

More activities to support children's continued development at home

3.4.2020

Hello to all our lovely Orchard Children and families. We hope you are all keeping well, safe and finding interesting things to do with the people in your house. All your teachers are missing you and we are thinking of you all the time.

We hope you have had fun trying out some of the ideas we have already given you and are practising your reading, writing and numbers in lots of fun and interesting ways.

We wanted to share some ideas for you from the topic we are planning for next term.

Our topic for next term is ... Big Beasts and Minibeasts, starting with the theme of minibeasts (Insects) for the first half term.

Communication and Language

Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Communication and language comes into everything they will be doing, in every area of learning. Try to encourage children to talk about the meanings of new words and use full sentences when they speak.

- Create a research centre for a range of minibeasts inside and outside. Encourage your child to describe the creatures they have found and discuss features that might be similar or different to other minibeasts
- Ask your child how they would look after minibeast and encourage them to discuss what they may eat, where is the best place for them to live and why and think of other questions to expand knowledge and vocabulary using what, when, why, how and who.

Physical Development

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Don't forget to get active every day in some way or another. There are lots of good websites to have some fun with. Bug hunts are a great reason to get out of the house and go for a walk!

- Create an obstacle course around your house and / or your garden. Ask your child to move in different ways related to their chosen minibeast. They could crawl slowly like a snail, slither like a slug, bounce like a grasshopper, flap their arms like a butterfly, or balance like a spider on a web. Ask your child how they are moving and which parts of their bodies they are using. How could they do it faster, slower, using more/less parts of their bodies?
- Make bugs out of playdoh or salt dough or pipe cleaners. Squeezing, pinching, bending, rolling and fixing parts together are all good activities for fine motor development.
- Thread wool or string through a paper plate, bowl or piece of cardboard that has been hole punched around the edges, to make a spider's web.
- Draw pictures of different minibeasts and practice your scissor skills to cut them out

Reading and Communication and Language

Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

- Encourage your child to read a book that matches their ability and read a longer story to them daily, discussing any words that are new to them. (Look at Oxford Owl website for free books online which can be matched to their ability.)
- Make minibeast word cards and pictures. Match the word to the correct picture using their reading skills. Use these words in a home-made story with simple sentences for the children to read using high frequency words.
- Practice reading their keyring words and put them in context using full sentences.
- Create different creature puppets, scribe what child says about their creature and then ask them to read it back to you, looking at key words.
- Make a simple information sentence using individual word cards and get your child to read each word to try to order correctly to make a sentence. This could be as hard or as easy as required for your child's ability.
- E.g. A spider has eight legs
A spider has eight long, hairy legs that he uses to spin his web.
Don't forget to use clues like capital letters and full stops to support with ordering.

Minibeast books that are great to read if you have them at home or can find them online in a recorded you tube version are: The Cautious Caterpillar (Twinkl own story online), Superworm, The Hungry Caterpillar, The Bad Tempered Ladybird, The Very Busy Spider, Mad About Minibeasts, What the Ladybird Heard. James and the Giant Peach would be a great book to read to your child!

If you are able to do some daily phonics practise to ensure retention of the letters and sounds already taught in school this would be fantastic. If your child has learnt and is confident to both read and write all phase 2 and phase 3 letters and sounds (both letter name and the sound), and are ready to move on, we would have been moving onto phase 4 in the summer term. You can find this in the below online document. This phase practises all the learnt sounds and allows children to start blending consonants at the beginning or end of a word. Please do not move them on until they are ready though as it is far more important for them to consolidate and be secure in what we have already covered.

www.lettersandsounds.gov.uk

Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

- With your child, research and create a fact file about their chosen minibeast.

- Encourage your child to write questions that they want to find the answer to using what, why, where, how and when to start and a question mark to finish.
- Draw pictures of minibeasts that interest them and then encourage them to write a simple sentence with some information, or to describe what they look like or things that they do. Include key words (from their keyrings), a capital letter, finger spaces and a full stop.
- Retell a story about minibeasts that they know (The Hungry Caterpillar for example) and have a go at writing sentences to go with pictures to make a book. A sentence a day would be perfect! Their spelling doesn't have to be perfect but encourage them to read it back to check if it makes sense or if they have missed out any other sounds they can hear or misrepresented sounds. You can use our sound mat to support them with their writing.
- If your child still struggles to write their name, please try and get them to have a go every day.

