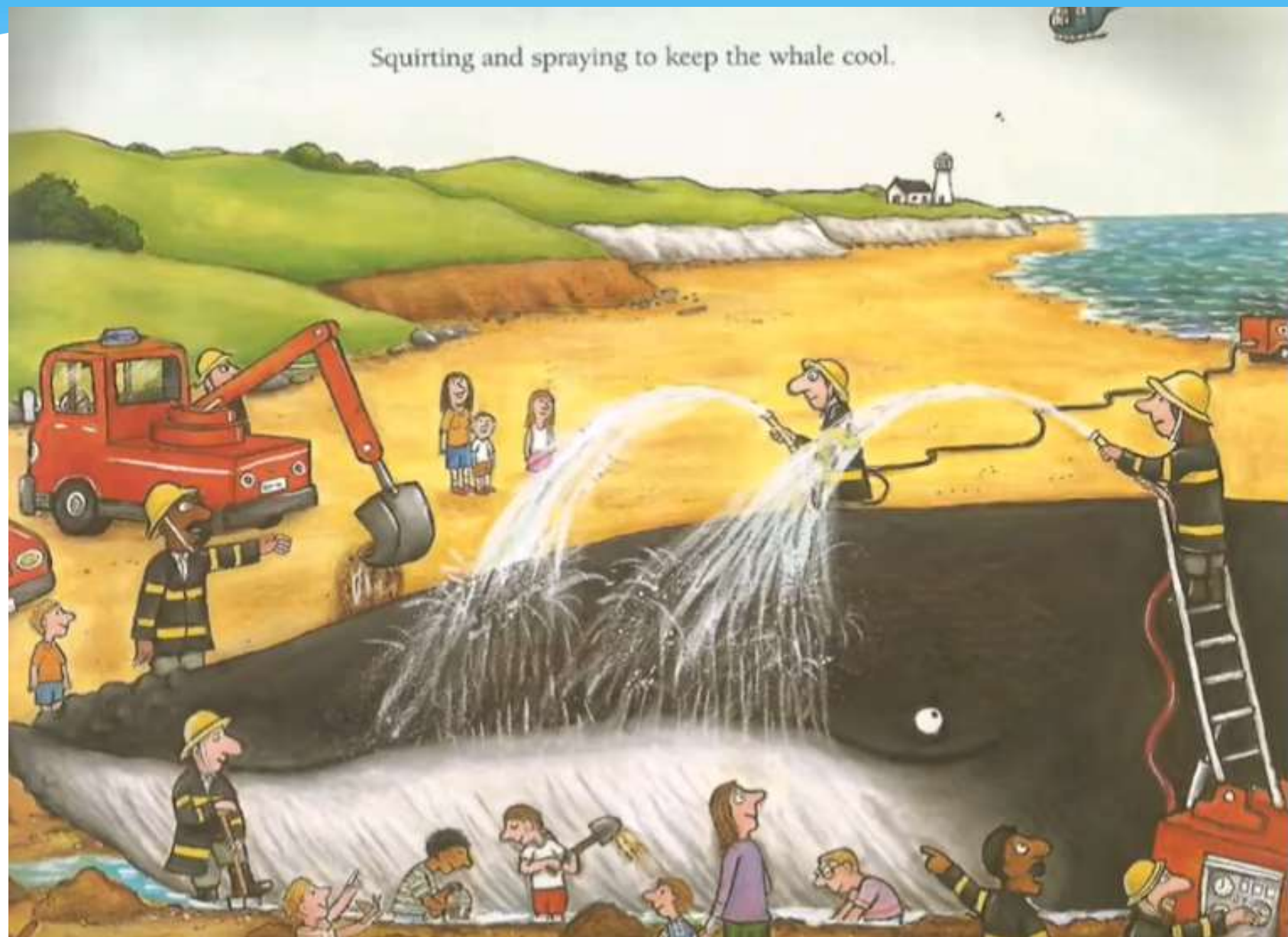
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Model news report



Week 4 Friday

- * Learning Outcome / Objective
- * I can act out a news report.

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Film time...



Week 5 Monday

- * Learning Outcome / Objective
- * I can respond to a story.
- * I can sequence story events.

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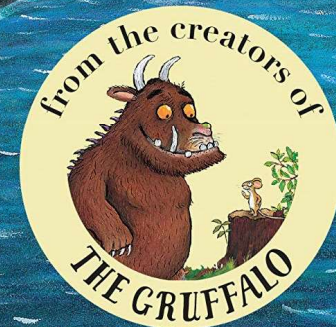
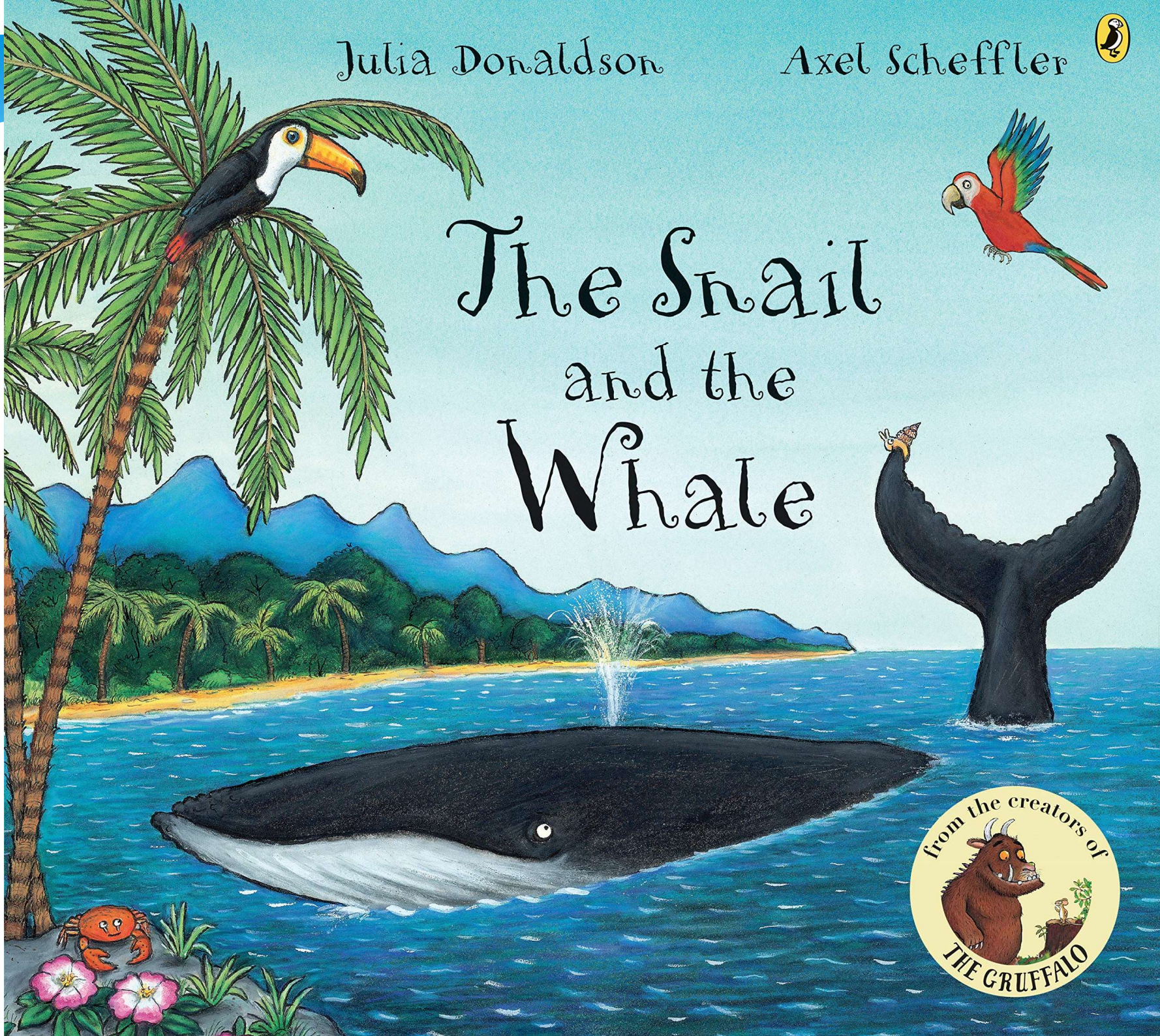
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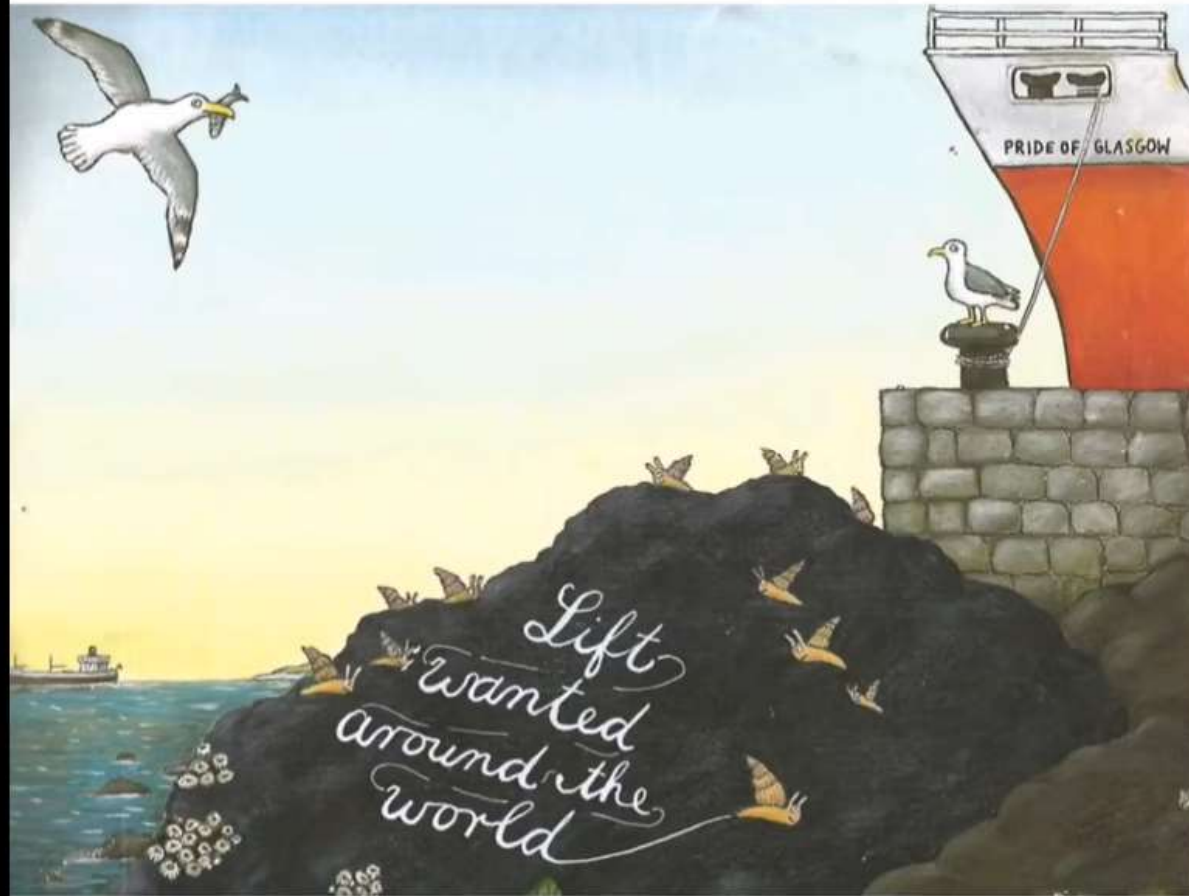


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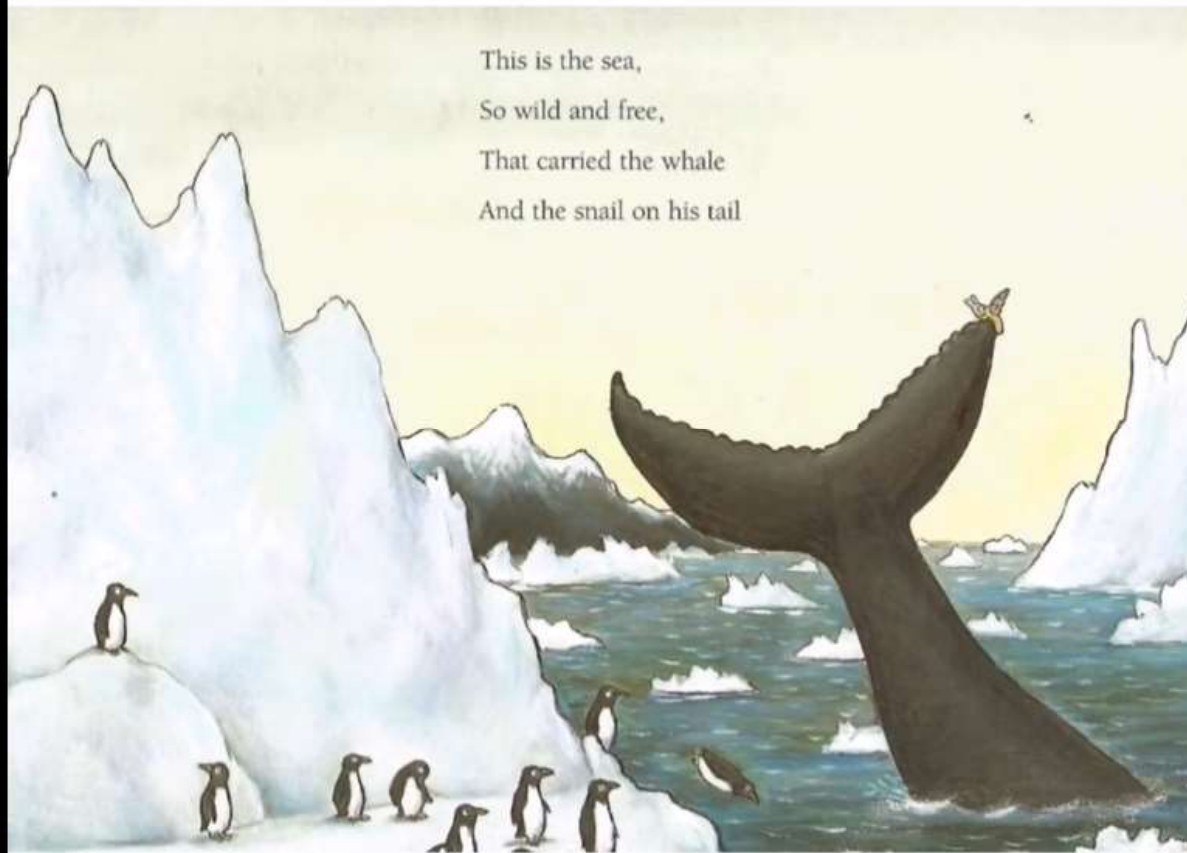
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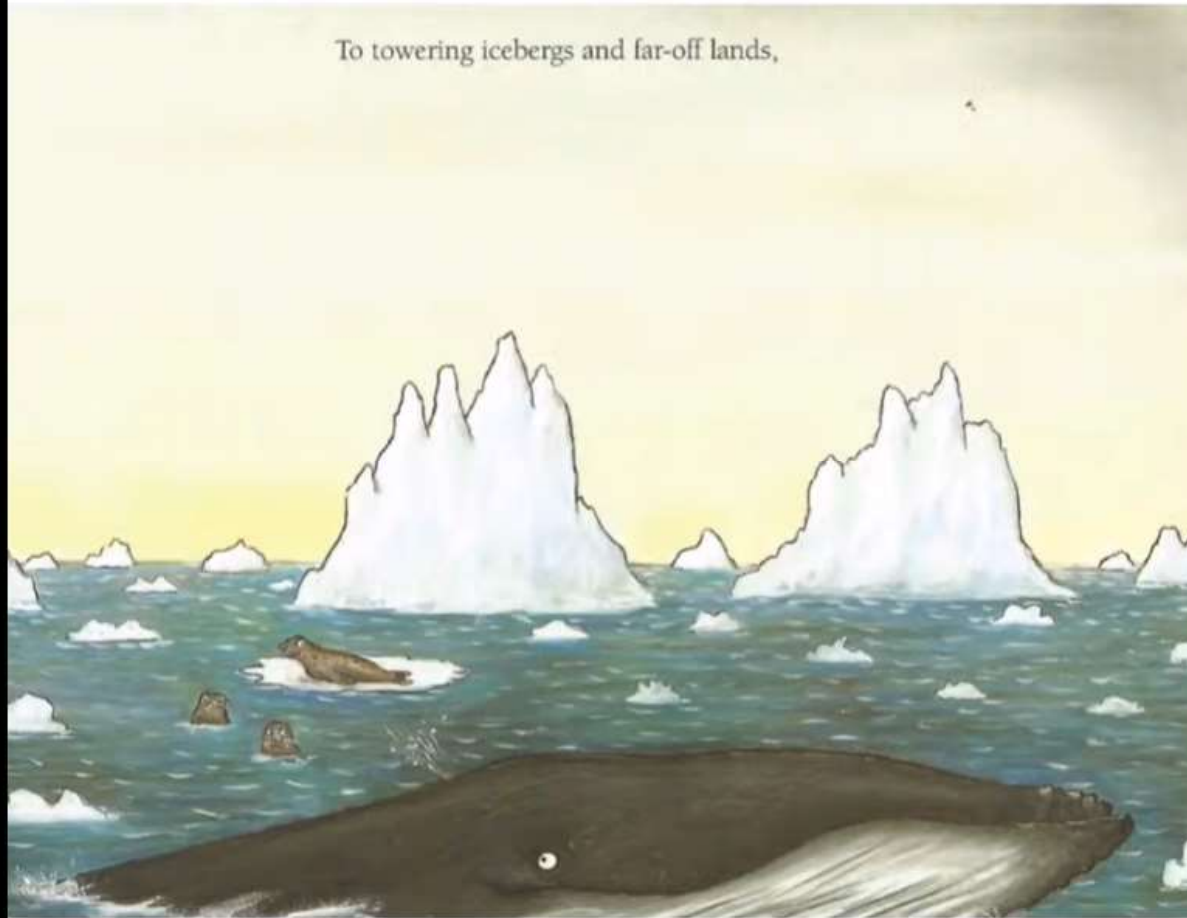
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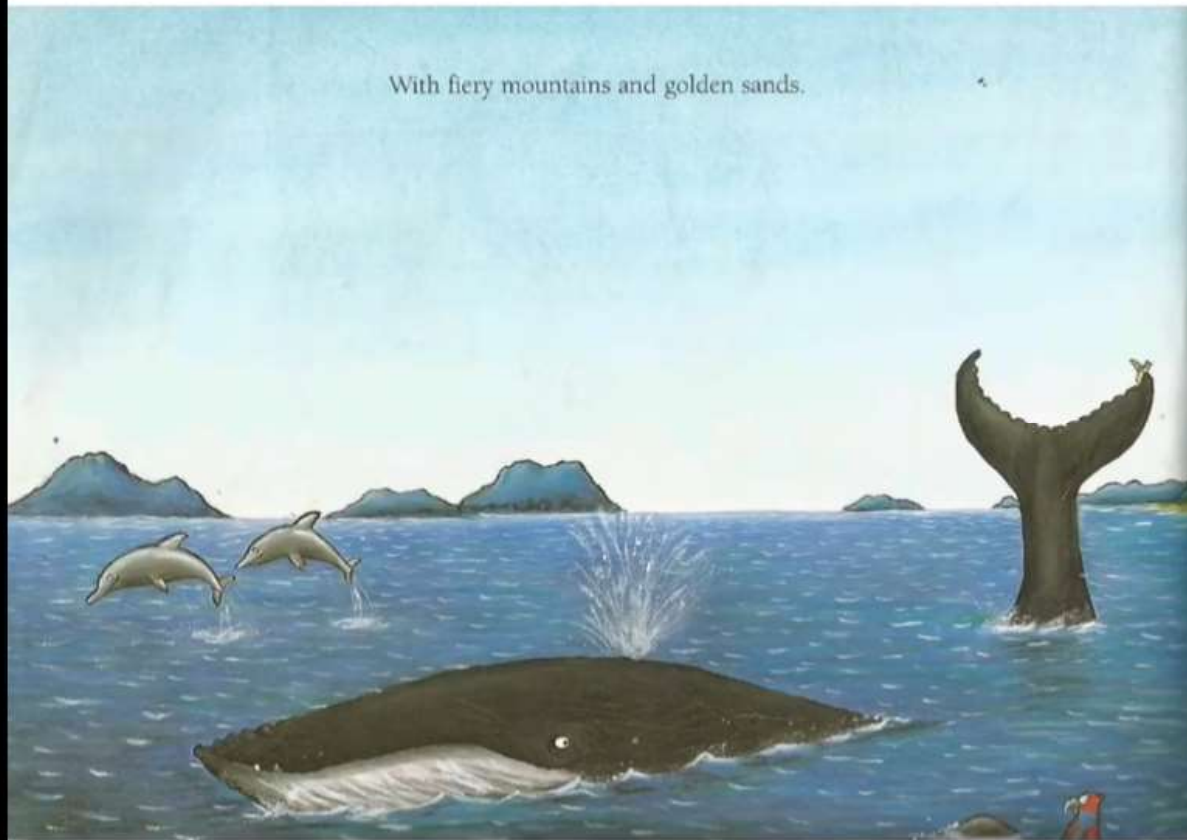
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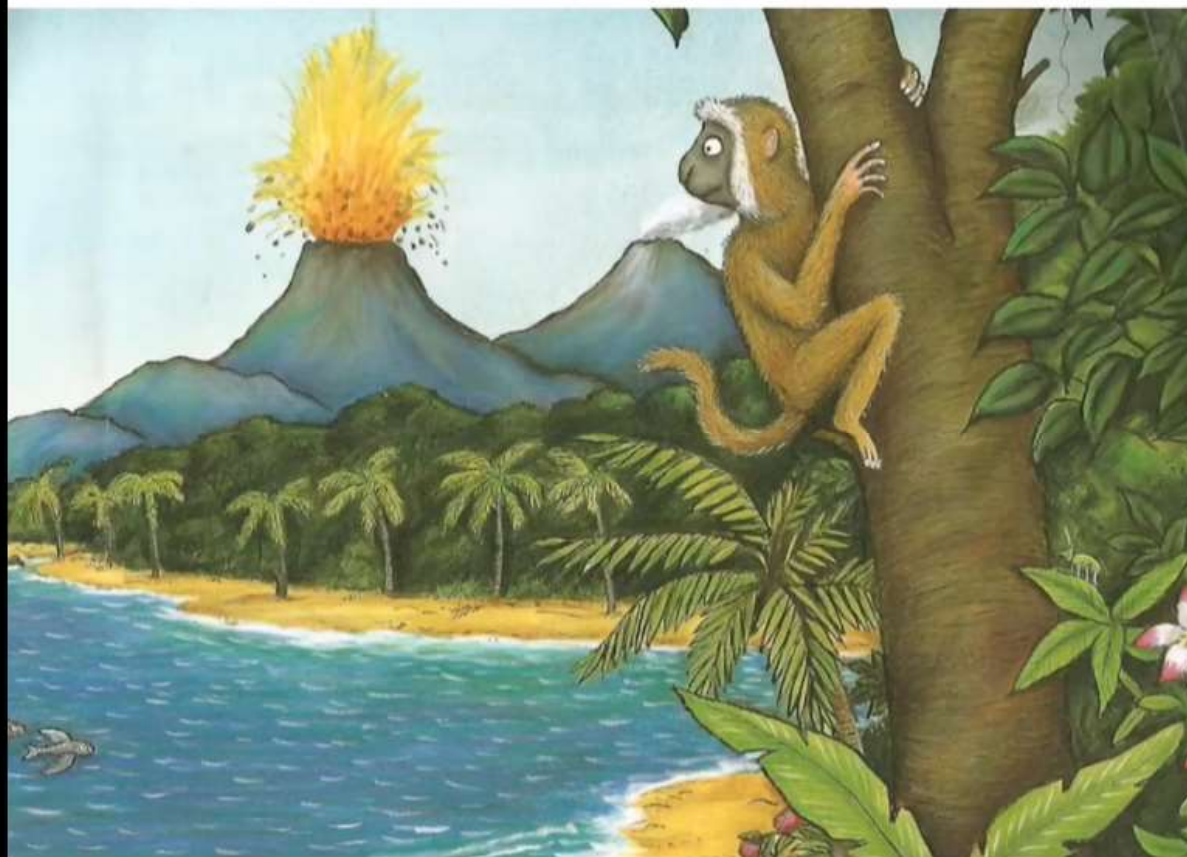


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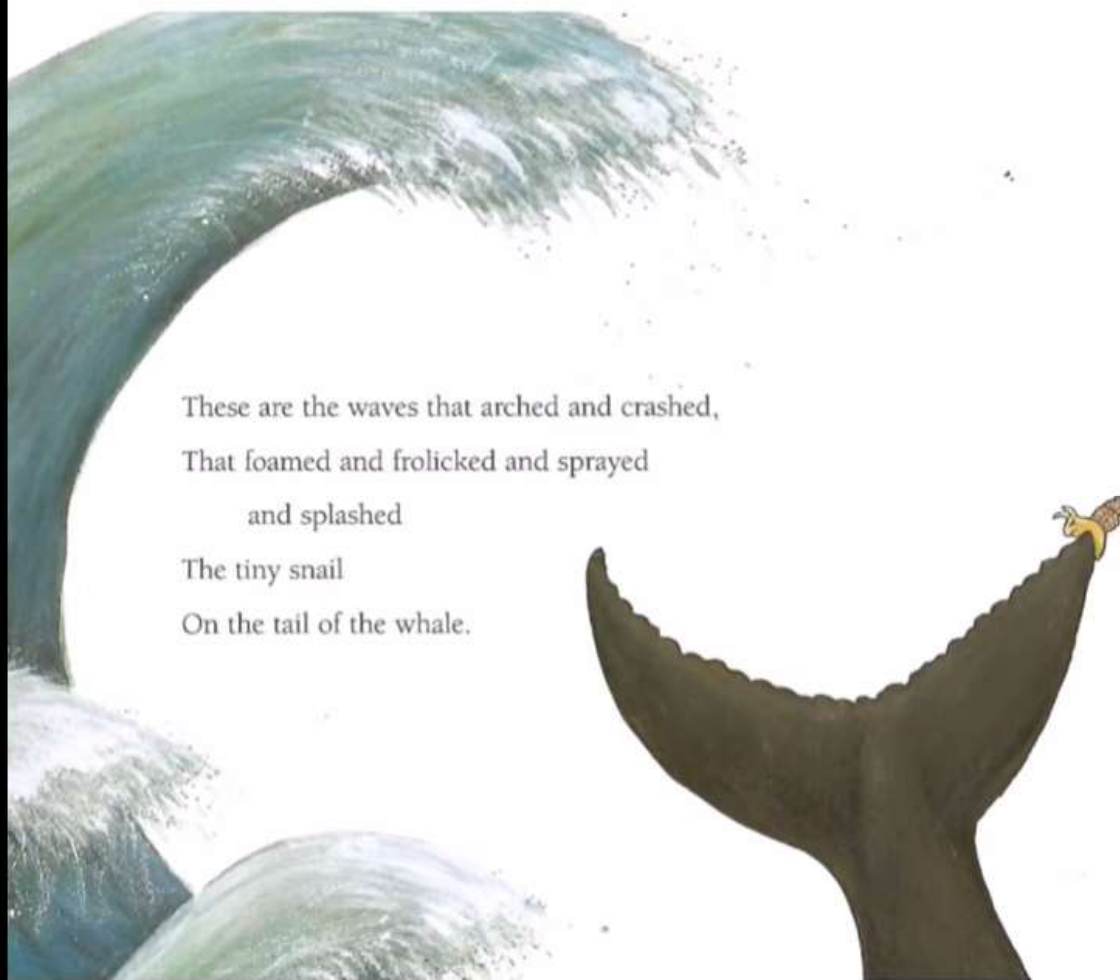


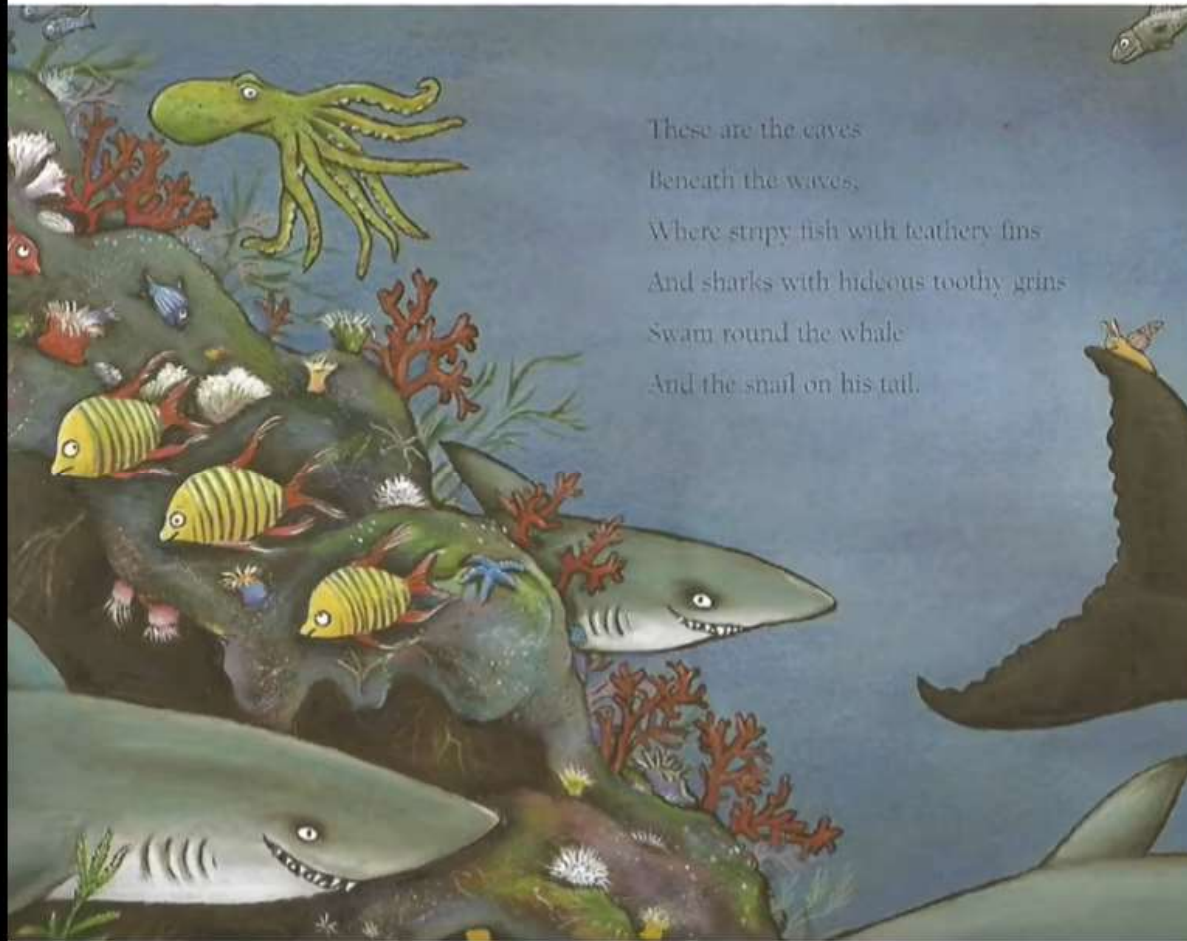
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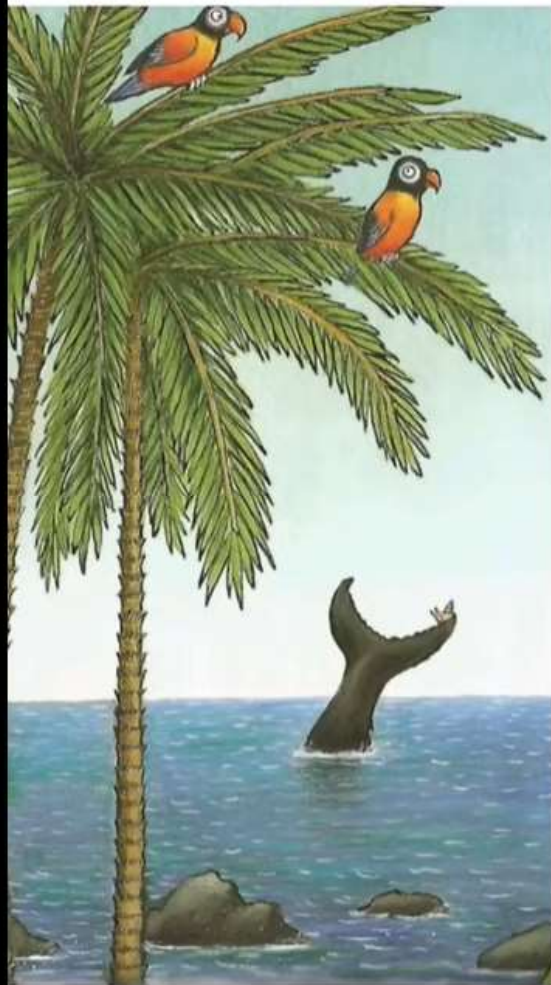


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Swam round the whale
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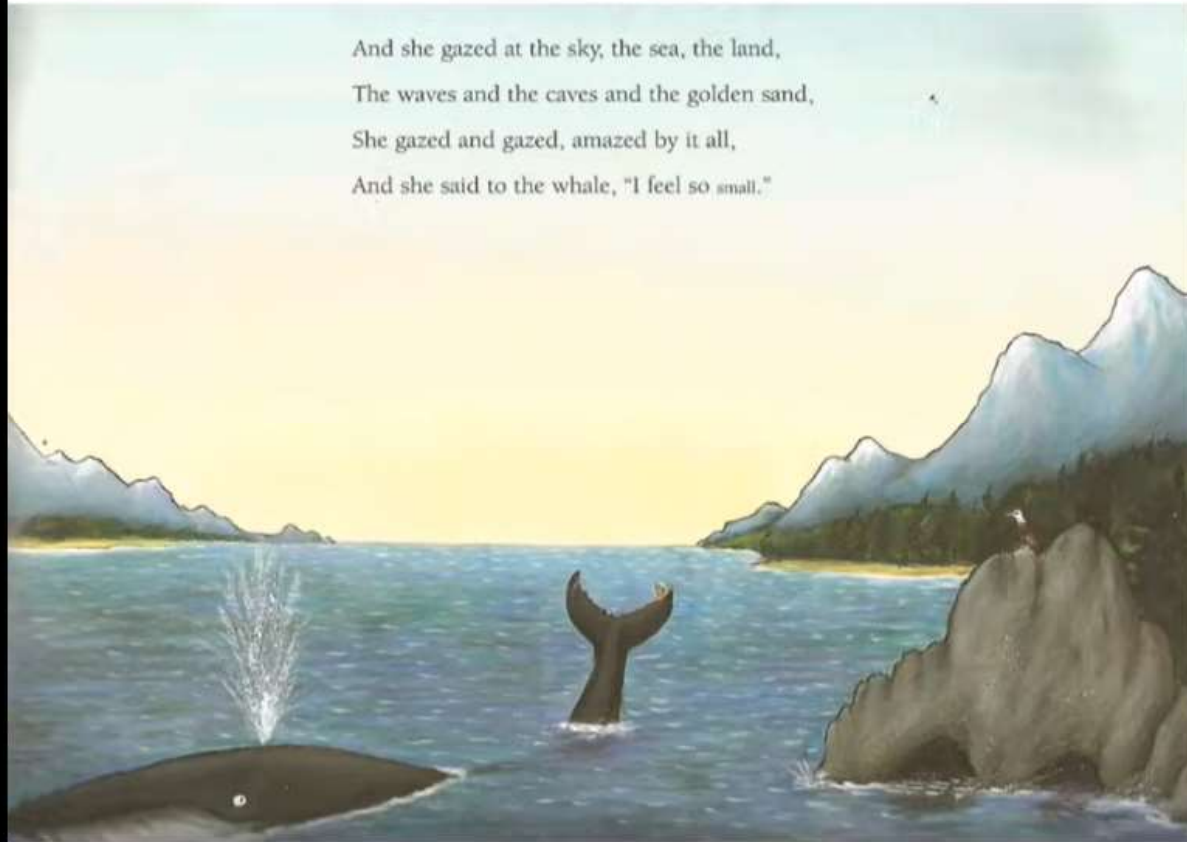
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Flashing and frightening
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And she gazed at the sky, the sea, the land,
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This is the tide, slipping away . . .





