|  |
| --- |
| This week’s learning for F1 Date: 08-02-2021 |
| D:\DCIM\129_FUJI\DSCF9399.JPGHello Everyone  This week’s Success for All (SFA) theme is Ways to say “I love you”. Communication shapes a child’s world. Understanding what is being communicated and communicating one’s own feelings, ideas and needs is a lifelong task.  Books to support this theme are: Guess how much I love you, I love you Blue Kangaroo, I love you little monster, Postman Bear. See story tree section for links to the stories on YouTube.  If you have any questions please feel free to contact us this can be through DOJO, email or phone. Our number is 01709 740962. Email [school@fep.jmat.org.uk](mailto:school@fep.jmat.org.uk) |
| Daily Message for each day.  Monday- We can read many signs  Tuesday- We can learn more about ways to tell people how we feel  Wednesday- What other ways can we tell people we love them?  Thursday- We can say things using our bodies.  Friday- There are many we can talk with each other. |
| Clues and Question  Clues and questions requires a little bit of acting. You can make a Curiosity cat by using the picture and sticking it to a lollypop stick.  Monday- Say **We are able to learn a lot from just pictures without words aren’t we? It is wonderful that you can read so many pictures and signs. They are important to know**  **Let’s see what curiosity is thinking about today.** (if you have a soft toy of a cat or any sort you can use this). Bring out curiosity, have her moving in a sad manor and carrying the drawing which is at the end of the home learning sheet. Then say **Curiosity, I can tell by the way your shoulders are hunched and the way you are moving that you don’t feel very happy today. What’s the matter and what do you have with you?**  Curiosity replies **I’m missing my Grandpa who moved away. I made this picture that shows how I feel.**  You then reply **I see this heart you drew, Curiosity.** Ask your child, do you know what a heart is a sign for?  **A heart is a sign for love. When I see a heart I think of love. Curiosity, I see two more shapes in this drawing, I’m guessing that these show you and your Grandpa. Is that right?**  Curiosity replies and points, **Yes that’s me and that’s my grandpa and I’m showing that I love him.**  You say **Curiosity, the colours you used are some of the colours that I know make you feel happy. This picture makes me feel happy when I look at it. You must feel happy when you are with your grandpa.**  Curiosity then says **But I feel sad now because I miss my grandpa and want to show him my picture. How can I show him my picture?** At this point ask your child how it could be taking a picture to send to him, posting the picture, emailing it etc.  Tuesday- Say **Let’s see what Curiosity is curious about today.**  Bring out Curiosity carrying her picture. You then say **Good morning Curiosity. I see you have your picture for your grandpa. What are you planning to do with it?**  Curiosity **I like my picture. It shows how I feel when I am with my grandpa. But I want to send it to him since he isn’t here. I don’t know what I need to do to send it him. How do I do that? Do I write my grandpas name on my picture?**  You can then discuss with your child what you need to do to send a letter such as have the person address this could be kept in an address book explain what an address book is if they don’t know what one is.  Then talk about what you need to put on the envelope so the post person can deliver the letter.  Your child can do a picture for Curiosity’s grandpa put it in an envelope and send it to:  **Curiosity’s Grandpa**  **Ferham Primary School** (Write this on the envelope but don’t read it out loud we want your child to think there picture has gone to curiosity’s grandpa)  **Ferham Road**  **Rotherham**  **S61 1AP**  Don’t forget the stamp on your envelope, then take it to the post box to post it.  Wednesday- Today bring curiosity out in a lively manor concealing a phone. Then say **Curiosity you look happy today. Do you have something hidden in that box?**  Curiosity **Yes I have something in here and I want to give you some clues to see if you can guess what it is. These are my clues** ( say the clues slowly and pause between each one)   * **You can use this to talk with someone who is next door or almost anywhere in the world.** * **You hold this in your hand and talk into the bottom part of it and listen to the other person talking back to you through the top part of it.** * **When someone wants to talk to you this thing rings.**   Repeat the clues if your child does not guess phone.  When your child has guessed phone Curiosity then says **You are good listeners. I decided that I would call my grandpa and tell him that I love him and miss him and then we could hear each other’s voices.