

Acorn Class Home Learning Plans - 23.03.2020

Things written in red have been sent home with these plans or detailed on Acorn Class Home Learning Weekly Schedule or Wider Curriculum Home Learning Matrix

Things highlighted in yellow were sent home on Thursday 19th March in brown envelopes for 'home learning'

Please continue to upload anything you do at home on to Tapestry, we would love to see what you and your child have been getting up to ☺

Here is our 'usual' class timetable if you would like to follow this at home:

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-9.10	Morning activities and daily mile (6 laps running or walking round the playground)				
9.10-9.40	Phonics	Phonics	Phonics	PE	Phonics
9.40-11.20	Child Initiated Learning Time				Child Initiated Learning Time
11.20-11.45	Teacher directed activity – Story	Teacher directed activity – Writing	Teacher directed activity – RE	Teacher directed activity – Story	Teacher directed activity – Maths
11.45-12	Get ready for lunch – sing counting songs, nursery rhymes or watch Geraldine the Giraffe				
12-12.45	Lunchtime				
12.45-1	Chat about lunch, Wake and Shake				
1-1.30	Maths	Maths	Maths	Phonics	Library
1.30-2.30	Child Initiated Learning Time				
2.30-3	Get ready for home, story				

- Use the teacher directed story times to share a story with your child and discuss some of the questions listed on the **Acorn Class Home Learning Weekly Schedule**
- Use the teacher directed writing time to do a piece of writing or mark making (refer to the **Acorn Class Home Learning Weekly Schedule** for ideas). There is also the 'how to draw' pictures we use in class, your child can then write a short sentence about their picture
- Use the daily mile and PE times to do Joe Wick's PE lessons via <https://www.youtube.com/user/thebodycoach1> at 9am each day or some Yoga via <https://www.youtube.com/user/CosmicKidsYoga> or use the **PE challenges cards**
- Use the 'Wake and Shake' time to do some of 'Just Dance' routines or GoNoodle which can be found on www.youtube.com or make up your own dance routines to a song
- Use the child initiated learning time to allow your child access to the toys, games and resources they have at home or pick some activities from the **Wider Curriculum Home Learning Matrix** or the **practical ideas booklet** or any of the other activities that are sent home via Parentmail or in the home learning pack.

Monday 23rd March

Phonics

In your child's home learning pack that went home on Thursday 19th March there are sets of **sound flash cards** for you to cut up. Please make your own word flashcards using the **lists of words** provided in the pack.

Sounds taught so far - s a t p i n m d g o c k ck e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh

