

Rowan Class Home Learning Timetable

	9am	9:30	10am		11-12	Lunch	Afternoon
Monday	Simple sentences	Phonics (Ruth Miskin via Youtube)	Barking Mad maths (HeLP sheet)	Take a Break	Activities from HeLP sheet	Lunch	<p>Choosing time- learning through play (just some suggestions)-</p> <ul style="list-style-type: none"> ★ Conduct simple science experiments. Look closely at similarities and differences- make predictions, ask questions. ★ Go for walks- create a scrapbook of things you find/press flowers/take photos. ★ Arts and crafts- what do you want to make? Mix colours, create textures, find different ways to join things (glue/tape/string/split-pins). Junk model. ★ Music- make an instrument. Create a song. Tell a story using different things around the house e.g. scrunching tinfoil to sound like the rustling leaves in a forest. Perform a poem. ★ Geography- draw a map of your house. Talk about where you live. Is it the city, town or village? What features can you see? ★ History- look at old photos- what was life like for your parents/grandparents? How have things changed?
Tuesday	Maths problems	Phonics	Reading	Take a Break	Activities from HeLP sheet	Lunch	
Wednesday	Simple sentences	Phonics	Barking Mad maths (HeLP sheet)	Take a Break	Activities from HeLP sheet	Lunch	
Thursday	Maths problems	Phonics	Reading	Take a Break	Activities from HeLP sheet	Lunch	
Friday	Simple sentences	Phonics	Barking Mad maths (HeLP sheet)	Take a Break	Friday Challenges (HeLP sheet)	Lunch	

Maths Problems- Using these statements, provide your child with opportunities to explore number, shape and measure practically. As a starter, watch a maths video. Use this link as an example <https://www.youtube.com/watch?v=DOAjq682yrA>.

Mathematics
• Count objects, actions and sounds.
• Subitise.
• Link the number symbol (numeral) with its cardinal number value.
• Count beyond ten.
• Compare numbers.
• Understand the 'one more than/one less than' relationship between consecutive numbers.
• Explore the composition of numbers to 10.
• Automatically recall number bonds for numbers 0-10.
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
• Continue, copy and create repeating patterns.
• Compare length, weight and capacity.

You might decide to choose "Count objects, actions and sounds". You could then find practical ways for your child to practise this. For example, pick a number, let's say 8- Can you do 8 jumps/claps/hops?

Go and find 8 toy cars/dolls/books etc. Count them each time to be sure that you have 8. All of this learning can be recorded on Tapestry as photos or videos.

Reading- Use this time to hear your child read. Practise the Three Reads process:

- ★ First read- *You* read the book to your child.
- ★ Second read- *Your child* reads the book to you with support.
- ★ Third read- *Your* child reads the book and you *ask lots* of questions to *check understanding*.

You don't have to record this reading in their learning logs if you don't want to but it helps to keep the routine as 'normal' as possible. It also produces a record of the books you have enjoyed together along with some comments about their progress.

From Monday afternoon (11.1.21), a selection of books will be available at the front gate for you to come and choose from.

Simple Sentences: Use the attached pictures to talk and write about. (You may wish to still use Pobble or Once upon a picture.) It is important to get your child talking so that they can continue to develop good speaking and listening skills. Encourage them to use their imaginations- children are very good at this! Expose them to new vocabulary. Although we may not expect children to write 'big' words, having the knowledge of it helps to develop their understanding of language as well as helping them when reading. If a child has heard a word before they are more likely to be able to decode it when reading for the first time.

Below are three levels of writing. Please choose one that you feel is most suitable to your child. If you try one and think they might be able to do a bit more then please do so.



Draw a picture and write some labels. Stretch the word out. Ask your child to think of and write the initial sound. Can they hear any more? You can write the rest of the word to support them. 3-4 words will be sufficient.



Draw a picture and write a caption. Your child can attempt to sound out "I can see...". Encourage them to use finger spaces between words. You can help them to write about what they can see but encourage them to hear as many sounds as possible.



Draw a picture and write a sentence. Use the 'Think it, Say it, Write it' and check it together. Where your child struggles, write the word they were trying to spell for them in a different colour and they can copy it.

Another thing you could try to develop their ability to write short, simple sentences might be for you to model writing out your child's sentence on a strip of paper. Then cut it up and scramble the words around. Ask your child to help you unscramble it and then ask them to copy it into their exercise book. Talk about capital letters at the beginning and full stops at the end so we know the sentence has finished.

Monday



Wednesday



Friday



Look at the picture and think:

Why is that dog so big? Or is the boy really small? Will he catch the dog? Are they both running from something or is the dog chasing the boy?

Who lives in this apple? What do they look like? Is it going to get squished or will the person spot it just in time?

Which characters do you recognise? What are the mermaids talking about? Is Peter Pan telling them a story? Can you describe what they look like?

Barking Mad Maths with Gus



This week we will look at **making pairs and combining two groups.**

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-2/>

This week we are going to focus on finding the total of two groups. Children will have practised counting a group of objects to find the total, now we are going to count all of the objects in two groups to find how many altogether. Remember to keep it practical and hands on so that your child can physically see what is happening. Talk about the answer being more because we are adding. When finding matching pairs, ask your child to help you with the laundry! Can they pair up all of the socks? How many pairs did you make? Please see the attached PowerPoint slides which are resources you can print/copy to help your child's learning.

Classroom secrets have EYFS work packs for your child to work through and can be found at the following link: <https://classroomsecrets.co.uk/free-home-learning-packs/#packs> These learning packs have a selection of maths and English as well as suggestions for other activities. Don't forget to post any pictures of their learning on Tapestry!

Get learning...

