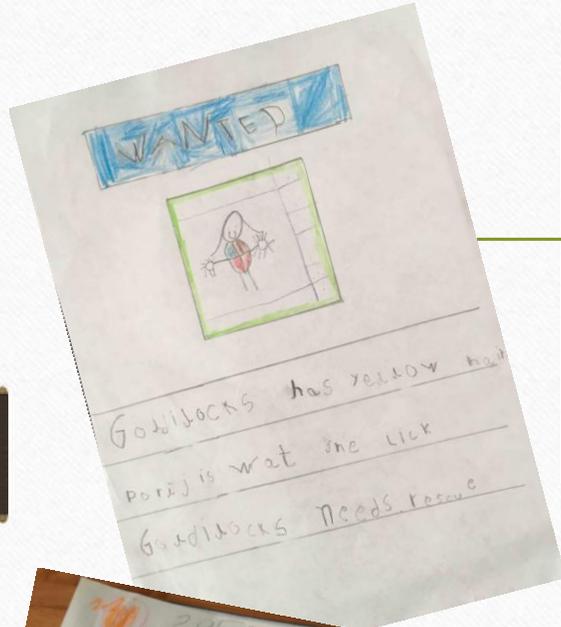


Week 7 18th May 2020 Cherry Distance Learning

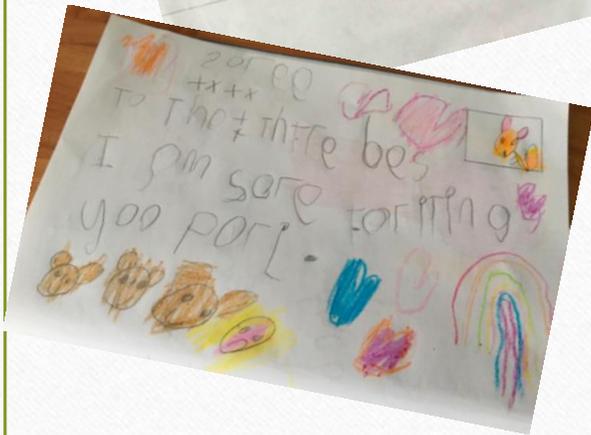
Remember to email pictures and
videos to:

Cherry@newvalleyprimary.com

A few examples of amazing work from last week!



We've been playing a game where we all roll 3 dice. Whoever has the highest number wins. I've has been adding everyone's dice.





Happening on Thursday 21st May

Last time we had Outdoor Classroom Day, we were at school and the children loved it! I would love to see some more outdoor learning today. It could be outside your front door, in your garden, in the woods, in a local (empty) space. Please feel free to take any of the Thursday's activities outside.



We would like you to dress up in nature!

Here are some ideas.

Please send pictures 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!



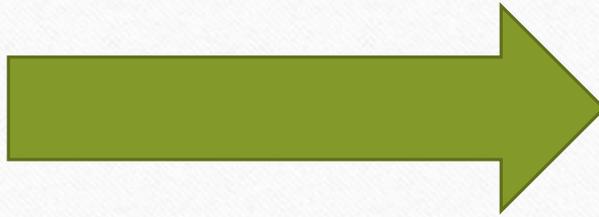
If you have an Alexa - ask it to 'open Gruffalo moves' and follow the instructions.