Maths

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

- Ladybirds are great for introducing or practising some maths concepts. Make some ladybird doubles introducing the idea that whatever is on 1 side of the ladybird must be the same on the other side. Then write a number sentence e.g $1 + 1 = 2$, $2 + 2 = 4$ etc. This would be great on the whiteboards we gave you or make a doubles to 10 or 20 poster with all the different ladybird doubles and their number sentence.
- You could also look at how to make numbers up to 10 by using the different sides of the ladybird and dots. E.g. if there are 3 dots this side, how many more do we need the other side to make 4, 5, 6, 7, 9, 9, 10.
- You could have ten on one side and see how many on the other side to make teen numbers. E.g. I have ten this side but if I want to make 13 altogether how many more do I need. Once completed by drawing, so, ten and 3 makes 13. Etc Practise writing numbers 10-20 alongside this and look for them on the number lines and 100 squares we gave you. What comes before what comes after?
- Cut out small circles to make a caterpillar. Write numbers on each circle and get children to order these from least to most or most to least. These could be consecutive, or you could challenge your child by making them not consecutive. You also practise counting in 2s or 10s using this method. You could also draw a caterpillar on the whiteboard and give your child a number and ask which circle that number would go in and how they know. Then ask them to write the number in the correct circle. This allows them to practise number formation as well. Use the numbers most appropriate to your child's stage of development.
- Do size comparisons using the idea of minibeasts. Which would be the longest / shortest out of a worm and an ant? Why? How do you know? How could we check?
- Make bug biscuits by weighing and measuring, following recipes and then decorating as different bugs.

Understanding the World

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- Research with your child what sort of environment minibeasts live in then go on a bug hunt out in the garden or on a local walk. Make a tick sheet (Twinkl do some if you don't want to make your own) and go out and discover what they can find. Would they be able to see these creatures all year round?
- Make a bug home / hotel in your garden if you have one or anywhere you can get outside. You could even make one and put it on your windowsill if you don't have a garden.
- Investigate and make a life cycle picture for a caterpillar with help from The Very Hungry Caterpillar or using computers or ipads to do your own research.

Expressive Arts and Design

Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

- Make minibeast masks. Ask your child to think about the colour, size and texture. How will it fix together? Can they use the same material to create different effects?
- Using natural materials, ask your child to create a picture of their creature that includes their habitat. This could involve sticks, stones, leaves, flowers and soil.
- Make symmetrical butterfly pictures talk about what this means and either get them to do 1 half and fold it to print with paint, or you could draw half and get them to copy the other half or get them to freestyle. (They don't have to be symmetrical!)
- Make glittery spider webs using glue and glitter.
- Create snails with colourful and patterned shells
- Make ladybirds or bees by printing with apples or potatoes

Don't forget to make Easter cards for all your friends and family, especially ones you can't be with this Easter.

These are, as always, just ideas and things we hope you can do fairly easily at home should you want to. It is not a tick list at all and please don't treat it as such. We appreciate that this is a difficult time for all families and that getting through each day may seem challenge enough! We want your children to be happy and entertained and if this means a movie morning or a day of total free play then do it. Our Early Years curriculum is based on play and the learning experiences that come from that play. So, get the Lego, paint, dolls, dinosaurs, cars out and have some fun. Do a jigsaw together, make a den, sing karaoke and turn the music up and dance around your house together.

Most importantly we want you to have fun with your child.

Please tell them how much we miss them and how proud we are of them. We would love to see some photos of what you have been up to at home and welcome emails and updates. We want to stay with you and your child / children throughout this entire process, so if you have any questions please do not hesitate to get in touch via email. These can be sent to the office and will be forwarded to us.

We hope you all have a wonderful Easter.

All the best,

Miss Griffiths and Mrs Cobham