

Week 2 Home learning

Darwin Week 2 - Tuesday 14th to Friday 17th April 2020

TAPESTRY

The school has been in the process of determining the best way to support learning at home. While Years 1-6 will be using Seesaw to upload pieces of their home learning, Darwin class will continue to use Tapestry.

To make this way of learning manageable for parents at home and the staff in school/at home, please consider the following information.

- **Each week these pieces of work will be commented on by Miss Dillon:**
A piece of writing that has been completed (with a clear picture of the writing).
A piece of maths work that has been completed.
A piece of the topic learning that has been completed.
- **Other learning that is uploaded will be looked at and liked by the teacher and will be used to inform future planning.**
- **If you have any questions about your child's learning, please email**
darwin@ventrus.org.uk

Please remember that all the work you are doing at home is valid, such as baking, playing in the garden, painting, drawing and so on – all of these things are learning!

We continue to review our home learning offer and will monitor Seesaw/Tapestry to see if further changes need to be made.

Ventrus has decided, based on teacher union advice, not to offer live lessons during our school closure.

<p style="text-align: center;">Writing</p> <p style="text-align: center;"><i>The main task is the guided writing, which should be completed and uploaded weekly</i></p>	<p style="text-align: center;">Reading</p> <p style="text-align: center;"><i>Please do these tasks in order from Monday-Friday</i></p>
<ul style="list-style-type: none"> • Encourage your child to write about their favourite thing that happened over the Easter weekend, and why. • Write a letter to the Easter Bunny to say thank you for any gifts it has brought. • Please choose ONE guided writing stimulus from the pack; remember, this is a specific session where you are trying to support and extend their writing, above and beyond the independent writing they might do at home. Challenge them to fill the lines up! They should: <ul style="list-style-type: none"> - Say each sentence aloud several times, and count out the words on their hand before they start. - Start their sentence with a capital letter (use capital letter mat) - Write each word, either carefully sounding it out (use sound mat) or remembering that it is a red word that they need to spell correctly (use spelling elephant knowledge) - Finish each sentence with a full stop. • Practise their spelling elephant; test them on a Friday to see if they're ready for the next spelling elephant. 	<ul style="list-style-type: none"> • Read the second RWI book over three days: • The first day, get your child to read the green words and red words using their lollystick. Read them the story aloud. • The second day, ask them to repeat reading the green and red words and then ask your child to read the story to you. • The third day, ask them to reread the entire story from the start for comprehension. Use the questions at the end to talk about the story. You might have found that it took longer than three days to do the above; that's fine! I would not recommend doing it any quicker and rushing through them however, as you may find the learning is shallower and their understanding is not as rich. • Go and listen to a story read aloud on the radio; the second one is 'Rattletrap Car' by Phyllis Root. Lie back and listen to it together; listening to and understanding stories without pictures is an important part of early reading skill development: https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-rattletrap-car/zvb8gwx • Read Rapunzel, or find it on Youtube. Can your child tell you what happened in the beginning, middle and end?
<p style="text-align: center;">Phonics</p> <p style="text-align: center;"><i>Please do these tasks in order from Monday-Tuesday and Wednesday-Thursday for the two new sounds, and Friday for the practise sound</i></p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><i>Please do these tasks in order from Monday-Friday</i></p>
<p><i>This week, we will learn:</i></p> <p>are (hare, care, share etc)</p> <p>ew (flew, new, crew etc) –</p> <p>Please warn the children that although it usually makes an 'oo' sound, it can <u>sometimes</u> make a</p>	<p>We are going to work on subtraction this week.</p> <ul style="list-style-type: none"> • Start the week by practising the addition skills we learnt last week; use this website: https://www.starfall.com/h/addsub/add-machine-1/?sn=math1--math0 to play the game!

slightly different sound in words, such as 'new' – it's more like a 'yew' sound.

This week, we will practise
er (letter, never, fisher etc)

This is simplified 15-minute session that can be done daily, then repeated a second time. I've pasted the instructions below:

- Flashcard the Set 2 + 3 sounds we have learnt so far
- Show the flashcard with the new digraph (**are** or **ew**); tell them the sound and get them to repeat it, then tell them the rhyme on the back and repeat it back, several times.
- Reading – ask them to read the words on the back of the flashcard by sounding out and blending, making sure they point out the new digraph first.
- Writing – choose 4-5 of the words; say one clearly several times. Ask your child to try and segment it, counting the amount of sounds on their fingers; sh-are would be two sounds, for example, whereas f-l-ew would be three. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

- Show any number flashcard between 0-20 and ask them to count backwards down to zero. Repeat this lots; this practises numeral recognition and the counting backwards skills they need for subtraction.
- Use the wipe clean subtraction mats to write out subtraction sentences (remind them that the line means 'take away'); once they've written it, get them to use objects* to count out the first number in the sentence, then count the right amount to take away. Then count what remains to find the answer! Remind them that a subtraction sentence always has to start with a bigger number than the second one; test it out and see what happens if you take away 5 from 3!
- As an extension of the above, you could use food items (say, peas or raisins) and make them eat what they are taking away as they do the number sentences on a second day – this is a fun learning experience that teaches them that subtraction is all about getting rid of things!
- Write some simple subtraction questions for them (starting from no more than 20, aka $6-4=$, $9-5=$, $17-8=$); this time, they're going to use counting backwards to find the answer! Ask them to put the first, larger number in their head and hold up the right amount of fingers that you're taking away. Encourage them to fold down one finger at a time as they're counting backwards, until no fingers are left and they've found the answer. Practise this as much as possible; it's an extremely difficult skill and takes some time!

Learning Project

The project this week continues to focus on the family and the unique rhythms and routines our families have! This links to the People and Communities element of Understanding the World in the EYFS curriculum.

- **Sort out the clean clothes**

Who do they belong to? Can they deliver them to the right place in the house? Pair up socks. Can they match the patterns/ colours? Can they count in twos to work out how many there are all together? Peg clothes on the airer (this will support children to develop hand strength which will impact on their writing).

- **Put on a show or performance**

Perform a story or song to your family. Plan out costumes, props. Children could make a show program.

- **Lay the table for your family for dinner**

How many people are there? How many knives, forks, cups do you need? Write out name cards for everyone in your family to show them where to sit. Write a menu to let them know what is for dinner that night. Roleplay as a waiter/ waitress. What would everyone like in their sandwiches for lunch? What drinks would everyone like to have with their dinner?

- **Play a family board game**

Play a game together. Talk about taking it in turns and playing fairly. Dice games will support your child's number recognition. You could use a spinner with numerals on to help develop numeral recognition. If you don't have a spinner you could make one using an old cereal box and a split pin.

- **Find out everyone's favourite song in your family**

Listen to each person's favourite song and make up a dance to match. Do you like the same music? What is your favourite song?

RE

- In RE, we have been learning all about Easter and what it means to Christians. Talk with your child about the religious reasons why we celebrate Easter, and what the significance of the chocolate eggs are! Can they think of any other symbols of Jesus, Easter and new life?

PE

- Search for Joe Wick's The Body Coach TV channel on Youtube. Every morning from 9am, he livestreams a PE session that lasts for roughly half an hour! This is a fantastic, free tool that keeps their bodies and brains occupied and refreshed.
- Practise standing on one leg for as long as possible without falling. To make it easier, you could let them hold on to something at first!