And this is the whale lying beached
in a bay.

"Quick! Off the sand! Back to sea!"
cried the snail.

"I can't move on land! I'm too big!"
moaned the whale.

The snail felt helpless and terribly small.
Then, "I've got it!" she cried,
and started to crawl.

"I must not fail,"
Said the tiny snail.





This is the bell on the school in the bay,
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This is the teacher, holding her chalk,
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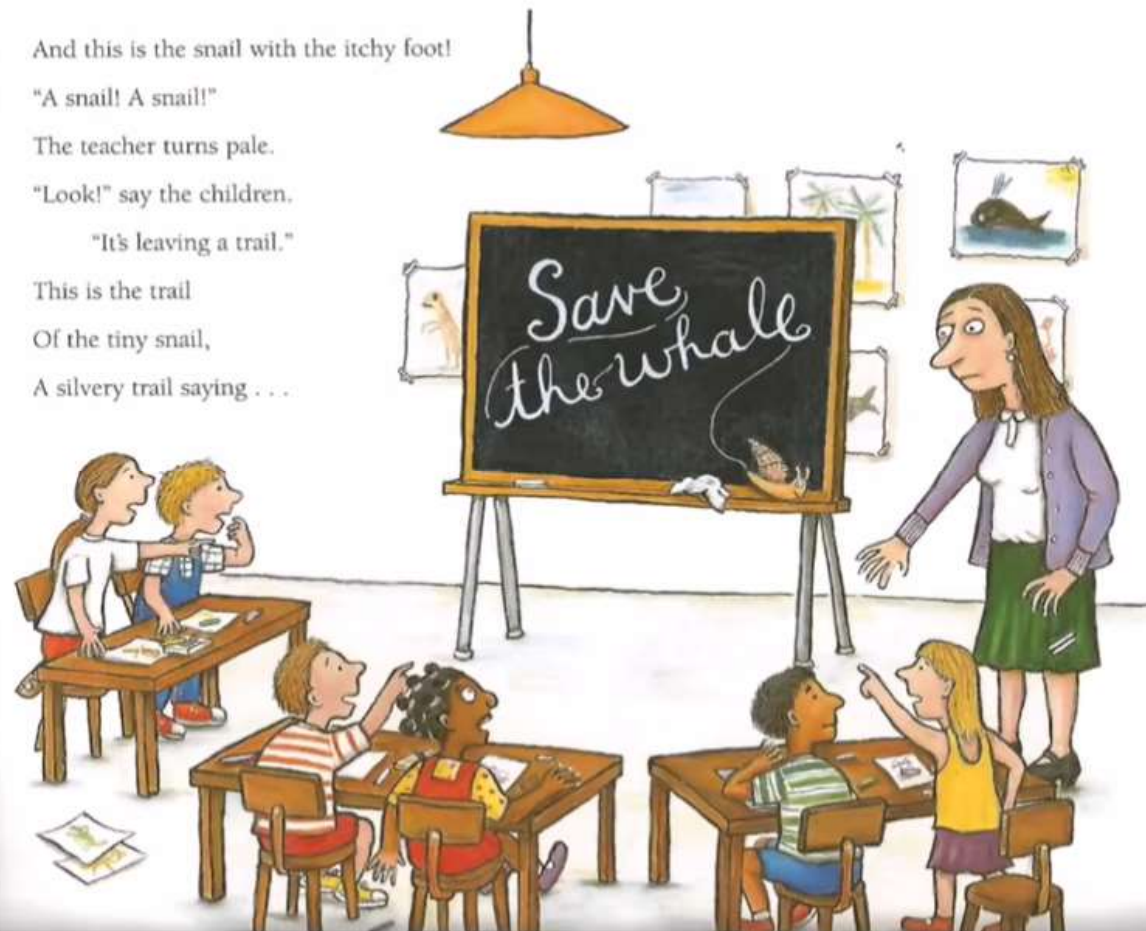
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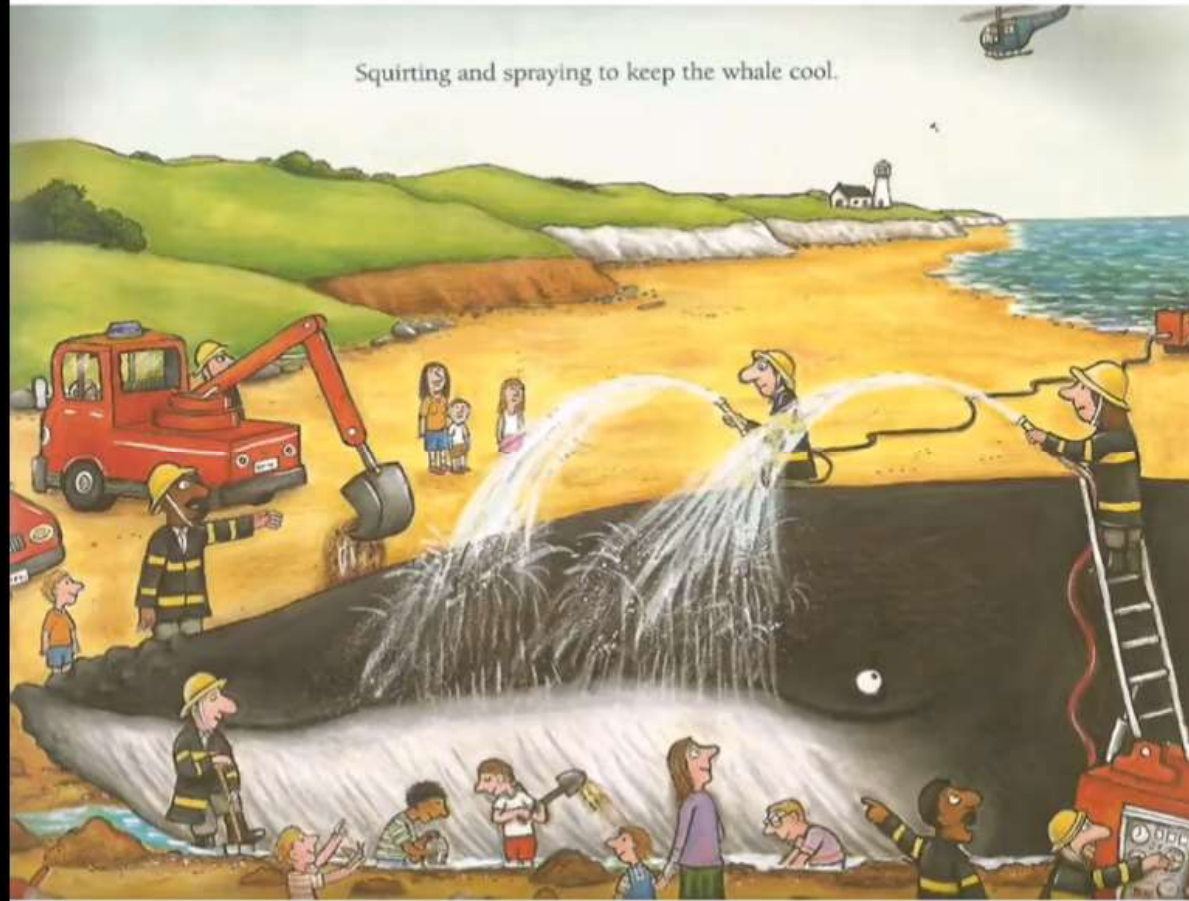


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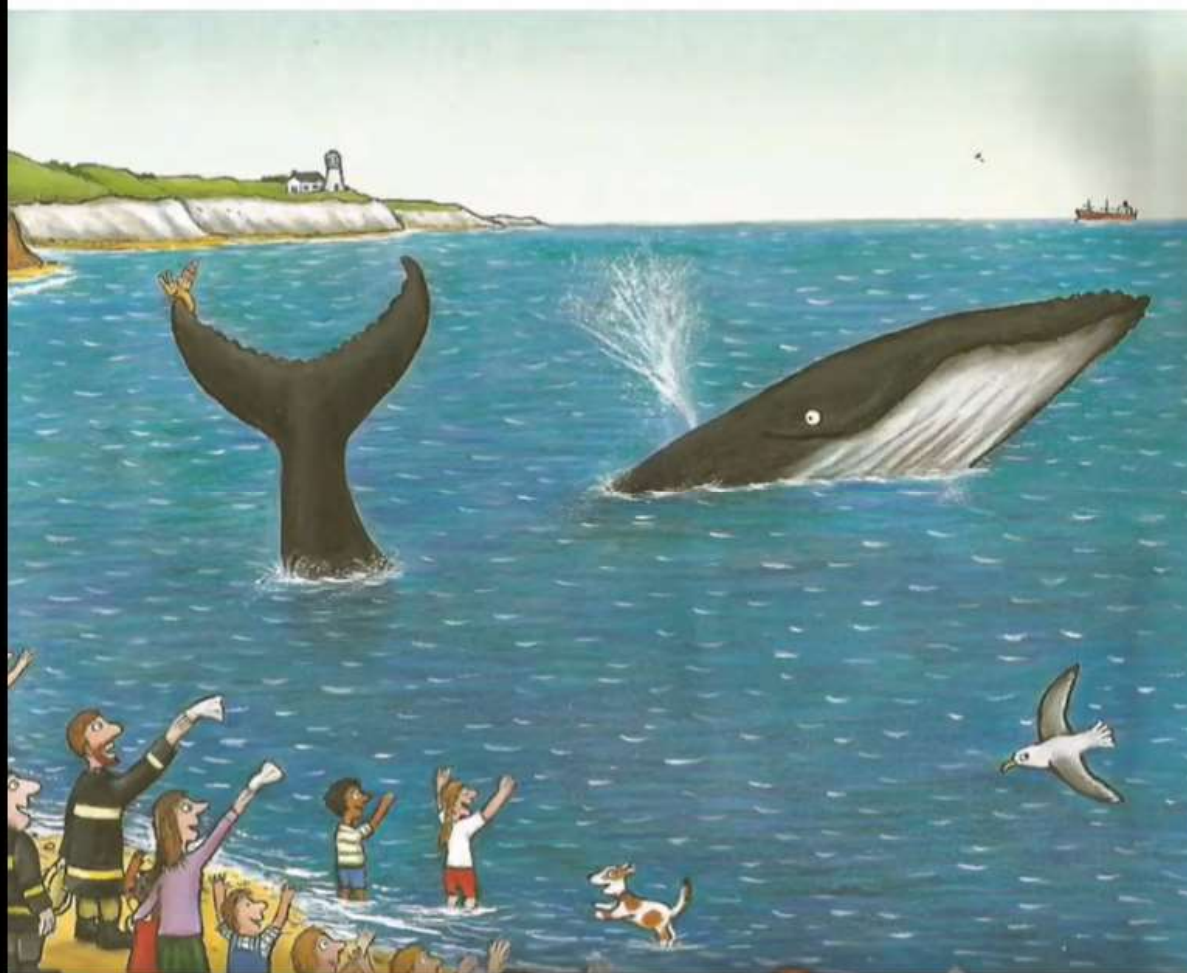
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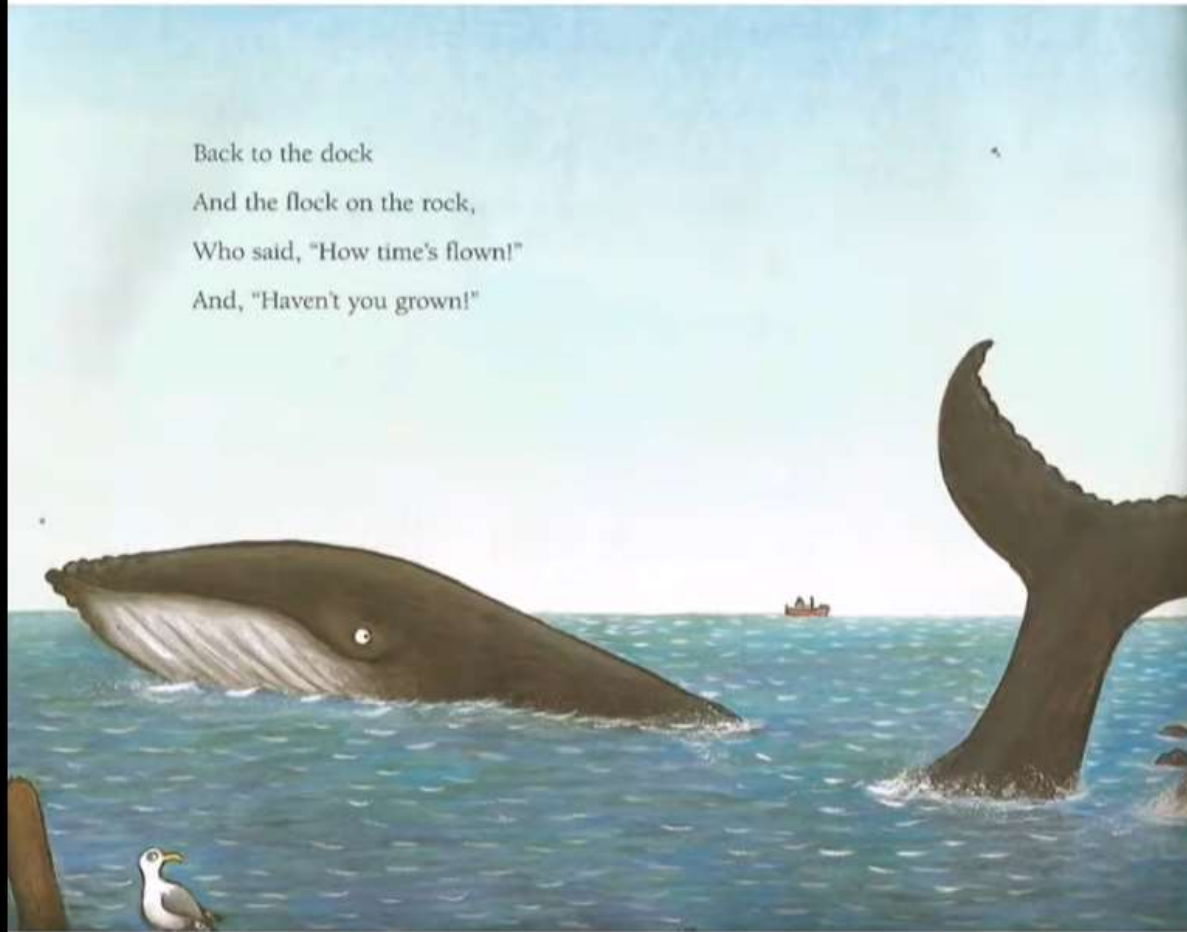
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And these are the villagers shouting, "Hooray!"
As the whale and the snail travel safely away . . .



Back to the dock
And the flock on the rock,
Who said, "How time's flown!"
And, "Haven't you grown!"



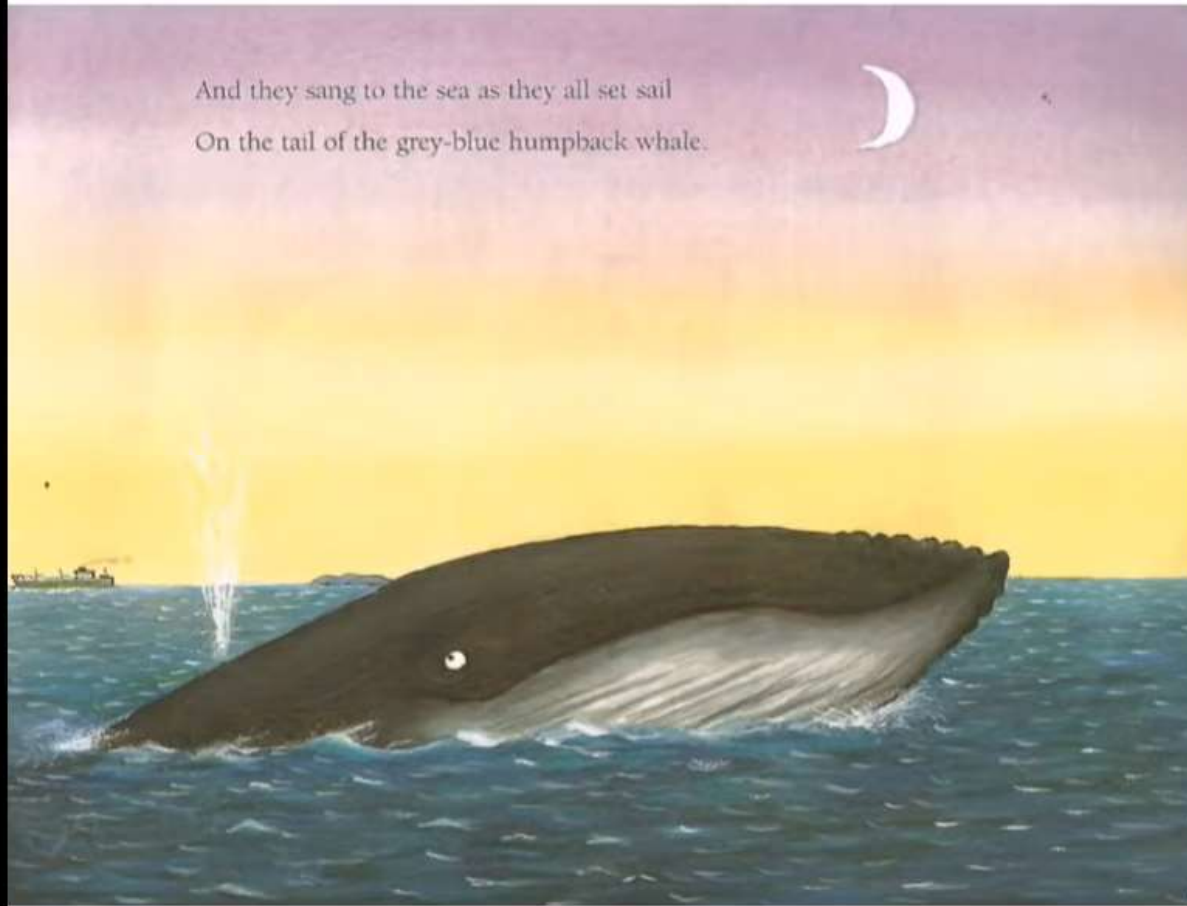


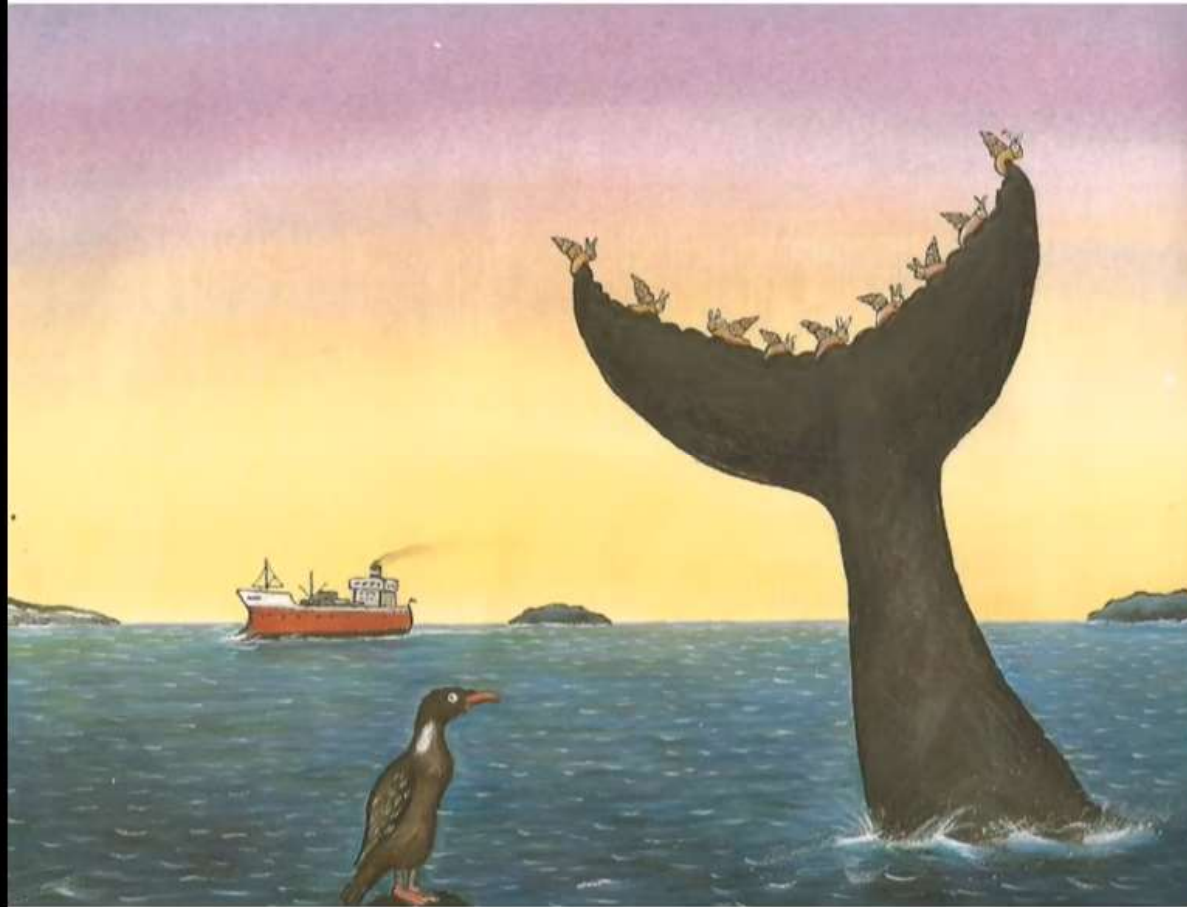
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And of how the snail, so small and frail,
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Saved the life of the humpback whale.

Then the humpback whale
Held out his tail
And on crawled snail after snail after snail.



And they sang to the sea as they all set sail
On the tail of the grey-blue humpback whale.





Tell me...

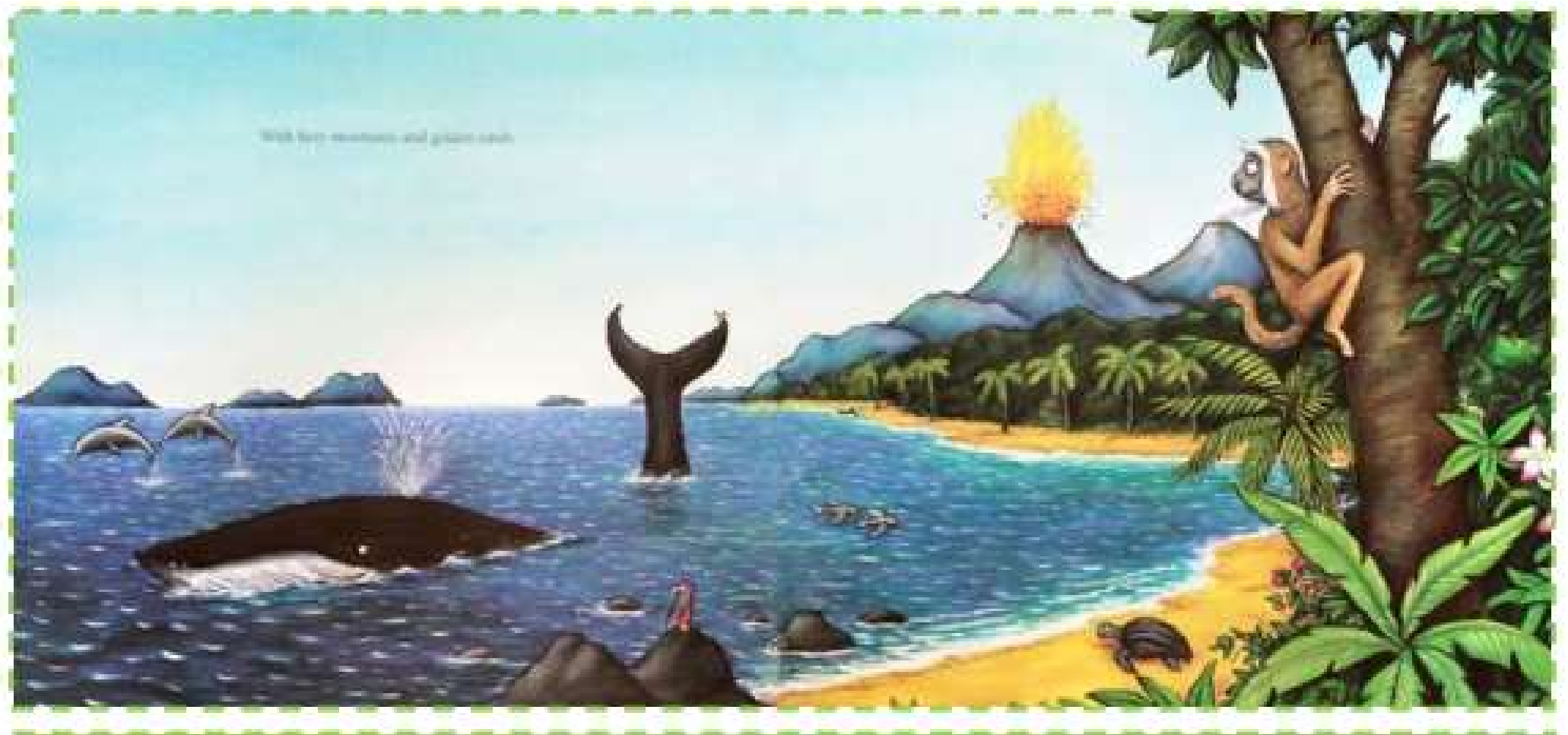
- * Likes?
- * Dislikes?
- * Patterns?
- * Puzzles?

Sequencing

- * Create a storyboard and talk through the story with a friend.

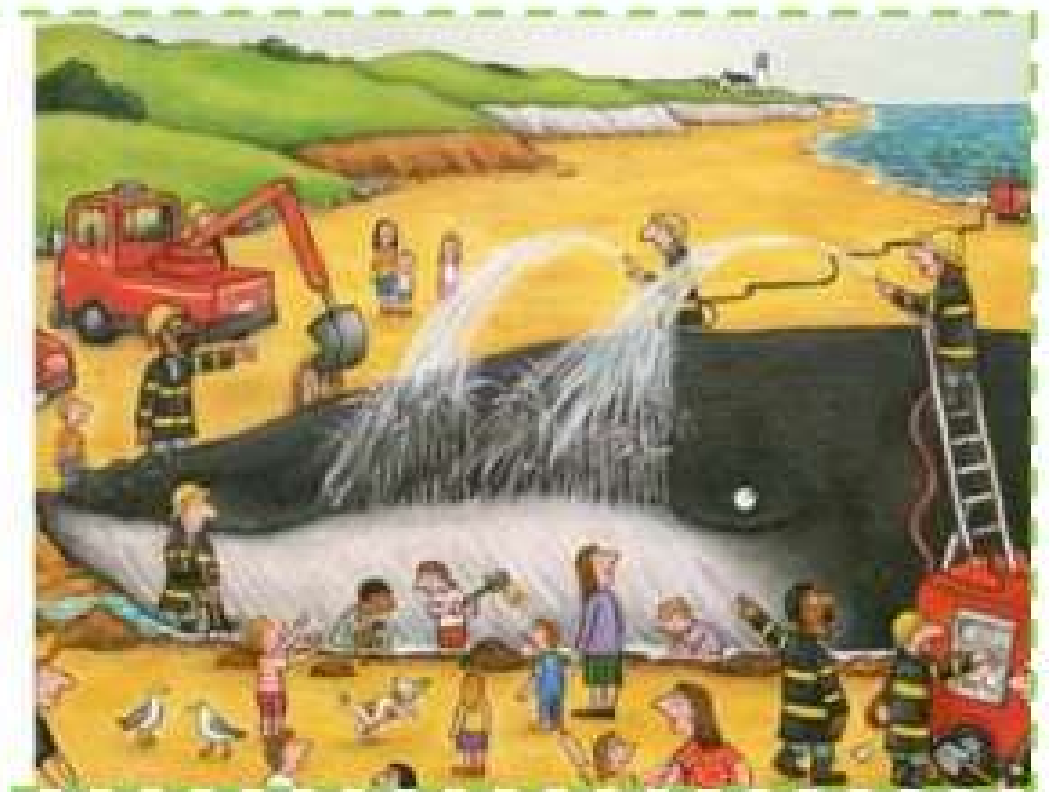


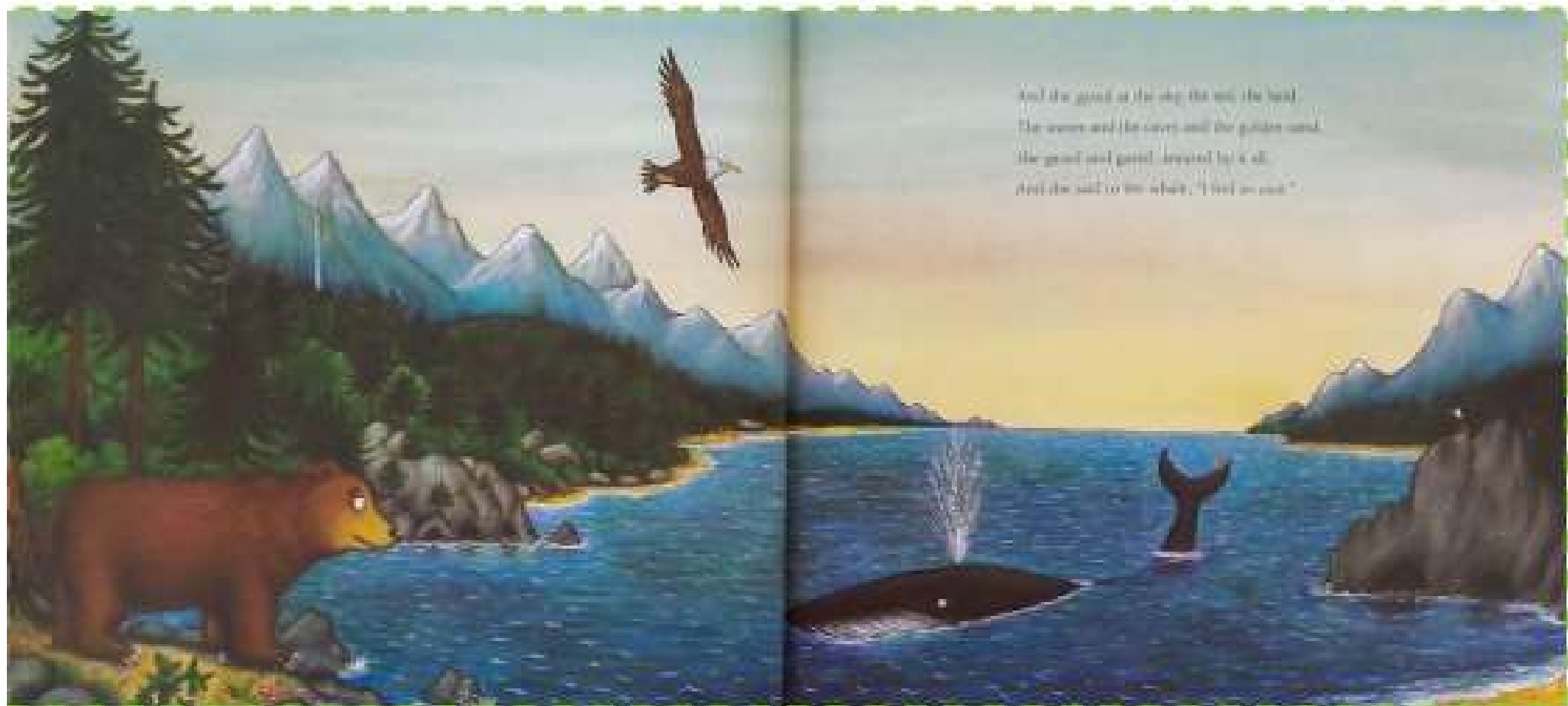




This is the sea,
So wild and free;
This current the whale
And the seal and fish feel
To sweeping coasts and far-off lands.







