

Week 8 Home learning

Darwin Week 8 – Monday 1st to Friday 5th 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.

Carrying on what we learnt before half-term, we're going to have a go at halving! As before, children need to understand how to halve not only any given even number between 2-20 aloud, but also need an understanding of how to do so using tangible objects to demonstrate them splitting the group in two to find the answer. We tend to do the latter before the former can be achieved, as it is important to have a deep understanding before rote learning.

- <https://www.bbc.co.uk/iplayer/episode/b08dmhm6/numberblocks-series-1-the-terrible-twos> - Last week, lots of the children enjoyed watching the Numberblocks episode about doubling, so I've found one about splitting numbers up into their smaller counterparts. Watch this together and keep modelling your thinking, such as explaining "Look, it split into two parts – they're the same amount so they are equal" or "That three split into three ones; it must be made from ones".
- Once you've watched the episode above, make some small piles of objects that are even (2, 4, 6, 8 and so on). To teach halving, the children need to know that they take one item from the pile and put it aside, then repeat to the other side. Then, they keep adding one to each pile until the original pile has run out! Counting just one of the two piles they have made will give them the halved number. It is good to model putting these back together to show that this is doubling, and they are the inverse of one another. Practise this many times with lots of different objects!
- Teach the children that sharing is another way of talking about halving, specifically sharing between only two people. Make a picnic to share together with one sibling or one parent (hopefully outside in the beautiful weather). Ask them to half everything as they put it on plates and remind that to be truly halved, the piles have to be equal. So if there are four sandwiches, they need to share it one sandwich for me, one sandwich for you, one for me, one for you until we've both got the same etc! Remember to talk about the relationship between the number they started with (e.g. 6 sausage rolls) and what they ended with (e.g. two piles of three sausage rolls) which is half.
- <https://www.topmarks.co.uk/Flash.aspx?f=inversemachinev3> – the inverse machine is a really fun way of showing that halving and doubling are inverses of one another. Show them the game and let them have a go; alongside this, model the same using actual, practical items, halving groups and then doubling them so that they can see that one leads to the other! Try it for each of the 6 examples posed on the game; take time to explain any misconceptions.
- <https://www.topmarks.co.uk/maths-games/hit-the-button> - This game is a favourite amongst lots of children! Click on either halves or doubles to have a go at some mental maths, showing their recall of the doubling/halving we have learnt about over the last two weeks. As said above, children will struggle to rote learn (recall from memory) if they have not understood the tangible meaning of halving (and doubling) so please practise using the first 1-4 activities if they are not quite sure about the concept.

Writing

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

- **Guided writing:**

Last week we designed our very own characters! Now, in building up to writing a short narrative piece of writing, the children need to decide where their story is going to take place. You need to explain to them what a setting is; please talk about the kinds of places that stories happen, citing examples from fairy-tales or their favourite stories. You could show some pictures on Google Images to inspire them. As before, they can draw or paint the setting that they want for their story – perhaps their character could be in their setting! Once they've made a representation of their setting, now encourage them to label it. This could be in sentences underneath, or labels around the edges. Remind them of how to describe it – where is the setting, what does it look like, are there any other people or animals in there, is it pretty or scary?

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.**

- To support this week's learning project, the children could choose their favourite place in the world and write a small description about it. Why do they like it so much and what is it like? This will remind them that settings are sometimes based on real places. They could also write about their least favourite place – mine would be in the deep, dark corners of the shed where slugs might live!
- 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 jumping 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

As you know, we recently finished Set 3 in our phonics sounds and you assessed their understanding at home just before half term. Now, we use the rest of the term to revise the specific sounds they are missing. Please see the list of activities below and choose ones for any sound they are missing; you will want to do no more than three sounds from Set 2 and 3 in any given week so that they don't get overwhelmed!

- Utilise the online lessons by Ruth Miskin, the creator of RWI.
https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf

There are lessons for every set, so please utilise the ones your child needs the most.

- Put the sound up around the house along with another one they don't know very well. Give them a word aloud that has that sound and they have to run to the correct one! This can be very challenging but they tend to enjoy it. Repeat as much as needed – you could put up three sounds!
- <https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure> - Buried Treasure is a much loved game that the children request over and over, but Phonics Play has plenty that are very similar and just as good. You need to click on Phase 3, but could also try Phase 4. Have fun!
- <https://new.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3> - Another phonics resource from Phonics Play; this is all about sentence substitution and requires your little one to read words and replace them with funny alternatives. Great for reading practise!
- If you know they have a specific sound/s they need to be able to apply in writing more accurately, design a sentence that includes as many words including this sound as possible, which they need to write down. For example; 'I hate cake so I make ice-cream with a flake' (practising the a-e sound).

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 eighth 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.
 - I wrote last week about the option to use Oxford Owl eBooks online to find phonics texts to use in addition to RWI books. Don't forget to utilise this if you feel it would help!
- The eighth EYFS Storytime radio tale is 'Rainbow Bird' by Eric Maddern.
<https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-rainbow-bird/zrmsxyc> Enjoy
Listen to the story. What was the meaning of the story? What have you learnt by reading this story? All stories have a meaning...can you think of other stories that you have heard that have an important meaning?
- 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!

- Don't forget to continue reading and sharing other stories daily as part of your normal routines. Reading is so important for language acquisition!

Learning Project

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Create a daily weather chart**
 - Record it using pictures and written labels. How has the weather changed over the week? If it is raining, leave a container outside to collect the rain! Draw a line or make a mark to show where the rain came up to; repeat another day and compare your results. If you use the original rainwater, see if it reduces in the sun!
- **Recycling/exploring materials**
 - Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, card, metal and so on?
- **Create your own raincloud**
 - Use a plastic container with a lid and make small holes on one side. You could stick on cotton wool to decorate. Fill the container with water and watch as the water drips out, just like a real raincloud.
- **Weather sounds**
 - Provide your child with either a plastic container, bottle or other junk modelling item. Pour in a spoon or two of rice or lentils and secure with a bottle lid or Sellotape. Decorate with stickers, glitter and sequins if you have them available. Have fun exploring making rain sounds.

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://youtu.be/FCiSccSUYA4>

Which places are special and why?

Have a look at the inside of a synagogue via Google Images. Talk about who worships here and what special occasions happen in a synagogue; we've learnt about mosques and churches, what is different for those who follow Judaism? Is there anything that is the same between all of these places?

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