

# Acorn Class Home Learning Plans – 04.05.2020 (week 5)

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 19<sup>th</sup> March in brown envelopes for 'home learning'

Things written in pink have been sent home with week 3 plans

Things written in blue have been sent home with week 4 plans

Things written in orange have been sent home with week 5 plans

Please continue to upload anything you do at home on to Tapestry or email them to [acorn@st-barnabas.kent.sch.uk](mailto:acorn@st-barnabas.kent.sch.uk), 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. The story **'Coronavirus – A Book for Children'** has been included in this weeks resources.
- 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 or use the 'Keep Well and Active at Home' poster
- 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 – Week 1
  - Wider Curriculum Home Learning Matrix – Week 3
  - Practical ideas booklet
  - Any of the other activities that are sent home via Parentmail or in the home learning pack.
  - Any of the Easter holiday activities uploaded to Tapestry
  - Some of the activities added to the 'activity' tab on Tapestry
  - Some of the activities set via 2dos on [www.purplemash.com](http://www.purplemash.com) - log in sent home on Thursday 19<sup>th</sup> March
  - <https://abcdoes.com/home-learning/>
- 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

Mrs\_simmons\_says\_

Leighwoodseyfs

Minicheddarz0412

### **Youtube.com**

Woolro & Co

Mr Mc

## RE –How can we help others when they need it?

Talk about our worship at school and at the end the leader lights the candle so we can say a prayer. Ask your child whether they know why the candle is lit?

Explain that people light candles to remember the person or situation they are praying about. Sometimes people light candles if they are missing a loved one because they cannot see them or they are in heaven.

Compare lighting candles in Church to your child using a nightlight when its bedtime. Why does it help? You may like to describe it as the light shines in the darkness and brings comfort.

Find a candle and light it together, (you may want to talk about the safety surrounding candles and matches). Talk about who you are lighting the candle for. You might like to say a short prayer at the same time.

You may like to...

- share this song (to the tune of Frere Jacques) or think of your own:

Light a candle (x2)

Say a prayer (x2)

Please God will you help us (x2)

Thanks, Amen (x2)

- Create a reflection area with some candles or battery powered tealights, a tub of sand and some lolly sticks. Each time you write/draw/say prayers, stick a lolly stick in the sand to represent the person or situation.

## Monday 4<sup>th</sup> May

### Phonics

#### Recap

Put the **flash cards** in alphabetical order and sing the alphabet while pointing to the correct letter or listening to <https://www.youtube.com/watch?v=jPVbJ-IaHIw>

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**) – **once your child can identify particular sounds, take these out and only recap the ones they have struggled with**

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

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 ur ow oi ear air ure

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

## Teach

er as in the word ladder.

Use the **flashcard** and discuss with your child which two letters make this sound. You may want to talk about the other letters that also make this sound (ur) to remind your child we have heard this sound before.

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

Watch 'Geraldine the Giraffe Learns er' [https://www.youtube.com/watch?v=KK8\\_kUg3454](https://www.youtube.com/watch?v=KK8_kUg3454) or 'Mr Thorne Does Phonics' <https://www.youtube.com/watch?v=WaxZN4BZjgc>

Or

Watch 'Phonics with Miss Traviss – er (as in ladder) on Tapestry

Can your child think of any words with the er 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 ear sound in that is not the same spelling (e.g. burn, bird, learn, word) then congratulate them on hearing the er sound and explain that there are different ways of writing it.

## Practise and Apply – Choose one of the activities below

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
- Pick game to play from [www.phonicsplay.com](http://www.phonicsplay.com)
- Play one of the games from Phase 2 or Phase 3 on <http://www.letters-and-sounds.com/>
- Play the oi, er game on [www.purplemash.com](http://www.purplemash.com) – log in sent home on Thursday 19<sup>th</sup> March, access via 2dos

Complete one of the activities from this week's pack....