And the good at the day the sea, the land,
The water and the caves and the golden sand,
The good and good, around to it all,
And the sail to the whale, "I feel in you."

Week 5 Tuesday

- * Learning Outcome / Objective
- * I can act as a news reporter.

Children and snail save a whale

Yesterday the whole community prevented a whale from dying on a beach. It was stranded on the sand with no water and was dying.

Luckily a snail wrote a message on a blackboard in a school. The message told the children in school about the whale. Quickly, the children got the fire brigade and together they poured water over the whale's body to keep it alive.

When the tide came in, the whale was able to swim away safely. The snail was seen on the whale's tail as it disappeared from site.

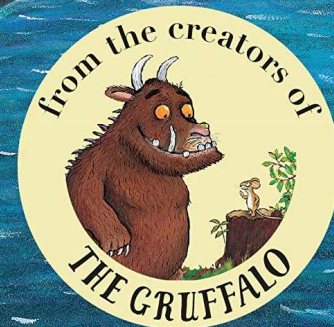
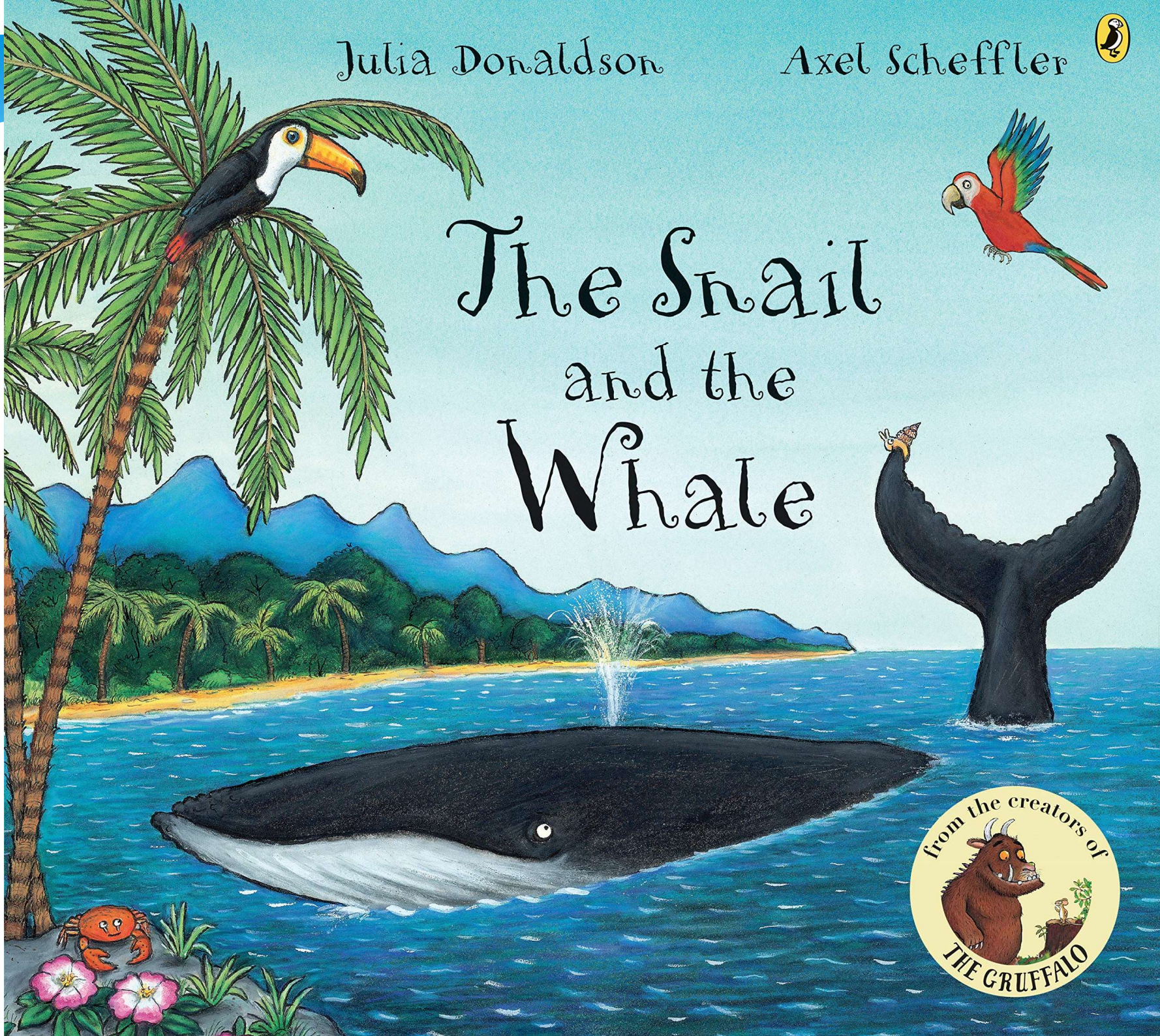
Teachers said they were very proud of how the children had worked together to help save an animal's life.

Julia Donaldson

Axel Scheffler



The Snail and the Whale



This is a tale of a tiny snail
And a great big, grey-blue humpback whale.



This is a rock as black as soot,
And this is a snail with an itchy foot.



The sea snail slithered all over the rock
And gazed at the sea and the ships in the dock.
And as she gazed she sniffed and sighed.
"The sea is deep and the world is wide!
How I long to sail!"



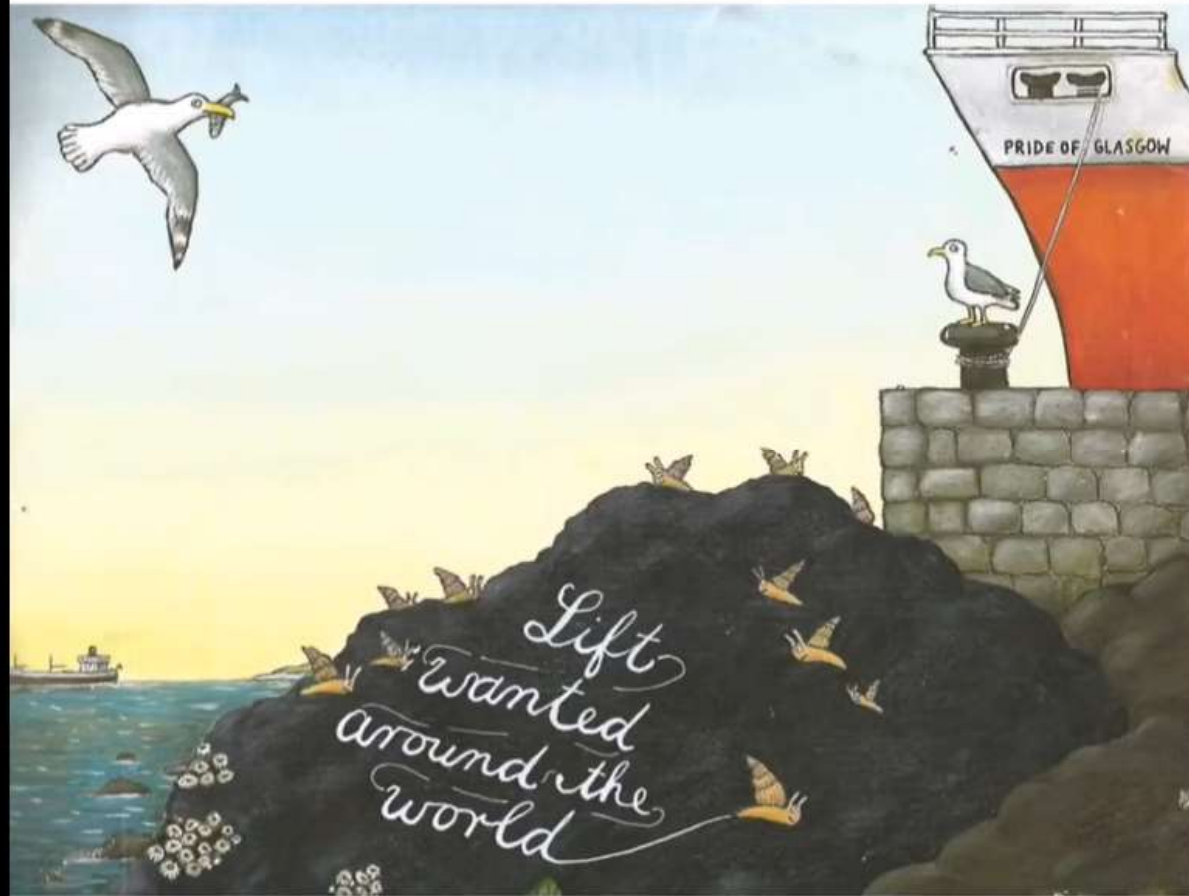


These are the other snails in the flock,
Who all stuck tight to the smooth black rock
And said to the snail with the itchy foot,
"Be quiet! Don't wriggle! Sit still! Stay put!"
But the tiny sea snail sighed and sniffed,
Then cried, "I've got it! I'll hitch a lift!"



This is the trail
Of the tiny snail,
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And said . . .









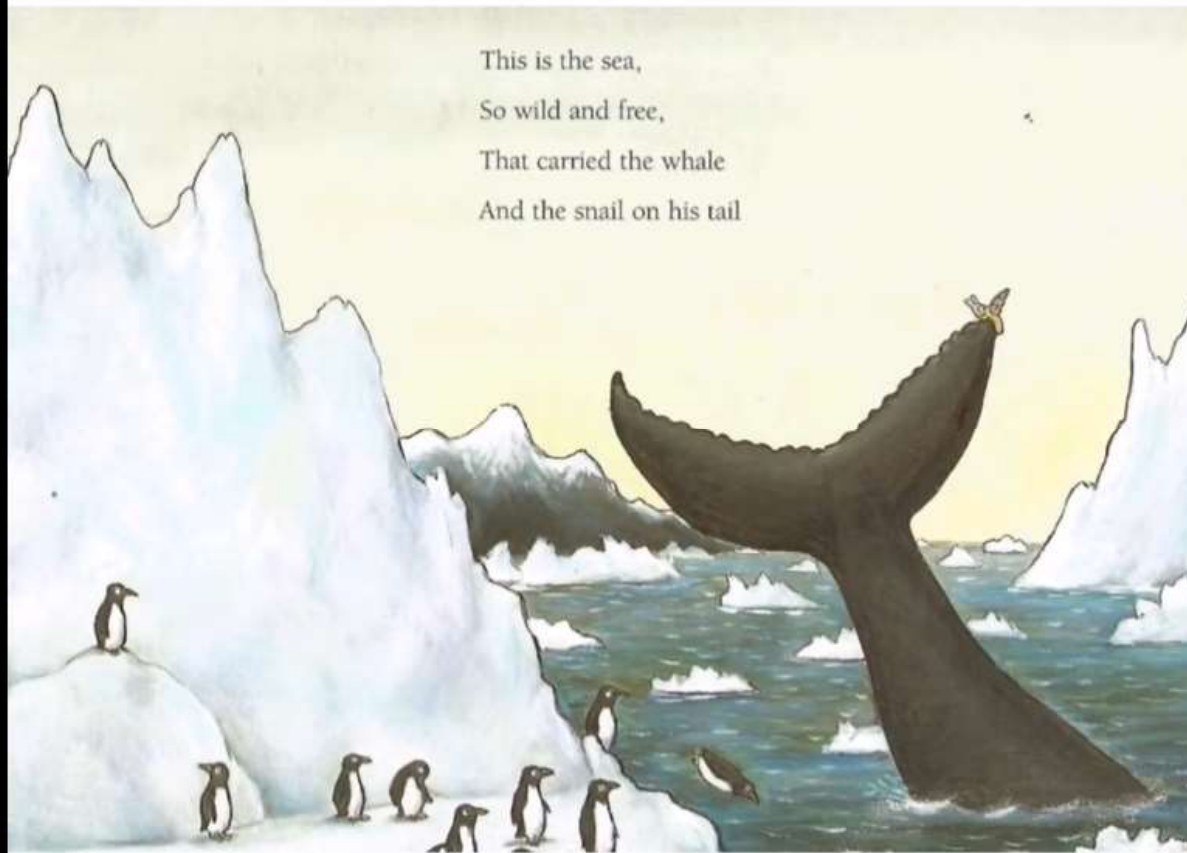
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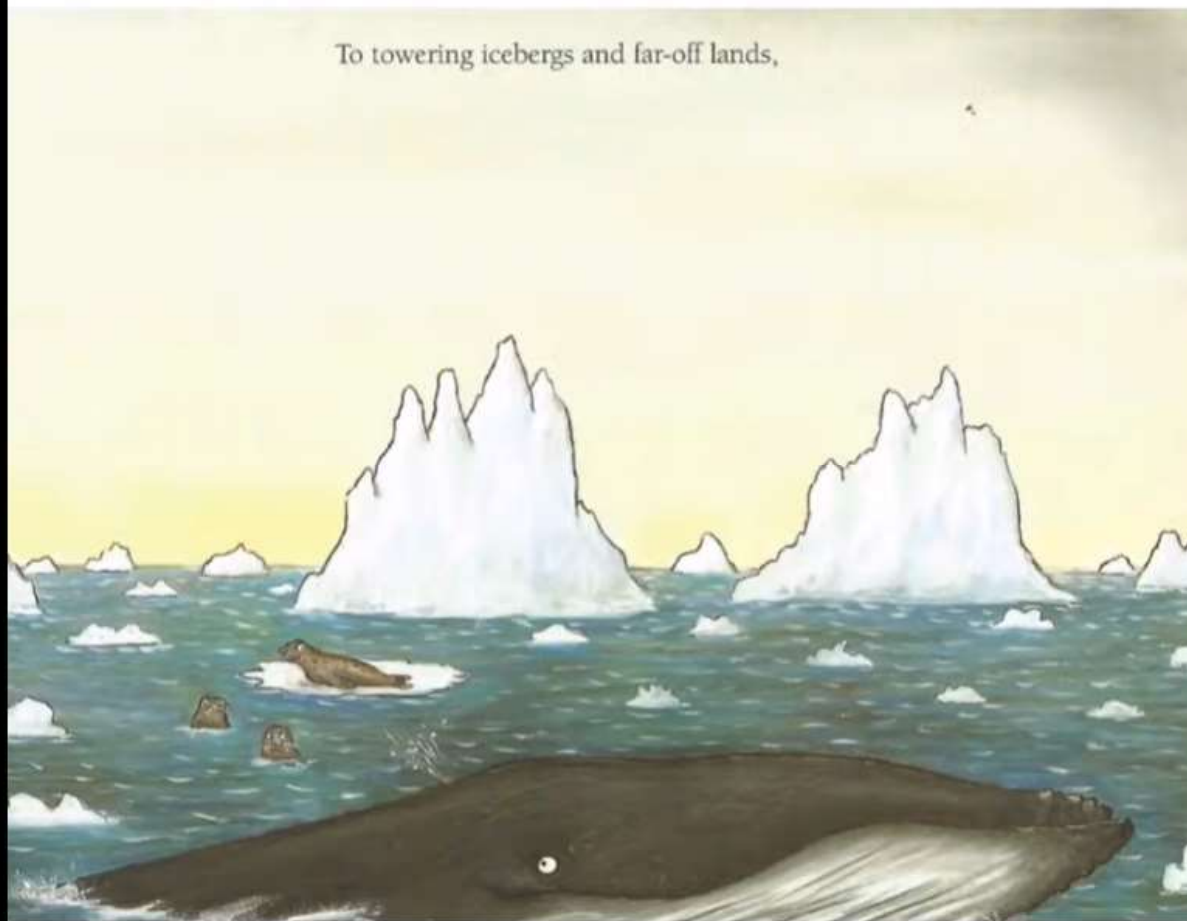
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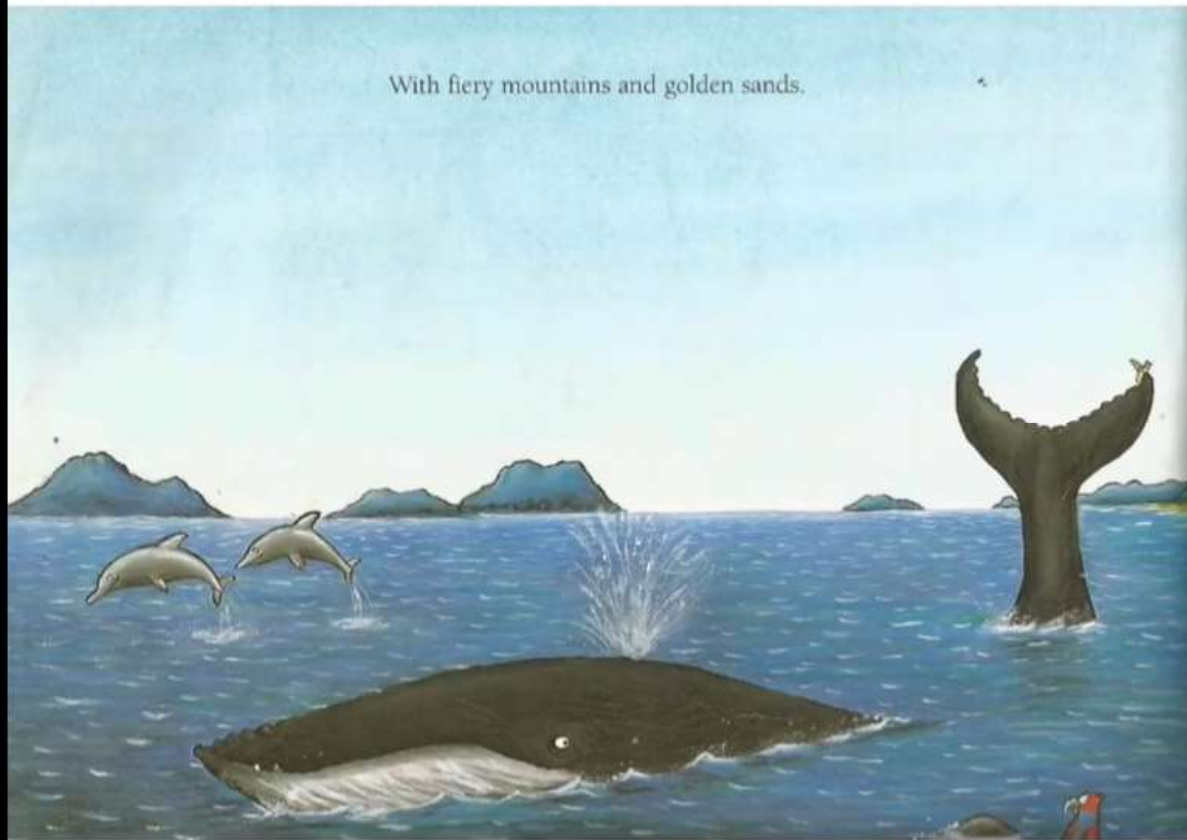
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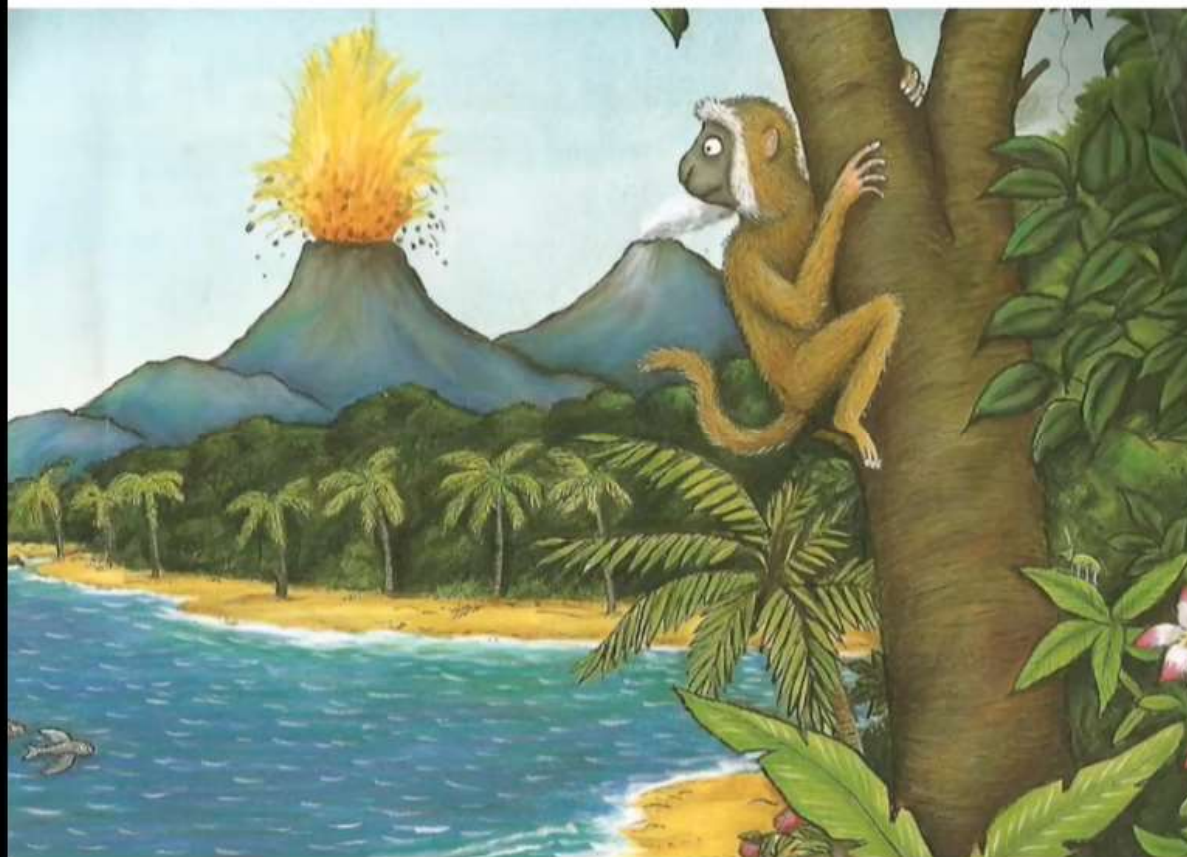


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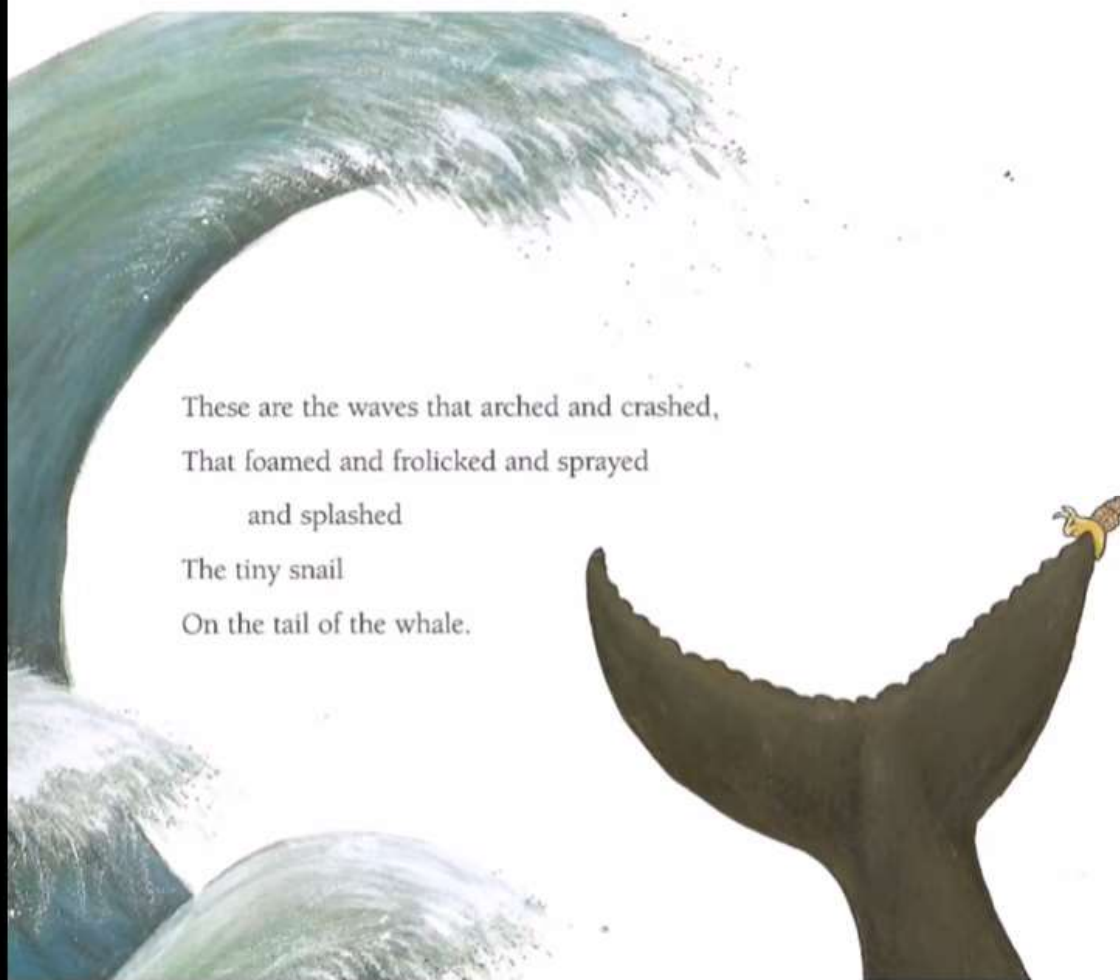


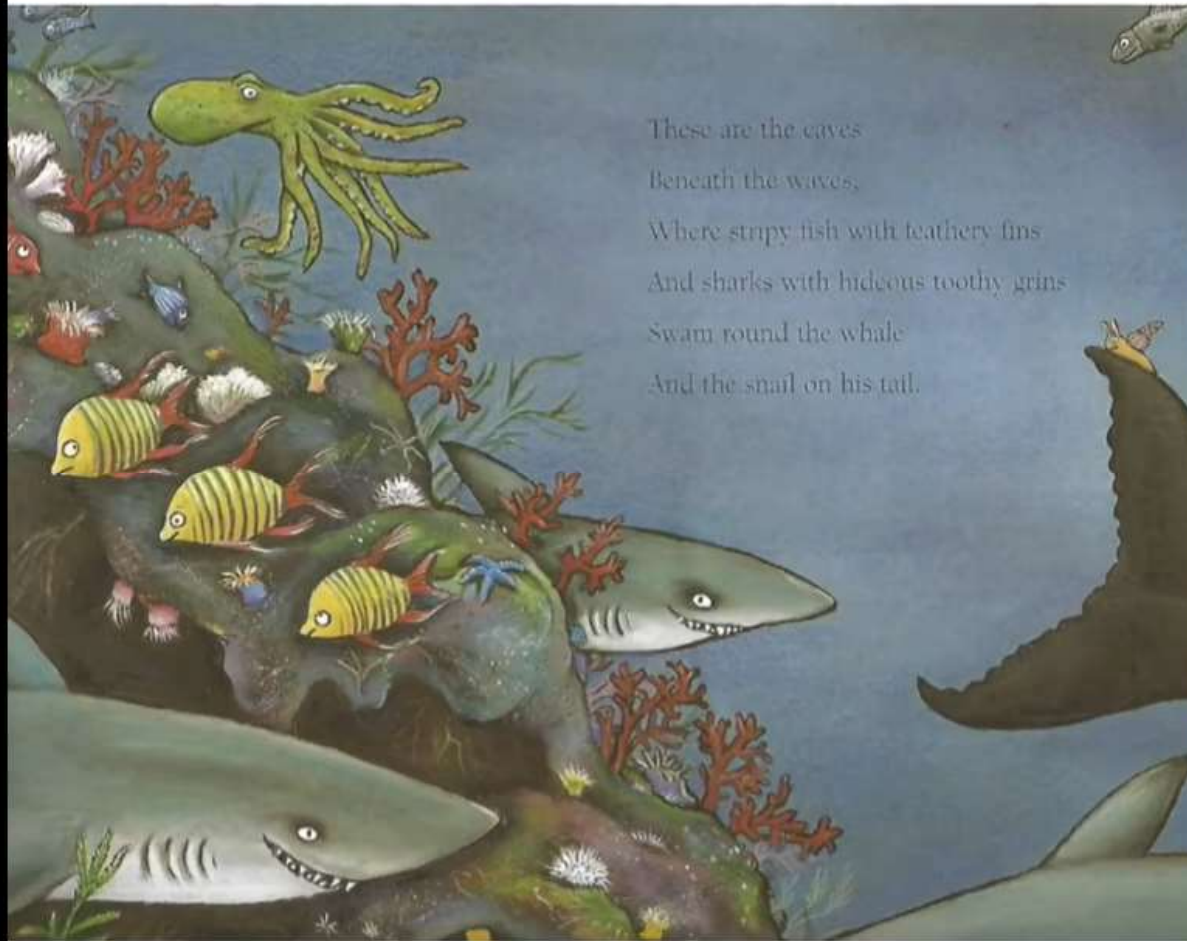
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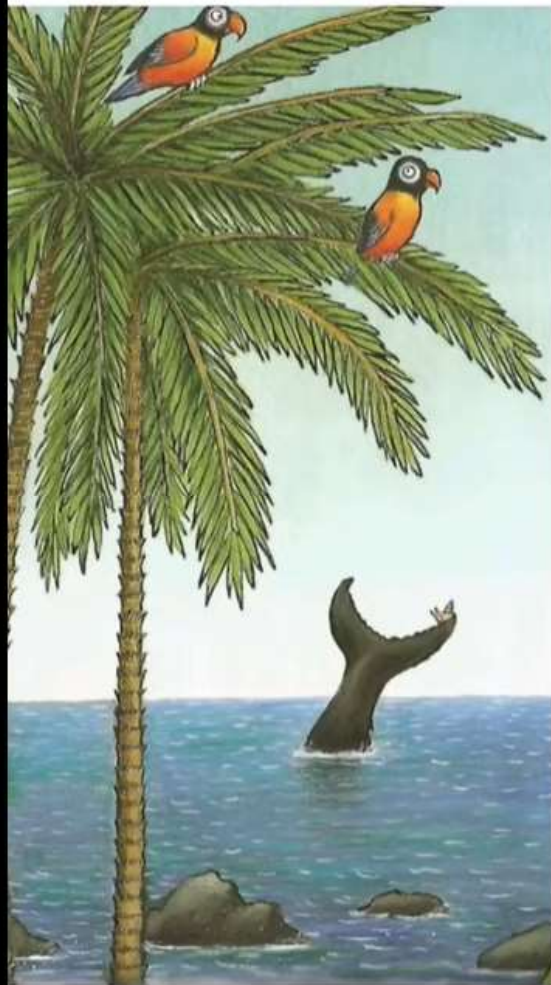


