

Rowan Class Home Learning Timetable

	9am	9:30	10am		11-12	Lunch	Afternoon
Monday	Simple sentences	Phonics (Ruth Miskin via Youtube)	Barking Mad maths (HeLP sheet)	Take a Break	Activities from HeLP sheet	Lunch	Choosing time- learning through play (just some suggestions)- <ul style="list-style-type: none"> ★ Conduct simple science experiments. Look closely at similarities and differences- make predictions, ask questions. ★ Go for walks- create a scrapbook of things you find/press flowers/take photos. ★ Arts and crafts- what do you want to make? Mix colours, create textures, find different ways to join things (glue/tape/string/split-pins). Junk model. ★ Music- make an instrument. Create a song. Tell a story using different things around the house e.g. scrunching tinfoil to sound like the rustling leaves in a forest. Perform a poem. ★ Geography- draw a map of your house. Talk about where you live. Is it the city, town or village? What features can you see? ★ History- look at old photos- what was life like for your parents/grandparents? How have things changed?
Tuesday	Maths problems	Phonics	Reading	Take a Break	Activities from HeLP sheet	Lunch	
Wednesday	Simple sentences	Phonics	Barking Mad maths (HeLP sheet) 10.30- Zoom call with Rowan Class	Take a Break	Activities from HeLP sheet	Lunch	
Thursday	Maths problems	Phonics	Reading	Take a Break	Activities from HeLP sheet	Lunch	
Friday	Simple sentences	Phonics	Barking Mad maths (HeLP sheet)	Take a Break	Friday Challenges (HeLP sheet)	Lunch	

Maths Problems– Using these statements, provide your child with opportunities to explore number, shape and measure practically. As a starter, watch a maths video. Use this link as an example <https://www.youtube.com/watch?v=DOAjq682yrA>.

Mathematics
• Count objects, actions and sounds.
• Subitise.
• Link the number symbol (numeral) with its cardinal number value.
• Count beyond ten.
• Compare numbers.
• Understand the 'one more than/one less than' relationship between consecutive numbers.
• Explore the composition of numbers to 10.
• Automatically recall number bonds for numbers 0–10.
• Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
• Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
• Continue, copy and create repeating patterns.
• Compare length, weight and capacity.

You might decide to choose “Count objects, actions and sounds”. You could then find practical ways for your child to practise this. For example, pick a number, let’s say 8– Can you do 8 jumps/claps/hops?

Go and find 8 toy cars/dolls/books etc. Count them each time to be sure that you have 8. All of this learning can be recorded on Tapestry as photos or videos.

Reading– Use this time to hear your child read. Practise the Three Reads process:

- ★ First read– *You* read the book to your child.
- ★ Second read– *Your child* reads the book to you with support.
- ★ Third read– *Your* child reads the book and you *ask lots* of questions to *check understanding*.

You don’t have to record this reading in their learning logs if you don’t want to but it helps to keep the routine as ‘normal’ as possible. It also produces a record of the books you have enjoyed together along with some comments about their progress.

From Monday afternoon (11.1.21), a selection of books will be available at the front gate for you to come and choose from.

Simple Sentences: Use the attached pictures to talk and write about. (You may wish to still use Pobble or Once upon a picture.) It is important to get your child talking so that they can continue to develop good speaking and listening skills. Encourage them to use their imaginations- children are very good at this! Expose them to new vocabulary. Although we may not expect children to write 'big' words, having the knowledge of it helps to develop their understanding of language as well as helping them when reading. If a child has heard a word before they are more likely to be able to decode it when reading for the first time.

Below are three levels of writing. Please choose one that you feel is most suitable to your child. If you try one and think they might be able to do a bit more then please do so.



Draw a picture and write some labels. Stretch the word out. Ask your child to think of and write the initial sound. Can they hear any more? You can write the rest of the word to support them. 3-4 words will be sufficient.



Draw a picture and write a caption. Your child can attempt to sound out "I can see...". Encourage them to use finger spaces between words. You can help them to write about what they can see but encourage them to hear as many sounds as possible.



Draw a picture and write a sentence. Use the 'Think it, Say it, Write it' and check it together. Where your child struggles, write the word they were trying to spell for them in a different colour and they can copy it.

