

FINAL WEEK

Week 14 13th July 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 a chair or bed for a character or toy
- Make a bird house

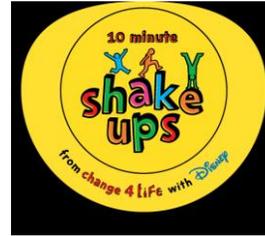




<https://www.nhs.uk/10-minute-shake-up/shake-ups>



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

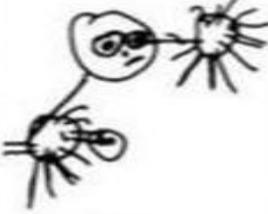
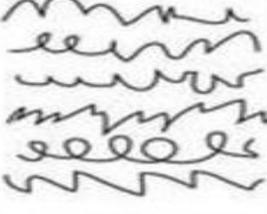
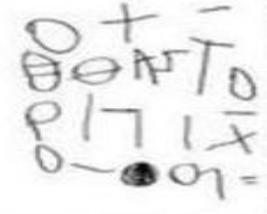
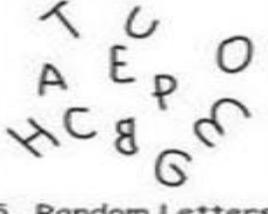
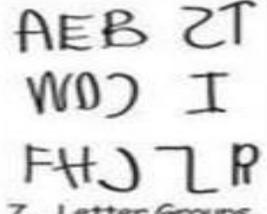
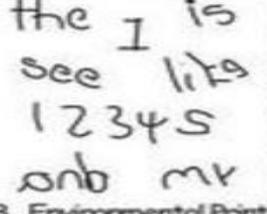
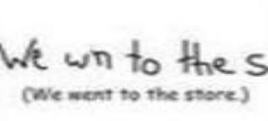
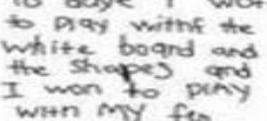
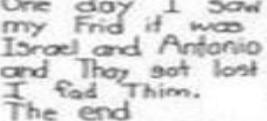


<https://jasmineactive.com/>



Start every day with energy!

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_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

