

Cherry Class – Week beginning June 22nd 2020

Maths	Monday	<p>Game 1. Count backwards from 20 to warm up. You hold up a number between 10 – 20. They count backwards from the number I hold up.</p> <p>Game 2. Have 3 teddies of all different heights ready in random order for your child to see. Which is the tallest? Which is the shortest? How do you know? Encourage them to use the toys to do direct comparison by putting them next to each other. Explain all the teddies need to be stood on the same platform. If one were on the floor and the other on a chair, it wouldn't be a fair comparison. Explain 'we are going to find out how much taller the teddies are than each other.' Ask your child how you could measure that. Explain that you will use cubes/blocks all of the same size to measure their height.</p> <p>How many cubes tall do you think the first teddy will be? Write your child's estimate down. Measure how many cubes tall the teddy was, and compare it to your child's estimate.</p> <p>Repeat this with all the teddies. Compare them at the end, saying the difference in height between them. Make sure using words tall, taller, tallest, short, shorter, shortest.</p>
	Tuesday	<p>Game 1. 3D shape song from youtube. https://www.youtube.com/watch?v=2cg-Uc556-Q</p> <p>Game 2. Show children a ruler and explain we can use rulers to measure different objects. Give your child a piece of paper. Can they look around the room and draw something they can see that they think is shorter than the ruler. How will we know if they are right? Encourage children to take a ruler over to compare their lengths/heights. Continue this for longer and taller.</p>
	Wednesday	<p>Game 1. Write the days of the week on 7 separate pieces of paper. Muddle them up and ask your child to put them in order.</p> <p>Game 2. Ask your child help you, explaining you are going to be measuring lengths of hands. You hold your hand in front of your child, with your fingers closed. Discuss together how you could measure the length of your hand from to tallest fingertip to your wrist? Encourage discussion about all the different ways you could do it. Explain you can't use cubes because they are hard to lay out to the exact length of your hand.</p> <p>Bring the discussion towards the string. Ask your child to help you measure your hand with a piece of string, cutting it at the correct length. Put cubes along the string and record the length of the string on the whiteboard.</p> <p>Repeat this measuring your child's hand. Compare the 2 lengths. Who has the longest hand? Who has the shortest? How many cubes longer is your hand to your child's?</p>
	Thursday	<p>Game 1. Find an object in your home of a medium height. Ask your child to go around the house to find something shorter than the object. Alternatively, they could draw it. Then ask your child to go and find something taller than the object.</p> <p>Game 2. Make some scales using a coat hanger, hanging elastic band off each end attached to yoghurt cups. Show children 2 bears of different weights. Also have a bag of cotton wool ready. Show children the 2 bears. Which do you think is the lightest bear and which is heavier? How do you know?</p> <p>Explain that just because something is bigger, doesn't mean it will be heavier. Put the bag of cotton wool in one bucket of the scales and the small teddy in the other side. Explain that the teddy is heavier even though it is smaller, and the bag of wool is lighter even though it is bigger. Make sure children understand that because it is heavier, the bucket goes down. If we were holding something heavy, our arms would go down with the weight. How can we measure exactly how much something weighs, what could we use?</p> <p>After taking suggestions from your child, use cubes to weigh each bear. Record your child's estimates on the board and then record the weights on the board and then compare.. How many cubes heavier is the heavy bear? How many cubes do you think the bag of wool will weigh now knowing the weights of the bears?</p>
	Friday	<p>Game 1. Ask your child some word problems verbally to encourage them to try and find a way of working out the answer on their own. Give them resources that may help them.</p> <p>There are 10 sweets in the jar, but I take out 3 to eat. How many are left? Etc...</p> <p>Game 2. Encourage your child to complete the scavenger hunt sheet *provided below.</p>

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Phonics	Monday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website. https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm play one game from the Phonics Play website in the Phase 3 tab. Cherry class have finished learning all the digraphs and trigraphs in Phase 3, but we need to continue working on these to embed that learning to continue to support your child's reading and writing. If you notice that your child is unsure on some sounds, there are some fantastic videos on BBC bitesize. https://www.bbc.co.uk/bitesize/topics/zvq9bdm</p> <p>Each sound has its own video, and games and activities to follow up.</p> <p>Play quickwrite – give your child a board/piece of paper. You say a digraph/trigraph and they write it as quick as they can. This will keep the phase 3 digraphs and trigraphs fresh in their heads.</p> <p>Make an obstacle course outside using hoops, cones, a tunnel/anything you have in your garden or in your house. Write some words on pieces of paper and then put them at different points of the obstacle course for your child to read as they are going along. See how long it takes them to complete the obstacle course!</p>
	Tuesday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website. https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm play one game from the Phonics Play website in the Phase 3 tab.</p> <p>Fill in the missing words on the by the seaside scene(Below). Make sure you use your flicky fingers to sound out the words.</p>
	Wednesday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website. https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm play one game from the Phonics Play website in the Phase 3 tab. Watch the video about Tricky Words on the BBC Bitesize website. https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr728xs</p> <p>Tricky words.</p> <p>Turn some cups upside down, and label them with stickers/labels with tricky words on. Hide something underneath a cup with your child keeping their eye closed. They need to guess which tricky word cup the object is hiding under. See below for image example*</p> <p><u>Tricky word suggestions:</u></p> <p>into me go be no you he was she are all my they said so have like some come were there out</p>

