

Week 7 Home learning

Darwin Week 7 – Monday 18th to Friday 22nd 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 (Mr Leaman this week):**
 - 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 this final week before half-term, we're going to have a go at doubling! It's important that children understand the concept so that they can not only say the doubles of any number up to 10, but also understand what it actually means and how to do doubling with tangible objects. We'll start by focusing mostly on doubling but this will eventually lead into halving.

- <https://www.bbc.co.uk/iplayer/episode/b08q4jkg/numberblocks-series-2-double-trouble> - As a bit of fun to start off, please watch this episode of Numberblocks. It introduces the concept of doubling and halving by showing that it means adding two equal amounts, which create a double. Talk about what is happening as they're watching, aka "That Numberblock added to the other, and now they're double!" or "Look, they split into two equal parts. That's shows that a double is made up of two of the same number".
- Once you've watched the episode above, get out some small items, such as Lego blocks, marbles or raisins. Have a quick warm up where they have to match the correct amount to numerals 1-10; keep these piles aside, ready for the next part. Afterwards, tell them that doubling is where you add the same equal amount again, and the total you find is a double. Have a go at doubling numbers 1-5 using your numerals and objects from before; keep modelling that you take the original pile of objects and find the same amount to add to it, then count them altogether; encourage them to write down the numeral that is the double. If they are ready, continue this with amounts of objects 6-10. By the end, they should have ten doubled piles of objects, each with the original numeral they doubled and the numeral that was the doubled number!
- Go on a doubling walk together; find certain amounts of items such as daisies, twigs, stones, leaves, dandelions etc, and challenge your child to double the amount. For example, show them that you've got 5 leaves and tell them you want the amount doubled; this will encourage them to think about the process, which is to find the same amount as you and then count the total!
- Ladybirds are my favourite, as most of the children know! They are also a natural opportunity to demonstrate doubling, because they have two equal amounts on each side. Try and find some photos to show this to them and count up their doubles. Then, can the children demonstrate their doubles up to 10 using some ladybird artwork? They could paint, draw or create some ladybirds to show me their understanding of doubling!
- <https://www.youtube.com/watch?v=4U2QLjgripY> – This good (though repetitive!) song models that doubling is simply another form of addition; please watch it and let them see if they can start to repeat back the number sentences as the song says them! To challenge them further, randomly ask for doubles of objects as you go about your daily routines, aka "I have 2 socks, what's the double?" or "My hand has 5 fingers, what's the double?". If they're ready to try without objects, simply ask for doubles of any number, aka "What's double 6? What's double 3?" and so on.



Writing

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

- **Guided writing:**

The children have done an incredible job of exploring non-fiction writing with their letters, recipes, instructions and non-fiction fact sentences! Now we are going to return to writing in a narrative style, with the intention to building up to writing our very own stories in time. The first thing their story needs is a character, or two characters. First, talk about characters you know from stories you've read; they should know lots of fairy-tale characters at least! Ask them to describe what they look like and what they are like as a person – are they kind, evil, funny, monstrous, happy etc? Now, it's their turn to create their own character/s. I would encourage them to draw or paint their character first, with lots of talking about how they look and what they are like. Writing always starts with talking! Once they've talked about their character, create their piece of artwork; their character might have certain objects or clothing to demonstrate their characteristics, and they could be a person, animal, monster, alien or whatever comes to mind! Now comes the writing. Can they write up to 5 sentences about their character, or label the character with lots of detailed captions to tell me more about it?

As ever, 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.**

- To support this week's learning project, the children could choose a favoured animal and write a short fact file about it. This would ideally be completed independently to allow them to flex their skills! They could think about what they know about the animal's favoured food, habitat and appearance. I bet they'd be surprised by how many facts they know! Remind them that a fact is a piece of true information. This activity will enhance the learning we have completed over the last 5 weeks.
- <http://www.ictgames.com/mobilePage/lcwc/index.html> - This fun game is a great way to practise first reading words and then writing them using a mouse. Click on Year 1 at the top (although it appears to be for older children, this software actually has all the sounds we learn in Reception!) and then patterns; choose some of the sounds your child finds hard and practise these! They have to read the word by sounding it out, before it's covered up and they have to 'write' it using the letters on a visual keypad.
- 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

