

Week 4 27th April 2020
Cherry Distance Learning

Reading everyday

- Read as usual. Take the time to read a book over a couple of days. Do not rush through the texts, as your child needs time to digest new vocabulary and develop their comprehension. If it takes 3 days...that's ok! You can read schemed reading books (like at school) or e-books (Bug Club/Oxford Owl, usernames and passwords for both have been provided).
- Remember to also read story books at least once a day with your child.
- You could also use the following website that reads stories to you!
storylineonline.net

Ongoing activities

- The following few slides include different activities across the different areas of learning; including Physical Development, Expressive Arts and Design and Understanding the World. I have left it up to you to pick and choose the activities you would like to do, however, do a few of them through the week. Lots of them are ongoing, so they can continue over the week or even a couple of weeks. This all depends on your child's levels of interest in the activities. Have fun and enjoy!

-
- Role play - let your child pretend to be a doctor/vet/chef/etc
 - Sing songs - nursery rhymes, pop songs, anything you like!
 - Make some playdough (only if you can spare flour!) Include them in the making, then let them play! (recipe below)

<https://www.bbcgoodfood.com/howto/guide/playdough-recipe>



Playdough recipe

- **You will need**
- 8 tbsp plain flour
- 2 tbsp table salt
- 60ml warm water
- food colouring
- 1 tbsp vegetable oil
- **Method**
- Mix the flour and salt in a large bowl. In a separate bowl mix together the water, a few drops of food colouring and the oil.
- Pour the coloured water into the flour mix and bring together with a spoon.
- Dust a work surface with a little flour and turn out the dough. Knead together for a few minutes to form a smooth, pliable dough. If you want a more intense colour you can work in a few extra drops of food colouring.
- Store in a plastic sandwich bag (squeeze out the air) in the fridge to keep it fresh.

- Paint - either from your imagination or paint a still life of some fruit
- Chalk writing
- If you have a large box, let them climb inside, give them some colouring pens/pencils or crayons and let them draw and write!
- Bake a cake





Provide your child with some boxes, containers, tubes etc. What creation can they make? You can provide tape and scissors, or they can stack them in different ways to then reuse the boxes at a later time.



If you have an Alexa - ask it to 'open Gruffalo moves' and follow the instructions.



Fill a large box or the bath tub with water - let your child play with the water with some pots, pans, spoons, funnels, bottles etc.



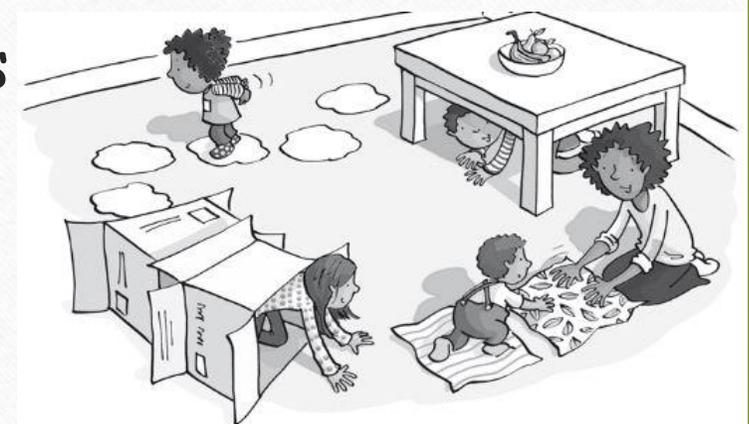
Play some of their favourite music - let them dance!



Tell Alexa - 'play Musical Statues' and follow the instructions.

