

Week 3 20<sup>th</sup> April 2020  
Cherry Distance Learning

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# Reading everyday

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- *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).

# 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!

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- 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.



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!



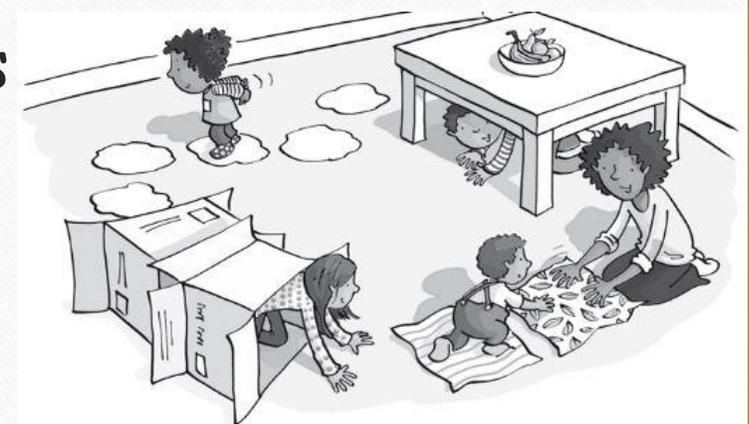
If you have an Alexa - ask it to 'open Gruffalo moves' and follow the instructions.

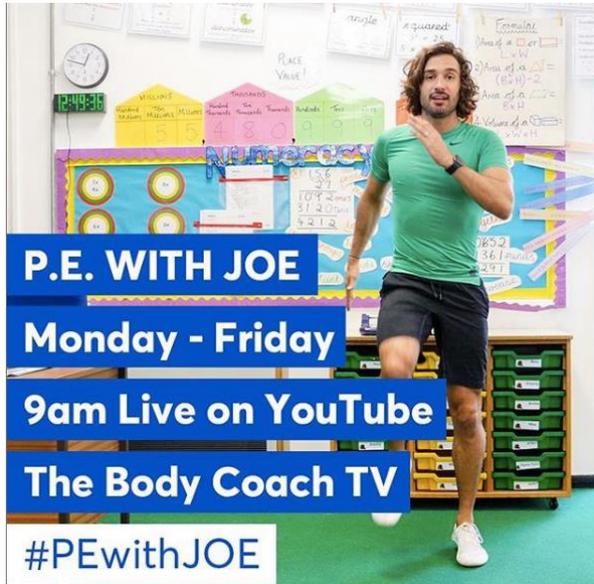


Tell Alexa - 'play Musical Statues' and follow the instructions.



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

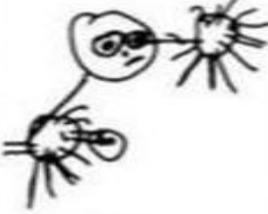
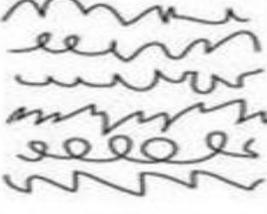
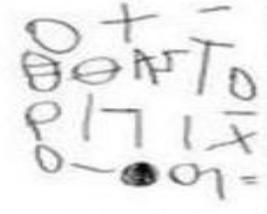
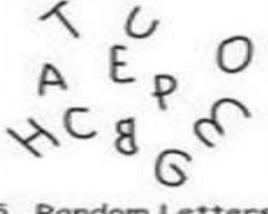
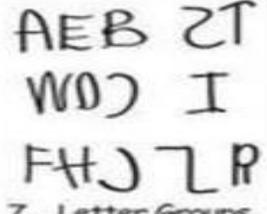
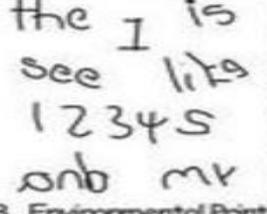
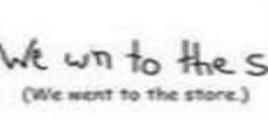
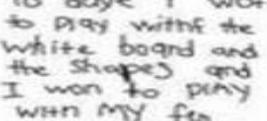
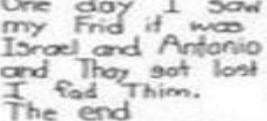




Start every day with energy!

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**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>9. Beginning Sounds (Child begins to write simple sentences using sight words and just the beginning sounds of words.)</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>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>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

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## 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=PLDe74j1F52zQ24vACH9z4zO53NJCYISI> 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.
- The grown up is to write out a selection of words from the green words sent out (about 10 words). Include words with digraphs too. 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 and find them around your room/garden.

# Literacy



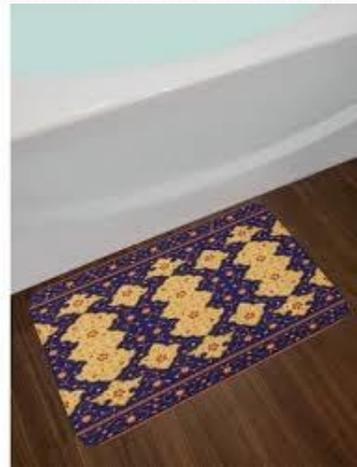
- Choose one of your Cherry friends. Draw a picture of them in your exercise book and label their picture with words that describe them (e.g. kind, friendly, funny, good runner, loves to hug, chatty) Please ensure the words are positive.

