

# Week 10 15<sup>th</sup> June 2020

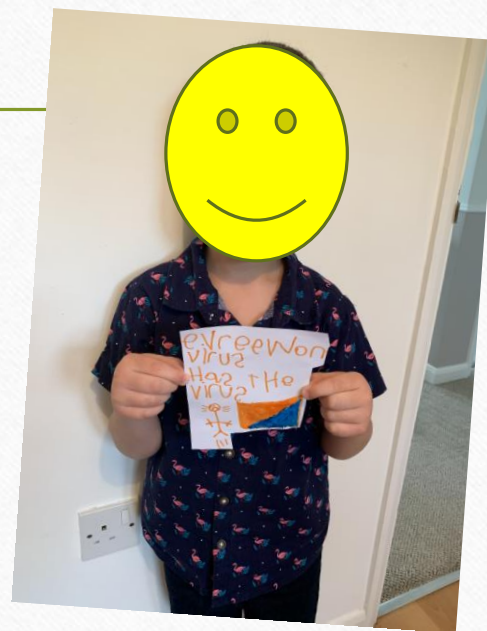
## Cherry Distance Learning

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Remember to email pictures and  
videos to:

**[Cherry@newvalleyprimary.com](mailto:Cherry@newvalleyprimary.com)**

# A few examples of amazing work from last week!



# 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).
- 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](http://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 a chair or bed for a character or toy
- Make a bird house



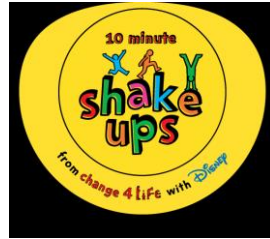
Crafty  
Gems  
THE ORIGINALS  
SPIN ON IT



<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. (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 (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:

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## 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\\_JCYISl](https://www.youtube.com/playlist?list=PLDe74j1F52zQ24vACH9z4zO53N_JCYISl) 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.
- Find items around your
- home containing the
- sounds
- Write the items in your exercise book. Extend your child by encouraging them to write them into sentences.

### Scavenger hunt

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# Literacy

- Watch 'The Very Hungry Caterpillar'