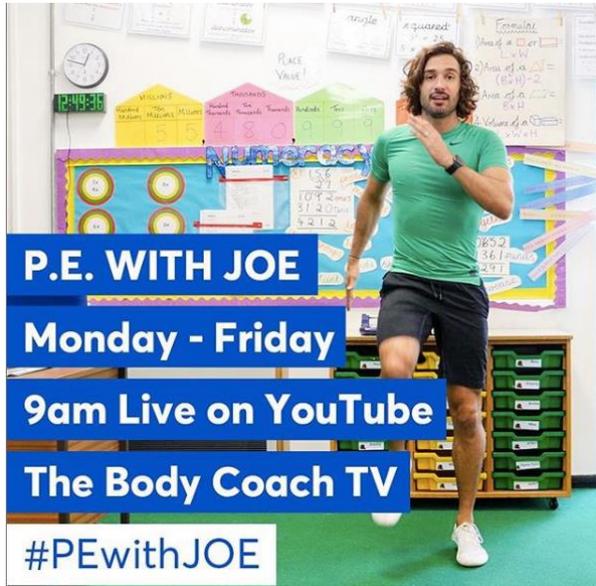


- Shadow drawing
- Play in the garden.
- Plant some seeds, nurture them and watch them grow.
- Make an obstacle course with everyday objects



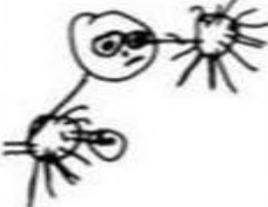
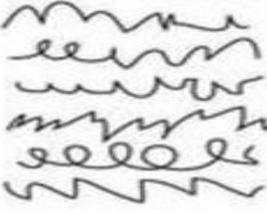
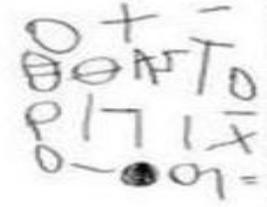
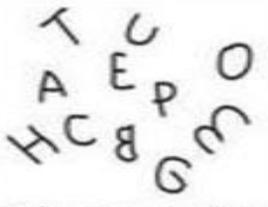
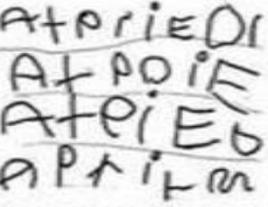
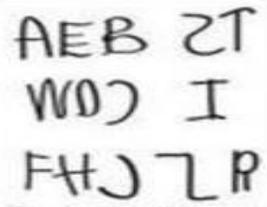
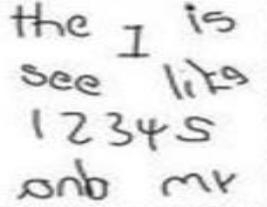


- Make porridge or cereal - observe changes, ingredients and method.
- I normally put 2 table spoons of porridge oats in a bowl, add some milk and pop it in the microwave for a couple of minutes. If you prefer the traditional way I have included a recipe.
- **INGREDIENTS**
- 60g traditional rolled oats
- 160ml skim milk
- **METHOD**
Combine oats, milk and 2/3 cup (160ml) water in a small saucepan over medium heat. Bring to the boil. Cook, stirring, for 2-3 minutes or until oats are soft and creamy. Serve.
- Could you add anything extra? Honey? Salt? Fruit? How does it change the taste?



Start every day with energy!

REMEMBER!
 When your child does any writing through the week, they will sound it out. **DO NOT** give them the **correct spellings.**

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</p>	<p>We wn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wat to play witht the white board and the shapex and I won to play whn my frnd.</p> <p>(Today I want to play with the white board and the shapes, and I want to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I sad Tim. The end</p> <p>(One day, I saw my friends. It was Israel and Antonio and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

Marvelous Monday

Phonics

- SPEED SOUNDS: Go through all sounds on both sound mats at random or watch the Ruth Miskin training on You https://www.youtube.com/playlist?list=PLDe74j1F52zQ24vACH9z4zO53N_JCYISI Do not go over the rhymes. At the end say "SUPER SPEEDY SOUNDS!"
- Go over all **RED words**, children are just to read the word.
- General feedback was that the children enjoyed the following activity, so we are repeating it. This time you must include the following digraphs in your words: **th/ay/ou**.
- The grown up is to write out a selection of words from the green words sent out (about 10 words). Make them big (about $\frac{1}{4}$ of an A4 sheet) and stick them around a room. Say a word and your child has to be a detective, find them around your room/garden and read them!