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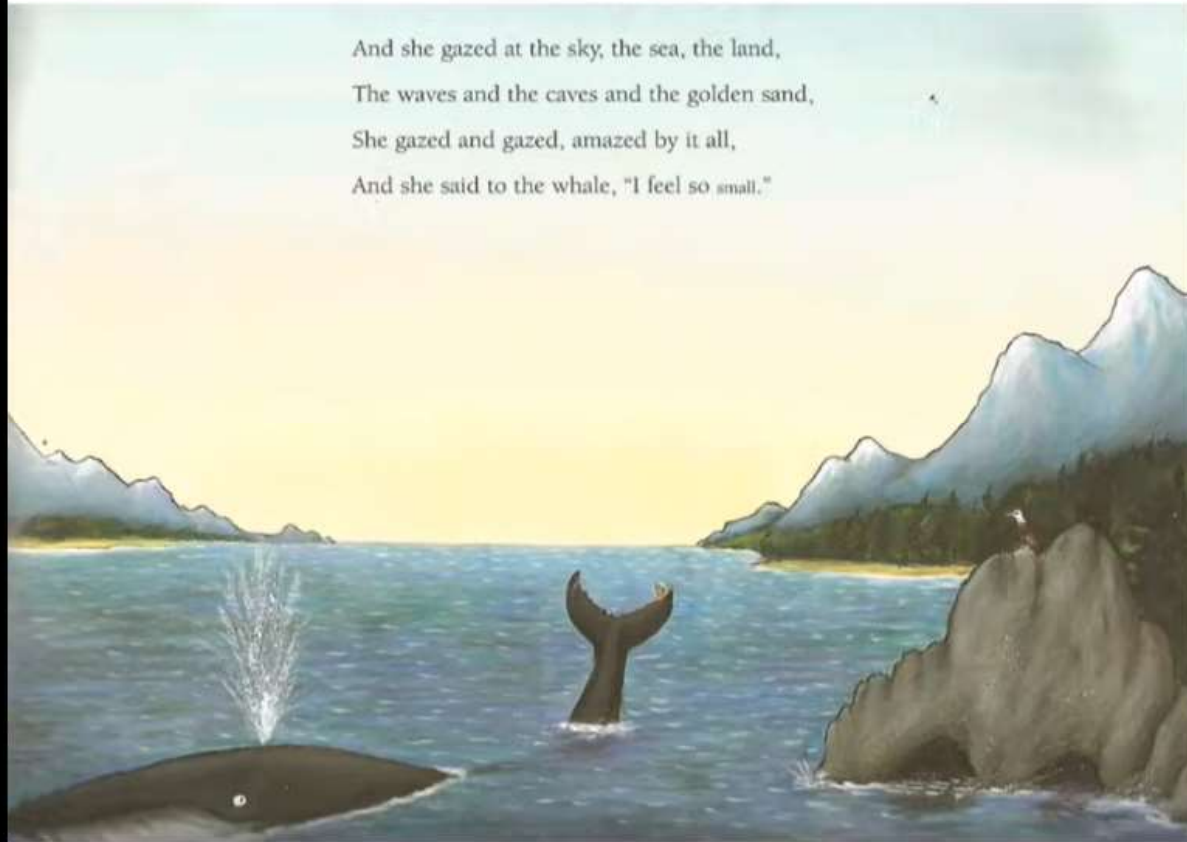
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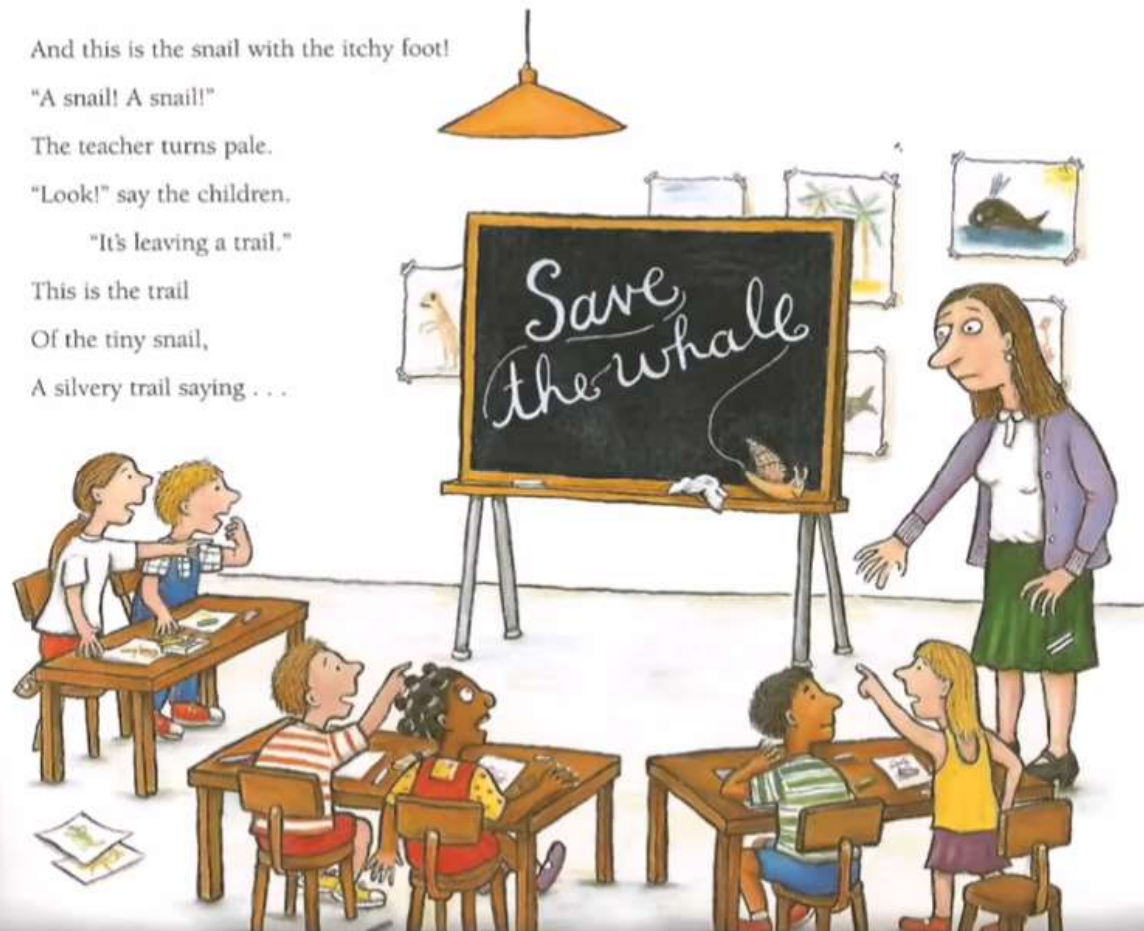
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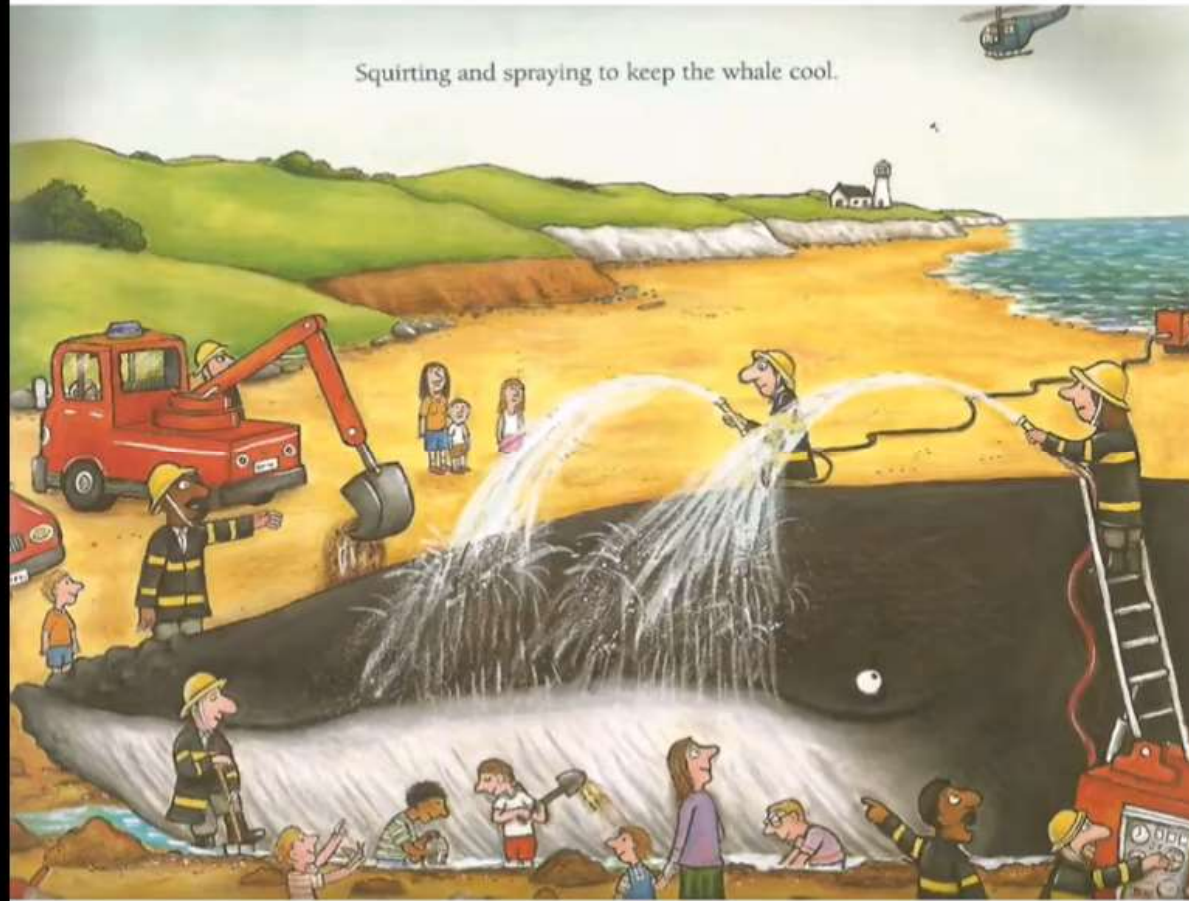


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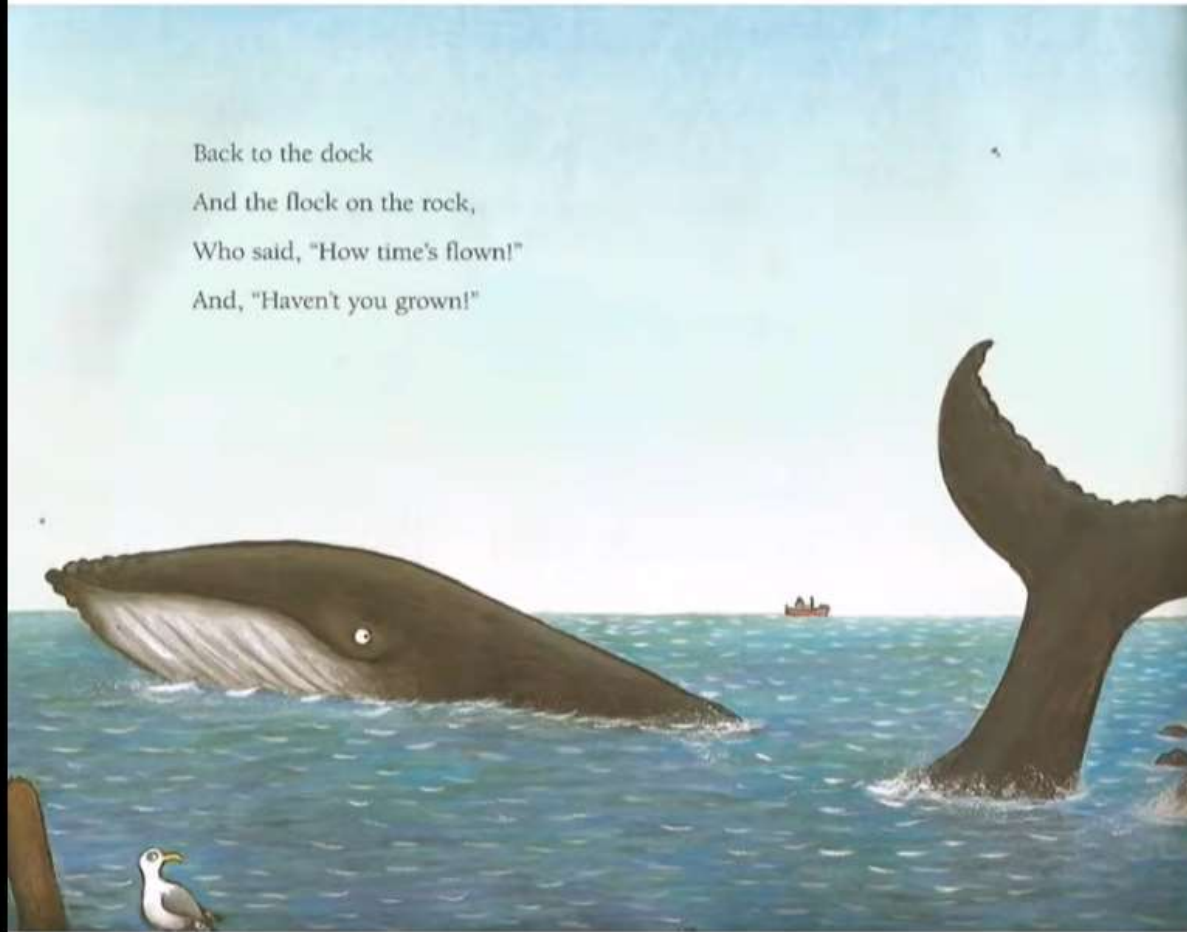
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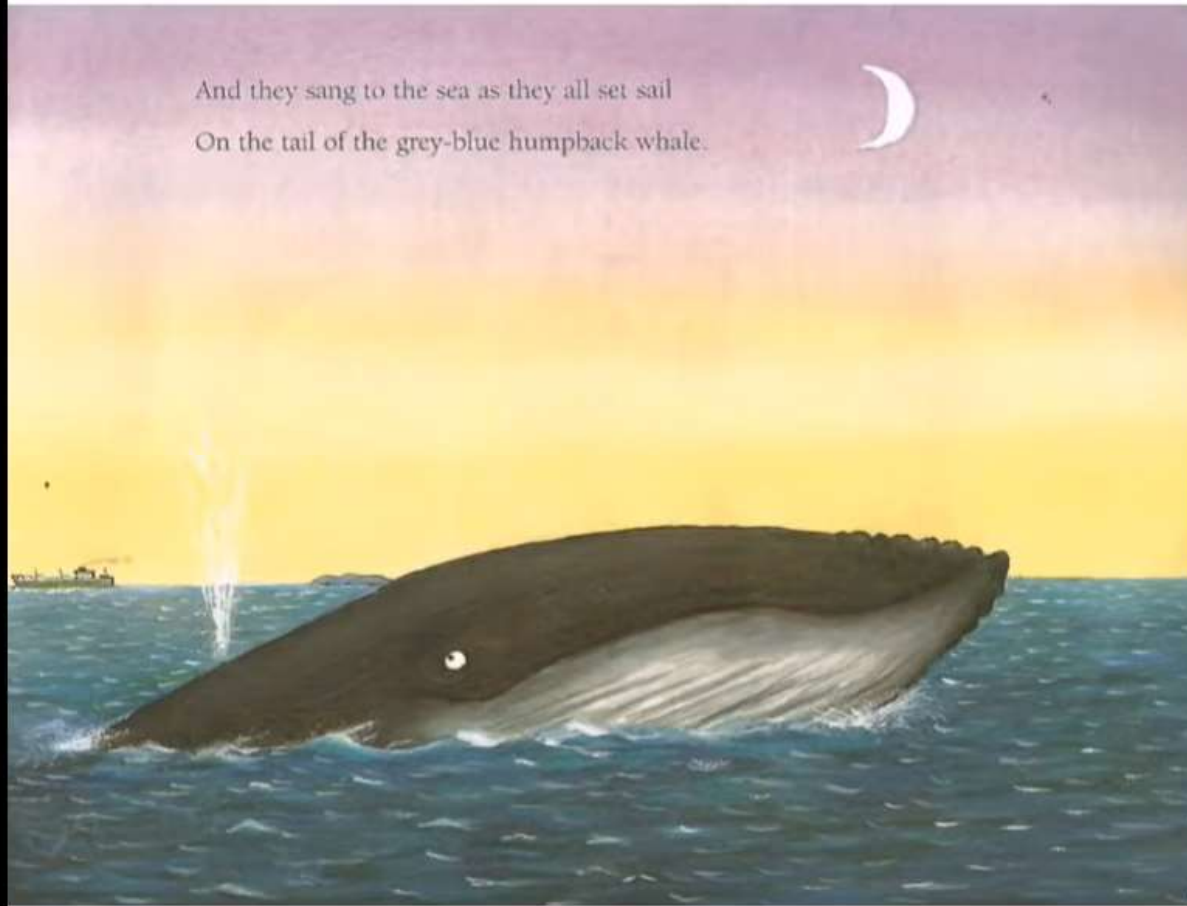


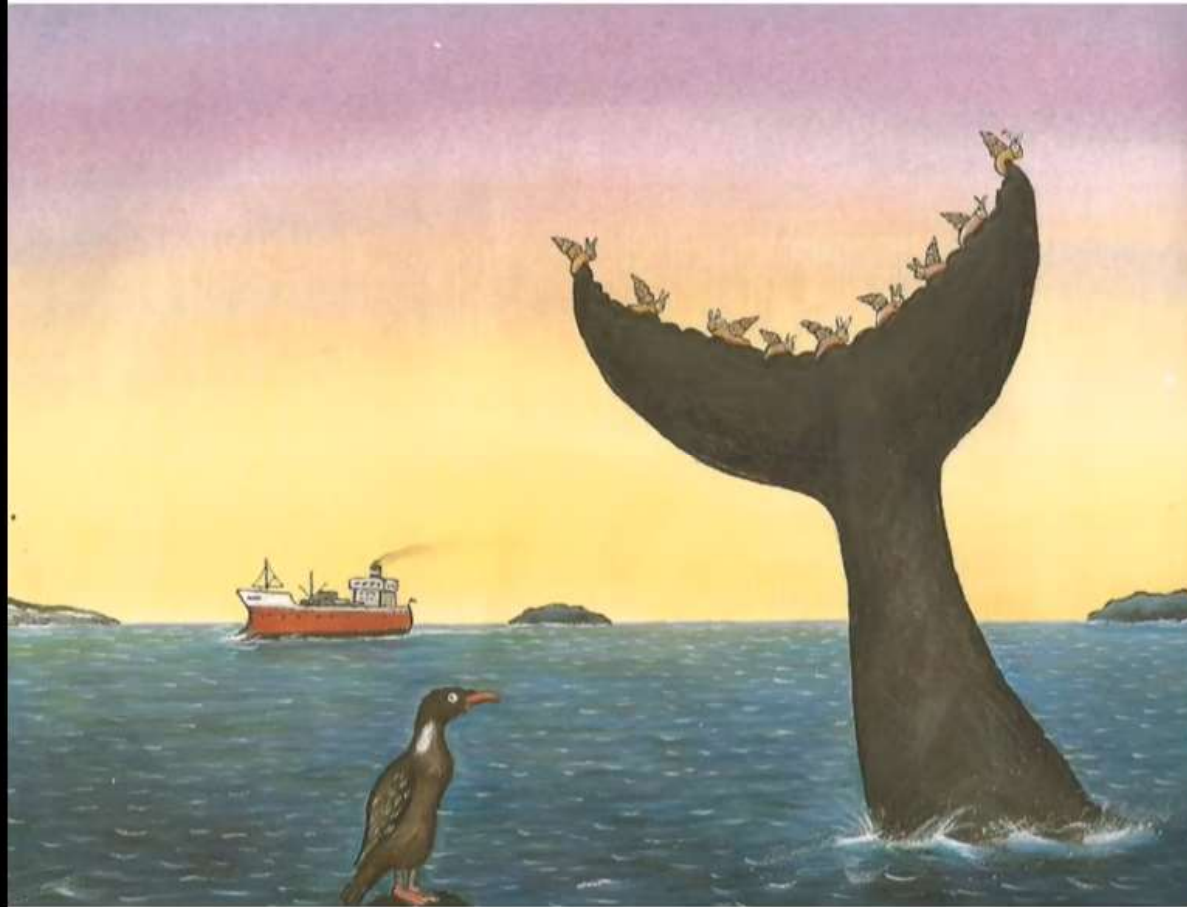
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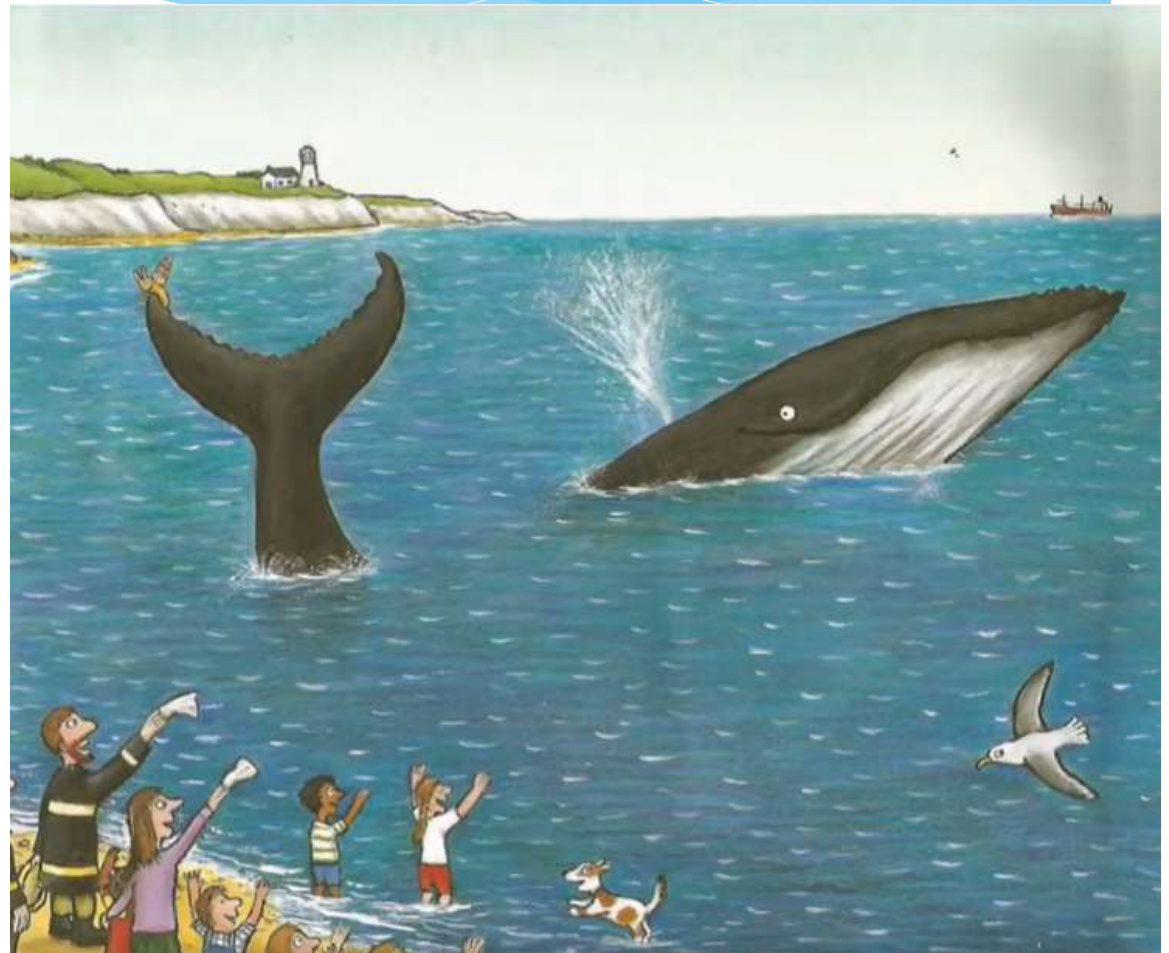
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News reporter time

- * Model as a class reporting on this scene.
- * Children to then work in groups to do the same.
- * Film and watch back.



Week 5 Wednesday

- * Learning Outcome / Objective
- * I can create a plan.

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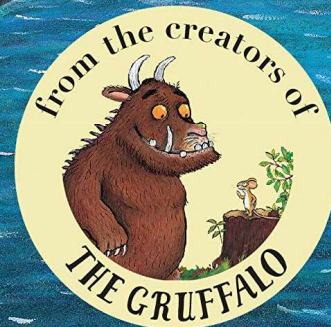
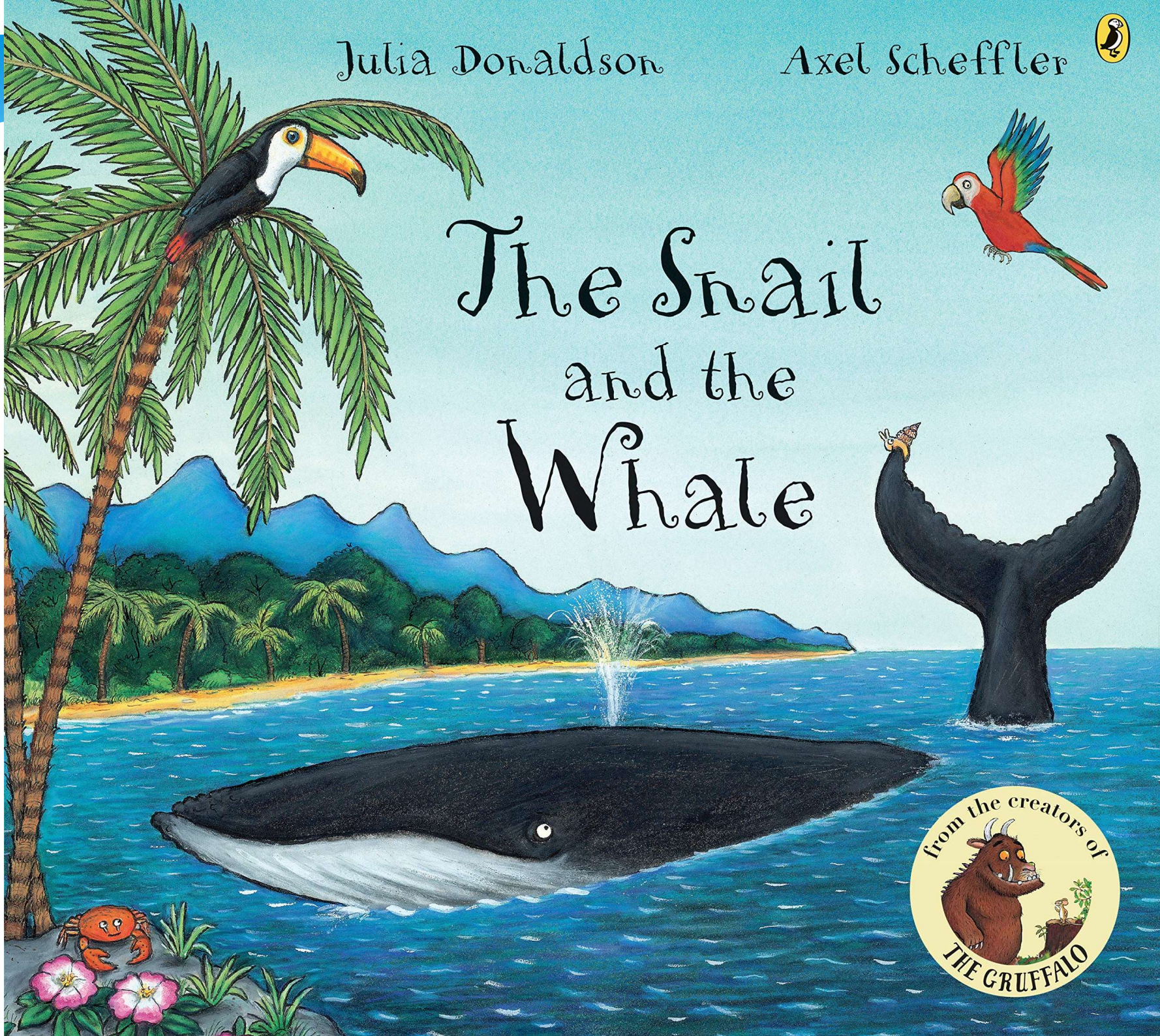
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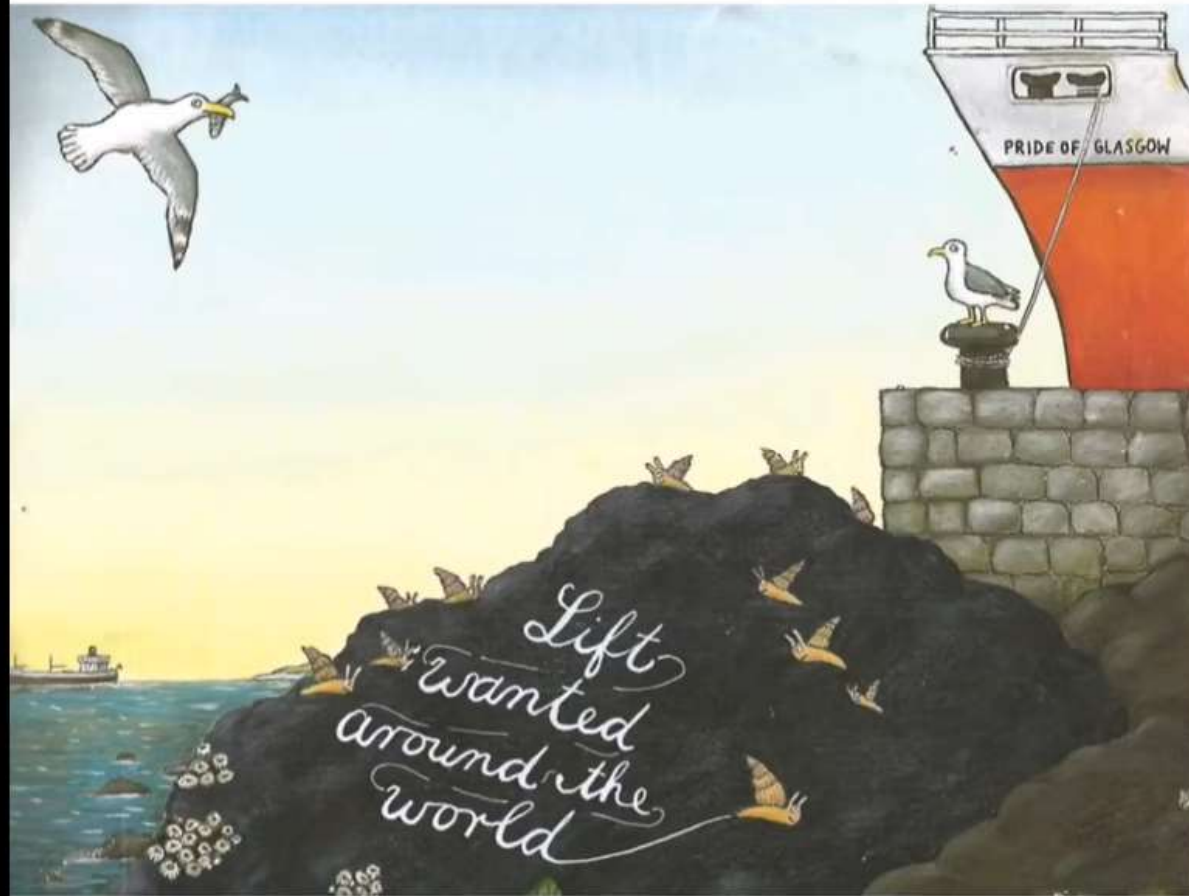


