**Foundation Stage Home School Planning: WB 1.2.21**

Please continue to hear your child read everyday or at least 5 times a week. Keep revisiting tricky words they are unsure of and remember they need to be able to spell them as well as read them. We would have been teaching the children to read and spell: **my, you, they, her, all, are** this week so you may wish to focus on these tricky words, in particular, this week. Please also encourage your child to write their name on any written work they do and to use upstroke handwriting for any written activities. If you are unsure how to form the letters with upstroke there is a video on the school website demonstrating how each letter is formed. Click the ‘Curriculum’ tab, then ‘Handwriting Resources.’

Remember to make time for walks, bike rides etc to get some fresh air and exercise. You could also try some home workouts with Joe Wicks on a Monday, Wednesday and Friday at 9am!

***Dates to Remember:***

***Monday 1st February 2021: Whole school zoom assembly hosted by Mrs Reid (please see the ‘Perryfield Post’ for meeting details).***

***Friday 5th February 2021: Class zoom catch ups!***

Below provides the planning for home learning, commencing 1st February 2021. All resources and teacher video clips are attached. ***\**Please be aware that when you click on the additional links to accompany the lessons/activities below, some will show adverts at the start. You will be able to skip these but they often play for a few seconds first.**

**Please save a photo of your ‘Draw with Rob’ Giraffe (Thursday) and your ‘Handwriting Practice’ (Wednesday) onto DB Primary this week. Thank you.**