- **I spy and Read Phase 3**
- **Initial sounds** worksheet
- **er booklet**
- **er 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
- Play what's in the box –use the **word cards and pictures or objects**. Put the words in a box, children read the words and find the matching picture or object

Suggested words and sentences:

- hammer
- letter
- rocker
- ladder
- supper
- dinner
- boxer
- better
- summer
- banner
- longer
- lighter
- singer
- farmer
- her (this is classed as a tricky word, however it is now phonetically plausible for the children so will not be taught discreetly)

Your child may ask or you may want to explain why some words have another digraph (or two constants in it). It is because they need to have two letters next to it to make the short sound as if we just have one letter it would change the word (e.g. supper and super, dinner and diner)

Another nice explanation I saw online...

Vowels (a e i o u) are VIP celebrities so they need a double body guard. Then whichever sound comes next to it, it has to double to protect it from any of the suffixes (the end sound, er in this case) who are the VIP's fans.

- It was a hot summer this year.
- I go can up a ladder.
- Bang the hammer on the nail

## **Maths**

### **Recap**

Using a tin can and some stones or buttons. Ask your child to close their eyes and ask your child to count the objects as they hear them hit the bottom of the tin. Drop your objects in one at a time and once done, ask your child how many are in the tin?

Did they count accurately?

### **Teach**

This week we are looking at taking away. The children need to understand that the amount changes when you take away.

At first your child may need to recount all of the items to see how many they have left. E.g.

$$5 - 3 =$$

They may count out their 5 objects, then take 3 away. Then have to count all that is left to find out the answer is two. We would like them to 'count back' instead of doing this.

To practise this....

- Introduce different songs where objects are taken away e.g. 5 Little Ducks, 5 Little Speckled Frogs, 10 Green Bottles
- <https://www.youtube.com/watch?v=pZw9veQ76fo>
- <https://www.youtube.com/watch?v=TtX8yVEFO-w>
- <https://www.youtube.com/watch?v=T0ooQv7oHvw>
- Practise counting backwards, you could pretend to be a rocket
- Play last man standing (if you have more than two people playing the game it will be better). Stand in a circle, start at 10 and count down to 0. Each person says 1 number, the person who says 0 sits down. Start counting down again and continue until there is one person left standing. They are the winner.

Share the bus maths story with your child or watch the video on Tapestry called Simple Maths Story 2

Then use the [bus](#), [people](#) and the [10s frame](#) to create your own simple maths story. Can you have a go at counting back?

## Tuesday 5<sup>th</sup> May

**Please use this planning for Wednesday and Friday's Phonics lessons too.**

### Phonics

#### Recap

Put the [flash cards](#) in alphabetical order and sing the alphabet while pointing to the correct letter or listening to <https://www.youtube.com/watch?v=jPVbJ-IaHIw>

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](#)) – **once your child can identify particular sounds, take these out and only recap the ones they have struggled with**

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

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 ur ow oi ear air ure er

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

## Teach

We have now learnt all the Phase 3 sounds and will now be recapping them. I will focus on a few sounds each week – **please let me know if there is some sounds in particular that, your child is struggling with.**

This week's focus..... j v w x

Watch 'Phonics with Miss Traviss – Full Phase 3 Recap' on Tapestry or use the **flashcards** to recap to sounds (j v w x y z zz qu ch sh th ng ai ee igh oa oo ar or ur ow oi ear air ure er) with your child.

## Practise and Apply – Choose one of the activities below (or any from previous packs sent home)

Choose one of these activities.....

- Pick game to play from [www.phonicsplay.com](http://www.phonicsplay.com)
- Play one of the games from Phase 2 or Phase 3 on <http://www.letters-and-sounds.com/>
- Play the or s a t p I n m g o game or j w v x game on [www.purplemash.com](http://www.purplemash.com) – **log in sent home on Thursday 19<sup>th</sup> March**, access via 2dos
- Dictate words for your child to write
- Ask your child to write a sentence using one of the words
- Write the words out for your child to read
- Play yes or no – your child reads the sentences and decides whether the answer is yes or no

Can a duck quack?