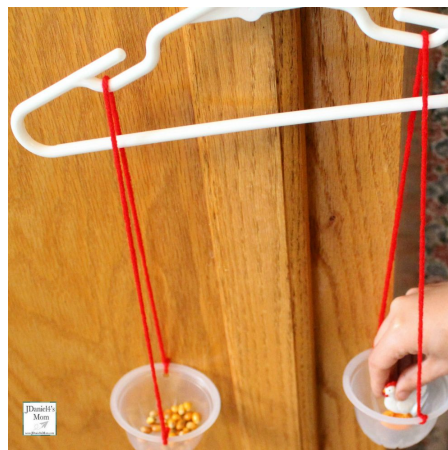
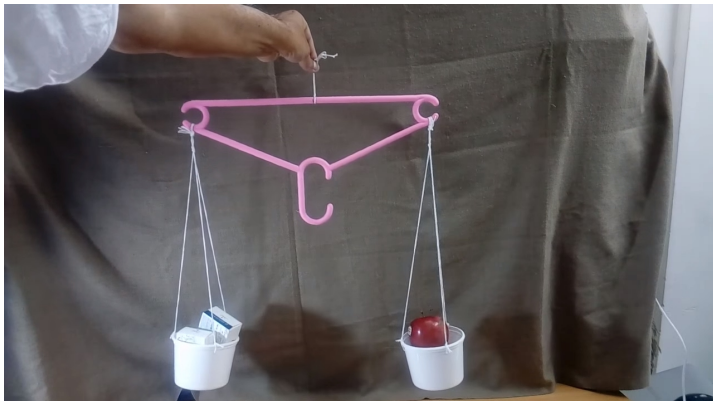
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		<p>one do little what when</p>
	Thursday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website. https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm play one game from the Phonics Play website in the Phase 3 tab. Big Talk: Provided is an image to stimulate a conversation from your child. Ask them to look at it for a couple of minutes in silence to take in what they can see (They are used to this activity in class) After a couple of minutes, have a conversation about the picture. Start with What? (What can you see? And just name what you can see in the picture) Then begin to ask some more questions. Why? Who? When? How? What next? Ask your child to write sentences about the picture. This could be sentences about what they can see. It could be a story. They could write what they think happens next. Make sure your child understands there are no right or wrongs, we make this clear in class too. This is all about encouraging them to use their imaginations, speaking and listening skills, and writing skills. https://www.pobble365.com/the-builders/</p> <p><u>Questions to think about</u> Who are the team that are building the structure? What do you think they are building? How long do you think it will take them to finish? Have you ever built anything before? What challenges will the builders face? Which one of the builders do you think is in charge? Where are their parents?</p> <p>If you are using the link, keep in mind that a lot of the challenges on the page are aimed at Key Stage 2 aged children, but the 'Question time' section is a great prompt for questions to ask your child about the picture and inspire them to talk and write.</p>
	Friday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website. On a Friday in school, we play 'musical whiteboards' We put on a variety of music, and dance around, sometimes with each other and sometimes on our own. Sometimes we dance to fast, upbeat music. Other times we might have to think about how to change how we move to slower, softer music. Then, when the teacher stops the music, the children go to find a whiteboard, sit down with it and then listen for the sound/word or sentence that the adult says. You can try this at home! Put on some music, find a whiteboard/pen or a pencil and paper, then get dancing!</p> <p><u>This week's words:</u> went when what bench tenth bright</p> <p>Extension: Remember, to make it trickier, you could try asking your child to come up with a sentence for the words you choose.</p>

