


<p>H o m e L e a r n i n g</p>	<p>M o n d a y</p>	<p><u>MATHS</u></p> <p><u>Task: Heavier.....Lighter...</u> </p> <p>Today we are going on a special hunt in your home with your favourite teddy, toy or book. We are going to look for things that are heavier and lighter than your toy.</p> <p>First we are estimating which means having a clever guess.</p> <p>Have a look around. What do you think is lighter than your toy?</p> <p>What do you think is heavier than your toy? Talk about it.</p> <p>☆ Useful words – estimate, heavy, light, heavier, lighter, heaviest, lightest, because, balanced ☆</p> <p>Time to check if you are right! Hold them in each hand and close your eyes. Compare which one feels heavier or lighter. Make sure you talk to someone about what you think!</p>
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heavy



light



When you have found something heavier and lighter, draw pictures of them or write their names down. Maybe you have found an apple is lighter than your toy, and your adult's shoe is heavier.

Challenge: Can you find something that weighs the same as your toy? That is **balanced**? Draw a picture of yourself balancing your toy and the thing that weighs the same.

You can play this game -

<https://eng.mathgames.com/skill/1.85-light-and-heavy>

Parent guidance:

This activity is all about estimating, comparing and discussing. Talking about what they're doing, what they discover and how they know using maths vocabulary and useful words, which will really help their understanding. Let them measure and problem solve as much as possible independently, making predictions and checking them for themselves. Guide them through discussion.

How do you know? How can we check? Which one is lighter/heavier? Are they balanced? Do you think..? Why?

LITERACY

Task: On the farm 🐮

Listen to the story 'What the ladybird heard'.

<https://www.youtube.com/watch?v=Lckjgm91LCk>

In the story the author Julia Donaldson used **adjectives** to tell us more about what the animals look like. They are describing words that add detail to writing so whoever's reading it can build better pictures in their head and use their imagination. Look at her animal adjectives:

"Once upon a farm lived a **fat red** hen, a duck in a pond and a goose in a pen, a **woolly** sheep, a **hairy** hog, a **handsome** horse, a **dainty** dog, a cat that miaowed and a cat that purred. A **fine prize** cow and a ladybird." 🐞



Today you are writing about your very own farm.

Which animals will you have on your farm? 🐏 🐮 🐓

Think of some **adjectives** to describe your animals.

Will you have a **big grumpy** sheep? Or a **tiny cute** sheep?
Will you have a **brave brown** horse? Or a **happy old** horse?
Will you have a **little sleepy** duck? Or a **noisy** duck?
Write the beginning of your story using **adjectives** to tell everyone more about your animals.

Once upon a farm...

Read it to someone at home or phone a friend. Which was their favourite animal? Why?

Challenge: Finish your story and share it with someone else. You could read it to someone in your home or phone a friend.

Parent guidance: Have a discussion on which words they could use to talk about the animals, colour and size will be easier for them but encourage them to use their imagination. What does it feel like? Hairy, smooth, soft, rough etc. What is it like? Kind, funny, mean, friendly etc. How is it feeling? Happy, scared, grumpy, lonely etc.

Let them use free talk independently and get them to read it back with free talk to check they have remembered all of their sounds.

Remember, they need to write and read using the phonics sounds they have already learned so it is ok if they do not spell it as we would, as long as they can read it with their sounds. Praise independence and self correction.

They can read it to a friend or family member and ask them which animal they liked best. This supports their reading with expression, and pride in choosing interesting words.

TOPIC

Task: 👍 **Opposites!** 🗣️

Sing along to the opposites song:

<https://www.youtube.com/watch?v=HGeuA4iJ8vI>

Today we are going to be moving and then doing the opposite! You can play this game with an adult or sibling.

You say a movement and they say the opposite.

Say “arms up” and you both put your arms up.

Then they say the opposite “arms down” and you both put your arms down.

How many opposite movements can you do? Try:

- sit and stand
- step up and step down
- clap loudly and clap quietly
- Moving your arms up and down
- Making happy 😊 and sad 😞 faces
- Growing and shrinking
- Empty and full tummy



STAND



SIT



down



up

Challenge – Write down the opposite words from the game, like ‘up’ and ‘down’. Remember to use Fred fingers.

