

Weekly Learning at Home

Week beginning; 25<sup>th</sup> May 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><b>On Seesaw</b> 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 imitate.</p> <p><b>On Seesaw</b> I am going to post a video, can you figure out what I'm making? Can you copy it at home? If you can, please send a picture (or maybe a video!)</p>
<p><u>Writing – mark making</u> 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><u>Number, money and measure – linking numbers and amounts</u> 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><u>Technology (and engineering)</u> LI; I can build using a variety of materials.</p> <p>Construct your own blanket fort. How many people can you fit inside? If you made one inside last time this activity was on the grid, can you make an outdoor fort this time?</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><u>Before reading:</u> 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><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.) We had already looked at the <b>number 1</b> and we'd started to look at the <b>number 2</b>.</p>	<p><u>Technology</u> 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><u>During reading</u>; 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><u>After reading</u>; 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><u>Reading</u> 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> Can you choose a nursery rhyme that you like and sing along with it? CBeebies have some lovely ones on file at the moment. 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 or 2</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 <b>resources on Seesaw</b> explore counting out 1 or 2 items. Try counting out 1 or 2 items in conjunction with practising writing the number 1 or 2.</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>Art – spring flowers</u> 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><u>Writing – mark making</u> 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</p>	<p><u>Number, money and measure – counting</u> 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><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>

<p>your finger to experiment with mark making.</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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