




**This week's question/s: What animals live in The Ocean?**

**See page 2 for phonics and spelling learning for this week:**

Personal, Social and Emotional Development	Communication and Language	Physical Development	
<p><b>Learning Challenge:</b> <i>I can discuss with others how I am feeling.</i>            Create some faces on paper or out of salt dough or whatever you have at home and at different points of the day ask the children how they are feeling and see if they can explain why and what might be an appropriate response.</p> 	<p>Enjoy this together:  <a href="https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwty">https://www.bbc.co.uk/teach/school-radio/listen-and-play-under-the-sea/zm6xwty</a></p> <p>A listening game that supports children's listening and attention skills.            New vocabulary: sea, ocean, jellyfish, octopus, coral, mermaid, seahorse, dolphin, seaweed, diver, fish, reeds.</p> <p>It also introduces the song:  <b>A sailor went to sea, sea, sea</b> (move hands like a wave on the sea)  <b>To see what he could see, see, see</b> (put hands up to your eyes as if looking into the distance)  <b>But all that he could see, see, see</b> (keep looking...)  <b>Was the bottom of the deep blue sea, sea, sea</b> (Move hand like a wave again)</p>	<p><b>Moving and Handling:</b>            Learning Challenge: <i>I can travel with confidence and skill around, under, over and through balancing and climbing equipment.</i>  <b>Activity ideas:</b>            Can the children have a go at creating their own obstacle course, can they go over / under objects, down slides, through a card board box or tunnel, balancing walking along planks of wood or along lines you've drawn on paper or on chalk on the floor, balance a ball, kick a ball etc.            As last week take some time to maybe do a different Cosmic Yoga or PE with Joe Wicks.  <a href="https://www.youtube.com/watch?v=LhYtcadR9nw">https://www.youtube.com/watch?v=LhYtcadR9nw</a>  <a href="https://www.youtube.com/watch?v=sX05HHni9Wk">https://www.youtube.com/watch?v=sX05HHni9Wk</a></p>	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p><b>This week's focus:</b> <i>Learning/understanding the story.</i>  <b>Session 1 - Learning Challenge: Story structure</b>            Re-read the story together. Today we're going to start to know the story better. We are learning about the structure of the story: <i>beginning, problem, resolution, ending.</i> Have a discussion about the different parts of the story. What happens in the beginning? What is the problem in the story and how is everything made better? Use the grid provided to either cut and stick the correct pictures or ask your child to draw a picture in the box. There may be more than picture for each box. It's completely up to you and your child. <b>Please photograph and email to us.</b></p> <p><b>Session 2 - Learning Challenge: Describing a character</b>            Discuss the story and yesterday's session on story structure. What can we remember? Let's think about who is in the story, who is the main character? (snail), is the snail special in any way? What tells us he's special? Use the provided snail picture to write different characteristics about the snail using describing words. E.g. <i>he is brave, happy etc...</i> See left, an example for the character Matilda.</p>  <p><b>Character activity idea</b> - Why not go down to the beach in your exercise time and find some pebbles and have a go at making your own snail. <b>We would love to see some photos of these!</b></p>  <p><b>Session 3 - Learning Challenge: Describing a character</b>            Use a description from yesterday's lesson to write a sentence to describe the snail on the sentence a day sheet.