

Week 13 Home learning

Darwin Week 13 – Monday 6th to Friday 10th 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.

In our final two weeks of term, we will be practising and securing all of the number skills that your child has learnt in their time in Reception. We will particularly focus on addition and subtraction. As a reminder, they need to be able to:

Count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- Hide your numbers 1-20 cards around the house and garden in lots of random places; set your child the challenge of finding them all in order! This means that they should start by searching for 1, and ignore any others they find (while trying to keep them in mind for when they need them...). This game will improve their recall and recognition of numbers, particularly finding one more and recognising numbers that aren't one more. It might take a little time; if they thrive, challenge them to try again once you've hidden them again, this time finding them in order from 20-1.
- <https://www.bbc.co.uk/cbeebies/puzzles/numberblocks-number-magic-adding-and-subtracting> - The Numberblocks have a really fun game that makes addition and subtraction very visual. Seeing addition and subtraction visually is an important precursor to understanding counting on and backwards to find the answer. Therefore, play this game together and remember to talk about which symbol is for equals (=), addition (+) and subtraction (-).
- Have a short recap session of 'counting on' for addition. As a reminder, this means putting the first number in the addition sentence in their head, then putting the second number on their fingers and counting up along them from the number in their head. This can also be done using a group of objects to count along for the second number rather than fingers, if that is more helpful for your little one. The type of addition question you should give them can begin with two numbers under 5, progressing to one under 5 and one under 10, before attempting one over 10 and one below it to make an extra hard challenge.
- Following on from the 'counting on' learning you have done above, try doing the same for subtraction – this is called 'counting back'. It's the same process in reverse; putting the first number in your head, putting the number you are taking away on your fingers and counting them off as you count backwards. Once you've run out of fingers, you have the answer! Now, if they are already confident with adding and subtracting using counting on/backwards, introduce a number line (you can draw one like pictured) and repeat the activities above but using a number line to draw the right amount of jumps forwards/backwards to represent what you are adding or subtracting from your first number.
- <https://www.topmarks.co.uk/addition/robot-addition> - Have some fun doing mental maths with the robot game from Topmarks; try doing addition up to 10 first; if they want a challenge, they are welcome to have a try at the addition sentences up to 15 and 20 afterwards. This game should enhance the addition skills you've been practising this week.



Writing

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

• Guided writing:

We are very close to reaching the end of term, with only two weeks left to show off all of our amazing writing progress from this year. As a reminder, the following is the standard that children are aiming to be able to do by the end of their time in Reception:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Therefore, for the last fortnight, I am posting some really fun writing stimuli alongside this plan on the website; they are silly pictures which can be used to design stories, provide creative explanations and open up their imaginations! Please look through them and let your child select the ones that they want to do. Some of them ask questions, pose scenarios and use humour to increase the fun! It really is important to follow the steps detailed below when writing. Hopefully their fluency and confidence has built up to the point where elements of writing come naturally to them, but they are likely to need ongoing reminders to use capital letters and full stops. Please remember to use a sound mat throughout; it never hurts to refer to the alternative spellings of sounds to make sure they are using the correct digraph/trigraph.

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 our learning about food and eating is finishing, ask your child to help you write this week's shopping list! Ensure that they sound out each word as they try to write it, as some words are likely to have multiple syllables which makes it much harder.
- 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:

aw (dawn, paw, laws)

are (bare, share, scare)

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, 'paws have claws' or 'share the fare!'; 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/5HQ1BvjqZfw408lbbf2c5dt/top-50-stories-2020-age-5-to-9>

Learning Project

This fortnight, the children at home have been learning about humans in world and the impact they have; this week, let's have a look at different communities and what makes us different and the same, but all special!

- **Look at a world map**
 - Show your child a world map on Google, or even better, a globe if you have one at home! Ask them if they know what it shows. Describe how it has different countries in it which are shown by different colours and lines. Can they name any different countries? Have they visited any? Do they know of any words in different languages?
- **Country fact file**
 - Using the same map as above, ask them to point a finger at any country they like. Research this country together; what is the society like? Do people dress the same or eat the same food as us? Find out as much as you can together and draw a picture and label it to create a country fact file.
- **You and me!**
 - Using a mirror, ask your child to take a look at themselves. What do they notice about their hair, eyes, skin, nose, mouth and beyond? Show them photos; these could be family photos to spot resemblances or photos from different cultures to explain differences. Keep reiterating how important it is that we respect one another because no matter how similar or different we are, we are all unique and that makes us very precious.

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=12XPjNKh4wY>

This week's assembly is all about listening! Robin poses a question at the end about the difference between listening and hearing; why is listening so important for friendship? Why does listening help us to show our love and respect for our family and friends? How do you think being listened to by God helps Christians?

PSHE

An important repeat of an excellent resource from the RNLI:

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