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| Dear Parent/Carer,As the school is currently only partially open to Year R and Year 1 due to Coronavirus, we are continuing to provide educational tasks for your children to complete whilst they are at home. On the days your child is in school, they will be completing those days of learning within their ‘bubble’. In primary, we suggest that children complete;* 30 minutes a day reading to/with an adult (this could be a bedtime story)
* 30 minutes of Maths a day
* 30 minutes of English a day
* 30 minutes of PE/ physical activity
* A weekly topic/creative task

Home learning tasks can be supplemented with work from a number of websites (see list below for ideas)Teachers will set a weekly programme for your child to work through at home. This will be available for you to access on the school website every Monday.Whilst it is important for your child to keep up with their learning at home, we appreciate that this can be a stressful time for children and adults. Looking after mental health is vital. Therefore, we suggest that the day is broken up into manageable learning chunks, interspersed with physical exercise, fun activities and time together as a family. Activities such as the 30-day Lego challenge and using the real PE activities could be a good place to start. As well as educational learning, the children could also begin to learn different life skills – how do boil an egg, sew on a button, learn to send an email, bake a cake using a recipe book etc. We hope you are all keeping well and staying positive.Kind regards,Miss Percival, Mrs Jonkers, Mrs Moore and the Year R team.jonkers-kerry@mayfield.portsmouth.sch.ukpercival-jessica@mayfield.portsmouth.sch.ukmoore-laura@mayfield.portsmouth.sch.uk  |

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| Ideas for Home Learning - Week 6 – 01/06/2020Our topic this half-term is ***Adventures: Real or Imaginary***. Each week will give you a range of activities that you can complete with your child to continue to consolidate their learning. Most importantly – please remember to read **everyday**! |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| English | PhonicsRecap phase 2 sounds and **ch, sh, th, ng, ai, ee, igh, oa, oo long, oo short, ar, or, ur, ow, oi, ear, air.**Todays focus: ***ure*** *(*see clip for pronunciation<https://www.youtube.com/watch?v=YwCzf71flBA>)What ‘**ure**’ words can you think of? Challenge: write 3 ‘**ure**’ words. | ComprehensionOxford Owl eBooks: QuizRead the story and answer the questions. When you get to the end of the story click play activity 1 and 2. | PhonicsRecap phase 2 sounds and **ch, sh, th, ng, ai, ee, igh, oa, oo long, oo short, ar, or, ur, ow, oi, ear, air, ure.** Todays focus: **er***(*see clip for pronunciation<https://www.youtube.com/watch?v=KK8_kUg3454>*)*What ‘**er**’ words can you think of? Challenge: write 3 ‘**er**’ words. | WritingSilly sentencesRecap the phonics we have learnt so far. Can you write some words that use different diagraphs/trigraphs. Can you use some of your words to make silly sentences. E.g. A duck barks and a dog quacks. | WritingCan you practice writing all the Phase 2 tricky words (the, I, no, go, to).Can you put them into some sentences. E.g. The mum has to go the shop. |
| Maths | Properties of 2D shapesDescribe a 2D shape to your child, for example: I’m thinking of a shape that has 3 corners and 3 straight sides. They can either draw the shape or just tell you what it is. Can they do the same for you. Possible shapes can be: triangle, square, rectangle, circle, Challenge: 3D shapes with edges, vertices, faces.Cube, sqaure based pyramid, cylinder, sphere, cone, triangular prism. | 2D Shape PizzaMake a shape pizza using 2D shapes. Can you draw and colour (or draw straight onto coloured paper) a range of 2D shapes. Get an adult to help you, but don’t forget to tell them what properties the shape has so they draw it correctly. Stick