

Week Fourteen

Phonics

For additional Phonics resources or just for a change, please access Discovery Education Espresso, click the Foundation tab and scroll down and click on 'Phonics'. Here there are a wealth of activities, learn screens and games!

Please see the online phonics lessons letter for instructions of how to access daily phonics lessons for your child (the link to the website is found on this letter). Information of which lesson to select for your child will be sent out on Tapestry. New lessons will be uploaded daily and introductory videos can be found under the 'Videos' tab. There is also a handy guide on pronouncing phonemes correctly when working with your child!

Daily Challenges

Draw three things that are green.

List five things you might see on a sunny day.

Draw a sandcastle.

Put on your favourite song and dance!

Design your own park.

Superheroes Project

Over the next three weeks, resources and ideas will be provided in order to learn more about 'superheroes'! This week, we will be looking at 'superhero vehicles'!

Racing Cars:

Weblinks:

https://www.youtube.com/watch?v=MXCYu_ROyhk top 5 fastest cars

<https://www.youtube.com/watch?v=cN44U3tNSeQ> pit stop

<https://www.youtube.com/watch?v=VX6WFd7W0ug> Things That Go (DK book)

Learning Opportunities:

Use the Things That Go weblink to look at a book full of vehicles. Discuss the wonder that machines can transfer us from place to place. Which vehicles have you ridden in? Check out these Superhero fast cars... watch video of top 5 fastest cars in the world (*see weblink*). Note speeds as you watch. Wow! Much faster than my car can go! Did you hear the sound of the engines roar? It takes so many people to create a car; the engineers plan it very carefully to make it the fastest car in the world. If you were an engineer, what sort of car would you create? Super-fast racing cars need regular pit stops too - look how quickly the tyres are changed! (*see pit stop weblink*) Everyone has a certain job to do and does it in seconds. To signal the end of a race a black and white flag is waved and the lap time is taken. Whoever has the fastest time wins the race and is awarded a trophy.

Activities:

1. Races outside – can we be as fast as a racing car? Mark out track outside with chalk. Write start and finish as each end of the track. Show chn how a stopwatch (this could be on your phone) works and begin races, timing each child’s lap of the track. Record onto lap time sheet (*see racing car resources*). After each lap; take quickest time from best of 3. Optional costume for races: driver’s cap/helmet and gloves. Chn could run or use bikes/scooters. Attach racing car numbers to chn’s backs/vehicles. Focus on the maths/everyday language of time: fast, faster, fastest, slow, slowly, seconds, minutes etc
2. Making racing cars out of cardboard tubes (*see racing car resources*). Support chn in counting out the correct number of wheels, split pins etc. Direct them to shape roads to race their new cars around the track.
3. A. Engineer station for car designs - clipboards, squared paper, pencils, black card and pastels, car magazines, lap tops with simple paint programme, printed car designs (*see racing car resources*). B. Large pieces of paper (taped onto floor), pens/crayons for chn to draw own racing tracks for cars. Sand timers to see how many times their car can drive around the track before the time is up. C. Builder’s tray, shaving foam and plastic cars for racing and track making. D. Make (black and white check) flags for signalling end of race - kebab sticks with sharp end cut off, sticky tape, paper. E. Large wooden block/cardboard box play outside with added hoops/quoits - create racing car factory and pit stop/car wash/garage area. Pit stop time cards to award points to the fastest team (*see racing car resources*).

Beautiful Boats:

Weblinks:

<https://www.bbc.co.uk/programmes/p06kkqjm> We’re going this way, that way, forwards and backwards

<https://www.youtube.com/watch?v=7otAJa3jui8> Row, row, row your boat

<https://www.youtube.com/watch?v=UBax68QdHuY> Blippi Boat song

<https://www.youtube.com/watch?v=mo1EckuW-h0> Strange boats

<https://www.youtube.com/watch?v=CvWrkxzCiaY> Displacement explained

<http://www.bbc.co.uk/cbeebies/radio/old-jacks-boat-theres-a-hole-in-my-boat> Story (you may need to download Flash to play this)

<https://www.youtube.com/watch?v=VX6Wfd7W0ug> Things That Go

Learning Opportunities:

Watch the video **‘Strange Boats’** together (*see weblink*) with the chn to inspire them. Today we’re learning about all sorts of boats - small boats and superhero boats and strange boats! Sing together, **‘We’re going this way, that way’** and **‘Row your boat’** in pairs – partner (*use weblinks*). *Have you been on a boat before? What type of boat have you been in? Do we use boats regularly? Think about location, e.g. inland/coast. Are there different types of boats for different types of water? E.g. sea (ferries, dinghies), rivers (canoes, row boats), lakes (sailing boats). Why do we have need/have boats? There are so many different types of boats, some big, some small, some that can carry lots of people, some that can carry only a few. How many different types of boats can we list together? Look at the Boats page on the weblink for **‘Things that go’ (2 minutes 50)**, Which boat do you think can go the fastest? Listen to the Blippi Boat song together (*see weblink*) and continue adding to the list of boats, (e.g. tug boat, cruise ship, row boat, motor boat, canoe).*