Parent guidance:

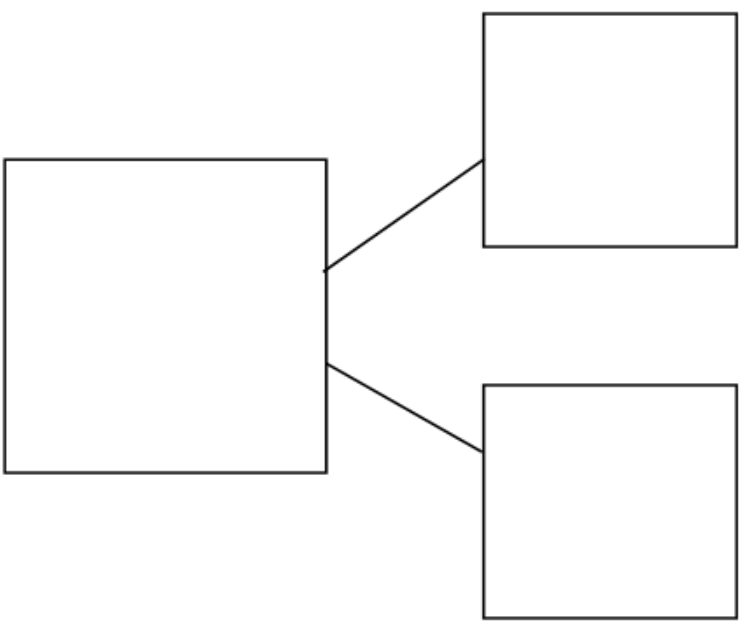
This activity is great for their observation and linking of ideas and vocabulary. It allows them to use these words in context, have fun! If they do not understand the task, you can start with your turn, with basic movements that your child knows. Start off with "arms up" and let your child say "arms down". Open a drawer saying "open," and then "closed" as they close it. Repeat until they have the hang of it and automatically do the opposite of what you are doing. You can use the opposite words in the song if they want to do more. If they enjoy this, they might like the copying movement activity from Week 9, Wednesday 😊

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MATHS

Task: Subtraction, subtraction, this is take away...

Make a part-part whole model like this:



Put 20 objects in the whole.

Then move some objects into one part.

How many are in the part? I moved 12 to the part.

Write your number equation e.g. $20 - 12 =$

Move the rest to the other part and count how many there are. I have 8 in the other part.

Finish your number equation! $20 - 12 = 8$

Keep playing and taking away different amounts.

Challenge – Can you make a + number equation that matches your – number equations? This is called the **inverse**.

Challenge: Make up a ‘first, then, now’ maths story for your equations. For example, ‘First there were 20 ducks in the pond’. ‘Then 12 swam away’. Now there are 8 ducks in the pond’.

You can also play this minus game:

<https://www.topmarks.co.uk/subtraction/subtraction-to-10>

Parent guidance:

You could write out the equations with just the missing part first for the children to finish using the objects. Encourage them to count moving each item one at a time. If they make a mistake, encourage them to figure out what went wrong and fix it. They can complete the process again as many times as they like to build confidence. Maths stories can be as simple or complex as they like, as long as the maths is correct. If they find this difficult, you could try the part-part whole activities from Week 2 and 3 to build confidence.

LITERACY

Task: **Rhyming time!**  

The Cat in the hat loves to make up his own rhymes.

You can watch the Cat in the hat story here:

<https://www.youtube.com/watch?v=-LL62u6-OjY>

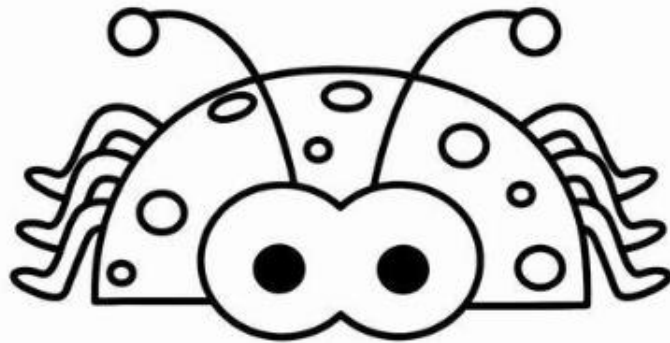
Read this rhyming poem. You might need help with some of the tricky words. Talk to your grownup about which words rhyme.

See the bug
On the rug.
I will give
His leg a tug.

See him run.
See him go.
He did not like it.
No! No!

