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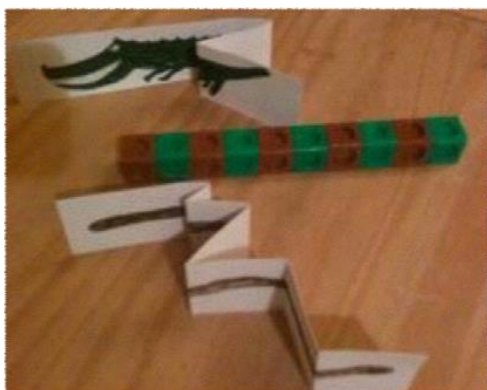
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MATHS

Task: Lovely long creatures!

You are going to make a creature, your grown up or your brother or sister could make one too, or you can do it by yourself. You can pretend it is a snake, worm or a monster! You can make it out of strips of paper, Lego, building blocks, string or something else you can think of. Use what you have chosen to make a long thin creature. You could make a label for your creature and give it a name. Think about the long creature that you've made. If someone else made one too how does yours compare to the one they made? Now can you find a way of making your creature longer or shorter?



Or you could play this game to compare sizes.

<https://www.topmarks.co.uk/early-years/lets-compare>

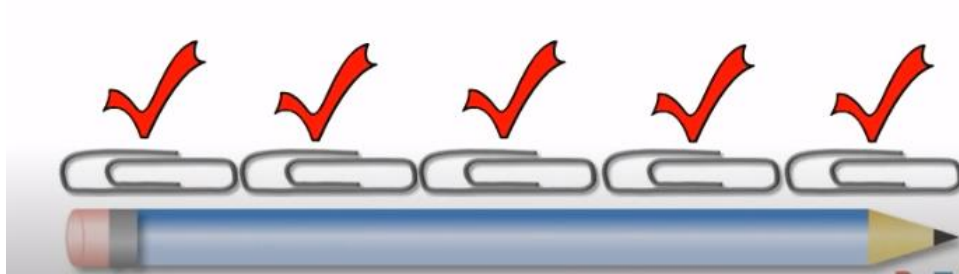
Useful words- long, longer, longest, short, shorter, shortest

Challenge:

How could you show how long your creature is? You could use something to measure your creature. It doesn't have to

be a ruler. You could use your finger, a piece of Lego or any other small object like a paperclip here's a video to help.

<https://www.youtube.com/watch?v=q8o7n-A0SC0>



Now measure your creature again when you have made it shorter or longer and compare the measurements.

Parent guidance:

The children love creating long towers with cubes or Lego or using long strips of paper. They should be able to make their creature independently but may need support to make it longer or shorter. Lots of talking about what they're doing and describing what has happened using maths vocabulary will really help them.

LITERACY

Task: Spring is here!

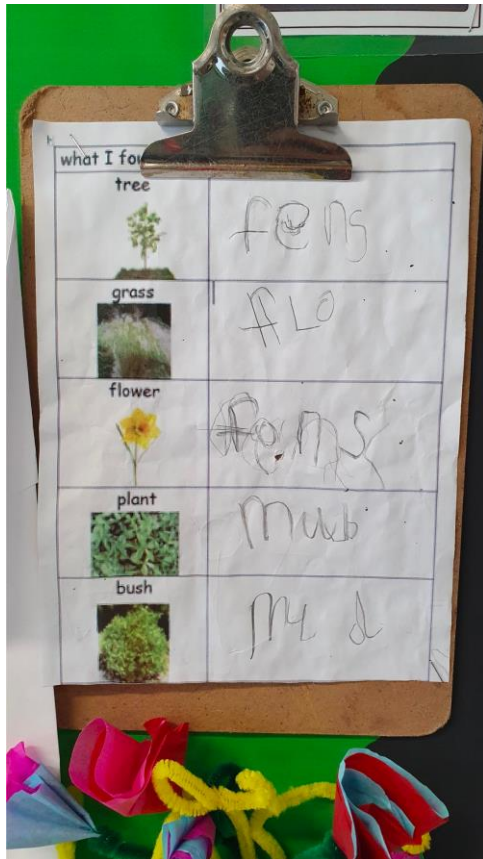
The **season** is spring at the moment. Talk to your grownup about all the things that happen in spring. You could talk about the other seasons too, or watch the seasons video we like to watch in school. Remember 'fall' is another way to say 'autumn'. <https://www.youtube.com/watch?v=8Zjpl6fgYSY>



Which image above do you think shows spring? Remember spring is when it starts to get warmer, flowers begin to blossom and the leaves grow back on trees. Daffodils are always a good sign of spring!

