

Learning Project WEEK 5- Environments

Age Range: Foundation

Weekly Maths Tasks

- Watch a Numberblocks clip each day at: [BBC](#) or [CBeebies](#). Use this guide [here](#) to give you ideas on what to do with your children whilst watching an episode.
- Play the Numberblocks add and subtract [quiz](#).
- Practise counting up to 20. This can be done through playing hide and seek, singing number songs, chanting, board games etc. Write out the digits 0 - 9.
- Using your number cards 1-20, make a number line and play the missing number game. With your child take turns: one of you closes their eyes, whilst the other hides a number card. Then the person who had their eyes closed must work out what number is missing. Encourage your child to say how they worked out the missing number.
- Practise recognising amounts up to [five](#) or up to [ten](#) by playing these games. This can be done by reading a dice when playing board games, playing with cards, identifying how many food items on the plate etc.
- Listen to a number song from the [CBeebies](#) website. After listening to them, watch again and sing along if you can. Talk about the maths you can see in the video clip.
- [White Rose Weekly Maths](#) .

[White Rose Maths](#) -click for spring term guidance.

Exploring possibilities

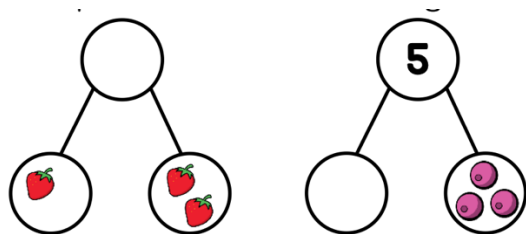
Show the children an empty feely bag.

Together, count 4 cubes into the bag.

Take out an unseen amount.

Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

What is missing? Draw the part-whole model below minus the fruits. Use objects to represent the fruits. Show your child a part-whole model with either one of the parts or the whole missing.



Encourage the children to use concrete objects, draw a picture or use their fingers to use their fingers to help them explain how they know what is missing.

Ask your child to write the number sentence to explain the part whole model e.g. $1+2=?$ $5=?+3$

Weekly Phonics Tasks (Aim to do 1 per day)	Weekly Reading Tasks (Aim to do 1 per day)
<p>Sing Nursery Rhymes and songs together. Add in actions and change the words. Can children think of different rhyming words to add in? Repeat old favourites and learn new rhymes. You can find an A-Z of Nursery Rhymes here.</p> <p>A-B-C-D-E-F-G H-I-J-K-LMNOP LMNOP-Q-R-S-T U-V-W-X-Y-Zed X-Y-Zed Now I know my "ABCs" Next time won't you sing with me?</p>	<p>Read a variety of books at home. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development.</p> <p>Reception age children: Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a free account. Complete the linked Play activities for each book.</p> <p>With your child, look in magazines, newspapers and books for the Red words they are currently learning. They could use a highlighter to highlight in magazines and newspapers.</p>
<p>Daily phonics - Practise the sounds your child is working on and blend words. This can be oral blending (e.g. spoken out loud c-a-t) or written if appropriate. Interactive games.</p> <p>Focus sounds: th- -Fred talk: third, thin, with children blend. -Write words for children to read: thing, think, then encourage the children to spot the special friends. -Write alien words for the children to read: noth, thup, theg Encourage children to spot special friends. -Children practice writing 'th' 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: teeth, throw, them Encourage the children to tick and fix.</p> <p>Follow this format for each focus sound.</p> <p>Focus sound: igh (fly high) igh words for blending, reading and writing: high, might, thigh, night, bright, sight Alien words: vight, gighk, dighp</p> <p>Focus sound: j j words for blending, reading and writing: jug, jar, jam, jet, jeep Alien words: jaf, jid, joop</p> <p>Focus sound: ng ng words for blending, reading and writing: sting, ring, bring, king, sing, ping, lung Alien words: pung, meng, teng</p> <p>Focus sound: OW (Blow the snow) ow words for blending, reading and writing: blow, slow, flow, grow, show Alien words: zow, gowp, bowg</p> <p>Focus sound: h h words for blending, reading and writing: hat, hung, hit, hen, hand, horn, hook, hard Alien words: heek, hef, horg</p> <p>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.</p>	<p>Weekly Writing Tasks (Aim to do 1 per day)</p> <p>Practice name writing. Can they write their first name? Middle name? Surname?</p> <p>Practice forming the letters of the alphabet. Remember to encourage your child to start their letter at the correct starting point.</p> <p>Ask your child to write out the Red words they are working on at the moment on pieces of paper and turn them into a pairs game.</p> <p>Linking to learning project below - Discuss with your child what they think happens when ice gets warm. Support your child to write their ideas in a simple sentence e.g. I think the ice will melt in the sun. Encourage them to sound out using their phonic knowledge as they write, remember to include a capital letter to start, finger spaces and a full stop (<i>Refer to Sentence toolkit in book bags or on Tapestry</i>). A line on the paper will support them to form their letters correctly and think about the orientation. Remember spelling only needs to be phonetical as we are encouraging children to love writing. E.g. ice, phonetically would be 'ighs' Encourage the children to use their Fred Fingers and remember Red words can not be sounded out.</p> <p>Create a poster to remind people to put rubbish in the bin and recycling. Label the poster.</p> <p>Keep a daily weather diary. Encourage your child to write in simple sentences, as per the guidance above and on lines e.g. On Monday it was hot. Draw a picture to go with the sentence. On Tuesday it was windy (windee) etc</p> <p>The days of the week are similar to Red words, the children just need to know them. To support them learning the days of the week, write them down on sheet paper: Sunday Monday Tuesday</p>