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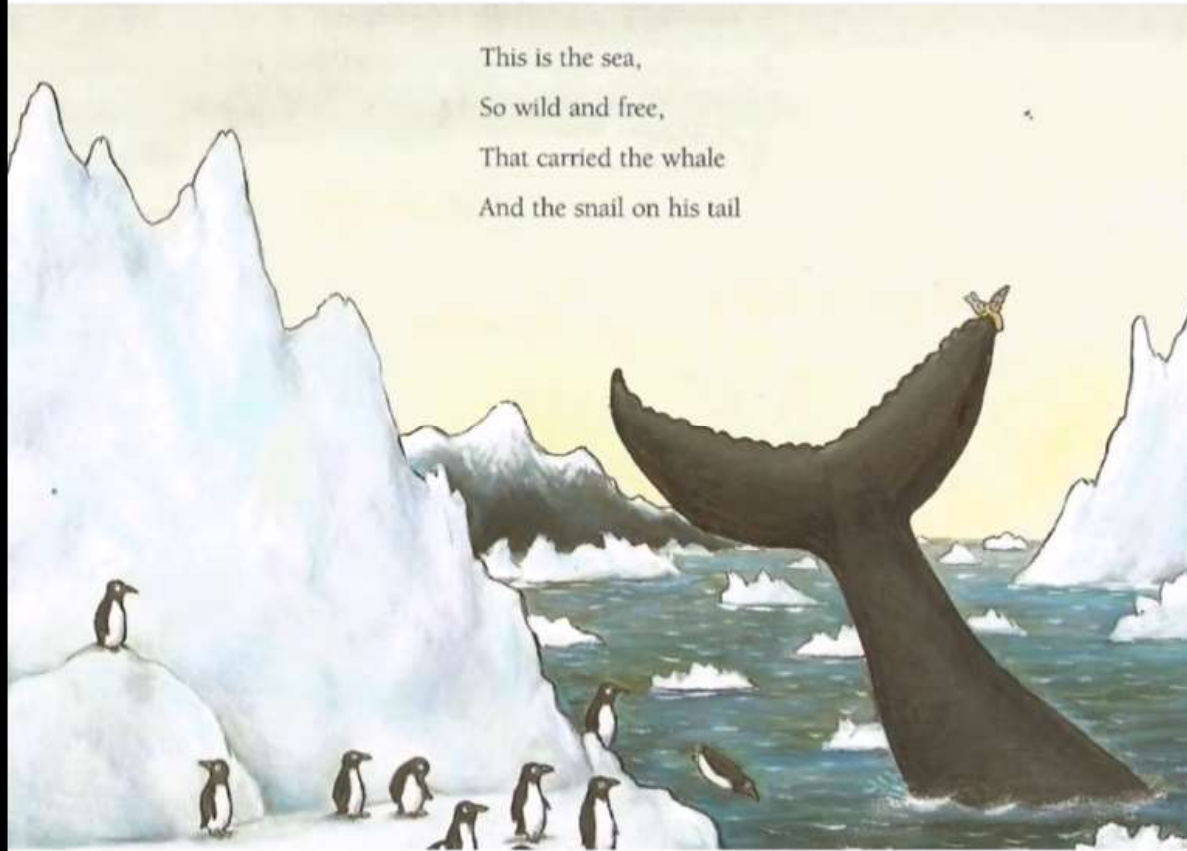
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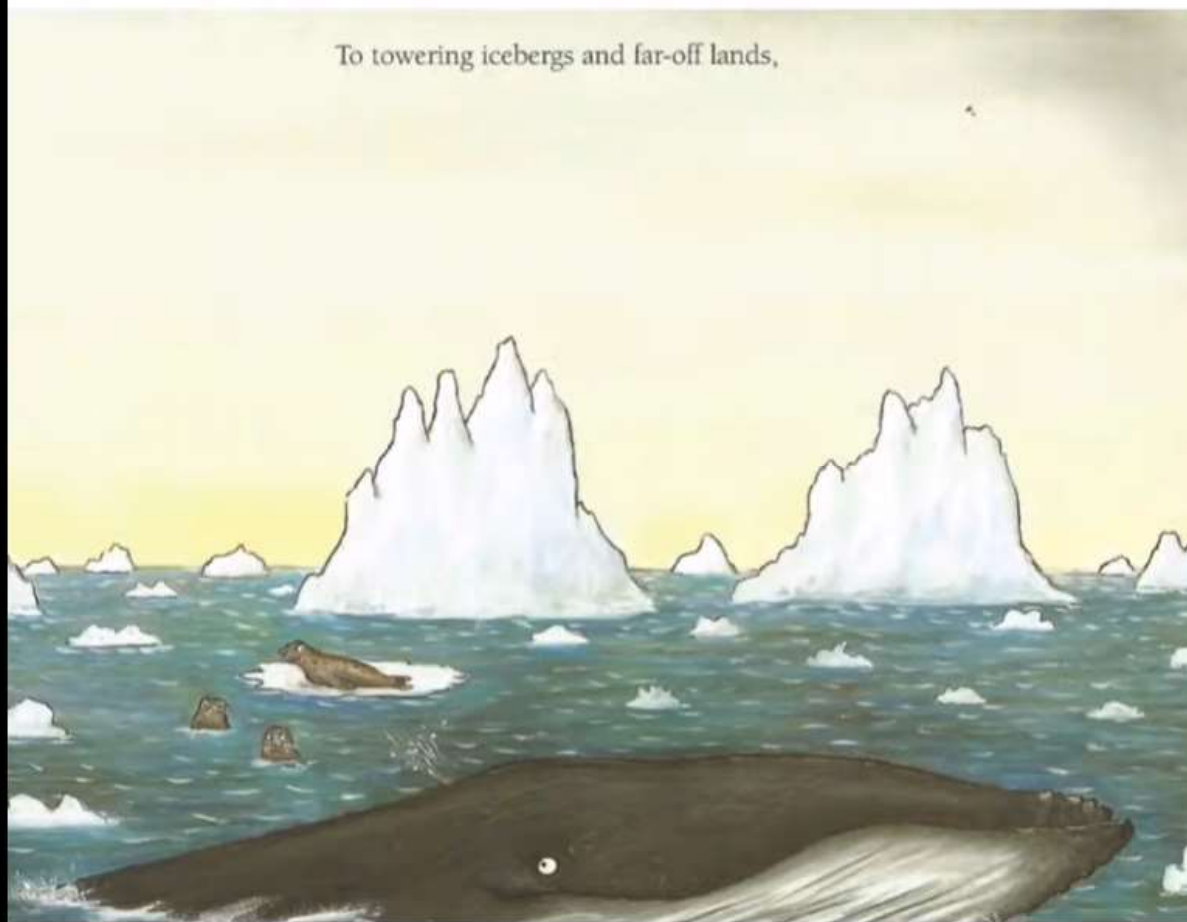
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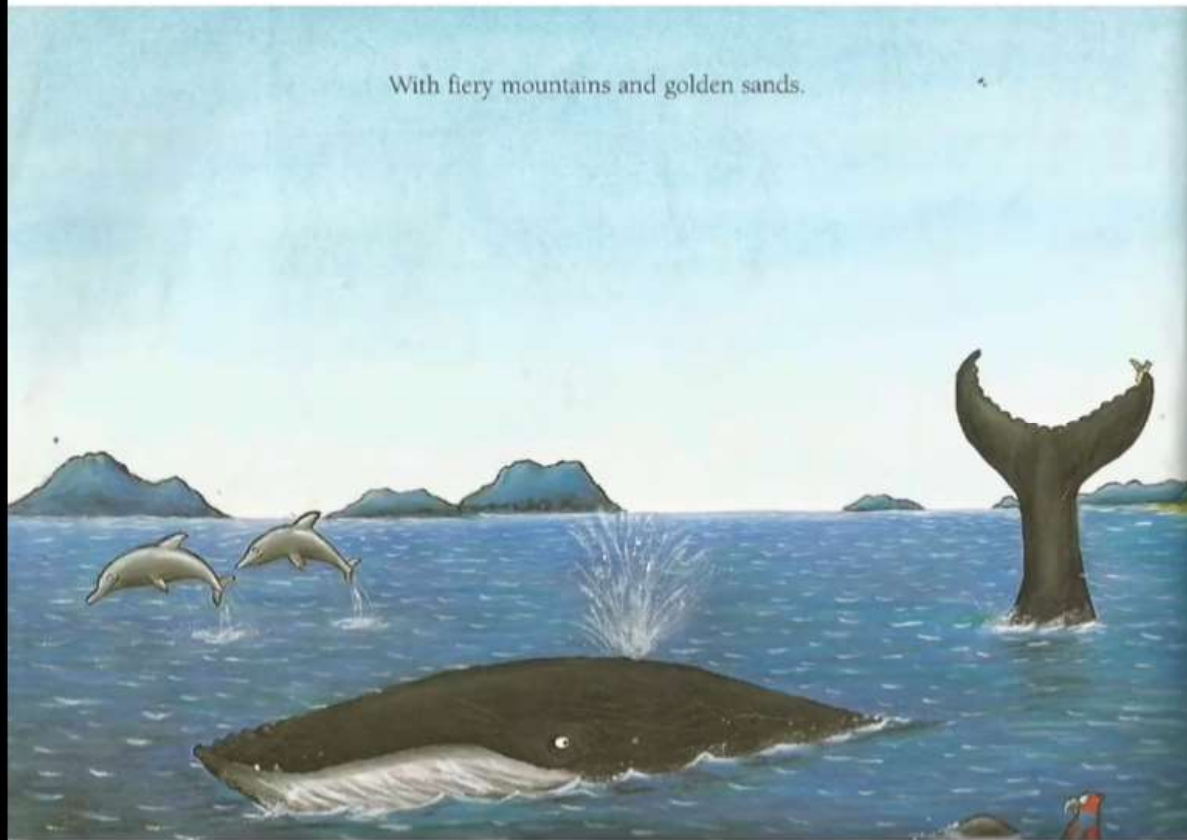
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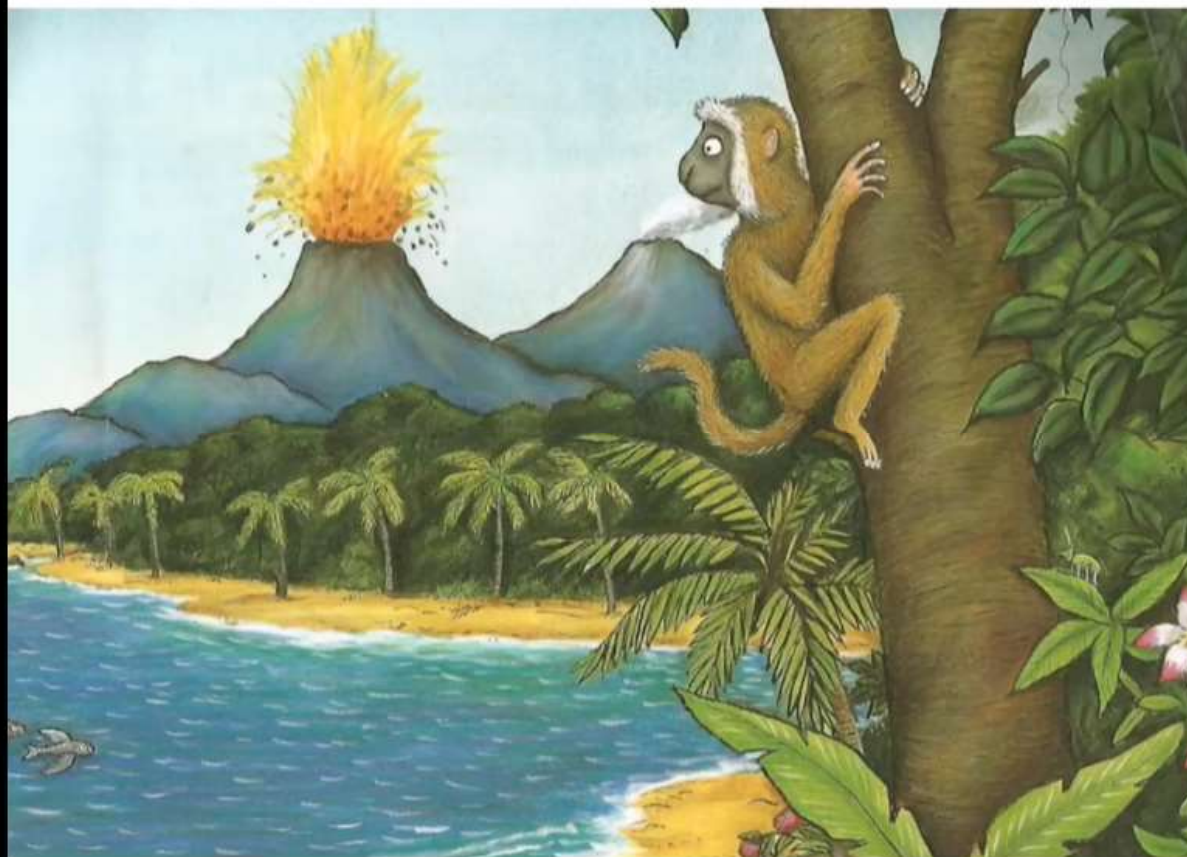


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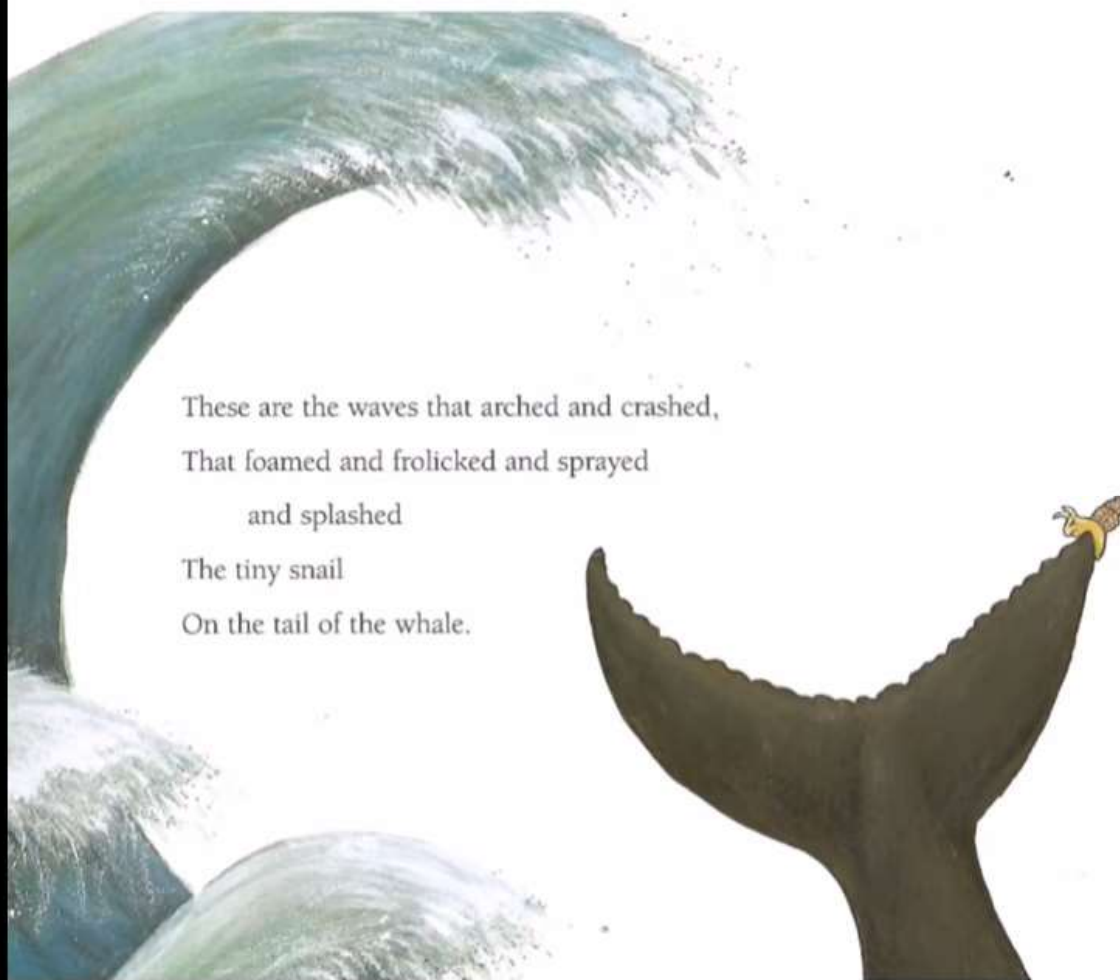


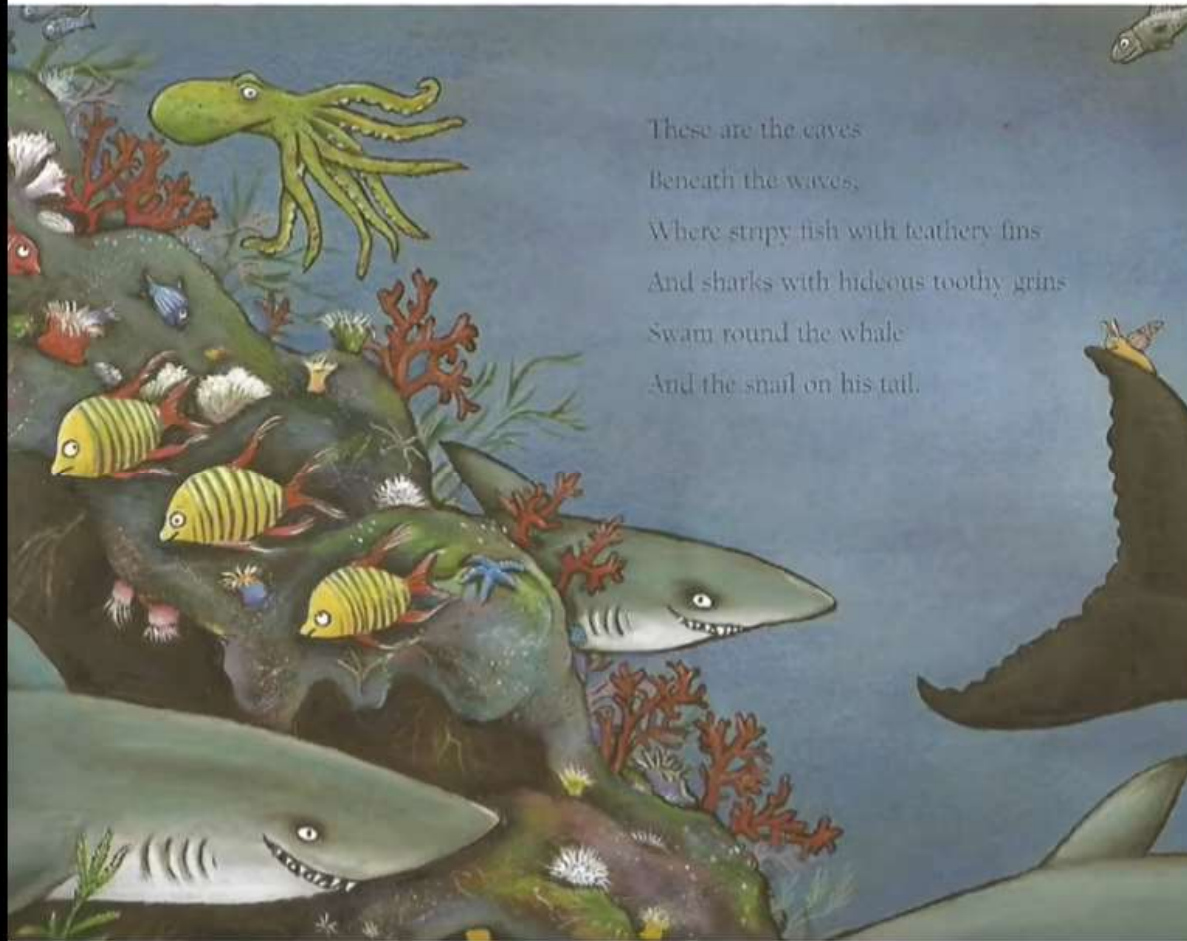
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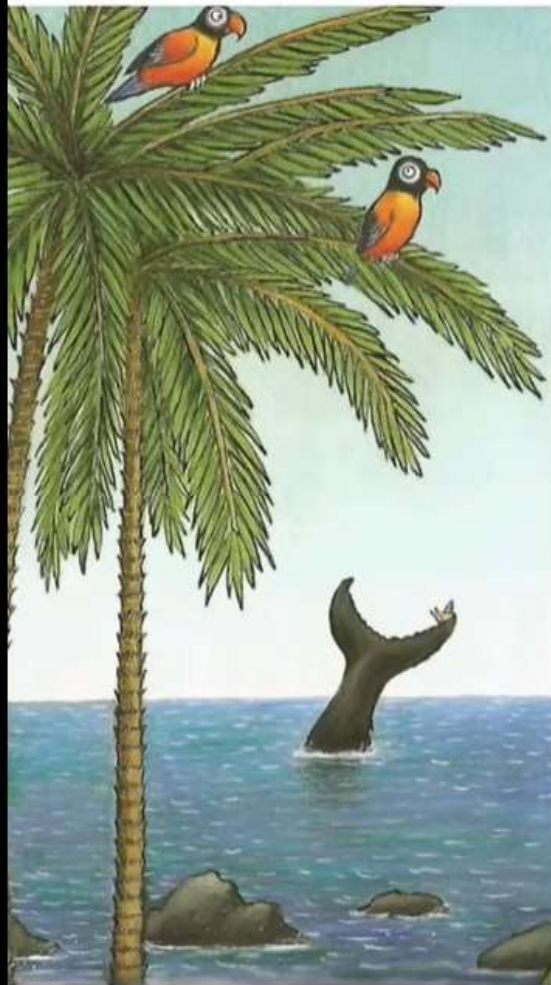


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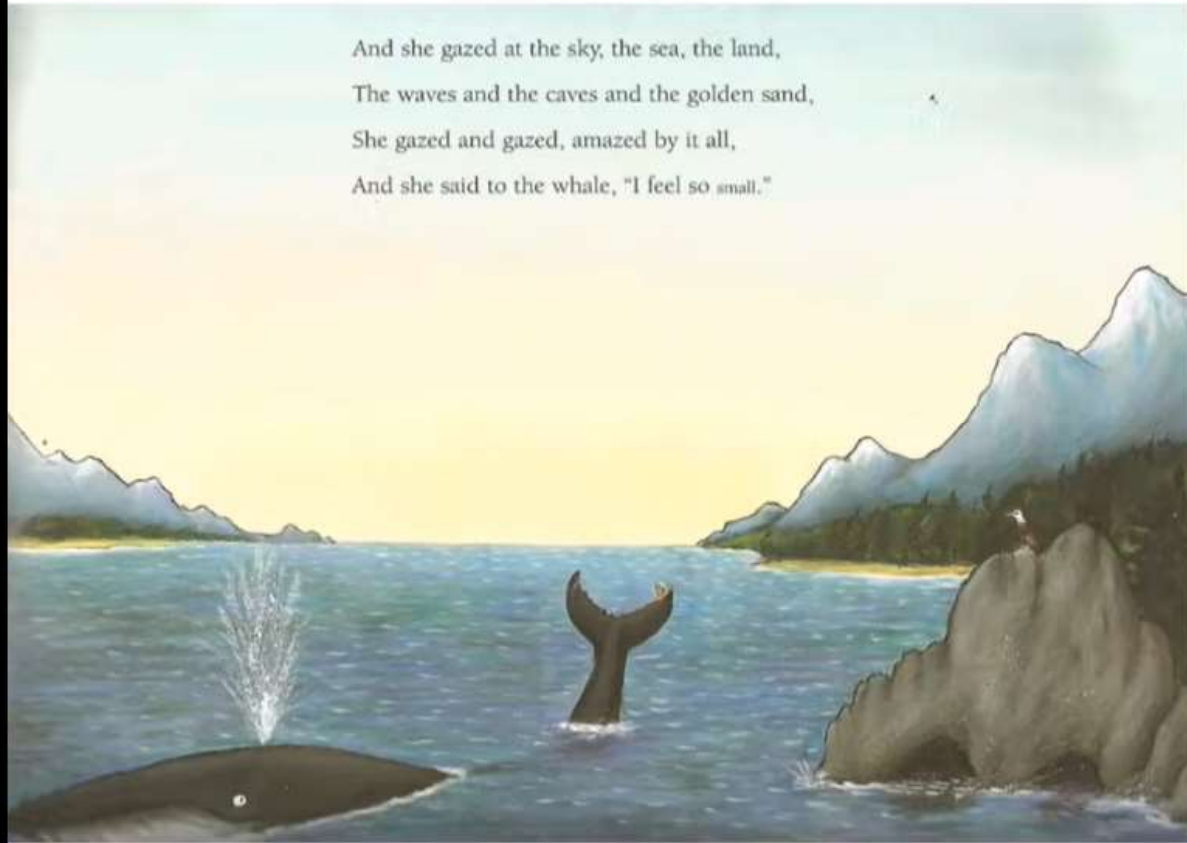
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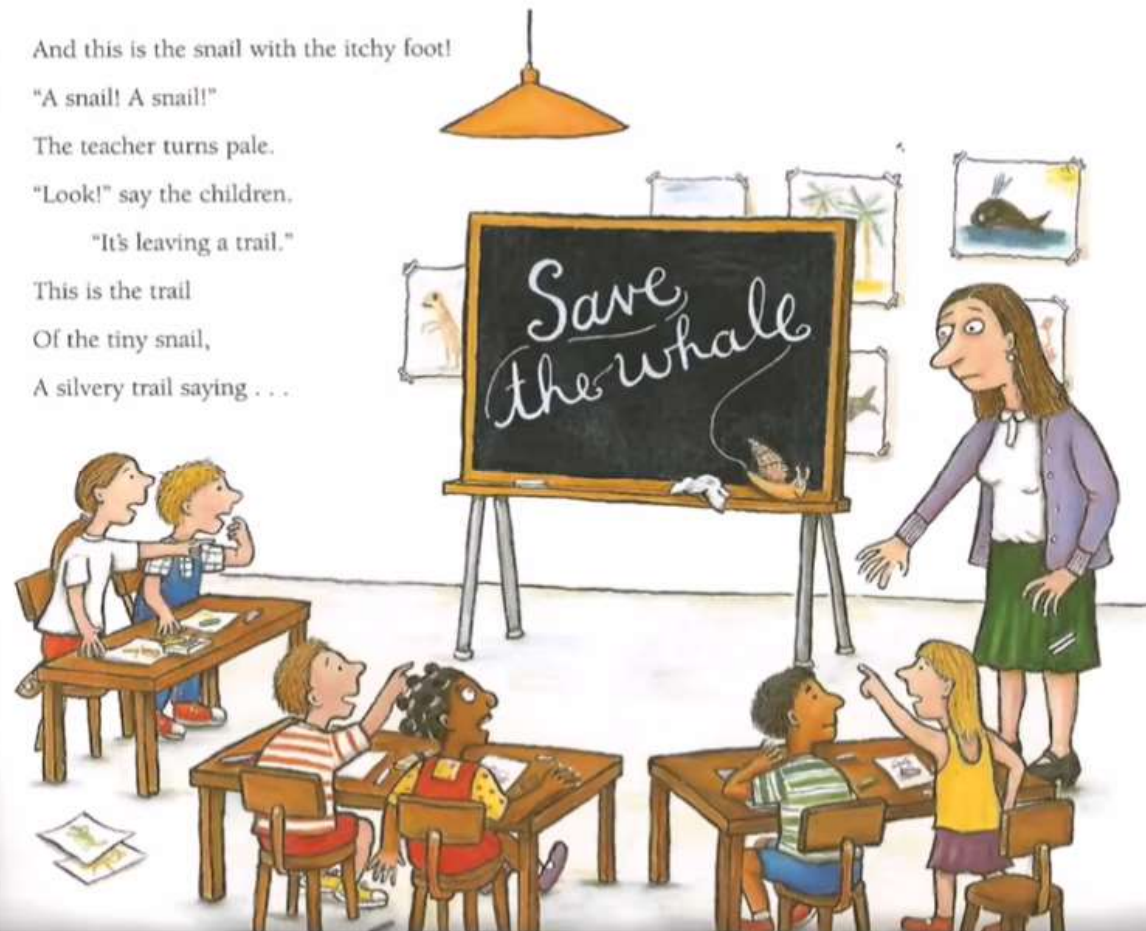
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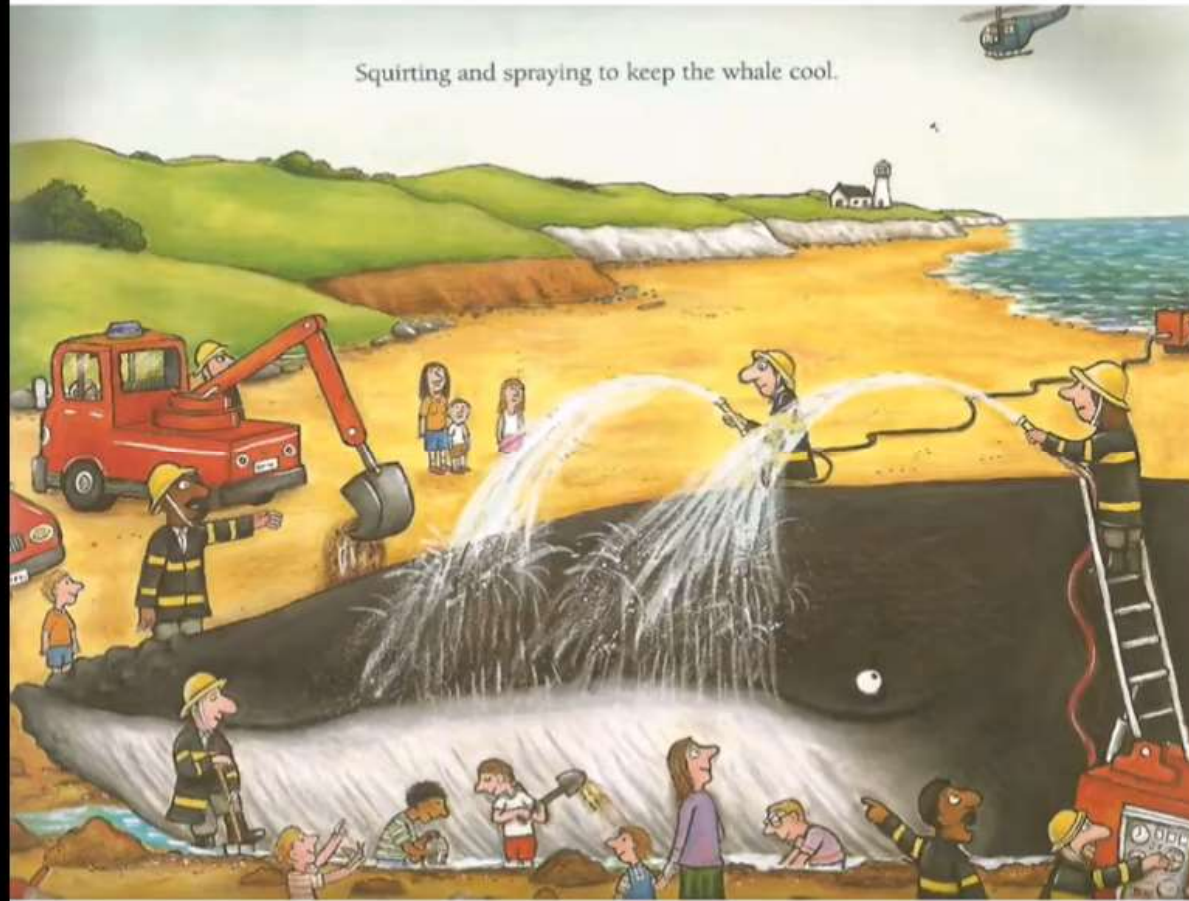


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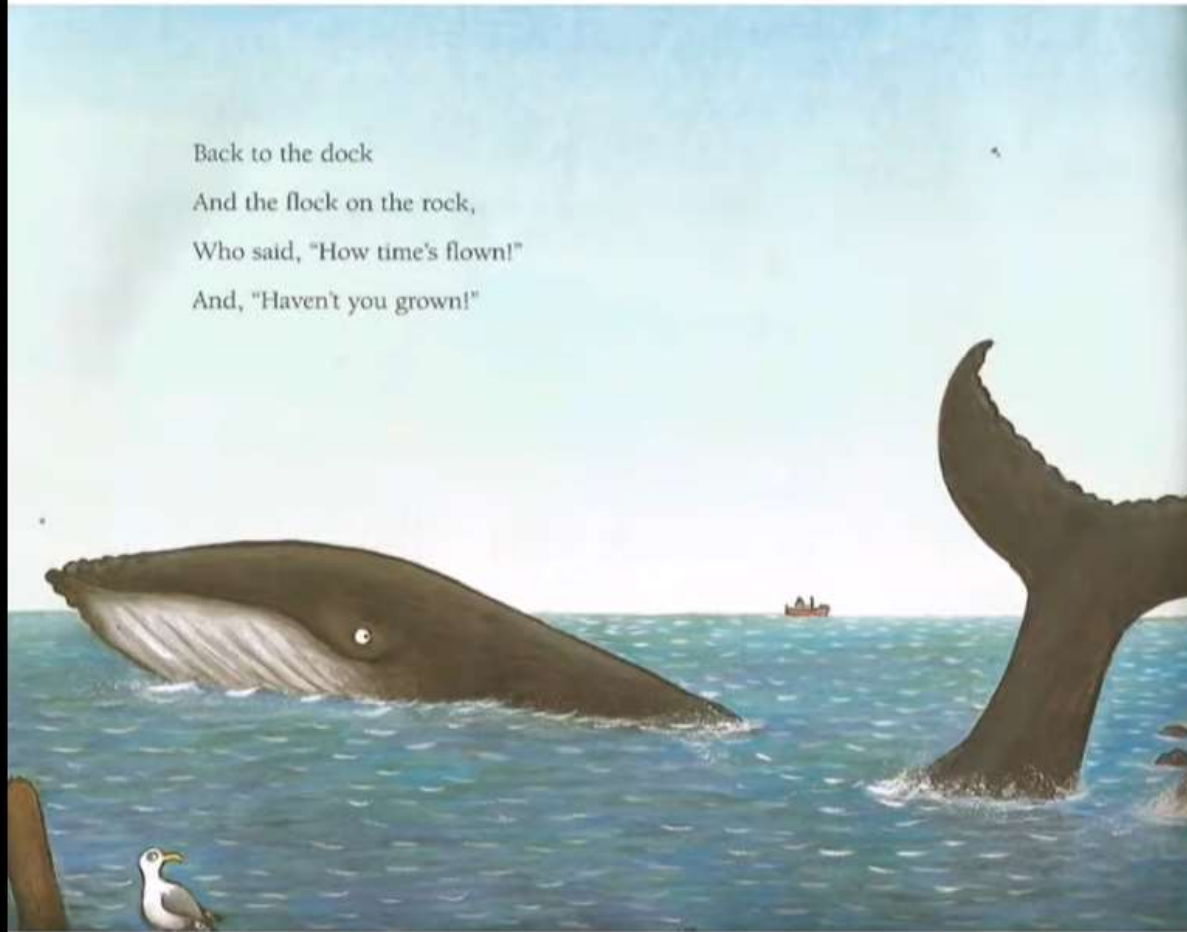
Home Exit for mail full screen



