

FSU Home learning T3 Week 2
Tuesday 12th January 2021

Dear Parents,

We hope day one went well yesterday. Tapestry was very busy yesterday and I know it was very difficult to get on and upload work so do not worry if you couldn't get it to work. Please keep trying to share your children's hard work as we really love seeing it. Fingers crossed they sorted the technical difficulties with the website soon!

Time for day two!

Don't forget to active first thing in the morning. Try Cosmic yoga or a short 'Little sport' workout from YouTube.

Phonics

Reception (F1s)

We continue with the long 'oo' sound...

*prep work. Make individual cards with the following sounds on; *moon, zoo, spoon, food, too, pool*. (Keep these words, do not throw them away after today's lesson!)

Lesson:

-Speed sounds- Use your flashcards of sounds/ special friends (made for yesterday's lesson) to recap all the speed sounds the children have learnt. Place any children do not recognise to one side and repeat these again.

-reading words – using the word cards you have made. Show the children one at a time. Holding the card up ask your child; 'Can you see any special friends?'

(They should answer 'yes, oo') then ask them to put a line under the special friend and put a dot under the individual sounds.

With the help of the line and dots, ask your child to 'fred talk' the sound with their fingers. (The children should know what 'fred talk' means but, if not, see Mrs Wells Goldilocks video where I 'fred talk' the word 'wood').

Repeat with all six words you have written.

-writing words- with the word cards hidden/ covered up. Ask your child to write the words *moon, zoo, spoon, food, too, pool* in their exercise books. Ensure children are starting and finishing writing each sound in the correct place.

*The RWI sound mats with each sound/special friend and its rhyme can be found in 'useful documents' folder on sch life app/ website. It might be useful to print these out to have for all children to reference when they are writing.

Nursery (F2s)

We continue with **alliteration** today. Alliteration activities aim to get children tuning into the sounds words start with and identifying different words that start with the same sound.

Activity:

Play I spy.

Place a group of objects on the floor which each start with a different sound. Choose an object but do not tell your child which it is. Say 'I spy with my little eye something beginning

with..' and then emphasise the first letter of the object. Can your child guess which object you are describing just with the initial sound?

Challenge- ask your child to take the lead, choose an object and say the initial sounds for you to guess.

Literacy

Recap the story of Goldilocks and discuss Goldilocks' behavior with your child. *Should Goldilocks have gone into the three bears house? Should Goldilocks have eaten the porridge, sat in the chair and slept in the beds? What do you think she needs to say to the bears?*

Follow up activity:

Nursery (F2s and F3s)- draw a picture of Goldilocks.

Nursery (F2s) -In addition to the picture. Ask your child what sound 'Goldilocks' starts with. *Can they hear the 'g'? What other words start with 'g'? (girl, grass, good)*

Parents- write the word 'Goldilocks' in a yellow or orange pen or pencil for your child to trace. In school we would encourage the children to start and finish the tracing of each letter in the correct place by putting a dot where they start writing each letter.

Reception children- Write a simple letter from Goldilocks to the bears to say sorry.

Parents-encourage your child to write independently, to sound out the words by themselves using their phonics knowledge. The emphasis at this stage is for children to have the confidence to write, words do not need to be spelt correctly but just phonetically. They know words such as 'the' (which cant be sounded out) as 'red words.

A simple letter would include;

To the bears

I am sorry

From Goldilocks

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Maths

Reception (F1s)

Starter: Using a ruler or tape measure can the children practise counting forwards and backwards pointing to the numbers as they count? How far can they go?

Activity : Ask your child to make a 0-5 number line of their own on a strip of paper, by writing 0-5 in order in a line. Check if they are starting their numbers in the right place and forming them correctly. If necessary practise any that need it.

-Ask them to point to the number 4.

-What number is one less than 4?

-What number is one more than 4?

-Repeat this with other numbers.

This can be extended by asking them which number is two/three more/less. You could also get them to play teacher and ask you the same questions!

Additional (optional) activities- see Monday's daily learning

Nursery (F2,F3s)

Today's activity uses a toy of your choice, a teddy, doll, animal, train etc and something that the toy can be put into or under e.g. it could be a box or basket, large cup or plastic tumbler, a dolls house or a toy garage.

Using a variety of positional language ask your child to put the toy in different places.

Can you put teddy inside the box? Can you put him beside the bed? Put him under the table/ box. Put teddy in front of the door. Can you put him on top of the roof/ box etc?

Encourage your child to give you instructions and see if they spot it if you make a mistake.

Additional (optional) activities- see Monday's daily learning

PE

Warm up: Play Tag with members of your family

Activity: Practise your throwing and catching.

Start with a large ball and see if you can throw and catch to your child 10 times without them dropping it. If this is successful then both take a step back. *How far away can you get from each other while still being able to reliably catch the ball?*

Extra Challenge- Repeat the above activity but use a smaller ball.

Cool down- write your name and age with your arms and feet.

Finish your day with reading. Choose one of the free ebooks from oxfordowl.co.uk and read for 5-10minutes

Do not hesitate to get in contact if you have any questions

Kind regards

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