There are signs of spring everywhere. Today you are going to look out the window or go and explore an outdoors area to find them. Can you think of any other signs of spring? Maybe pretty flowers blossoming? Rainbows in the sky? Sun and rain together? Butterflies? Birds flying? Small animal footprints? Before you look, write a **list** of as many signs of spring as you can think of. Use your 'fred fingers' to help you. Leave a space next to the words or short sentences so you can record what you find. Remember when we asked some of our class' favourite things or when we went on a plant hunt? You used words, tallies, numbers, lines or just

ticks and crosses to help you record what you found out.



So today, if you see a daffodil, next to where you wrote daffodil you could put a tick or the number 1 for example. Whatever you see, make sure you record it and if you haven't written it down already, you could add it to the bottom of your list. Keep your list for tomorrow's maths activity!



Challenge: Once you have made your list, write some 'spring is here' sentences to describe what you know about spring. For example, '**Spring is here because I saw green leaves on the tree.**' These could be as long or short as you like. You could make them about your home, for

example, '**Spring is here because a butterfly was fluttering.**'

Parent guidance:

The first part of this activity is a chance to discuss the season of spring and build vocabulary. The YouTube video has lots of good vocabulary, but it could be that you simply discuss the things they've seen recently outside.

The second part of this activity is about writing down their predictions of what they think they will see and practice their writing skills. Take it one word or phrase at a time making sure each one is under the last with a space for their recording. Make sure they say what they want to write first and then use their 'fred fingers' to sound out the words before they write them. When it comes to recording their findings, let them lead, they can record however they wish.



TOPIC

Task: **Mood walk**

Today we are acting out our different **moods**. We can also call them our **feelings** or our **emotions**.

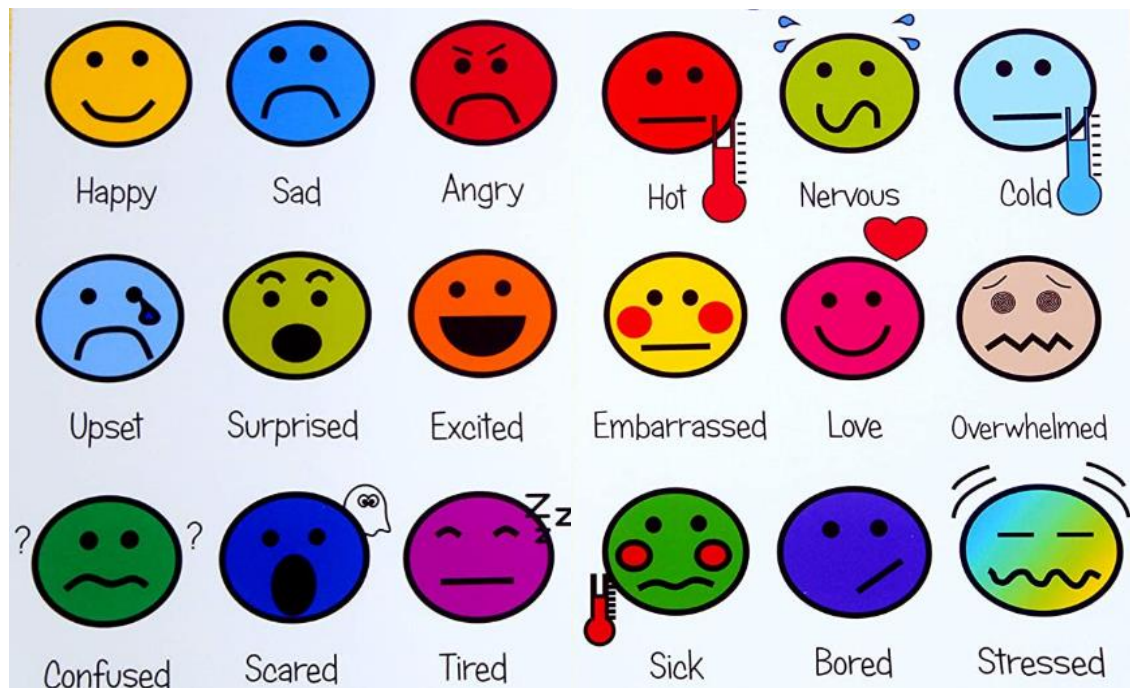
Join in with these boys' mood walk -

<https://www.youtube.com/watch?v=8k32x-aYl4>

Which mood was your favourite to act out? Why?