ou

ir

air

or

Literacy

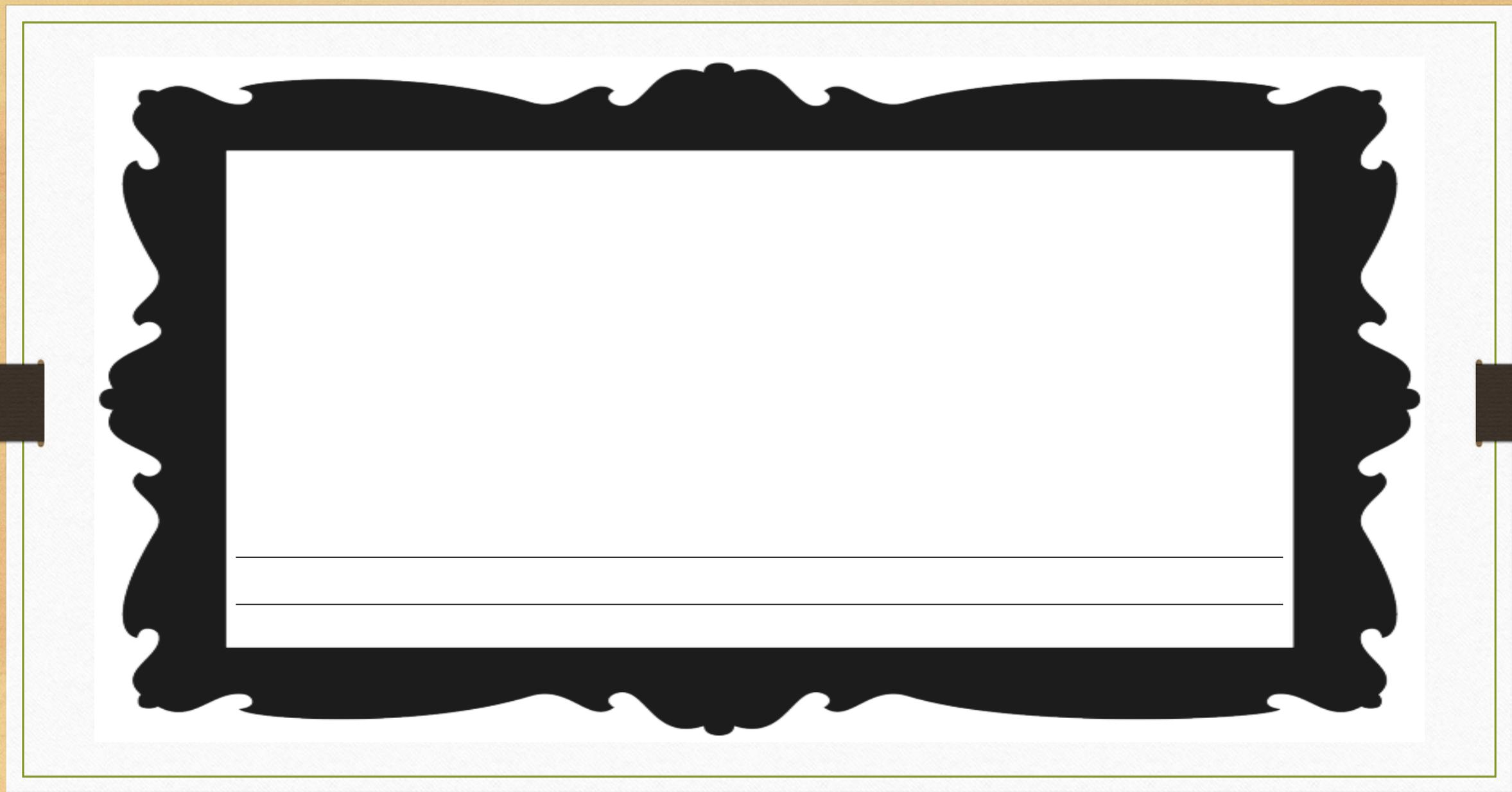
Miss Wingrave is going to be your new teacher in Year 1! She is very excited to learn all about you. She has asked if you could answer a few questions for her this week.

Today Miss Wingrave wonders...



Who is in your
family?

On the next page please write about **who is in your family** and draw some pictures of them. Remember to use capital letters for the beginning of each person's name and don't forget any pets you may have!