Literacy

- Introduce 'Goldilocks and the Three Bears'.
- Watch the video. Get to know the story.

<https://youtu.be/7im836fPNmU>

Maths

- Adult to write out numbers 0-20 (big and clear). Cut them out and stick them around your home/garden. Your child has to hunt them all down. Once they have found them all they can put them in the correct order. Let them work it out, TRY NOT TO TELL THEM WHAT TO DO.
- Look around your home, how many bowls can you find? Are they all the same size? Put them in size order from smallest to biggest. Find some spoons, match them up with the bowls. Put the smallest spoon with the smallest bowl, etc.
- You go extend this by filling the bowls with the same objects (grapes/Lego/biscuits!). Which holds the most? Which holds the least?



Important vocabulary to use:
big, biggest, bigger than,
smaller than, smallest, small,
medium, large, largest, larger
than.

Terrific Tuesday

Phonics

- SPEED SOUNDS
- Go over all RED words
- Quick write: Your child has to write as many of these words as possible. Do not correct them through the activity. Let them get to the end THEN go through them and check them.

Man
Bun
Sheep
Cow
Chick
Play
Cloud
Found
Day
Think
That

Literacy

Recap the video.
Encourage your
child to join in.

Children to tell the
story to a member
of their family with
the actions.

Maths

- Adult choose a number (0-20). Child to count and clap from that number until the adult says "STOP!" Repeat a few times starting with different numbers.
- Challenge: Same game as above BUT your child has to count backwards!
- Either in the bath tub, in a big plastic box or in the kitchen sink: fill a variety of containers with water (you could colour the water or put bubbles to make it more exciting). Pour and fill the different containers.
- Challenge: fill up a small container to the brim, will that fill a larger container to the brim? Vice versa? Explore and investigate different containers and their capacities.



Important vocabulary: full, empty, half full, overflow, capacity,

Wellbeing Wednesday

- Sing songs together.
- Paint a picture
- Listen to a story
- Bake a cake

Make a memory jar. Find a clean and dry jar. Label the jar "Lockdown 2020". Write some memories you have so far while you have been at home with your family. Fold them up and put them in the jar. Everyday, you can add to the jar when you have a happy memory you want to remember.



