

# Week 11 Home learning

Darwin Week 11 – Monday 22<sup>nd</sup> to Friday 26<sup>th</sup> 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](mailto: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.*

We are ready to introduce a new concept; children need to be able to use everyday language to talk about position and distance using a range of positionality language, especially their relative position such as 'behind' or 'next to'.

- Go into the garden or out for a walk. Use a real/pretend pair of binoculars and take a look; please explain that we can talk about where things are by describing their approximate distance from us or their position. Explain to them that first, you are looking for things that are far away, and ask them to tell you a few things that are far away. Next, ask them to look for things that are really close; what is the closest object they can see? Now compare the things that are far away and close; talk about the difference. Can they see anything through their binoculars that is on top of something else? Or under something else? Or next to something else?
- <http://resources.hwb.wales.gov.uk/VTC/location/eng/Introduction/default.htm> This link has an excellent series of lessons that make it so easy to teach what positional language is. It covers all of the vocabulary needed and gives visual and practical demonstrations of how to define and 'measure' position and distance. Please follow the structure it has available to cover the following over the week:
  - Lesson 1 – Learning words linked to position and the placement of left and right. Try each task slowly; you will need to read the accompanying explanation.
  - Lesson 2 – Identifying the position of objects. Hovering the mouse over the true/false will reveal the answer; if you find that they are not understanding the concept, return to Lesson 1 and have another try.
  - Lesson 3 Part 1 – Split the final lesson in two. Part 1 is about moving objects into different positions and describing where they are in words or writing. While the writing is not the most important part, it is all about language and vocabulary; make sure they can really explain, even if they are not writing it down.
  - Lesson 3 Part 2 – This lesson is all about moving an object around a map and exploring directional choices. This is a great summary of the learning they will have done over the week. Remind them to talk about where teddy is going and how he got there. Have fun!

## Writing

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

- **Guided writing:**

Something we have not done a lot of yet is typing. This is a really good way of trying different types of writing without necessarily having to use the fine motor skills required of handwriting. It is certainly a useful and necessary skill for Year 1 onwards; I'm sure you recognise the huge role that technology has in society and the importance of being able to use a keyboard to 'write'. The problem is that keyboards typically have capital letters, not lowercase letters. So the first part of guided writing this week is to practise matching capital letters and lowercase letters using this game:

[https://www.abcya.com/games/uppercase\\_lowercase\\_letter\\_matching](https://www.abcya.com/games/uppercase_lowercase_letter_matching)

After looking at this game and securing the upper and lowercase letter matching, please use Microsoft Word or an equivalent to practise typing. This week, you can write anything; keep sentences simple and short, as it will be trickier than usual to remember things like finger spaces, digraphs/trigraphs and full stops when they're learning how to navigate the keyboard. The same principles apply in terms of segmenting words aloud before writing, making sure they still use the sound mat if they can't remember what a digraph/trigraph looks like before matching it to the right keys on the keyboard. Don't worry too much about capital letters, they are tricky for new computer writers! I hope they enjoy becoming familiar with the keyboard ready to try more writing with it next week!

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 there is no specific handwriting in this week's guided writing (quite the opposite!), take this opportunity to ensure that they are still writing words with their beautiful handwriting. Practise sounds they commonly mistake by writing words with them in; perhaps use one colour of pen for the single sounds, and another colour of pen for the digraphs; for example, **snail** or **leech** or **prize**.
- 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 in the first week back, 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:*

**a-e** (make, bake, pale)

**i-e** (swipe, bike, tile)

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, 'Make and bake a cake.' or 'Ride a bike for a mile.'; 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.*

I know that most of you have now finished the bunch of RWI books I sent home with you, as I sent roughly 10 books home and we are now in week 11! Therefore, 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](mailto: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](mailto: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**

The children have been really enjoying learning about healthy eating! Learning may focus on where different foods originate from, what makes a healthy meal, opportunities to cook and so on.

- **Food diary**

- Keep a food diary for 3 days. Can your child write down what they eat for breakfast, lunch, dinner and snacks? Is there a pattern? What was their favourite thing to eat? They can illustrate it with you.

- **Healthy recipe**

- Children are told from an early age that cake is not healthy. We've been learning that everything is healthy if it's eaten in small amounts or in moderation. We can make some recipes healthier by removing certain ingredients or adding different ones instead, such as vegetables or fruit; have a go at finding one of the following recipes online and trying to make it together!
  - Chocolate courgette cake
  - Carrot cake
  - Date and banana loaf
  - Any other healthier cake recipe that you know!

- **Go for a growing walk**

- Now that the summer is in full swing, go for a walk together and have a look at the gardens or fields around your homes. What can you see growing? Was it like this back in winter? Do the trees have anything growing on them? Can you identify any crops in fields by looking at the shoots or early buds that are appearing?

- 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=wEo9CgLaTE8>

Robin's assembly this week is about treating everyone well, and takes into account recent events in the news about racism. You may wish to watch it first to prepare to share this with your child; I have watched it and feel it is important to educate little ones about difficult things such as this, because that awareness is so important from an early age. Please be prepared to discuss the contents with your child.

## 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/saskiasdanssonschool/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=4ZpkRAcgs4&feature=emb\\_title](https://www.youtube.com/watch?v=4ZpkRAcgs4&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