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

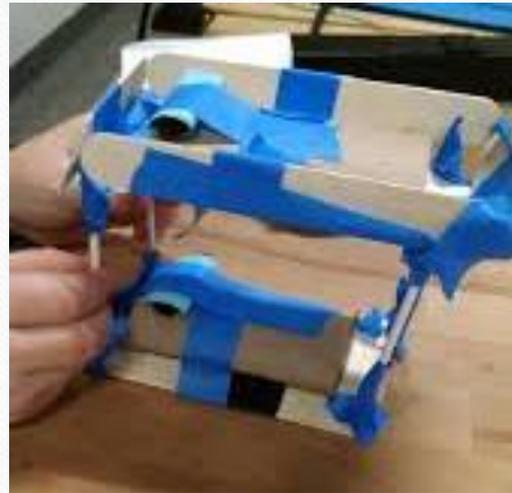




- Make porridge or cereal - observe changes, ingredients and method.
- I normally put 2 table spoons of porridge oats in a bowl, add some milk and pop it in the microwave for a couple of minutes. If you prefer the traditional way I have included a recipe.
- **INGREDIENTS**
- 60g traditional rolled oats
- 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?



-
- 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.
 - Design the front of the Sorry card
 - Make a Chair out of sticks/Lego/boxes for Baby Bear



In your exercise book:

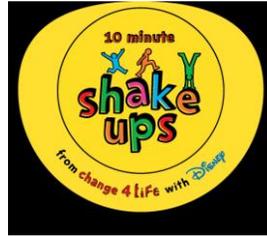
- Design and draw a bed for Goldilocks.
- Write down the things you need (Lego/sticks/card/tape/etc).
- Make a comfortable bed for Goldilocks, using your plan.



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



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

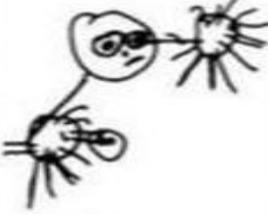
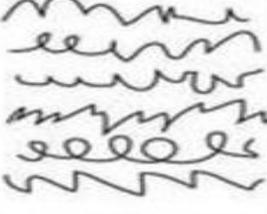
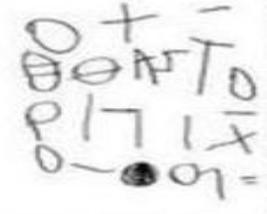
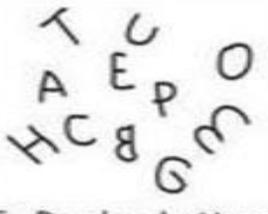
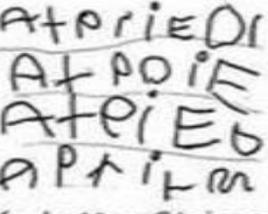
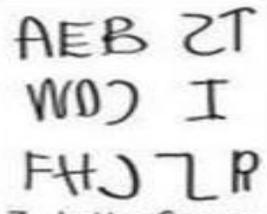
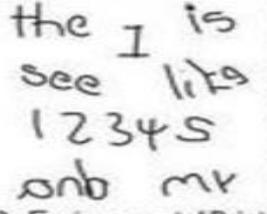
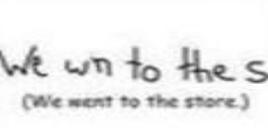
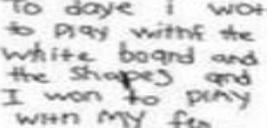
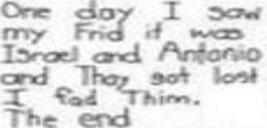


<https://jasmineactive.com/>



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>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

watch before starting this week's learning:

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.
- <https://new.phonicsplay.co.uk/resources/phase/3/pick-a-picture>

Literacy

- Recap the Goldilocks and the Three Bears video.
- Children to tell you the story several times using the actions.

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.

Watch Numberblocks

<https://www.youtube.com/watch?v=OKPT5EaXUcA>

Terrific Tuesday

Phonics

- SPEED SOUNDS
- Go over all RED words
- Go on a scavenger hunt.
- Find items around your home containing the sounds in the column on the left.
- Write the items next to the sounds.

Sound	Item
ar	
air	
ee	
ow	
ou	
oy	
ck	

Literacy

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

Children make an invitation for Goldilocks to invite her to the tea party.

You could invite all the members in your family too.

You can use the template provided (multiple times if you like).

_____ is invited to



Afternoon Tea!