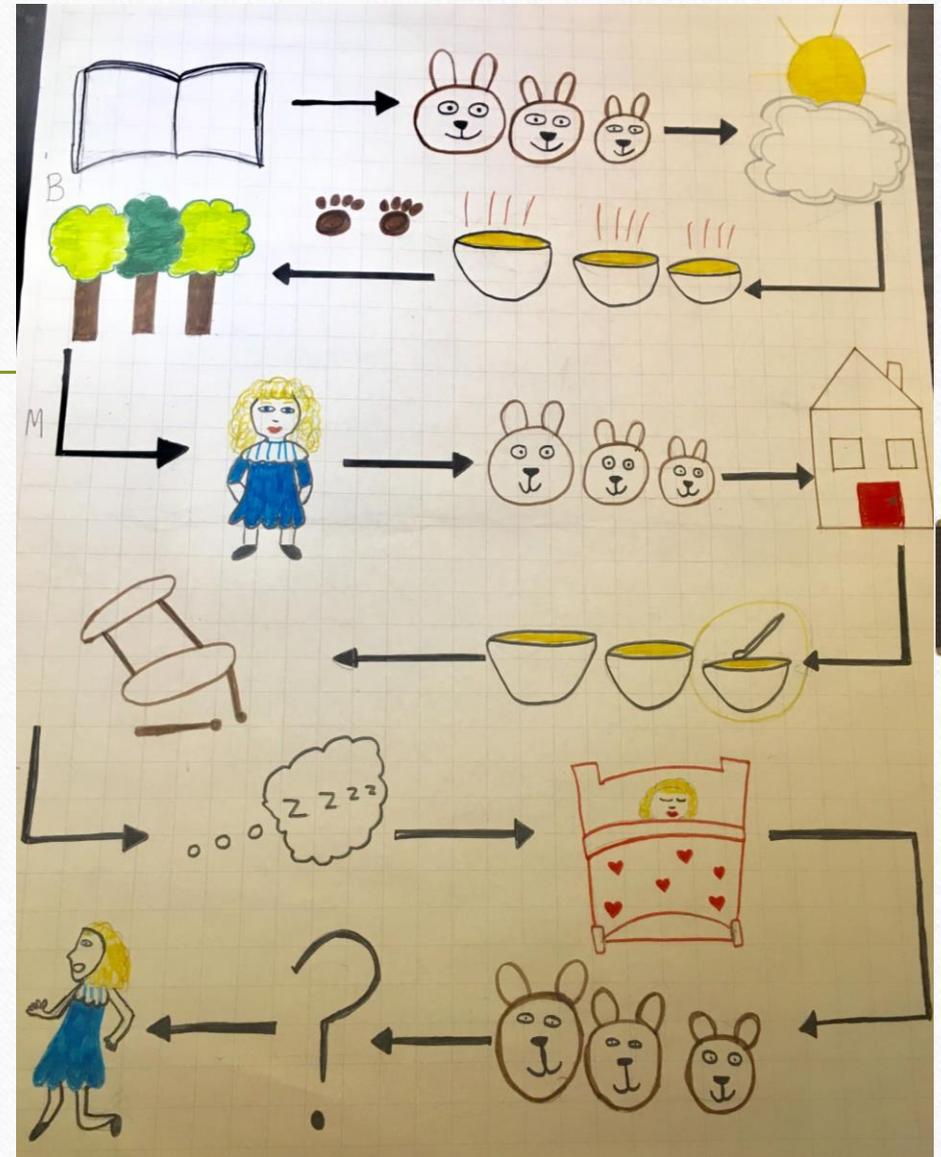
Thoughtful Thursday

Phonics

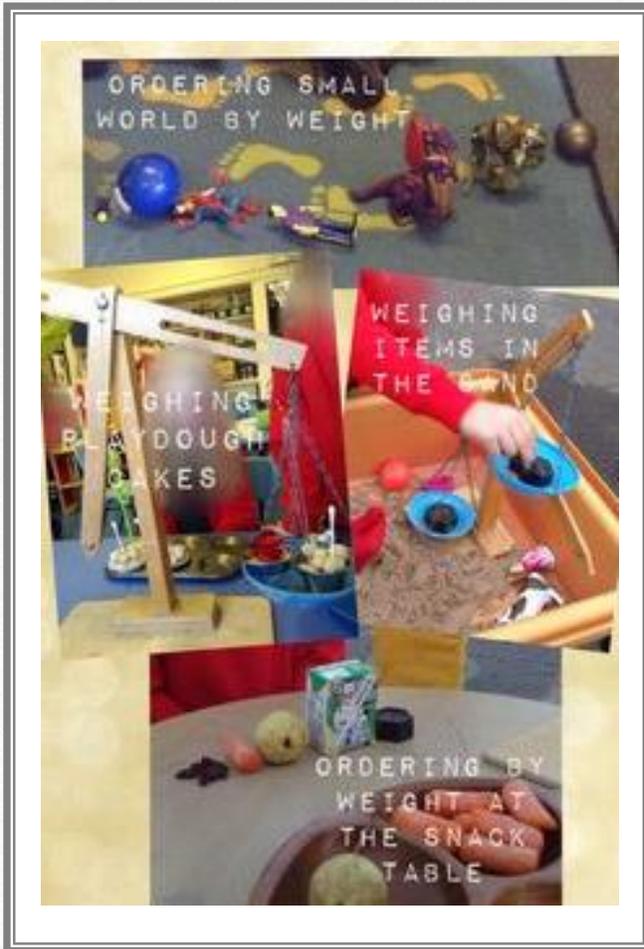
- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Beat the clock! You can use an egg timer/ an Alexa timer or the timer on your phone. How many green words can your child read in 1 minute? This activity can be ongoing. When you have a spare 5 mins, see if they can beat their last score!

