

Week 5 4th May 2020 Cherry Distance Learning

Remember to email pictures and
videos to:

Cherry@newvalleyprimary.com

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/play-dough-recipe>



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.

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





- 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?



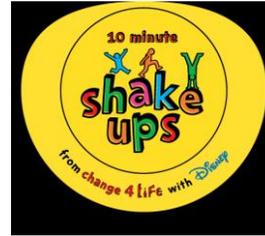
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- Make the Three Bears house or a home for Goldilocks out of Lego or junk modelling.
 - Make character masks for the characters from Goldilocks and the Three Bears. You can use anything you like; junk modelling would be great! Try to be creative and have fun with it.



<https://www.nhs.uk/10-minute-shake-up/shake-ups>



<https://www.youtube.com/channel/UCKEOXnj818IDaHvIcRiqOBg>

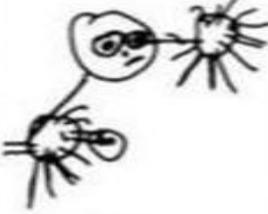
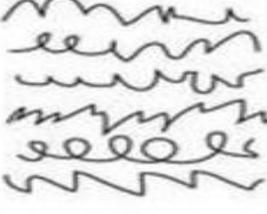
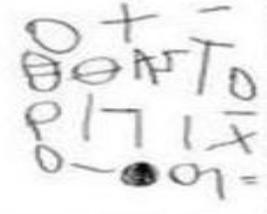
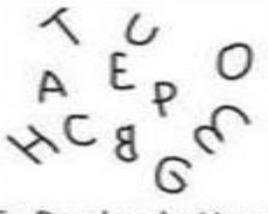
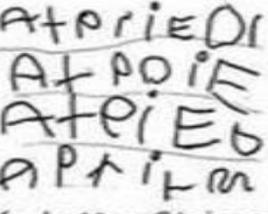
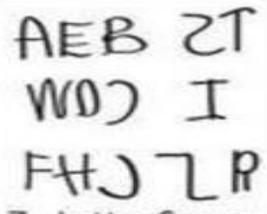
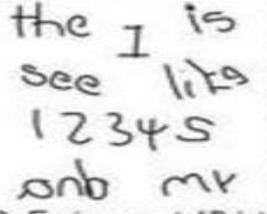


<https://jasmineactive.com/>



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

watch before starting this week's learning:

<https://www.youtube.com/watch?v=qGsYQtLM9Sc>

Phonics

- **SPEED SOUNDS:** Go through all sounds on both sound mats at random or watch the Ruth Miskin training on YouTube
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: **ch/oy/ow**.
- 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

- Recap the *Goldilocks and the Three Bears* video.
- Children to tell you the story several times using the actions.
- Talk through the story using your story map (drawn on Friday).
- Can you add any labels or sentences?

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

Maths

- Adult to write out numbers 0-20 on small pieces of paper. Fold or ball up the numbers and put them in a bowl. Your child must pick out a number, say it and lay it down flat. Once they pick out more numbers discuss if the number is more or less than the previous number; where it would come in the number line, what number would go between. Eventually you should form a number line 0-20.
- Play Hide and Seek. Once found discuss where you found your child or where that found you. 'Under the table' 'behind the chair' 'next to the TV' etc.



Important vocabulary to use:
Under, underneath, beneath,
below, on top, above, overhead,
next to, beside, behind, in
front, position, place, location,
spot.

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. How long did it take? Try it another day, can they beat their PB?

Pig
Hen
Mud
Chick
Chicken
Glow
Toys
Boy
Snow
Flow
Enjoy

Literacy

Recap the video.
Encourage your
child to join in
with the actions.

Make the
character masks
(Goldilocks and
the three bears)

Act out the story
with your family.
**Please film it and
send it to me!**

Maths

- **Quick write:** Your child can write in chalk/on a white board/easel/pencil and paper - it's up to you. Adult says a number (0-20), your child writes it down. Gentle reminders about the position and orientation of the digits. Never say 'that is wrong', lots of repetition and patience is needed to help your child write their numbers the correct way.
- Play Hide and Seek with a toy and a box/chair/dolls house. You hide the toy, your child says where it is. Encourage the vocabulary used yesterday.

