

Week 2 Home learning

Online learning platform

The school has been in the process of determining the best way to support learning at home and we have decided that Years 1-6 will be using Seesaw to upload pieces of their home learning and Year reception (Darwin Class) will continue to use Tapestry.

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 Keatley:**
A piece of writing that has been completed (with a clear picture of the writing).
A piece of maths work that has been completed.
A piece of the topic learning that has been completed.
- **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 seacole@ventrus.org.uk**


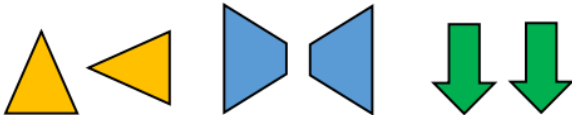
Please remember that all the work you are doing at home is valid, such as baking, playing in the garden, painting, drawing and so on – all of these things are learning!

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.

Learning Project WEEK 2

Year 1

Weekly Maths tasks (Aim to do 1 per day)	Weekly phonics/spelling tasks <i>Phonics- Please do these tasks in order</i>
<p>Step 1 Practise jumping or turning 'quarter turn', 'half turn', 'three quarters turn' and 'full turn'. Then, work in pairs to give and follow directions. This could be developed into a routine with music.</p> <p>Step 2 Draw what each shape will look like once it has turned a: • quarter turn • half turn • three-quarter turn • full turn</p>  <p>Step 3 Complete the sentence to describe the turns these shapes have made.</p>  <p>The shape has turned _____ turn. Can you draw a shape. Now draw the shape after it has turned a quarter turn, a half turn, three quarter turn and a full turn.</p> <p>Step 4 Turn one of your toys. Ask your partner to describe the turn using the language, 'full turn', 'half turn', 'quarter turn', 'three-quarter turn', 'clockwise' and 'anticlockwise.'</p> <p>For extra activities to have a go at, go onto the Whiterose website. https://whiterosemaths.com/homelearning/</p>	<p>If your child is on Accelerated Reader they do not need to practise these phonics sounds. Instead they can practise their spellings and continue to read AR books and complete quizzes.</p> <p><u>Daily phonics:</u> This is simplified 15-minute session that can be done daily. This week we will learn: ire (fire,wire,hire) – three letters that make one sound are known as trigraphs ear (hear,dear,tear) This week will practise: ai (rain,pain,snail) – two letters that make one sound are called digraphs.</p> <ul style="list-style-type: none"> - Flashcard the Set 2 + 3 sounds we have learnt so far (See flash card document on the Seacole home learning page) – show the sounds and note the ones your child doesn't know (the unknown sounds should be worked on more frequently) - Show the flashcard with the new sound ire or ear; tell them the sound and get them to repeat it, then tell them the rhyme and they repeat it back, several times. - Reading – ask them to read the words on the flashcard by sounding out (eg f ire – two sounds) and blending (putting the sounds together eg fire), making sure they point out the new trigraph first. - Writing – choose 4-5 of the words; say one clearly several times. Ask your child to try and segment it – segmenting means counting the amount of sounds on their fingers; f-ire would be two sounds, for example, whereas c-l-ear would be three. Once they have segmented it aloud, they write down the word. Repeat for the rest of the words on the card. <p>Practise your spellings that are highlighted on the spelling card. When you have learnt those move onto the next spelling card. You could do this by rainbow writing, 'look cover write check' or by seeing how many times you can write the word in a minute.</p>
Weekly reading tasks (Aim to do 1 per day)	Weekly writing tasks
<p>Phonics level reading If your child is on a colour level book (e.g blue, yellow, grey) then you can find Read Write Inc Ebooks on this level. If you are unsure what level book your child is on then email seacole@ventrus.org.uk and I will let you know.</p> <p>https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/</p> <p>I would recommend reading this book to your child first, then reading it together and then let them read the book independently.</p> <p>Other activities you could do are...</p> <ul style="list-style-type: none"> Read a variety of books at home. Retell one of your favourite stories by acting out the events. Maybe you could make masks for the different characters! <p>If your child is reading Accelerated reader books then they can log in using this link https://ukhosted113.renlearn.co.uk/2236417/public/r</p>	<p>Create a story.</p> <p>Step 1 Decide what characters you will have in your story. Draw and label the characters. (What do they look like? What is their personality like?) Don't forget to use adjectives (describing words).</p> <p>Step 2 Draw a story map like we have done for the little red hen, traction man for your story (a sequence of pictures with arrows in-between showing the direction the pictures go in). What happens in your story? What goes wrong? How does the problem get solved? Maybe you could act out the story using your toys.</p> <p>Step 3 Draw or paint a picture of where your story is set. Write a description using adjectives (adjectives describe the noun eg hot, dry, giant and dangerous in these sentences are adjectives, desert, sand dunes and scorpion are nouns) - The story is set in the hot, dry desert. There are giant sand dunes. The dangerous scorpions scuttling around.</p> <p>Step 4 Finally, have a go at writing your story. Remember to rehearse your sentence first – think it and say it before writing it. Don't forget to use adjectives to describe your nouns. Once you have written a sentence, you need to point to</p>