See him hop
On the mop.
See him hide
To make me stop.

I will stop.
I will not tug.
You are safe
Little bug.



Think of rhyming words to go with these pictures.

Write the words and the rhyming word you thought of too!



cake



bug



sock



peg



frog



dice



pan



star

Challenge: Now use the rhyming words you wrote about the pictures to make up your own rhyming sentences.

For example:

A speedy bug ran under the rug.

A little snake ate a big cake.

Parent guidance:

If your child is struggling to think of a rhyming word you could give them three to choose from, for example 'who could eat the cake, a dog, a cat or a snake?'

Rhyming words play an important part in the development of early literacy skills. The simplicity of nursery rhymes is appealing to children from an early age as they like the sound of the rhyming words and the rhythm that accompanies them. Children love the repetition and silliness of nursery rhymes.

TOPIC

Task: Superveggies assemble!




Today you are going to make a super vegetable like supertato! You can use a real vegetable from your home.

Give it a name like **Supersweetcorn!**

What powers does it have? What about super senses?

Pick up the vegetable and take it on a superhero adventure around your house. Where is that evil pea hiding?

How will your superveggie save the day?

	<p><u>Challenge</u> – Write a story about what your superveggie did to save the day! Like this...</p> <p>One cloudy day, Supersweetcorn saw evil pea hiding under her bed! Uh oh! First, she....</p> <p><u>Parent guidance:</u></p> <p>This is a role play activity to support imaginative play. They loved the Supertato story that we read in school. Get them to narrate what is happening out loud and join in with your own superveggie! If you want, they can even make a superhero cape and mask with paper or cardboard recycling. With their writing, get them to practice saying each sentence at least 3 times before they write it. Encourage independent free talk and red words. They could write speech bubbles of what your characters are saying as they enjoyed this a lot in school.</p>
Wednesday	<p><u>MATHS</u></p> <p><u>Task:</u> To order objects by size</p> <p>See if you can find 3 different size pans in the kitchen. Now try to find 3 different sizes plates or containers and spoons.</p> <p>Look carefully and match them by size: the biggest pan with the biggest plate and the biggest spoon. Do the same with the other objects. Let's have a picnic! Talk to someone about what you would cook in each pan and why.</p> 

Tidy them up and look for some shoes that are different sizes. Put the shoes in order from the smallest to the biggest. Talk about which shoe is the biggest? Which shoe is the smallest? Whose shoe is it? How do you know?



Remember to use the ☆ words: big, bigger, biggest, small, smaller, smallest.

Parent guidance:

This activity is about comparison and reasoning, so have lots of discussion using the star words. Talking about what they would cook and whose shoe is the biggest encourages them to apply their maths knowledge to the world around them. You can continue this activity with other items. Ask questions to help discussion:

Which one is the smallest pan?

Which one is the biggest pan?

_____ is bigger than _____.

_____ is smaller than _____.

How do you know?

LITERACY

Task: Being an author!

You are going to 'make up' an exciting story 😊

Well done to all the children who wrote stories last time about the fox and the ball and the boy. Give yourself 1,2,3,

well done me! Today we are writing a story about these pictures:

Beginning

Middle

End



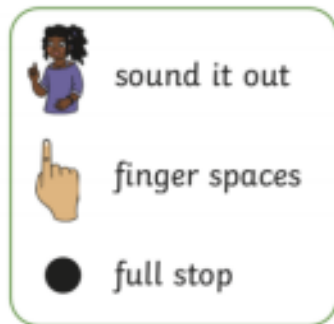
What is happening in the beginning?

What is happening in the middle?

What happened at the end?

Tell your adult the story. Now you can write it.

Remember to say your super sentence 3 times!



Extension: Write what you think happens next!

Parent guidance:

This activity is about using and developing imagination. It helps sequence events and build stamina. Start with a discussion about the pictures and ask questions. Who, what, why, when, how? How are they feeling?

Support children with 'holding a sentence' before they write it. They need to know and say the full sentence out loud at least 3 times before they start writing it. Write each word using 'Fred talk' or memory for red words. After each word they write, they can repeat the sentence out loud to know what comes next. Reading their work back independently helps them to self-correct.

Remember, they should be using the phonics sounds they have learned, so it does not matter if it is not spelled how we would write it, as long as they use fred talk for each sound and can read it back with fred talk.

