



Wickham Church of England Primary School



Home Learning

3.4.20

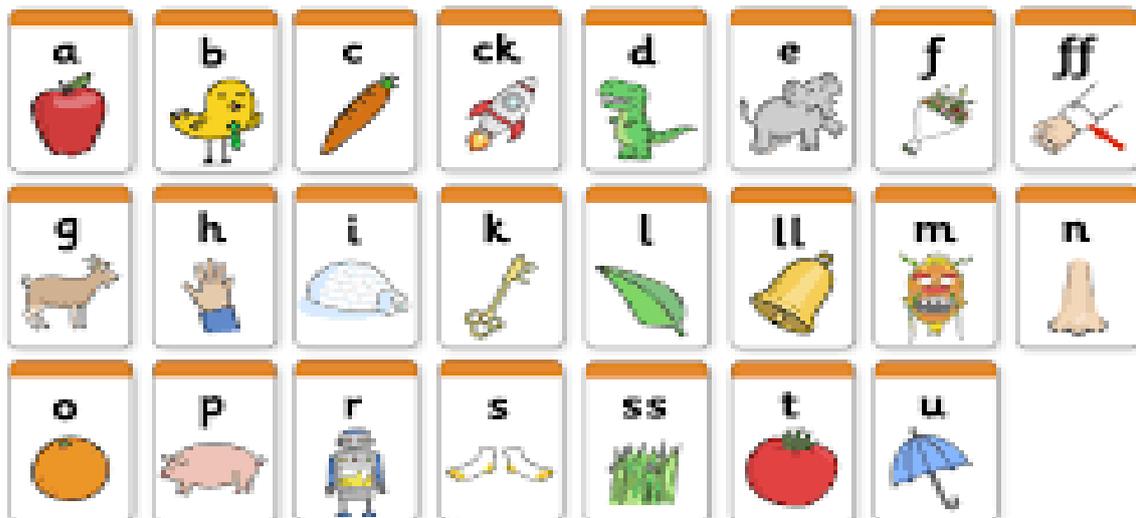
Year R

Thank you for all of the fantastic work you have already been doing. We love looking at all of your tapestry observations. Keep up the good work! We sent you a lot of work to begin with, so if you haven't yet finished that, don't worry. We have added a few more activities for you to complete. You will get more on Friday 17th April. Remember, you can find all the home learning packs on our website. Click on Teaching and Learning/ Home Learning.

Don't forget to login into tapestry and share your child's learning at home.

Phonics

- Draw and label a picture - use a sound card to help support
- Write what you can see. I can see a ...
- Write what you can do. I can skip.
- Don't forget to practise your whizzy words



My Phase 2 sound mat



www.twinkl.co.uk
TRUSTED TEACHER RESOURCE

Phase 3



There are lots of videos on youtube to help support with the actions and the pronunciation of the sounds.

This video shows teachers sounding out all the phase 3 sounds and modelling how to sound a word correctly too.

I hope it's helpful. <https://www.youtube.com/watch?v=m8QOBaUaqrI>

Reading

- Continue sharing books. A love of reading is a must!
- When your child is reading with you make it fun. Short and snappy sessions.
- Have a sound card with you and discuss the book, characters and what has happened.

Maths

- We will be doing a number of the day for the next couple of weeks so our focus will be teen numbers. 11-20.
- How many ways can you make the number 10? Use objects around the house.
- How high can you count?
- Write numbers.
- Count forward and backwards to 20
- Say a number. What is 1 more/ 1 less than that number?

Shape space and Measure

- Continue a repeating a pattern
- 2D Name the shape and properties (corners, edges)
- Weight - discuss what is heavy and what is light
- Length - discuss what is long/ short
- Height - discuss what is tall/ short
- Size - Goldilocks is a great book to help with size, order objects in size order.
- Time - Sequence the day .What happens during the day?

Activities on topmarks which we use in the classroom

www.topmarks.com



Word of the day Activities

Word rounds

Choose one of the categories below. Go around the circle, with each player adding a category item.

Variation: After you have chosen your category set a timer for one minute. Taking turns around the group see how many words can be generated in one minute. Record the family total and then try to beat it next time.

Animals	Clothes	Furniture	Food	Transport
Sports	Countries	Shops	Parts of the body	Computer games
Films	T.V. programmes	Famous people	Anything to do with Christmas	Books
Something you cut	Something you can smell	Something you wear when it is hot	Something you can see on a beach	Songs
Somewhere you go on holiday	Something you would see at the zoo	Things you use or wear when playing sport	Things you could do with a piece of paper	Something red/ green/ blue
Something starting with 'p' (or any other letter)	Something with legs	Something you would find in a handbag	Things in a classroom	Things you could buy in a supermarket that isn't food
Shoes	Things that are cold	Insects	Things that grow	Musical instruments
Boy's/ girl's name	Cartoon characters	Famous sports men/ women	Verbs (doing words)	Adjectives (describing words)

I spy

Play the traditional 'I spy' game. "I spy with my little eye something beginning with ... (letter)", **I spy variations**

Variation 1: Thinking hat. Word meaning clues are given rather than letters and the object does not need to be within sight. Say, "I put on my thinking hat and think of something that is (give a clue)." If incorrect say, "It's not that. I put on my thinking hat and think of something that is (original clue and a second clue)." Continue until the word has been guessed. E.g.: 'I put on my thinking hat and think of something that is spicy.'