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.

- Using each focus sound could you pick a word and put it into a caption/sentence? Remember clear fingers spaces.

Sing the song, 'Incy, Wincy Spider' and add in the rain sounds using your rainmaker (from the learning project below).

"Itsy Bitsy Spider" Lyrics

"The itsy bitsy spider crawled up the water spout.
Down came the rain, and washed the spider out.
Out came the sun, and dried up all the rain,
and the itsy bitsy spider went up the spout again"

Wednesday
Thursday
Friday
Saturday

Each day when they write their diary entry, get them to look for the day they need, encourage them to say the day a few times so they can hear certain sounds and look for clues in the word. Remind the children that days of the week always have a capital letter.

Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about the environment. Learning may focus on changes to different environments, the impact of humans on environments, climate change etc.

- **Create a daily weather chart-**

- Record using pictures and written labels (where appropriate). How has the weather changed over the week? Can your child teach you our weather song?
- If it is raining, leave a container outside to collect the rain e.g. a water bottle with the funnel cut off. Draw a line or make a mark to show where the rain came up to. Repeat overnight or the next day and compare your results.
- In school we have discussed the seasons lots, encourage your child to think about the season we are currently in. What weather is common in this season?
- Using a sheet of A4 paper, fold it in half and half again to create a window. Can your child draw a picture representing the weather for each season? Encourage them to explain why they have drawn certain weather.

- **Recycling/ Exploring Materials-**

- Provide your child with a selection of packaging to sort into groups to recycle. Can they identify plastic, paper, card, metal? Why is it important to recycle?
- Can you draw and label a Thank You picture for the bin and recycling key workers?

- **Create your own rain cloud-**

- Use a plastic container with a lid (e.g. a water bottle) and make small holes on one side. You could stick on cotton wool to decorate. Fill the container with water and watch as the water drips out.

- **Weather sounds (Rainmakers)**

- Provide your child with either a plastic container, bottle or other junk modelling item. Pour in a spoon or two of rice or lentils and secure with a bottle lid or Sellotape. Decorate with stickers, glitter and sequins if you have them available. Have fun exploring making rain sounds.

- **Ice-**

- Watch '[Frozen- In Summer](#)'. Discuss with your child what they think will happen to Olaf when it gets warm. Support your child to fill up ice cube trays or plastic containers, if ice cube trays are not available, and freeze. Once frozen, take them out and explore how quickly they melt: in your hands, in the fridge, on the windowsill and when blown with the hairdryer.

- Search on Google Maps for the UK. Discuss with your child the colour of the land and sea. Scroll up to look at the Arctic. Discuss why the land looks different in the Arctic, because the land is covered in snow and ice. Discuss the differences in temperature in the UK and the Arctic. Look at a picture of an [igloo on google](#).
Fill an ice cube tray with water and when frozen take out and support your child to create their own igloo out of the ice cubes.



Remember to upload pictures on to Tapestry so I can see all the wonderful things that you have been doing.
Tapestry will also have visual support and other bits to share with your child.

Additional learning resources parents may wish to engage with

[Classroom Secrets Learning Packs](#) - These packs are split into different year groups and include activities linked to reading, writing, maths and practical ideas you can do around the home.

[Twinkl](#) - to access these resources click on the link and sign up using your own email address and creating your own password. Use the offer code UKTWINKLHELPS.

[Headteacherchat](#) - This is a blog that has links to various learning platforms. Lots of these are free to access.

[White Rose Maths](#) -click for spring term guidance.

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