Literacy

- Recap the video.
- Ask your child to tell you the story at least once.
- Draw a story map of Goldilocks and the Three Bears in your exercise book.



Maths



- Adult says a number (0-20) then an action. Your child has to do the action that many times. "19 star jumps" "3 claps" "18 hops". Repeat a few times with different numbers and actions.
- Collect various objects from around the home, make sure they vary in weight. Explore and investigate with your child which objects are heavy and which are light. If you have weighing scales you could place the objects on them and see what happens to the scales with heavier and lighter objects. Discuss how the numbers on the scales increase and get larger.
- Challenge: Link in capacity. Have some empty containers, if you fill them in different amounts does that effect the weight? If a container is empty, is it lighter?



Fabulous Friday

Pyjamarama Day!

Today we are going to stay in our pyjamas and celebrate reading and books!

Pyjamarama activities!

- Read your favourite books with your family, while you stay in your pyjamas!
- Make masks from your favourite stories. Then you can act them out.
- Videocall a member of your family with Mummy or Daddy and tell them about your favourite books. What are they about? Who are your favourite characters? Why should they read it?
- Make a story map of your favourite story.



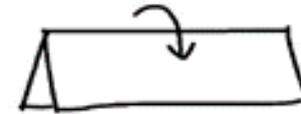
Can you
make up
your own
story and
draw it or
write it in
to a zig zag
book?

How to make a zig zag book

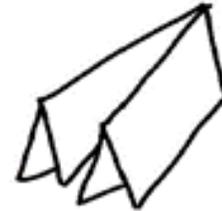
1. Take a piece of
A4 paper



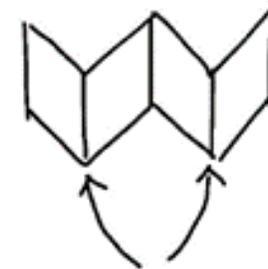
2. Fold in half lengthways



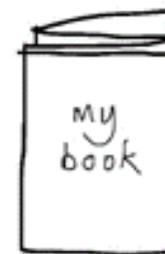
3. Fold this in half



4. Then fold each half
back



5. You have a
zig zag book!



6. Your child can write
and/or draw with your
help—you can use both
sides of the folding book.

-
- Draw a picture of your favourite character. Who are they? Label your character.
 - Design your own PJ paper chain.



Small world and puppet play



Make character puppets from a story and act it out. You could even design and create scenes from the book out of Lego, paint, or junk modelling!

Have a Pyjamarama party!



Play party games!

- Pass the parcel (prize could be a book!)
- Simon Says (Simon could say to pose or act like a character!)
- Musical Statues (When the music stops - pose like a book character!)
- Scavenger hunt (See next slide)

Item	Place found (book/home/garden)	What story could it be from?
chair 		
crown 		
bowl 		
tree 		
porridge 		
sticks 		
bricks 		
shoes 		
bed 		
mirror 		

Even more
activities!

- Follow the link for lots of Book Trust Pyjamarama activities:

<https://www.booktrust.org.uk/books-and-reading/have-some-fun/pyjamarama/pyjamarama-activities/>

I hope you have enjoyed this weeks learning. The main aim is to support your child. Do not do things for them. Allow them to make mistakes and then learn from them.

We want every child to build their resilience and independence during this time away from school. Setting them up for a great end in Reception or a great beginning in Year 1, whichever it may be.

Do let me know how you all get on.

Remember to email pictures and videos to:

Cherry@newvalleyprimary.com

Characteristics of Effective Learning

Engagement

Playing and Exploring

Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

Being willing to 'have a go'

- Initiating activities
- Seeking challenge
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

Motivation

Active Learning

Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

Thinking

Creative and Critical Thinking

Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked