

Week 10 Home learning

Darwin Week 10 – Monday 15th to Friday 19th June 2020

TAPESTRY

EYFS children who continue to learn at home in the second half of the summer term should continue to use Tapestry to upload any work. As I will be teaching in school daily, feedback will be slightly delayed but you can still expect the same feedback outlined below. Please do reach out via the class email for any support needed or any questions you have about the learning. As with before, please spread uploads out over the week to ensure that I have a chance to support and clarify learning throughout the week; please add observations 'here and there' when needed.

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

- **Each week these pieces of work will be commented on by Miss Dillon:**
 - Up to 3 pieces of writing that have been completed (with a clear picture of the writing) – **one** group observation of all of these should be uploaded later on in the week.
 - Up to three pieces of maths learning completed across the week; if requiring feedback or support, please consider spreading the uploads across the week.
 - A summary of the topic learning that has been completed, which can be uploaded at any time in the week in one observation.
 - Any work uploaded after 4pm on a Friday will be checked and marked the following week.
- **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.

Maths

Please do these tasks in order across the week.

When the children finish the Early Years Foundation Stage, they need to be able to recognise and order numbers 1-20, including counting aloud forwards and backwards, with the ability to say the number that is one more and one less than any given number between 1 and 20. This takes lots of practising, so we are returning to it this week.

- Use the 1-20 number flashcards you have in your home learning pack. Model yourself putting them in order and then mix them up; can your child repeat what you did? If they find it hard, start with just 1-10, then increase the flashcards up to 15 and then 20. Mix up the game by taking some secret numbers away (2 or 3 of them) and asking them to try ordering the flashcards again – can they spot the ones that are missing as they order them?
- <https://www.sheppardsoftware.com/mathgames/earlymath/BalloonCount20.htm> - this is an excellent game for ordering numbers 1-20, as well as practising mouse control! Once they become more secure in this, try the backwards version of the game (on the same game) to go from 20-1.
- As we have learnt before about 1 more and 1 less, they will hopefully have a working knowledge of what it is from their memories of it. If not, explain that knowing one more is counting on one, while one less is counting backwards once. Using the numeral flashcards, lay them out in a long line with plenty of room. First, have your child stand on any number; practise jumping forwards on this number line for one more, and jumping back down the number line for one less. After they've played this game for a little while, make it harder; say a number aloud and ask them to find the number that is one more or less than it (for example, "find the number that is one more than 15").
- <https://www.topmarks.co.uk/learning-to-count/chopper-squad> - Your little one will love practising one more and one less with this game! Make sure they are accurately understanding what the game is asking for; if they are not able to independently identify one more or less, go back to the previous task and keep working on the skill together.
- Can they design a board game using the skills you have taught this week? That could be anything involving ordering numbers, counting from 1-20 or 20-1, or involving one more/one less. Perhaps the game involves them drawing a number line to 20, and making characters who move forward one/back one step when a coin is flipped until somebody gets to 20 first, for example. Have fun!

Writing

The main task is the guided writing, which should be completed and uploaded weekly

- **Guided writing:**

I've seen some fantastic narratives from children at home and the children in school. One of the hardest things is sustaining the idea of what is happening next, next, next and then finally the ending. Therefore, this week's guided writing is to work on that skill. Get a piece of paper and concertina it into about 6 sections. Start off the first section by writing an exciting story starter; you could write 'One day, a friendly alien arrived on the planet. Then...' and encourage your child to write in the next section – what happened next? After they've written their

sentence, ask them to pass it back to you and you write the third sentence, ensuring that you leave them an interesting or intriguing twist to sustain their interest. Keep going back and forth until you have a narrative that has the thread of your two ideas throughout! Adults modelling good writing skills is such an important part of children's learning; if they can see and hear you thinking aloud about what you're writing and spelling, they can see the process and learn from it. You can repeat this activity as many times as you like; here are some sentence starter ideas:

A long time ago, a pirate was sailing out to sea. Suddenly...

Once upon a time, a terrible troll sneaked into a village. Then...

One day, an octopus was having a cup of tea with a seahorse. All of a sudden...

As ever, they need to...

*** 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.**

- Something I've noticed is that children have a really good knowledge of their spelling elephant words, thanks to all their work at home. However, they sometimes forget to apply them in their writing, especially the trickier ones! Therefore, a good challenge would be writing sentences for your child where you leave gaps for their spelling elephant words (suited to whichever spelling elephant they are working on) and they have to pop the word in correctly. Remind them that spelling is always important in all writing, not just when we're practising our spelling words.
- Utilise their letter writing skills from before the half-term; can they write a letter to the children who are at school asking any questions they have? I'm sure some of them are curious and wondering what it's like. If they write their letter down and post them to Tapestry, they may just get a video posted from their friends answering the questions they have!
- All independent writing is so valuable and important too, as much as possible! Remember to continue to use the guided writing stimuli sheets as a leaping off point for any extra writing. Images such as those, or ones on your phone, are a great way to stimulate writing.
- Practise their spelling elephant; test them on Friday this week to see if they're ready for the next spelling elephant. If they are ready for the next one along and you haven't got it at home, let me know. I can send you digital copies if needed!