Now have a go at a mood walk game!

Use fred talk to write down different moods on bits of paper. Fold them up and put them in a bowl or an empty container. Here are lots of ideas:



With your adult take it in turns to pick a mood from the container.

Don't show them which one you have unless you can't fred talk it.

Act out your feeling. Use your face and your body to show what the mood is.



Can they guess?

Then it is the next persons turn to pick a mood and act it out. Can you guess their mood?

Challenge: It is normal to feel lots of different moods 😊. Talk with your adult about your mood and you can ask them about their mood. Talk about what we can do if we feel sad or angry.

Parent guidance:

This activity helps children recognise and name theirs and others' emotions by observing and acting out the physical side of the emotion. When they are writing emotions on bits of paper, encourage them to read all the sounds in the word so that it will help them read it later in the game. Check they can read them or draw a picture to support this.

When you play the game, give them some time to act out each emotion before you guess it. You can support this by asking what their face/eyes/mouth/hands/arms/back do when they are feeling like this. It does not matter if either of you don't guess correctly, that offers an opportunity for them to explain what they are doing with their body/face when they feel that way.

For the challenge, have a discussion on how it is ok to feel different ways. Discuss ways to manage difficult feelings and make a plan together to help them feel in control of these emotions (e.g. breathing techniques, music, a story, a song,

yoga, drawing etc.) Helping them to choose positive coping techniques supports their personal, social and emotional development.

Here is a resource about supporting your child's mental health and wellbeing during this time - -

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

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MATHS

Task:

Yesterday you went on a hunt to find the signs of spring. Today we are going to have a look at the tallies you made. If you didn't choose that activity you could have a go at this lesson on the National Oak Academy:

<https://www.thenational.academy/reception/maths/exploring-time-and-the-seasons-reception-wk3-3#slide-2>

Look at the tally chart you made yesterday. Count how many of each thing you found and write down the total.



////// 5

Which did you find the most of? Which did you find the least of? Put the totals in order from most to least. Make a set of objects to match each total or you could use the number line you made to help you.



Now you could add all the totals together to see how many you found altogether. You could use the objects to help you, you could put one of the numbers in your head and one on your fingers or you could jump along the number line.

Tell a grown up what you found out with super sentences.

6 is the largest number, so I found the most daffodils.

1 is the smallest number, so I found the least butterflies.

$6 + 4 + 2 + 1 = 13$ so I found 13 signs of spring altogether.

Or you could practice adding with this game:

<https://www.topmarks.co.uk/maths-games/mental-maths-train>

Challenge: Add some larger numbers together using a number line. Find the first number in each equation on the number line then jump on the correct amount to find the total.

$$9+7= \quad 12+6= \quad 7+7= \quad 8+5= \quad 15+4=$$

Parent guidance: If you didn't count the signs of spring yesterday you could adapt this activity counting different things, number of different kinds of toys, colours you see in the house, people's favourite foods. Once you have completed the tally you could continue the activity. Children may need support adding all the groups together. You can encourage them to keep the first number in their head and

put the second number on their fingers. Then use their fingers to count on to find the total, they can then put the new total in their head and add the next number. The other approach is to use the groups of objects and count them all to find the total.

LITERACY

Task: **What do you see?** 🔍

You are going to think of some fun and exciting words and ways to describe the things you see around you. Describing words are called '**adjectives**'. They add detail to writing so whoever's reading it can build better pictures in their head and use their imagination. Today you will be using adjectives in your writing to help some of your friends or family imagine what you're seeing better. First, look around wherever you are and tell your grownup what you see. You might see a wall or a fridge or a clock. For example. '**I see a fridge**'. Then look at the word bank below. Can you use any of these adjectives to help you describe what you see? For example, '**I can see a large white fridge**'.