Art- Have a go at making a mermaid tail. Cut out different coloured circles and layer them up to look like scales. Or you could have a go at making an under the water scene like the one here. They have used shells and buttons to add detail and texture.



You might not know this but Gus loves getting creative. He is going to investigate colour mixing this week. He has made some predictions about what might happen if he mixes certain colours together so he will find out if he is right this week! He will create a colour chart to show his results.

Music- Using the Big Cat login details, you can access Music Express. There are heaps of lessons for you to work through and it is something a bit different. Please share videos on Tapestry!



WC: 1.2.21

Lazy Cat Literacy with Flo

Practice Handwriting Heroes- Skiers.



<https://www.youtube.com/watch?v=xluYdC0dQLQ>

Continue to practise tricky/high frequency words in the red exercise book.

Watch the following mermaid clip from Disney's Peter Pan film. <https://www.youtube.com/watch?v=bp65oAmnG7c> Discuss what happened- how did the mermaids treat Wendy? I think they need to write a sorry card to Wendy. Draw a nice picture on the front and write a message inside apologising to Wendy for trying to pull her into the water. Remember to think about finger spaces and try your best to sound out the words. Mum or Dad can help you if you get stuck with tricky spellings.

Don't forget reading! Click [here](#) to access Big Cat ebooks. You will need the following login details: **Username:** parents@harpercollins.co.uk **Password:** Parents!21 (case sensitive).

Although their book bands are slightly different to Oxford, I would suggest starting on the pink band and moving up in-line with your child's progress. These e-books can be read to you with music or you can pause the audio to allow your child to have a go.

Mrs Knibbs says....

Buongiorno Rowan Class!



Happy Mermaid week! I hope that you are all keeping well and safe. How about all of that snow?! I have enjoyed seeing pictures of you building snowmen and having fun in the snow! We are over half way through the term now and you have all been doing such a fabulous job! Mums, Dads, Aunties, Uncles and Grandparents- give yourselves a well-deserved pat on the back and say "We've got this!" You are doing a phenomenal job- believe me! I helped my 5 year old niece with some home learning on the Snowday and all I can say is "Woah!" That was hard work! Please keep at it, plus all of the extra activities you are doing to support your child's learning- Bravo! Ciao for now, Mrs K ☺
#allinthistogether

Friday Challenges:

Double 5 =

$$5 + 4 =$$

$$6 + 3 =$$

$$11 + 2 =$$

$$20 - 2 =$$

$$0 - 0 =$$

$$14 - 4 =$$

Woof Challenge:

Can you remember what these 2D shapes are called? Go on a 2D hunt around your house and make a tally chart- which shape did you see the most/least of?



Read the following words and then see if you can spell them (Look, cover, write, check).

I

back

into

it

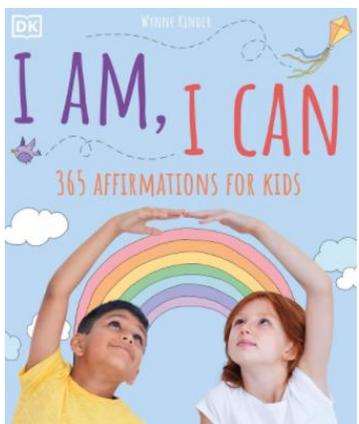
as

Flo's Challenge:

Can you write a sentence using one of these words?



Monium has been dying to say hello to you all and he has got some other learning suggestions to share with you. Now, he knows that being stuck at home means you are missing your friends (and of course Mrs Knibbs!), so here are a few ideas to help you feel a bit better about it all...



For everybody... inspired by a new book I bought (I am, I can), here are this week's affirmations to say to yourselves to help you love yourself and show others they are loved.

Monday	I can build trust
Tuesday	I can love myself (It is hard to love others if we don't feel it about ourselves. Be kind to yourself.)
Wednesday	I am loveable
Thursday	I am a good friend
Friday	I am compassionate (loving and caring)

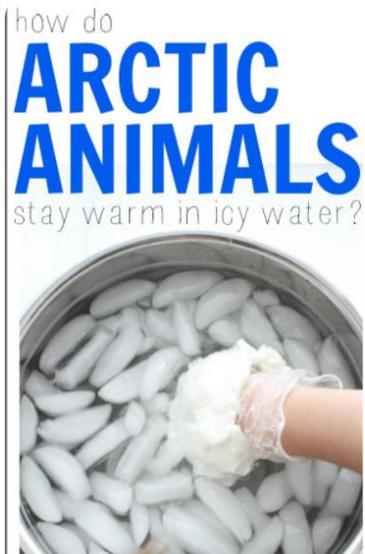
Maths:

<https://classroom.thenational.academy/units/addition-and-subtraction-within-6-6d4f>

The link above will take you to an Oak Academy addition/subtraction within 6 unit. There are 5 lessons which you can use with your child to support their work on combining two groups. Please feel free to explore this website to find other activities to do.

Science/Geography:

Have a look at some of these activities. They will provide great opportunities for your child to develop their understanding of the world. You can question their thinking and help build their problem solving skills.



Using fats such as lard or margarine to show how arctic animals use layers of fat to keep warm.



Go on a walk around where you live. Create a 'physical map' of the journey you took by adding things you collected on your trip.

Sound mapping is a great way for young children to explore their locality. Follow the link to a sound mapping activity. It is designed to be used at school but you could use it in the garden or on a walk.

https://dlovsp3jtaqdje.cloudfront.net/uploads/2018/01/MOL_Sound_Mapping_New.pdf

I found the following website which has sounds from all around the world. You might like to explore this together and imagine you're in the various places. What can you hear? <https://www.naturesoundmap.com/>