

Week 4 Home learning

Darwin Week 4 – Monday 27th to Friday 1st May 2020

TAPESTRY

As stated before, Darwin class will continue to use Tapestry during this time, rather than Seesaw (Years 1-6). Please do ensure you are logging in regularly to check for any messages and to upload the work you've been doing. It has been a great tool so far, but as with everything, we've been reflecting on it to make sure it is useful and supportive for you teaching at home. It is clear that uploading everything at the end of the week means I miss out on opportunities to support and clarify through the week and creates a burden on you to upload large quantities on a Friday, so please add observations 'here and there' when needed. The only exception is writing, as it is best reviewed at the end of the learning week. Please read the revised information below.

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 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.**

<p style="text-align: center;">Writing</p> <p style="text-align: center;"><i>The main task is the guided writing, which should be completed and uploaded weekly</i></p>	<p style="text-align: center;">Maths</p> <p style="text-align: center;"><i>Please do these tasks in order from Monday-Friday</i></p>
<p>• GUIDED WRITING TASK</p> <p>Last week's guided writing focused on creating a set of simple instructions; this helps to give a purpose to their writing and creates opportunities for detail. This week's guided writing task is designed to extend this; I would like your child to write a recipe! They have a choice; this could be inspired by the real cooking they do, or an imaginary piece of cooking they would like to do to create their ideal recipe. I can't wait to see what they decide to write! There should be no less than 5 stages to their recipe, which should mean roughly 5 sentences. The more the better! Help them to decide each sentence by suggesting what verbs they might use (stir, knead, add, wash, chop, pour and so on) to complete their recipe. However, let them segment each word; remember, it's important that they themselves can identify, order and represent the sounds in each word. However, they might need reminders for the exception to that rule – elephant and tricky word spellings!</p> <p>* They need to say each sentence aloud several times, and count out the words on their hand before they start.</p> <p>* Start their sentence with a capital letter (use capital letter mat)</p> <p>* 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)</p> <p>* Finish each sentence with a full stop.</p> <p>• Formation is something that we come back to every single week in writing. As your</p>	<p>We're going to learn about coins and money this week following our learning about it last week! This comes under the shape, space and measures part of the curriculum but will also include elements of addition and subtraction.</p> <ul style="list-style-type: none"> • Watch the following video at the start of the week: https://www.youtube.com/watch?v=vs8F_g3MGtM This is a great video for reminding them of the names and prices of coins – make sure to have their printed/real coins to hand to recap and explore. • Use the price catalogue I've uploaded on the website alongside this sheet. This is a fun price catalogue for some application of the addition skills we recently practised! Ask your child to choose two items, encouraging them to start with two below 10p first, before moving on to adding one below 10p/one over 10p. Get them to write these down as an addition sentence and work out the answer. Ask them to try 6-8 different combinations, using counting on to find the answer. Hopefully they'll enjoy shopping! • Using the same price catalogue as yesterday, give your child 10p (real or fake). Tell them this is all they have to spend today. They need to subtract the item they want from the cost - so the subtraction sentence will always start with 10p - and see a) if they have enough money and b) how much change they will have. Please talk this through with them. Challenge them to subtract from 20p next, or subtract multiple items to see how many items you can buy with 20p!

child becomes more confident in their words and sentences, their focus on cursive handwriting can accidentally decline. Please spend some time asking them to copy out the sounds from the sound mat in the home pack; are they starting with their pencil on the line? Is the pencil following the correct direction? If the letter has a tail, is it hanging below the line, not on it? Finally, when practising the digraphs/trigraphs, are they able to accurately join the letters (such as ensuring the letters o, v, w and x join at the top, whereas the others join at the bottom on the line)? Ask them to have a go and repeat them if you notice them forming the letters incorrectly. Here is a video which may support them and yourself as a visual cue:

<https://www.youtube.com/watch?v=2NQ6uS8blwY>

- 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 a Friday 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.

- Cut out pictures from a magazine/catalogue and encourage your child to make their own price list! They can make them more expensive than my price catalogue (£1, £2, £5, £10, £20, £50) to practise writing the pound symbol. Then, model how to add these amounts – the only difference is that the pound sign is before the number, not the pence sign after, so the principal of adding is still the same.
- As a bit of fun for coin recognition (given that Darwin class seem to love puzzles!), cut up the provided printed coins into lots of jagged pieces, then ask your child to puzzle them all back into the correct coin shape! This will be especially tricky if you mix up all the pieces. Encourage them to talk about the properties of the coins (colour, size, shape).
- Ideally, the children would be able to go to the shop and spend some money themselves! However, coins and notes are being discouraged, even if you're able to visit the shop. Therefore, please apply this learning as much as you can when everything is back to normal.

Don't forget to wash your hands after handling any money, and to make sure an adult is supervising if real money is being played with.