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| **Literacy** | **Maths** | **Phonics & Other Subjects** |
| **Monday**  Start the day with dough disco to warm up your hands and strengthen the muscles in your fingers. There is a great animal-themed dough disco for you to join in with this week. Click on the following link: <https://www.youtube.com/watch?v=o9D5lfqZF3o>    Then have a go at writing the Early Writing Instruction (EWI) sentence: **He has a long neck.** Can you spot the digraphs in this sentence? **There is a short teacher-led video clip to remind you of the process we go through to write an EWI sentence.**  For literacy today, we are going to focus on developing our speaking and listening skills. Please carefully listen to the story: ‘Giraffe’s can’t dance’. Some of you may already have this storybook at home but if you don’t click on the following link to hear it being read aloud by the author himself: <https://metro.co.uk/2020/06/12/lockdown-storytime-giles-andreae-reads-giraffes-cant-dance-12844276/>    Please then spend some time discussing the story with an adult. There is a sheet of comprehension-style questions you may wish to use as a prompt. Feel free to refer back to the story as many times as needed. | In numeracy today, we are going to consolidate and extend our previous learning of capacity and the related vocabulary. Last time, we used water to fill different sized cups/containers and explored which one would hold the most.  Today, we are going to explore capacity using solid objects instead, e.g. cubes, lego bricks, duplo, dried pasta etc. Provide you child with a selection of 5 different sized/shaped containers and ask them to order them according to how many lego bricks, for example, they think they will each hold. Start with the container they believe will hold the least number of bricks and finish with the container they believe will hold the most number of bricks? Encourage them to explain their reasons for placing the containers in this order using language such as tall, narrow, wide, shallow and thin. At this point, they may wish to make a prediction of how many bricks it will take to fill each container and write this down.  Then, ask them to find out whether this order is indeed correct. They will need to fill each container up with the same solid object and count how many each container holds. Was your predicted order correct? Discuss your findings. | **Phonics:**  Click on the following link to join in with the Jolly Phonics songs to recap all single letter sounds and digraphs/trigraphs taught so far: qu, ch, sh, th, ng, ai, ee, igh. Can they remember the actions that go with each one?  <https://www.youtube.com/watch?v=_s-1sxzjPX8>  Then watch Mr. Thorne’s video clip that introduces the new digraph ‘oa’ for today. The children are familiar with Mr Thorne and love seeing Geraldine the Giraffe!  <https://www.youtube.com/watch?v=KCJyHN0IFE8>  After watching this short video, ask your child to say and write down words that contain the ‘oa’ digraph. Challenge: Could you write them in a sentence too?  **Expressive Arts and Design:**  Choose 3 or 4 animal characters from the story: ‘Giraffe’s can’t dance’ and make stick puppets for them. You may wish to use the puppet templates attached or you may prefer making your own. You choose!  Children will be using their home-made puppets in Literacy tomorrow to re-tell the story or part of it. One of the puppets must therefore be Gerald as he is the main character. |
| **Tuesday**  Start the day with dough disco and then move onto the EWI sentence: **You have 4 thin legs.**  Read it first, count the words, repeat it to yourself, remember it and then write it down. Remember to use upstroke when forming the letters.  For literacy today, you will be using the animal puppets you made yesterday afternoon to re-tell the whole story or a part of the story ‘Giraffe’s can’t dance’. You may wish to re-read the story first to remind yourself of the key parts and phrases used by the characters. Have a few rehearsals before performing your puppet show to family members. | Today, we are going to move onto learning about length. When we compare the length of things we use the related vocabulary: longer, shorter, same length. Discourage your child from using ‘bigger’ as this is less specific.  Make a snake or tail for a giraffe by rolling playdoh into this shape. Ask your child to make a snake/tail that is longer than yours. Can they then make a snake/tail that is shorter? Can they make a snake/tail that is the same length?  To deepen their understanding of what longer and shorter mean, ask them to make 3-5 different length tails/snakes using playdoh or ribbon. Can they order them from shortest to longest. They may wish to use common household objects, such as paperclips or dried pasta, to compare their lengths. Click on the link below from White Rose Maths, which demonstrates this pictorially (or you can print off the sheet attached):  <https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/01/PDF-Growing-6-7-8-Session-2-Comparing-Length.pdf> | **Phonics:**  We are learning a new digraph today: ‘oo’ (short**). Please refer to the teacher clip to learn how we pronounce this digraph and to read some words containing this sound.** Then, watch Mr Thorne does Phonics: <https://www.youtube.com/watch?v=vR47jG-imRo&t=29s>  Afterwards, ask your child to write down words with this short ‘oo’ sound in them. How many can you remember from the video clips and can you think of more? Try writing them in a sentence too as an extra challenge!  **Personal, Social, Emotional Development (PSED):**  Discuss the part of the ‘Giraffe’s can’t Dance’ story where the other animals make fun of Gerald when it’s his turn to dance at the Jungle Dance? How did their laughs and unkind words make him feel? Which character in the story gave him words of encouragement? If someone you knew found something tricky or didn’t have the confidence to try, what would you do or say to help them? You may even wish to talk about a time when you found something tricky. What did others do and say to help you overcome your worries and convince you to keep trying (persevere).  Please create a certificate for Gerald to congratulate him on learning to dance.  You could say ‘well done for not giving up’, which links to our current core-value: perseverance**.** |