If they need challenge, encourage them to include more details like colours, verbs, emotions and location.

TOPIC

Task: I can see a rainbow... 

Can you remember all of the colours of the rainbow?



We also say 'purple' for indigo and violet.

Today you are going on a colour hunt for things in your home that are every colour of the rainbow. You can play with an adult or a sibling or challenge your friend!

Do you think you will find them all?

How many do you think you will find? 

For our hunt we need to make a list of all of the colours of the rainbow. Bring some paper and a pencil. Write the first colour at the top of your paper using your free talk and go on a hunt!

When you find something that is that colour, write down what you have found underneath. Then write the next colour and go on a hunt again. Like this...

red

2 red shoes

orange

3 oranges in the kitchen



Keep hunting and writing down what you find!

	<p>When you have finished, read someone your list to show how many colourful things you found.</p> <p>If you played with someone else, who found the most? Who found the least? How do you know? Did you think you would find more or less?</p> <p>Challenge – Do you think you will see all of the colours looking out of your window? Why? Which ones will you see? Write a list of the colourful things you will see. Then check and add any more colourful things that you saw.</p> <p><u>Parent guidance:</u></p> <p>They can complete this activity independently or it might motivate them more as a competition against you/a sibling/a friend at home. You can use a timer or choose just one room, it is up to you how you manage their hunting to keep them safe and aware of hazards in the home.</p> <p>Encourage them to use their Fred talk and read it back to check their sounds. This activity also allows for good discussion on more, less, most, least and allows them to observe their environment and notice patterns, differences and similarities.</p>
Thursday	<p><u>MATHS</u></p> <p><u>Task:</u> Sock game</p> <p>You will need a partner to play this fun game.</p> <p>Find two socks and get 20 small things you can put inside (lego, small dinosaurs, cars). Tell your partner to close their eyes while you put some of the objects inside the sock.</p>

a
y

Once you have finished, your partner can open their eyes. They can feel the sock and **estimate** (that means have a clever guess) how many toys there are in the sock.

They can shake and feel the sock but can't look inside. 🙈

Then they check if they were right by counting how many were inside.

Now it is your partner's turn to put the toys in the sock and you guess how many there are.



Star words: ☆ estimate, count, how many, same, different
☆

Challenge: Did you estimate the correct number?

Did you guess more or less? How many more/less?

Parent guidance:

The 20 objects do not have to be the same, but it will be easier for them to estimate if they are. This game helps their estimation skills and is a fun way to practice counting. Ask questions to encourage discussion:

How many (toys) do you think there are in the sock?

Encourage the children to say: I think there is/are....

How do you know?

LITERACY

Handwriting

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly. If you have finished your handwriting book, then you can practice on paper. Draw lines to write on using something with a straight edge. If you are getting really confident you could try using your best handwriting to write someone a letter or card. If you know their address you could ask your grownup to help you post it to them, if they live nearby your grownup could help you post it through their door or you could write it to someone you live with and hide it under their pillow as a lovely surprise!

Extension: Can you think of a different food for each letter of the alphabet? 🍏 🍌 🥕 🍩

Have a go at writing them. E.g.

apple

banana

carrot

donut

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.

The extension allows them to practice each letter of the alphabet, and if they have finished the book and you can there are some they need to work on then keep practicing those sounds before the others.



TOPIC

Task: **My proud moments** 😊💡🏆

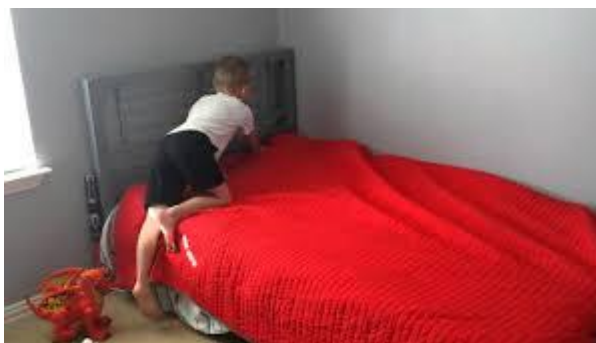
🌸🏆🌈 You are a wonderful human being and people around you are happy to have you in their lives! 🌈🏆🌸

Think about something you did that made you happy and proud of yourself. It can be something like:

- making your own bed in the morning
- reading a book and learning some new words that you didn't know before
- setting the table
- gardening
- washing the car
- being kind to someone
- building a den

- it could be that you can stand on one foot for 30 seconds!

