

Week 5 Home learning

Darwin Week 5 – Monday 4th to Thursday 7th May 2020

Please don't forget that it is a bank holiday this Friday – all work requiring feedback needs to be submitted by 4pm on Thursday please.

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 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 (**Thursday this week**) 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.

I've seen some really great learning about coins and money over the last fortnight; it's time to move on, but don't forget to leave opportunities for your child to use money and prices in their play. Our learning for the next fortnight is all about shapes! We've covered lots of 2D shapes and some 3D shapes in class before so we will be recapping that learning and enhancing it in different ways. It's okay if they struggle to recall it at first.

- Lay out just the 2D shape flashcards I sent home in the learning pack upside down. Play a game where you take it in turns to flip them over and win them; ask your child to tell you its name, and then count the sides. They only need to know the square, triangle, circle and rectangle but there are additional ones as many children are very confident with these!
- If you feel they are secure with the names and amount of sides of the four main 2D shapes (and the other provided 2D shapes if they are ready), you can play some games to embed and support this learning online:

<https://mathigon.org/tangram> - this game uses tangrams to explore 2D shapes! If you have real tangrams at home, those are great too!

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns> - this game practises not only shape recognition, but pattern making too.





<https://www.bbc.co.uk/cbeebies/games/postman-pat-pats-parcel-sort> - this game is a good way to start introducing 3D shapes. It asks the user to sort the parcels according to the shape of the face on top, and demonstrates that 3D shapes are made up of many '2D' faces!

- It's time to move on to 3D shapes! Please watch the following lesson on BBC Bitesize; it explains what makes a 3D shape different from a 2D shape:

<https://www.bbc.co.uk/bitesize/topics/zbtp34j/articles/zijkpg8>

After watching, use the flashcards to show the 3D shapes and model their names. Please focus on the sphere, cube, cuboid and pyramid; take these four flashcards around the house and see if you can spot any 3D objects to match them (perhaps a ball, a book, a box etc). To up the challenge, take the remaining three 3D flashcards – the cylinder, triangular prism and cone – and see if you can find any of those at home too (tins of food, bottles, a funnel, ice cream cones, and if you're lucky enough, a Toblerone!).

- Remind the children that they count the sides of a 2D shape and that gives clues to what shape it is; extend by explaining how 3D shapes have faces, edges and vertices (the corner). Make a chart like the one to the right on a piece of paper and work out the amount of faces, edges and vertices with them.

3D Shape:	Faces:	Edges:	Corners or Vertices:
	___ Face(s)	___ Edge(s)	___ Corners (or Vertices)
	___ Face(s)	___ Edge(s)	___ Corners (or Vertices)
	___ Face(s)	___ Edge(s)	___ Corners (or Vertices)
	___ Face(s)	___ Edge(s)	___ Corner (or Vertex)

Writing

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

- **Guided writing:**

Our recent guided writing has been focused on non-fiction writing of instructions and a recipe. We are going to try a different piece of non-fiction writing; the children are going to write me a letter! Please tell them that I would really like them to write and tell me all about life at home lately. I would love to know what they have been doing and their likes and dislikes! To extend them, encourage them to write some questions for me, as I'll see them when the letter gets 'posted' on Tapestry! Please model writing the question mark, as this is new to them; they need to put it at the end of any sentence that asks the reader something.

This week, the word focus is on the segmenting of longer words. As they recall and explain their home activities, they are bound to come across multisyllabic, unusual words; please remember to encourage them as much as possible to segment the word all by themselves (I'm thinking of the word trampoline, for example, which they might spell 'chrampoleen'!). Although it's tempting to help them copy it correctly, they need to develop that skill of segmenting longer multisyllabic words to ensure they have the skill in their armoury ready for Year 1. Where spelling patterns do really matter at this time however, is when they are deciding which alternative digraph to use in their words; for example, they have now learnt 'oa', 'ow' and 'o-e' which all make the same sound but are spelled differently, or 'igh' and 'i-e' and so on. They should be asking you or thinking for themselves about which digraph the word has; for example, if they write down 'like' as 'lighk', correct them and remind them that we have learnt different ways of spelling that new sound.

*** 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!**

- As an extra challenge to further enhance this week's guided writing, show your child how to write an address and let them practise on a real or fake envelope! Tell them that it starts with the name, then the number and street, before the village/town/city and a postcode. They could try writing their own address or the address of a fairy-tale character! This is a good time to teach your child to memorise their address; remind them that they should only tell someone it if they absolutely have to, such as a police officer if they are lost.
- 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 Thursday 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

You can find out more at this website link. The videos last for 24 hours after the daily lesson, so please don't miss out if you wish to take part!