Adjectives			
<u>COLOR</u>	<u>SIZE</u>	<u>TEXTURE</u>	<u>SHAPE</u>
•black	•small	•smooth	•square
•white	•tiny	•hard	•round
•pink	•little	•fluffy	•oval
•yellow	•medium	•soft	•curved
•brown	•large	•rough	•straight
•purple	•huge	•sticky	•wide
•orange	•gigantic	•bumpy	•narrow
•red	•big	•slippery	•crooked
•green	•short	•fuzzy	•flat
•blue	•tall	•crunchy	•wavy

Every time you have decided on a super sentence and have said it out loud a few times, write it down by; writing a word, going back and reading it as you point underneath, until you get to the end of the sentence. Make sure you check your sentence once you've completed it and there are no missing adjectives. You can describe and write about as many things as you like. Once you've written your sentences you can read them back to your friends or family. You could do this over the phone when you're having a chat. Ask each other, **"What did you see?"**

Challenge: Make the activity a guessing game. Instead of writing what you see, write clues about what you see. For example, **'I see something round and bouncy with blue and white stripes.'** Then read your clues out to a friend or family member and ask, **"What did I see?"**. They can then guess what it is. **"Is it a ball?"** Remember to say your sentences out loud before you write them and

the more detail, the better. Use the word mat to help you if you get stuck.

Parent guidance:

When they are checking their writing, they can re- check any red words. When writing the adjectives, let them say the word, and write the sounds they hear. It does not need to be perfectly spelt, as long as it is phonetically plausible.

These words may well be tricky and it is important to praise giving it a go! They will feel confident and motivated to attack more exciting and descriptive words as they become better writers. If they are finding writing full sentences too difficult, you could write a list of adjectives to match something they see. For example, **fluffy**, **white**, **soft**, **large** for a sofa.

TOPIC

Task: **Make a monster!**

Last week lots of you did brilliant monster writing! Some of you are teaching your monster to read, well done!

Today you are going to make up your very own monster.



What colours will it have?

How many eyes will it have?

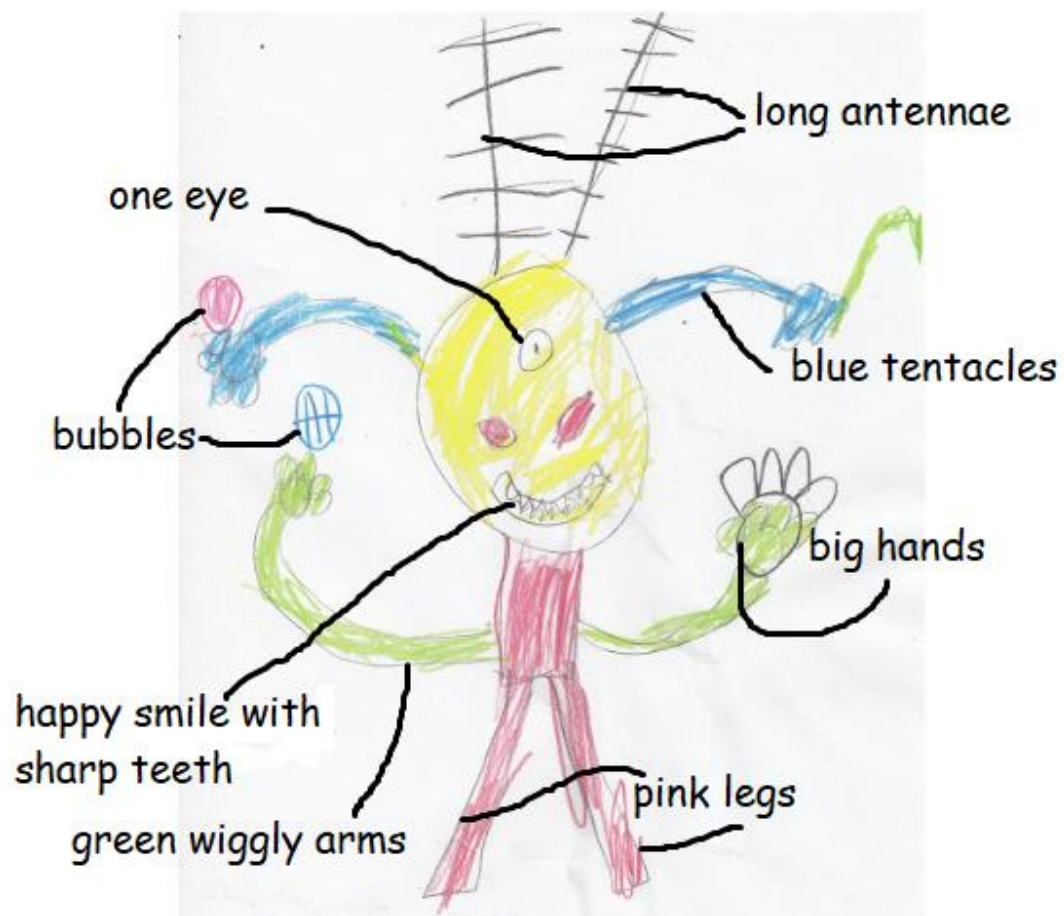
How many teeth will it have?

