

# Week 12 29<sup>th</sup> June 2020

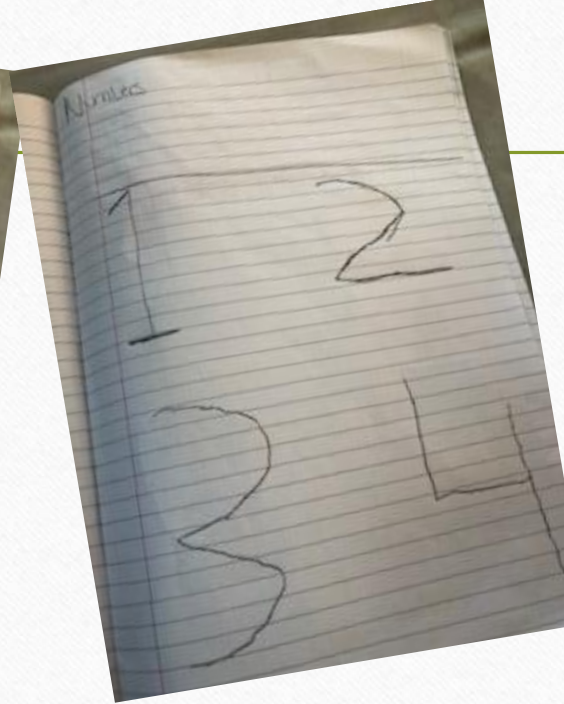
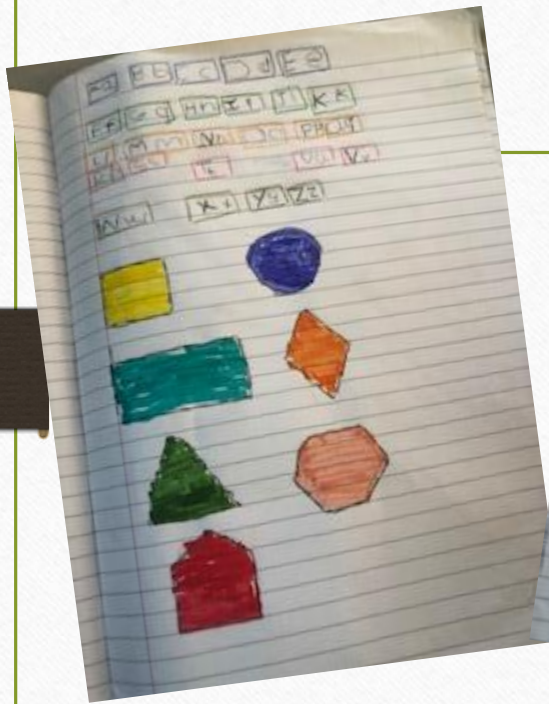
## Cherry Distance Learning

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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

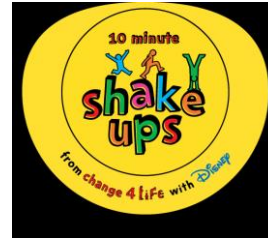




<https://www.nhs.uk/10-minute-shake-up/shake-ups>



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



<https://jasmineactive.com/>



# 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

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

ay

ee

igh

ow

# Literacy

Watch 'Supertato'

<https://www.youtube.com/watch?v=rze89HB9u8g>



# Maths

Take 2 paper plates and make a cut from the edge to the centre of each plate. On one plate, draw five dots or stick five stickers round the edge of the plate, evenly spaced.

Put the plain plate over the top of the dot plate by sliding them together.



Ask the children, can you show me two? Can you show me one more than two? Can you show me one more than four? Make a number, can your partner make one more?

# Terrific Tuesday

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## Phonics

- SPEED SOUNDS
- Go over all RED words
- <https://www.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3>

# Literacy

- Oh no! The Evil Peas have stolen some of your vegetables! (Grown ups - look distraught! You can't believe your fruit and vegetables have been stolen!)
- What should we do? Lead your child to think of making a 'wanted poster'.
- Encourage your child to write two sentences on it by themselves.
- E.g. *The Evil Pea is green. The Evil Pea is round.*
- Encourage your child to think of their own sentences. **Remember your child needs to sound out their own words.**
- Remind them to use finger spaces, capital letters at the beginning of the sentence and a full stop.



WANTED!



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# Maths

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Ask children to make a number on a five frame.



Can you show me one more?

Use a number track underneath the five frame. Can you point to the number you made? Can you point to one more than the number?

