**Guidance for Learning at Home – Week 1**

This pack contains a range of resources for learning whilst the children are unable to attend school in the time before the Easter holiday. There is an expectation that the learning is completed to ensure progression and consolidation during the extended period away from class. I completely understand that this is a crazy time and many parents will be also working from home so it can be difficult to fit everything in. Children ***must*** read every day, complete a writing activity and complete a maths challenge, as well as having time to ‘talk’. Children ***should*** have the opportunity to follow their interests in play and have this play extended by adults as much as possible.

I have suggested the following routine and sequence based upon *regular* classroom practice. Please adapt it to best suit you as I know it may be hard to follow a particular order. ‘Play’ is an incredibly important part of a child’s development but it is important the correct language and enhancements are in place to ensure learning is happening and it is not just low level play for long periods of time.

Work is being sent electronically and can be completed in the exercise book we have given you (or on paper). Please refer to the resource pack sent out also.

**Recommended Daily Routine:**

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| Reading to an adult/older sibling – 15 minutes |
| Physical/exercise activity – 20 minutes (suggested activities below) |
| Phonics and/or spelling – 20 minutes (see below – flashcards and Bear Necessities daily) |
| Freeflow/child-led learning/play |
| Snack/break |
| Writing task – 20 minutes (sentence practice plus another task each day  |
| Freeflow/child-led learning/play |
| Maths – 20 minutes (see below – mental maths daily, plus another task) |
| Lunch |
| Handwriting – 10 minutes (see attached activity) |
| Physical/exercise activity – 20 minutes (suggested activities below) |
| 1 or 2 of: Humanities/Science/RE/Art/DT/Music tasks – spend approximately 20 minutes on each (you can spend longer!) |
| Freeflow/child-led learning/play |
| Reflection time – reflect on the day, discussion time as a family |

Please adapt these activities based on what resources you have available to you.

**Reading**

* Read daily (see above for suggested timings) and discuss what you read with a family member. Think about what you like/dislike about the books you read and think about anything that puzzles you or which links to other stories or experiences. You can complete a ‘Tell Me’ grid to help you to think about the book (example attached for Snail and the Whale).
* Enjoy reading! Keep a reading diary and tell me about the stories/books you are enjoying! Remember it’s good to read different types of books so try to look at some non-fiction or poetry too.

**Phonics**

* Practice your sounds daily either using flashcards or by pointing at different sounds on a sound mat – refer to the phonics Bear Necessities pack and complete an activity from this also.
* Play a phonics game to practice reading sounds in words. The children love playing phonics bingo – they’ll be able to explain the rules!
* Please play games from Phase 2, extending to Phase 3 as needed:
	+ <https://www.phonicsplay.co.uk/freeIndex.htm> (username: march20 password: home)
	+ <https://www.busythings.co.uk/play/> (log in as pupil) – we are working with LGFL to get the ones not currently working up and running.
	+ <https://www.teachyourmonstertoread.com/u/4830725> (log in created for you – the school code is 4830725, you can log in using your child’s name)

**Tricky words**

We have been learning to read and spell lots of high frequency words, especially common exception words which aren’t phonically regular. Please practise reading and writing these across the week.

|  |  |  |
| --- | --- | --- |
| I | no | go |
| to | the | into |

**Handwriting:**

I will be attaching some handwriting sheets for you to practise. You can practise your handwriting in your books, following the letters/words on the sheets. We have now learnt how to form all lower case letters correctly, however, lots of these still don’t seem to start and end in the right place (an end of year expectation!). Please, practise, practise, practise ensuring letters sit on the line, are a consistent size and that the ascenders stand tall and the descenders hang below the line – Please focus on the letters that start with a magic ‘c’ shape this week – **c, o, a, d, g, e, s, f**.

**Writing**:

(main writing tasks in bold)

Linked to ‘The Snail and the Whale’ by Julia Donaldson and Axel Scheffler

Story: <https://www.youtube.com/watch?v=3ZAtKDaFU6c>

Animation: <https://www.bbc.co.uk/iplayer/episode/m000cslw/the-snail-and-the-whale>

* Retell the story using role play
* Sequence the story using the pictures
* Draw a story map detailing the main events for the **whole** story – can you use your map to re-tell the story to a family member?
* **Choose a picture from the story each day.** Discuss what is happening. Can you label the picture or write a caption or sentence to show what is happening? Think about what the snail might be experiencing in each new location; what she sees, hears, how she feels to be there (we started this in class). The following links will help you to imagine what these places might have been like for the snail:
	+ - Example videos:
		- Icebergs, penguins and seals in Antartica: https://www.youtube.com/watch?v=ZraGKgMi58A
		- Tropical Beach: https://www.youtube.com/watch?v=VANe662ZENY
		- Hawaii Mauna Loa Volcano eruption: https://www.youtube.com/watch?v=\_4-9MoJF7P0
		- Crashing waves: https://www.youtube.com/watch?v=UP6HjHygUWw
		- Sharks and underwater life: https://www.youtube.com/watch?v=b7BEAsyPgHM
		- Storm at sea: https://www.youtube.com/watch?v=oKKDfynx4ZY
		- Mountain range and lake: <https://www.youtube.com/watch?v=MxYW_s0d6w4>
* What did you think of the story? Use the ‘Tell me’ template to help you think about how you felt about the book.

Other ideas:

* Write instructions for something you make
* Create a plan for something you want to make – add title, labels and the materials you need
* Make a plan/write about what you would like to do each day
* Write about your favourite part of each day

Topic writing:

Research one of the three continents we have looked at (North America, South America or Antarctica) and make a factfile or a poster to share what you learn (see more information below).

Remember to read you work back to check it makes sense – use a sound chart to help you with your writing!