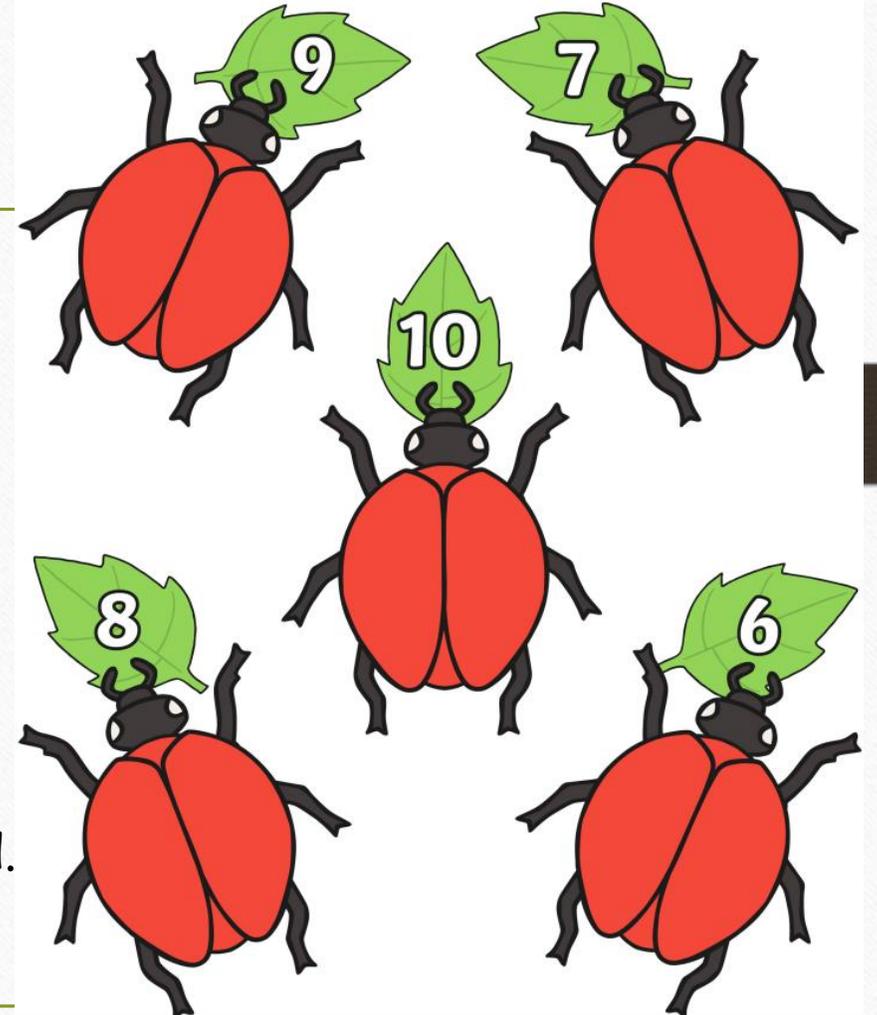
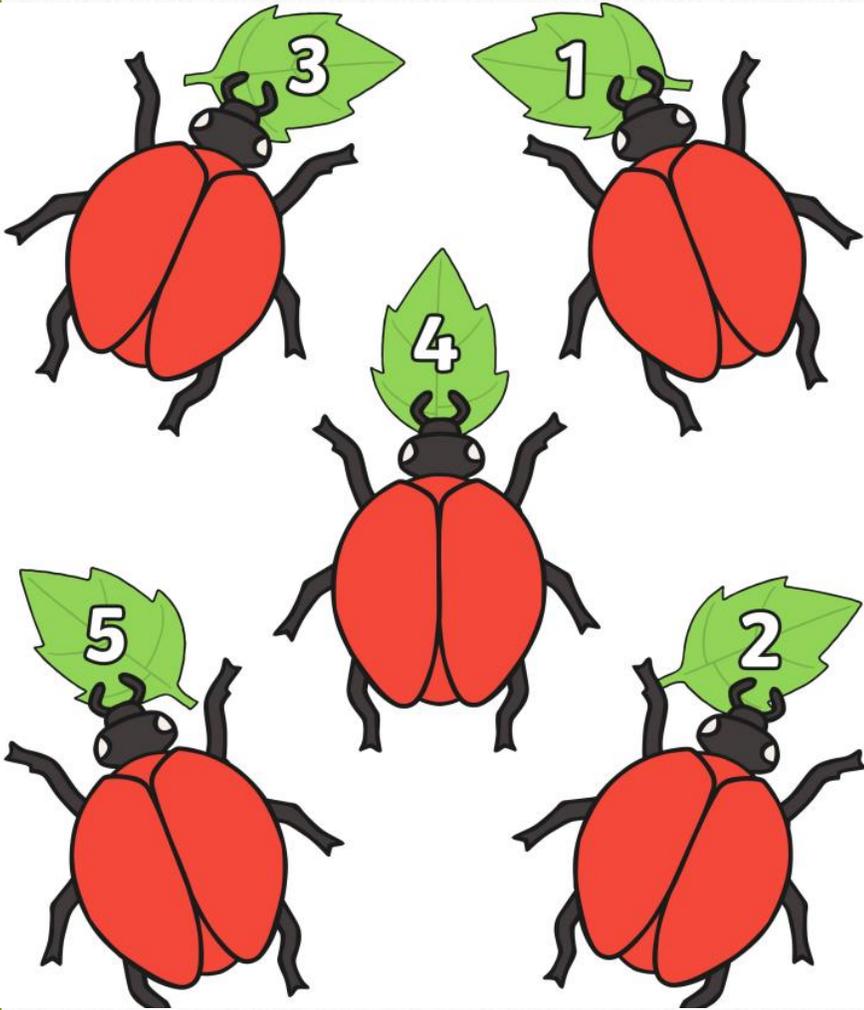
Maths

Doubles

Read the number on the leaf.
Draw or paint that many dots on each ladybird wing.
How many is the double?