Use this link to hear the sounds being said correctly -

<https://www.youtube.com/watch?v=IwJx1NSineE>

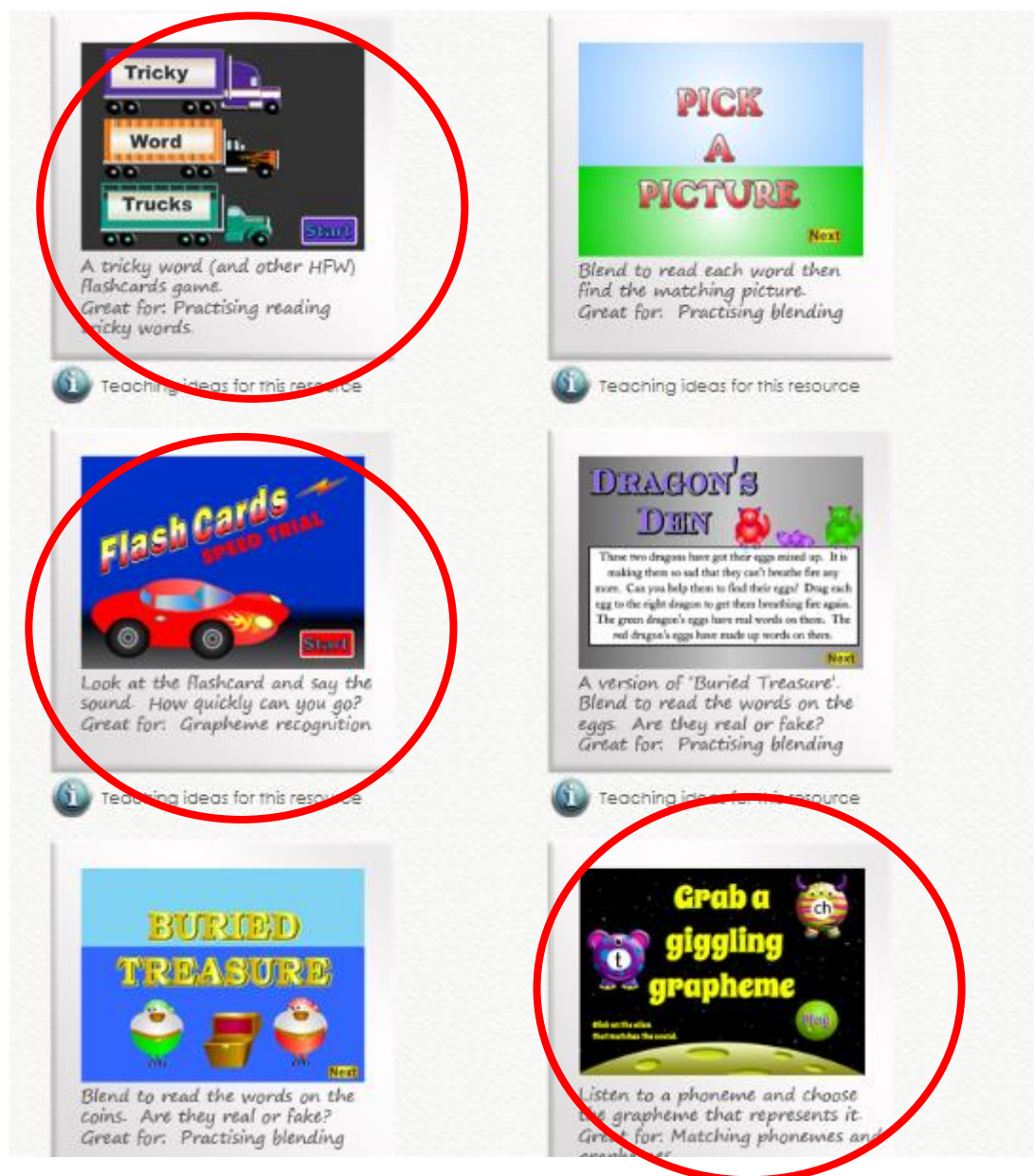
Words taught so far - The I to a to go no into put of he she we me be

Recap

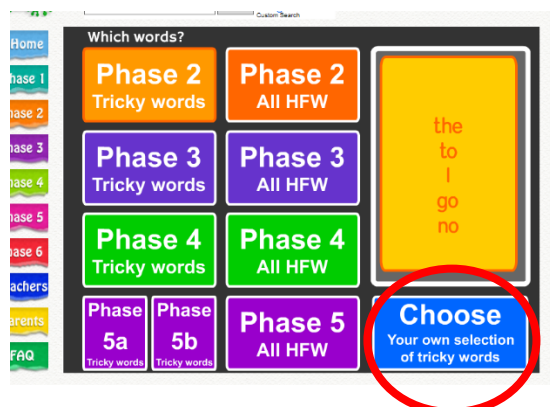
Recap sounds and words taught so far using the **flash cards** (see above) or www.phonicsplay.co.uk (Flash player needed, use an alternative browser to Google Chrome). (username: march20 password: home) select 'Phase 3'



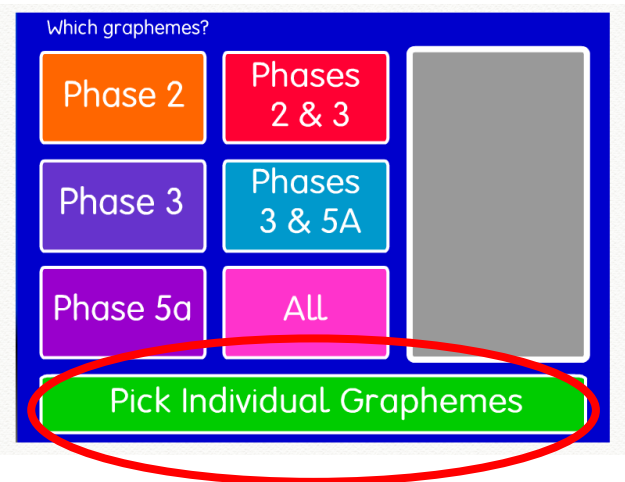
Play 'Flash Cards' or 'Grab a Giggling Grapheme' and 'Tricky Word Trucks'