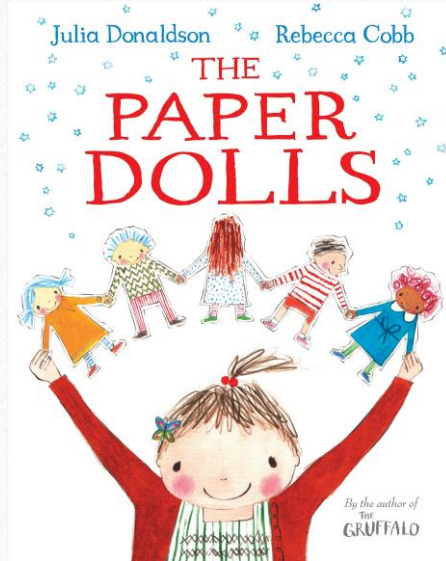


# Wellbeing Wednesday

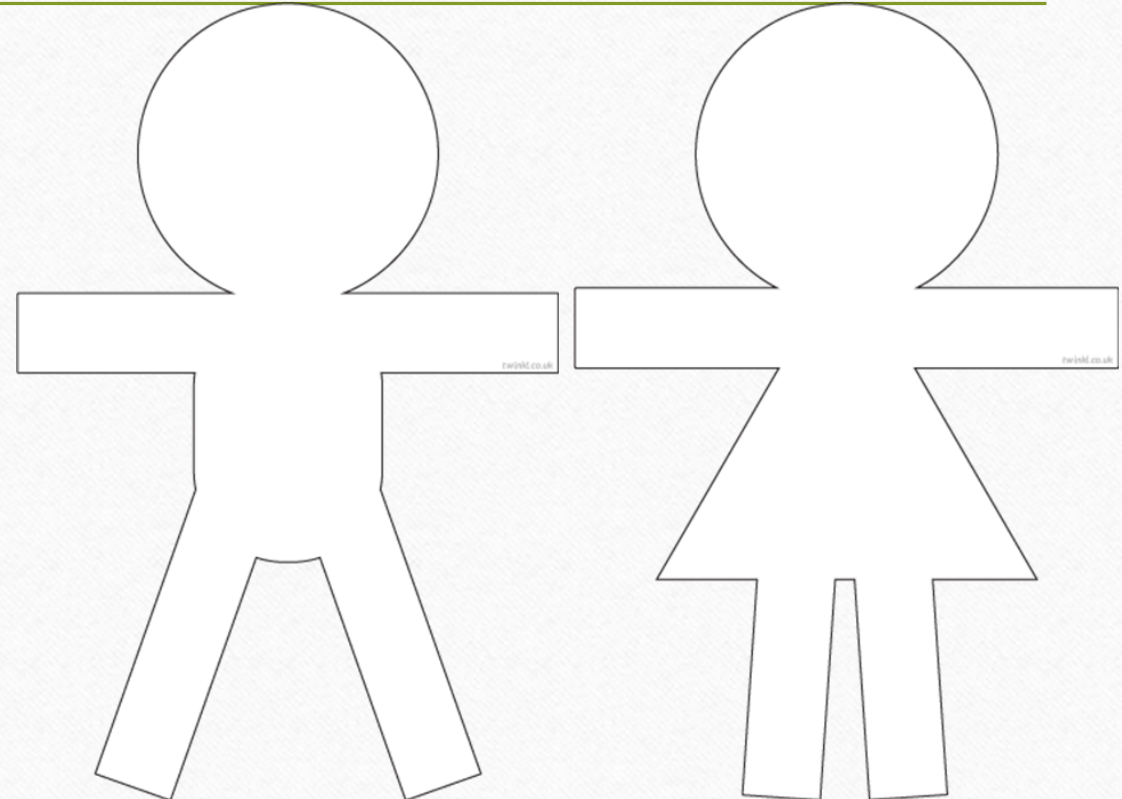


Listen to 'Paper Dolls'

[https://www.youtube.com/watch?v=m\\_MyH\\_h4t1s](https://www.youtube.com/watch?v=m_MyH_h4t1s)



Have a go at making your own paper doll. What will you name it? How will you dress it? Why don't you make a few so they can play together?



# Thoughtful Thursday

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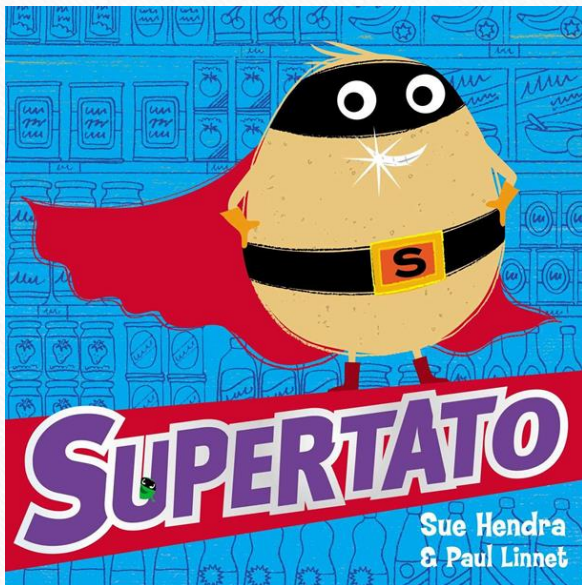
## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Your child finds 4 objects (using the digraphs: ay/ee/igh/ow)
- Your child writes the object into a caption and then hide the objects.
- E.g. I see a light.
- The grown up reads the list and then must find all the objects!