Activities:

1. Follow instructions to make a foil boat by using Beautiful Boats Resources. Encourage key words during discussion of boat making and testing, evaluating and modifying: how many pennies did your boat hold before it sank? Do you need to change the shape of your boat to allow it to hold more? Let’s look at the length, width and depth. Does it need to be longer/shorter, wider/narrower, deeper/shallower? The pennies are heavier than the foil, try putting your pennies in different positions, i.e. in a pile on top of one another or spread out in a line. Does it make a difference if we spread the weight out more evenly across the boat? 2. Raft making. Allow chn to choose from a range of materials to make their raft, following the basic structure in Beautiful Boats Resources. Encourage key words during discussion whilst making the raft: Are all your sticks the same length? Do they need to be longer/shorter? How heavy is your raft, do you think it will float? Can you make it move forwards? Sideways? Which part is underneath the water, which part is on top of the water? 3. Use video **‘strange boats’** (*see weblink*) to inspire chn’s designs of their own boats. Add detail and labels to explain the various features. **Lego™ boat challenge** - build a boat out of Lego™ that can float.

Train is a coming:

Weblinks:

- https://www.youtube.com/watch?v=qzv_wQBkSvM World's Fastest Trains
- <https://www.youtube.com/watch?v=-htCNXkPyw0> 'Train is a coming, oh yeah'
- <https://www.youtube.com/watch?v=OQAgM7XJbgg> Thomas and Friends Accident With Minions story
- <https://www.youtube.com/watch?v=34i9AEpY-9E> Different types of trains
- <https://www.youtube.com/watch?v=xzWLoGdx3DE> Trains for Children with Blippi

Learning Opportunities:

Watch the Different Types of Trains weblink and discuss each different type of train and what it's for/how it works with your child. Have you been on a train before? Where did you go? Can you remember any of the sounds from your journey? Discuss steam engines, underground, overground trains. Use World's Fastest Trains link and discuss. What sounds might you hear? That's right, a whoosh! Like a rocket taking off! Then play '**Train is a coming**' or **Trains for Children with Blippi** – Where shall we go on a journey today? Plan together all that we will need to get there and take chn's ideas on how to create a station, train and destination. Mind map ideas as chn are talking and then decide together who is going to work on which part.

Activities:

1. Teacher led activity: A. Train station role-play: set up ticket office with chn which may include tickets, hole punches, clocks, signs for station names, cuddly toys for passengers, till, chairs for train, tube for funnel, hat for driver. B. Make train line maps together using coloured pens for different lines. C. Co-play with chn once train and ticket office is set up, modelling roles of ticket officer, station guard, train driver, passenger. (*See Trains resources*).
2. Chn set up tracks and choose small world resources to create 3D maps or scenes from stories (Thomas and Minions story to inspire story ideas –*see weblink*), film chn's stories as they play, encouraging them to give a running commentary (*See Trains Resources*).
3. Child led activities: A. Create your own chalk tracks and building blocks for stations/tunnels/bridges/sites for your train to go along, under, through, next to...
B. Repeating pattern trains: Using shape sponges print a train on the tracks. Encourage chn to add carriages in a repeating pattern' e.g. square, triangle, square, triangle or red, blue, green, red, blue, green etc. C. Playdough, rolling pins, playdough tools and trains for making tracks and driving trains along. D. Lentil shakers for '**Train is a coming**' song, blowing bottles filled with different amounts of water to make the 'choo choo' sounds - add to role-play train set up for sound effects. (*See Trains resources for ideas*).

	<p>English</p> <p>(please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)</p>	<p>Maths</p> <p>(please access separate resource documents as indicated)</p> <p style="text-align: center;"><i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i></p>
Day 1	<p>Listen to a story book</p> <p>Watch and listen to The Hundred Decker Bus by Mike Smith, in this book-sharing video clip: https://www.youtube.com/watch?v=ZdnROcpl238 (or you could read the story to your child if you have a copy at home – it is a really fun book to share).</p> <p>2. Respond to the story</p> <ul style="list-style-type: none"> o Talk about the story. <i>What was the bus like at the beginning of the</i> 	<p>Counting practice</p> <ul style="list-style-type: none"> o Ask your child to start counting up to twenty slowly and clearly. o Stop them by clapping once. o They must whisper the number they would be saying next. Are they correct? o Repeat this several times, stopping them at different points. <p>Extension</p> <ul style="list-style-type: none"> o Do as above but counting backwards from 20. o Or start at 40 and count forwards. Or start at 56... etc.