Say "double ___ is ___"
E.g. "double 2 is 4."

Repeat for each ladybird.



Terrific Tuesday

Phonics

- SPEED SOUNDS
- Go over all RED words
- <https://www.phonicsplay.co.uk/resources/phase/3/sentence-substitution-ph3>
- Choose different sentence substitutions than what you have already done.

Literacy

Today Miss Wingrave wonders...



What do you like
and dislike?

On the next page draw a picture of things that you like and dislike (in the blue boxes) and write about them (in the yellow boxes).

Don't forget to sound out all your words by yourself (you can use your sound mat), remember your capital letters, finger spaces and full stops.

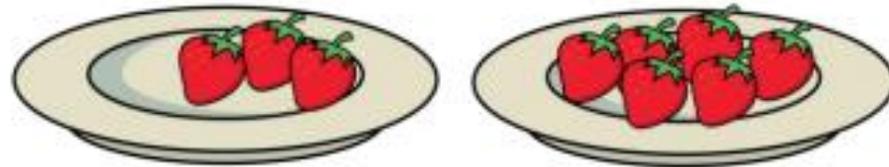
Tell Miss Wingrave

What I like?

What I dislike?

Maths

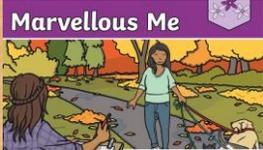
Show the children a bowl of strawberries. Explain that you are going to share them into 2 equal groups so there will be half for you and half for your friend. Put a handful straight onto each plate without counting – make sure that one plate has much more strawberries than the other. Ask the children if that is fair. Prompt them to show you how to share the strawberries fairly.





PSHE

LO: I know the importance of staying connected with my friends and family.



We have had a lot of time away from each other at home. Although many of us may have stayed digitally connected with each other, we may have missed being part of a bigger class, year group and whole school community. Talking to people and seeing each other is really important in helping us stay connected and help to keep our mental health happy. Try out some of these ideas to help you connect with the people around you at home.

Wellbeing Wednesday

What does 'together' mean?



The animals in 'Ugly Five' join together and unite. Click on the picture to listen to this story.



Do some baking at home together. Click on BBC Good Food to find some kids recipes!



Create something together. This could be a piece of art, a model or even a den!



Research some songs that are about togetherness and sing them together at home. E.g. Lean on Me