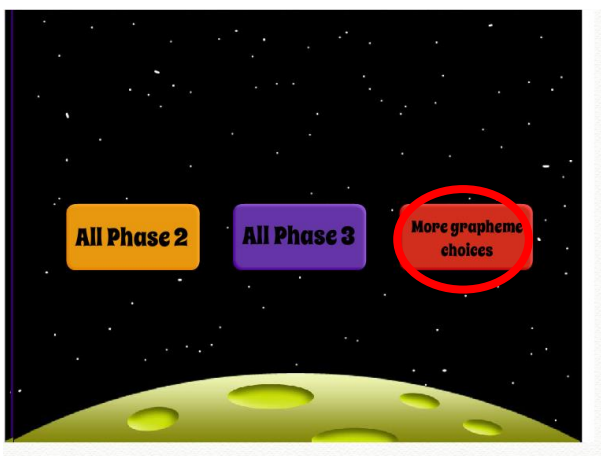
Tricky Word Trucks – select your own words from the list above



Flashcards – select your own sounds from the list above



Graph a Giggling Grapheme – select your owns sounds from the list above



Teach

oa as in the word goat.

Use the **flashcard** and discuss with your child which two letters make this sound.

See pronunciation link above to ensure you are pronouncing the sound correctly.

Watch 'Geraldine the Giraffe Learns oa' - <https://www.youtube.com/watch?v=KCJyHN0IFE8> or 'Mr Thorne Does Phonics' <https://www.youtube.com/watch?v=tbLTgyrC3eg>

Or

Watch 'Miss Traviss does Phonics' on Tapestry

Can your child think of any words with the oa sound in? – make a list of words together, if they cannot think of any give them some ideas and it may spur them on to think of some more.

If your child thinks of a word with the oa sound in that is not the same spelling (e.g. go, snow) then congratulate them on hearing the oa sound and explain that there are different ways of writing it.

Practise and Apply

Choose one of these activities.....

- Dictate some of the following words for your child to write (either using pencil/pen or magnetic letters)
- Write out some of the words for your child to read and they can draw a picture to show they have understood what they have read
- Think of a sentence with these words in and write the sentence together with your child
- Dictate a sentence for your child to write
- Your child completes the **oa worksheet**
- Your child complete the **oa cut and stick**
- Your child completes **Phase 3 - I can read** worksheet for oa
- One of the activities listed on the **Phase 2 or Phase 3 challenges sheet** or the **i-spy sheet**
- Pick another game to play from www.phonicsplay.com
- **Oa real and nonsense words colouring** – encourage your child to read the words, if they think it is a real word, ask them to put it into a sentence to prove it
- Choose a listening game to play together from the **Phase 1 challenges**

Suggested words and sentences:

- goat
- boat
- road
- toad
- loaf
- coat
- soap
- soak
- oak
- load

- His coat is red
- That is a long road
- The boat is sailing

Maths

In your child's home learning pack that went home on Thursday 19th March there is a set **of number flash cards** to 30 for you to cut up.

So far we have explicitly taught the numbers – 0 1 2 3 4 5 6 7 8 9 10

Recap

Using the **number flash cards**, recap the numbers numbers taught so far, does your child know each number. Choose a number, can they show you that amount of objects?

Teach

Last week we learnt about positional language and we are going to briefly recap this.

You will need a chair.

Ask your child to – sit on the chair, sit behind the chair, sit next to the chair, sit under the chair, sit in front of the chair.

Tuesday 24th March

Phonics

Sounds taught so far - s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh oa

Words taught so far - The I to a to go no into put of he she we me be

Recap

Recap sounds and words taught so far using the flash cards (see above) or www.phonicsplay.co.uk (see above)

Teach

oo as in the word book.

Use the flashcard and discuss with your child which two letters make this sound.

See pronunciation link above to ensure you are pronouncing the sound correctly.

Watch 'Geraldine the Giraffe Learns oo' - <https://www.youtube.com/watch?v=3UUnmNk1UM> or 'Mr Thorne Does Phonics' <https://www.youtube.com/watch?v=vR47jG-imRo>

Or

Watch 'Miss Traviss does Phonics' on Tapestry

Can your child think of any words with the oo sound in? – make a list of words together, if they cannot think of any give them some ideas and it may spur them on to think of some more.

