

Weekly Learning at Home

Week beginning; 18<sup>th</sup> May 2020

Literacy	Numeracy	Other Curricular Areas
<p><b>Listening and Talking</b> LI; I can join in a conversation using my preferred mode of communication.</p> <p>Use your transition booklet (from your nursery-p1 transition) to help you talk about school, the boys and girls in your class and your teachers.</p> <p>You could also use photos from Seesaw or recently sent out videos during this activity.</p>	<p><b>Shape, position and movement – shape printing</b> LI; I can explore 2D shapes.</p> <p>What objects can you find in your house that would print well? Maybe you have an old kitchen roll tube that can print circles? Or an ice-lolly packet that can print rectangles? Use some paint and explore the 2D shapes you make by printing them onto paper.</p> <p>Don't have paint? Try drawing around the items with some chalk?</p> <p><b>This activity links in with the one directly below.</b></p>	<p><b>PE – make your own game/sport.</b> LI; I can demonstrate my imagination through energetic play.</p> <p>My personal favourite is 'tin can' or 'water bottle' bowling. Maybe you could practice your aim by throwing matching coloured objects onto cushions? Get creative!</p>
<p><b>Writing – mark making</b> LI; I can interact with a range of objects using different senses.</p> <p>A fun (and slightly different way) to enjoy experimenting with mark making is by taping a piece of paper to the underside of a table and encouraging your child to lie down (on a blanket/cushions etc) and draw patterns on it.</p>	<p><b>Shape, position and movement – shape matching</b> LI; I can match 2D shapes.</p> <p>When completing the activity above, stamp duplicates onto separate cards/pieces of paper (if using chalk maybe draw one on the ground and one on a piece of paper.) Once the paint is dry, can you match the 2D prints together?</p>	<p><b>Food technology – Starbucks/Costa challenge</b> LI; I can demonstrate simple food preparation techniques such as peeling, slicing and cutting.</p> <p>Starbucks and Costa are trying to create the best Spring/Summer smoothie! Choose the company you want to work for. Can you create a delicious smoothie that they'll want to sell in their stores?</p>
<p><b>Reading</b> 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><b>Before reading;</b> 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><b>Number, Money and measure – writing numbers</b> 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.) We had already looked at the <b>number 1</b> and we'd started to look at the <b>number 2</b>.</p>	<p><b>Technology</b> LI; I can use digital technologies in a responsible way and with appropriate care.</p> <p>Go outside for a walk with your family and be the outdoor photographer – what can you find and take a picture of?</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 encourage them to identify?</p> <p>After reading; who was in the story? Maybe partake in some themed drawing or colouring in, linked to the story.</p> <p><b>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.</b></p> <p><b>This also doesn't need to happen during the day, this could get built into a bedtime story?</b></p>	<p>Using the supplied <b>resources/rhymes on Seesaw</b> can you please <b>revise the number 1 and the number 2.</b></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>Reading LI; I can respond to familiar characters, songs, rhymes and/or stories.</p> <p><a href="https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes">https://www.bbc.co.uk/cbeebies/curations/nursery-rhymes</a></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>Number, money and measure – linking numbers and amounts LI; I can recognise some numerals. LI; I can give/show a requested amount of items.</p> <p>Why not chalk out a game of hopscotch? Chalk out the numbers 1 – 5 or 1 – 10.</p> <p>Get an adult to tell you what number to jump to (or maybe roll some dice for random selection) identify the number and then hop and jump until you land on it. When you're there, you could make the number with your fingers or find enough objects to show that number in a different way.</p>	<p>Art – spring flowers LI; I can use a range of materials when creating a picture/image/model.</p> <p>Use some photos (from technology activity) of spring flowers and recreate them at home with different arty materials.</p>
<p>Writing – mark making LI; I can interact with a range of objects using different senses.</p> <p>Fancy getting a little messy while exploring mark making? Why not try using some shaving foam on a tray and your finger to experiment with mark making.</p>	<p>Number, money and measure – counting LI; I can recognise some numbers. LI; I can match numbers together.</p> <p>Set up a table with bowls of items which can be used to count and some empty bowls for items to be counted into.</p>	<p>PE – Couch island LI; I can link movements together. LI; I am beginning to move with purpose.</p> <p>Use pillows, cushions, towels etc to create pathways to lead from a central starting point to the sofa. Remember the floor is 'water' and (if you want) if you fall in, you have to go back to the beginning and start again.</p>

<p>If you don't fancy getting quite as messy – fill a resealable bag with a little cheap hair gel, lie it flat on a table and encourage your child to experiment with drawing on the bag.</p>	<p>Used written numbers or printed numbers on a card and encourage your child to count that number of items into one of the bowls.</p> <p>Equally you could place a number of items into the bowl and have your child match the number to the bowl.</p>	
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