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

As it is a bank holiday week, we'll do one particularly tricky new sound this week and revise one familiar sound as normal.

This week, we will learn:

Ure (sure, pure, cure, picture, mixture)

We've learnt three trigraphs up until now and this is the fourth; trigraphs can be incredible tricky, so they take some time to learn. This trigraph is tricky because the sound that 'ure' makes is 'yor' in some words, but 'yur' in others. Please take time to explain both ways. The multisyllabic words on the back of the flashcard (mixture, picture, adventure, temperature 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; it is enough to read short ones such as cure, sure, pure etc.

This week, we will practise

Oi (coin, boil, foil etc)

Every day, please do the following:

- Flashcard the Set 2 + 3 sounds we have learnt so far
- Show the flashcard with the new trigraph (**ure**); 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; p-ure would be two sounds, for example, whereas c-ure-s would be three. 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 fifth 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.
- **NOTE:** I understand that the texts are quite formulaic and that can reduce interest; however, they are an incredibly rich source because they are tailored to the exact needs of an early reader. Nonetheless, if you wish to find further phonics style texts to also use in your phonics sessions, please do explore the free eBooks on the following link:
- https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=
- The fifth EYFS Storytime radio tale is 'Frog is Frightened' by Max Velthuis.
<https://www.bbc.co.uk/teach/school-radio/eyfs-storytime-frog-is-frightened/zdpbnrd>
After finishing listening to the story, can your child create puppets of the main characters using paper and pens, and then retell the story to you or their siblings? Acting out stories encourages recall and expression in their storytelling!
 - 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 different viewpoints. Learning may focus on physical viewpoints in terms of what you can see outside of the window at home, what others can see looking into your home and then progress onto personal viewpoints and of others.

- **What can you see out of your window?**
 - Ask your child to look out of a window in the house and draw what they can see. Look out of a different window (e.g. back or side of the house), draw what they can see. Look at the two pictures together and discuss what is the same in both pictures (e.g. the sky) and what is different.
- **How do we differ from others?**
 - Ask your child to look in a mirror at their hair colour, eye colour, skin colour. Ask them to create a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different?

- **Imagine another world outside the window**

- Close the curtains and ask your child to imagine that the house is in a new imagined world. What do they imagine? Is it snowy? Are there dinosaurs/ monsters in the new world? Ask them to tell you a story about it... Your child could create a story map to show what happens in their imaginary world.

- **Go on a sight hunt**

- Support your child to make a viewfinder. Cut out a square of card from an old cereal box/ cardboard and cut a smaller square out of the centre. Take your viewfinder around the house and garden and explore what things you can see. Alternatively, you could create a pair of binoculars!
- Your child could write a list of the things they see or draw/paint a picture. If you have a tablet or phone that could be used by your child, they could do the same activity but using photographs to record.

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 Comfort:

<https://www.youtube.com/watch?v=mcVKRzvoQXQ&feature=youtu.be>

Which places are special and why?

- Visit the following website:

<http://request.org.uk/restart/2014/05/28/special-places/>

On the page it takes you to, there are plenty of resources to support the learning we are undertaking about special places! Please talk about the reflective questions under the tab called 'Special Places'; then, explore the roll of pictures to the right, which show lots of special places of worship.

PE

- This week, try modelling some different rolls! In school, we do the pencil roll, the teddy bear roll and the roly-poly. Start with the pencil roll; see if they can put their arms straight up and legs straight down and travel across the room in both directions. Next, try the teddy bear roll; sit with your legs in a v-position and hands on knees. Tip your body over to the right and onto your back, and up to sitting again. As they get more confident with this, encourage them to keep repeating it and rolling round in a whole circle! The roly-poly should only be tried if you have a mat (such as a yoga mat) and only under adult supervision. Remind them to kneel, crouching their legs inward, and tuck their head under as they push forwards; you may need to hold their legs if they've not tried this before!
- Please see the two links below for further PE inspiration and teaching ideas!
<https://www.youtube.com/user/CosmicKidsYoga>
https://www.youtube.com/channel/UC58aowNEXHHnflR_5YtP4g
- Don't forget Joe Wick's The Body Coach TV channel every morning at 9am!