Phonics

An important repeat of last week's message:

After assessing the returning children's phonics knowledge last week, I am working on the basis that there are trends and patterns that I'm seeing across the class, including those who I haven't been able to assess; the main thing I notice is that although sound knowledge differs between

different children (which is not concerning for Set 3 as this will continue in Year 1 in particular), lots of children fall down when applying their new knowledge in their reading and writing in different ways. Therefore, although the sounds may be the same as we've learnt before, the lessons themselves will now reflect the practise that is needed. As you will see, writing takes up more of the lesson. I've highlighted changes in the lesson format below. Please don't forget to utilise the online lessons by Ruth Miskin, the creator of RWI. The information about these has updated in late May 2020 and can be found if you scroll down to the bottom of the page at this link: <https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

There are lessons for every set, so please utilise the ones your child needs the most. They really are exactly how we teach it in school so they are an excellent resource if you don't feel confident to teach phonics yourself.

The sounds we will cover this week are:

Ea (tea, bean, leaf)

Oi (spoil, join, void)

Every day, please do the following:

- Flashcard the Set 2 + 3 sounds we have learnt so far, **take out ones that are secure and therefore not needed.**
- Show the flashcard with the new sound of the week; tell them the sound and get them to repeat it, then tell them the rhyme on the back and repeat it back, several times. **This can be shortened from before, as they should be familiar with the sound.**
- Reading – ask them to read the words on the back of the flashcard by sounding out and blending, **with an absolute priority on pointing out the digraph/trigraph before beginning to read it, every single time. This will ensure it is a method they remember; otherwise, mistakes get made when they come to apply their phonics in reading books/texts. Challenge them also by writing differing words that include the same sound for them to read.**
- Choose words on the back of the card; using the method from before (say it, count it, write it), **extend this by asking them to write down a sentence or caption with this word AND with other tricky words/more of the same sound words – for example, 'My tea has a leaf in it.' or 'Do not spoil the soil'. The reason for this is that they need to be able to pick up the pace with their writing short sentences with application of relatively new sounds. Don't forget finger spaces, capital letters and full stops – they all count here!**

Reading

Here are 5 tasks; the RWI tasks need three days and constitutes guided reading, and the other tasks can take place on the alternative two days.

Read the tenth 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.
 - Don't forget to use Oxford Owl eBooks online to find phonics texts to use in addition to RWI books.
- The ninth EYFS Storytime radio tale is 'Mr Gumpy's Outing' by John Burningham.
<https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-mr-gumpys-outing/z4tvhbk> We've been working on narratives in our writing. Can they make a list of the characters, main events and the setting? See if they can apply their knowledge from across English to reading!
- You will have been emailed the following link in early May, and I'm repeating it here as I think it has great eBooks for challenging their reading.
<https://connect.collins.co.uk/school/portal.aspx> All you have to do is click on the Teacher portal and enter the following details to access plenty of Collins Big Cat eBooks from Collins' primary reading programme.
 - Username: parents@harpercollins.co.uk
 - Password: Parents20!

Learning Project

The project this week and next week aims to provide opportunities for your child to learn more food. Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook and so on.

- **Play shops**
 - Like with when we make a shop to explore money, get out plastic, wooden or real food and set up a shop. Can they set up a shop that has different sections for the different types of food, such as a healthy snack area of the shop and a special treats area? Remind them that all food can be considered healthy if we eat the right proportions of it. They could write lists and make notes, like a real shopkeeper!
- **Potato/vegetable printing**
 - Use a selection of vegetables available in your kitchen; cut them up and support your child to print with them, exploring the shapes and patterns they create.
- **Farm to fork**
 - Ask your child to tell you their favourite food. Once they've told you, work on a computer to find out the origin of that food; where does it get made/grow? Does it have ingredients? How far does it have to travel for you to find it? Can you make it yourself?

RE

- Watch Robin's weekly assembly; Robin usually comes to our school to help us worship and learn bible stories, and now he's doing that from home! Here is the link to his latest: <https://www.youtube.com/watch?v=ets9c7jMXl0>

Robin talks about our planet and how important it is. Who do you believe created the world? Do you think it's special? What can you do to take care of it?

PE

- Instead of setting a specific PE task this week, please follow the link attached: <https://www.getset4pe.co.uk/ResourceBank/ResourceCategory/1002>
Get Set 4 PE is a fab company that, thanks to our school subscription, has provided a huge number of activities that can be done at home and match the skills we teach in school. Please pick one or two and have a go this week!
- Please see the links below for further PE inspiration and teaching ideas.
 - Saskia's Dance School - <https://www.youtube.com/user/saskiasdansschool/videos?app=desktop>
 - Kids Bop Dance Break - <https://www.youtube.com/channel/UCqscMO1YfPB3-7dZZSxKPrQ>
 - Cosmic Yoga - <https://www.youtube.com/user/CosmicKidsYoga>
 - Yoga - https://www.youtube.com/watch?v=4ZpkRAcgws4&feature=emb_title
- Also, there will be a number of activity and play resources, ideas, daily challenges promoted via the East Devon School Games Twitter Account: @EDSchoolGa1