# Literacy

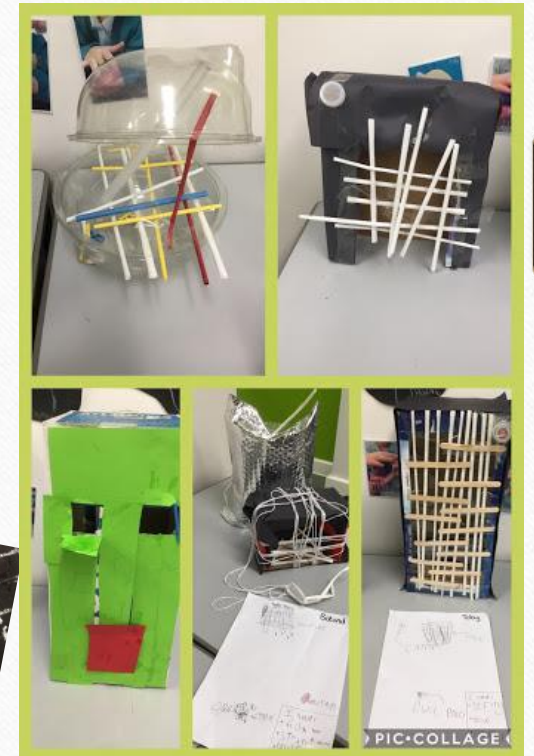
Watch 'Supertato'

<https://www.youtube.com/watch?v=rze89HB9u8g>



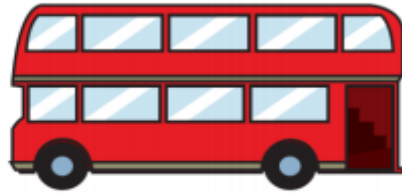
The Evil Pea hasn't yet been caught!  
What could we do to catch the Evil Pea?  
Could you make something to trap the Evil Pea?

Have a go at using some boxes and junk modelling.  
Label your trap.



# Maths

Create a bus route around the outdoor area. Start with a driver on the bus and have different bus stops around the route. To start with, ask one child to stand at each stop. When the bus stops, one more child gets on the bus. Encourage them to say how many are on the bus altogether, noticing there is one more each time.



This activity can be extended as children explore one less when people get off the bus and further addition and subtraction as multiple people get on and leave the bus.

# Fabulous Friday

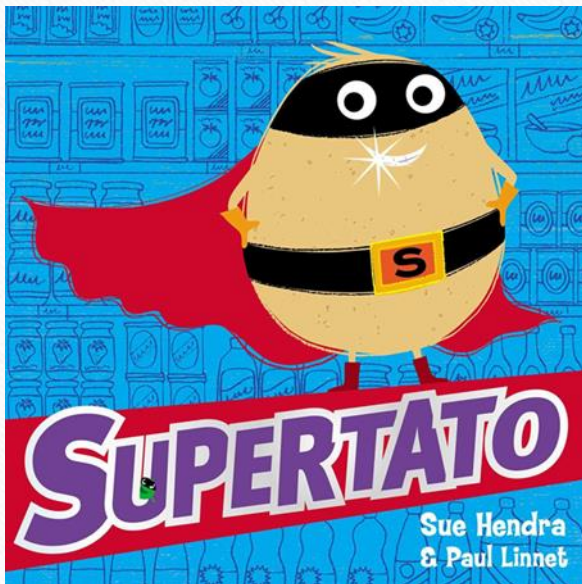
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## Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- <https://www.phonicsplay.co.uk/resources/phase/3/tricky-word-trucks>

# Literacy

Watch 'Supertato'  
<https://www.youtube.com/watch?v=rze89HB9u8g>



*Grown ups: Please put something in your child's trap that is a pea, or resembles a pea! It could even be a picture of a pea.*

Well done children! Supertato is so impressed that you trapped and caught the Evil Pea. He is so happy with you that he would like you to design and make him a new cape.

- Please draw the cape first and label it (red/blue/green/long short/floaty/stiff etc.)
- Then have a go at making it out of something at home.
- **Remember to ask permission from your grown up first** (just in case you're not allowed to use Mum's dress and to use some scissors to cut it out).
- You can then attach it to your own Supertato if you wish.



# Maths

## Mystery Bag



Place three items in a feely bag.  
Tell the children that you think there are four items in the bag.  
Ask them to count the objects by feeling and tell you if you are right or wrong.  
Count the items out onto a large five frame to check if there are four.  
Use the language one more and one less to explain how many there are e.g. 'There are three. That's one less than four'

Ask the children to help you count 3 objects into a bag. Add one more to the bag or take one out.  
Ask the children how many will be in the bag now?  
Can they line them up on a 5 frame to check.

5 frame

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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