</p> <p>Also check out this website for more ideas and activities for the story.  <a href="https://www.panmacmillan.com/blogs/books-for-children/snail-and-the-whale-kids-activities">https://www.panmacmillan.com/blogs/books-for-children/snail-and-the-whale-kids-activities</a>.</p>	<p><b>Monday &amp; Tuesday (Increase the difficulty)</b>  <i>I can copy, continue and create a simple repeating pattern.</i>            Make a pattern for the children to copy, get them to continue your repeating pattern and then get them to make one for you to copy. Start simply a,b,a,b,a,b then increase a,b,c,a,b,c and increase to a,a,b,a,a,b,a,a,b etc.            Lots of different ways to do this, build Lego towers, make bead necklaces, print shapes into play dough, do some potato printing patterns, make a snack in a pattern, grape, grape, orange, go in the garden and make patterns using sticks and leaves, make a music pattern etc</p> <p><b>Wednesday - I can compare lengths.</b>            Children go around the garden and find sticks and place them in order from longest to shortest, or pencils and pens and paintbrushes and wooden spoons, or even socks! Children could cut out seaweed from green paper or make eels from play dough and compare the different lengths or make a jelly fish and compare the tentacles.</p> <p><b>Thursday - I can measure in bricks the length of something.</b>            Children find 5 items around the house and use bricks to measure how tall they are. They could even measure siblings if they will stan still for long enough! Can they record by writing spoon = 10 bricks, pen = 3 bricks etc.</p> <p><b>Friday - I can compare the weight of different items.</b>            Make a set of balance scales by hanging a coat hanger off a piece of string.            First compare items e.g. an apple and an orange, how do you know which is heavier/lighter? Then try to make them balance by placing an apple on the scales and cubes and asking how many cubes do I need to make this balance? How heavy is an apple? Record apple = 4 bricks etc.</p>	<p>Research what creatures and animals live in The Ocean.            Here's a BBC Science clip which would be interesting.  <a href="https://www.bbc.co.uk/bitesize/clips/zmxqxb">https://www.bbc.co.uk/bitesize/clips/zmxqxb</a></p> <p>Do many creatures live near the shore? What are they?            Do many creatures live at the bottom, on the sea floor? What are they?</p> <p><a href="https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts/">https://www.natgeokids.com/uk/discover/geography/general-geography/ocean-facts/</a></p> <p>Can you draw us a picture of the different creatures that live in The Ocean and email it to us?</p>	<p><i>I can make a repeating pattern using sounds.</i>            Don't worry if you don't have any instruments turn upside down some saucepans and bowls and using a wooden spoon ask the children to create a repeating pattern. If you have the opportunity take a short video and upload it onto tapestry or email it for us all to see.</p> <p><i>I can make an underwater creation.</i>            We would love you to use your imagination and create your own underwater scene. This could be a junk modelling underwater scene, a number of underwater animals or even just your own sea creature. You could decorate a cake in an underwater theme or even use all your toys to make some float and some sink in a bowl of water. You might also have better ideas, We will leave the thinking and planning up to you but please do send us an email with your creations.</p>

