**Home Learning – Learning Base 2- *wk beg – 2nd November 2020***

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| **English – Communication (*Speaking and listening)*** | |
| **Monday** | During Literacy the children will be looking at different pobble 365 pictures related to the topic. Please talk to your child about these pictures, describe what they see and ask and answer questions to gain more information. This week the picture is  **Pobble picture-** <https://www.pobble365.com/the-young-detective>  *C:\Users\Offsite\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\F014A7B3.tmp*  *What do you notice?*  *Resources –Pobble picture* |
| **Tuesday** | Have you ever lost something important?  *Resources –Pobble picture, I can see bubble and Concept in Print pictures (CIP) (to extend the language from yesterday)* |
| **Wednesday** | Have you ever lost something important?  How did it feel when you couldn’t find it?  What’s the best thing to do if you lose something?  What about if it doesn’t belong to you?  What do you think the missing object in the story is?  *Resources – Pobble picture* |
| **Thursday** | What do you think is missing? Is it a treasure box?  Draw what you think the treasure box might look like.  *Resources – Pictures of different treasure boxes/ keys* |
| **Friday** | Describe your treasure box and key  *Resources – Pictures of different treasure boxes/ keys* |
| ***Spelling/ phonics*** | |
| **Monday** | Please use the phoneme mat provided to recap the sounds that your child recognises.  Take turns with your child to say and find different sounds*.*  *Resources – Phoneme mat (alphabet)* |
| **Tuesday** | Look at the individual letters, say the sound and find/match to the phoneme mat  *Resources – Phoneme mat (alphabet) / individual letters* |
| **Wednesday** | Using the individual letters, play find the \_\_\_\_ game. Place some of the letters out and say “find me the \_\_\_\_”, child collects  *Resources – Individual letters* |
| **Thursday** | Use the sounds / m / a / s / d / t / i / n / p / g / o /  Sound out / m / a / p / map. Child to make / m / a / p / map  *Resources – words -* - in/ on/ it/ an/ and/ pin/ got/ dog/ sit/ tip/ pan/ gap/ dig/ top/ nap/ pop/ pat/ pig/ not/ gap/ ip/ op/ sop/ gip/ pog/ |
| **Friday** | Say the words for your child to make  Map, sat, pin, got, mit, mop,  Child will listen, say the sounds in order and make the word  *Resources – words, individual letters* |
|  | Websites to support phonics learning  <https://www.verywellfamily.com/best-free-educational-websites-for-kids-3129084>  - Sesame Street - letters - <https://www.sesamestreet.org/games>  - Starfall- sounds - <https://www.starfall.com/h/>  - Phonicsplay - <https://www.phonicsplay.co.uk>  [https://www.topmarks.co.uk/](https://www.topmarks.co.uk/%20%20)  - games for sounds  [https://www.ictgames.com/](https://www.ictgames.com/%20) - games for literacy |
| ***Writing*** | |
| **Monday** | Please practice your child’s full name so that all the letters are formed correctly.  Please use the RWI (alphabet) sheet provided in your home learning pack.  Say the letter formation as you write the letter eg. “round the apple and down the leaf” when writing the letter /a/.  Say the letter and sound of the letters in your child’s name. They will form the letter correctly.  *Resources – RWI letter formation sheet, child’s name card* |
| **Tuesday** | Say a letter and sound. Child to form the letter correctly.  Practice writing all the letters of the alphabet. Say the letter name and sound.  *Resources – RWI letter formation sheet* |
| **Wednesday** | Use the words from spelling for your child to write.  *Resources – words to write – map, tin etc* |
| **Thursday** | Using the treasure box and key that you have drawn and described, look at the words and write on your picture to describe the treasure box – big, sparkly, jewels  *Resources – CIP words to write the words to describe their treasure box* |
| **Friday** | Write sentences to describe your treasure box  “My treasure box is made of gold”  “ My treasure box is big and shiny”  “ My treasure box is heavy”  *Resources – CIP words to support ideas* |
| **Reading** | |
| **Monday** | Please continue reading the ORT books that have been sent home.  Please share your child’s reading book.  Please talk about the pictures and what is happening in the story.  *Resources – reading books* |
| **Tuesday** | Please listen, share and ask questions about the reading books sent home.  Talk about who is in the story? what is happening?  What do they think will happen next?  Look at the initial letters and read the text in the book  *Resources – reading books* |
| **Wednesday** | Bugclub - Please log in and read the books that have been selected for your child at their level of learning - Username and Password given  *Resources –* [*https://www.activelearnprimary.co.uk/login?c=0*](https://www.activelearnprimary.co.uk/login?c=0) |
| **Thursday** | Register and access free books - https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/ - parents to use for home learning  *Resources -* <https://www.oxfordowl.co.uk/> |
| **Friday** | Myon free books. Please log in and look at the books available.  Share the books  *Resources –* [www.myon.co.uk](http://www.myon.co.uk). |
| **Maths** | |
| **Monday** | When you are in the different rooms of your house, COUNT the things you see  How many plates are on the table?  How many pieces of cereal did you have for your breakfast  Count whilst you are brushing your teeth – what did you count up to?  *Resources – counting objects in the environment* |
| **Tuesday** | Look at the number line. Say the numbers in order whilst tracking them.  Practice recognising numbers. Show any numeral for your child to say and find on their number line. What is one more than and 1 less than.  *Resources – Individual numerals and 1-20 number line* |
| **Wednesday** | Order the numbers 1-10. Remove a number and find the missing number. Find 1 more than and 1 less than. Use numbers 1-20 when confident with 1-10  *Resources – individual numeral and number lines* |
| **Thursday** | Practice writing numerals to 10 and numerals 1-20  Say a number, child finds on the number line and writes the numeral  *Resources – number lines* |
| **Friday** | Please continue to practically count out amounts of objects. Look at the numerals 1-20 and count out the correct amount of objects.  Extend by adding and subtracting numbers up to 10.  *Resources – Number lines, individual numerals , objects* |
|  | **Websites to support maths learning**  \*[https://www.verywellfamily.com/best-free-educational-websites-for-kids-3129084](https://www.verywellfamily.com/best-free-educational-websites-for-kids-3129084%20%20%20%20%20%20%20%20%20)  - Jack Hartman count to 100 -  - PBS Kids - counting songs - <https://pbskids.org/>  - <https://www.starfall.com/>- counting  - CoolMath - all maths concepts  \*<https://www.topmarks.co.uk/> - games for maths  \*[https://www.ictgames.com/](https://www.ictgames.com/%20) - games for maths |
| **Curriculum** | |
| ***Music*** | The music service have added lessons online. Go to **https://www.GMmusiconline.co.uk/yumu**  Enter your username and password in the boxes on the screen.  Your username is: p1351527 Your password is: symphony |
| ***Topic*** | This half term the children will be learning about ‘different jobs that people do in the local area and in our world’.  TALK about as many different jobs that you of.  DRAW a picture of what you would like to be when you are older. |
| **On-going project-** | The children will be talking about what type of jobs people can do  The on-going topic this half term will be to create a collage of themselves in their dream job.  What would you need to do your job? |
| **Sensory** | |
| **Playdough** | Follow the guidance on Dough disco - <https://www.youtube.com/watch?v=3K-CQrjI0uY> |
| **Meditation** | |
| **Peaceout** | Follow the peaceout video - <https://www.youtube.com/watch?v=2TFuFd4iFOY> |

**Don’t forget-**

We love seeing your home learning. You can always take a photo and email to school or tweet us! We are looking forward to seeing what you have been up to.

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