Is a zebra a pet?

Can dogs yap?

Can a fox get wet?

Will a box fit in a van?

Can a rabbit yell at a man?

Can a hen peck?

Is a lemon red?

Is a robin as big as a jet?

Can a web buzz?

Complete one of the activities from this week's pack....

- **Initial sounds** worksheet
- Play what's in the box –use the **word cards and pictures or objects**. Put the words in a box, children read the words and find the matching picture or object
- **j w v x Roll and Read**
- **I spy and Read – Phase 3**
- **Colour by Phoneme**

- j w v x y z zz race game

Suggested words:

Words using sets 1–6 GPCs			
(+j)	(+v)	(+w)	(+x)
jam	van	will	mix
Jill	vat	win	fix
jet	vet	wag	box
jog	Vic	web	tax
Jack	Ravi	wig	six
Jen	Kevin	wax	taxi
jet-lag	visit	cobweb	vixen
jacket	velvet	wicked	exit

## Letters and Sounds Recap

## Videos

<https://wandleenglishhub.org.uk/lettersandsounds/reception>

## Maths

### Recap

Sing or listen to on of the counting back songs from yesterday. After each one goes, ask your child how many are left now.

Or

Listen to 'Jack Hartman Count backwards from 100 by 1s, Exercise and Count'

<https://www.youtube.com/watch?v=8jMmZaFvRpE>

### Teach

We haven't done a lot of counting back in class so play one of these games to get used to it:

- Blast off counting back
- Missing Number Ladders

### Pass it on

Each child starts with 6 cubes. They roll a 1-3 dice and pass the corresponding number of cubes to the person on their left. The winner is the first person to give away all of their cubes. Encourage the children to count how many they have left as they pass on their cubes.



### Outside

Create a countdown game by chalking numbers 10-0 leading towards a rocket or water blaster. Provide a giant 1-3 dice. The children roll the dice and jump from 10 to 0. First to reach the rocket shouts blast off to win the game.



### **Sand area**

A game for 2 children. Ask the children to line up 10 pebbles or shells. The children take turns to choose whether they take 1, 2 or 3 pebbles. The winner is the player who avoids taking the last pebble.



If you don't have a 1-3 die then use the number cards 1-3 and just shuffle them each time or use a random number generator.

I have included a **rocket** so you can play the 'outside' game. If you haven't got outside space, write the numbers on paper and play inside.

## **Wednesday 6<sup>th</sup> May**

### **Phonics**

**Please use Tuesday's planning and select a different activity to complete from the list** – if you need further support or ideas please email [acorn@st-barnabas.kent.sch.uk](mailto:acorn@st-barnabas.kent.sch.uk)

### **Maths**

#### **Recap**

Watch the video Taking Away 1 on Tapestry

or

Using the number cards, make two piles – numbers 0-5 and number 6-10.

Choose a number from the 6-10 pile and keep it in your head. Choose a number from the 0-5 pile and show that number of fingers. Start with your first number and 'count back' as you put down each of your fingers.

#### **Teach**

Continue watching the video Taking Away 1

or

Give your child an amount of objects (stones, buttons, Lego bricks etc) to count out onto their tens frame, ensuring they have one object per box. Roll a die and take that number away. How many have you got left?

If you don't have a dice, you could make one using a cube shape box and add your own numbers or a random number generator with numbers 1-5 such as <http://www.random.org>

## **Thursday 7<sup>th</sup> May**

## **Phonics**

Put the **flash cards** in alphabetical order and sing the alphabet while pointing to the correct letter or listening to <https://www.youtube.com/watch?v=jPVbJ-IaHIw>

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**) – **once your child can identify particular sounds, take these out and only recap the ones they have struggled with**

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

## **Teach**

Tricky word – all

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

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

## **Practise and Apply**

Choose one of these activities.....