| **Wednesday**  Start your day with dough disco and EWI: **The moon is bright.**  Today we are practising our handwriting. The letters are v, w, x, y, z.  **Please watch today’s teacher-led video clip for a demonstration of how to form these letters correctly, using upstroke**. Please note that we do not use upstroke when forming the letters x and z.  Please use lined paper for your child to write the letters on.  Ensure that they hold their pencil correctly and use their other hand to hold the paper in place. They may wish to practise air writing each letter first before having a go on paper. You could also write each letter in yellow first for them to trace over before having a go independently. Please encourage them to write each letter 4 times.  Challenge: Can you think of words that start with/contain these letters and write them down? | We are going to consolidate and extend our learning of length further today. Support your child to draw around their footprint and then ask them to carefully cut it out. Can they go on a hunt around your home to find things that are longer, shorter and about the same length? They may wish to record their findings on paper. You may even want to make paper footprints for everyone in your household so that they can order them according to length. Ask your child: Who has the shortest/longest foot? Have fun investigating! | **Phonics:**  We are learning the long ‘oo’ digraph today. **Please refer to the teacher clip to learn how we pronounce this digraph and to read some words containing this sound.**  Then, please click on the following video clip by Mr Thorne:  <https://www.youtube.com/watch?v=UfMKV_9agiY>  Afterwards, write as many words down that you can think of/remember that include the long ‘oo’ sound. Challenge: Can you include these words in full sentences too?  **P.E/Music:**  We’d like you to start by listening to the following jungle music clip. Have a careful listen and think about what musical instruments were used to make this piece of music. Do you like it? How does it make you feel?  <https://www.youtube.com/watch?v=sGH1VffDGEk>  Now, we would like you to create your very own dance to go with this piece of music. You may wish to imagine that you are Gerald the Giraffe or one of the other animal characters from the story: Giraffe’s can’t Dance. Have fun! |
| **Thursday**  Start your day with dough disco and EWI: **I can see a toad hop.**  For literacy, please look carefully at the attached illustration from the book ‘Giraffe’s can’t Dance’. Discuss what is happening on this page and then write a sentence about it. You may wish to write a sentence about what Gerald may be thinking, e.g. I will be no good at this. I want to go! Remember to start your sentence with a capital letter, use finger spaces between words and end with a full stop. Please use upstroke writing too! Challenge: Could you write a second sentence?  **There is a teacher-led video clip to accompany this activity to give you some ideas and to model sentence writing.** | I’m sure you are getting very good at comparing objects according to their length by now! As you probably know, giraffe’s love to eat leaves from tall trees. Today, we would therefore like you to cut out the different sized leaves (see sheet attached) and arrange them in order of length. Start with the shortest leaf and end with the longest leaf. Alternatively, you may prefer to collect your own leaves to order when you next go out for a walk with your family. | **Phonics:**  We are learning the ‘ar’ digraph today. Watch Mr Thorne’s video clip to find out how this digraph is pronounced and to hear/ see some words/objects that contain this ‘ar’ sound: <https://www.youtube.com/watch?v=LXkE8aWfg2E>  Afterwards, have a go at writing some words down that have the ‘ar’ digraph in them. Challenge: Include these words in sentences too!  **Expressive Arts and Design:**  Have a go at drawing and colouring in your very own giraffe with ‘Draw with Rob’. Rob Biddulph is a famous children’s author and illustrator who provides clear step by step instructions for drawing some of his book characters. Click on the following video clip below: <https://www.youtube.com/watch?v=tqCKhR7Qxds>  Can you think of a name for your giraffe? Have fun! |
| **Friday**  Start your day with dough disco and EWI: **The stars are up high.**  For literacy today, please ask your child to have a go at reading the attached sentences about giraffes. They will probably need a little help to read the word ‘tongue’! Once they have read them, cut them out and decide whether they are true or false and stick them down in the correct column of the table attached.  Challenge: Highlight any digraphs you spot in the words. | Today, we are going to focus on height. When we compare the height of things we use the language: taller and shorter. Again, discourage them from using ‘bigger’ as this is less specific.  Start by asking your child to build a tower from lego/duplo etc. Then ask them to make a tower that is taller and/or shorter. They could count the cubes used to check, e.g. the shorter tower will use less/fewer bricks than the taller tower.  After this, explain that a giraffe is the tallest animal in the world. We measure height from the bottom/base to the top of an object/animal/person.  Ask your child to carefully cut out and order the giraffes (see sheet attached) according to their height. Start with the shortest and end with the tallest). | Join in with the Jolly Phonics song to recap all sounds learnt so far (up to yesterday’s digraph ‘ar’):  <https://www.youtube.com/watch?v=_s-1sxzjPX8>  **Then, click on the teacher-led video clip to practise reading and spellings words containing the digraphs we have been learning this week (oa, short and long oo, ar).**  **ICT**:  Log onto Purple Mash. Type the word ‘giraffe’ in the search bar, click on Animal Adjectives, choose the giraffe picture to drag across and enlarge. Can you type a simple fact about giraffes, e.g. They have long necks. |

**After all your hard work this week (adults included!) make sure you all have an EXTREMELY relaxing weekend!**