Will it have legs or tentacles?

What emotion will it show?

Draw your monster and add labels to show what the different parts are. You can make up an alien word name.

This is Shabadeenk! (They have 3 special friends!)



Challenge – Tell your adult a story about your monster's favourite day. What does it eat? What does it like to do? Write down your story. You can read it to your adult or your friend.

Parent guidance:

Discuss their plan for their monster, talk about different body parts and features. They might want to draw their monster from the 'teach your monster to read' phonics game. Get them to use their Fred talk when they label the monster (remember, using their phonics sounds they know is more important than spelling it correctly) and get them to read it back to see if they have missed any sounds. Then they can write a story about their monster and read it to you, or call a friend and read it to them.

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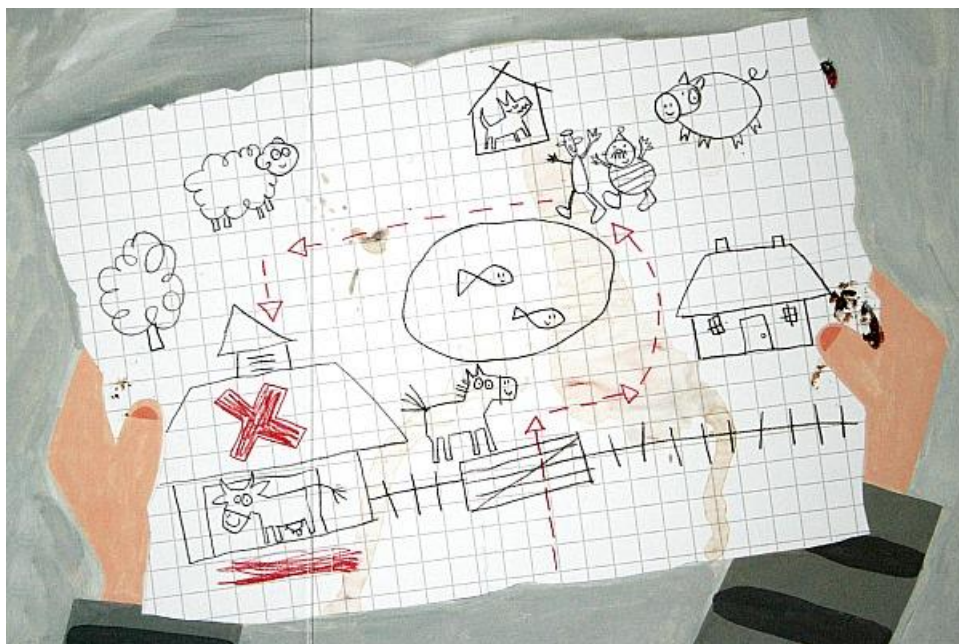
MATHS

Task: On the farm

Today you are going to pretend you are a farmer! You could listen to Michael Rosen read Farmer Duck to get you in the mood!

<https://www.youtube.com/watch?v=wn4b9AqiUbw>

You can choose whether you want to draw or make a farm of your own. Here's a drawing of the farm from the book What the Ladybird Heard.



You can listen to the story here.

<https://www.youtube.com/watch?v=Lckjqm91LCk>

Decide which animals are going to be on your farm, you can use your imagination it could have a dinosaur or a unicorn! Now draw somewhere for each animal to live. Think about what size it needs to be, is the animal big or small, is there one or lots. What shape does it need to be? A round pond or a rectangular field. Think about which animals should be next to each other and which won't get on so well. You can draw your farm or make it out of junk modelling.



Describe your farm to someone using lots of maths vocabulary for shape and position.

Or you could join in with this song

<https://www.youtube.com/watch?v=ryb26FjpgUE>

Challenge: Create a map showing a journey around your farm. You could write a set of instructions like they do in What the Ladybird Heard using positional language.

Left at the barn, go under the bridge etc.

Parent guidance:

This activity gives the children to be playful and use their imagination with their maths. Encourage them to use different shapes and think carefully about size when they are creating their farm.

LITERACY






















Task: What a load of nonsense!!