- Practise writing all and other tricky and high frequency words learnt so far
- Hide tricky words around the house for your child to find and read
- Write a sentence with the word all in it
- Listen to ‘The Tricky Word’ songs – Phase 2 <https://www.youtube.com/watch?v=TvMyssfAUx0>  
Phase 3 <https://www.youtube.com/watch?v=R087lYrRpgY>
- See how many times you can write all in 1 minute
- Make your own tricky word skittles



**Friday 8<sup>th</sup> May**

## **Phonics**

**Please use Tuesday's planning and select a different activity to complete from the list** – if you need further support or ideas please email [acorn@st-barnabas.kent.sch.uk](mailto:acorn@st-barnabas.kent.sch.uk)

## **Maths**

### **Teach**

Give your child some verbal take away sentences....

e.g.

"If I had 4 sweets and I ate 3, how many do I have left?"

Remind your child to keep the 2 in their head and count on 2 more using their fingers.

Then show your child the - sign, can they remember what it means.

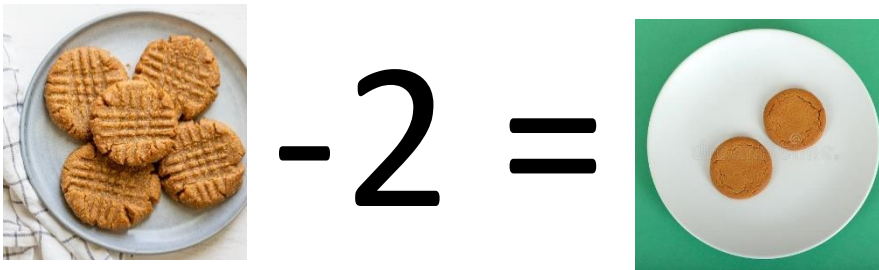
### **Teach**

Watch the video Takeaway 2 on Tapestry

or

Using some kind of small food (e.g. raisins, sweets, blueberries, peas), choose a number card (6-10) and put it above the plate. On the plate put that number of your chosen food. Then write - . Then choose a **number card (0-5)** and put it next. Then write the = sign and put another plate down.

To work out the number sentence they will need to eat the amount of food chosen by the second number.



Continue to practise the above activity with different number sentences.

## **Numberblocks episodes to support addition and subtraction:**

Blast Off - <https://www.bbc.co.uk/iplayer/episode/b08q3zx7/numberblocks-series-2-blast-off>

Just Add One - <https://www.bbc.co.uk/iplayer/episode/b08q39b4/numberblocks-series-2-just-add-one>

Numberblock Castle - <https://www.youtube.com/watch?v=PNtcXa1A6fo>

The Two Tree - <https://www.youtube.com/watch?v=y-2vJad-VAQ>

Fluffies - <https://www.youtube.com/watch?v=BgJ62VZH6e4>

Ten Green Bottles - [https://www.youtube.com/watch?v=XGRHV\\_tAgI](https://www.youtube.com/watch?v=XGRHV_tAgI)

Hide and Seek - <https://www.bbc.co.uk/iplayer/episode/b08dmn88/numberblocks-series-1-hide-and-seek>

Holes - <https://www.bbc.co.uk/iplayer/episode/b08dmjsk/numberblocks-series-1-holes>

What's the Difference? - <https://www.youtube.com/watch?v=oKnITCWvnig>

Numberblock Rally - <https://www.youtube.com/watch?v=L8ZMhan4Flk>

Octoblock to the Rescue! - <https://www.youtube.com/watch?v=9w5K5PL7fu4>

Ten Again - <https://www.youtube.com/watch?v=CJOPQ0VuMpg>

Mirror Mirror - <https://www.youtube.com/watch?v=OkUOkPbWni8>

Three Little Pigs - <https://www.bbc.co.uk/iplayer/episode/b08cqt0/numberblocks-series-1-three-little-pigs>