

# Week 2 Home learning

## Online learning platform

The school has been in the process of determining the best way to support learning at home and we have decided that Years 1-6 will be using Seesaw to upload pieces of their home learning and Year reception (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 Keatley:**
  - 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 [seacole@ventrus.org.uk](mailto:seacole@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.**

Weekly Maths tasks	Weekly reading tasks (Aim to do 1 per day)
<p><b>Step 1</b> Turn a toy. Ask your partner to describe the turn using the language, 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise' Challenge: Can you write a set of instructions for your partner to follow using this language?</p> <p><b>Step 2</b> Using the words forwards, backwards, left and right, give your partner some instructions to follow when moving around.</p> <p><b>Step 3</b> Complete the stem sentences to describe the movements made.</p> <div data-bbox="97 450 758 719"> <p>The  has moved 1 square _____.</p> <p>The  has moved _____ squares _____.</p> <p>The _____ has moved 2 squares up.</p> <p>The _____ has moved _____ squares down.</p> </div> <p>Can you create your own picture and instructions?</p> <p><b>Step 4</b> How many different routes can you write for the bee to get to the hive? Use the words forwards, backwards, left and right.</p> <div data-bbox="97 887 371 1077"> </div> <p>For extra activities to have a go at, go onto White Rose website. <a href="https://whiterosemaths.com/homelearning/">https://whiterosemaths.com/homelearning/</a></p>	<p>Activities you could do are...</p> <p>Read a variety of books at home. Retell one of your favourite stories by acting out the events. Maybe you could make masks for the different characters!</p> <p>If your child is reading Accelerated reader books then they can log in using this link <a href="https://ukhosted113.renlearn.co.uk/2236417/public/rpm/login/Login.aspx?srcID=t">https://ukhosted113.renlearn.co.uk/2236417/public/rpm/login/Login.aspx?srcID=t</a> We have sent home the logins but please email <a href="mailto:seacole@ventrus.org.uk">seacole@ventrus.org.uk</a> if unsure.</p> <p>You can see if any of your books at home are on Accelerated Reader by using the AR book finder. <a href="https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx">https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx</a></p> <p>If your child is reading the colour levelled books, then you can read the Read Write Inc colour coded books online through this website. <a href="https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/">https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</a></p>
Weekly spelling (aim to do 1 per day)	Weekly writing tasks
<p>Practise your spellings that are highlighted on the spelling card. When you have learnt those move onto the next spelling card.</p> <p>You could do this by rainbow writing, 'look cover write check' or by seeing how many times you can write the word in a minute.</p> <p>You can also download an app called spelling shed which we started to use for the teaching of spelling.</p>	<p>Create a story.</p> <p><b>Step 1</b> Decide what characters you will have in your story. Draw and label the characters. (What do they look like? What is their personality like?) Use noun phrases to describe your character. A noun phrase is a group of words that describes/specifies a noun – in this case the noun is your character so phrases that describe your character eg black hair, pale skin, evil fox, Jolly and kind bear. Write a couple of sentences about your character.</p> <p><b>Step 2</b> Draw a story map like we have done for the little red hen, traction man for your story (a sequence of pictures with arrows in-between showing the direction the pictures go in). What happens in your story? What goes wrong? How does the problem get solved? Maybe you could act out the story using your toys.</p> <p><b>Step 3</b> Draw or paint a picture of where your story is set – what can you hear, see, smell, touch, taste. Use noun phrases to describe your setting eg dark and gloomy woods, cloudless blue sky, enchanting music, wet, slippery rocks. Write a couple of sentences about your setting.</p> <p><b>Day 4</b> Look at your story map and the sentences you have written about your character/setting now have a go at writing your story. Remember to rehearse your sentence first – think it and say it before writing it. Don't forget to use noun phrases in your story so that I can imagine what your character/s and setting are like. Once you have written some sentences, you need read back what you have written to check that it</p>

	<p>makes sense.</p> <p><b>Remember to:</b></p> <p>Use capital letters to start your sentence and full stops (.) or questions marks (?) or exclamation (!) to mark the end of your sentences</p> <p>Leave spaces between words</p> <p>Join two sentences together using co-ordinating conjunctions (and, but, or) and subordinating conjunctions (when, if, that, because)</p> <p>Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' eg I went to the beach not i went to the beach</p> <p>Use comma (,) for lists</p>
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RE: Easter

How did you celebrate Easter? Why do Christians celebrate Easter?

<https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance>

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h>

### **Learning project – To be done throughout the week**

#### **To develop knowledge of the location of significant places:**

Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find the village or town you live in. Do they know the name of their street? Can they create a street sign with their street name?

**My address:** Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words?. Ask them to try writing the number using crayons and paint. Can you give direction or a description of where you live so that a friend could find your house?

**My house:** Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own. Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? What is your favourite part about where you live?

**Draw a picture of your street.** Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.

**Shape hunt:** Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? <https://www.theschoolrun.com/what-are-the-names-of-2d-and-3d-shapes>

**Name the shape:** Think of a shape and describe it. Can you partner guess the shape? Can they draw the shape?

**Find your house on 'Google maps'.**

Search for your house on the street? Can you find the nearest village/town/shop?

**Create a passport:** create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?

**Flag:** What flags do you know? What does the Devon flag look like? What does the UK flag look like? Can you design your own flag for your local area? What could you add? What would they mean to you?

**Design a cottage** - Compare how a cottage is different to your house. Can you make a model of your house and a cottage? What other types of buildings are there?

**Can you find the UK on the map?** Can you name the countries? Why do you think the Countries begin with a capital letter? This [song](#) may help.

#### **Other activities to keep you active:**

Practise your striking and fielding skills by playing catch, piggy in the middle or maybe if you can play a game of rounders/cricket.

Joe Wicks the body coach is doing fitness sessions and Oti Mabuse from Strictly is doing children's dance classes – both on YouTube.