<https://www.youtube.com/watch?v=75NQQK-Sm1YY>

# Maths

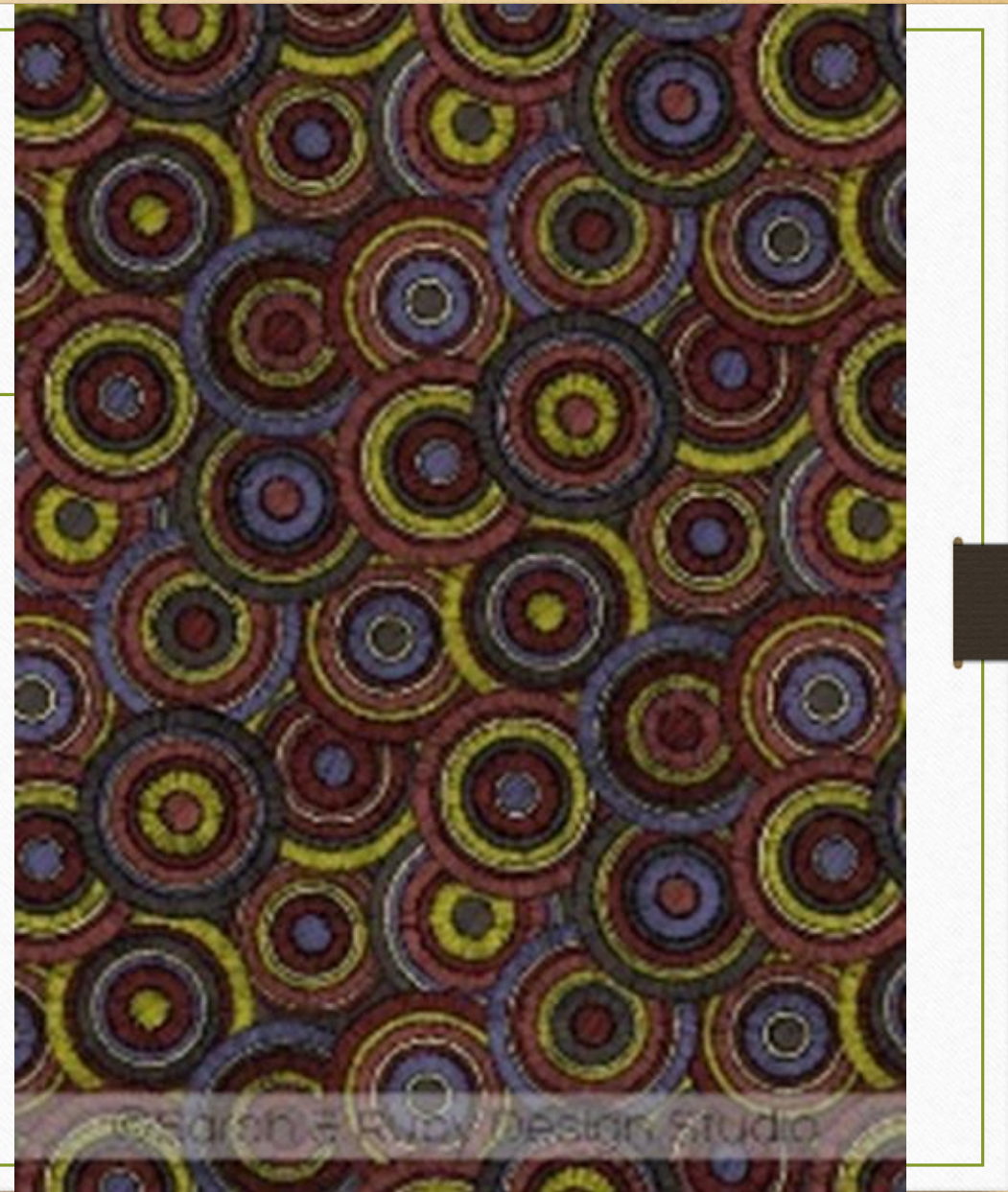
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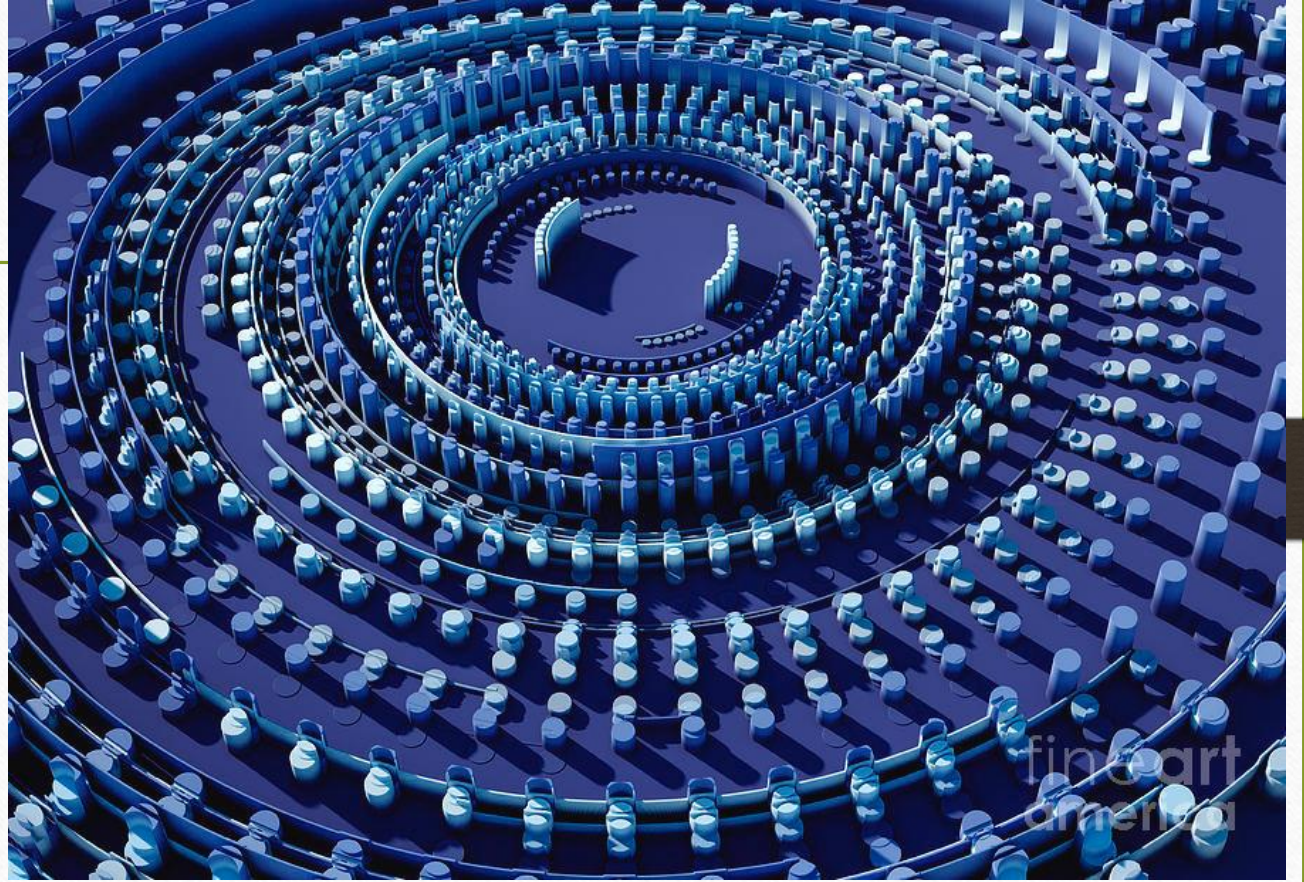
## Fast fingers (0 - 10) -