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English		<p>Read the book – The Rainbow Fish again to refresh your memory If you don't have this story at home, click the link to hear the story being read aloud. https://www.youtube.com/watch?v=Nb2msIQo6TI</p> <ul style="list-style-type: none"> Sequence the Rainbow Fish story using the pictures provided – Extension: can you make a story map of the story, drawing your own pictures for each part of the story?
	Understanding the World	<p>By the Seaside – Week 4 Read the book – The Rainbow Fish again to refresh your memory If you don't have this story at home, click the link to hear the story being read aloud. https://www.youtube.com/watch?v=Nb2msIQo6TI</p> <ul style="list-style-type: none"> What is your favourite sea creature? Research that sea creature and write a fact about it, drawing a picture of the sea creature to go with it.
	Technology – E-Safety	<p>https://www.thinkuknow.co.uk/globalassets/thinkuknow/documents/thinkuknow/parents/pdf/thinkuknow-4-5s-home-activity-sheet-2.pdf</p> <p>Complete the activities provided.</p>
PE	Activity 1	Joe Wicks workout at 9am on youtube https://www.youtube.com/channel/UCAxW1XT0iEJoOTYlRfn6rYQ
	Activity 2	Cosmic Kids Yoga https://www.youtube.com/user/CosmicKidsYoga
	Activity 3	Real PE The website address is: home.jasmineactive.com Parent email: parent@lyngcofepr-1.com Password: lyngcofepr
Art/Crafts	Activity 1	Make a jellyfish out of paper bowl. Don't forget it needs lots of tentacles! Use what you have at home to create it.
	Activity 2	Make stick puppets of the characters from the story The Rainbow Fish.

Maths ideas



Weights and Measures Scavenger Hunt

Collect:

tick

- ☐ The lightest object.
- ☐ The smallest stone.
- ☐ A stick which is about 10cm long.
- ☐ A coin.
- ☐ The longest leaf.
- ☐ Something that will fall the slowest.
- ☐ Something that is longer than a hand span.
- ☐ The widest piece of bark.
- ☐ A flower that is smaller than a thumbnail.
- ☐ Something that will float on water.
- ☐ A blade of grass the same length as my thumb.
- ☐ Two different things which are exactly the same height.



Measure:

- ☐ How many times you can jump in 60 seconds.
- ☐ How many times you can clap in ten seconds.
- ☐ How many star jumps you can do in 1 minute.

