

Week 12 Home learning

Darwin Week 12 – Monday 29th to Friday 3rd July 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.

Your child should be feeling a little bit more confident in using language linked to positionality and distance after last week's lessons. This week we will be applying the learning in real life contexts to help them make the link between theoretical and practical language!

- Take a few treasured toys and pop them in positions all over the room; try to ensure they are on, underneath, through, next to, behind, in front and inside of various objects in the room. Once they are hidden/placed, have a tour with your child and ask them to describe where they find the toys when they spot them; correct any misconceptions and encourage them to think of two descriptions if it suits, such as "The teddy is next to the TV and in front of the fireplace" etc.
- Set up an obstacle course together in your garden or living room; it doesn't have to be too complicated! Ask your child to help you with the directions they need to follow; should they go over or under a chair? Can they go through a blanket tunnel? Shall they go next to a cushion or on top of it? Keep modelling the language as they have fun on the obstacle course, changing the directions to make it harder.
- Practise the meaning of left and right; show them the L shape on your left hand and the R shape on your right if you hold your hand upside down. Recap which one is which! Draw around their hands, cut them out and ask them to write the label of whether it is left or right; every morning, they could high-five the hand of your choice ("high five the left hand today!").
- Go for a left-or-right walk. What this means is going to somewhere familiar and safe (preferably a quiet residential area or better still, an open fielded area or a footpath) and letting your child take the lead! When you are on your walk, try to seek out junctions and ask your child if they think you should go left or right; keep practising and see where your feet take you! Better still, on the return journey, they'll have to practise describing the opposite directions to get back!
- Encourage your child to draw a giant map with houses, familiar places, rivers and roads all over it! Then find a toy car or equivalent to drive around it. This is a practical version of the game played online last week; they should be able to use language about position and direction as they move the car around! Can they describe and label a journey the car can take from one place to another?

Writing

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

- **Guided writing:**

Hopefully your little one really enjoyed getting to grips with keyboard skills last week! This week we are going to use those skills to write some sentences. Using Microsoft Word or email, can your child use their letter writing skills to send someone they are missing a letter? It should be roughly 3-5 sentences; always encourage them to do as much as they can! Remember to count the words before starting and then sound each one out. Have the sound mat to hand to help them recall the letters they will need to type on a keyboard to represent digraphs and

trigraphs. If you are feeling really creative, get them to use Paint/an equivalent software to illustrate their piece of writing!

This week, 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 (you can model this for them, or overlook it this week due to the typing)**
- * 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.**

- As children learn to write, they are constantly having to stretch their brain to remember lots of different processes; a little bit like learning to drive, they have to remember to do so many separate elements to make the whole machine work! One of the skills they find hardest is recalling the amount of words in their sentences and the order of those words; a fun game is to say short sentences aloud (perhaps on a walk or in the bath!) and ask them to count the words. Then, ask them to tell you which was the fourth word? The first word? The third one? Can they repeat the sentence back to you correctly?
- Don't forget to constantly practise the difference between upper and lowercase letters using the following game; knowing their capitals is so useful and important for their time in Year 1! https://www.abcya.com/games/uppercase_lowercase_letter_matching
- 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

If you are finding it difficult to really embed and practise the sounds we have covered over this term, please don't forget to utilise the online lessons by Ruth Miskin, the creator of RWI. All of the lesson information is available at the bottom of 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:

o-e (pole, stone, rope)

u-e (huge, cute, dune)

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, ‘He was a cute brute’ or ‘is it stone or bone?’; 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.

Remember that in the absence of specific phonics books such as the RWI books I previously sent home, it is important that you continue to do structured reading that will support and extend your child’s reading skills.

Every day, please use the Collins Big Cat eBooks, to find phonics books suited to your child’s levels. Please follow a similar structure to that which we have been doing in RWI, by pointing to words, identifying the special friends, spotting and reading tricky words and rereading for comprehension.

Link: <https://connect.collins.co.uk/school/portal.aspx> (teacher portal)

Username: parents@harpercollins.co.uk

Password: Parents20!

If you wish to know what level I recommend, I will need to know what level of RWI book they got up to at home (I provided a few colours) and how they are reading overall. Please contact me on Darwin@ventrus.org.uk to discuss this further.

The BBC Storytime radio tales have finished now, but there is the fantastic opportunity to listen to one of the top 50 submissions to the Radio 2 - 500 Words competition! I’ve attached the link here with the correct age grouping. Please select one or two a week to listen and discuss what you have heard – this can be the events, characters and settings, dependent on the story. I’m hoping this will be an amazing opportunity for your little one to see what they could aspire to write themselves one day!

<https://www.bbc.co.uk/programmes/articles/5HQ1BvjgZfw408lbbf2c5dt/top-50-stories-2020-age-5-to-9>

Learning Project

This fortnight, we will be learning about things humans do that change the world; we'll start by looking at the environment!

- **Reduce, Reuse, Recycle!**

- We touched on starting to recycle a few weeks back; indeed, when your child is a little older, they will learn all about the processes of recycling and how it works. However, even now they are learning and watching you while you are recycling at home. Can they recall the learning you did before about sorting rubbish into the different types?

- **Thoughtful junk modelling**

- We love junk modelling in class and we often use it for project fun! This week, please have a good look in the recycling bin; is there anything they can reuse to make something new from it, like a musical instrument? A good example is making a musical shaker out of a yoghurt pot, or a drum out of stretching material over a box. Decorate it to show the beautiful new item you have made!

- **Changing the world**

- Describe the difference between natural and manmade objects; can they create a list of things they see out of the window that are natural, and those that are not natural? Are some of the manmade objects good and some bad? Or a bit of both? Examples you could discuss are cars, houses, motorways, gardens, drainage systems etc.

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=v6WG8u0vMnE>

This week's assembly is another 'Open the Book' from the team! The children enjoy seeing the Bible stories being acted out aloud. The Raising of Jairus' Daughter is very relevant given the current situation; have a reflective talk about comparisons between the role of Jesus in healing others and the role of healthcare workers in healing people today. What is special about what they are doing? Are they similar situations?

PSHE

This week we're excited to be joined by The Duchess of Cambridge, who wants to share the importance of spreading a little kindness for our mental wellbeing. This assembly is based on a lesson plan which is available on the Mentally Healthy Schools Platform. It was developed in collaboration with children's mental health charity Place2Be and encourages children to explore ways in which they can show kindness, and recognise the benefits of kindness to others.

- <https://classroom.thenational.academy/assemblies>
- <https://www.mentallyhealthyschools.org.uk/>

The RNLI have also sent a link to resources to help you support your child in learning about water safety. Their message is:

This summer, RNLI Lifeguards can't be on every beach, meaning a heightened water safety risk to beach goers. They are asking schools to help share some important messages to children and their families. With the easing of restrictions and the warm summer weather, people are heading to the beaches and coastline to enjoy the sun, sea and time with friends and family. In a normal year, the RNLI helps thousands of people who end up getting into difficulty in or close to the water when doing these types of activities. Throughout the summer term, the local team of trained volunteers and Lifeguards do their best to visit as many of the schools, colleges and youth groups in our region as possible. However, due to the ongoing coronavirus outbreak they have not been able to engage with school communities as they normally would. Below, you will find out ways in which you can help at this time - Together, we really can make a lifesaving difference:

- <https://rnli.org/youth-education/education-resources/water-safety-wednesdays>

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