**  You then say **Another important reason to have a phone around is to call someone for help if you have an emergency. Then you can dial 9-9-9 and the 9-9-9 operator will decide whether you need an ambulance or a police officer or a firefighter.**  Thursday- When you have read the daily message to your child turn to them and smile and wave. Then ask **What was I saying to you with my body when I smiled and waved at you?** ( hi or hello)  **Yes. Without using my voice to greet you and without writing a sign for you to read, you could tell I was saying “hello” to you when I was waving. My smile told you I was happy to see you. My body was talking for me. If I walk away from you and look back over my shoulder and wave at you, What do you think my body is saying to you now? Is my wave saying hello? Or is it saying something else?** (goodbye)  **Yes. When I wave at you but my body is moving away from you, I’m saying “goodbye”. That’s what our daily message means when it says that we can say things with our bodies.**  Then talk about what it means if you hug someone. (You like them) a hug can be another way to say I love you. Hugging makes people feel good.  Another way to say I love you is by holding your hand up with your palm facing someone, then put down you two middle fingers leaving your little finger, pointing finger and thumb up.  Friday- Curiosity brings out an audio player. (If you can record a message from Curiosity to Grandpa that would be great) she says **This plays music. It can also play stories that someone reads into a microphone. We can listen to that person’s voice even if that person isn’t in the room with us. I thought that I could record my voice and my grandpa could hear me tell him I love him if I send this to him.**  Then have a go at recording some songs and you can record the “How can I say I love you” rhyme from this week. |
| **D:\DCIM\129_FUJI\DSCF9455.JPG**Rhyme Time  **Phonological awareness activity**  Ask your child to identify rhyming words you could ask them to clap when they hear words that rhyme.  Ask them to think of words that rhyme with know/go and letter/better.  **Phonological awareness activity**  Emphasise the “p” sound at the end of map. Say **one of the rhymes today was about a map. I heard the p sound at the end of the word map. Listen as I say the word again.**  **Il say some more words that end with the p sound.** (map, lap, tap, sap)  **Phonological awareness activity**  Play the thumbs up thumbs down game. Ask your child to put their thumbs up when they hear two words that end in the same sound. For example “know” and “go” both end the “o” sound so your child would give a thumbs up. “know” and “letter” do not so it would be thumbs down.  Here are some words to try:  Map and pop (thumbs up)  Mother and better (thumbs up)  Know and show (Thumbs up)  Show and hat (thumbs down)  Pop and letter (thumbs down)  **D:\DCIM\129_FUJI\DSCF9441.JPG**  **Phonics**  **Monday**  Hear the new sound “the octopus observes oranges” ask your child what sound they hear at the start of “octopus”, “observe” and “orange”.  Say **The octopus observes oranges. Let’s look at the octopus and stretch the o sound at the start of each word.**  **The first sound I hear in octopus is “o” say “o”**  **D:\DCIM\129_FUJI\DSCF9442.JPG**Make the sound. Say **When I say “o” my mouth is open and my chin drops down a little. Say the sound with your child. “o”**  Ask your child to name each picture and see if they can name the first sound they hear at the start.  Introduce the shape of the letter: say **Now I’m going to show you the letter that says “o” Let’s look at the octopus.** Run your finger over the “t” and say **Left around the octopus**  **Say it fast**  **Break each word down then put it back together fast:**  **t-o-p/ top**  **P-o-t/ Pot**  **D:\DCIM\129_FUJI\DSCF9456.JPGg-o-t/ got**  **Tuesday**  Hear the new sound “the curly caterpillar crawls” ask your child what sound they hear at the start of “curly”, “caterpillar” and “crawls”.  Say **The curly caterpillar crawls. Let’s look at the caterpillar and bounce the c sound at the start of each word.**  **The first sound I hear in caterpillar is “c” say “c”**  Make the sound. Say **When I say “c” I can feel the sound right in the back of my mouth. It sounds a lot like another sound we know “g” but “c” is a little bit different. When I say “c” I can hear air coming out.**  **D:\DCIM\129_FUJI\DSCF9457.JPG**  Ask your child to name each picture and see if they can name the first sound they hear at the start. (Car, Cake, Camel, Cane)  Introduce the shape of the letter: say **Now I’m going to show you the letter that says “c” Let’s look at the Caterpillar.