

FSU Home learning T3 Week 2
Monday 11th January 2021

Dear Parents,

We hope you are all keeping well.

Welcome to our first daily newsletter! Each day you will receive this newsletter with tasks to complete with your child. We will endeavor to post the previous evening so you have time to prepare for the next day. Please send evidence in the form of notes, photos or videos via Tapestry each day so we can keep up with what each child is doing and how they are coping. If we do not hear from you for two consecutive days we will be in contact via telephone to check everything is ok. For additional activities and ideas of things to do with your child. Please see the 'useful documents' section of the home learning folder. We have posted a suggested timetable for home learning and an overview of which subjects will be set each day in the 'useful documents' section of the Home learning folder on the school website.

Goggle Meet

Mrs Wells will (try to) run a Goggle Meet each Monday at 1-1.30pm.

Today Mrs Wells is going to meet with **Reception children**. The code for Isabel, Henry, Huxley, Lily and Alby has been emailed to parents. If you haven't received it, please email to let me know. Fingers crossed it works well! I look forward to seeing you all at 1pm.

Mrs Clarke will run a Goggle Meet each Friday (time tbc)

This week Mrs Clarke is going to meet with the Nursery children.

Initially we will split the Nursery and Reception children up for these meetings so we can give the children more of our time and attention but we may decide to join up all of the children working at home at some point.

This will be a chance for us to interact with the children. If parents have any queries or questions please email or contact us via Tapestry.

Some safety rules for these meetings

-Please ensure an adult is present in the room at all times when your child is speaking to their teacher (we may also need you to be on hand to press 'mute' and 'unmute' at appropriate times!)

-Please ensure the room the 'meet' takes place is an appropriate place to talk to your child's teacher.

-Please ensure all present are appropriately dressed.

Please refer to the esafety information on the school website and National Online Safety websites for further guidance.

Clarity on age groups of children

Last Lockdown some parents confused which years group their child was in so we have written it below for anyone who is unsure (it is quite a confusing system!)

F3s are our youngest and newest nursery children (Corey, Ella and Minnie) of whom there are some follow up activities but not each day. If you feel your child is able to then please do the F2 activity.

F2s are our older nursery children (Eliza, Mabel, Archer, Harry, Teddy, Oliver and Edie)
F1s/ Reception children are our oldest school age children (Henry, Isabel, Lily, Alby and Huxley) Please complete the relevant activity to your child's age.

Phonics

Reception (F1s)

*Prep work

Make some flashcards of each sound/ special friends taught to use each day in our phonics lessons. Flashcards needed; all letters of the alphabet (qu, not q) and special friends- sh, th, ch, ng, nk, ay, ee, igh, ow (as in blow the snow) oo (short sound, put eyes in the oo's)
You will also need a flashcard for our new sound- oo (long sound as in zoo)

Lesson:

-Teach new sound- Show your child the flashcard for the new special friend- oo and tell them what sound it makes. Explain that the oo special friend taught last week was the short sound (look at a book) and this week we are learning the long sound oo. Say the phrase 'poo at the zoo' for children to repeat.

-Speed sounds- Place the new 'oo' flashcard amongst the other flashcards. Show each sound one at a time for your child to name. Note any they are finding tricky and repeat these.

-Writing the new sound – ask your child to write the new sound 'oo' in their books. Check they are starting each letter in the correct place. Choose 2-3 other special friends previously taught for them to write from memory.

Nursery (F2s)

This week in Phonics the F2s will be looking at **alliteration**. Alliteration activities aim to get children tuning into the sounds words start with and identifying different words that start with the same sound.

Activity:

Make collections of objects that start with the same sounds, eg snake, sock, sun, soup etc. Parents- say the name of each object emphasising the initial sound. Ask your child to repeat and then see if they can identify what sound all the items start with. *Can they think of anything else that could join the collection? Can they find anything else from around the house?*

Challenge- add a red herring into the collection and ask your child which is the odd one out. Question how they know and what sound the odd object out starts with.