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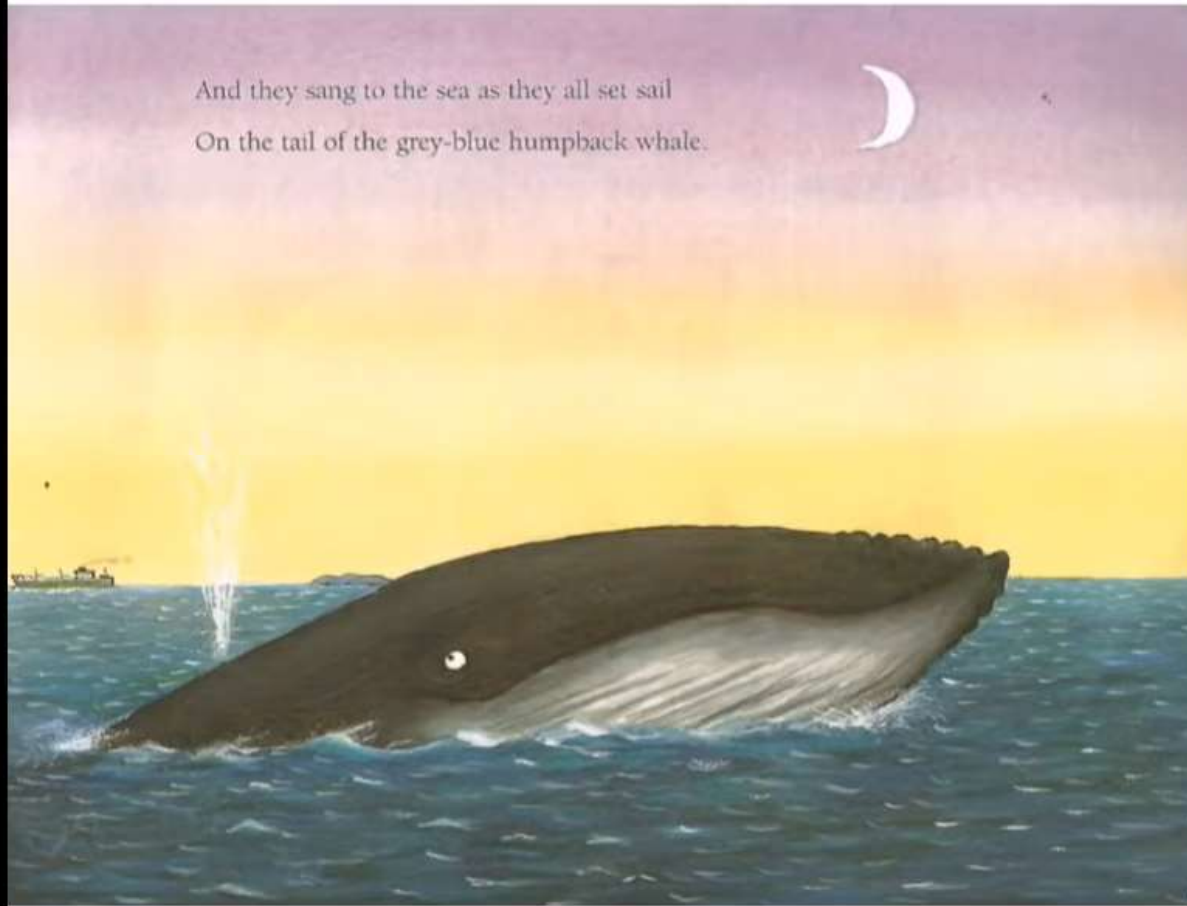


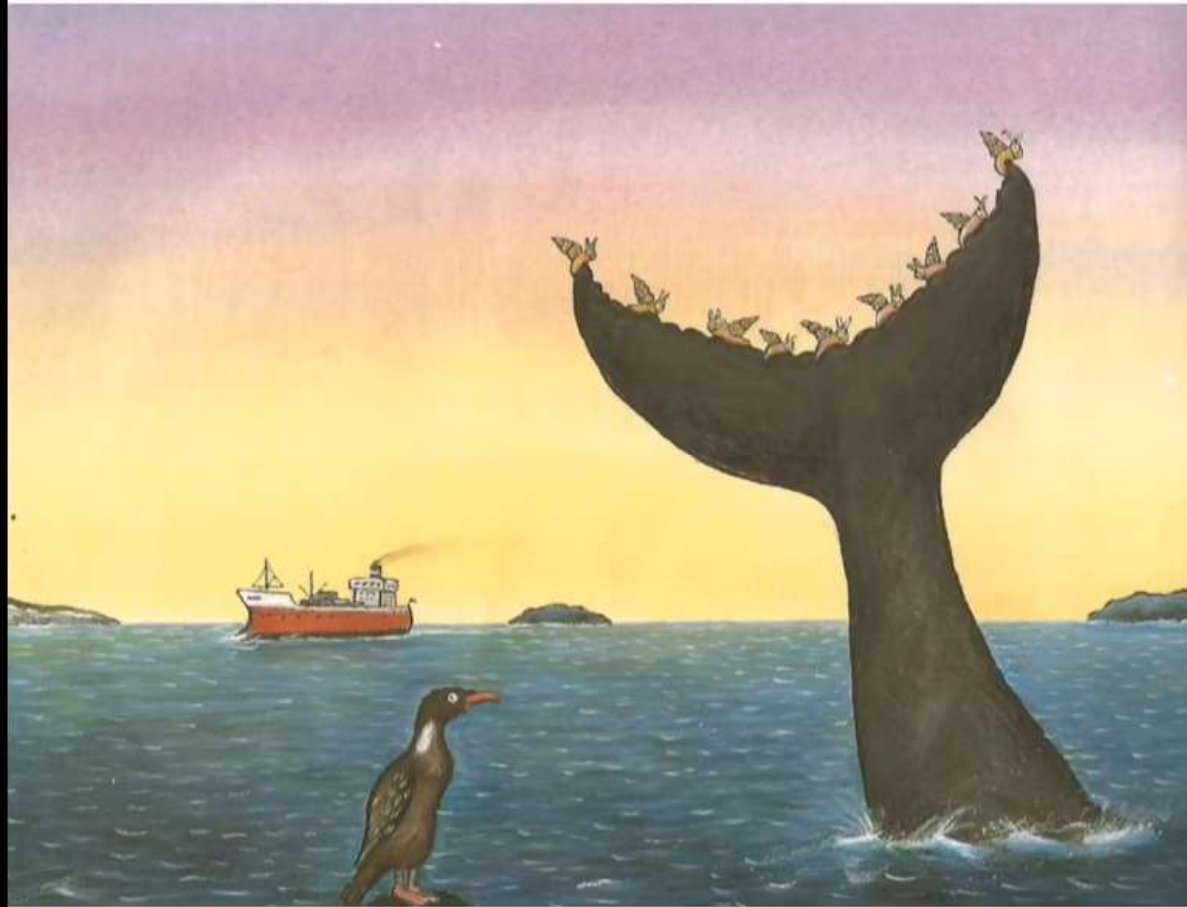
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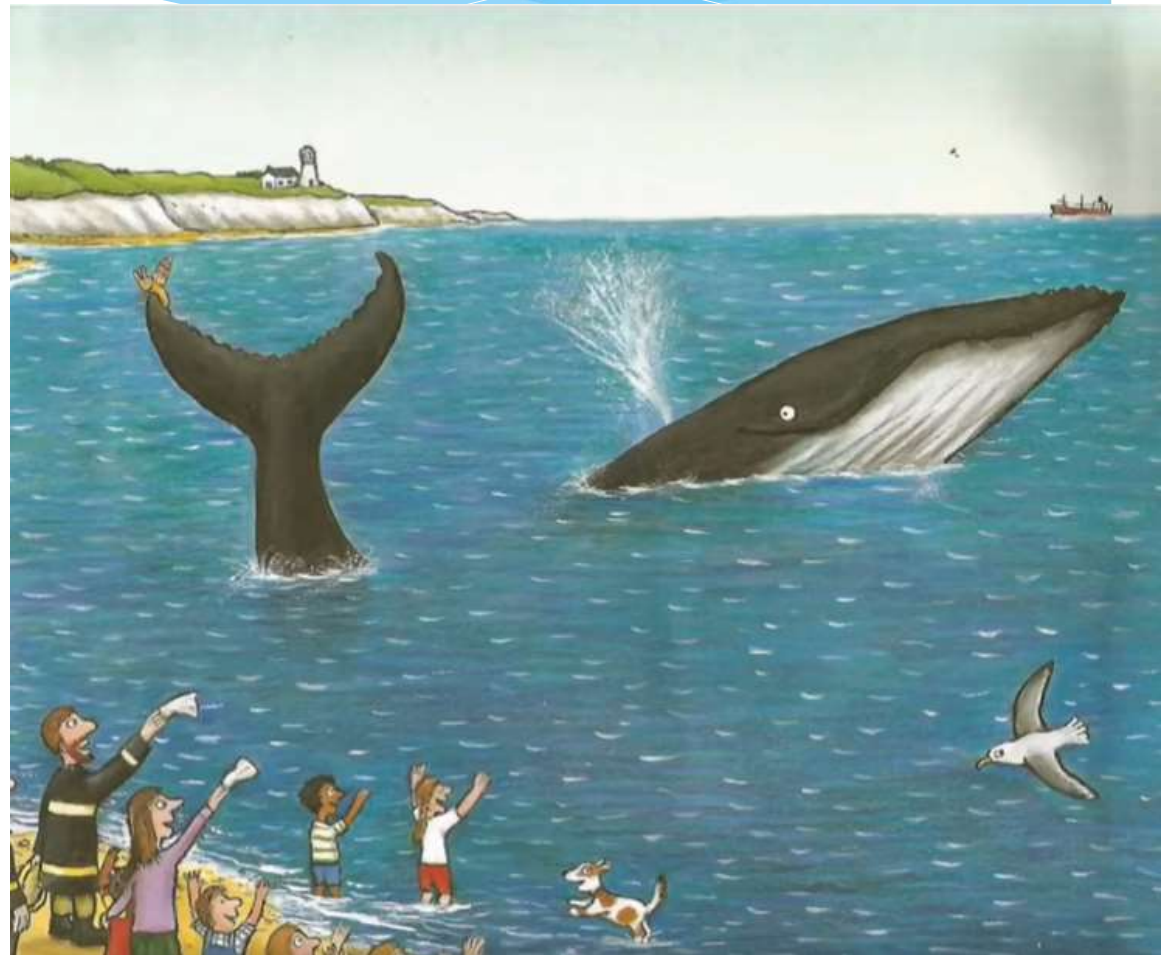
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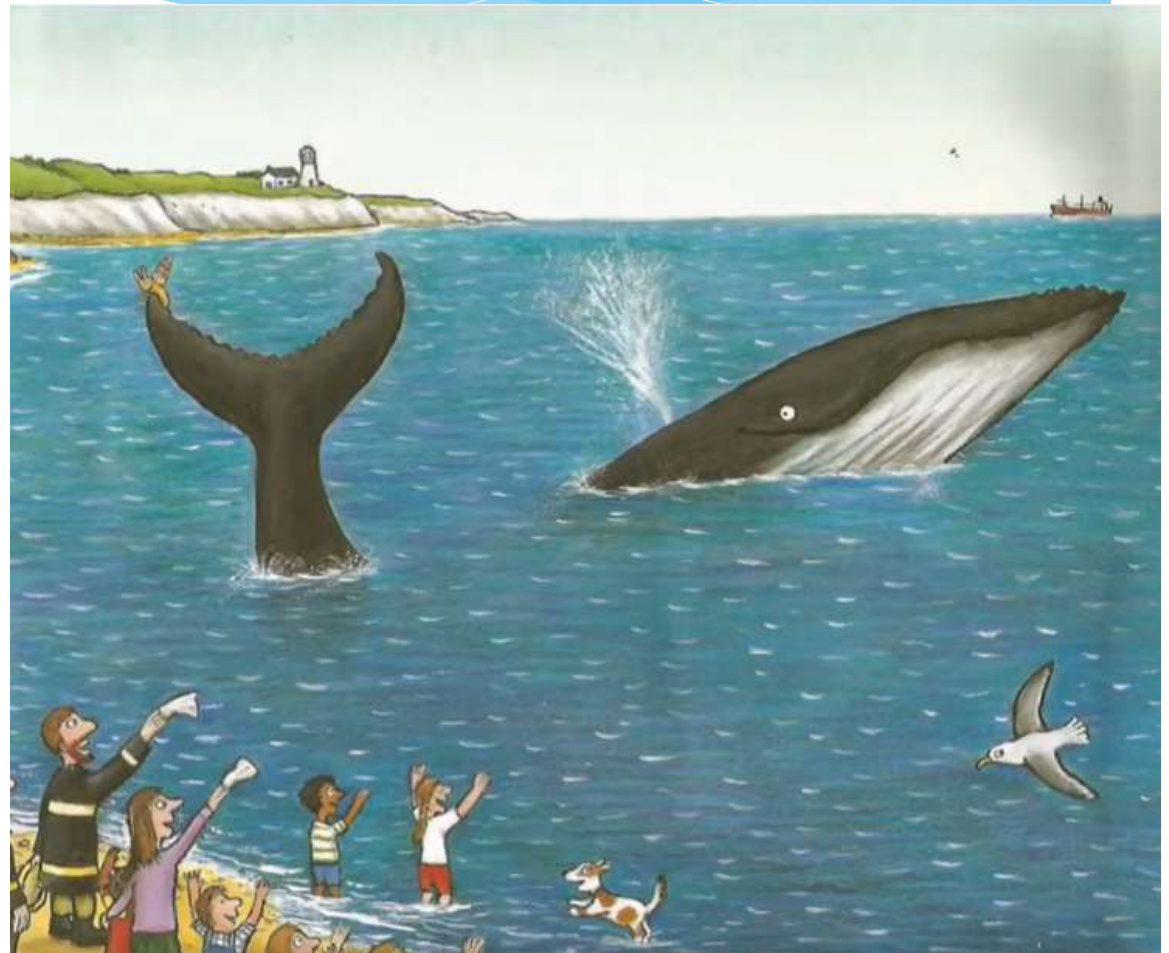
Newspaper Report

- * How would this event be written the next day in a newspaper?



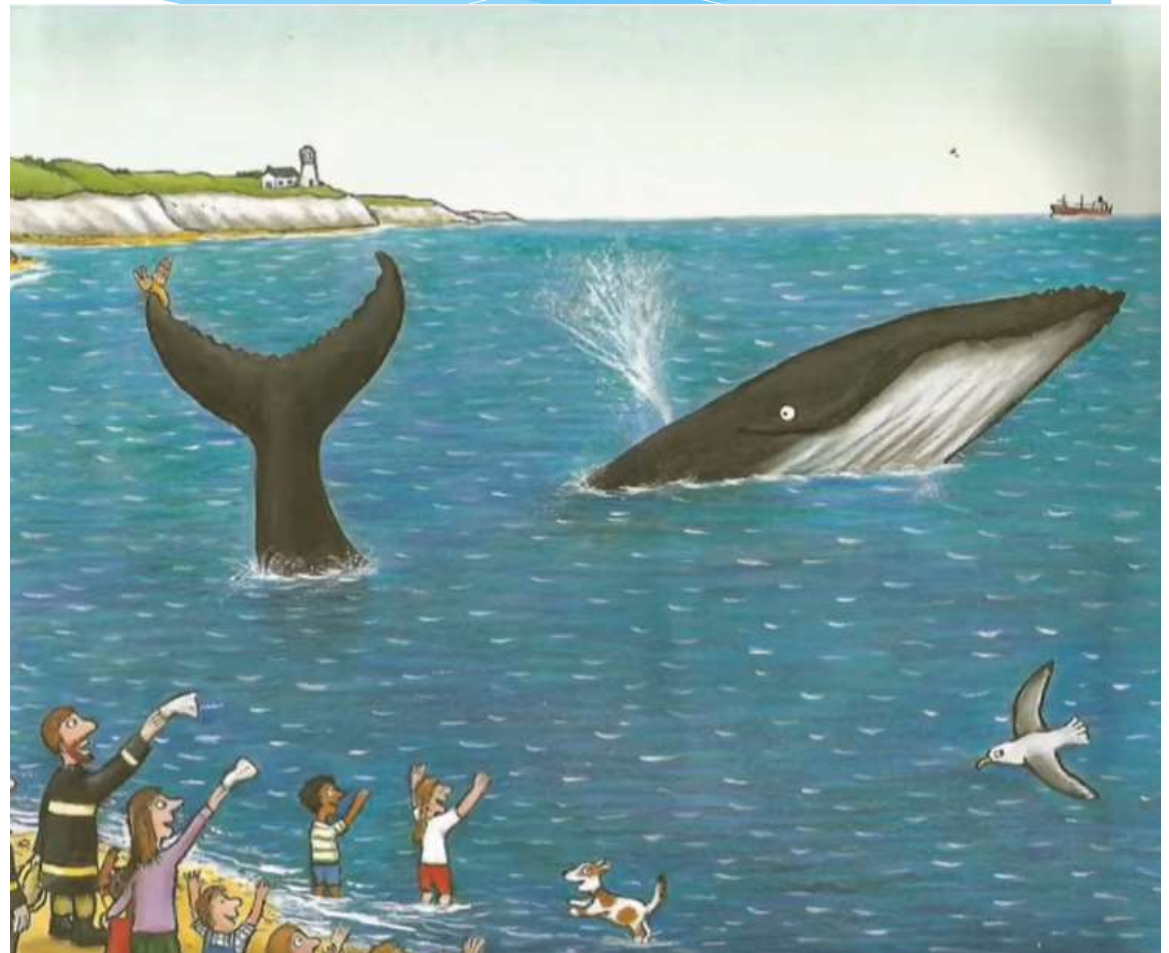
Planning

- * What could the headline be?
- * What would the reporter want the reader to know straight away?



Planning

- * Who could offer a quote?
- * What might they say?



Planning

Headline	Who What Where When	Quote

Week 5 Thursday

- * Learning Outcome / Objective
- * I can write a newspaper report.


Shared write

Off on their next adventure

Yesterday, the whale and snail left the bay ready for their next adventure.

Lots of people stood on the beach to wave goodbye to them.

A little girl cried as she wanted to go with them.



26 mins – video

<https://www.bbc.co.uk/iplayer/episode/m00ocslw/the-snail-and-the-whale>

Week 5 Friday

- * Learning Outcome / Objective
- * I can write my newspaper report.

Week 6 Monday

- * Learning Outcome / Objective
- * I can label a picture.

Read the sentences and tick the correct sentences to match the picture.



The whale is big. ☐

The snail is big. ☐

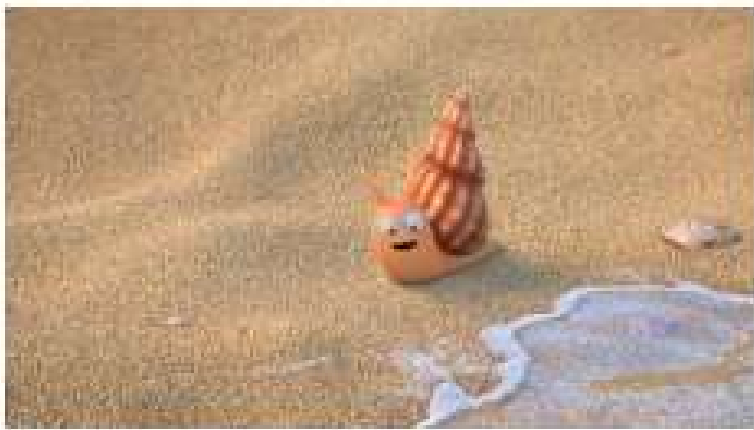
The snail is small. ☐



The snail is on the beach. ☐

The snail is on the tail. ☐

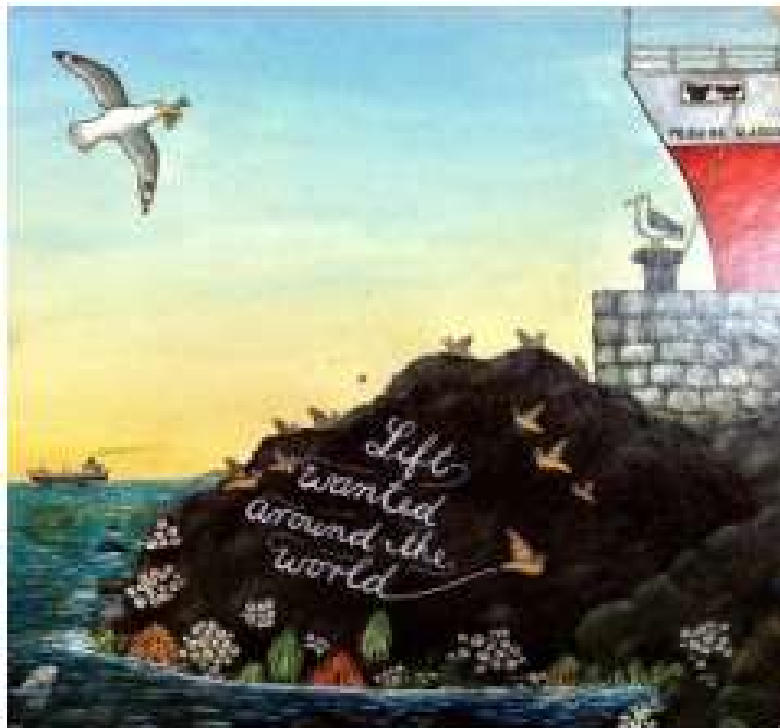
The whale is on the tail. ☐



The snail is on the sea. ☐

The snail is on the sand. ☐

The snail is on the grass. ☐



I can see a rock. ☐

I can see a seagull. ☐

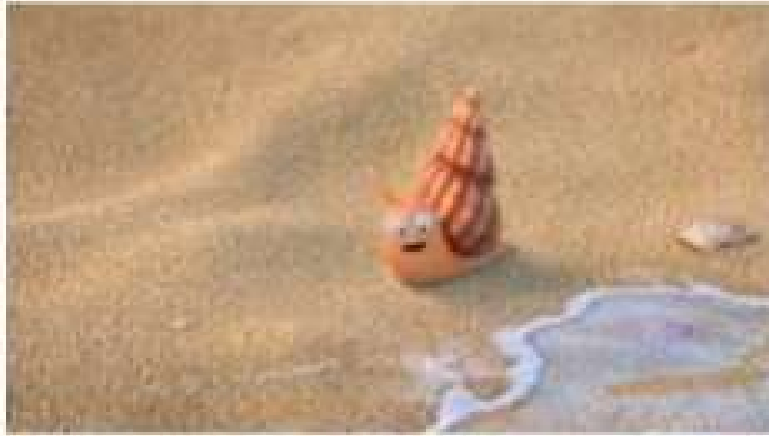
I can see the whale. ☐



whale white water



tail town tall



Circle two:

snail soap sand



Circle two:

sand bird rock

Copy and write the words under the treasure (real words)
or trash (not real).



sail

ig

shap

bird

tiny

whale

fish

baf

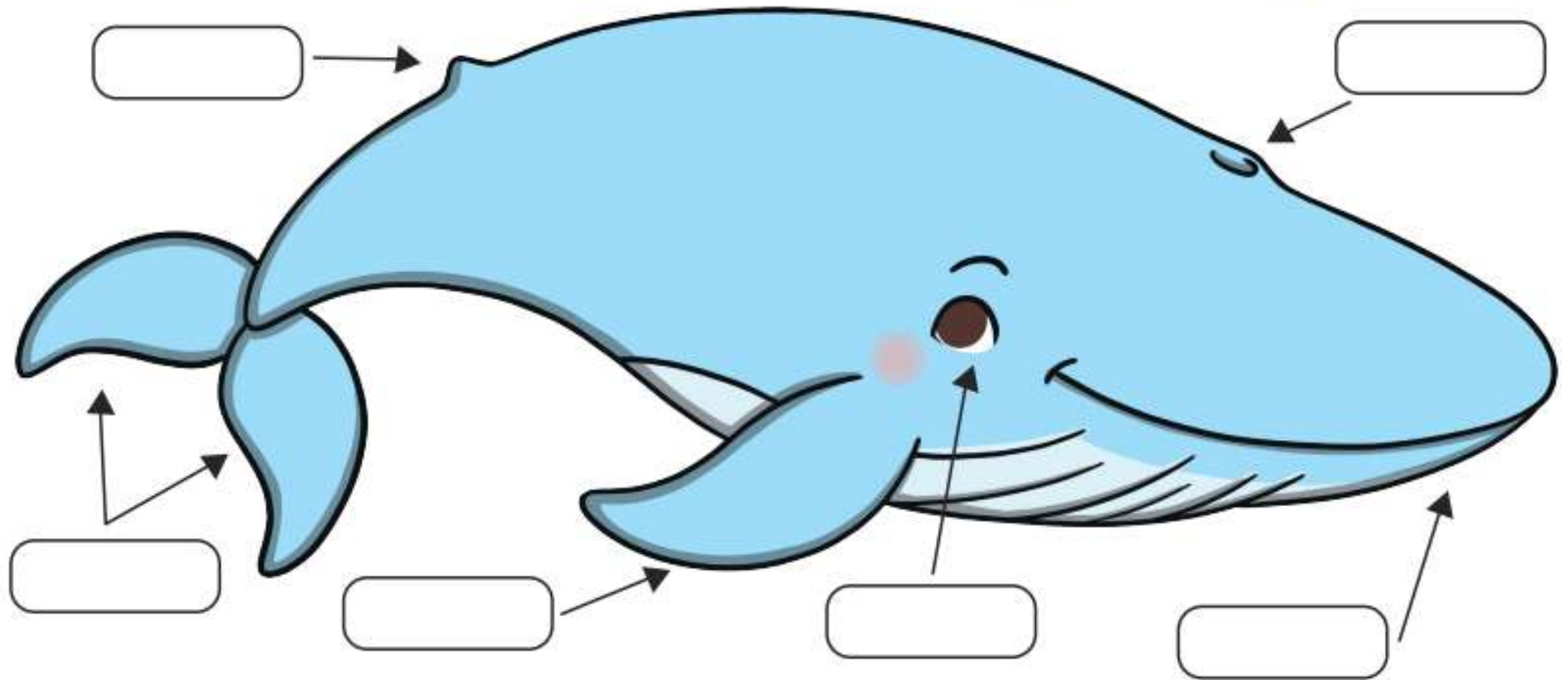
shell

boat

thun

snail

Whale Body Parts Labelling Activity



Word Bank



eye



flipper



blowhole



mouth



flukes



fin

Week 6 Tuesday

- * Learning Outcome / Objective
- * I can recognise the word 'because'.

Whale

- * The whale is kind because he took a snail on an adventure with him.
- * The whale is grateful because the snail saved him from dying.
- * The whale is brave because he visited lots of new places.

Whale

- * The whale is kind **because** he took a snail on an adventure with him.
- * The whale is grateful **because** the snail saved him from dying.
- * The whale is brave **because** he visited lots of new places.

because

* I am _____ because

* I am _____ because

* I am _____ because

Week 6 Wednesday

- * Learning Outcome / Objective
- * I can label a picture.



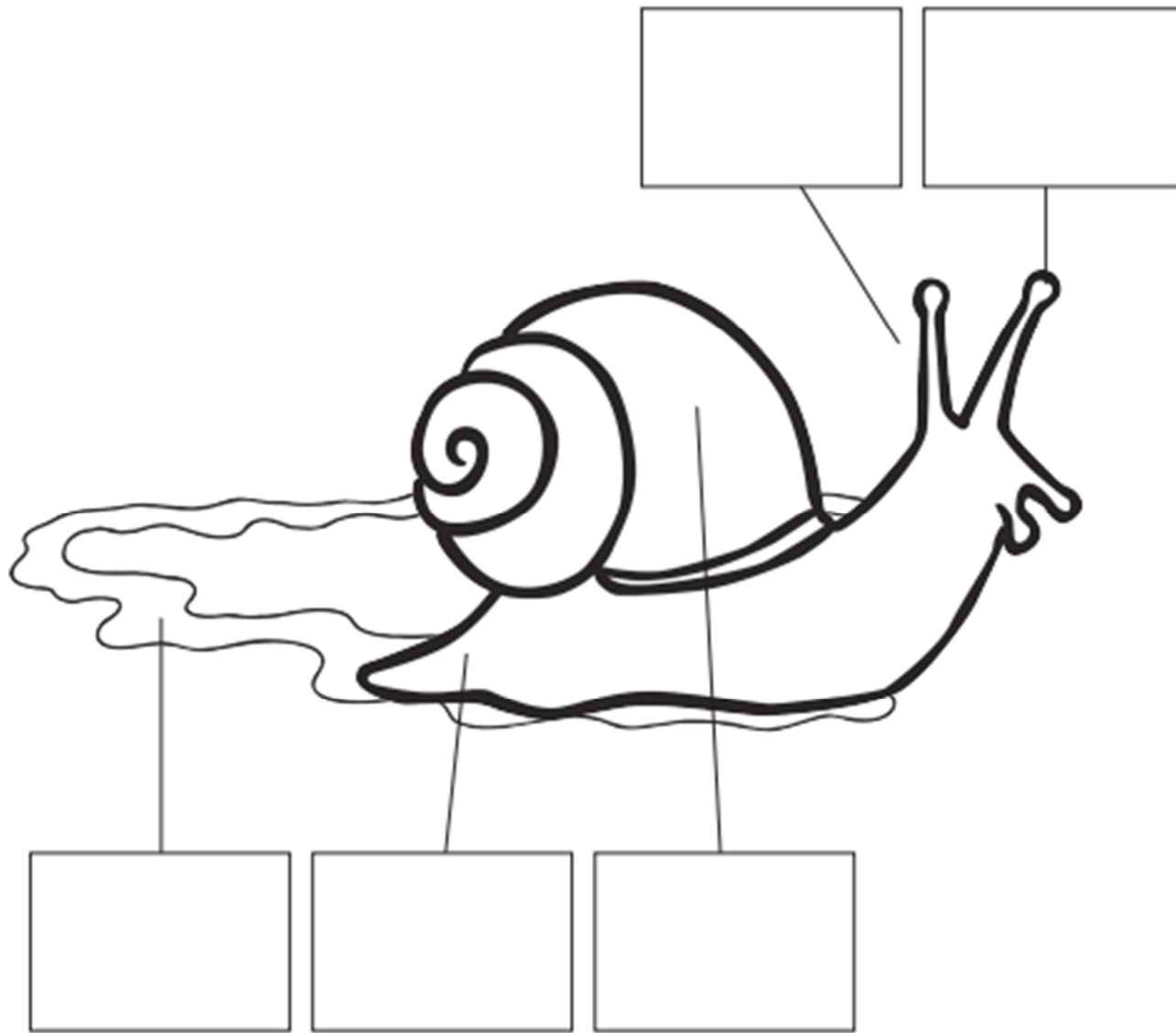
Whale

Whale

- * The whale is kind because he took a snail on an adventure with him.
- * The whale is grateful because the snail saved him from dying.
- * The whale is brave because he visited lots of new places.

Parts of a Snail

Cut out the words below and label the parts of the snail.



tentacles

trail

foot

shell

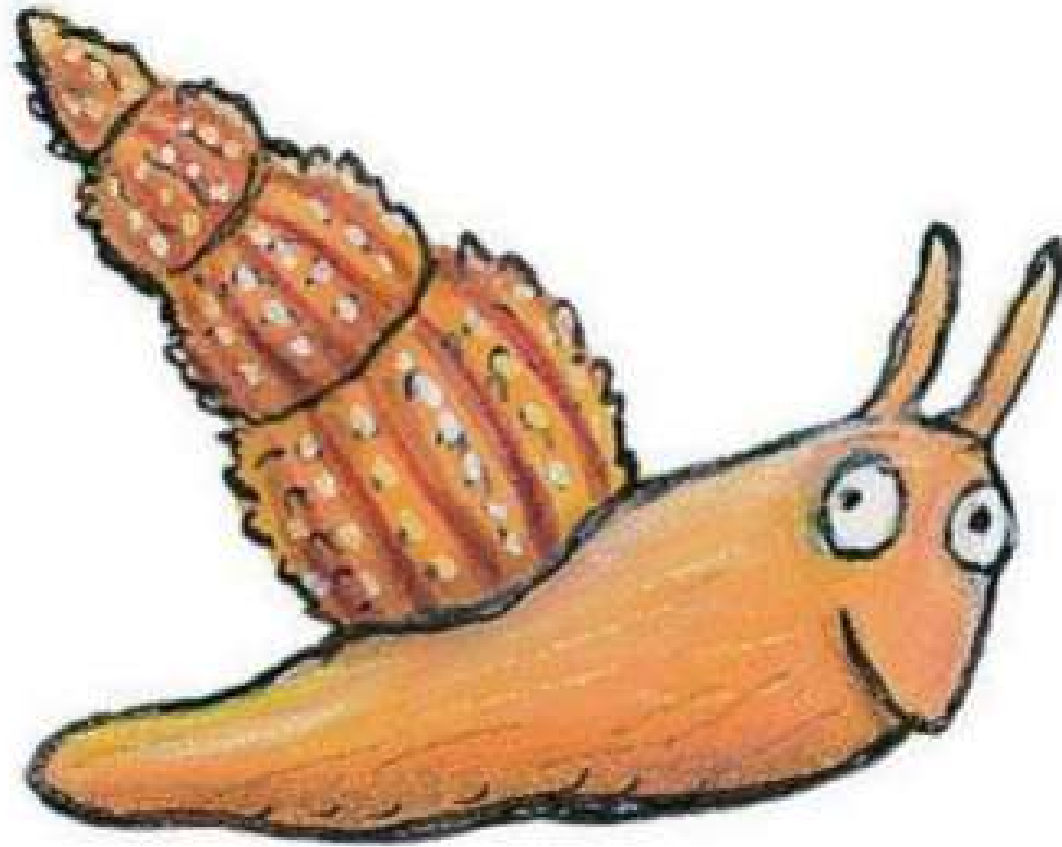
eyes

Week 6 Thursday

- * Learning Outcome / Objective
- * I can write a sentence using 'because'.