your shape onto a paper plate/ draw a pizza base or place onto one of your plates. Challenge: How many squares/ circles/ triangles/ rectangles did you use? | Spotting shapesThis can be done on a walk or around the home. Before you start, create a list of the shapes they know and their recap their properties. Then go on a shape walk, tick off what shapes you spot I.e. triangle or a circle for a road sign. The children should be able to apply the shape properties by recognising them in the environment. | 3D shape PropertiesHave a picture of/ something from around the house that is a 3D shape. (Tin, ball, toothpaste box) Thumbs up and thumbs down. Does it roll? Does it stack? At the end test each answer, are they correct, how do you know?Challenge: Sort them into 2 piles roll/ can’t roll or stack/ can’t stack. | We’re Going on a Bear HuntThis is about positional language. Read the story (watch the Michael Rosen version reading on youtube) and act it out as you read. After reading point out the positional language- over, under, through. Can they build a map around the house/ outside and use positional language? To guide you round it. On top, under, behind, in front, through, over, under etc |
| Wider Curriculum | Floating and SinkingFind some objects around the house that can be soaked in water. Can everything be soaked in water? Why not?Fill a sink, bath, paddling pool or bowl with water. Which of the objects sink and which float? Record what you have discovered on some paper. | Bubble SockUsing a plastic bottle cut the bottom off and put a sock over the bottom ( or a piece of thin fabric) so it is stretched across. In a bowl mix washing up liquid and water. Dip the sock end of the bottle into the mixture and blow through the bottle opening, watch the bubbles grow! | Melting IceMake some ice at home. Do this a day before doing this experiment to make sure it is frozen.What is the quickest way to melt the ice?You could try tapping, blowing or any other ways that you can come up with.Record which method was the quickest on some paper. | Bubble Printing In a cup mix a small bit of paint and mix it with water, with a straw blow into the mixture until the bubbles. Reach the top of the cup, place a piece of paper on top the cup and see how the bubbles print onto the paper. | Floating or Sinking RevisitedFind some objects around the house that can be put in water.  Have two glasses/cups/ bowls of water. Add a lot of salt to one of the glasses, what do you think will happen now when we experiment to see what will float and sink?Find out what happens, is there anything you notice, why do you think this is? |
| <https://whiterosemaths.com/homelearning/early-years/><https://www.themathsfactor.com/><https://nrich.maths.org/primary><https://www.literacyshed.com/home.html> [https://monsterphonics.com/?gclid= EAIaIQobChMI56aEu9yh6AIVFeDtCh2NMAcIEA AYASAAEgK1b\_D\_BwE](https://monsterphonics.com/?gclid=%20EAIaIQobChMI56aEu9yh6AIVFeDtCh2NMAcIEA%20AYASAAEgK1b_D_BwE)<https://www.oxfordowl.co.uk/welcome-back/for-home/reading-owl/kids-activities><http://www.phonicsplaycomics.co.uk/comics.html><https://hungrylittleminds.campaign.gov.uk/#3><https://helicopterstories.co.uk/2020/04/19/helicopter-at-home/?fbclid=IwAR0Lv4h_FkUToEGjRgrCseqMeTO8y6867c7VsO30dNCa4NRjzfH-b-I9Sgo><https://www.thenational.academy/online-classroom/reception/?fbclid=IwAR3rmEvVhInbaoHEwFTzDlPvjYyhdgg0uRqE3j3RYsh-BeANFtomxOaC_iA#schedule><https://abcdoes.com/home-learning/?fbclid=IwAR073jDtoh8q18bQ69aszb2EY1VCMls8z4rPu54vA9uHhFcGWW2-6xTLBHg><https://www.gosh.org/power-of-play-hub?fbclid=IwAR3GE6wpig3g3FWhm0gfqO53MCTVUbYV14N_lXiokKgY0T9kT-2e0-S9fHI><https://www.eyfshome.com/?fbclid=IwAR22Kn0jIpWTg0DHnyYAU9peAltEJhdoKZy9XE2cdLgkeuE6Zui3S208B6I><https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/?fbclid=IwAR3nMgPF-ElsUY9Kd7Mk-2V-tr1B38RtJ1WXq541wCWA3Mgl7bjmqDp5C10>Please feel free to share any other websites with us that your child has enjoyed using. |