




Weekly Work - Home Learning for Self Isolating Pupils

Class: Barn Owl and Kestrel	Week Beginning: 19.10.2020
Literacy	<ul style="list-style-type: none">● Draw a person. Model how to use shapes appropriately. Try to encourage your child to use a shape for the head and a shape for the body and to add the arms and legs to the body. Add further details, such as fingers, shoes, clothes, hat. Drawing is very important to help your child with their hand-eye co-ordination so that writing follows on.● Continue to practise writing the sounds learnt so far – s, a, t, p, i, n, m, d, g, o, c, k. Focus on correct formation of letters. When children are ready, they should be introduced to the cursive script. This is helpful in that children do not learn one way and then have to ‘re-learn’ the lead-in and lead-out strokes. However, all children learn at different rates and this should not be pushed before a child is ready for writing. Make this fun by writing the letters in different media, such as shaving foam, chalk on the floor or paint.● Practise writing your name with correct formation.● Read lilac or pink A level books (depending in what your child is fetching home) on Oxford Owl e-library https://www.oxfordowl.co.uk/for-school/oxford-owl-ebook-collection Try to encourage your child to tell the story using the character names and he/she pronouns correctly.● Begin to hear more sound in words. What sounds can you hear in ‘bat’? Typically, children hear the first then the last sound as these are more dominant. Then as your child tunes into sounds they may also start to hear the middle vowel. Suggestions: box, cat, tap, mug, rug, hat, dog, jug, pig, bus, rat, sun, hen.
Phonics	<p>This week for our phonics we are learning the phonemes – g,o,c,k as well as recapping all learnt so far. Please use the links below to for videos 11 to 15. Practise orally segmenting and blending as this is key before starting to read. For example, blending is when you say the sounds c-a-t and your child blends them together to say ‘cat’. Segmenting is when you say ‘bus’ and your child breaks it down (segments) the sounds to tell you b-u-s. Practise for short CVC words, such as dog, fish (f-i-sh), box, fog, leg, hum, fox, jam, hop, lip or any other words you can think of.</p> <ul style="list-style-type: none">● Monday – Lesson 11 Part 1 Learn to read ‘g’ https://www.youtube.com/watch?v=R6cOcSJLXoU Lesson 11 Part 2 Learn to read words https://www.youtube.com/watch?v=ag3NAwTS_Vk● Tuesday – Lesson 12 Part 1 Learn to read ‘o’ https://www.youtube.com/watch?v=w0GvbRAYqpU Lesson 12 Part 2 Learn to read words https://www.youtube.com/watch?v=eOizFZlxTN8● Wednesday – Lesson 13 Part 1 Learn to read ‘c’ https://www.youtube.com/watch?v=rjHq1EbOtPE Lesson 13 Part 2 Learn to read words https://www.youtube.com/watch?v=a_LqbZKkdIE● Thursday – Lesson 14 Part 1 Learn to read ‘k’ https://www.youtube.com/watch?v=au8edtdBO3w Lesson 14 Part 2 Learn to read words https://www.youtube.com/watch?v=lpNybdpGCCc● Friday – Lesson 15 Part 1 Review the Week https://www.youtube.com/watch?v=paS8SKIZUNM



	Lesson 15 Part 2 Learn to read words https://www.youtube.com/watch?v=gKBslL5m73E
Numeracy	<ul style="list-style-type: none"> • Learning to recognise numbers 16- 20. • Write numbers 1-20 on cards. Put 1-10 in order and then 11-20 in order underneath. Draw your child's attention to the pattern as this will help them when they start to order the two-digit numbers (if there's a 2 above then they are looking for 12, or a 5 above then they look for 15). Keep saying the names to them as learning the numbers names takes a lot of repetition. • Talk about 11-20 being two-digit numbers, i.e you need to write down two numerals/digits and it is no longer 'one-zero' but means 'ten'. This can be very confusing to begin with, as the children may still see them as single digits. • Give your child numbers on cards 1,2,3,4,5,6,7,8,9,0 . Ask them to show you the digits that create '10' or any other number to 20. Make sure that the digits are in correct place value order – i.e 10 for ten (not 01). • Go on a shape walk and take photos of what your child spots. If you're looking for circles your child might spot tyres on cars, for squares maybe windows and for rectangles they may spot bricks or pavement slabs. • Introduce your child to 'subtraction' in a practical way. You can also say 'take-away'. Use anything you have at home, such as cars, spoons or bottle tops. Start with 5 objects. Say that you are going to subtract 1. Can your child visually see what would be left? If not, physically remove 1 object. Your child counts what is left. Say aloud 5 subtract 1 leaves 4. Repeat frequently until your child is confident that subtraction always leaves less and can start to use the language to explain what you are doing.
Understanding the World	<p>Buy a pumpkin and look at what is inside. Discuss this using appropriate words, such as 'mushy', 'pulp' 'orange', 'sticky' etc. What else is inside?</p> <p>Enjoy carving with an adult to make a candle decoration.</p> <p>Use the attached sheet to match words you have learnt to the picture of a pumpkin (you will need to read the labels with your child).</p>
Creative	<p>Make an upside down hanging bat. This activity is to practise 'joining' using holes with pipe cleaners. Don't worry if you do not have these at home. You can use alternative things to make and join/assemble.</p> 
RE	<p>Read the King of the Darkness story (attached). Use this story to discuss that good overcomes bad. Make links to other stories your child may know and talk about good and bad characters. Do the bad characters always stay bad or do some change?</p>



PE	<p>Mythical Creatures</p> <p>Warm up - Unicorn: Trot around the space, looking proud and tall. Dragon: Hold arms out as they flap them to fly around the area, breathing fire as they go. Fly high and low. Fairies: Fly around gracefully as they spin and turn around the area.</p> <p>Main – Using a bean bag or soft ball</p> <ul style="list-style-type: none">● Sitting down, can they imagine the fairy is flying as they pass the beanbag from hand to hand? <p>Watch your fairy and spread your fingers wide so that your fairy doesn't fall.</p> <ul style="list-style-type: none">● Can your child pass it from hand to hand around their torso and head?● Can they throw the fairy up to head height and catch it? <p>Cup your hands together to catch the fairy as it falls. Encourage your child to persevere even if they are finding this difficult.</p> <ul style="list-style-type: none">● Can they do five in a row without dropping the fairy? If they can do five in a row, can they challenge themselves to see how many they can do?● Standing up. Can they imagine their fairy flying around their body as they pass the fairy from hand to hand around their waist and under their legs? <p>Use wide fingers to grip the beanbag.</p> <ul style="list-style-type: none">● Can they throw the fairy up to themselves and catch it on the way down? Keep looking at your fairy. Make this harder by catching the fairy with one hand.

Please remember there's also lots of resources online including: Phonics Play (user name: march20, password: home) visit phase 1 and 2 areas.

If your Google Classroom is up and running, please upload to this. If not please email your work to the class email.