Whale

- * The whale is kind because he took a snail on an adventure with him.
- * The whale is grateful because the snail saved him from dying.
- * The whale is brave because he visited lots of new places.



Snail

Snail...

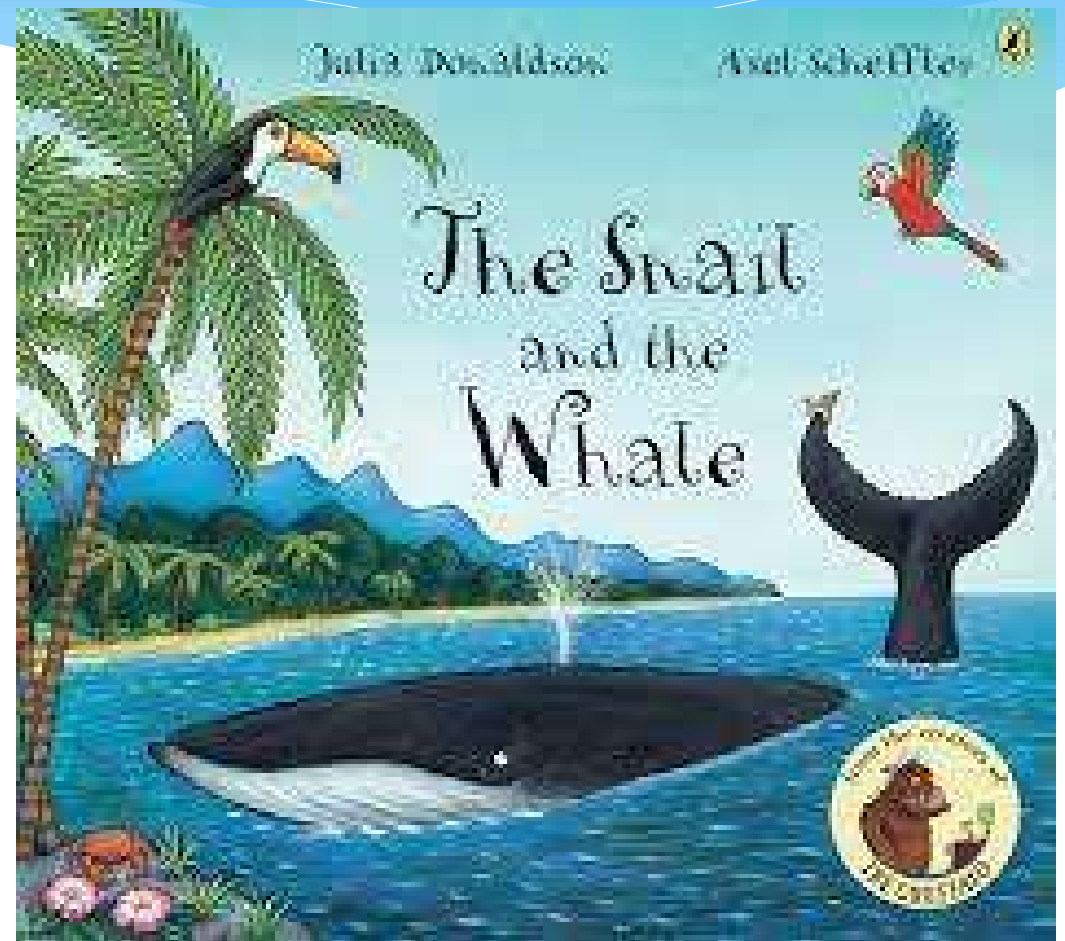
* The snail is _____ because....

Week 6 Friday

- * Learning Outcome / Objective
- * I can reflect on my learning.

The snail and the whale

- * What have you achieved?
- * What have you enjoyed?
- * What have been your strengths?
- * What have you improved?
- * What are you going to keep working on?



Supporting resources for provision
below...

The header consists of a solid blue rectangular area at the top. Below this rectangle, there are several overlapping, semi-transparent blue shapes that create a wavy, layered effect, resembling stylized hills or water ripples. These shapes extend across the width of the slide and taper off towards the bottom.



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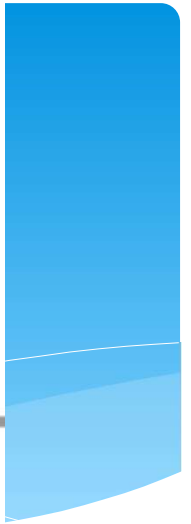
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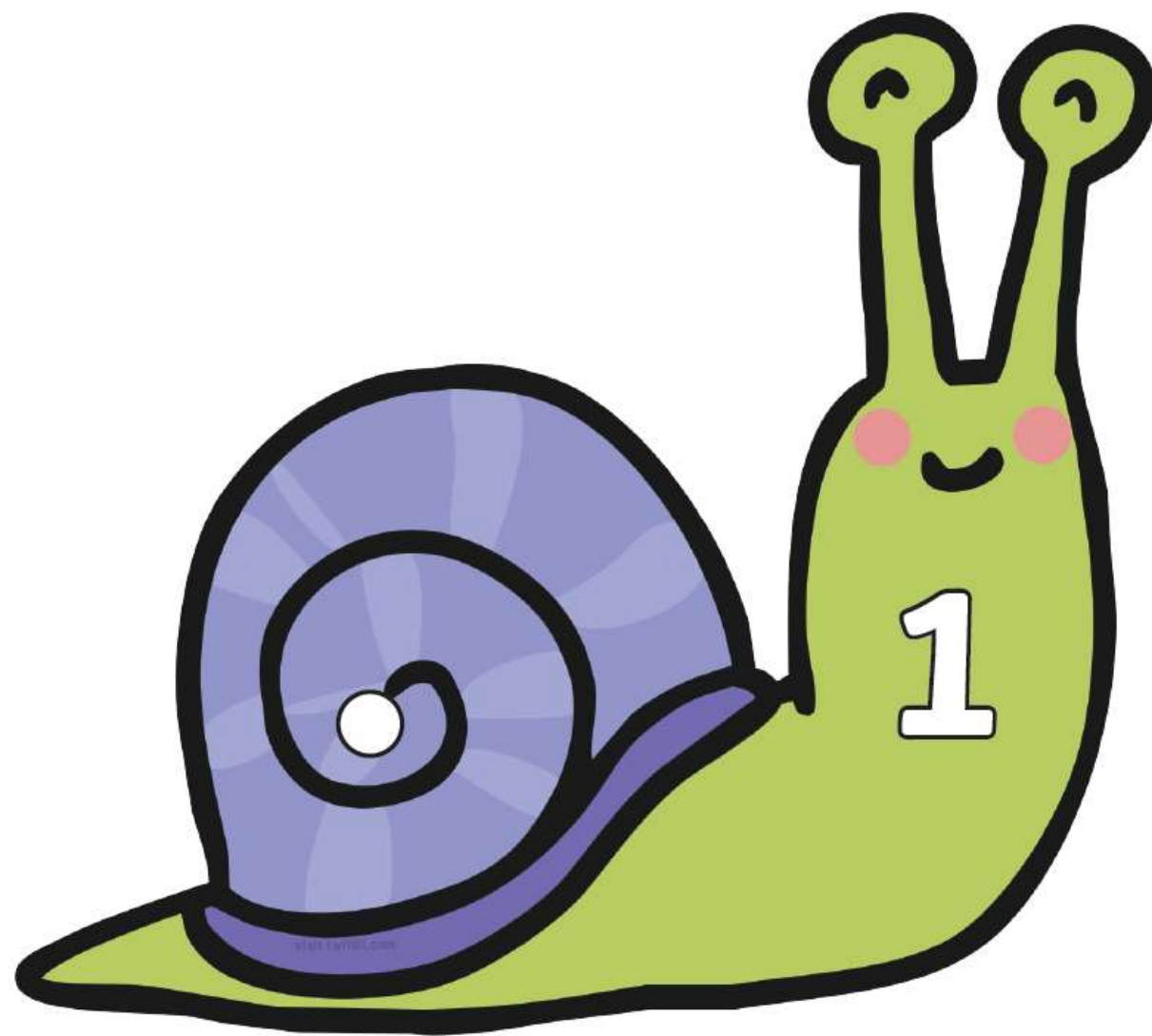


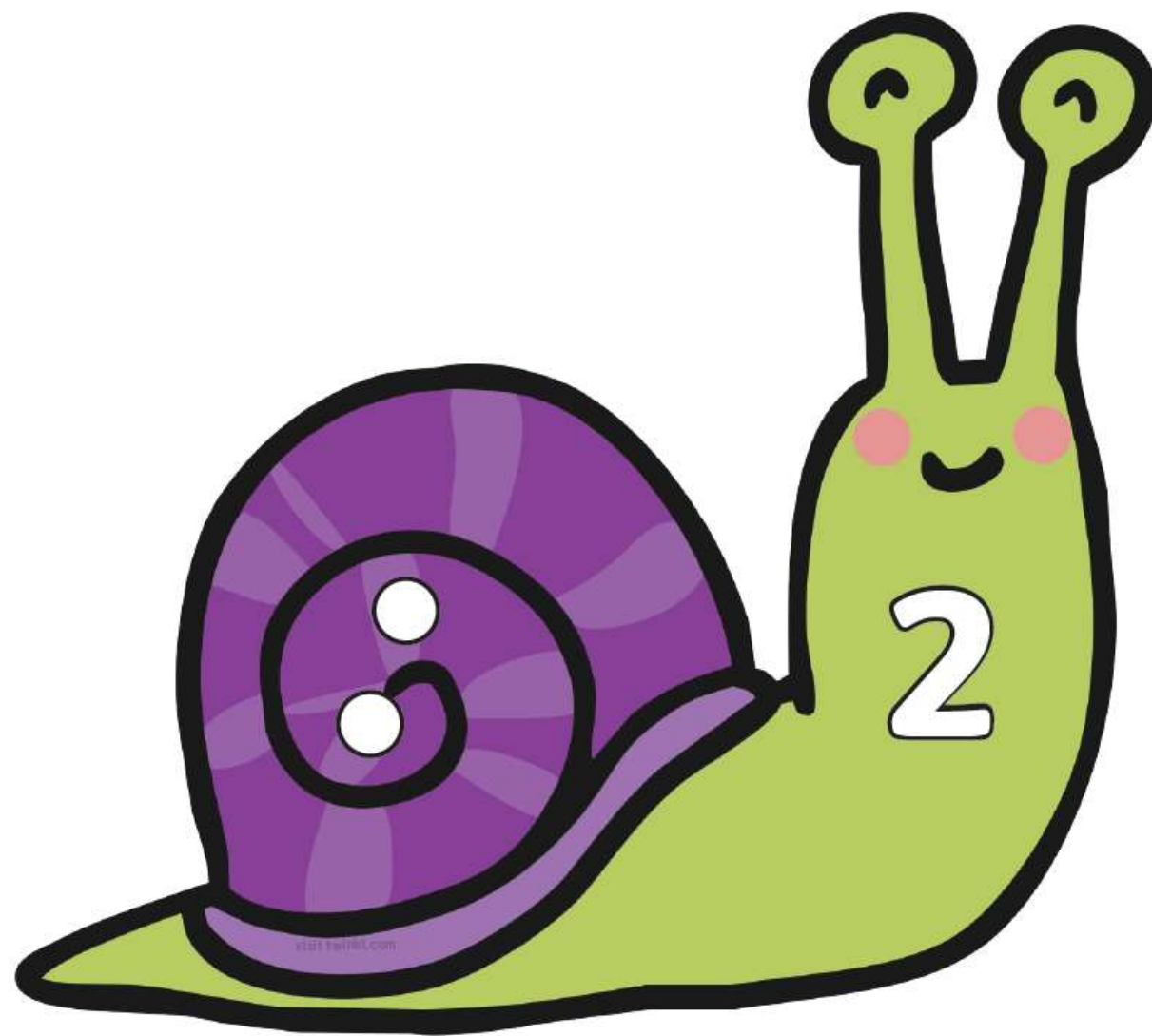
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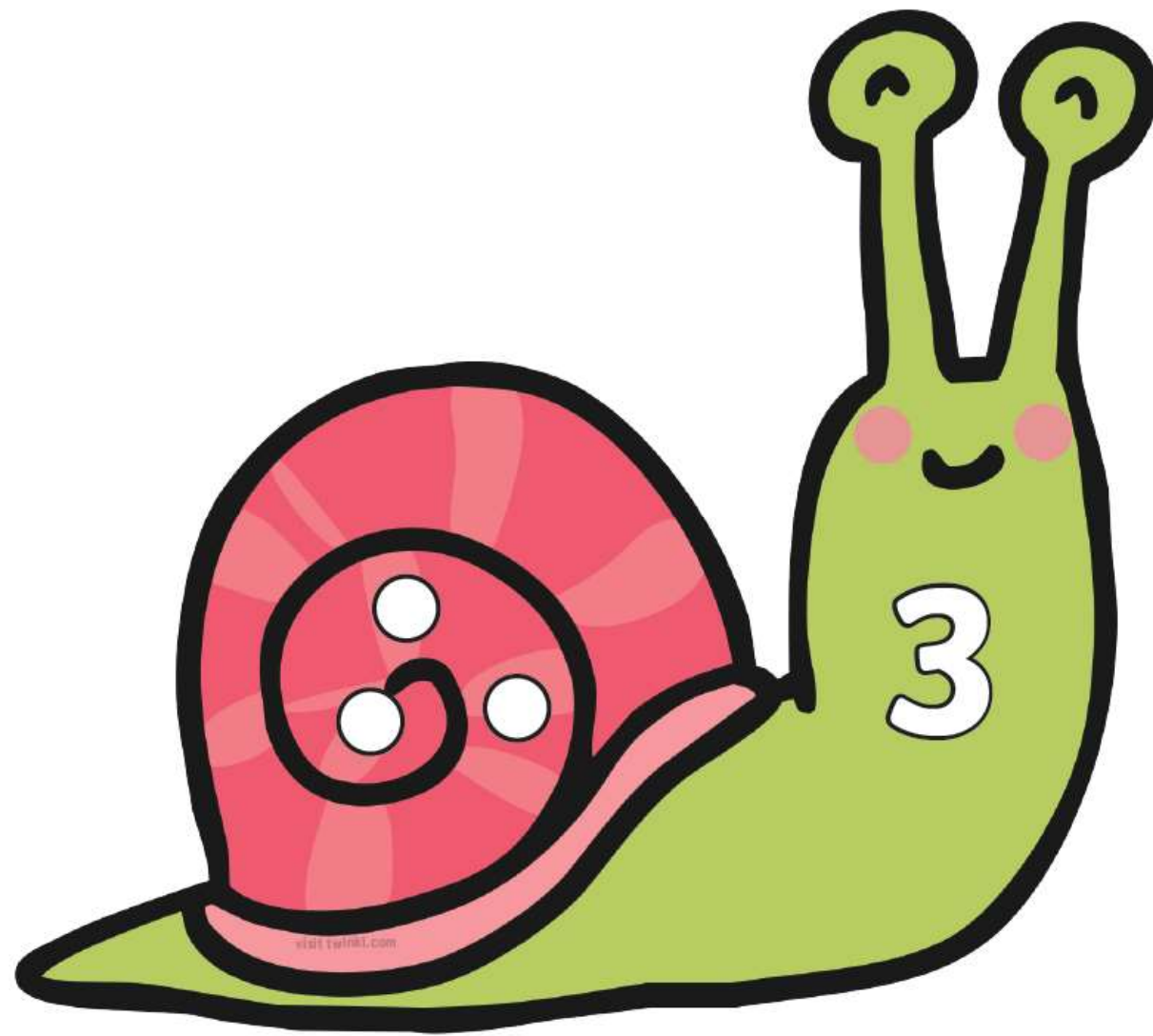


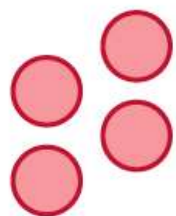
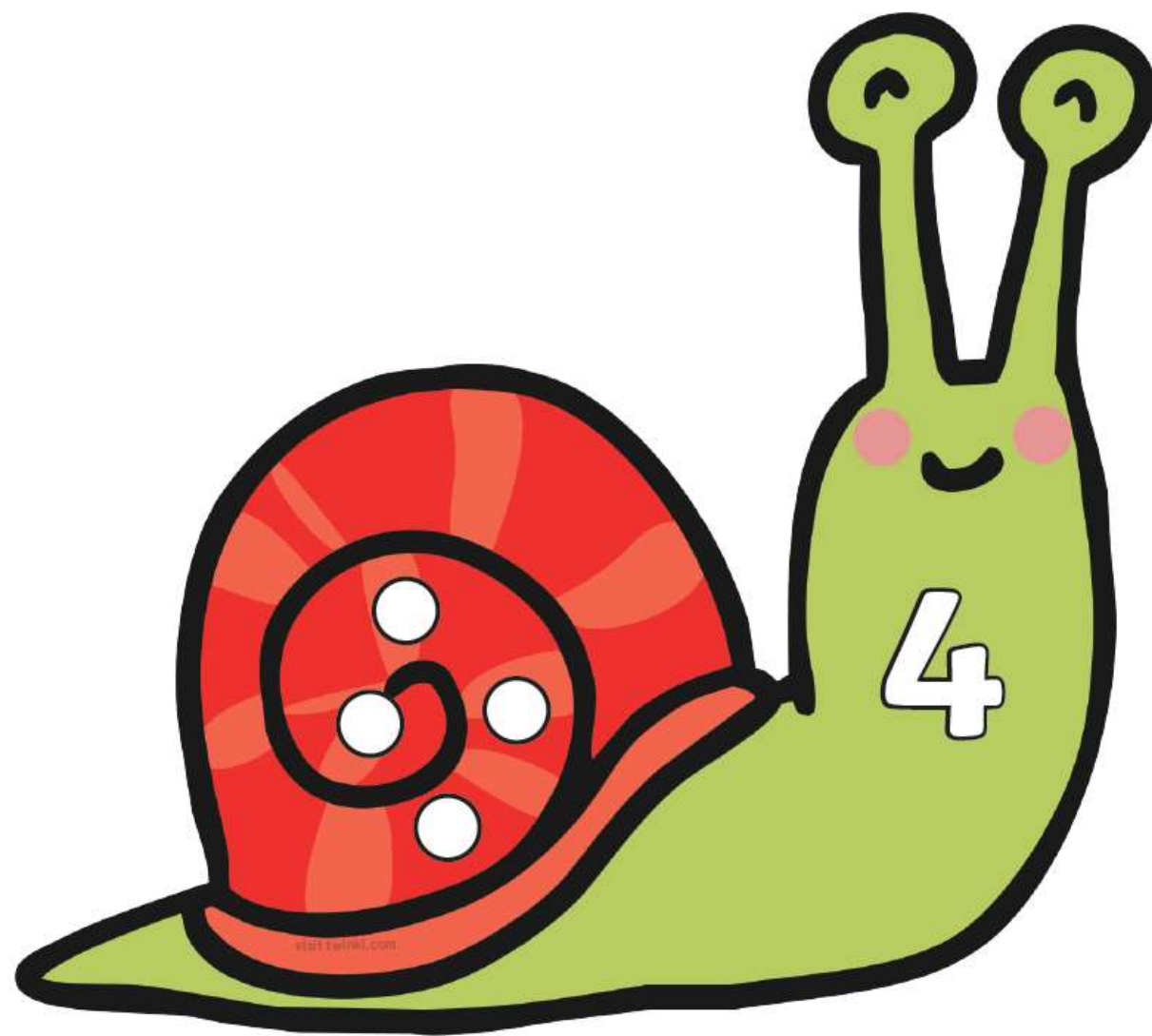
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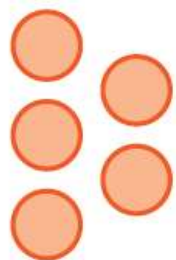
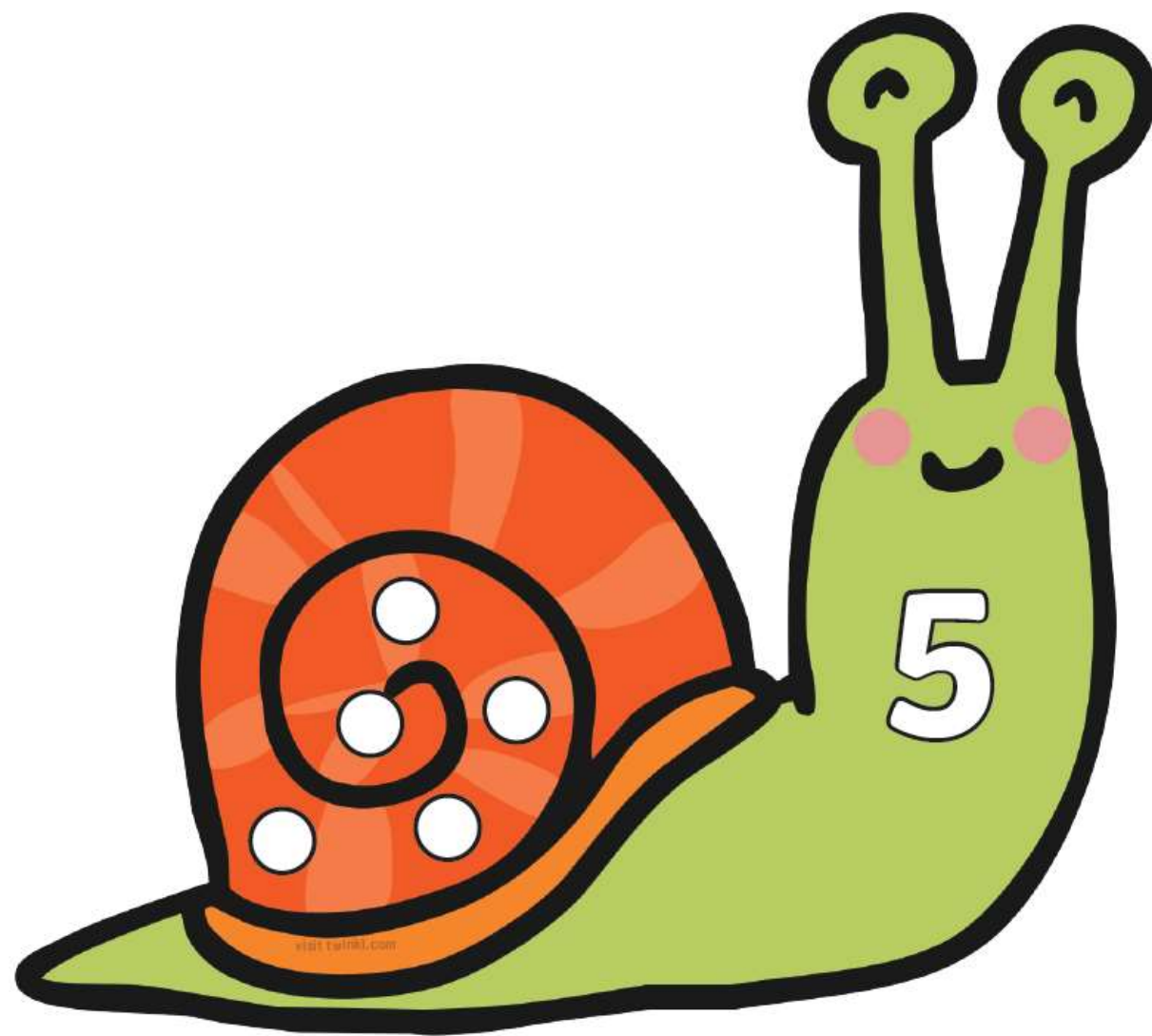


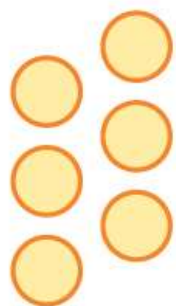
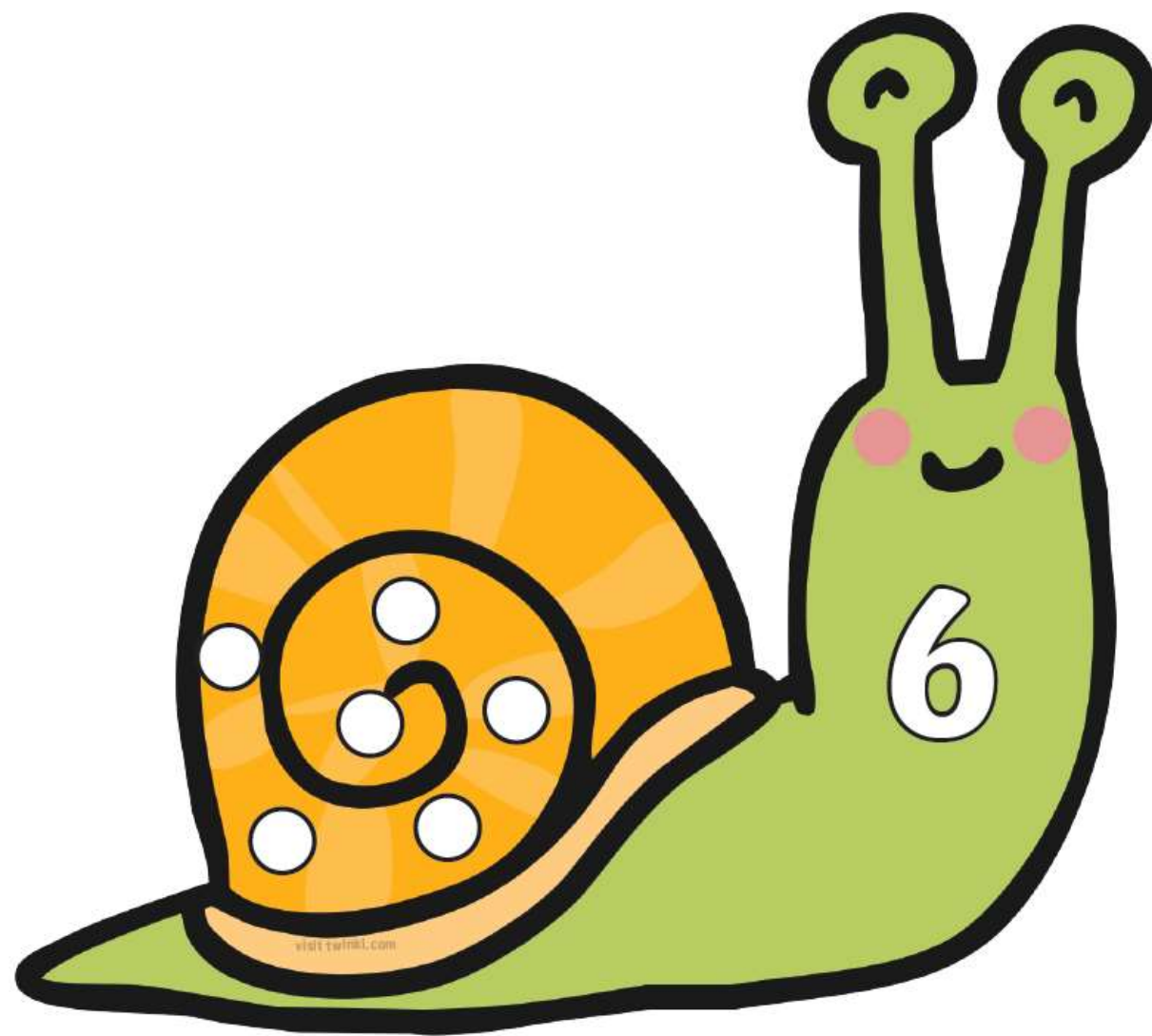


