**Acorn Class Home Learning Plans - 30.03.2020**

**Things written in red have been sent home with week 1 plans or detailed on Acorn Class Home Learning Weekly Schedule or Wider Curriculum Home Learning Matrix**

**Things written in green have been sent home with week 2 plans**

**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 ☺**

**If you need any advice or support email –** [**acorn@st-barnabas.kent.sch.uk**](mailto:acorn@st-barnabas.kent.sch.uk) **and I will do my best to help.**

**Paper copies of plans and resources can be obtained from School Office.**

Here is our ‘usual’ class timetable if you would like the 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. Please refer to the document title ‘Reading’ to support you further.
* 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](http://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.
* The following social media pages may be helpful for other ideas to do with your child:

**Facebook**

Mrs Smiths Online Phonics

**Instagram**

Miss\_funro

Seize.the.play

Sarahjudge27

**Youtube.com**

Woolro & Co

**Monday 30th March**

**Phonics**

**Recap**

Recap sounds and words taught so far using the flash cards or [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (see week 1 home learning plans)

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 oa oo

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

**Teach**

ar as in the word car.

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

See pronunciation link in week 1 home learning plans to ensure you are pronouncing the sound correctly.

Watch ‘Geraldine the Giraffe Learns ar’ - <https://www.youtube.com/watch?v=QXBQDsgRuMo> or ‘Mr Thorne Does Phonics’ <https://www.youtube.com/watch?v=LXkE8aWfg2E>

Or

Watch ‘Phonics with Miss Traviss – ar (as in car)’ on Tapestry

Can your child think of any words with the ar 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 you child thinks of a word with the ar sound in that is not the same spelling (e.g. palm, grass, laugh, heart) then congratulate them on hearing the ar 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 rad
* Think of a sentence with these words in and write the sentence together with your child
* Dictate a sentence for your child to write
* ar 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
* Your child complete the oo and ar worksheet
* Your child completes Phase 3 - I can read worksheet for ar
* 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](http://www.phonicsplay.com)
* Choose a listening game to play together from the Phase 1 challenges
* Complete i-spy and read activity

Suggested words and sentences:

* Car
* Cart
* Tart
* Park
* Farm
* Arm
* March
* Bar
* Sharp
* Mark
* Harp
* Shark
* Bark
* Mark is going to the park
* The park is fun
* The car is on the road
* A dog can bark

**Maths**

**Recap**

Remind yourselves of some of the 3D shapes that we looked at last week. Can your child remember the names of the shapes? Can your child describe some of the shapes?

Your child may also like to watch:

<https://www.bbc.co.uk/iplayer/episode/b0bp2qlb/numberblocks-series-3-flatland>

**Teach**

In class we have already looked briefly at the following shapes – circle, triangle, square, rectangle, pentagon, hexagon

Watch ‘Maths Lesson 4 – Looking at 2D Shapes’ on Tapestry

Or

ensure your child knows each shape by using its name correctly. You can either draw your own shapes using a ruler or use the 2D shape word mat.

Explain to your child that we cannot pick up 2D shapes. If we see a 2D shape in real life it is as a face of a 3D shape.

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We can see a circle on the top of this can.

We know the can is a cylinder shape and the face on the top of the can is a circle shape.

We can see a square on the side of this dice.

We know the dice is a cube shape and the faces of a cube are square shape.

****

Go on a shape hunt and look for some of the shapes you have just learnt.

**Tuesday 31st March**

**Phonics**

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 oa oo ar

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 or [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (see week 1 home learning plans)

**Teach**

or as in the word fork.

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 or’ - <https://www.youtube.com/watch?v=Fm9PRHDJlv4> or ‘Mr Thorne Does Phonics’ <https://www.youtube.com/watch?v=33kvsqyOYdg>

Or

Watch ‘Phonics with Miss Traviss – or (as in fork) on Tapestry

Can your child think of any words with the or 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 you child thinks of a word with the or sound in that is not the same spelling (e.g. push, could) then congratulate them on hearing the or 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 rad
* 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 or
* 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](http://www.phonicsplay.com)
* Choose a listening game to play together from the Phase 1 challenges sheet
* Complete i-spy and read activity
* or 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

Suggested words and sentences:

* fork
* pork
* horn
* corn
* short
* cork
* port
* north
* born
* torch
* cord
* sort
* born
* worn
* torn
* A fork is sharp.
* The ship can sail north
* A torch has a light

**Maths**

**Recap**

Listen to - <https://www.youtube.com/watch?v=WTeqUejf3D0>

Or remind yourself of the shapes on or 2D shape word mat. Give you child a shape to find

**Teach**

Watch <https://www.bbc.co.uk/iplayer/episode/b08cqtk0/numberblocks-series-1-three-little-pigs> or look at the pictures of the Numberblocks’ houses

and discuss the shapes on each of the Numberblocks houses. Talk about how many sides the shapes have and how many of each shape there are.

Then…

Choose a Numberblock (between 1 and 6) and create a house for them. You could draw their house or make it using different objects. Remember to think about the number of windows you might need, do they need to be a particular shape? How many trees do you need?

Miss Traviss will upload her house to Tapestry as an example.

Or

Complete 2D shape colouring

**Wednesday 1st April**

**Phonics**

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 oa oo ar or

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 or [www.phonicsplay.co.uk](http://www.phonicsplay.co.uk) (see week 1 home learning plans)

**Teach**

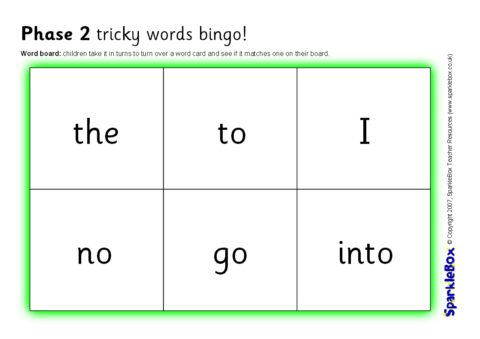
Tricky word – was

Use your created flashcard and discuss with your child what the ‘tricky’ part of this word is (a and s, it sounds like the word should be spelt woz)

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

**Practise and Apply**

Choose one of these activities…….

* Practise writing was 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 was in and write the sentence together with your child
* Dictate a sentence for your child to write
* Create and Play tricky word bingo (example below)
* Make tricky word hopscotch



Suggested sentences:

* I was at the park
* I was in my car
* It was raining

**Maths**

**Recap**

Choose a game to play:

<https://www.topmarks.co.uk/maths-games/3-5-years/shape-position-and-movement>

or

Complete 2D Shape Cut and Stick or Complete 2D Shape Patterns

**Teach**

Watch ‘Maths Lesson 5 – Describing 2D Shapes’ on Tapestry

Or

Using the 2D shape word mat or the shapes you have drawn yourself, talking about the properties of the shape (or how the shape looks)

* Side - the line between two corners, highlight to your child that not all sides are the same length
* Corners – the point where two sides meet.

E.g.

A square has 4 corners and 4 sides. All the sides are the same length

A rectangle has 4 corners. It has 4 sides but there are two longer sides and two shorter sides.

Then, choose one of these activities:

* Draw around some wooden blocks on a piece of paper, give your child the wooden blocks and the paper and see if they can match which block goes on which shape



