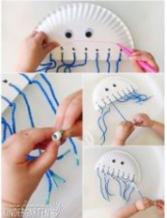
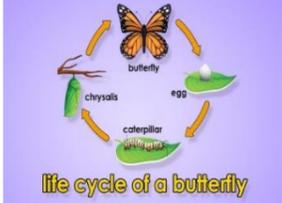




See page 2 for phonics and spelling learning for this week.

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

Personal, Social and Emotional Development	Communication and Language	Physical Development
<p>I can play co-operatively, taking turns with others as well as understanding and following the rules.</p> <p>Find a game such as snakes and ladders or even a sea themed one if you have one. Have a go at playing it with older siblings or a grown up. Before you start make sure everyone understands they rules and see if you can have a go at taking turns and playing co-operatively with others. Have some fun. I challenge you to a different game each day!</p>	<p>Work together to make an Ocean small world. Use Lego/Duplo/Happyland characters to retell the story. Maybe put on a puppet show for the rest of your family ☺ The children always respond well in class when they have pictures of themselves to play with on lollipop sticks or similar.</p>   <p>Clothes pegs work well too.</p>	<p>Moving and Handling: I can use simple tools to effect changes to materials. I can handle tools, objects, construction and malleable materials safely and with increasing control.</p> <p>I can Eat a healthy range of foodstuffs and understands need for variety in food.</p> <p>Activity Ideas - Building on the children's fine motor skills see if they can make a jellyfish and thread beads, pasta, cheerio's onto each of the tentacles. Can they start with one and add on one each time? See below for a picture idea.</p>   <p>What under the sea, food can you make? Discuss about what is healthy and un healthy. What too much sugar might be bad for us? What is each food made from you could use pasta shells or maybe even decorate a cake or make something like this! I would love to see a photograph on tapestry or an email of you've made. Pinterest has many ideas!</p> <p>As last week take some time to maybe do a different Cosmic Yoga or PE with Joe Wicks.</p> <p>https://www.youtube.com/watch?v=LhYtcadR9nw https://www.youtube.com/watch?v=sX05HHni9Wk</p>