# Phonics

We follow a simple structure every day using 'Letters and Sounds' which usually last 20-25 minutes. **We understand this may be difficult with siblings and other things going on at home.**

**Revisit - (2/3 minutes)** - In this section we practise sounds we know already very quickly, concentrating on pronouncing and using the actions. We often pay more attention to the digraphs (two sounds making one sound, your children are very good at these 😊 This can be done using an online games (detailed below) or your cards in book bags.

**Teach- (5/10 minutes)** - This is where we have new learning. We will introduce a sound using an action and thinking about where it is positioned in a word. The children enjoy saying the new sound in different ways; shouting it at the neighbours, whispering it to the cat, walking around the room saying it, using cuddly toys/puupets to whisper it wrongly, or adults getting it wrong.

**Practise - (5/10 minutes)** - In this section we will read and write words containing the new sound, look at the letter shapes that are in the word and sound buttoning them for reading. We often sky-write a new sound, use our whole body to write, focussing on the shapes we need to make, on our friend's backs, chalk outside, painting with water on the ground/wall, using our bodies. On an application day (Tue and Thur) it's great to use some of these ideas, the writing doesn't have to be done only on paper.

## Week 2: 20/4/20

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Revisit -</b> Either show the children all the sounds from their book bag and as you show them they have to say the sound <b>or</b> Play Flashcards speed trial on phonics play website. It is free to sign up using the <b>Username: march20</b> <b>Password: home</b></p> <ol style="list-style-type: none"> <li>1. Click on the flashcards speed trials,</li> <li>2. Start</li> <li>3. Pick individual graphemes</li> <li>4. Choose set 1-10. Done</li> </ol> <p>The children can then choose the type of car they want.</p> <p><b>Teach - ear</b> (As in stroke my beard - Action is stroking beard.) This is a trigraph = three sounds making 1 sound. It's important that the children learn this. Children can watch this clip - it will help. <a href="https://www.youtube.com/watch?v=EneZ1UubxSA">https://www.youtube.com/watch?v=EneZ1UubxSA</a></p> <p><b>Practice</b> Mute this video and children say each word as it lights up in green. <a href="https://www.youtube.com/watch?v=4JSwmP61nXo">https://www.youtube.com/watch?v=4JSwmP61nXo</a></p> <p>Ask the children to go and find these items... Cow, something brown, flower, towel, cion, tin foil, something that goes oink!, earing, tear, bread.</p> <p>Can the children then sort the items into piles depending on the sound they all have in common. <b>Extension -</b> As the children to label some or all of the items.</p>	<p>Apply - ear</p> <p><b>We repeat Monday's lesson today with a variation on the practise part.</b></p> <p>Children enjoy this game on phonics play <a href="https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html">https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html</a></p> <p>Choose phase 3 and the sound ear.</p> <p>After children have read lots of words with the ear sounds can they practice writing it? dear, year, tear, spear, beard</p> <p>Have a go at writing a sentence including an <b>ear</b> word from above?</p>	<p><b>Revisit -</b> Either show the children all the sounds from their book bag and as you show them they have to say the sound (focus on the two letter sounds). <b>Or</b> Play Flashcards speed trial on phonics play website.</p> <p><b>Teach: air</b> (action: brush your hair saying air, air) - a new tri-graph. Walk around your house saying 'brush your hair, air' a few times.</p> <p><b>Practise:</b> Reading the new trigraph in words.</p> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">hair </div> <div style="margin-right: 5px;">→</div> <div style="margin-right: 5px;">Fold the card so the picture isn't showing.</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">chair </div> <div style="margin-right: 5px;">→</div> </div> <div style="display: flex; align-items: center; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">pair </div> <div style="margin-right: 5px;">→</div> </div> <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 2px; margin-right: 5px;">fair </div> <div style="margin-right: 5px;">→</div> </div> <p><a href="https://content.twinkl.co.uk/resource/58/42/t-l-526552-phase-3-air-read-and-reveal-activity-english_ver_2.pdf?token=exp=1587126568~acl=%2Fresource%2F58%2F42%2Ft-l-526552-phase-3-air-read-and-reveal-activity-english_ver_2.pdf%2A~hmac=2ebddc990dd31413611215bf3066658079a24bb972442e2a46b50ccf9ba7ffe0">https://content.twinkl.co.uk/resource/58/42/t-l-526552-phase-3-air-read-and-reveal-activity-english_ver_2.pdf?token=exp=1587126568~acl=%2Fresource%2F58%2F42%2Ft-l-526552-phase-3-air-read-and-reveal-activity-english_ver_2.pdf%2A~hmac=2ebddc990dd31413611215bf3066658079a24bb972442e2a46b50ccf9ba7ffe0</a></p> <p>You can access this resource free through the Twinkl website.</p>	<p>Apply - air</p> <p>Reading and write words containing the trigraph.</p> <p><i>stairs, pair, airport, repair, hairbrush, funfair, haircut, Clair.</i></p> <p>Encourage your child to write as many as possible, with sound buttons.</p> <p style="background-color: yellow; padding: 5px;">Please see below for the new sounds we have covered so far to be cut out and added to your child's collection. Equally, these can be written on a piece of paper!</p>	<p><b>Tricky word/s:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <b>his</b></div> <div style="text-align: center;"> <b>her</b></div> </div> <p>'Nee Naw, Nee Naw!' Tricky words.</p> <p>Please cut out the words below and add to your child's other tricky words for using at home.</p> <div style="text-align: center; font-size: 48px; margin-top: 20px;">his</div> <div style="text-align: center; font-size: 48px; margin-top: 20px;">her</div>

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