Phonics

Reading

<p><i>Please do these tasks in order from Monday-Tuesday and Wednesday-Thursday for the two new sounds, and Friday for the practise sound</i></p>	<p><i>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></p>
<p>In addition to the RWI lessons I have suggested as normal, please feel free to utilise the following online lessons by Ruth Miskin, the creator of RWI. I have attached a schedule of the sounds her company is covering which is available in a daily lesson on Youtube.</p> <p>https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf</p> <p>You can find out more at this website link. The videos last for 24 hours after the daily lesson, so please don't miss out if you wish to take part!</p> <p>https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/</p> <p><i>This week, we will learn:</i></p> <p>o-e (bone, note, hope)</p> <p>u-e (huge, rude, tune) – Please warn the children that although it usually makes an 'oo' sound, it can make a slightly different 'yoo' sound. This is similar to the 'ew' sound we learnt two weeks ago!</p> <p>As with last week, these are split digraphs. Remember that I tell the children that the special friends have been chatting too much so they've been separated, but they're secretly holding hands behind the letter in between - that's how we know that they still work together. You may find it useful to encourage them to draw the line over the middle letter when they come to write down the words. Some people call it 'the magic e' when encouraging children to notice that the word ends with an e, which has changed the previous vowel. This is not a bad thing to do, but must be supported by the use of the words 'split digraph' so they understand that it's the same concept.</p> <p><i>This week, we will practise</i></p>	<p>Read the fourth RWI book over three days:</p> <ul style="list-style-type: none"> • 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. • As we're looking at non-fiction texts, specifically instructions, use this as an opportunity to introduce them to different non-fiction texts – we have previously look at information texts, so it's something they've thought of before. How many examples can you find around the house? Go on a hunt together! Newspapers, travel books, magazines, instructions on packets are just a few examples...when you find them, ask your child how and why they look different to a storybook. • The fourth EYFS Storytime radio tale is 'Captain Flynn and the Pirate Dinosaurs' by Giles Andreae. https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-captain-flynn-and-the-pirate-dinosaurs/zvw6j hv Last week, we drew some illustrations to match to the story we listened to. To extend this and encourage further ordered recall of the story, ask them to draw it as a story map; that is a series of pictures, with one for the beginning, middle and end (and a couple in between if they're feeling up for it) to show their understanding of the sections of the story.

ai (snail, pain, wait etc)

Every day, please do the following:

- Flashcard the Set 2 + 3 sounds we have learnt so far
- Show the flashcard with the new digraph (**o-e** or **u-e**); tell them the sound and get them to repeat it, then tell them the rhyme on the back and repeat it back, several times.
- Reading – ask them to read the words on the back of the flashcard by sounding out and blending, making sure they point out the new digraph first.
- Writing – choose 4-5 of the words; say one clearly several times. Ask your child to try and segment it, counting the amount of sounds on their fingers; s-t-o-ne would be four sounds, for example, whereas t-u-ne would be three. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

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

Learning Project

The project this week continues on about our houses and what living in our home is like! I hope they had fun with some of the ideas from last week. The ones below extend and encourage different skills:

- **Go on a shape hunt**

- Set your child a shape finding challenge around the house. Can you find a triangle/ square/ rectangle/ circle in this room? How many can you find? Can you draw all of the circles on one piece of paper, triangles on another etc.

- **Construction block house building!**

- Using Lego, Duplo or wooden blocks, make a model of your house. Can they add in the rooms and doors in the right places? Write labels to match each room on pieces of paper. Then build your dream house out of construction blocks; is it a mansion or a caravan? What features does it have – a turret, a swimming pool, a gigantic toyroom?

- **Create a furniture collage**

- Using old magazines and catalogues, encourage your child to cut out and stick or sort objects into the room they would belong in; they can then draw their family in the room with them too! Support your child to use the correct scissor grip, maintaining pressure and control as they manipulate the movement.

- **Exploring with your senses**

- Gather a collection of household objects e.g. fork, cup, toothbrush, teddy bear, book and show your child. Use a scarf/ material as a blindfold and pass your child one of the objects. Can they figure out what it is through touch alone? Give clues if they are struggling. Swap roles and ask your child to give you an object to figure out. Next, explore the textures around your house. Can children find something rough, smooth, bumpy and so on? They could take a wax rubbing of each texture (Lay a piece of paper over the top and rub over with the side of a crayon), this could continue into the garden!

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<ul style="list-style-type: none"> • 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! https://youtu.be/fllaev1dILk <p><i>Which places are special and why?</i></p> <ul style="list-style-type: none"> • Last week, your child made a list of all the religions they could think of. Now, please use a phone, tablet or computer to look up images of the places of worship for each of these religions. Choose four – an example to focus on could be the synagogue (Judaism), mosque (Islam), church (Christianity) and mandir (Hinduism). Once they have seen what they look like, can they draw or paint them, and compare how they look different to one another? 	<ul style="list-style-type: none"> • Using a hoop or box, enhance the ball skills we practised last week by asking your child to throw the ball into the box, taking a step back each time and improving their aim each time. This will be easiest with the large ball or (unbreakable) object, because they will use two hands to throw it in. Therefore, once they've mastered this, give them a much smaller ball/object, and encourage them to practise their aim using one hand. You could turn this into a point-scoring game for additional addition! • Search for Joe Wick's The Body Coach TV channel on Youtube. Every morning from 9am, he livestreams a PE session that lasts for roughly half an hour! • Please see the two links below for further PE inspiration and teaching ideas! • https://www.youtube.com/user/CosmicKidsYoga • https://www.youtube.com/channel/UC58aowNEXHHnfIR_5YTtP4g