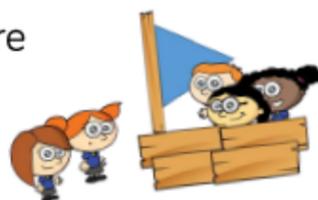
Literacy	Mathematics	Understanding the World	Expressive Arts and Design
<p>This week's focus: What is a letter?</p> <p>Session 1 - Learning Challenge: How can we say thank you?</p> <p>Together, talk about what the Snail did in the story. Was he the hero? Did he help the Whale? When we want to say thank you to someone who helps you what can we do? Together make a list: send a text/message, call them etc... when have you said thank you: for birthday/Christmas presents, coming to my party etc... Do you think the Whale would like to say thank you? Make a list of 3 things/or draw a picture of things that the Whale might want to say thank you to Snail for on a piece of paper - keep for Friday.</p> <p>Session 2 - Learning Challenge: Why do we write letters?</p> <p>Use the internet to research or ask a grown up in your household or someone you can talk to easily if they have some letters you can see and look at. What do you notice? Is it like a story? Think about the words that are used, who is speaking in the letter? How do we know where the letter is going, or who it is being written for? How is the letter started/finished?</p> <p>Session 3 - Learning Challenge: Why do we write letters?</p> <p>Talk about letters... why we send them etc. Use the Little Red Riding Hood example letter (either print off or look at on a screen) and talk about different features that make it a letter. If you print it off, you can highlight some of the features that we would like the children to identify:</p> <ul style="list-style-type: none"> - The address at the top, whose is it? - It starts with 'Dear' - The starting line is a sentence about the person you're writing it to. - Thank you for something you did... - Love from and name. 	<p>Monday - I can order two items by weight or capacity. Provide an opportunity for children to play with water in a tray or pig pans outside or in the bath or with sand or mud or similar. As the children are playing ask them to show full, nearly full, half full, nearly empty and empty.</p> <p>Tuesday - I can order two items by weight or capacity. Provide a variety of different size containers and ask the children to investigate which holds the most. They may do this by pouring directly from one container to another They could also use a small cup to fill each container ,counting how many small cup-fulls the containers hold. Encourage them to record their results using their own methods of recording. We would love to see a photo so do email it to us!</p> <p>Wednesday - I can use the vocabulary involved in adding Adding counting objects - children need to count two groups of objects. Place the number 1-10 face down and ask the children to pick up two numbers turn them over and ask them to make piles from Lego, Duplo cubes etc then join the piles and count how many they have altogether. Can children write the number sentence?</p> <p>Thursday - I can use the vocabulary involved in adding. Adding counting on - Similar to yesterday but today we want you to count on rather than start from the beginning. Can you make a number line - a paper one is great or you could have a go at making a Lego/Duplo number line see the image below. Use the number cards from yesterday and ask the children to turn two over and place the figure on the largest number and then count on. Can children write the number sentence?</p> <p>Friday- I can use the vocabulary involved in subtracting. Subtraction squish! Explain subtraction is taking away. As yesterday two numbers ask they children to make the largest number making play dough balls. Then to take away children squish the smallest number and see what they are left with. Can children write the number sentence?</p>	<p>Choose a creature from the Ocean. Can you research that creature's life cycle.</p> <p>Here's the life cycle of a butterfly to help you.</p>  <p>Animals such as seahorses, clownfish, and sea turtles all live on coral reefs.</p> <p>Where do other sea creatures live (this is called their habitat)? Can you choose one, draw a picture and send it to us?</p> <p>Check out this amazing page and watch creatures in the Ocean live through live webcams. https://explore.org/livecams.</p>	<p>I can explore the different sounds of instruments.</p> <p>Can you make a water xylophone and fill one full, one nearly full, one half full, one nearly empty and one empty and listen to the different sounds they make by banging them with a wooded spoon or beater. Can you make a tune or pattern?</p>  <p>I can make a boat that floats.</p> <p>As this week you have been learning about Capacity in maths and possibly playing with water in the bath or in a big bowl or water tray I thought you cauls make a boat to float on the sea. What materials would it be good to use to make a boat out of? Could you use junk modelling or lego? Does it float or sink? Would you use a cardboard box? Why/why not?</p>

We are keen to add any learning you have done at home to our Facebook page and Weekly Blog page so please take a photo and email it over to us any day or time

Adding more

Outside

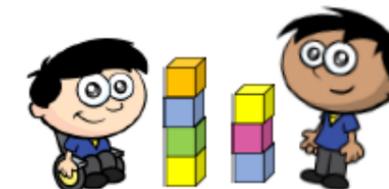
Share the story **Mr Gumpy's Outing** by John Burningham. Ask the children to build a boat and to create their own first, then, now stories as different groups of characters climb aboard. Encourage children to count how many altogether as more children join them.



Enhancements to areas of learning

Construction

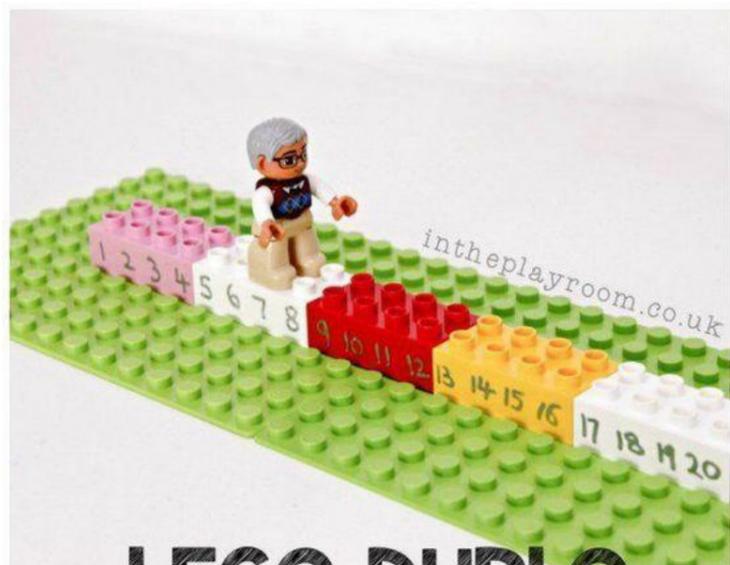
The children take turns to roll a 1-3 dice and collect 1, 2 or 3 cubes to add to their tower. If they are ready, encourage them to count on as they add their cubes each time. How high can they build their towers before they topple?