Variation 2: Big brain. In this game players give a clue containing the first sound of the word as well as a word meaning clue. Unlike 'I spy' players do not need to be able to see the item, but they need to think with their 'big brains'. For example, "I think with my big brain, something that is part of a tree and begins with a 'b'."

I went shopping

This game is good for developing memory, so is good for adults too. One person starts by saying, "I went shopping and I bought a ..." (names a food item). The second player says, "I went shopping and I bought ..." and repeats the first player's item before adding their own. The third player continues, saying the first two items before adding their own. And so on. See how many you can remember. A variation of this game is: "I went on holiday and I packed ..."

What can it do?

Pick one of the words below. Can you think of 5 things that it can do or that can be done with it? For example, **tree**: climb, chop, grow, fall down and absorb carbon dioxide.

apple	baby	ball	bread	chalk
giraffe	leaf	lion	lollipop stick	paper
paperclip	pencil	penguin	rubber band	stick
tree	your foot	your hand	cat	flour
flower	hair	water	air	spoon

Alison is an acrobat in Asia

Select a letter of the alphabet. Then ask each player to generate a name, profession and place that all begin with the same letter. For example, for the letter 'a': "Alison is an acrobat in Asia", or for 'e': "Eddie is an engineer in Edinburgh."
(Thanks to Julie Sanders, Pershore High School for this idea)

Describe it!

Take a look at www.pobble365.com and look at the amazing images. Talk about the picture in turn. They might need some help to talk about different things. You could talk about all the things you can see, how the picture makes you feel, what might someone be thinking, what might happen next, how someone is moving, what might someone say or what sort of person they are.

Don't say it!

Cut out the words below or think of your own words. They might be related to what your child has learnt at school or any words that they are familiar with. Place all the words in a 'hat'. Each person takes a turn at taking out words from the hat. The challenge is to describe the word without using the word at all.

hill	trolley	graph	desert
dinosaur	fly swat	spaceship	cornflakes
mountain	biscuit	storm	flood
tree	umbrella	bee	baby
geography	daisy	crocodile	cinema
planets	purse	moon	present
spider	earthquake	tiger	America

Word associations

One player starts by saying a word. The next player says a word that is related to the first word. It can be related in any way. If another player cannot see how the words are related, he/she can challenge and the connection needs to be explained. Keep going until a word is repeated or a connection cannot be explained. Here's an example: Egypt – Mummy – Dad – beard – Santa Claus – Christmas – trees – leaves.

20 questions

One person thinks of an object. Others try and guess what it is by asking questions. The original player can only answer yes, no or maybe. Give a clue if they are on the wrong track. Can they guess it in 20 questions?

Word of the day We have linked word of the day to the Easter Story

The words are: Easter, the tomb, The cross, celebrate, Jesus and Empty

Phonology	Everyone clap Easter .
Semantics	Simple definition: Easter is when we remember Jesus being killed and coming back to life.
Action	One day Jesus was going to the big city called Jerusalem. The people were so excited to see him because they loved him. Jesus had helped them when they were sad and healed people. They had been told Jesus was a king and was going to save them. Jesus came to the city on a donkey and everyone cheered and shouted Hosanna! Act out the story.
Word Wall	Write Easter on the word wall



The Cross

Semantics	Simple definition: The Cross is what Jesus died on. The Tomb was where he was put after he died. Do you recognise the shape on top of the hot cross bun? They are traditionally eaten on a day called Good Friday, the day Jesus died. Lots of people in the crowd loved Jesus, They cheered when he came to the city, can you remember the word they sang and shouted? Hosanna! But sadly the people in charge in the city hated Jesus, they didn't like how kind he was. So they got the police to arrest him and decided he should be killed. Jesus was killed on a cross. Jesus' friends were very, very sad when he died. Many people have hot cross buns on Good Friday, they day they remember Jesus dying. While they eat their buns they look at the cross and remember that Jesus died on a cross and was then buried in a tomb.
	Look at pictures of tombs https://www.bibleistrue.com/qna/pqna1.htm
Word Wall	Write word on wall

Empty

Phonology	Everyone clap empty . Clap the 2 syllables. Now everyone say the word empty . Say the word empty to your partner.
Semantics	<p>Simple definition: Empty means nothing inside.</p> <p>On Easter Sunday Jesus's friends went to the tomb. It was empty. they are empty.</p> <p>Easter day is an exciting day for Christians. They want to tell everyone Jesus is not dead; he is alive forever. At church they sing and shout joyful songs</p> <p>At church on Easter day, the vicar shouts Joyful, joyful and everyone has to shout back Jesus is risen!</p> <p>Then everyone goes and puts a flower from the big cross to show that Jesus is not dead anymore but alive forever. The flowers are a symbol of new life.</p> <p>After church the vicar looks at the Easter gardens and then there is an Easter egg hunt. They remember that the Easter eggs are empty like Jesus' tomb was empty when the stone was rolled away. It was empty because he has come back to life!</p>
Word Wall	Write Jesus on the word wall and stick up different pictures showing Jesus.
Activities:	Making flower crosses Easter gardens



