



W/C 18.05.2020: Learning Project - Under the Sea Online

Age Range: Foundation

This home learning is linked to the theme 'Under the Sea.' As you can see, the format is different to previous weeks. The new format is to hopefully support you in feeling more comfortable with how you could organise your child's learning. Remember they are only suggested activities, use what works for you, your child and your home.

As always, I would love to see any activities that you are completing on Tapestry. This might be home learning tasks, board games, baking, gardening fun etc.

Do what you can and remember to enjoy your time together.

Mrs Dickinson

Weekly Reading Tasks

Monday- Share the story 'The Snail and the Whale'. If you don't have a copy at home read this [adapted version here](#) or [here online](#) and then you can watch it at [BBC iPlayer](#). Adapted version also at end of this document. Look out for Mrs Dickinson's story time on Tapestry.

Practise reading the following keywords. Write them onto flash cards to use at home.

Red Words:

the
he
of
who
were
to
are
she
I
said
all

Can your child hear the rhyming words in the story? Using their phonic knowledge, can they record them.

Weekly Phonics Tasks

Monday- Ask your child if they can hear the sounds that come at the beginning of **snail** and **whale**. Can they think of/ or find other things that begin with the same sound? They could create a poster or take photographs of the things they see.

Daily Phonics

Focus sounds: ou (Shout it out)-

-Fred talk: loud, shout, mouth children blend.

-Write words for children to read: south, ouch, pouch
encourage the children to spot the special friends.

-Write alien words for the children to read: nouf, boup, wouf
Encourage children to spot special friends.

-Children practice writing 'ou' use sound mat to support handwriting patter.

-Fred talk words for children to write, encourage them to show Fred Fingers (tell them how many sounds are in the word), get them to pinch the sounds and then write the word. Words for writing: couch, cloud, proud

Encourage the children to tick and fix.

Follow this format for each focus sound.

To support you in delivering daily phonics please explore the following website: <https://www.ruthmiskin.com/en/find-out-more/parents/>. You will find a short video which clearly shares how each sound should be pronounced.

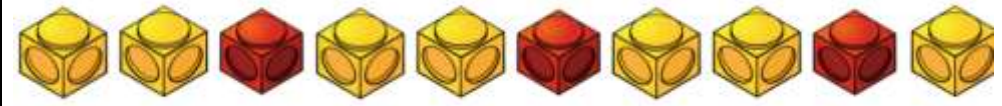
It would be great to see any Phonics learning/games on Tapestry. Please refer to flash cards if you need them, which have been uploaded.

Tuesday- Reception age children read together 'The Snail and Whale'. Children to

Tuesday- Buried Treasure: Write out some real words and alien words (e.g. tud,

<p>read to parents daily. Visit Oxford Owl for free eBooks. You can create a free account. Complete the linked Play Activities for each book.</p> <p>Read key words for this week (see Monday).</p>	<p>jup, fub). Place these in a pile and using 2 containers, label one as 'Treasure' and the other as 'Bin'. Can your child read the word and decide if it is real? If it is real it goes in the treasure chest, if not it goes in the bin.</p> <p>Daily Phonics: Focus sound: Sh sh words for blending, reading and writing: sheep, ship, shoot, shop, shark, shirt, dash, cash, mash, shell Alien words: shap, shem, dush</p>
<p>Wednesday- Read a variety of books at home in different places. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.</p> <p>Read key words for this week (see Monday).</p>	<p>Wednesday- Play Buried Treasure online on PhonicsPlay. PhonicsPlay is a great interactive website but please be mindful that some of the sounds are different to the RWI scheme we follow in school.</p> <p>Daily Phonics: Focus sound: W words for blending, reading and writing: win, wet, week, wood, weed, web, wink, well Alien words: waf, wid, joow</p>
<p>Thursday- Read 'The Snail and the Whale'. Can you support your child to think of their own story about a snail going for a ride on an elephant or a bird. Can you together draw a story map of their new story?</p> <p>Read key words for this week (see Monday).</p>	<p>Thursday- Play Snap: using/paper or card make 20 blank flash cards, provide your child with 10 and ask them to correctly write set 1 or 2 sounds on them. On the remaining 10 cards you write the same sounds as your child. Once you have a set of cards shuffle them and deal out 10 cards each, then play snap, encouraging your child to say the sounds as they are put down. Add more cards if you wish.</p> <p>Daily Phonics Focus sound: ck ck words for blending, reading and writing: back, sack, pack, chick, thick, quick pick, stick Alien words: jick, leck, wighck</p>
<p>Friday- Ask your child to look at the books you have in your house. Can they find any other books about creatures that live under the sea? Can they group the animal books e.g. farm animals, jungle animals, under the sea animals? Look at the similarities and differences between the Fiction Books (story) and the Non-Fiction books (information and fact books).</p> <p>Read key words for this week (see Monday).</p>	<p>Friday- Play Fish for Sounds – write out some letter sounds that correspond to objects associated with the sea or going to the beach – sh for shell, f for fish. Try and write them outside in chalk or similar and encourage your child to trace over them. sh-shell, s- sea, f-fish, w-wave, o-ocean, b-boat, s-sand, l-lollipop, h-hot, f-flippers, p-puffin, t-towel, j-jellyfish, n-net</p> <p>Daily Phonics Focus sound: oy (Toy for a Boy) air words for blending, reading and writing: boy, toy, joy Alien words: zoy, koy, doy</p>