<p>pm/login/Login.aspx?srcID=t We have sent home the logins but please email seacole@ventrus.org.uk if unsure.</p> <p>You can see if any of your books at home are on Accelerated Reader by using the AR book finder. https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx</p>	<p>each word and read it to check that it makes sense.</p> <p>Remember to: Use capital letters to start your sentence and full stops (.) or questions marks (?) or exclamation (!) to mark the end of your sentence. Leave spaces between words Join two sentences together using 'and' Use capital letters for names of people, places, the days of the week and the personal pronoun 'I' eg I went to the beach not i went to the beach.</p>
<p>RE: Easter How did you celebrate Easter? Why do Christians celebrate Easter? https://www.bbc.co.uk/cbeebies/stories/lets-celebrate-easterperformance https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks1-the-christian-story-of-easter/zhgv47h</p>	
<p>Learning projects – To be dipped in and out of during the week.</p>	
<p>To develop knowledge of the location of significant places: Ask your child to look at where they live. What can they see outside the window in the front of their house? At the back of their house? What could they find near them? Find a map and see if they can find the village or town you live in. Do they know the name of their street? Can they create a street sign with their street name?</p> <p>My address: Support your child to find out your address. Can they find the number on your door? Can they write the number in digits and words? Ask them to try writing the number using crayons and paint. Can you give direction or a description of where you live so that a friend could find your house?</p> <p>My house: Discuss with your child what their house looks like inside and outside? How many bedrooms does it have? Who has the biggest bedroom? Who has the smallest? Ask them to look outside their window and see if they can spot a house different to their own. Can they draw their house? How many windows at the front? How many windows at the back? Do you have one door or two? What is your favourite part about where you live?</p> <p>Draw a picture of your street. Support your child to take a look at the street and buildings around where they live. Encourage them to think about the shape of the buildings.</p> <p>Shape hunt: Take your child on a shape hunt around their house and garden. Look at the different shapes of the windows, doors, and houses. Can they name them? Are they 2D or 3D shapes? Link to info on 2D and 3D shapes that primary age children need to know https://www.theschoolrun.com/what-are-the-names-of-2d-and-3d-shapes</p> <p>Name the shape: Think of a shape and describe it. Can you partner guess the shape? Can they draw the shape?</p> <p>Find your house on 'Google maps'. Search for your house on the street? Can you find the nearest village/town/shop?</p> <p>Create a passport: create an individual passport to show your own information about where you live. Discuss the use of a Passport. What is a passport? What information does it contain? What does a passport allow you to do? Can you find a real life passport? Do you have one?</p> <p>Flag: What flags do you know? What does the Devon flag look like? What does the UK flag look like? Can you design your own flag for your local area? What could you add? What would they mean to you?</p> <p>Design a cottage - Compare how a cottage is different to your house. Can you make a model of your house and a cottage? What other types of buildings are there?</p> <p>Can you find the UK on the map? Can you name the countries? Why do you think the Countries begin with a capital letter? This song may help.</p> <p>Other activities to keep you active: Practise your striking and fielding skills by playing catch, piggy in the middle or maybe if you can play a game of rounders/cricket. Joe Wicks the body coach is doing fitness sessions and Oti Mabuse from Strictly is doing children's dance classes – both on YouTube.</p>	