

FSU Home learning Term 4 Week 1

Wednesday 24th February 2021

Topic: Time Travellers (Dinosaurs).

Value: Forgiveness

Dear Parents,

I hope that you are all doing alright and able to keep the momentum for home learning going little bit longer until 8th March?!

Phonics

Reception (F1s)

You will need the speed sound flashcards and the new 'ir' sound card.

Lesson:

-Revise new sound- Ask your child to remind you what this week's new special friend is- ir. Can they remember the rhyme for this sound? ('whirl and twirl')

Repeat the sound and the rhyme a few times for confidence and aid memory, using MTYT (My turn Your turn.)

-Speed sounds- Place the new 'ir' flashcard amongst the other flashcards. Show each sound one at a time for your child to name. Set any tricky ones aside and repeat them again at the end.

-Alien words- ask your child to put their alien antennae on! Say to your child that today we are going to read alien words that aren't real words but you can still use Fred Talk to read them.

Write the alien words below on pieces of paper.

mirch, yirp, nirth, wirp, firl and quirp.

For each ask the children:

- 1) Are there any Special Friends? If so what?
- 2) Can they 'Fred in their head' the sounds? (If they are finding it hard they can Fred Talk out loud, and work towards being able to sound out in their head.)
- 3) Can they read the whole word out loud?

-Writing words- with the word cards hidden/ covered up. Ask your child to write the alien words in their exercise books. Ensure they are starting and finishing writing each sound in the correct place and holding the pencil correctly in a tripod grip.

Nursery (F2s)- oral blending and segmenting.

I spy

Play I spy with your child sounding out the sounds in words. Get the child to repeat the segmented sounds until they find the object. They then should say the individual sounds first then blend them together e.g. 'z-i-p, zip'. 9 Examples- t-r-ee, d-o-g, b-e-d, ch-ai-r. When your child has become familiar with this game choose objects with names that start with the same initial phoneme (e.g. cat, cap, cup, cot, comb, kite). This will really encourage them to listen and then blend right through the word, rather than relying on the initial sound.

Nursery (F3s)- environment sounds.

Each day this week take time stop your child in a different place and ask them what they can hear. This could be at different places on a walk, in your garden or in different rooms at home.

To start with talk about being a good listener which includes keeping quiet, doing careful listening and looking too. Tell your child that you're going to do listen carefully to sounds around you and after you'll talk about what you can hear. Encourage your child to listen attentively to the different sounds they can hear around them. Sometimes it helps for younger children to close their eyes to help them focus. Listen together for about a minute as this can seem quite a long time when they are asked to be quiet!

Ask them questions. What did you hear? Was it a quiet or loud sound? What made the sound? Can they tell you what sort of noise it was? Maybe they heard people talking or some children laughing or a baby crying. You may have heard a bird. Can they describe the noise it made? Was tweeting or singing? Have another minute to listen again. Ask them again what they heard they may be more tuned in this time. If they don't know some words to describe sounds then it's a great time to take this opportunity to introduce some new vocabulary.

Literacy

All Children-Today we are focusing on imagination and speaking.

Ask your child to imagine *they* have found a box in the attic like Harry and his Nan did- what would they be excited to find in it? Ask them to tell you about it to write it down. (This is so their imagination is not limited by their writing abilities.)

When you have written their story down, read it back to them to listen to.

Alternatively they could film themselves talking about it and upload it for me to see on Tapestry.

Maths

Reception (F1s)

Today we are looking at the days of the week! Miss Cooper asks the children to read Jasper's beanstalk during today's lesson. If you don't have the story at home. I have put a link below.

Watch the video for Phase 6,7,8 week 3 session 3;

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/>

Here is a link to Jasper's beanstalk being read;

https://www.youtube.com/watch?v=Da6lxY_8jmU

Complete the follow up activity.

Nursery (F2,F3s)

Starter-Draw a beanstalk with about 10 leaves on it. Ask your child to count all the leaves. Draw more leaves on it and see if they are able to count up to 20.

Activity: Jaspers Beanstalk

Today we are reading Jaspers Beanstalk. While you're reading it pause and ask the children what day is going to come next? Can they count the number of leaves on the bean stalk as it is growing? Ask your child if Jaspers beanstalk grew 1cm on Monday and continued to grow 1cm each day how tall would it be on Tuesday, Wednesday etc. You could also ask the same question instead of saying the day say day 1, day 2 etc.

Here is a link for Jaspers beanstalk:

https://www.youtube.com/watch?v=Da6lxY_8jmU

Jaspers beanstalk has been put music using different actions for each day. Why don't you take a look? It can be found on line.

[Jasper's Beanstalk song - Bing video](#)

Creative

Choose one of these activities:

- Design a special container for Harry to keep the dinosaurs in, so that he doesn't have to use a bucket any more.
- Make a dinosaur puppet out of an old sock and some craft supplies.

- Draw around the outline of some dinosaurs onto black paper, (or colour them in on white paper, or use kitchen foil for a different effect- be careful though as it is very delicate!), and cut them out carefully. Now colour in, paint or make a collage pattern for a background. When it is dry stick your silhouette dinosaurs on to the background to complete your picture.

Reading

1. **Reception children:** Find the book **The Spell** on Tapestry.
2. Look at the cover. What do you think the story will be about?
3. Read the green and red sounds for the story on pages 6 and 7 (in corners of the photographs.)
4. Get your child to read the story. (First read)
5. Read the story again this time TO your child. (To build understanding, fluency and comprehension.)
6. Write in the school reading record book that they have read today!

Nursery children: Listen to a story read to you by an adult. (This could be at bedtime.)

Remember to do something active today.

Best wishes,

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(Please note: I am in school with the keyworker and vulnerable children on Wednesdays.)