Weekly Writing Tasks	Weekly Maths Tasks- Making Simple Patterns
<p>Monday- Ask your child to draw a picture and write about their favourite underwater creature. Support your child to use their Fred Fingers and correctly form their letters, using the RWI sound mat. Remember your child will phonetically write words.</p>	<p>Monday - Thinking about positional language – ‘next to, by the side, right, left, above, underneath etc.</p> <p>Make it the same You will need a book to act as a screen between the two of you and two identical sets of bricks or blocks (not too many) and perhaps a toy car and a play person. Share these out between the two of you to make sure you each have the same collection. One person builds a small scene with their bricks and toys, secretly, behind the screen. When they are ready, they tell the other person how to make one exactly the same as theirs. Only they are allowed to look over the screen to see how the builder is doing (and correct them if necessary). You can only touch your own bricks. When they think it is the same, remove the screen. Examine what is different – or not. Then swap roles! These tasks are meant to be playful and to be enjoyed together. When your child asks to repeat one you know you are winning. Aim for that!</p>
<p>Tuesday- Have a try at Snail Writing. Using hair gel, shaving foam or any other slimy liquid, show your child how to form the letter ‘s’ using your finger. If your child can, ask them to try the word ‘snail’. Repeat for other words from the story.</p> <p>So far in Foundation we have learnt ‘ay’ May I Play/ ‘ai’ Snail in the rain is alternative sound. Discuss this with your child before they write snail.</p>	<p>Tuesday-</p> <p>Sing to the tune of ‘Bobby Shafto’ Clap your hands and wiggle your fingers Clap your hands and wiggle your fingers Clap your hands and wiggle your fingers Now we’ve made a pattern. Tap your knees & blink your eyelids Tap your knees & blink your eyelids Tap your knees & blink your eyelids Now we’ve made a pattern. Repeat with other actions for as long as you wish! Can your child join in with tongue twisters: <i>red lorry, yellow lorry, red lorry, yellow lorry?</i> Ask your child to make a simple pattern or a colour pattern using beads or other objects – start with 2 colours, Can you describe the pattern to each other? For example</p> <div data-bbox="1160 1107 1464 1201" data-label="Image"> </div> <div data-bbox="1509 1093 1912 1198" data-label="Image"> </div> <p>CHALLENGE: Make your own repeating pattern or patterns</p>
<p>Wednesday- Talk about postcards when would we send them? Have you ever received a postcard? Ask your child to write a postcard from the snail to one of his friends. What would the snail write to his friends about his adventure? Provide your child with their sound mat and sentence toolkit visuals, to support their writing.</p>	<p>Wednesday- Can your child make a repeating pattern using objects around the house/garden i.e. apple, banana, apple, banana. CHALLENGE: Ask your child to build on the above to create more complex patterns e.g. apple, apple, banana, apple, apple, banana.</p> <div data-bbox="1133 1425 1783 1493" data-label="Image"> </div> <p>or</p>



Or



Thursday- Using the RWI sound mat, select sounds that your child is not confident in recognising and encourage them to record them, this might be on paper, paint, chalk etc. Encourage them to say the RWI handwriting pattern, to support correct letter formation.

CHALLENGE- Can your child write a simple letter from the snail to the class teacher in the story asking for help of the whale. Remember to use your sentence toolkit.

Thursday- Ask your child to create repeating patterns with actions: Clap hands, tap knees, clap hands, tap knees. Make your own action patterns. Next one person makes the action pattern, the other person is to listen and repeat

CHALLENGE: Continue a pattern which ends mid repeat using objects.



Friday- Explore your book collections and select 10 books. Can you sort them into: Fiction (story books) and Non-fiction (Information and fact books). Once you have sorted them, can you record the book titles in a table?