** Run your finger over the “c” and say **Curl left around the caterpillar**  **Say it fast**  **Break each word down then put it back together fast:**  **c-a-p/ cap**  **c-o-t/ cot**  D:\DCIM\129_FUJI\DSCF9458.JPG**c-a-n/ can**  **Wednesday**  Hear the new sound “the kangaroo carries her kid” ask your child what sound they hear at the start of “curly”, “caterpillar” and “crawls”.  Say **The kangaroo carries her kid. Let’s look at the kangaroo and bounce the k sound at the start of each word.**  **The first sound I hear in kangaroo is “k” say “k”**  Make the sound. Say **Do you remember this sound it’s the same sound we made yesterday.**  **D:\DCIM\129_FUJI\DSCF9459.JPG**Ask your child to name each picture and see if they can name the first sound they hear at the start. (King, key, kite, kitten)  Introduce the shape of the letter: say **Now I’m going to show you the letter that says “k” Let’s look at the kangaroo.** Run your finger over the “k” and say **From head to toe, arm up, kick out.**  **Say it fast**  **Break each word down then put it back together fast:**  **k-i-c-k/ kick**  **r-o-c-k/ rock**  **D:\DCIM\129_FUJI\DSCF9460.JPG**  **Thursday**  **Hear the sound**  We are going to learn about a sound that we already know. This is the sound that we use when we say “the curly caterpillar crawls” and “the kangaroo carries her kid”. What is the sound for today? It’s the “c” sound.  **D:\DCIM\129_FUJI\DSCF9461.JPGSo far we have learned that there are two ways to write the sound “c”. Today we are going to learn one more way that you can write “c”.**  **Here are some pictures that have the “c” sound.** (Cube, clock, sock, lock)  Introduce the shape of “ck”  **Now we’re going to write the sound “ck” another way. This will be easy for you to remember because we’re going to write it with the letters that we already know.**  Write the letters “ck” on some paper. Then say “ck, ck, ck”. **We already know that both of these letters make the sound “c” Today we will learn that sometimes these letters stand together and they also make the sound “ck”.**  **Stretch and read**  **d-o.c-k/ dock**  **s-a-ck/ sack**  **D:\DCIM\129_FUJI\DSCF9462.JPGp-i-ck/ pick**  **Friday**  **Hear the new sound**  The upside down umbrella is unusual. Can you hear the “u” sound at the start of upside, umbrella and unusual.  **The upside down umbrella is unusual. Stretch the “u” sound at the start of upside, umbrella, unusual.**  Ask your child to name the pictures emphasising the “u” sound at the start of each word. ( umbrella, urgh, uncle ubb)  Make the sound  When I say “u” my mouth is open just a little. I just have to push the air out as I say “u”.  Lets look at the umbrella. Listen to the letter cue to help you remember how to make “u”. **Right under the umbrella, up and down.**  **D:\DCIM\129_FUJI\DSCF9463.JPGSay it fast**  **d-u-ck/ duck**  **d-u-g/ dug**  **m-u-d/ mud** |
| Art  Discover red and blue makes purple.  Create crayon rubbings over lace and lavender.  Finger print hearts.  Write “L” in lavender paint.  Decorate an “I love you” card. |
| Dramatic Play  Create a post office.  Practise dialling 9-9-9. (**Please do not let your child actually dial 9-9-9, only do so if it is an emergency**)  Maths  Post the correct number of cards in an envelope. You can make this using envelopes and pieces of paper and putting different numbers on the envelop. Or use a box and tell your child the quantity of pieces of paper you want in the box.  Permanent activity Discuss with the children what day of the week it is including the date and month. Discuss what the weather is like each day and what season it is.  **NEW** counting **1-30** this can be objects around the house, stair or cars. Support children to recognise numbers 1-5 or 1-10 if they can recognise 1-5.  Science  Look at stamps under a magnifying glass.  Sound sorters use some objects that start with the same sound, this could be m, c, s, p. Ask your child to sort the objects into groups that start with the same sound.  Writing  Design cards for family and friends.  Permanent activity Encourage your child to practise writing their name  Writing the sounds we do daily.  Story Tree  **Monday**- Guess how much I love you <https://www.youtube.com/watch?v=B1P2u2OGA2I>  **Tuesday**- I love you blue kangaroo <https://www.youtube.com/watch?v=1YrUvZ6xcOg>  **Wednesday**- Eric calls for help- This is at the end of the home learning pack.  **Thursday**- I love you little monster <https://www.youtube.com/watch?v=eTSv5zN9yng>  **Friday**- Postman bear. <https://www.youtube.com/watch?v=5QSet06S3E0>  Please note Holly will read each book and post it on DOJOs. |