

FSU Home learning T3 Week 2
Thursday 14th January 2021

Dear Parents,

Here are today's plans.

Don't forget to get outside or do some exercise if you can and let your child do some free playing as well as the things planned below. It is lovely to see the activities that have been happening so far.

Phonics

Reception (F1s)

You will need the speed sound and 'oo' word flashcards. (There is a lot of repetition in RWI to aid sustained learning. We will also be trying to repeat the same structure to home learning from week to week so hopefully it will soon become familiar and therefore easier to implement.)

Lesson:

-Revise this week's sound- Ask-what this week's new special friend? Remind them if needed that the oo special friend this week is the long sound oo. Can they remember the rhyme for this sound? ('poo at the zoo')

-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. Next ask them to read the 'oo' word cards that you made on Tuesday and Wednesday. For each word ask the children:

- 1) Are there any Special Friends? If so what?
- 2) Can they Fred Talk the sounds?
- 3) Can they read the whole word?

Support them as needed to do this successfully.

-Hold a sentence. Tell your child we are going to use our phonics knowledge to write a sentence today. I will tell you the sentence and I would like you to repeat it back to me. Do this using 'My Turn Your turn' several times until they can remember it well enough to write. (To make this a bit more fun I vary my voice, sing it, whisper it, shout it, say it slowly/fast. With the children repeating it back to me in the same way. Do whatever you feel comfortable with!)

Today's sentence is " I had food at the zoo"

(Please note at this point we are not expecting the sentence to start with a capital letter and full stop-if your child knows to do one from reading that is good but we don't want to stop them seeing themselves as writers by giving them too much to think about-at the moment we are focusing on forming letters and spelling using Fred Talk - phonetically plausible, not necessarily perfectly spelt.)

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:

Play I spy. (Like you did on Tuesday choosing different things, or looking out of the window, go in the garden etc)

When your child has guessed what you were looking at can they add another descriptive word to add to the item that starts with the same letter?

For Example:

"I spy with my little eye something beginning with t...tree...tall tree."

"...b...box....brown box."

Literacy

All Children

Starter: Watch a video on Polar bears

https://www.youtube.com/watch?v=N8JD_P2J24g and brown bears

https://www.youtube.com/watch?v=l6yuv_-I4Z0

Discuss what children liked about each video. Which was your favourite? Why?

Follow up activity:

Nursery (F2s)- Parents- ask your child what sound 'bear' starts with. Once they have identified it starts with a 'b' ask them to think of other words that start with a 'b'? (bus, ball, bag etc) Challenge - write the words in a yellow or orange pen or pencil for the children to trace.

Reception children- Write a simple sentence about your favourite bear.

As mentioned earlier in the week- 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 can't be sounded out) as 'red words'.

Maths

Reception (F1s)

Comparing numbers to 5.

Thursday:

Starter: You will need- 10 Lego bricks, buttons, pebbles or similar. Share them randomly between you and your child. Ask- Do we both have the same? Is it fair? Who has more? Who has less?

Use the objects to build a tower each. Ask- Who has made the tallest tower? How many pebbles/bricks etc in each tower? Does your or my tower have the **most** pebbles in? Who has the **fewest**?

Finally- can we make a tower each using the **same** number of objects?

Nursery (F2,F3s)

Positional language.

If the weather is permitting, go outside and make an obstacle course using toys and garden equipment. We often do this in the FSU garden and the children like to help set it up so they may have some ideas themselves of things you could use. Put out some flower pots, a bike or chair they can sit on or go over or a table they can go under. Can they find something to stand on, some bricks or a bucket? You may have some wood they could balance on. You'll be surprised what you can use once you start to look.

Ask your child to stand next to, go under, over, stand on top of or next to the different obstacles you have. Also as they are moving around ask them to tell you where they are using the positional language which you have been using this week. They will probably be keen to give other members of the family instructions to follow around the obstacle course.

RE/PSED

All children:

The new school value for this term is **Kindness**. Ask your child:

What does it mean to be kind?

How can you show kindness?

Discuss acts of kindness with your child.

Watch Little Mouse's New Friend by Jo Parry (A caring and sharing story)

https://www.youtube.com/watch?v=a_H4vFDrZ6A

Ask your child-Who are your friends? How do you behave if you are a friend?

Tomorrow I am looking forward to meeting with the Nursery children at 10am via Google Meet. You should receive a separate email with the code if you haven't it might have gone to junk, if not please email on the address below and I will resend it. (I have sent it to the email that is registered with Tapestry.)

For additional activities and ideas of things to do with your child. Please see the 'useful documents' section of the home learning folder.

Please get in contact if you have any questions

Kind regards

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