Story Books (Fiction)	Information Books (non- Fiction)

Friday- On a paper plate or on a circle of paper.

Design a pattern for the edge of
the party plate



Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

After listening to the story, 'The Snail and the Whale' (see reading task).

- Take your child on a snail hunt around the garden or local walk- observing social distancing. Can they think about the places a snail might want to live?
- Show your child the picture of the sea snail.



- Ask, how is it different from the snails they found in the garden?
- Have a [snail race](#). Use chalk to draw out lines on the ground (or sticks to mark out the lines) to create a race track. Place your snails at the starting line and watch them go! You could give your child a timer to measure how long it takes for the snails to make their way across. Share a picture of the winning snail on Tapestry.



• **Make your own 'Under the Sea' Scene**



- Look at the picture of the coral reef. Talk about the animals you can see. What are the animals called?
- Use junk modelling or craft items you have around your house to create the scene. You could even add in natural objects e.g. grass as seaweed.

Make your own Fishing Game

- Make a fishing rod using a stick or similar (a wooden spoon would work well!). Tie some string on to one end and tie a magnet onto the end of the string (you could use a fridge magnet).
- Using the rod, your child could explore which items are attracted to the magnet around the house

Explore Floating and Sinking

- Fill up a bowl, sink or basin and provide your child with a range of objects to explore. Which ones float and which sink? Ask them why they think they float/ sink? **CHALLENGE:** Keep a record of the objects that float and sink? This could be using pictures or written.



Mindfulness

Help your child to choose a piece of instrumental music that they find relaxing. Have them lie down on their back with their eyes closed and both hands on top of their tummy. Ask them to close their eyes and concentrate on their breathing. Can they breathe deep and slow so that they feel their tummy moving up and down under their hands? Ask them to stay like this as the music plays. Just breathing and listening, nice and still. Aim for at least one minute to start with and increase to a slightly longer session each time you do the activity.

Beach safety- Try these excellent resources from the RNLI education team.

<https://mli.org/youth-education/education-resources/lower-primary/copy-of-fly-the-flag>

STEM Learning Opportunities #sciencefromhome

- Create a simple under the sea obstacle course or draw an obstacle course on a piece of paper. Children have to guide an under-water robot (Parent/sibling/toy) through the obstacles by shouting out simply instructions. E.g. forwards, right, left, backwards.

Additional learning resources parents may wish to engage with

[White Rose Maths](#) online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).

[Numbots](#). Your child can access this programme with their school login.

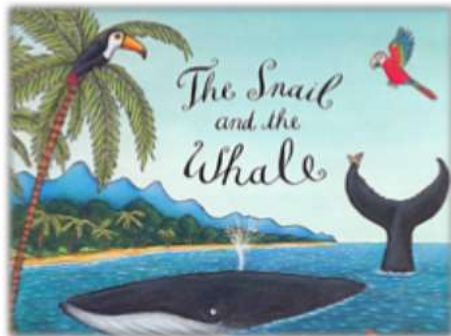
[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[Talk for Writing Home-school Booklets](#) are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.



#TheLearningProjects
in collaboration with








 The Snail and the Whale














 This story is about a snail and a whale.






 The snail is on a rock.





 The snail wants to see the ocean.





 The other snails say, "Don't go!"



  
The whale is in the ocean.

   
The whale swims to the rock.

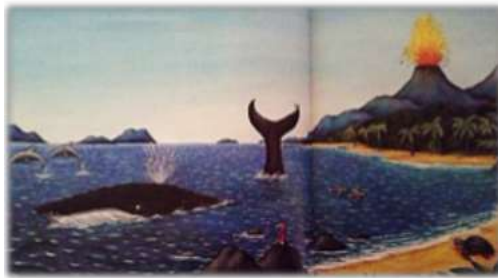


   
The snail meets the whale.

   
The snail and the whale swim together.



    
The snail and the whale see icebergs.



    
The snail and the whale see volcanoes.



   
The snail and the whale swim in waves.



   
The snail and the whale swim underwater.







 The snail and the whale swim in sunshine.







 The snail and the whale swim in storms.





 The whale is swimming.


 The whale is lost.




 The whale swims onto the beach.







 The whale needs help.



 The snail looks for help.





 The snail goes to a school.



 The children are in school.




 The snail writes on the chalkboard.


 "Save the Whale."



The children go to the firemen.
The firemen help the whale.



The whale goes back to the ocean.
The snail saves the whale.



The snail and the whale go back to the rock.
The snail and the whale tell their story.
The other snails on the rock listen.



The whale and the snails swim in the ocean.

This text was adapted from the original text entitled
The Snail and the Whale
By Julia Donaldson

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