	<p>story? What happened when the sailors wanted to join the bus journey? There was no more room, so they built a new deck for the bus! What happened as more passengers wanted to join them on their adventure? What three things went wrong with the bus? What happened at the end?</p> <ul style="list-style-type: none"> ○ Talk about a journey you have felt a bit bored by. It could be one you often take. Where might you go instead? How would you travel? ○ Imagine if we could create our own many decker bus! <i>What decks would you have?</i> Pause the video at 7:04 and discuss the different decks you can see. <ul style="list-style-type: none"> ○ Together, design a many decker bus by drawing a picture and writing some labels to show what each deck is like. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ● Watch, listen and learn how to sign (BSL) the song, <i>The Wheels on the Bus</i>: https://www.youtube.com/watch?v=ljUt1VyPnGI ● Think about the different sounds you can hear on a bus ride (engine, bell, traffic, people talking). See if you can make the sounds with your mouth and simple household items. ● Try counting to 100 together (you could count in tens) 	<p>2. Working together</p> <ul style="list-style-type: none"> ○ Look carefully at Animal Races (see resources). Now follow these instructions. <ul style="list-style-type: none"> ○ Read each question carefully. ○ Encourage your child to work out the answer. ○ When you have finished answering all the questions, check the answers together. How many did you get right? <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ● Create your own 'Animal Race'. Use your soft toys or some pictures of animals. ● Arrange the animals in a race, then decide who is 1st, who is 2nd, who is 3rd, etc. ● Who comes last?
Day 2	<p>Read a book</p> <p>Look at the cover of Scooters. What sort of book does this look like? <i>Will it be a story book or one with information in (non-fiction)?</i> Read the book together, taking time to enjoy the pictures and read the words.</p> <p>2. Respond to the book</p> <ul style="list-style-type: none"> ○ Talk about the book. <i>What was it about? What can we find out about scooters in this book?</i> Look through the first few pages and read some facts together, e.g. 'Scooters can have two wheels or three wheels.' ○ Talk about the different things the boy likes to do on his scooter. Find the right pages and read the words together. Does your child enjoy scooting or a similar activity? ○ What part of the book was surprising or funny? Talk about the imagined animal scooters and funny places to scoot. Which is your child's 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Count 10, 20, 30, ... 100 with your child! ○ Throw a soft toy (e.g. a teddy) to them. They say 1. ○ They throw it back to you and you say 2. ○ Keep up a good pace, throwing and catching and saying the next number. (This is harder than you think!) ○ Keep throwing it back and forth. How far can you get? <p>Extension</p> <ul style="list-style-type: none"> ○ You can have a forfeit if you say the wrong number! E.g. Hop round the table twice! <p>2. Working together</p> <ul style="list-style-type: none"> ○ Work through Superhero Order (see resources) together.

	<p>favourite? Can they explain why?</p> <ul style="list-style-type: none"> ○ Discuss the question on <i>Where would you scoot if you could?</i> (see resources) <ul style="list-style-type: none"> ○ Talk about your ideas. They can be realistic or fantastical. ○ Together, write a sentence or two about where you would go and/or draw a picture. <i>The emphasis is on talking about ideas and explaining thoughts, so it is fine to write for your child if they find this hard.</i> <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ○ Read <i>Biking</i> (see resources) and talk about the poem. ○ Read books about transport or go out and find different examples on a walk. 	<ul style="list-style-type: none"> ○ You will need cut out Superhero counters and the instructions below. ○ You also need pens and paper.
Day 3	<p>Discuss a book.</p> <p>Read <i>Scooters</i> together, noticing the different illustrations and how they link to the words on the page.</p> <p>2. Write a new page for a book.</p> <ul style="list-style-type: none"> ○ Remind your child how the book ends with a question. Read it together. Today you will be writing a new page for the book which answers this question. You will need some writing and an illustration. <ul style="list-style-type: none"> ○ Build a sentence or two verbally to answer the question, encouraging your child to extend their sentence with a word like 'because', 'but' or 'as', e.g. <i>I like scooters because you can go really fast. or I don't like scooters as they are too bumpy on rough ground.</i> ○ When you have built a sentence verbally, write each word, sounding out the letters, together. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ○ Make your own book about transport by folding paper. You could draw or print pictures of buses, trains, bikes, or rockets on each page and 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Show your child a 20p coin. Don't name it. ○ They have to count the number of pennies that coin is worth. For example: you show 20p, and they count: one, two, three, four... up to twenty. Then they stop. ○ Do they count correctly? Do they stop at the right amount? ○ Repeat this using a 5p, a 10p and, maybe, a 50p. <p>Extension</p> <ul style="list-style-type: none"> ○ Do as above but use a £1 coin. <p>2. Play it together</p> <ul style="list-style-type: none"> ○ Find someone to play with. Then enjoy playing <i>Track the Order</i> (see resources). <ul style="list-style-type: none"> ○ You will need a counter each and a coin. ○ Place your counters on Start. ○ Move by taking turns to spin the coin. Heads you move one space. Tails you stay put! ○ At any point, instead of spinning the coin, a player may decide to choose a speech bubble and obey its instruction. ○ No player may choose more than 4 speech bubbles in the whole game. ○ First person to get to Winner, wins!

write some sentences to go with them.

- Draw a diagram of a transport item, such as a bike, tram, or car. Find out the proper names for different parts and write labels for them, e.g. *mudguard, hubcap, roof, bonnet etc.*