Small World

Encourage the children to create their own first, then now stories using the small world resources.

E.g. First there were 5 dolls in the house.
Then 2 more dolls came home.
Now there are 7 dolls.



LEGO DUPLO NUMBERLINE

For Addition & Subtraction



Number track race

Provide number tracks and a 1-3 dice. The children take turns to roll the die and count on 1, 2 or 3 as they move along or fill up the track. The first to reach 10 wins the game. This can also be done outside with children jumping along giant tracks.

NB: It is easier for children to fill the track by adding counters than to 'jump' a counter along the track.



Taking away

Maths area

Encourage the children to adapt and re-enact favourite rhymes such as 10 Green Bottles by making 1, 2, or 3 fall each time. Similarly they could have 10 Currant Buns and choose to buy 1, 2, or 3 buns each time. Prompt the children to say how many are left each time.



Enhancements to areas of learning

Pass it on

Each child starts with 6 cubes. They roll a 1-3 dice and pass the corresponding number of cubes to the person on their left. The winner is the first person to give away all of their cubes. Encourage the children to count how many they have left as they pass on their cubes.



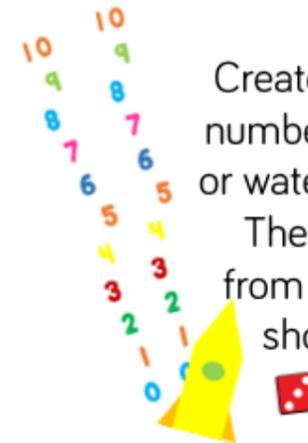
Sand area

A game for 2 children. Ask the children to line up 10 pebbles or shells. The children take turns to choose whether they take 1, 2 or 3 pebbles. The winner is the player who avoids taking the last pebble.



Outside

Create a countdown game by chalking numbers 10-0 leading towards a rocket or water blaster. Provide a giant 1-3 dice. The children roll the dice and jump from 10 to 0. First to reach the rocket shouts blast off to win the game.



Phonics

We follow a phonics scheme called 'Letters and Sounds' and last week they announced that they were going to produce their own daily phonics lessons you YouTube. This is the link you will need https://www.youtube.com/channel/UCP_FbjUP_UtldV2K_-niWw/featured but do have a look at the letter attached to the planning on the Killigarth class page to help you understand more.

This way is a revision week.

Please start each day with the Reception summer term sessions at 10am (Although it sounds like they will be up there for a bit so you don't worry if you're not ready for 10am!)

The first few sessions will be sounds they have already learnt but a re-cap is no bad thing and it will give you all the opportunity to get into a routine, learn the structure of the session and know what resources you need.

Week 3: 27/4/20

Monday	Tuesday	Wednesday	Thursday	Friday
<i>Letters and sounds on You Tube Session 1 ai - rain</i>	<i>Letters and sounds on You Tube Session 2 ee - leek</i>	<i>Letters and sounds on You Tube Session 3 igh - night</i>	<i>Letters and sounds on You Tube Session 4 oa - goat</i>	<i>Letters and sounds on You Tube Session 5 oo - moon</i>