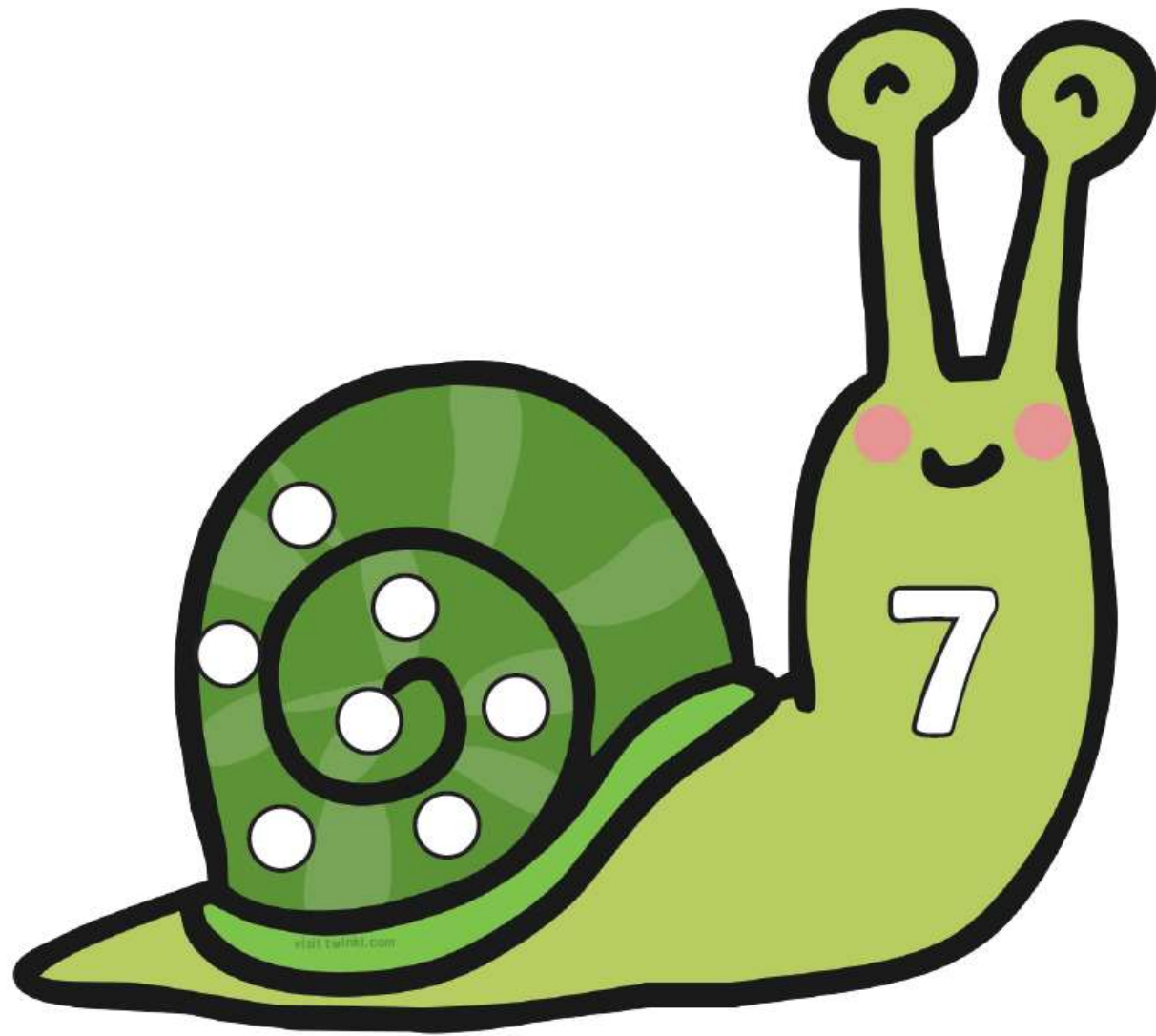


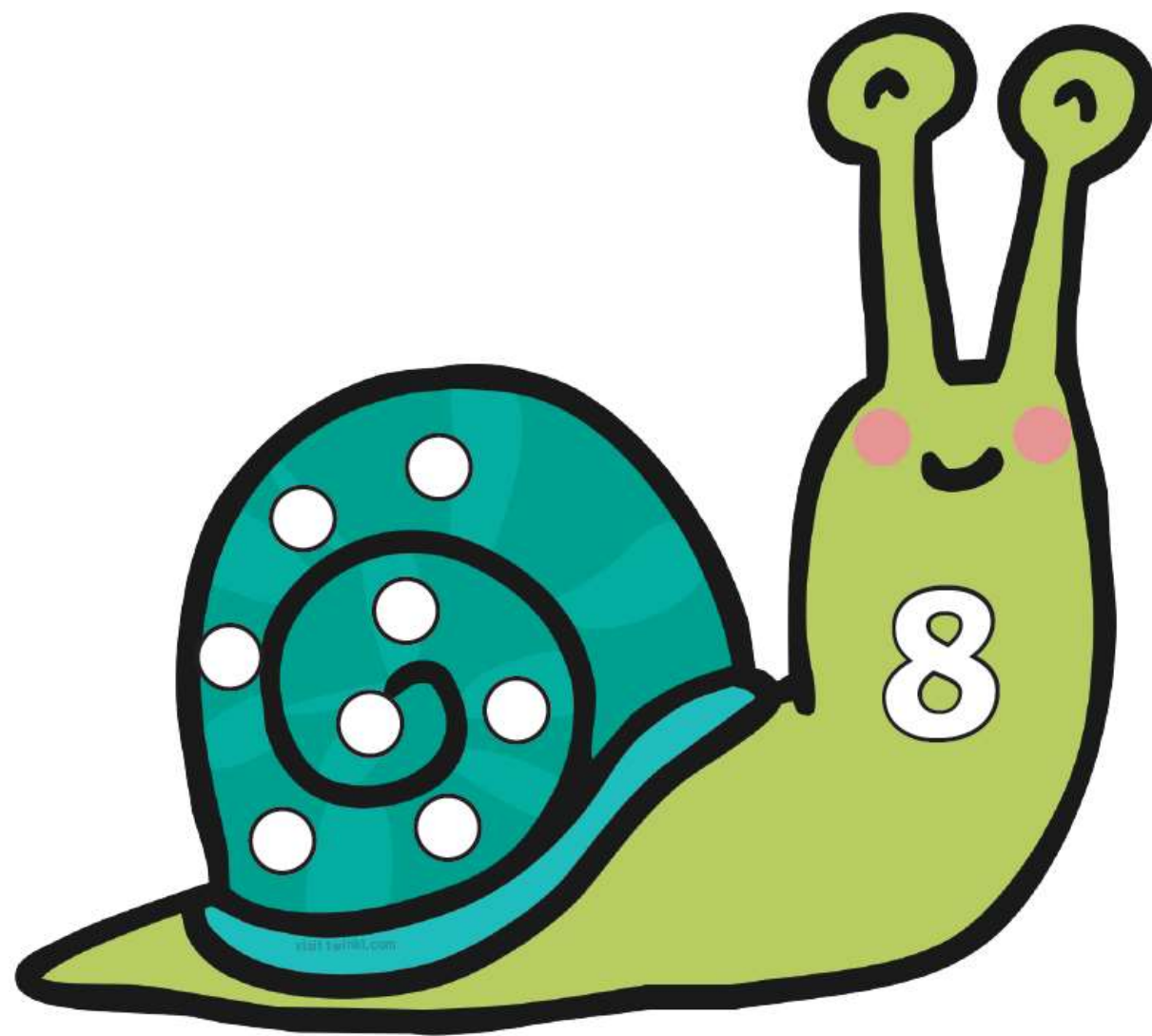


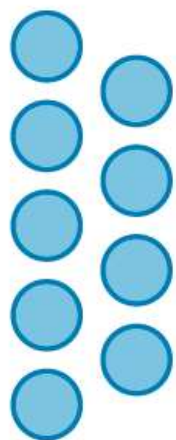
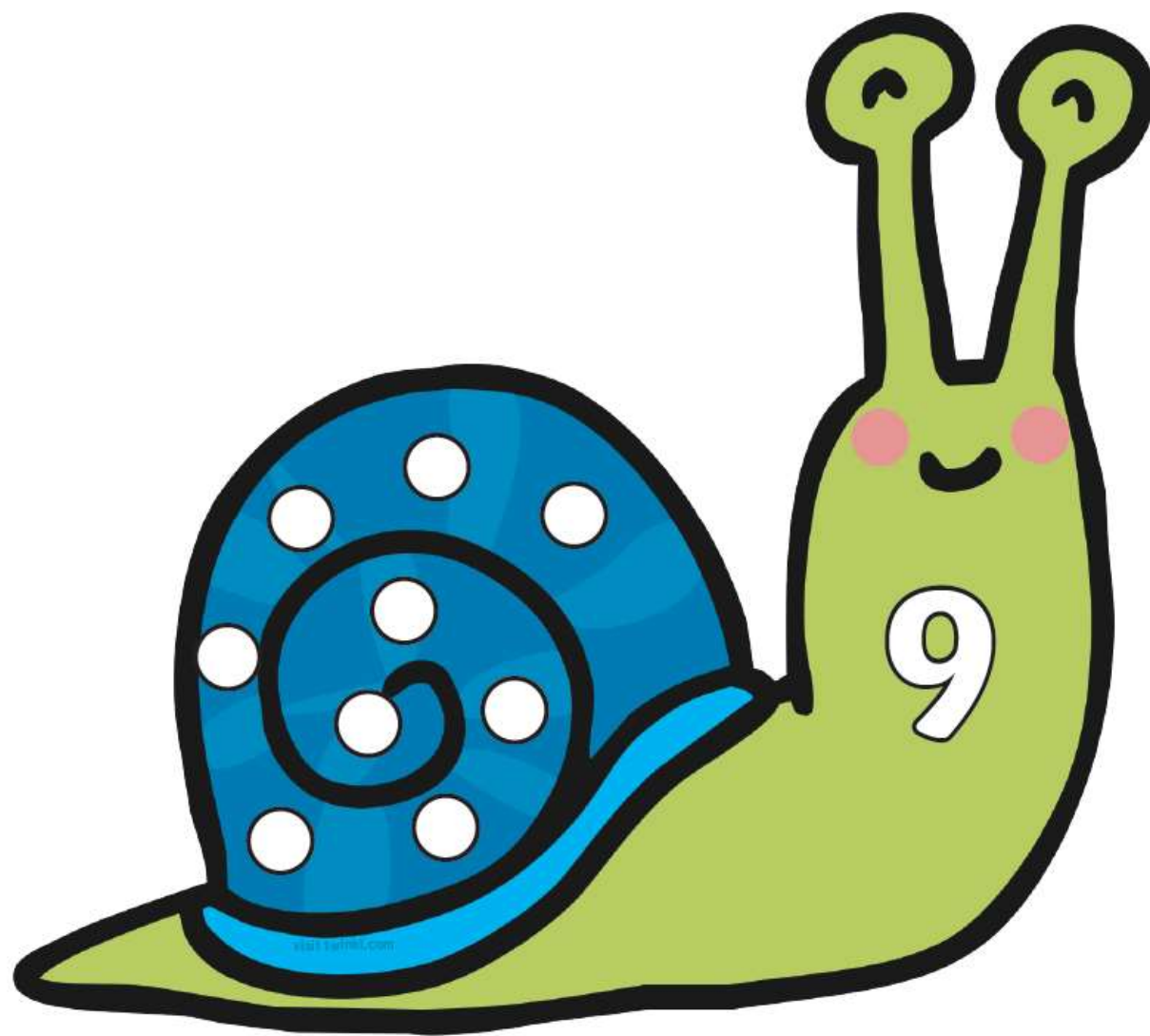
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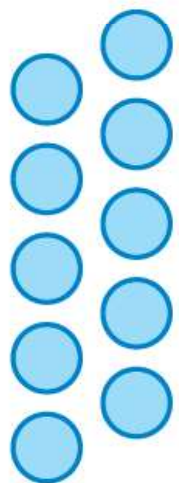
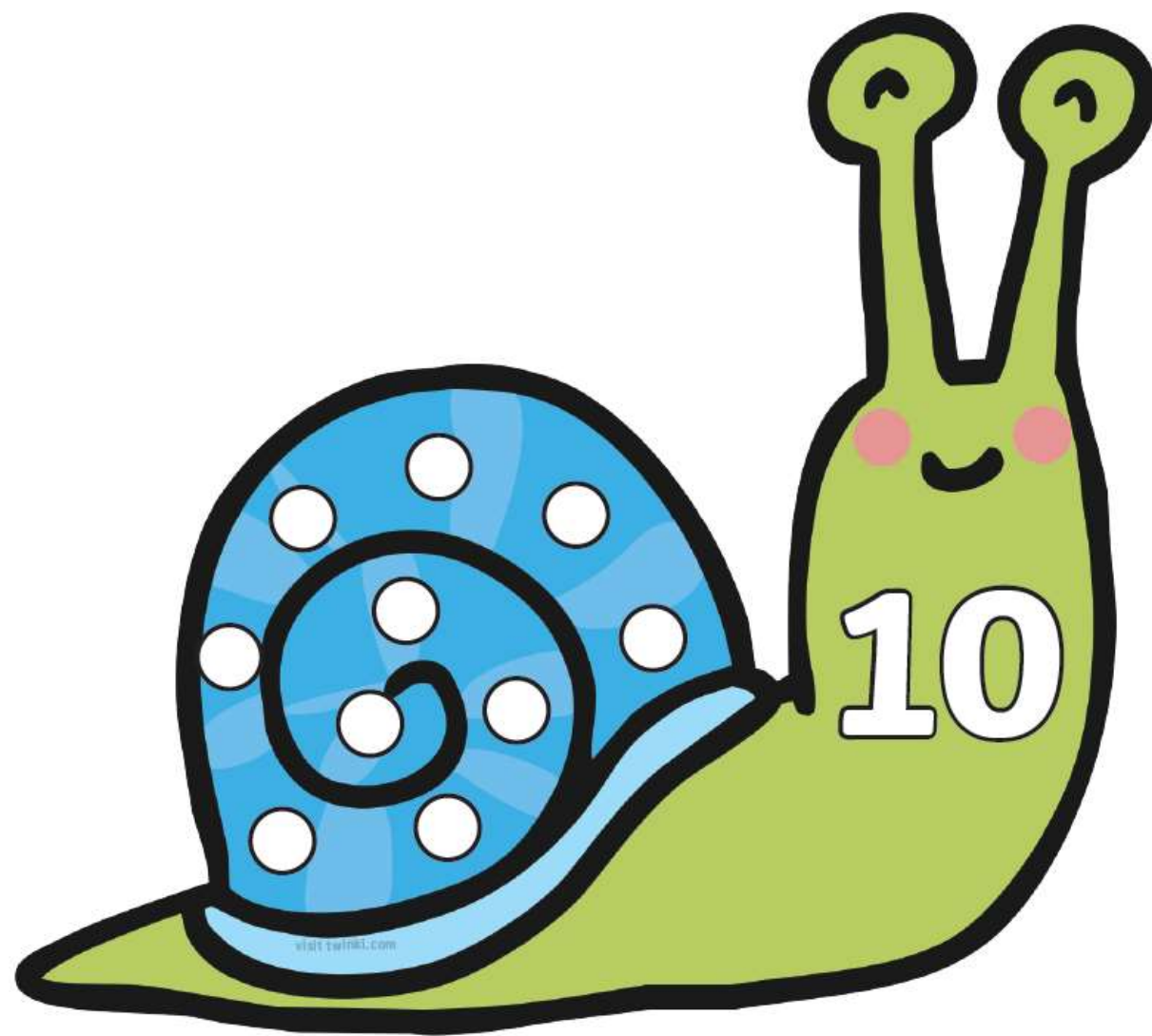






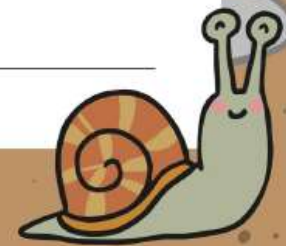


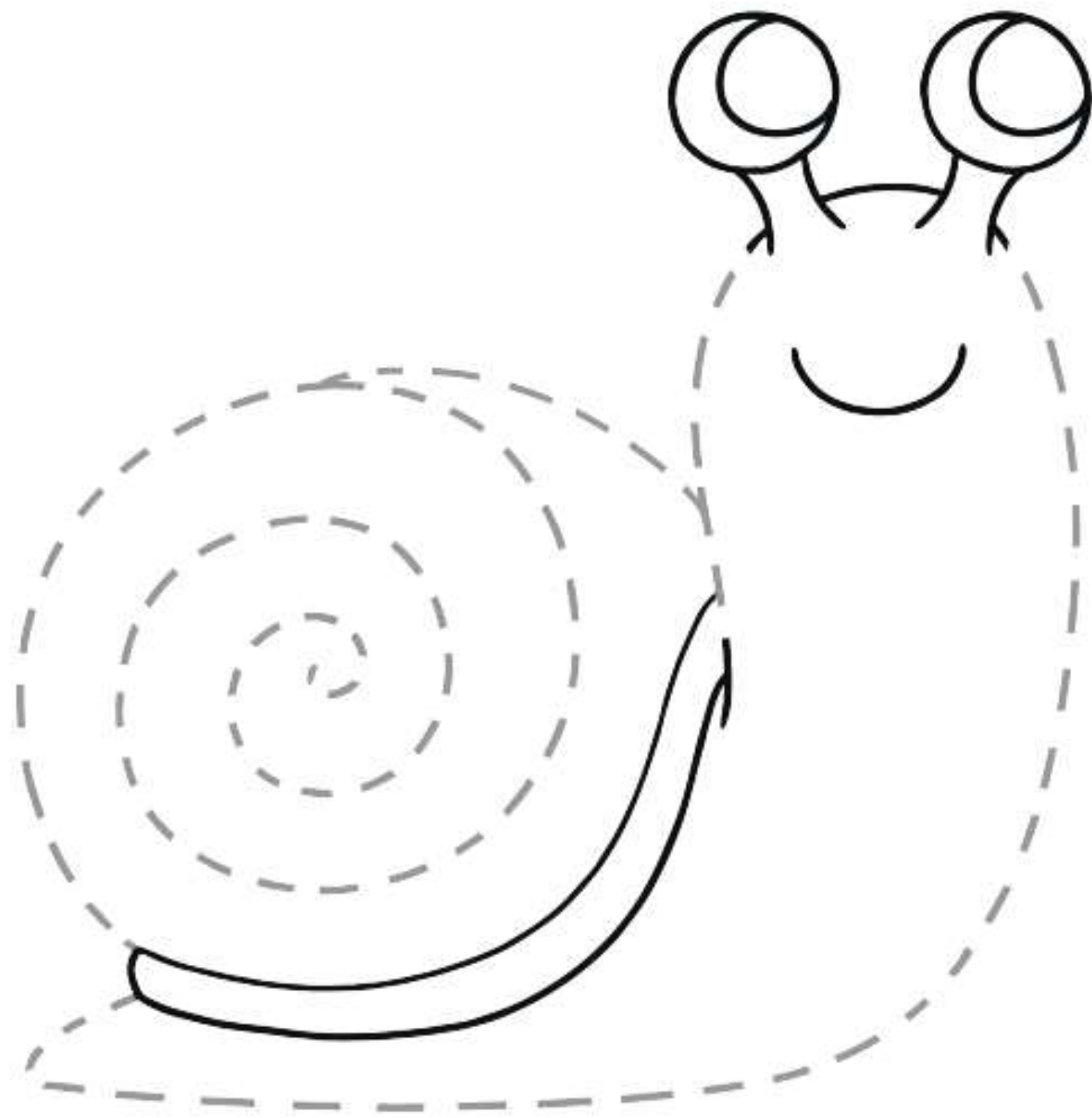


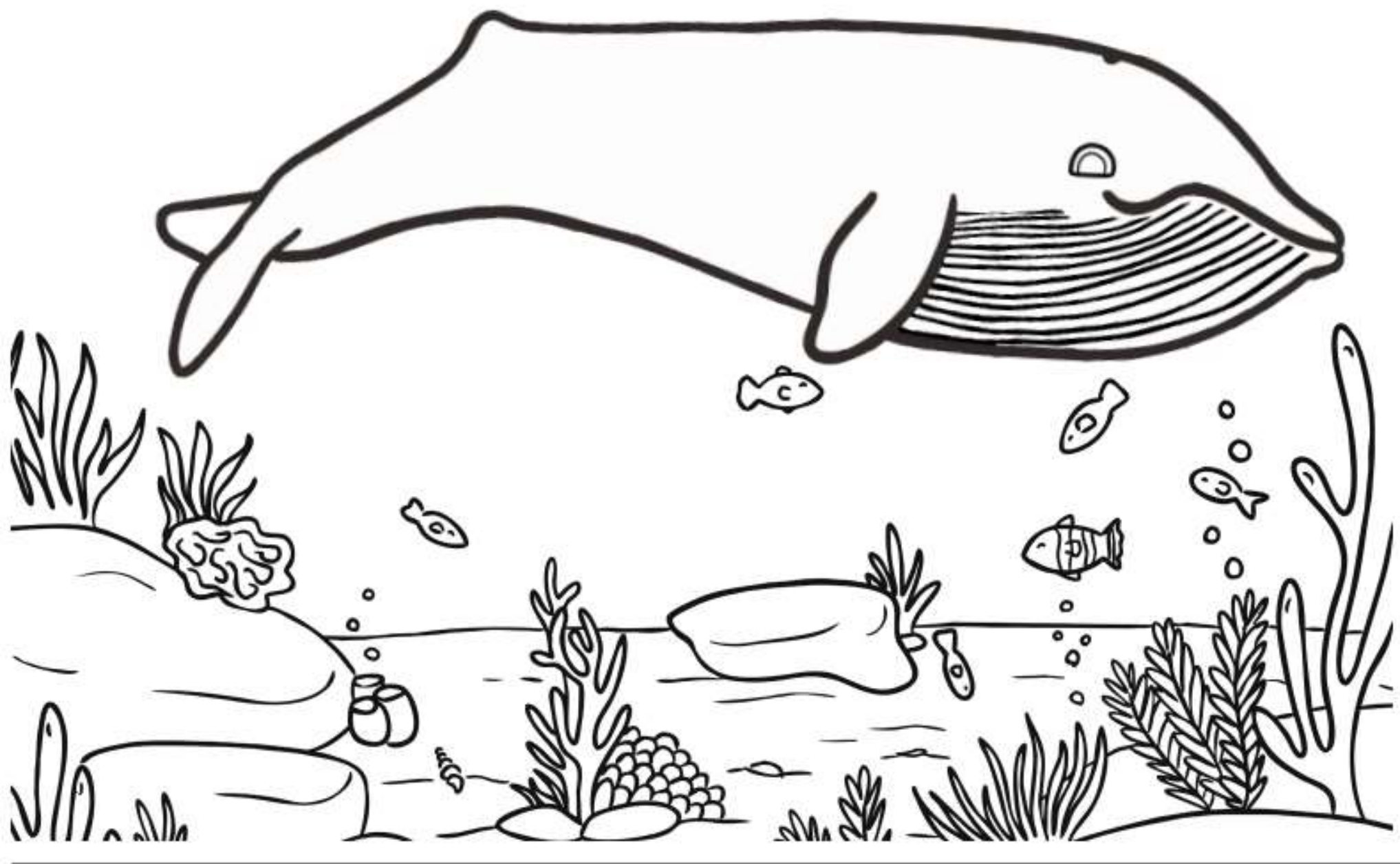


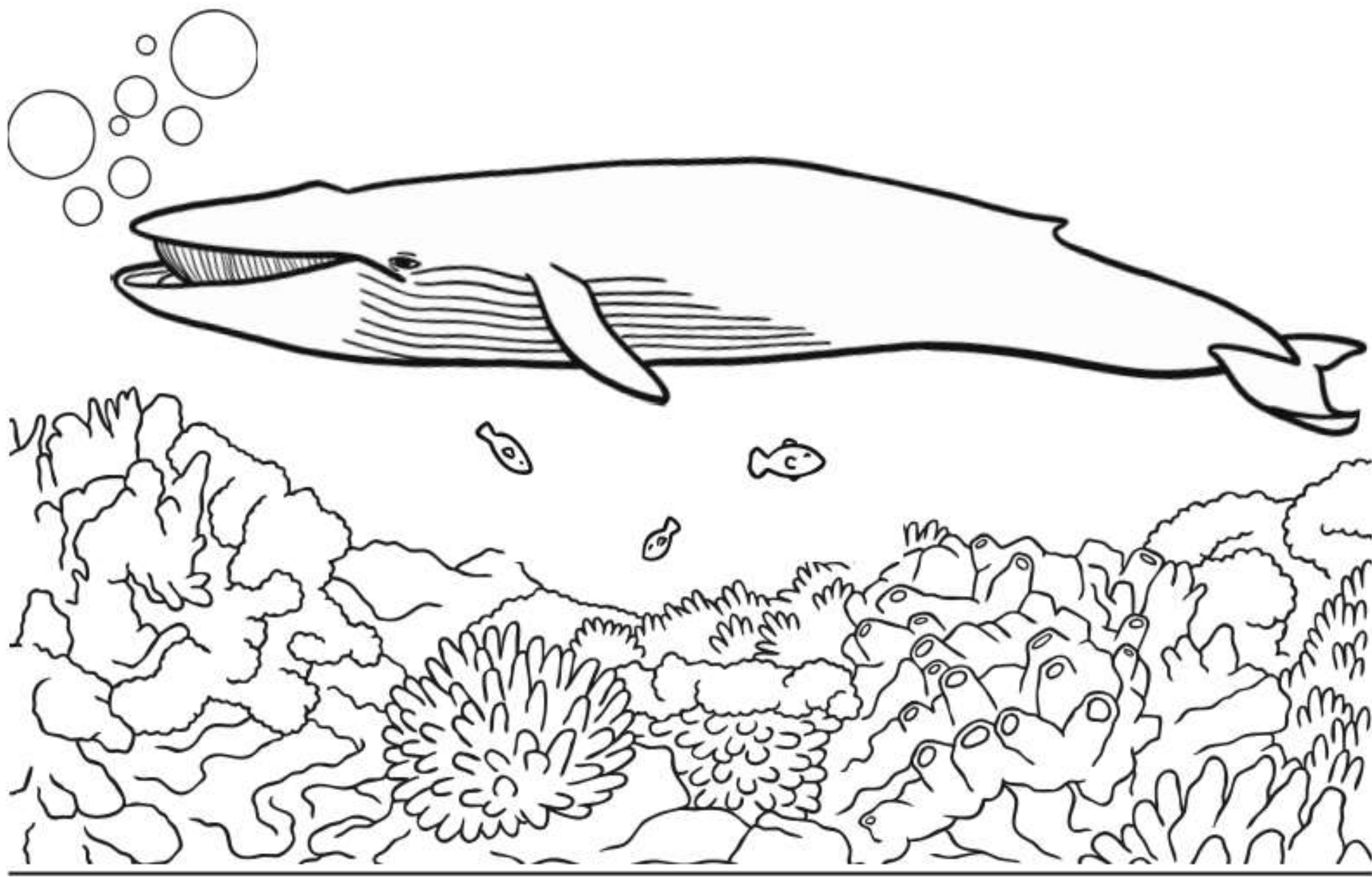
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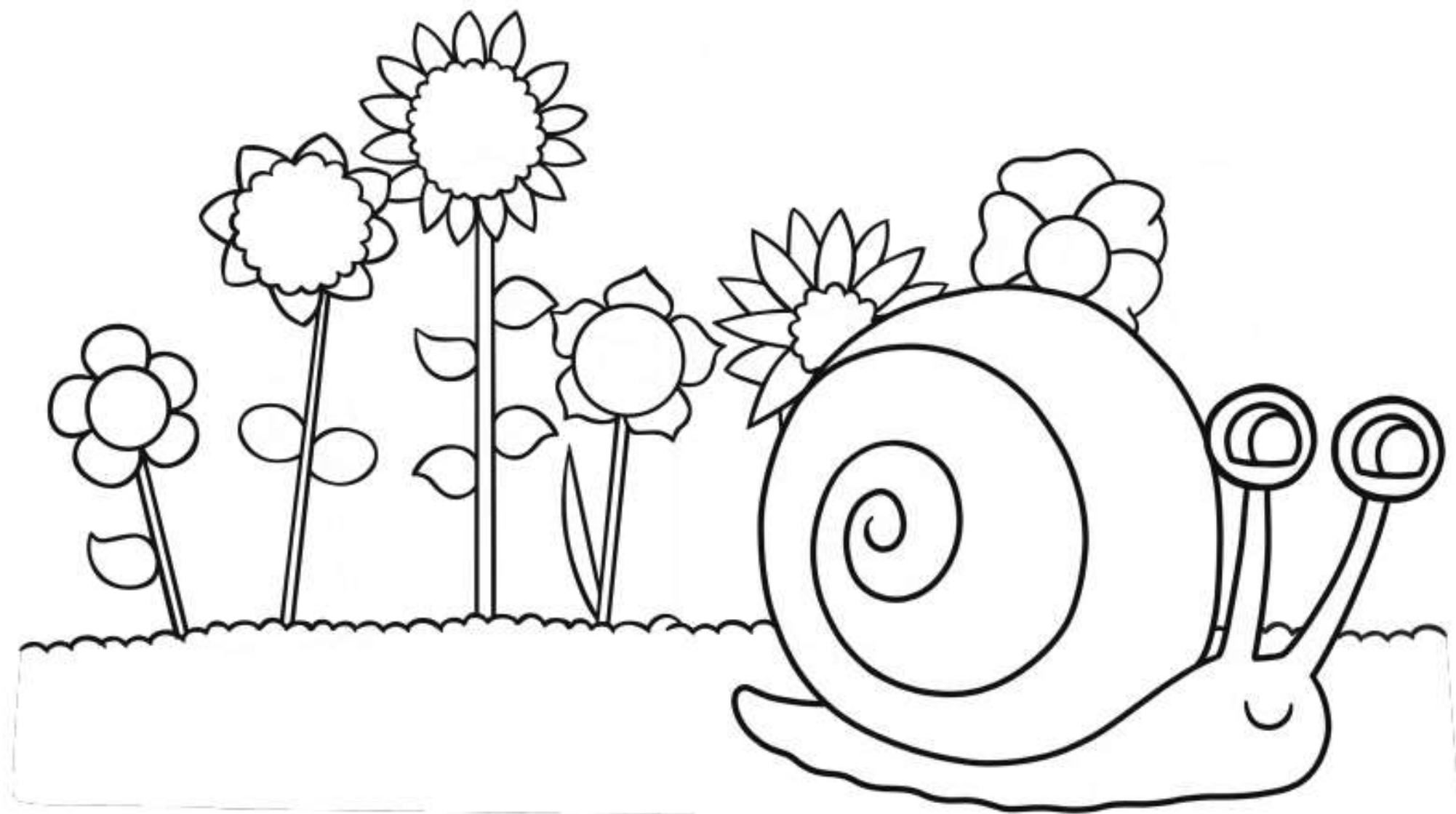
S N A I L S

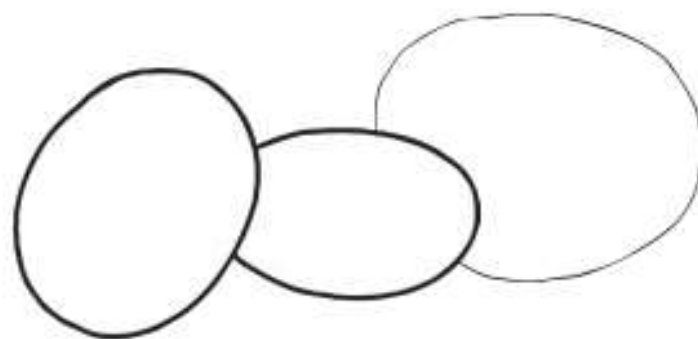
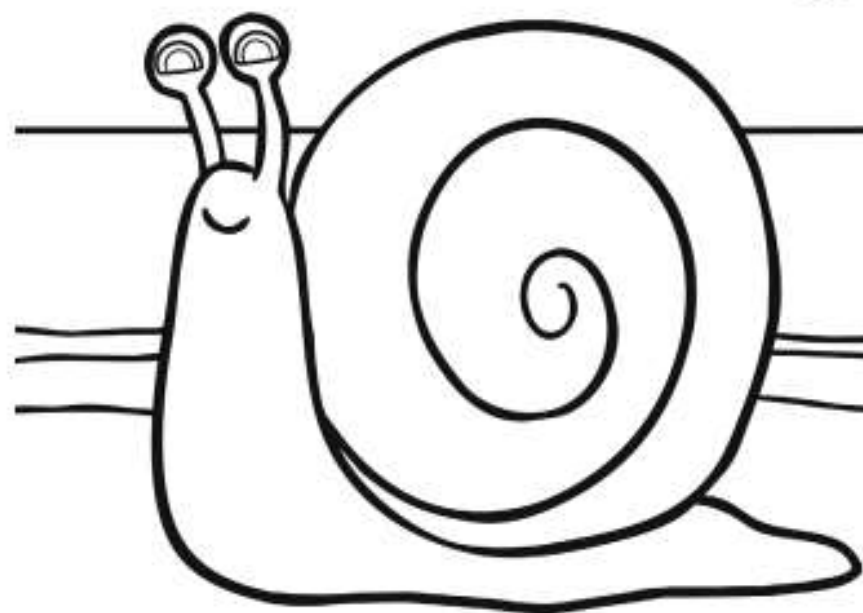






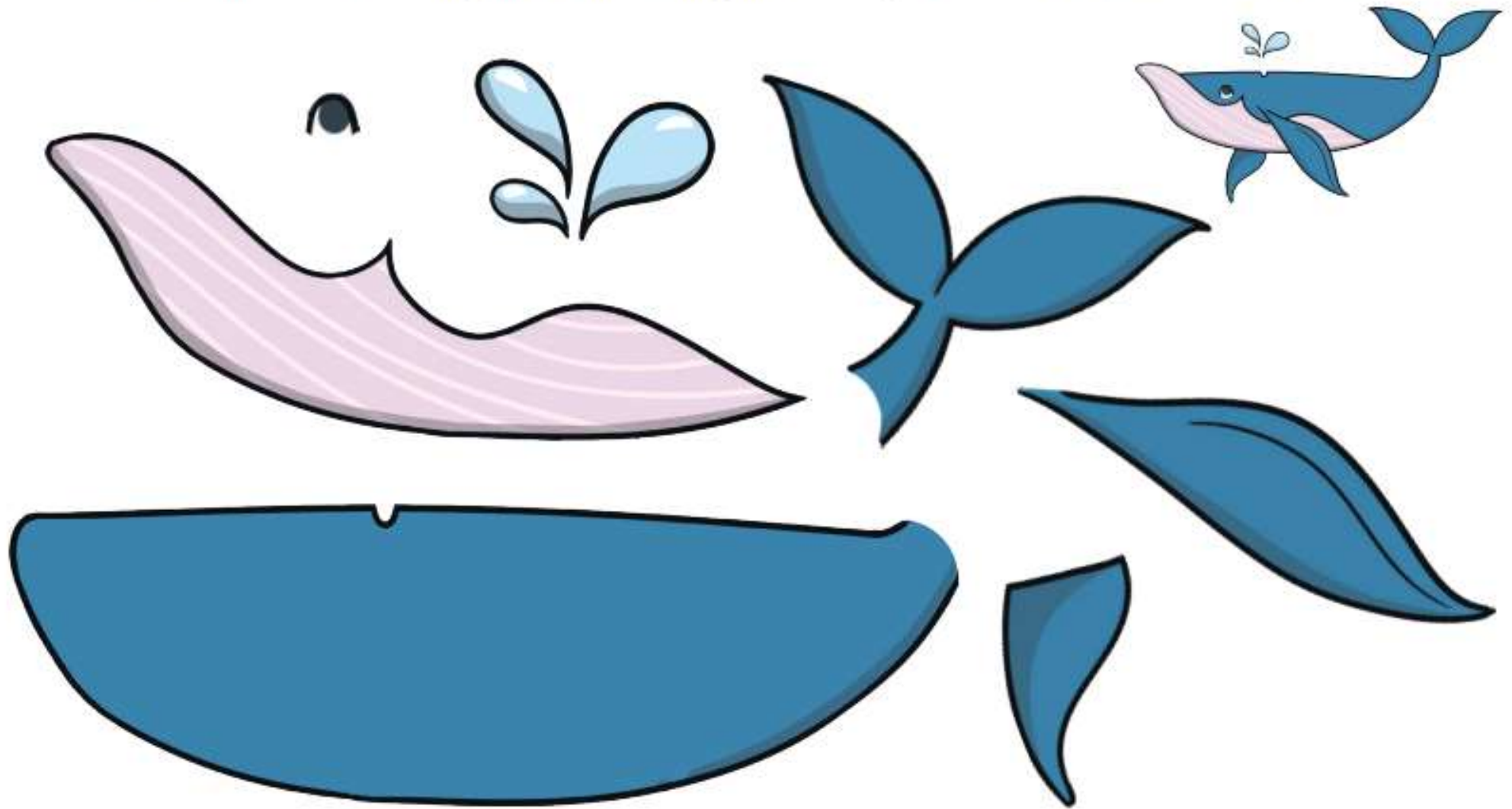






Blue Whale Craft Activity

Cut around the whale body parts below and glue them together to create your own Blue Whale!



Sensory Bin Ideas

The Snail and the Whale

by Julia Donaldson



- A container filled with blue coloured water or water mixed with glitter to represent the sea. The bottom of the container can be filled with gravel / sand with water on the top.
- Water beads could also be used to represent the sea.
- A snail shell or a sea shell to represent the snail.
- A blue plastic whale toy or a blue balloon for the whale.
- Plastic sea creature toys.
- Ice cubes for the iceberg.
- Wind up boat toys.