Another thing you could try to develop their ability to write short, simple sentences might be for you to model writing out your child's sentence on a strip of paper. Then cut it up and scramble the words around. Ask your child to help you unscramble it and then ask them to copy it into their exercise book. Talk about capital letters at the beginning and full stops at the end so we know the sentence has finished.

Monday



Wednesday



Friday



Look at the picture and think:

Who are the characters? What are they doing? Where are they? Should they be there?

What are the boys building? If you had giant lego, what would you build?

Who is the man on the ice? How can he walk on there? Can he talk to the animals?

Barking Mad Maths with Gus



This week we will look at comparing mass- heavier/lighter.

<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

You could watch the Numberjacks [video](#) about light objects being swapped for heavy objects to get started. Discuss the episode together and look around the house for other examples such as the remote control swapping places with a brick etc. You might like to create a heavy Vs light chart to record what you find. It is also important to help your child realise that weight isn't just about size. For example, show your child a blown up balloon and an apple. Ask them to predict which one is heavier. They may say the balloon because it's bigger. Let them hold the two objects and ask if they still think the same. Remember, Early Years learning is very practical. Young children learn best by doing so encouraging them to use objects when making and comparing numbers will really help their understanding. If you have some balancing scales you could use these to demonstrate how one object is heavier than another. Classroom secrets have EYFS work packs for your child to work through and can be found at the following link: <https://classroomsecrets.co.uk/free-home-learning-packs/#packs> These learning packs have a selection of maths and English as well as suggestions for other activities. Don't forget to post any pictures of their learning on Tapestry!

Get learning...

Art- Maybe you could get a grown up to draw around you onto paper (wallpaper?) and then decorate yourself to look like a fairy/mermaid/pirate or Indian. You can experiment with different materials and textures to bring your work to life! Please share on Tapestry so I can show your classmates at school!

Make your own jar of fairy dust. In school we are using glitter and writing our happy thoughts on a small piece of paper to roll up and pop inside.



We are also going to make fairy wands using sticks from the Orchard- you could have a go too!



WC: 18.1.21

Lazy Cat Literacy with Flo



Handwriting session- Shonette explains the dough disco on the following link. You can then find her dough disco videos to follow if you wish. WARNING- she has a LOT of energy!

<https://www.youtube.com/watch?v=QLg4NV3KipU>

Practice Handwriting Heroes- Sky divers

https://www.youtube.com/watch?v=n4A23g_Jwhw

Continue to practise tricky/high frequency words in the red exercise book.

It's Tinkerbell week this week! Can you write instructions for flying? Discuss what you will need to fly. The instructions can be as simple as 1. Fairy dust 2. Happy thought 3. Jump! In phonics, we are going to continue looking at Set 2 sounds- Ruth Miskin's session on Youtube from 9.30am. **Don't forget reading!** <https://www.bbc.co.uk/cbeebies/shows/alphablocks> Has lots of great videos, activities and quizzes to help with reading.

Visit <https://themightycreatives.com/splash-digital/> for some lovely story telling using Makaton sign language. This will help the children when it comes to Talk for Writing.

Mrs Knibbs says....

Hola Rowan Class!



I trust that you and your families are safe and well. Following our introduction to Peter Pan last week we are now moving into Tinkerbell week! This week fairies will be our focus- magic, wings, wands, toadstools, the forest etc. Next week, Captain Hook and pirates will be the focus. I have enjoyed talking to some of you on the phone this week- it's nice to hear your voices! Mrs McLintock and I will swap our phone list so we can call people we haven't spoken to for a while. Other classes are going to have an email address to send examples of children's work to, however, we will just continue with Tapestry. Please can you bring old books to be sanitised ready to go out for other children? Have a great week! Muchas Gracias, Mrs K © #allinthistogether

Friday Challenges:

Double 2 =

$10 + 7 =$

$8 + 4 =$

$11 + 2 =$

$15 - 5 =$

$8 - 4 =$

$13 - 0 =$

Woof Challenge:

Gus's bowl holds 17grams of food and Flo's bowl holds 15grams. Which bowl is heavier? Prove it.



Read the following words and then see if you can spell them (Look, cover, write, check).

mum

at

of

the

can

Flo's Challenge:

Can you write a sentence using one of these words?