We have now covered all of our Set 3 sounds for the first time! As you have probably noticed, some sounds are harder than others and some will require a lot more practise before your child can use them correctly and independently in their writing. At the end of a half-term (where we are currently), the children complete a short, simple assessment of their sound knowledge in school and this determines what they learn next. While this may not be possible, it's still a good time for you to review their learning from the last 6 weeks. Please do the following:

- Flashcard every Set 3 sound you have taught so far; check, do they recognise it on sight? Make a note of ones that they don't.
- Write out a list or small cut outs of 2-3 words from the backs of each Set 3 sound flashcards (NB - don't use joined up handwriting); mix them up so that the sounds are randomly distributed across the words. Ask them to go through the words and read independently. Keep aside the words that they couldn't read.
- Randomly say 1-2 words from each of the Set 3 sound flashcards and ask them to write it down. Note any words that they don't recall the sound or spell it incorrectly (such as switching letters around).

After you have done the above, you will have an excellent picture of how secure their knowledge is of all of the Set 3 sounds. It is completely normal to find out that they have insecurities around certain sounds, particularly trigraphs and split digraphs. They have as long as it needs in Year 1 to really grasp these sounds and apply them in reading and writing words of increasing length and complexity. For now, please use the following resources to focus in on sounds that they need to practise:

- Utilise the online lessons by Ruth Miskin, the creator of RWI.
https://www.ruthmiskin.com/media/filer_public/1b/7d/1b7df13e-4381-4bb5-866b-ac0549394947/ss_after_easter1.pdf
There are lessons for every set, so please utilise the ones your child needs the most.
- <https://new.phonicsplay.co.uk/resources/phase/3/buried-treasure> - Buried Treasure is a much loved game that the children request over and over, but Phonics Play has plenty that are very similar and just as good. You need to click on Phase 3, but could also try Phase 4. Have fun!
- <https://new.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3> - Another phonics resource from Phonics Play; this is all about sentence substitution and requires your little one to read words and replace them with funny alternatives. Great for reading practise!
- If you know they have a specific sound/s they need to be able to apply in writing better, design a sentence that includes as many words including this sound as possible, which they need to write down. For example; 'I hate cake so I make ice-cream with a flake' (practising the a-e sound).

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 seventh 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 seventh EYFS Storytime radio tale is 'Misery Moo' by Jeanne Willis.
<https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-misery-moo/znbdrj6> Enjoy listening together. Then, work together to decide where was the middle of the story; at what point did it start to turn into the ending? When you've got to this point, can they design a brand new ending for the story which is different from the original?
- You will have been emailed the following link the week before last, and I'm repeating it here as I think it has great eBooks for challenging their reading.
<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.
 - 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.

- **Looking after your pet**
 - If you have a pet at home, encourage your child to take part in their daily care. They could help to feed, groom and clean up after your pet. Talk about how important it is to care for animals, both pets at home and in the wild. If you don't have a pet to help take care of at home, use a soft toy and decide how you think it would need to be taken care of if it was a real animal.
- **Big and small animals**
 - Draw as many big animals as you can on one piece of paper and as many small animals as you can on another sheet of paper. Have a look on Google Images to see how many you can find. Some children may be able to write a list as an alternative!

- **Find all of the animal books in your house**

- Ask your child to look through the books in your house and to find any with animals on the front cover. Ask them to sort the books into groups of their choice e.g. animals that can fly, swim, big, small, live on a farm/at the zoo and so on. This could also be done with soft toy or plastic animals!

- **Create an animal den**

- Provide your child with blankets and sheets to make an animal den, perhaps outside! Act out being an animal in their special den.

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 actually by the Open the Book team, which will be lovely for the children as they'll see familiar faces:
<https://youtu.be/8Z5eabaNxOQ>

Which places are special and why?

Have a look at the inside of a mosque via Google Images. Talk about who worships here and what special occasions happen in a mosque; how is the mosque different from the church you looked at last week? Have a special look at photos of the Blue Mosque in Istanbul. Can they create a drawing replicating the beautiful interior patterns?

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=4ZpkRAcgs4&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