

Week 6 Home learning

Darwin Week 6 – Monday 11th to Friday 15th May 2020

TAPESTRY

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. 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.

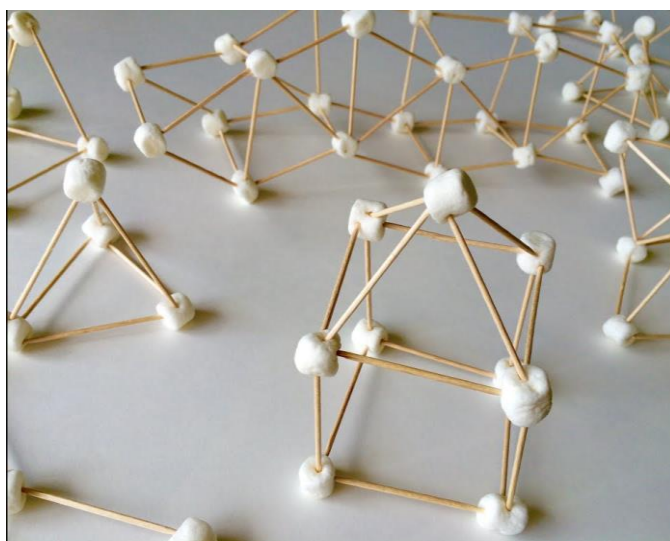
Ventrus has decided, based on teacher union advice, not to offer live lessons during our school closure.

Maths

Please do these tasks in order across the week.

Having recapped 2D shapes and extended our 3D shape knowledge last week, we're going to practise and apply that learning this week. Don't forget to keep modelling their names throughout everything you're doing; children need to hear new vocabulary lots of times before they'll remember it!

- <https://www.youtube.com/watch?v=3nLpD6bE4fE> – please start the week by watching this video. It talks about the properties of 3D shapes and compares them to real objects. After watching, discuss what you watched to see what your child has retained or may need to have a little more support on.
- Pop some 3D objects in a bag. Model putting your hand in the bag and describing what you're feeling, e.g. "It doesn't have any vertices or edges, I think it's a sphere" or "I can feel 1, 2, 3, 4, 5, 6 faces...I think it's a cuboid because it feels quite long". Ask them to have a go at guessing what you're describing, then let them have a go at putting their hand in the bag and describing to you!
- Use the 3D shape nets I sent home in the home pack to cut out, stick and assemble some 3D objects! There should be a tin of beans, traffic cone, box and pyramid. While they work out which face goes where and which edges attach, use this as a modelling opportunity to count the faces, edges and vertices (corners). As an extra challenge, see if they can make their own 3D shape nets! A good way to show how to do this is to collapse a box (for example, a cereal box) and show how the makers have constructed it.
- Create a test to see what difference the properties of different 3D makes. Make a short ramp and try to roll different objects that are 3D down it; which ones roll successfully? Which ones won't roll? What makes them different from each other? Is it the faces, vertices or edges (or more than one of them) that makes it difficult to roll down?
- Finally, end the week on a STEM challenge. You will need blue tack/playdough/small squishy sweets and matchsticks/cocktail sticks/short straws. Use these to make 3D shapes of their own! This is something I always do with EYFS children and they love it, although it can be a lot trickier than it looks to construct the 3D shapes. Remind them of the properties as much as you can throughout – for example, once they remember that a cube has 12 edges and 8 vertices, they'll know they need 12 sticks and 8 pieces of playdough! Can they make a cube, cuboid, pyramid and a triangular prism? Can they explain why they won't be able to make a sphere?



Writing

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

- **Guided writing:**

Last Friday was a very special day, the 75th anniversary of VE day and we were due to celebrate and learn about it across the school. WWII can be a very sensitive topic and in the EYFS, we don't learn about specifics of what happened, but we do help the children to understand about the history of our country and how different things were in the past. If you wish to explain what VE Day is, I would recommend talking about the lessons we learn from it; that we should always celebrate the end to fighting, that many people are very brave and that our country works together with other countries to make a peaceful world for us to live in.



This week, the task is to take a look at these photos of VE Day celebrations, or more via Google Images. I would like your child to try and write some non-fiction facts about life from the time in the photos; they could write about what is different about people's clothes, what looks different in where they live, what they are doing and why, for example. This is a challenge for the class to expand their writing for a purpose; they are writing to inform this week, which would I would explain as "Writing down things you know to share with a reader". As this is a more mature style of writing, they may need some support to decide how to write down the facts; as usual, it's a great opportunity to expand their vocabulary and keep practising their segmenting for writing!

- * 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 (use capital letter mat)
- * 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, or a question mark this week!