# Maths

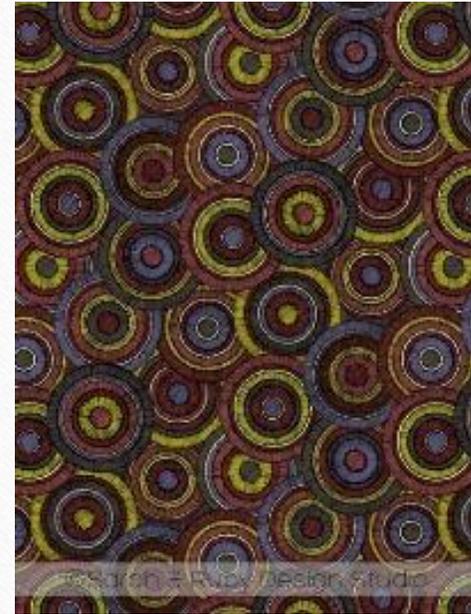
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- Practise your listening. Have a tin or container and some coins/ marbles/ pebbles. Your child must close their eyes, you drop the object in slowly and one at a time. Your child has to count the drops and then write down how many they counted. Don't drop too many at one time, they will lose count and get confused, up to 10 should be fine.
- Pattern hunting! Look for patterns in your environment. Look for repeating patterns (where a pattern is copied over and over again), concentric patterns (where the same shape is copied within another shape) or symmetrical patterns (where a pattern or shape is exactly repeated opposite; a mirror image) See below.

# Repeating patterns



# Concentric patterns



# Symmetrical patterns

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# Terrific Tuesday

## Phonics

- SPEED SOUNDS
- Go over all RED words
- Clearly write (in lower case handwriting )the following simple sentences out on slips of paper (A4 landscape) and cut into three equal parts. On each slip write a simple sentence:
- Jump like a frog.
- Hop like a rabbit.
- Run to the chair.
- Skip to the settee.
- Slither like a snake.
- Hover like a helicopter.
- Encourage your child to 'hunt' for them and then do the action (how long is up to you!)

*Jump like a frog.*

*Hop like a rabbit.*

*Run to the chair.*

# Literacy

## Pen pals!

- Choose one of your Cherry friends. In your exercise book or on a piece of paper write them a letter. It does not need to be long,
- You can think of your own ideas. Once finished, send it to me and I can email it on to them.

To .....

I hope you are having fun at home. I am doing lots of learning with my mum and dad.

From.....

# Maths

- Play ping pong (ball up a sock). Throw it to each other and count. The adult can say ping then the child responds pong. Counting starts again. Count only up to 20. Try to count backwards from 20 too!
- Recap the patterns from yesterday. Are you able to collect some objects from around your home that are of the same shape but vary in size? Dinner plates? Coasters? Etc. Put the largest one down, continue to build the pattern each time with a slightly smaller shape. The last shape should be the smallest. You have made a concentric pattern! Try it by yourself with a different shape.

# Wonderful Wednesday

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## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Play: You can start with 'phase 2'. If your child copes well with this move them across the levels.
- <https://new.phonicsplay.co.uk/resources/phase/2/pick-a-picture>

# Literacy

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- Yesterday in phonics you had to read a sentence and then do the action. Now it's your turn to write some actions!
- You can use an action from yesterday or make up your own! Try to write three different sentences. Hide them around your home or garden for one of your grown ups to find. They have to follow your sentences and do what you said. Try to make the sentences silly (E.g. Peck like a chicken/ Flap like a duck/Run like a cheetah.)

# Maths

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- Recap the patterns from Monday.. Make some repeating patterns. Can they make patterns with things from around the home? Fork/spoon/ fork/spoon etc. You can make it more challenging by incorporating more objects as you see fit.



# Thoughtful Thursday

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## 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

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- Ask your child to tell you a story. Tell them "it's a helicopter story."
- When they tell you their story, scribe it. Do not interrupt them or ask what is next. Stay silent and wait for them to finish. Even if it is only 2 sentences long. That's OK. Do not prompt them to say more. This is their story.
- Afterwards, have fun allocating the parts out and acting it out! Encourage everyone in the house to join in!

# Maths

- Recap the patterns from Monday. Can you make a symmetrical pattern with a mirror and some objects? What happens to the objects in the mirror? Explore different objects and the places that you put them.
- Have a go at creating your own symmetrical pattern with Lego, everyday objects, with paint, or use what you would like to!



# Fabulous Friday

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## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Play: Start with phase 2 and move on as necessary.
- <https://new.phonicsplay.co.uk/resources/phase/2/space-race>

# Literacy

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- Recap your helicopter story from yesterday.
- Draw a picture of it or even better, draw it into a story map!
- Label your story with captions or challenge yourself by writing as much of your story by yourself!

# Maths

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- Play the following game:
- <https://pbskids.org/arthur/games/planet-pal>

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](mailto: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