

Weekly Learning at Home

Week beginning; 15<sup>th</sup> and 22<sup>nd</sup> June 2020

Literacy	Numeracy	Other Curricular Areas
<p><b>Listening and Talking</b> 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><b>Shape, position and movement – shape pictures</b> 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><b>PE – Throwing and catching, take 10 challenge</b> LI; I can demonstrate some hand/eye coordination. LI; I can begin to perform movement skills in sequence.</p> <p>Find someone at home to help you practice your throwing and catching skills. You can use your maths skills and count how many throws you manage (using the <b>example sheet on Seesaw</b> as guidance) or just experiment with catching and throwing with different safe objects.</p>
<p><b>Writing – mark making</b> 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><b>Number, money and measure – pizza counting</b> LI; I can recognise some numbers LI; I can use one-to-one correspondence counting</p> <p>This activity works will if you have paper plates, but it can be done with circles cut out of paper too.</p> <p>Have two circles/paper plates and divide each into 8 pieces. On one, writes 8 random numbers. On the other stick/draw dots so that so that they match (if you have 4 written on the numbers circle, make sure one of the section on the dot circle has 4 dots.) Cut up the ‘pizza’ with the dots on it so that it can be matched to the ‘pizza’ with the numbers on it.</p> <p><b>See Seesaw for example</b></p>	<p><b>PE – target practice</b> LI; I can demonstrate some hand/eye coordination.</p> <p>Place 5 targets out in different places on the floor. Decide on a starting point. The aim is for you to roll a ball and get it as close to the target as possible.</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>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>Last week you’d started to look at the <b>number 3</b>, along with recapping the <b>number 1</b> and the <b>number 2</b>.</p>	<p><b>PE – 60 second speed challenge, speed bounce</b> LI; I can perform basic components of movement.</p> <p>How many times can you bounce over a pillow in 60 seconds? (Try and count together but it’s ok if parents are counting towards the end – expose to numbers is important)</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>During reading:</b> 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><b>After reading:</b> 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 look at the <b>number 1</b>, the <b>number 2</b> and the <b>number 3</b> together.</p> <p>Maybe try ordering them, along with <b>zero</b> 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>If you don't have a pillow, jump over a safe object or change it to jumping up and down – maybe use a trampoline if you have one?</p> <p>Doesn't need to be a timed activity.</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 – counting out/identifying groups of 1,2 or 3. 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>Can you recap counting out objects to match the <b>number 1</b>, the <b>number 2</b> or the <b>number 3</b>?</p> <p>Use some of the <b>resources on Seesaw</b> 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>PE – 60 second speed challenge, socks in the box LI; I can demonstrate some hand/eye coordination. LI; I can perform basic components of movement.</p> <p>How many socks can you pair up and put into the box in 60 seconds?</p> <p>If you don't have a box, use a bowl. Doesn't need to be a timed activity.</p>
	<p>Number, money and measure – fine motor skills and counting</p>	<p>Art- kitchen roll art.</p>

LI; I can recognise some numbers.  
LI; I can use one-to-one correspondence counting.

Have cards and write a number somewhere on the card. See if your child can identify the number, then get them to clip that number of pegs onto the card.

This activity also works well with giant lollipop sticks and pegs or maybe even small loom bands or hair bobbles.

Start with numbers between 0 and 5, if that isn't challenging enough work beyond 5.

LI; I can use a range of materials when creating a picture.

Use patterned kitchen roll to create your own piece of art. All you need to sharpies, kitchen roll and some water.

**[See Seesaw for examples](#)**