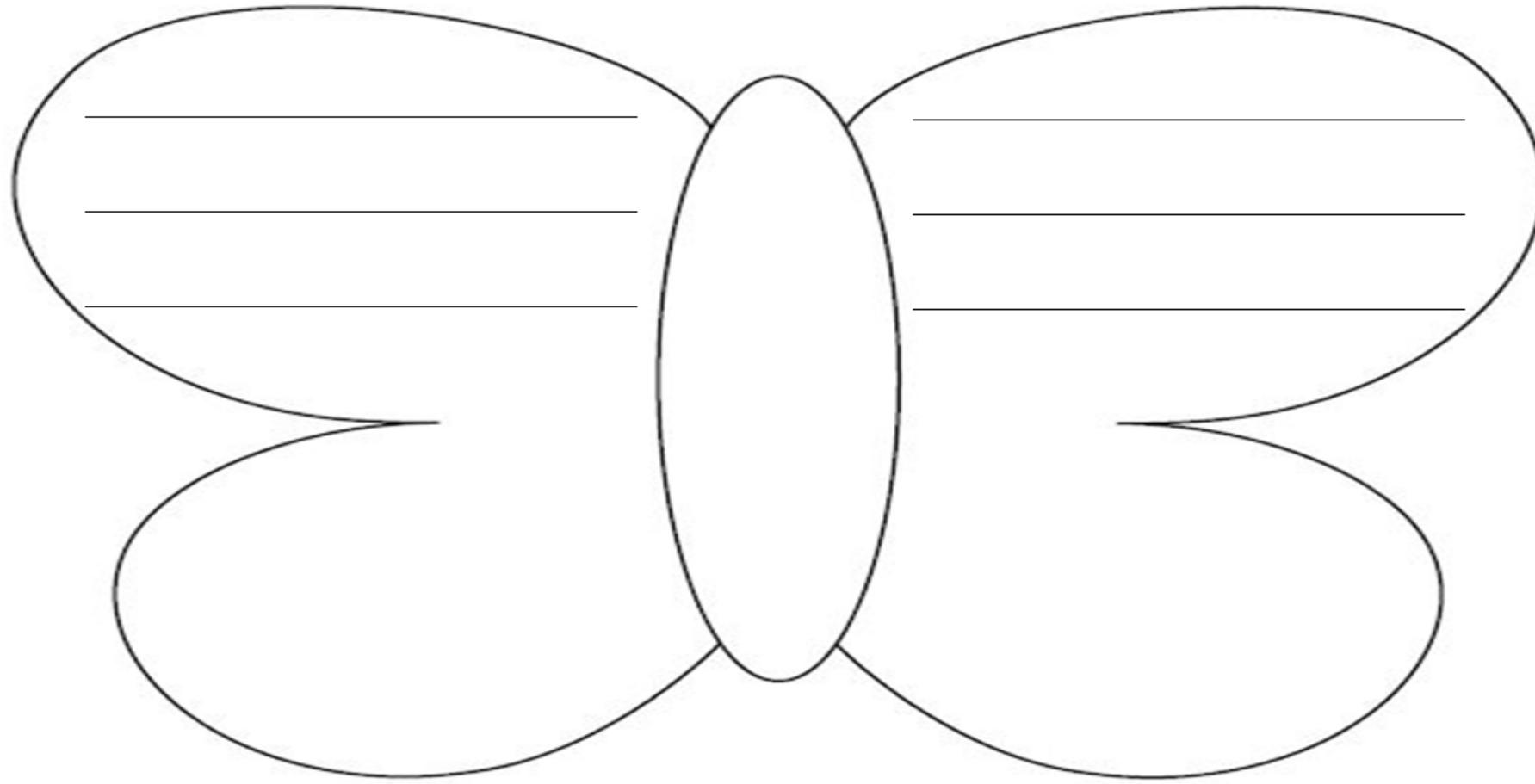
Create a simple dance or action song that everyone can join in.

Thoughtful Thursday

Phonics

- SPEED SOUNDS
- Go over all RED words, children are just to read the word.
- Your child finds 4 objects (using the digraphs: or/air/ou/ir)
- Your child writes the object into a caption and then hide the objects.
- E.g. The car is on the book.
- The grown up reads the list and then must find all the objects!

Literacy



Think about your time in Reception. What have you enjoyed? Write and draw your memories on the butterfly. Decorate your butterfly.

Maths



Provide 2 teddy bears, 2 plates and small even quantities of loose parts to represent different food items.

Ask the children to share out the loose parts fairly so that each teddy gets the same. What will happen if another teddy joins the picnic?

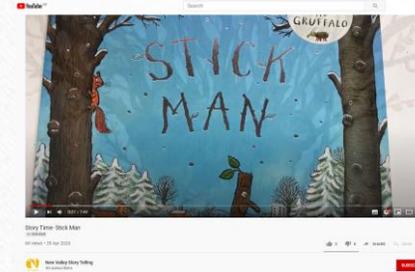
Fabulous Friday

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



- In Year 1, our class mascot is the Gruffalo.
- We have lots of fun adventures with the Gruffalo and he likes to know what fun things you get up to at home!
- Click on the picture to listen to Miss Wingrave read the story.

- In Year 1, we also love doing lots of outdoor learning and exploring the local woods.
- This year we enjoyed 'Forest Fridays' and 'Woodland Wednesdays'...hopefully we can do this again next year!
- Listen to Miss Wingrave read one of her favourite stories, 'Stick Man'.

Maths

Find half



Provide 2 teddies and plates and a selection of items for halving. Ask the children to explore which quantities will halve exactly into 2 equal groups and which will have one left over.

If you have 6, can you give both teddies the same?

What about if you start with 5?

Is this an even number or an odd number?

How do you know?

Encourage the children to draw pictures to record their findings.

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:

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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