- Use the back-to-back numerals and capital letter wipe clean mat to refresh their memory on the formation of the numbers and letters. The trick is to ensure that they understand that they must always start numerals and capital letters from the top downwards, rather than from the bottom upwards like cursive lowercase letters. To practise the latter, keep up the wonderful handwriting I'm seeing when they practise their spellings. Don't forget that formation is not just completed with pens and pencils; you could encourage them to write words...

- In steam on a window
- Using a paintbrush in a tray of shallow sand, glitter or salt
- Using a finger in a malleable material like shaving foam, yoghurt or custard (if you have any that might go to waste if it is reaching the end of its sell-by-date) or bubbled up foam from water and washing up liquid.
- Using a magic wand in the air!

Here is a link that can support this task:

<https://www.youtube.com/playlist?list=PLXKeximRDJ8p4lFaITqIZ1WSSAdotcgGN>

- 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

Please do these tasks in order from Monday-Tuesday and Wednesday-Thursday for the two new sounds, and Friday for the practise sound

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.

https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf

This week, we will learn:

ire (fire, hire, shire)

ear (hear, year, dear)

Here are two more trigraphs; as ever, trigraphs can be tricky and it's worth spending time on simply talking about the letter order. You will find that with the ir in ire and the ar in ear, they

might mistake it for the digraph by accident. Remind them repeatedly to point out the special friend first before reading, and check and check again whether it's a trigraph or a digraph. Just like last week's sound, the multisyllabic words on the back of the flashcard (bonfire, inspire, conspire etc) will be too challenging for most children so please DO NOT push your child to write or read these words if they are not ready; they will cover more of this reading in Year 1.

Every day, please do the following:

- Flashcard the Set 2 + 3 sounds we have learnt so far
- Show the flashcard with the new trigraphs (ire and ear); 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. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

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.

Read the sixth RWI book over three days:

- 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.
 - I wrote last week about the option to use Oxford Owl eBooks online to find phonics texts to use in addition to RWI books. Don't forget to utilise this if you feel it would help!
- The sixth EYFS Storytime radio tale is 'Elmer and the Hippos' by David McKee.
<https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-elmer-and-the-hippos/zm3kbdm> We love Elmer in our class! Have a listen and then have a "What if?" session. This is what I call it when I ask questions starting with what if, such as "What if that character had done x differently? What if the story was set in a different place rather than x? What if the ending changed and x happened instead?".
- You will have been emailed the following link last week -
<https://connect.collins.co.uk/school/portal.aspx> All you have to do is click on the Teacher portal and enter the following details to access plenty of Collins Big Cat eBooks from Collins' primary reading programme. Some of these will be too difficult for your little one but there are plenty to choose from to provide an extended challenge!
 - Username: parents@harpercollins.co.uk
 - Password: Parents20!

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

Learning Project

The project this week aims to provide opportunities for your child to learn more about key animals they are interested in. Learning may focus on exploring the physical aspects of an animal, their habitat, categorising animals etc.

- **Read the story 'Dear Zoo' or watch the online video**
 - Visit the book's website on <http://www.dearzooandfriends.com/> and play the fun games they have linked to the text. Then, imagine adding your own animal into the story and label it e.g. 'So they sent me a...hedgehog, but he was too prickly....so I sent him back.'
- **Soft toy animal home!**
 - Choose a soft toy animal or small animal figure and create a junk modelled container for it. Think about what the animal might like to have in their habitat which you could create out of the spare materials you have at home!
- **Identify the birds in your garden**
 - Use the RSPB bird identifier website on <https://www.rspb.org.uk/birds-and-wildlife/wildlife-guides/identify-a-bird/>. What birds can you see outside in your garden or on your walk? Draw a picture of the birds you can see.
- **Play animal charades**
 - Take it in turns to act as different animals as a family. Add in noises as a clue! Alternatively, learn the song, 'The Animals Went in Two by Two' and act out each of the animals in the song.

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! This week's is called Take a Closer Look:
<https://www.youtube.com/watch?v=N-mKWaUftTE&feature=youtu.be>

Which places are special and why?

- Have a look at the inside of a church via Google Images. Talk about who worships here and what special occasions happen in church – weddings, funerals, christenings. Have they attended any before? What do they remember? Next week we'll learn about mosques!

PE

- Get a timer and see how many star jumps you and your little one can do in a minute; practise doing the move properly with limbs stretched right out. Try the same with touching-toes-and-sky; how many can they do in a minute? How long can they go for without stopping? The possibilities are endless with this activity, you could try burpees, hops on one leg or skips using a skipping rope.
- Please see the two 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](#)