**Maths:**

**Everyone** should be practising the following mental maths (as needed) every day – we need to be able to do these calculations in our head:

* Counting: to and across 10 (extending to 20), forwards and backwards, from any given number (identifying the number one more or one less)
* Number facts: number bonds to 5 extending to 10 (what are the links?)

We will be consolidating our learning and applying our knowledge of place value and addition and subtraction. You can do other, extra maths of your own, but I would like you to try to do at least one of the tasks set every day. Remember to use the resources we sent home to help you.

* Choose an activity from any of the maths challenge sheets attached in the email.
* Write your own 1 – 10 number cards and draw the correct number of dots on them. Choose two cards and try adding them together using part-part whole.
* Order your numicon shapes and match your number cards to the shapes, ask someone to swap 2, can you work out which ones have been swapped? Ask someone to take one away. Which one is missing?
* Set up your own fruit shop using the fruit in your house. Write down how much they cost.
* Sing 10 green bottles, counting back from 10 to 0
* Read a story about 10 (these will be online too) e.g. Ten Little Dinosaurs or Ten Little Robots - Counting to ten then back again. *How many dinosaurs will there be now?* Point at numerals for children to recognise and say out loud. Count quickly on and back using the pages, then slowly, then in a high voice, then in a low voice

**Foundation subjects**

**RE: We have started to learn about *‘*Who is Jewish and how do they live?’**

Watch the following clip looking at some of the special items in a Jewish family home. <https://www.bbc.co.uk/bitesize/clips/zd9jxnb> What questions do you have about the objects you see? What precious, meaningful items do you have in your home and why they are important to you? Were any objects similar to things you have in your homes? Discuss these with your family.

**Topic:** We are learning about the continents and oceans that make up our wonderful world. So far we have learnt what the seven continents are and have learnt in more detail what it is like in North America, South America and Antarctica. Look at a map of the world, can you locate the seven continents? Can you draw you own map and label these? Research one of the three continents we have looked at and make a factfile or a poster to share what you learn. You might want to think about the size of the continent, where the continent is located (near or far from the equator), what the weather might be like, common animals etc. You can look in a non-fiction book, or at websites with your parents such as <https://www.dkfindout.com/uk/earth/continents/> or you can look at one of the Go Jetters Power Points attached.

**Science**:

We have been looking at seasonal changes since September, looking at how trees, plants, the weather and day length changes throughout the seasons. With Spring officially starting on 20th March, I would like you investigate this season and document what you notice. Look out of the windows in your home and think about:

* How do you know that it’s the season of spring? What signs can you see?
* How have things changes since the Winter?
* What plants do you have growing near your home? How are these changing? Are there any new or different plants?
* What trees do you have growing near your home? Are they deciduous or evergreen? How have they changed?
* What is the weather like? Can you keep a diary to record this across the week? How is this different from the Winter? Do you need to wear the same clothes?

You could record what you notice in your exercise book, as a factfile or a poster. Add drawings or diagrams to show the things you see!

**DT:** We have been looking at weaving techniques in class in preparation for making a fish weaving loom.We have designed the fish we want to make and have been practising weaving on a clematis frame using different materials. Investigate different weaving techniques at home, and practise weaving materials in out of a frame. You can use paper to do this and could even make another fish or sea creature for our display!

E.g. <https://www.easypeasyandfun.com/fish-paper-weaving-craft/>

**PE:** Get active and keep moving! Think about how you move between activities – doing something physical is a great way to have a brain break There are lots of videos to give you inspiration. E.g.

You Tube

‘Body Coach’ Kids (he’s offering daily PE sessions at 9am too!):

<https://www.youtube.com/watch?v=d3LPrhI0v-w&t=218s>

Just Dance:

<https://www.youtube.com/watch?v=nSJMfUT4ez4>

Go Noodle:

<https://www.youtube.com/watch?v=Pwn4beja1QE>

Cosmic Kids:

<https://www.youtube.com/watch?v=LhYtcadR9nw>

There are lots of other ‘kids workouts’ on Youtube too!

**Music:** We have been learning songs linked to our linked to our English and topic lessons.

We discussed the whale’s song in The Snail and the Whale and learnt the song ‘Come with Me Under the Sea’ from CBeebies Something Special (See separate attachment). Practise singing the song and having a go at creating a new verse for the song like we did in class.

Also, you can practice singing the continents song (This is a big hit in class!). <https://www.youtube.com/watch?v=K6DSMZ8b3LE>

**Enhancements (optional extras)**

* Cooking – (reading scales; recipes; instructions)
* Touch-typing practice (website examples: Big brown bear; BBC dance mat, busy things)
* Complete indfulness/meditations
* Play board games
* Complete a non-screen activity (see sheet)
* Film recommendations: Toy Story 4 (a proper feel-good corona-busting choice!), Moanna, Coco (who doesn’t love Disney), Brave (strong female leads).

**Tapestry**
Please use tapestry to update with pictures and comments when you have time. Through this I can also comment back to extend and challenge.

Please always feel free to email me if you have any questions. Every child in Zebras is at a different point in their learning so please ask for support with activities if needed.

It is uncertain how much time children will be away from school and I know that puts a huge amount of pressure on parents at home. For the next two weeks, the activities are designed to consolidate learning that has happened so far and allow you and the children to get used to the routine at home and the changes to their daily lives. The expectations may change and the content may be tweaked as we find out more week on week but I will ensure I keep you updated with any of this.

Attachments –

* Handwriting sheet
* Maths – practical activities
* Music – Come with me under the sea
* Book Review
* Seven continents – labelling activity
* Go Jetters Powerpoints x3
* Sound Chart
* Word Mat

Thanks

Emily ☺