Adult says a number between 0 and 10. Your child (very quickly) shows you the correct amount of fingers.

Share some pictures of concentric patterns (next slides). Discuss what they look like and how they're made. Show Kandinsky's art and discuss.

<https://www.wassilykandinsky.net/work-370.php>





# Terrific Tuesday

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## Phonics

- SPEED SOUNDS
- Go over all RED words
- Quick write set 1 and 2 RED words.
- Extend with writing 2 sentences using some of the RED words.

# Literacy

Watch The Very Hungry Caterpillar

<https://www.youtube.com/watch?v=75NQK-Sm1YY>



Make a 'Hungry Caterpillar' puppet and pictures of the foods. Allow your child to colour, cut out and stick independently.



Enjoy using your props and puppets to tell the story of The Very Hungry Caterpillar.

# Maths

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Play Ping Pong: Ball up a sock/use a bean bag/use a ball. Throw it to each other and count in turns from 0. We would normally stop at 20, but see how far you can count! When one person says 'ping!' the other responds with 'pong!' and the counting begins again! You can play with a minimum of 2 people, try to involve the whole family!



# Wellbeing Wednesday



Talk about who is special to you. Who is special in your family? Who is special that you see often and at the moment, you don't see often. What do you miss? What could we do to show them we remember them and love them?

Encourage your child to make a card for someone special in their life.



# Thoughtful Thursday

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## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Your child finds 3 objects (e.g. spoon, blanket, fork)
- Your child writes the object into a caption and then hide the objects.
- E.g. *The spoon is on top of the chair.*
- The grown up reads the list and then must find all the objects!

# Literacy

- Use *The Very Hungry Caterpillar* as a stimulus for the children to create their own mini book.



- Cut an A4 piece of paper in half. You will have two A5 pieces. Put them together and fold in half. Staple the edge if you can.
- On each page the children label the food the caterpillar eats (they can have their own ideas...The very hungry Caterpillar ate 1 pizza, 2 Haribos, etc)

# 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.

# Fabulous Friday

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## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- <https://new.phonicsplay.co.uk/resources/phase/4/sentence-substitution-ph4>

# Literacy

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Explore the following websites about minibeasts.

<https://education.abc.net.au/minibeast-games/>

<https://www.woodlandtrust.org.uk/blog/2019/05/minibeast-facts/>

<https://www.bbc.co.uk/bitesize/clips/z44g9j6>

<https://www.bbc.co.uk/teach/school-radio/listen-and-play-minibeasts/zhh6jyv>

Discuss what we can see in the pictures and what they tell us about the minibeasts  
(What they look like? Where they live? Etc)

Children to draw a picture and write at least 1 fact about a minibeast.

# Maths

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Play the mode with number facts 'up to 10'

You may need to be with your child to read the questions to them.

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](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