

Weekly Learning at Home

Week beginning; 1st June 2020

Literacy	Numeracy	Other Curricular Areas
<p><u>Listening and Talking</u> LI; I can show an interest in rhymes and stories. LI; I can respond to a story or text.</p> <p>Story time with Mrs Smith or Miss Parry.</p> <p>We miss reading stories to you, so a couple of times a week, a new story will be loaded onto Seesaw for you to enjoy at home! If you have the book at home, you can join in turning the page and exploring the pictures.</p>	<p><u>Shape, position and movement – shape pictures</u> LI; I can explore 2D shapes.</p> <p>On Seesaw there are some 2D shape pictures – can you match the coloured shapes onto the outline pictures?</p> <p>What pictures have you made when you have matched all the shapes?</p>	<p><u>Art - copy Miss Parry</u> LI; I can respond to a range of stimuli. LI; I can join in a conversation using my preferred mode of communication.</p> <p>On Seesaw I am going to post a video, can you figure out who I'm drawing? Can you tell someone at home who it is before I finish drawing it? It might prompt some colouring in work; if it does, I'd love to see a photo!</p>
<p><u>Writing – mark making</u> LI; I can interact with a range of objects using different senses.</p> <p>What's your favourite way to mark make? Maybe it's chalk on a chalkboard or the ground outside? It could be paint or maybe crayons?</p> <p>Choose your favourite to explore mark making this week. Stuck for which one is your favourite? Have a look back through some of the older grids for ideas.</p>	<p><u>Number, money and measure – stick measuring</u> LI; I can explore 'bigger' and 'smaller' when measuring.</p> <p>Find a stick (either during a walk or from in the garden) and use this to explore measuring. Can you find things shorter/smaller than the stick? Can you find things longer/bigger than the stick?</p>	<p><u>Food technology – ice lollies</u> LI; I can demonstrate simple food preparation techniques such as peeling, slicing and pouring.</p> <p>Make ice cubes or ice lollies from various liquids and see how long it takes for each to freeze. What combinations can you come up with and which one is the tastiest?</p>
<p><u>Reading</u> LI; I can show an interest in rhymes/stories/texts. LI; I can share my likes/dislikes of texts.</p> <p>Share a book of your choice with someone at home.</p> <p>Before reading: look at the cover, can you identify characters on the front cover? Identify the title of the story and where the author's name is.</p> <p>During reading: are there any repeated phrases you could encourage your child to say? Any characters that appear frequently that you can identify or</p>	<p><u>Number, Money and measure – writing numbers</u> LI; I can recognise some numerals. LI; I can interact with a range of objects using different senses.</p> <p>At school we'd started to look at number formation (writing numbers with increasing independence.) Having already looked at number 1 and number 2 the next step would be to look at the number 3.</p> <p>Using the supplied resources/rhymes on Seesaw you can start looking at the number 3.</p>	<p><u>PE – DIY Sports Day</u> LI; I can engage with a range of familiar and unfamiliar activities. LI; I can move at different speeds with others in a designated space.</p> <p>It was a little chilly last time this activity appeared on the grid – you might want to try this again now the sun is out!</p> <p>Can you host your own Sports Day at home? Maybe you can 'compete' against someone at home</p>

<p>encourage them to identify?</p> <p><u>After reading</u>; who was in the story? Maybe partake in some themed drawing or colouring in, linked to the story.</p> <p>You don't have to do all of these activities in one sitting – you might take a whole week, cover the same story and only do the 'during reading' bit – the aim of this activity is to encourage interaction with a story book.</p> <p>This also doesn't need to happen during the day, this could get built into a bedtime story?</p>	<p>When learning to write numbers, I like to make the activities as 'hands on' and 'fun' as possible – there's never such a thing as 'too much practice' when it comes to writing independently, sometimes though a little bit of practice, often is key.</p>	<p>or even just enjoy being active and getting some fresh air.</p> <p>Why not try running some silly races or counting how many jumps you can do on your trampoline within a certain time?</p>
<p><u>Reading</u> LI; I can respond to familiar characters, songs, rhymes and/or stories.</p> <p>https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes</p> <p>Can you choose a nursery rhyme that you like and sing along with it? CBeebies have some lovely ones on file at the moment.</p> <p>If your child knows the song really well, try pausing it part way through and challenging them to remember 'what happens next.'</p>	<p><u>Number, money and measure – counting out/identifying groups of 1,2 or 3.</u> LI; I can recognise some numerals. LI; I can begin to use one-to-one correspondence counting when counting out a specific group of items.</p> <p>Using some of the resources on Seesaw you can revise counting out 1 or 2 items, and if you want you can explore counting out 3 items. Try counting out 1, 2 or 3 items in conjunction with practising writing the number 1, 2 or 3.</p> <p>You don't have to use the provided resources, rocks, spoons, cushions, bits of play dough or even shoes work well as counters!</p>	<p><u>Science</u> LI; I can investigate the different properties of water.</p> <p>Explore colour mixing with the lovely 'Walking Rainbow' experiment.</p> <p>See Seesaw for science experiment step-by-step guidance.</p>
	<p><u>Number, money and measure – cupcake case counting</u> LI; I can recognise some numbers LI; I can use one-to-one correspondence counting</p> <p>Line a cupcake tray with cases. Inside each case write a number. Provide your child with items they can count into each case (pom poms, chunky cereal and stones work well.) To begin with have the numbers in order starting</p>	<p><u>Food technology</u> LI; I can demonstrate simple food preparation techniques such as spreading.</p> <p>Make some pizza toast! All you need is bread, cheese, tomato puree and the ingredients you'd like to put on your pizza.</p>

with 0. If this becomes too easy, mix the cases up and maybe throw in some larger numbers.

See Seesaw for example