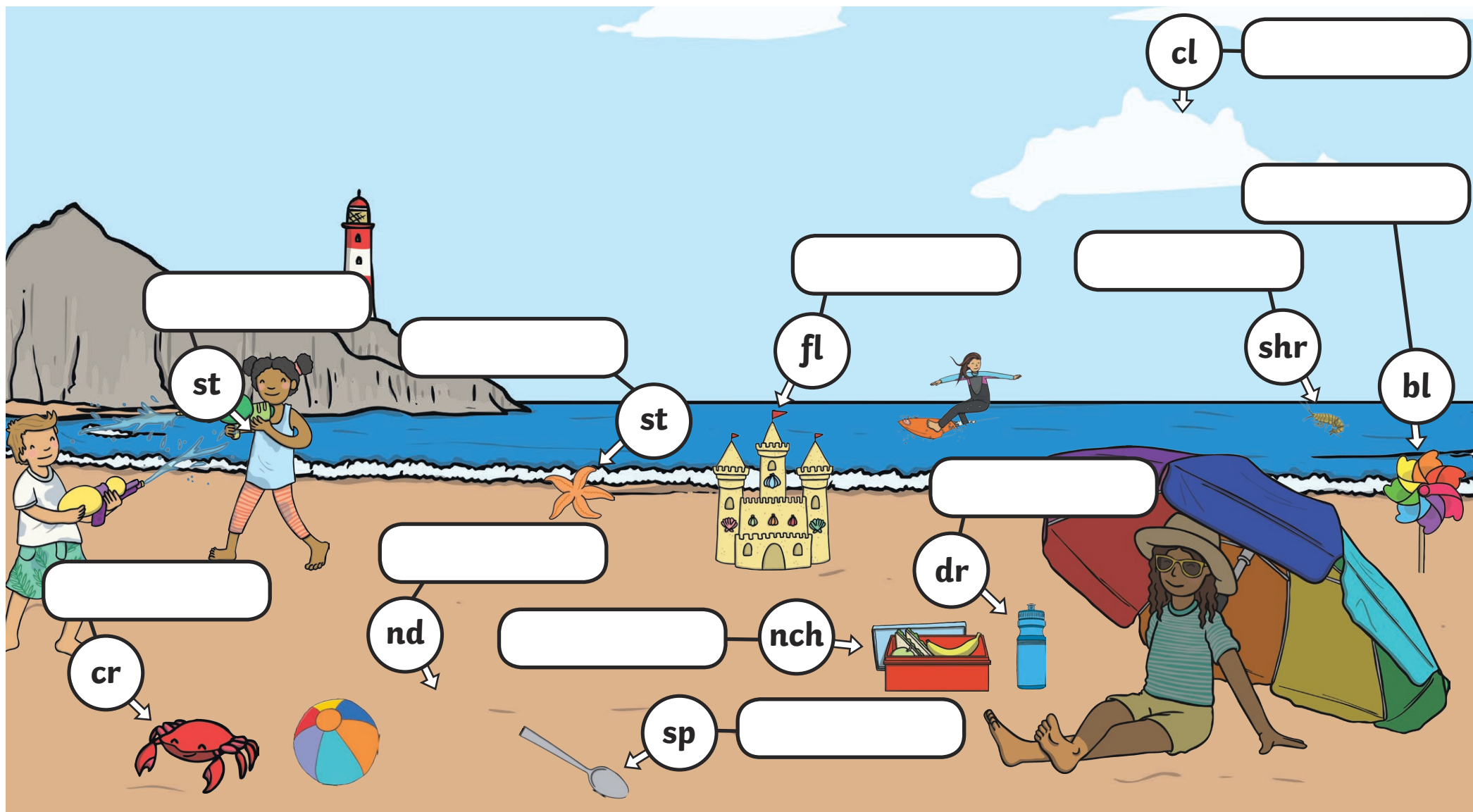


Challenge:

- ☐ Who can keep frozen still whilst estimating 1 minute?

Phase 4 Phonics

Fill in the missing sounds.



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Phonics



*Big talk image –





Rainbow Fish was happy.



Rainbow Fish was sad and lonely.
He spoke to the starfish.



He shared his scales.



Little Blue Fish asked for a scale.

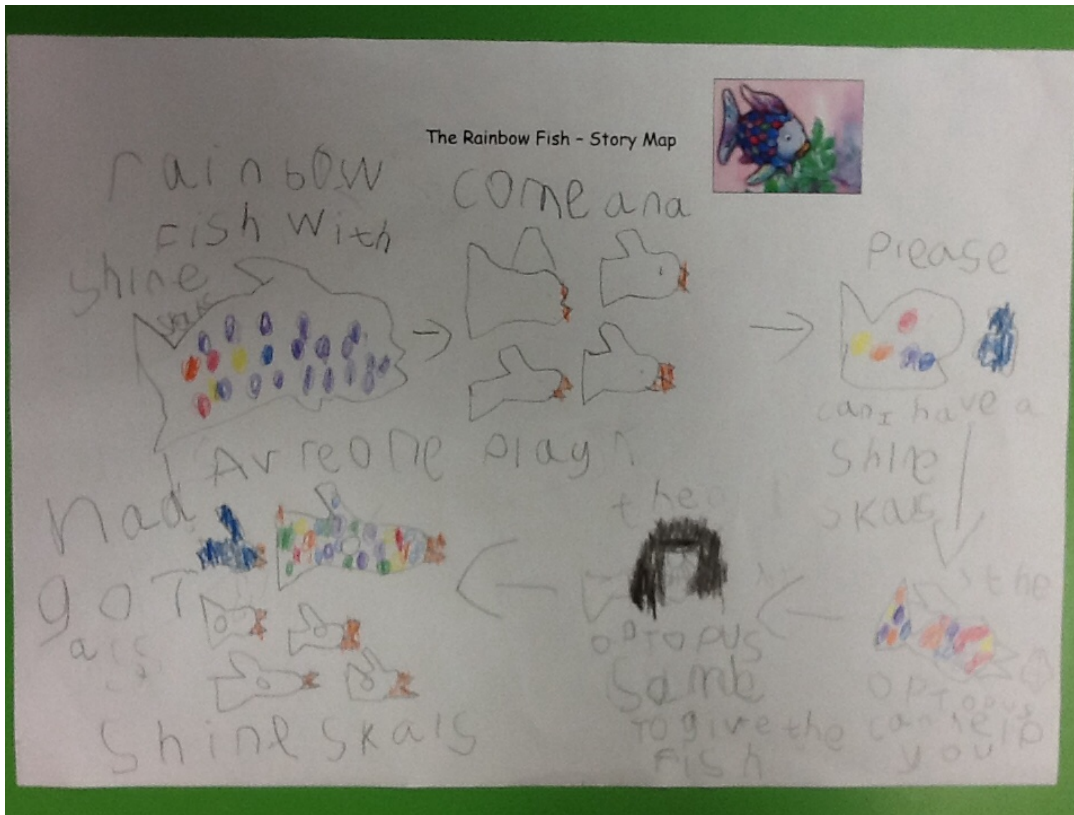


The other fish asked Rainbow Fish
to play.



Rainbow Fish went to the
wise octopus.

English



*Arts and crafts-



PAPER PLATE JELLYFISH



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