If your child thinks of a word with the oo sound in that is not the same spelling (e.g. push, could) then congratulate them on hearing the oo sound and explain that there are different ways of writing it.

Practise and Apply

Choose one of these activities.....

- Dictate some of the following words for your child to write (either using pencil/pen or magnetic letters)
- Write out some of the words for your child to read and they can draw a picture to show they have understood what they have read
- Think of a sentence with these words in and write the sentence together with your child
- Dictate a sentence for your child to write
- Your child completes Phase 3 - I can read worksheet for short oo
- One of the activities listed on the Phase 2 or Phase 3 challenges sheet or the i-spy sheet
- Pick another game to play from www.phonicsplay.com
- Choose a listening game to play together from the Phase 1 challenges sheet

Suggested words and sentences:

- Hook
- Book
- Took
- Foot
- Good
- Hood
- Cook
- Wood
- wool

- He is a good man
- I took the book back to the shop
- A coat has a hood
- Looking at books

Maths

Recap

Using a soft toy and a chair, put the soft toy in the positions used yesterday. Encourage your child to use full sentences about where their toy is. E.g. Teddy is sat on the chair. Teddy is sat behind the chair etc.

Teach

Introduce 3D shapes using the **3D shape pictures** and the **3D shape real life pictures** provided. You may want to find items around the home that are each of these shapes for some 'real life' examples.

Sphere – ball, marble, orange, apple

Cube – dice, Rubix cube, cardboard box, oxo cube

Cuboid – lego brick, cardboard box, book, block of butter

Cylinder – tin, drinking glass, glue stick, candle

Pyramid –

Cone – ice cream cone, party hat

Triangular Prism – Toblerone box

Then choose one of the following.....

- Go on a 3D shape hunt around the house – what else can you find?
- Create 3D shapes using the **real life nets**
- An activity from the **3D shape challenges** sent home in the pack
- **3D shape sorting**
- **Colour by 3D shapes**

Wednesday 25th March

Phonics

Sounds taught so far - s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh oa oo

Words taught so far - The I to a to go no into put of he she we me be

Recap

Recap sounds and words taught so far using the flash cards (see above) or www.phonicsplay.co.uk (see above)

Teach

Recap oa and oo

Use the flashcard and discuss with your child which two letters make this sound.

See pronunciation link above to ensure you are pronouncing the sound correctly.

Can your child think of any words with the oa or oo sound in? – make a list of words together, if they cannot think of any give them some ideas and it may spur them on to think of some more.

As above if alternative spellings of these sounds come up, acknowledge them and explain that sometimes the sounds are spelt differently.

Practise and Apply

Choose one of these activities.....

- Dictate some of the following words for your child to write (either using pencil/pen or magnetic letters)
- Write out some of the words for your child to read and they can draw a picture to show they have understood what they have read
- Think of a sentence with these words in and write the sentence together with your child
- Dictate a sentence for your child to write
- Your child completes the **oa worksheet**
- Your child complete the **oa cut and stick**
- Your child completes **Phase 3 - I can read** worksheet for oa or short oo
- One of the activities listed on the **Phase 2 or Phase 3 challenges sheet** or the **i-spy sheet**
- Pick another game to play from www.phonicsplay.com
- **Oa nonsense and real word colouring** – encourage your child to read the words, if they think it is a real word, ask them to put it into a sentence to prove it
- Choose a listening game to play together from the **Phase 1 challenges sheet**

Use the words and sentences listed above for the oa and oo sounds.

Maths

Recap

The names of the 3D shapes taught yesterday. Can your child remember the names and what the shapes looked like?

You may like to watch these videos <https://www.youtube.com/watch?v=2cg-Uc556-Q> or <https://www.youtube.com/watch?v=guNdJ5MtX1A> or <https://www.youtube.com/watch?v=ZnZYK83utu0>

Teach

Cut out, fold and stick together two of the **3D shape blank nets**.

Once they are cut out explain about the different features of a 3D shape

- Face, this is the flat surface and the faces are the shapes of 2D shapes. Draw faces on each of the faces to remind you. Count the faces on your shape – how many does it have?
- Edges, these where the faces meet, run your finger along it. Count the edges of your shape – how many does it have?
- Vertices, these are where the edges meet, they are pointy. Count the edges of your shape – how many does it have?

Once your child has some understanding about the features. You can describe a shape and see if your child can guess the one you are talking about.

