





Weekly Work - Home Learning for Self Isolating Pupils

Class: Barn Owl and Kestrel		Week Beginning: 07.12.2020
Literacy	<p>Last week we welcomed new elves to our classrooms. The children have named the Kestrel Elf as ‘Mister Red’ and the Barn Owl elf is called ‘Rosie’. This week our elf is going on a little trip (the children will not know why their elf has disappeared at this point). This really motivates the children to look for him, and the children will all be making MISSING posters to help find their elves.</p> <ul style="list-style-type: none">• Use the poster template provided to draw a picture of the elf and write a simple description. Ideas to help your child write are simple sentences, such as ‘He/She is gone’ (your child will be using their phonics so writing ‘He is gon’ is absolutely acceptable as they will not know to add the ‘e’ at this stage. ‘The elf is red.’• See the attached pictures and captions. Do not show your child the answers. Ask them to write a caption every day. Tell them what it is and let them use their phonics to sound out each word. Captions are not proper sentences and therefore do not need a capital letter.• Practise reading and spelling the tricky words – I, no, go, to, the• Practise the cursive letters ‘l’, ‘i’, ‘t’. These need to be mastered by Christmas. Begin to master these letters freehand – ‘h, n, m’ using the cursive script.	
Phonics	<p>For the next two weeks we will be revising the phase 1 (listening and attention) and phase 2 scheme. Use the powerpoints/activities attached to keep the skills active and fresh in your child’s mind.</p> <ul style="list-style-type: none">• MONDAY – Read and Reveal CVC words• TUESDAY – Rhyming words• WEDNESDAY – Phase 2 reading comprehension• THURSDAY – Say it, build it, write it activity• FRIDAY – Missing Final Sounds (ask your child to write the word in full before revealing the answer)	
Numeracy	<p>Weight</p> <p>Children need considerable experience of handling, weighing and comparing different objects to develop an understanding of the key ideas relating to weight. An important concept for children to establish is that the size of an object doesn’t always have an effect on its weight. Understanding that heavier does not always mean bigger and smaller is not necessarily lighter. At school we will be introducing and using ‘balance scales’ though we know you are unlikely to have these at home. Bearing this in mind, please do the following activities to the best of your ability:</p> <ul style="list-style-type: none">• Weight walk – you need a selection of toys and three or four carrier bags. Ask your child to choose two soft toys, put one in each bag and then one in each hand. Ask your child to walk around the room and then say which toy is heaviest and lightest. Repeat with other toys and concentrate on trying to find the heaviest toy of all.• Vote for heavy – prepare two identical boxes by filling them with different dry products such as rice and cornflakes. Ask your child to hold both and decide which is heavier. Extend this activity by filling a little box with something heavy and a big box with something light, such as a balloon. Challenge your child’s perceptions.	



	<p>Vocabulary to use: Lifting, carrying, weighing, balance, compare, light, lighter than, lightest, heavy, heavier than, heaviest, as heavy as, about the same weight, compare.</p>
Understanding the World	<p>Day/Night</p> <p>Resources</p> <p>A wide selection of pictures, photographs, art prints and picture books showing day and night scenes. Select a good range of images. Magazines, colour supplements and advertisements can often be a useful source of dramatic pictures. Art prints of landscapes (for example, by Turner or Whistler) are also a good stimulus for discussion about changing light.</p> <p>Step by step</p> <ul style="list-style-type: none"> * Spread the pictures out - a carpeted area is a good place for this activity. * Allow your child lots of time to pore over the pictures. * Select a daytime picture and ask your child how they know the time of day. Acknowledge all their answers, not just those referring to sky or light. * Do the same with a night-time image. * Ask your child to sort the pictures into the two categories - you might need a third for 'don't know' or 'in between'. <p>Encourage your child to look closely at the images and talk about light and dark. How do they feel about day and night? What do/don't they like and why? Why do they think the changes occur?</p> <ul style="list-style-type: none"> * If your child comments on 'sleeping' and 'waking', ask them if they know of people who work at night and sleep during the day. Help the children to explore how they feel about this and to consider how important it is that some jobs are done throughout the night. * Move on to talking about animals. Do they know any nocturnal animals? * Ask your child to draw their own images of day and night.
RE	<p>LO: To understand what Christians do at Christmas time to show God's love.</p> <p>At school we will act out the Christmas story as a class. If you could be a character, who would you like to be?</p> <p>Discuss what Churches would usually be doing at this time of year, such as putting up a tree, collecting food for food banks, making meals for the elderly or lonely, or carol-singing to raise money for good causes.</p>
PSED	<p>Celebrating Differences – Standing up for yourself</p> <p>You will need to model a role-play situation using puppets. Using teddies create a set up so it looks like they are playing; then get one of them to start saying unkind things to the other, e.g. I don't like your jumper, it's horrible; you're not doing it right; it's not yours, it's mine. If using grown-ups, replicate the scenario as described above with the puppets, snatch things from each other and say unkind comments.</p>



	<p>Does your child like what they see? Talk about what they didn't like in that scenario. How does it make your child feel seeing that unkind behaviour? How do you think the puppet/grown-up feels? Take some of the unkind things said and encourage discussions about why they are not OK to be said. What could be done instead? Let your child know this was a pretend scenario.</p> <p>Questions: Do you like what you see? How does it make you feel? Is it OK to say unkind things and why?</p> <p>If we don't like what someone does or says to us, what can we do to fix it? Teach your child to say, 'Please don't do that, I don't like it' when someone does or says something to them that they don't like. Practise with the puppets/teddies.</p>
Creative	<p>Christmas Card</p> <p>If you will not be at school for the last two weeks then you miss out on making a Christmas Card. Look at various designs and decide on what card you would like to make and who you would like to give it to. At school we are making Christmas cards using potatoes to print a snowman body and then allowing to dry before adding the features and background.</p> <p>Make an Advent wreath using materials you have at home. Link to RE.</p> <div></div>
PE	<p>Cosmic Kids Yoga – https://cosmickids.com/video/frozen-a-cosmic-kids-yoga-adventure/</p>

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

Please email your work to the class email if you would like feedback.