Literacy

We are continuing with the fairy tale **Goldilocks and the three bears** this week. There are lots of different versions of this story that you may have at home and can find online.

Discuss the similarities and differences between the stories with your child.

Starter:

Watch the video of Mrs Wells reading Goldilocks found on Tapestry.

Discuss the story with your child and ask them what their favourite part of the story to check their listening skills and understanding.

Follow up activity:

Nursery (F2s)-Think of a list of rhyming words to go with 'wood'

Reception children- Think of and write a list of words that rhyme with 'wood'.

Maths

Reception (F1s)

This week we will be comparing numbers to 5. The purpose of this is for the children to understand that when comparing numbers one quantity can be more than, the same as or fewer than another quantity. It would be good to encourage them to use these words as they take part in the activities.

Starter: Ask your child to count from 0-5 forwards and backwards. (Extend to 10/20 if found it easy, paying particular attention to counting backwards with fluency as well as forwards.)

Activity: Show your child 3 fingers- ask them how many fingers are you holding up?

-Can they hold up more than 3 fingers?

-Ask is there more than one way of doing this?

-Can they hold up fewer than 3 fingers?

-How many do they have?

Additional maths ideas

Additional (optional) activities:

In addition to the daily activities that will be set here are some other activities you could do if you have time or want to, that link with this week's maths focus:

- Read *A Squash and a Squeeze* or *Room on the Broom* both by Julia Donaldson. Talk about adding one more/ making one less and how many characters there are as the stories progress. Get the children to predict and review what will happen/has happened so far.
- Sing counting songs and Nursery Rhymes that add or take away one each time e.g. 12345 once I caught a fish alive, 5 little Speckled frogs, 10 Green bottles.
- Provide opportunities to compare smaller quantities of large items with larger quantities of small items to help children make the distinction between size and quantity. E.g. 2 large balls take up more space than 3 small balls but there are more small balls.
- Match the same number of different objects to compare. E.g., Write the number 5 now find- 5 Lego bricks, 5 stones, 5 teddies, 5 plastic cups , 5 hats.

Nursery (F2,F3s)

This week we will be practising using Positional language. We want the children to use and understand words like, on, under, beside, inside, behind, in front of, on top of.

Activity:

All you need for today's activity is a toy. It can be anything you choose a teddy, a train, a superhero etc.

Ask your child to follow your instructions. *Can you put the teddy under your chin? Can you put the teddy beside your ear? Put your teddy inside your shoe. Put him on top of your head. Can you put teddy in front of your tummy? Put him behind your back. Can you put him under your foot?*

Use a variety of positions for them to follow. As an extension ask your child to give you instructions to follow. Once they are confident giving instructions make a mistake. For example if they ask you put it under your foot, put it on top and see if they notice and ask them to tell you where you should have put it.

Additional (optional) activities:

In addition to the daily activities that will be set here are some other activities you could do, if you want to, that also practice using and understanding positional language.

- Place a toy in different places in the room or garden and ask your child to describe where it was found using positional language.
- Encourage the children to ask parents, brothers or sisters to stand in different places around the room or garden.
- When you're reading a book together talk about the pictures and where things are positioned.
- When you're out for a walk talk about what you can see behind a gate or fence or what is in front of the wall. Can you see flowers next to a tree? Jump on top of drain covers. Are the birds sitting the tree on the branch?

There are lots of references in Rosie's walk and that's a great starting point.

https://www.youtube.com/watch?v=eifx8gR7U_8

Topic

We would be focusing on ICT this week if we were in school. We are working on our mouse skills and motor control.

Have a go at dressing the bear in this interactive game

<https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Bobbie-Bear/>

or use a painting app to draw and colour in your own bear.

We appreciate there is a lot of information for you to sift through here but we hope it is useful and clear.

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

Kind regards

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