Remember in our Phonics lessons when you get to read alien words after turning into an alien for a little while! We would like you to show your grownup just how you do it 😊. Below are some nonsense words which you can try and 'fred talk'. You or your grownup could copy them onto a piece of paper if it's easier for you. Make sure you say the special friends sounds first before you fred talk and blend the sounds. For example. 'Sh... sh- o - m...shom'

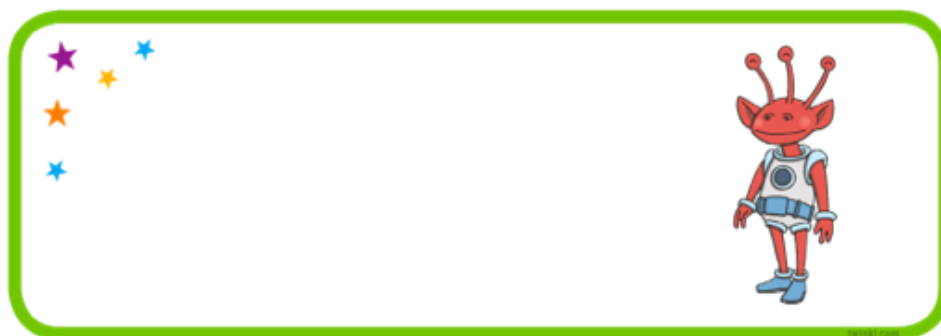
ck, sh, qu, ss, ng, ff, ll, nk, ss

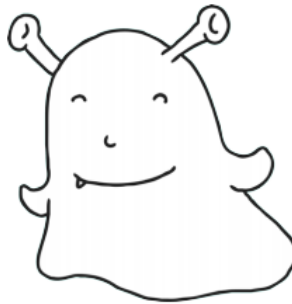
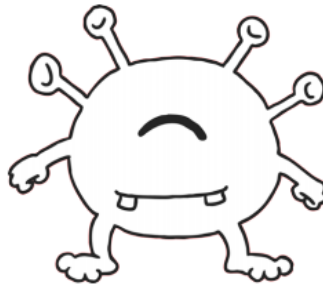
All the special friend sounds above are included so make sure to spot them! The ones in red without a rhyme to help us are like red words we need to just remember them, so practising read them will help you.

After reading them all say, "**What a load of nonsense!!**"

ock 	shom 	quob 
liss 	sut 	shab 
hab 	pag 	ling 
boff 	seng 	pim 
tull 	gan 	ket 
gup 	suff 	hink 
fiss 	gim 	reb 

Once you have read them all and recognised the special friends, it's your turn to write some and draw your alien to match it. You could make cards or just write them down and draw an alien next to each. Below are some different aliens which you may want to copy, otherwise the sillier the better!





Parent guidance:

Special friends included: ck, sh, qu, ss, ng, ff, ll, nk, ss

Remember, special friends are two letters that make one sound. Rhymes they know are below. Remind the children of the rhymes to support before telling them the sound. You may need to tell them the ones in red. It could be helpful to write out some words with that sound if they don't know it. For example, black, rack, pack, sack.

sh- "sh says the horse to the hissing snake"

qu- "the queen and her umbrella"

ng- "a thing on a string"

nk- "I think I stink"

This phonics game helps sort between nonsense/ alien/ fake and real words- Make sure to stick with Phase 2 mostly.

<https://www.phonicsbloom.com/uk/game/odd-and-bob?phase=2>

TOPIC

Task: Underwater safari! 🐡 🐙 🐠 🐡 🐙

Listen to Miss Mason reading a story about a special fish.

https://www.youtube.com/watch?v=rgTSTnkZvww&feature=emb_title

Today you are going to go on safari underwater! You are going to **observe** (look carefully at) different fish. In the story Tiddler, we saw fish are all different shapes and sizes and colours, just like us! Observe the different fish in an **aquarium** (big fish tank).



<https://explore.org/livecams/oceans/pacific-aquarium-tropical-reef-camera>

Talk about the different fish you can see.