Make a picture of yourself doing it. Think about how you felt while doing the activity. 🖍️ You can use pencils or crayons or paint.



Challenge: Label the things in your picture. Remember to use Fred fingers. 🐸

Parent guidance:

Being confident is a mindset – it is about the way we think. Having high confidence levels means having positive thoughts and building feelings of confidence and worthiness. So let's think positively and be proud of our children's achievement!

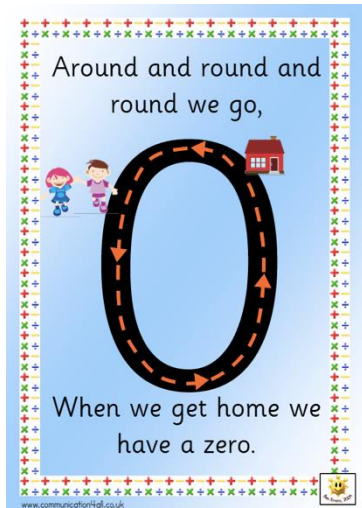
F
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MATHS

Task: Number formation

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. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them. Most importantly, the children are forming numbers, so they are **recognisable**. If they are in mirror image or of irregular proportions this is ok and attempts can be praised. Pick one or two daily to focus on with more precision and detail if this is the case.

LITERACY

Task: **Breakfast time!**     

Today you are going to write instructions on how to make your favourite breakfast.

What do we do First? Then? Next? Finally?

Say your instructions out loud in super sentences.

Useful words: first, then, next, plate, bowl, knife, spoon, spread, pour



When you have finished saying your super sentence, write some instructions to help someone else learn how to make your favourite breakfast. You can use the useful words. Try to 'Fred talk' them. We make a list of instructions with numbers. For example:

1. Get 2 slices of bread.
2. Put them in the toaster.

1. _____
2. _____
3. _____
4. _____
5. _____

Parent guidance:

This activity is about using sequencing language and ordering events so lots of discussion will support this. They will enjoy talking about their favourite breakfast. Ask questions like what comes first, then, next? What do we need to do first? What do we need to do at the end? Get them to say and repeat one instruction at a time, write it with fred talk and read it back to check. Encourage independence and remember if they can read it with their phonics sounds it is right even if it is not how it is spelt.

TOPIC

Task: Junk modelling – All about Spring!

You will need some recycling materials and a great imagination!

Take look outside the window and observe the trees, the sky. What colour are they? Can you see any flowers, butterflies or ducklings?

You can watch this video to look for signs of spring:

<https://www.youtube.com/watch?v=RCClYcU97PA>

Use your junk-modelling skills to make a sign of spring like a flower or baby animal.



Challenge:

	<p>Can you remember the 4 seasons of the year?</p> <p>What are they and which months make each season?</p> <p>In which season were you born?</p> <p><u>Parent guidance:</u></p> <p>The children love ‘junk-modelling’ and learning about recycling in school. You can use your recycling or any other materials such as cardboard, food and drink packaging. This activity helps fine motor skills needed for writing and builds stamina and resilience. This activity is more about the process than the end result, keep praising their growing resilience and independence! You can use this time to talk with your children about the seasons of the year and connect with members of the family by discussing birthday dates.</p>				
	<table> <tr> <th data-bbox="188 1137 855 1370">Challenge</th><th data-bbox="855 1137 1514 1370">Useful Links</th></tr> <tr> <td data-bbox="188 1370 855 2085"> <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>http://www.mra.mossbourne.org/home-learning/</p> </td><td data-bbox="855 1370 1514 2085"> <p>Here are Mr Daly and Ms Taylor doing phonics lessons on the school website</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/</p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos</p> <p>http://www.mra.mossbourne.org/home-learning/story-time/</p> </td></tr> </table>	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>http://www.mra.mossbourne.org/home-learning/</p>	<p>Here are Mr Daly and Ms Taylor doing phonics lessons on the school website</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/</p> <p>http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/</p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos</p> <p>http://www.mra.mossbourne.org/home-learning/story-time/</p>
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		<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</p> <p>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.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance -</p> <p>https://home.oxfordowl.co.uk/reading/</p> <p>RWI ebooks -</p> <p>https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.</p>
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