

Weekly Learning at Home

Week beginning; 8th June 2020

Literacy	Numeracy	Other Curricular Areas
<p>Listening and Talking 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>Shape, position and movement – shape pictures 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>STEM - copy Miss Parry 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 what I'm making? It might not be too obvious but it's simple to do and you might fancy making it at home?</p>
<p>Writing – mark making 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>Number, money and measure – stick measuring 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>Food technology – spring biscuits LI; I can demonstrate simple food preparation techniques such as mixing and pouring.</p> <p>Help someone at home and use this biscuit recipe to make spring themed/shaped biscuits.</p> <p>See Seesaw for recipe step-by-step guidance.</p>
<p>Reading 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</p>	<p>Number, Money and measure – writing numbers LI; I can recognise some numerals. LI; I can interact with a range of objects using different senses.</p> <p>Last week you'd started to look at the number 3, along with recapping the number 1 and the number 2.</p> <p>Using the supplied resources/rhymes on Seesaw can you look at the number 1, the number 2 and the number 3 together.</p>	<p>PE – balloon striking LI; I can demonstrate some hand/eye coordination.</p> <p>Find someone at home and play pass with a balloon. You might want to use your maths skills and (like on the example on Seesaw) count how many of each pass you do or you could just enjoy trying to keep the balloon off the ground.</p>

<p>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>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>Maybe try ordering them, along with zero before practising writing them and counting out objects to match each number (see next activity down.)</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</p> <p>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>Number, money and measure – counting out/identifying groups of 1,2 or 3.</p> <p>LI; I can recognise some numerals.</p> <p>LI; I can begin to use one-to-one correspondence counting when counting out a specific group of items.</p> <p>Can you recap counting out objects to match the number 1, the number 2 or the number 3?</p> <p>Use some of the resources on Seesaw to help you and as stated above, tie it in with practising writing the numbers.</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>Science</p> <p>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>Number, money and measure – cupcake case counting</p> <p>LI; I can recognise some numbers</p> <p>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</p>	<p>Art – puffy paint</p> <p>LI; I can use a range of materials when creating a picture/image/model.</p> <p>Help someone at home to make 'puffy paint' and then use it to create some colourful artwork.</p> <p>See Seesaw for recipe step-by-step guidance.</p>

can count into each case (pom poms, chunky cereal and stones work well.)
To begin with have the numbers in order starting with 0. If this becomes too easy, mix the cases up and maybe throw in some larger numbers.

See Seesaw for example