Celebrate

Phonology	Everyone clap celebrate .
Semantics	<p>Simple definition: a happy occasion</p> <p>It was Pips birthday. He wanted to celebrate. He invited all of his friends to celebrate his birthday. They were happy to join Pip and celebrate with him. Pip had a birthday cake, presents and cards. He was so happy that he had his friends with him to celebrate his birthday with him. This was such a happy celebration.</p> <p>People also celebrate in Easter Sunday. The day Jesus rose again .</p>
Song	Word aware song
Word Wall	Write celebrate on the word wall and stick up different pictures of celebrations



Jesus

Phonology	Everyone clap Jesus . Clap once for the 2 syllables. Now everyone say the word Jesus . Say the word Jesus to your partner.
Semantics	<p>Simple definition: Jesus was a person who is the Son of God.</p> <p>Jesus was an important person. People who go to church called Christian believe he is God. Jesus lived a long, long time ago. Jesus did all sorts of wonderful things; he made people happy, he help when people were sad, and even healed people when they were sick. Jesus is remembered by people all over the world, we remember Jesus' birthday at Christmas, and we remember his special time at Easter too.</p> <p>This week in Word of the Day we are going to be learning all about the story of Easter.</p>
Action	Put each middle finger into each palm of hands (showing the nails into Jesus' hands) Jesus .

Song	Word aware song https://www.google.com/search?q=word+rap&sourceid=ie7&rls=com.microsoft:en-GB:IE-Address&ie=&oe=&qws_rd=ssl#spf=1585743524592
Word Wall	Write Jesus on the word wall and stick up different pictures showing Jesus.



Word Wall

There are many different ways of creating a word wall at home. Simply write a word on paper or a post it note and place it on the wall. Over the coming days and weeks the words will build and the children will have their own bank of words.

In class we learn 5 new words a week for word of the day. The words stay up for the term and then they are kept in the classes learning journey for guided reading and word for the day.

You can ask your child what the words mean and you can create a discussion based on the new vocabulary. You can ask your child to use a certain word in a sentence. You could also ask your child to write the word or make a caption using that word and then record it in a sentence.

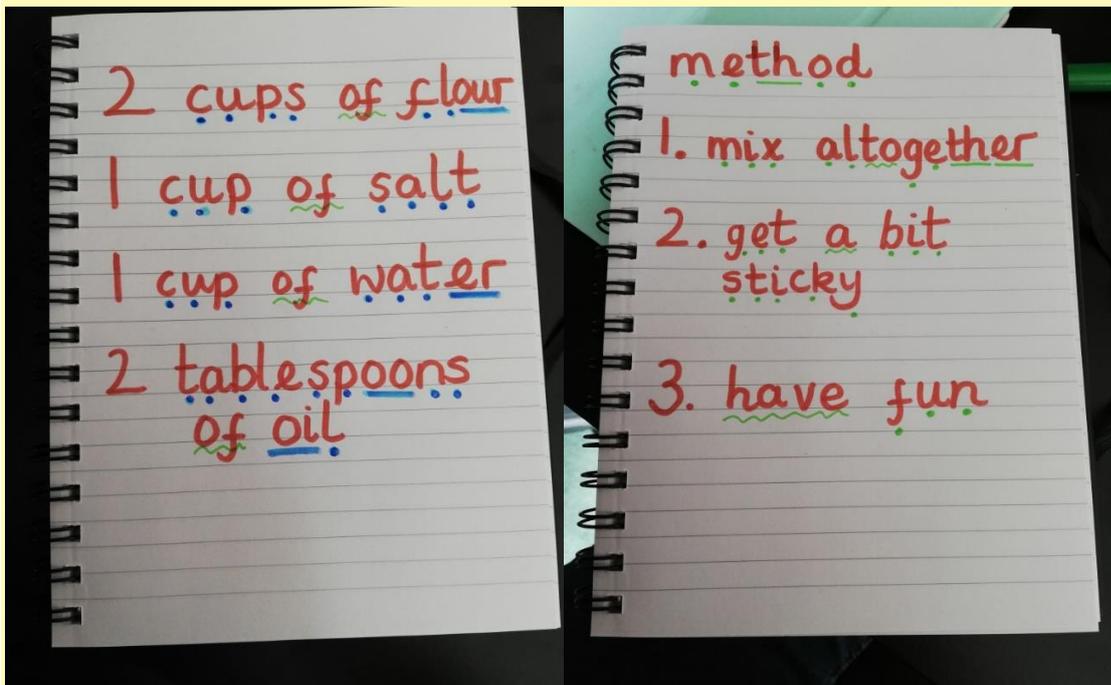


Expressive arts and design

Playdough recipe

A simple recipe we use at school for you make play dough at home. Especially good if you have toddlers and babies in the house as it's safe if they eat it by accident!

Can your child read the ingredients list and method to make play dough? Can they measure out the correct amount?



The play dough should keep in a sealed container for roughly a week.