	<p>How do they look different?</p> <p>Do they all move in the same way?</p> <p>Which ones are bigger or smaller?</p> <p>Draw a picture of the different fish you can see. They are always moving so this might be tricky! Keep using your great observation skills. 🔍</p> <p>Challenge – Write a story about one of the fish in the aquarium. Read it to your adult.</p> <p><u>Parent guidance:</u></p> <p>This is another observation activity that is great for discussion on differences, similarities and comparison. When they are drawing, encourage them to think about the size of the different fish. They might enjoy calmly watching the aquarium. With the challenge, make sure they are practicing their sentence 3 times before they write and encourage finger spaces and free talk.</p>
Thurs	<p><u>MATHS</u></p> <p><u>Task:</u> Next Door Neighbour numbers</p> <p>Every number has its next-door neighbours. On one side it's one less and on the other it's one more. It's really useful to know all of these off by heart. You could listen to these songs to help you practice.</p>

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<https://www.youtube.com/watch?v=Du6JHupzwVo>

<https://www.youtube.com/watch?v=D3b-kcK3Eg8>

You can use your number line to practice all the next-door numbers up to 20. You can use super sentences. 1 less than 8 is 7 and 1 more than 8 is 9. How quickly can you say them? You could draw 3 houses and write the numbers in.



Here's a fun video that shows you how to draw them! Then you could write the trickiest next- door neighbour numbers that you find it hard to remember.

Parent guidance:

Having really quick recall of one more and one less facts, is very useful. This is a fun way to practice especially for some of the harder teen numbers. One thing the children can find hard is to remember on a number line, which way is less, and which way is more so lots of practice is great!

LITERACY

Task: **Let's act it out!** 🗣️ 💬 🏠 📖

There is so much story time around us. You may be watching your teachers on the school website reading your favourite stories to you. <http://www.mra.mossbourne.org/home-learning/story-time/>



You could have found somewhere special on the internet where people read stories like Storyline Online.

<https://www.storylineonline.net/>

Or you may be reading books at home with your family or grownups.

We all love ❤️ to listen to a good story! It means we can use our imaginations and go on a journey. Whilst you listen to your favourite story, act out the main character, or a character you love in the story. Role play is something you do all the time, so you could show your grownup how great you are at it whilst having lots of fun. You could dress up or use props to help you or just use your voice and expression to be the character. You may want to be all the characters... or get your grownup or siblings to help you. You decide! This girl is acting out 'Goldilocks and the Three Bears'.



Parent guidance:

This activity is all about the children's understanding of a story. If they can act out a story, they know what is going on in it! The ability to sequence a story is extremely important within story writing when it comes to them making up or writing their own stories. Knowing what happens in the beginning, the middle and the end of stories and why is very helpful. The main thing is to have fun with this task and feed their excitement around stories. You could refer to our 'Once Upon a Time' topic or 'World Book Day'

It may be a good idea to have a discussion before and/or after the role play happens and ask who, what, why, when, how questions to help reinforce understanding.

TOPIC

Task: Spring moving

This week you have been thinking about **Spring** and all the things you can see outside, like plants growing. 🌱

Today we are going to pretend we are a plant growing.

Tell your adult about how a plant grows and what it needs.



Useful words: soil, seed, roots, stem, leaf, bud, flower, sun, first, then, next, finally

Remember, it takes a long time for plants to grow. Here is a video of a plant growing that has been sped up. If you look at the bottom, you can count how many days it takes to grow, just like we do in our Maths Meetings!

<https://www.youtube.com/watch?v=w77zPAAtVTul>

Now we are going to move like a plant! Use all of your body.

Think about your arms, fingers, legs, toes, neck and head.

Can you pretend to be:

- A seed in the soil
- Roots growing
- A 'shoot' pushing up out of the ground
- A stem growing slowly upwards
- Leaves growing outwards and unfolding
- A flower blooming big and wide
- A beautiful plant enjoying the sun and rain

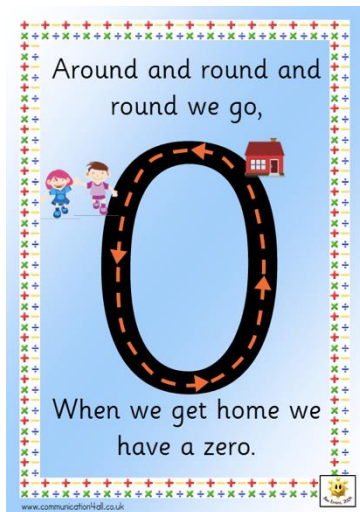
Which was your favourite part? Tell your adult!