Place: _____

Date: _____

Time: _____

RSVP: _____

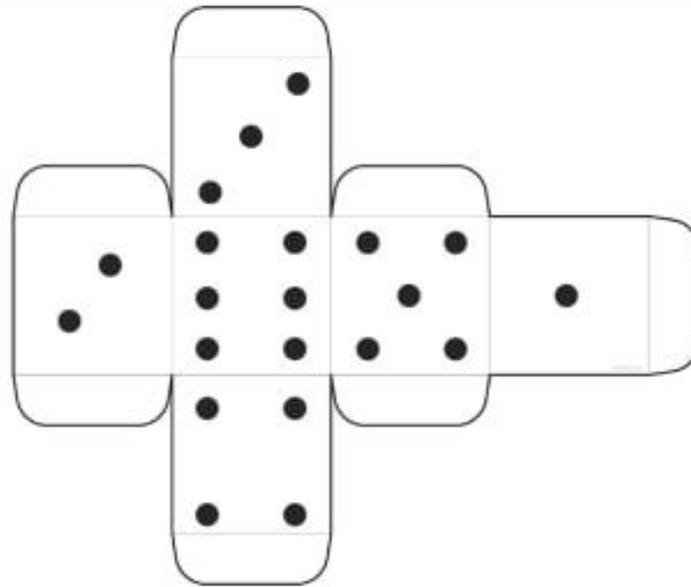
Maths

Plagiarism alert!



Find 2 or 3 dice (if you don't have you can make a cube out of paper or cardboard, or use an old box). Throw the dice and count the dots together. What did you get?

To extend: write out the number sentences and totals.



ink saving Eco

Wellbeing Wednesday

Explore the Mindful App

<https://www.bbc.co.uk/cbeebies/grownups/go-explore-app-your-mindful-garden>

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



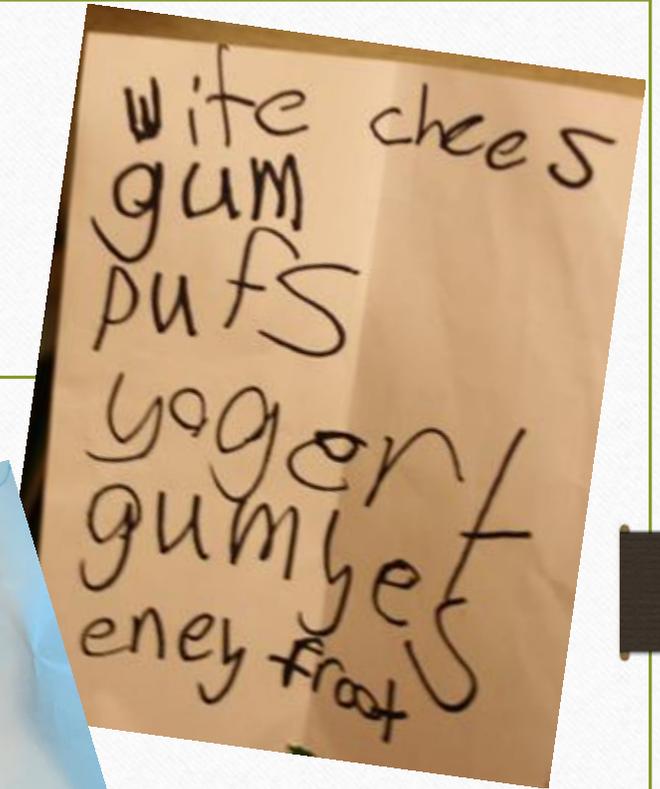
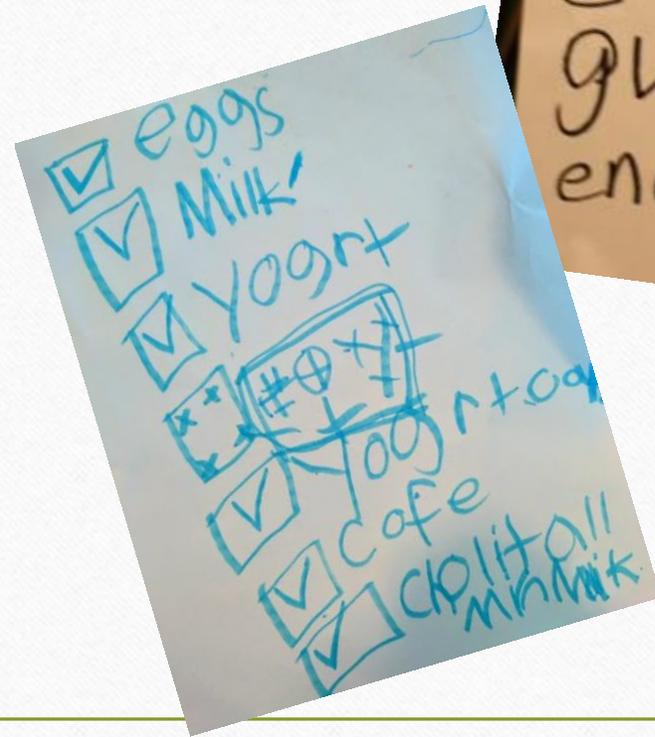
Thoughtful Thursday

Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Quick write Set 1 and Set 2 Red words. How many can your child write in 1 minute?

Literacy

- Recap the video, your child then tells you or a sibling the story with the actions.
- What will the Three Bears need for the party?
- Write a list of at least 3 different items.
- **Remember - Your child must sound the words out.**



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.

Give your child a plate of up to 10 items of food they can eat (berries/orange segments/carrot sticks/crisps/etc) Tell them to eat 3 pieces, how many are left? Tell them to eat different amounts and tell you how many are left. Repeat until all the food is finished. You could give 20 pieces if you like, to extend your child! Repeat this activity whenever you eat. It's a good incentive to finish their meal!

Fabulous Friday

Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Write out labels for the different items of food you are having for your tea party (crisps, sandwiches, cake, juice, etc)
- **Remember to let your child sound out the words.**

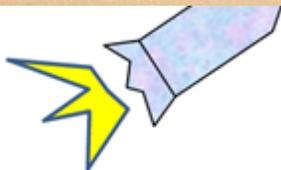
Literacy

- Set up your tea party (could be instead of lunch?)
- You could wear your masks or dress up like the characters. If you have more members in your family than 4, choose story book characters to dress up as.
- Have fun and enjoy!
- Send pictures please.

Maths

- Play one of the following maths games.

RACE TO THE MOON



SUBTRACTING TO 10



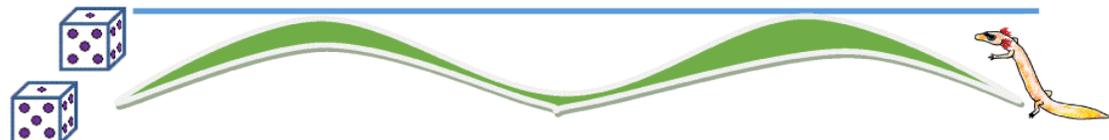
Who will be first to get from Earth to the Moon?

SUBTRACTION COVER UP

UP TO 12

CHOOSE YOUR SUBTRACTION FACT TO WORK OUT.
THE FIRST PLAYER TO GET 4 IN A ROW WINS THE GAME!

5-3	9-6	11-5	8-7	4-2	9-5
4-1	6-2	8-3	8-2	6-1	8-7
10-5	6-4	9-8	10-7	9-3	12-8
11-7	12-9	10-4	6-5	9-4	7-1
9-4	11-9	7-6	5-1	12-6	8-5
12-9	11-5	8-6	10-5	10-9	7-3



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 video links 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