

Week 3 Home learning

Darwin Week 3 – Monday 20th to Friday 24th April 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 change to adding 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.

Writing <i>The main task is the guided writing, which should be completed and uploaded weekly</i>	Maths <i>Please do these tasks in order from Monday-Friday</i>
<ul style="list-style-type: none">GUIDED WRITING TASK <p>We're ready to try different types of guided writing now that you have had an opportunity to practise the different techniques that the children should be using (the bold list below). This week's guided writing task is to write a set of instructions of how to do something simple, such as how to get ready in the morning, or how to plant a seed. I would like them to write at least 5 instructions, or more if possible! Encourage them to use extra detail to make the sentences longer. As this is a guided writing task, it will take an extended amount of time, so you may wish to let them take a small break. Encourage them to persevere though!</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> <ul style="list-style-type: none">Using your child's spelling elephant, ask them to write silly sentences with as many tricky words as possible in it. An example	<p>We're going to learn about coins and money this week and next 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">Please find some coins/notes from your purse/wallet. Get these out and have a discussion about what they are for; ask your child to think about when you use them. Explain that we use money to buy things, introducing words such as 'price', 'coins', 'change', 'cost', 'pounds' and 'pence' – when talking about the last two, show the £ and p symbol.Use the printed coins that are in the home learning pack; allow your child to hold them and talk about what they look like. Name them all (1p, 2p, 5p, 10p, 20p and so on) and ask them to repeat the name back. Mix them up and say their names, asking your child to point to the correct one.Put the coins in order from 1p-£2. Can they notice a pattern? Encourage them to notice that they go from bronze to silver to gold. Once they've spotted this, can they spot another pattern linked to their changing sizes and another linked to whether they have smooth/bumpy edges? This is an excellent way to improve recognition.Make a set of simple price cards labelled 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2. Stick

<p>for the green elephant would be ‘His big back had got hairy’, or for orange elephant ‘My dog was too slobbery for me’. They like doing this style of writing (as ridiculous as possible!) and it practises spellings! Do as many sentences as they can think of, not forgetting finger spaces and capital letters.</p> <ul style="list-style-type: none"> • Now you have been using the guided writing stimuli sheets for a couple of weeks, feel free to use them as a leaping off point for any extra writing. Any sort of image such as those, or ones on your phone, are a great way to stimulate writing. We are now moving on to different forms of writing but I have provided them as a starting point. • 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. 	<p>these on some simple items from around the house/kitchen and make a shop! Using either real coins or the set of printed coins, can they buy the correct items with the correct coin? They will need support to recognise the difference between the pounds and the pence. Leave these items/prices/coins out as a role play area to be explored for as long as possible and keep playing this game with them for several days. This will secure their linking of coins, value and prices.</p> <ul style="list-style-type: none"> • If your child needs a challenge from the last task above, show them a £5, £10 or £20 note if you have one in your purse – don’t worry if not, you can search for images on Google. Talk about how many pound coins each is worth and why we consider them valuable. If they’re ready, add these as price tags to items in their role play shop. They could create their own £5/£10/£20/£50 note if they want to use these in their shop, or a print out picture. <p><u><i>*Please note – if allowing your child to use real coins in their role play, which is a perfectly valid learning experience, you must supervise due to the risk of them putting coins in their mouth.</i></u></p> <p>Next week, we will focus on adding together the costs of items and finding the right coin for it, as well as learning about simple subtraction from 5p and 10p. Please hold back from these concepts until your child is secure on coin and price recognition.</p>
<p style="text-align: center;">Phonics</p> <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 style="text-align: center;">Reading</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.</p>	<p>Read the third RWI book over three days:</p>

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

You can find out more at this website link:

<https://www.ruthmiskin.com/en/find-out-more/help-during-school-closure/>

This week, we will learn:

a-e (late, make, case, shade etc)

i-e (line, bike, ride, tile) –

These are split digraphs. They are much harder than usual digraphs because they still rely on one another but are separated by a letter in between. 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.

This week, we will practise

oa (float, goat, oats 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 (**a-e** or **i-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.

- 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.
- Use a recipe book, an online recipe or your own recipe for dinner. Encourage your little one to read words that are decodable/known tricky words and then read it to them. Make the recipe together, using the reading to recall the instructions and the order in which the instructions were read. This will help them with next week's writing task, as I would like them to try and write down a recipe; it all links in to learning about the purpose of non-fiction texts, particularly instructions.
- The third EYFS Storytime radio tale is 'The Tale of the Turnip' by Brian Alderson. <https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-tale-of-the-turnip/z6b8gwx> After relaxing and listening to it together, explain the meaning of the word illustration and remind them that this story didn't have illustrations; ask them to create some simple pictures that match the story. This will encourage comprehension and recall of the story.

- 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; m-i-le would be three sounds, for example, whereas f-l-a-ke would be four. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card.

Learning Project

The project this week moves on to consider our houses and what living in our home is like! It's certainly somewhere we are all spending a lot of time at the moment, so we can use it as a learning tool.

- **The rooms in my house**
 - Support your child to create a map or cross section of their home. Can they name all of the rooms? An adult could hide an object in a room and mark where it is on the child's map. Can they use their map to find the hidden object?
 - Label each room using phonics knowledge.
 - Gather an object from each room and challenge your child to return them to the appropriate room e.g. toothbrush from the bathroom, teddy from their bedroom.
 - Hide objects around the room and describe where it is e.g. "it's under something red" Can your child hide an object and describe where it is for you to find?
- **Numeral hunt at home...**
 - Have a look for all the different numbers you can find within your home. These could be anywhere (e.g. clocks, books, house numbers, car registrations, oven, washing machine); can they record the numerals on paper? They should recognise numerals 1-20, but can they find and recognise higher numbers? Explain unfamiliar ones.
- **Explore Google Maps**
 - Explore using Google Maps to look at your house from above and on Street View. Use the arrows to move up and down the road and around your area. Can they find key places e.g. the corner shop, their school, grandparents' houses. Search for a house in a different part of the world and discuss how it is similar or different to your own. You could use places children have visited on holiday or search places that are significantly different.
- **Junk model your house**

- Using old packaging (shoe box, cereal box etc.), support your child to make a model of your house. Can they count how many windows there are and stick on the right amount? Can they write their house number on the front? Alternatively, junk model your dream house. Use materials from around your house to decorate e.g. old wallpaper, fabric, wool!

RE

- For our new RE topic this half term, we are going to be learning about:

Which places are special and why?
- Start by talking with your child about places that are special to them; create a spider map with drawings or writing of all the different places that they think are special, such as home, school, a holiday destination, library, their favourite park, their bed etc!
- Next, please explain what religion is; they have been taught but may have forgotten. Make a list of as many religions that you can think of. You may need to use a search engine to help you make your list! Keep this safe because you will need it for next week's RE task.

PE

- Using a large ball or (unbreakable) object if you don't have one! Stand close together and pass it to each other – aim to catch it with two hands, hugging to the chest if need. For each successful pass, take one step back! If either of you drops it, you have to take one step forward. The aim is to get further and further away and become more skilled at catching from a distance. To up the challenge, use a smaller ball or object, such as a tennis ball or apple. This will make it much harder!
- 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!