	<p>You can join in by listening to Jamie from Cosmic Kids yoga who tells you how to slowly grow into a flower. It is very relaxing and uses our golden rule, 'We are calm'. 🌻🌻🌻</p> <p>https://www.youtube.com/watch?v=wlsG4ZqHVDE</p> <p>Challenge: You can be the teacher and tell your adult or sibling how to grow from a seed into a flower. First....</p> <p><u>Parent guidance:</u></p> <p>The children have loved learning about spring and we planted sunflower seeds in our class. This activity reinforces their learning about life cycles, changing and plants. It is a calm movement activity which encourages them to think about different movement and take their time.</p> <p>The link to Cosmic Kids is not a movement video like they might have joined in with in school or at home, but a 'Peace Out' video which helps them keep calm and focus on calm breathing and thoughtful, steady movement. It also supports their imagination, listening and attention skills. You might want to do this with them as they may not have done this kind of activity before. If they like this type of calm activity, there are plenty more 'Peace Out' videos on the Cosmic Kids Yoga channel. Enjoy! 😊</p>
F r	<p><u>MATHS</u></p> <p><u>Task: Number formation</u></p>

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Spend some time practising writing your numbers!

Remember practice makes perfect 😊 Start with numbers within 20. Work up from 0 if it helps.



Use your number rhymes to help you! Use your 'magic pencils' in the sky first to practise before you write.

0- around and round and round we go, when we get home we have a zero

1- start at the top and down we run, that's the way we make a one

2- around and back on a railroad track- two, two, two

3- around the tree and around the tree that's the way we make a three

4- down and over and down some more, that's the way we make a four

5- down and around then a flag on high, that's the way we make a five

6- down we go and make a loop, number six makes a hoop

7- across the sky and down from heaven, that's the way we make a seven

8- make a 's' and do not wait, when it's joined up you have an 8

9- make a loop and then a line, that's the way we make a nine

Numbers from 10 - __ group of ten and __ ones

This numbers in the teens song may help

<https://www.youtube.com/watch?v=uedvwH6Ay18>

Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. You may have spotted some they are writing the wrong way round or struggle with in yesterday's activity. . 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them.

LITERACY

Task: **Handwriting**

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly.

Extension:

Write a letter to someone it could be someone you miss seeing, or a thank you letter to someone who is helping you with your schoolwork. Use your best handwriting to make it look beautiful. You could ask a grownup to help you if you need to post it.

Parent guidance: Your children should be very familiar with the handwriting rhymes for each letter, if you still have the little green book, we sent home at the end of the autumn term they are also in there. Encourage the children to take their time and form each letter correctly.



TOPIC

Task: Building a nest 🐦 🐦 🐦

When it is spring, birds make nests to look after their eggs and babies and keep them safe and warm.

Observe these hummingbird nests. There are lots of hummingbirds in Brazil, where Miss Mason is from.

<https://explore.org/livecams/hummingbirds/bella-hummingbird-nest>

<https://explore.org/livecams/hummingbirds/hummingbird-trees-nest-cam>



It is not just birds that make nests to keep their babies safe. There are lots of different creatures that make nests: Wasps, squirrels, gorillas, alligators, cobra snakes and sea turtles all make different types of nest.



There is a special kind of bird called a bower bird who makes a nest and decorates it with bright colours. It even uses people's recycling!



Today you are going to make a nest with recycling like a bower bird. It can even be for one of your toys. You can use a container and cut strips of card and paper to put inside.



Parent guidance:

This activity strengthens their fine motor skills needed for writing by cutting strips of paper and card. Arranging this inside a container takes resilience too. It is a nice way to talk about different animals and how they care for their young. In school, the children learned about how in spring there are lots of baby animals, so this activity is a good way to observe and the natural world at home.

You can use any materials you like, such as natural materials like sticks and grass if you have a garden, or even towels, clothes and duvets if you don't have recycling.

The link provided is of a hummingbird nest, but there are links on the page to other bird nests which they may want to explore. However, some of the other birds like peregrine falcons and eagles eat meat so we can't guarantee the live stream will always be child-friendly. This is up to your own judgement/supervision. 😊

Challenge

Useful Links

	<p>Extension activity with each activity</p> <p>For more challenge have a look at the home learning section of the school website.</p>	<p>‘Storyline online’ where a variety of fun grownups read stories to the camera https://www.storylineonline.net/</p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos (Miss Gomez read a story this week!)</p> <p>http://www.mra.mossbourne.org/home-learning/story-time/</p> <p>‘Peace Out’ guided meditation for children videos by Comic Kids Yoga’s Jamie. Here is a playlist with all of them to pick and choose. This week’s one was ‘Flower Power’ https://www.youtube.com/playlist?list=PL8snGkhBF7njO0QvtE97AJFL3xZYQSGh5</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00 https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons. https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance - https://home.oxfordowl.co.uk/reading/</p> <p>RWI ebooks - https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.</p>
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