Thursday 26th March

Phonics

Sounds taught so far - s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh oa oo

Words taught so far - The I to a to go no into put of he she we me be

Recap

Recap sounds and words taught so far using the flash cards (see above) or www.phonicsplay.co.uk (see above)

Teach

Tricky word – my

Use your created flashcard and discuss with your child what the ‘tricky’ part of this word is (y this is making an igh sound not its usual sound)

Can your child think of a sentence with the word my in?

Practise and Apply

Choose one of these activities.....

- Practise writing my and other tricky and high frequency words learnt so far
- Make tricky and high frequency words using the flash cards or magnetic letters
- Make tricky word snap
- Hide tricky words around the house for your children to find and write
- Think of a sentence with the word my in and write the sentence together with your child
- Dictate a sentence for your child to write

Suggested sentences:

- My dad is sad
- My dog is running
- My coat is red
- My coat can hang on the hook
- My mum can sing
- My fish has a fin

Friday 27th March

Phonics

Sounds taught so far - s a t p i n m d g o c k c k e u r h b f ff l ll ss j v w x y z zz qu ch sh th ng ai ee igh oa oo

Words taught so far - The I to a to go no into put of he she we me be my

Recap

Recap sounds and words taught so far using the flash cards (see above) or www.phonicsplay.co.uk (see above)

Teach

oo as in the word moon

Use the flashcard and discuss with your child which two letters make this sound. Remind ourselves that these letters also make a different sound

See pronunciation link above to ensure you are pronouncing the sound correctly.

Watch 'Geraldine the Giraffe Learns oo' - <https://www.youtube.com/watch?v=atlb2jPdFd0> or 'Mr Thorne Does Phonics' - https://www.youtube.com/watch?v=UfMKV_9agiY

Or

Watch 'Miss Traviss does Phonics' on Tapestry

Can your child think of any words with the oo sound in? – make a list of words together, if they cannot think of any give them some ideas and it may spur them on to think of some more.

If your child thinks of a word with the oo sound in that is not the same spelling (e.g. fruit, soup, glue etc) then congratulate them on hearing the oo sound and explain that there are different ways of writing it.

Practise and Apply

Choose one of these activities.....

- Dictate some of the following words for your child to write (either using pencil/pen or magnetic letters)
- Write out some of the words for your child to read and they can draw a picture to show they have understood what they have read
- Think of a sentence with these words in and write the sentence together with your child

- Dictate a sentence for your child to write
- Your child completes **Phase 3 - I can read** worksheet for long oo
- Your child complete the **oo cut and stick**
- One of the activities listed on the **Phase 2 or Phase 3 challenges sheet** or the **i-spy sheet**
- Pick another game to play from www.phonicsplay.com
- **oo nonsense and real word colouring** – encourage your child to read the words, if they think it is a real word, ask them to put it into a sentence to prove it
- Choose a listening game to play together from the **Phase 1 challenges sheet**

Suggested words and sentences:

- Moon
 - Zoom
 - Hoop
 - Boot
 - Boo
 - Moo
 - Zoo
 - Hoof
 - Soon
 - Tooth
-
- I can zoom to the moon
 - My boot is in the mud
 - I am at the zoo

Maths

Recap

The names of the 3D shapes taught on Tuesday. Can your child remember the names and what the shapes looked like?

You may like to watch these videos <https://www.youtube.com/watch?v=2cg-Uc556-Q> or <https://www.youtube.com/watch?v=guNdJ5MtX1A> or <https://www.youtube.com/watch?v=ZnZYK83utu0>

Teach

Cut out and stick together the rest of the **3D shape blank nets**.

Once they are cut out explain about the different features of a 3D shape

- Face, this is the flat surface and the faces are the shapes of 2D shapes. Draw faces on each of the faces to remind you. Count the faces on your shape – how many does it have?
- Edges, these are where the faces meet, run your finger along it. Count the edges of your shape – how many does it have?
- Vertices, these are where the edges meet, they are pointy. Count the edges of your shape – how many does it have?

Once your child has some understanding about the features. You can describe a shape and see if your child can guess the one you are talking about.

You may also like to:

- Use 3D shapes for building – use boxes and tubes from your recycling bin or wooden building blocks you have
- Test which shapes stack, roll – discuss which ones do and don't and why?
- Or choose one of Tuesday activities that you have not done yet