Important vocabulary to use:

Under, underneath, beneath, below, on top, above, overhead, next to, beside, behind, in front, position, place, location, spot.

Wellbeing Wednesday

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

Make a Lockdown poster with everyone in your family. Draw around or handprint each person's hand. Cut them out. Place the biggest hand down first, then the next biggest, keep going until you have the smallest on top. Label each hand with the name of the person. Stick them all down. Date it and frame it (if you can).



Thoughtful Thursday

Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Play: <https://new.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3>

Literacy

- Recap the video, your child then tells you the story with the actions.
- Children to receive a letter from The Three Bears asking for their help to find Goldilocks. Please copy this one on a piece of paper.
- They draw a picture of Goldilocks and label it with describing words in their exercise book.

Dear (your child's name),

Our house was broken into by a little girl with blonde hair. We are so sad because she ate our porridge, broke my baby's chair and fell asleep in my baby's bed.

Could you please help us find her? We wonder if you could draw a picture of the little girl in colour and label it with describing words. Like greedy, rude, hungry. I'm sure you can think of your own words!

Tomorrow, could you make us a 'wanted' poster please? You teacher will tell you how to make one tomorrow.

Thank you (your child's name)

From The Three Bears

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.

Play the 'Follow Me' game. Blindfold your child. Make the space around you safe. Have an object and put it somewhere easily accessible by your child. Direct your child around the space using clear instructions. "Walk forward 3 steps" "Turn around" "Move back one step." "Turn left" "Turn right" Etc. EVENTUALLY your child will get to the object and find it using your instructions. You could challenge by including instructions such as "Go under" "Crawl through" "Climb over" As long as it is safe. This is a fun game and will probably get lots of giggles!

Fabulous Friday

Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Write the green words shown here on slips of paper for your child to sound out and read (this is practice).
- Now dictate this sentence for your child to write. Remind them to start with a capital letter, include finger spaces and finish with a full stop. Allow them to write the whole sentence before you correct them.

"Let the mud flow to the boy."

Pig
Hen
Mud
Chick
Chicken
Glow
Toys
Boy
Snow
Flow
Enjoy

Literacy

- Using the ideas from yesterday on your character description of Goldilocks create your own Wanted poster.
- Here is an example of what your poster should look like. Try and use the word 'and' in at least one sentence.
- Remind your child to begin with a capital letter, include finger spaces between words and end with a full stop.
- You can use the template on the school website or make up your own one!
- Remember to draw a clear picture of Goldilocks and write AT LEAST 3 SENTENCES about her. Talk about it with your grown first. Rehearse each sentence you write 3 times with your adult. Remember it is EXTREMELY IMPORTANT YOU SOUND OUT THE WORDS YOURSELF.



Capital letter



Finger spaces



Full stop

Wanted!



Goldilocks is smorl and
has blond hair. She is a
hungree girl and likes
porij. She is rood and
sleepee.

Maths

- Draw 20 separate circles on a large piece of card/in the garden/you can use individual pieces of A4 paper/make circles out of string and number each circle 1-20. Your child has to fill each circle with the correct number of objects. Discuss the amounts: which has fewer objects? Why? Which has more? Which has the most? Which has the least? Always ask them "why". It is really important at this stage for them to understand numbers and not just know them.
- Play the 'Follow Me' game from yesterday but today...blindfold yourself! Make the space around you safe. Have an object and put it somewhere easily accessible by you. Your child must direct you around the space using clear instructions. "Walk forward 3 steps" "Turn around" "Move back one step." "Turn left" "Turn right" Etc. EVENTUALLY your child will get you to the object using their directional language instructions. You could challenge them by asking them to include instructions such as "Go under" "Crawl through" "Climb over" As long as it is safe. This is a fun game and will probably get lots of giggles! Enjoy!



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:

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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