



Here are some activities to try out this week to help keep our learning on track...

w.b.18 <sup>th</sup> Jan	Activity 1	Activity 2	Activity 3
<p><b>Maths</b> This week we will be exploring the mathematical concepts of 'mass' and 'capacity'.</p> <p><b>Mass</b>- in its basic sense we are exploring how heavy things are.</p> <p><b>Capacity</b>- the amount different sized containers can hold.</p> <p>White Rose Maths (the scheme we follow in school) has provided a series of videos for you to watch alongside your child to help in teaching mathematical concepts.</p> <p><u><a href="https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/">White Rose: Alive in 5 wk 3</a></u> <u><a href="https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/">https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/</a></u></p>	<p><b>Keep your balance!</b> Have you ever held a balloon or a feather in your hands? If you have one at home try it out now. Does it feel light or heavy?</p>  <p>Light objects like this are easy to hold aren't they? What do you think would happen if you tried to hold an elephant in your hands?</p> <p>Watch the White Rose maths video- session 1 to explore what happens when different objects are placed on a balance scale. <u><a href="https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/">https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/</a></u></p>  <p>Now it's your turn to become a Human Balance Scale and compare different objects you have in your home. Hold a bucket or bag in each hand and hold your arms out straight. Ask a grown-up to place an object in each bucket/bag.</p>  <p><b>Which object feels heavier?</b> <b>Which object feels lighter?</b> <b>Can you find 2 objects that balance?</b> <i>Parents:</i> A misconception that many children have is that large objects are always heavier than smaller objects. Give opportunities for children to explore this e.g. comparing a large blown-up balloon and a house brick or heavy rock. Does bigger always mean heavier?</p>	<p><b>Fill it up!</b> Watch the White Rose maths video- session 2 to explore the language used when filling up and emptying different containers. <u><a href="https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/">https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/</a></u></p> <p><b>Words you will use:</b> Full, nearly full, half full, nearly empty, empty.</p>  <p>Now try the 'Get the Activity' challenge (to the right of the video) to continue exploring these new words. Maybe set up a tea-party for your toys and fill up the toy's tea cups with different amounts of juice.</p>  <p>Whose cup is full or nearly full? Whose cup is half full? Whose cup is empty or nearly empty?</p> <p>Can you now make each of the amounts equal so all your toys have the same?</p>	<p><b>Digging deeper:</b> Watch the White Rose maths video- session 3 to continue to explore capacity. <u><a href="https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/">https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/</a></u></p>  <p>Now it's over to you to try out the activity for yourself. You will need 3 different sized containers, a scoop (this could be a large spoon) and something to fill the containers up with. If you are brave you could use water but sand, beads, soil and rice work just as well.</p>  <p>Count the scoops needed to fill up each container. Can you use the data you have collected to decide which container can hold more?</p> <p><b>For an extra challenge:</b> Ask a grown-up to find a tall thin container and a short wide container.</p>  <p>Can you guess which of the containers will hold more? It's a little trickier to tell just by looking!</p> <p>Use the scoops again to work out which container has the greatest capacity!</p>
<p><b>Literacy/topic</b> This week we are focusing on story characters.</p>	<p>Watch and listen to the story 'The Three Billy Goats Gruff' on YouTube. <u><a href="https://www.youtube.com/watch?v=3QzTIsq6kCY">https://www.youtube.com/watch?v=3QzTIsq6kCY</a></u></p>  <p>What did you think about what happened to the Troll? Did he deserve it? Why?</p> <p>There were some great words in the story you have just watched to describe the troll. Did you spot them? <b>'smelly' troll, 'green' skin, 'long' 'crooked' nose, 'sharp', 'yellow' teeth.</b></p> <p>Draw a picture of your own terrible troll. Now add words to describe the different parts of the troll you have made. You could use some of the ideas in the story or maybe you can think of some of your own describing words.</p> 	<p><b>Play the 'Guess who' game at the bottom of the page.</b> Can you match the clues to the correct story character?</p>  <p><b>Your challenge now is to turn yourself into a story character!</b></p> <p>Use whatever you can find around the house to transform into a Big Bad Wolf, Fairy Godmother, Gingerbread Man, Ugly Duckling or whoever you choose!</p> <p>Now think of some clues to give to others about who you are just like the game you have played.</p> <p>Ask a grown-up to write your clues down for you. Send in a photo of yourself with your clues for your ladybird friends to try and guess who you are. I will create a separate 'Guess Who' gallery in our Class photos for our game.</p>	<p><b>News writing.</b> Time to share your news with us again Ladybirds.</p>  <p>What have you enjoyed doing this week? Did you make or build something fantastic? Did you spot something on a walk? Are you celebrating something special? Whatever it is we would love to hear about it.</p> <p>Write down your news and add a picture to go with it. Use your sounds and tricky words to help you write each word as independently as you can.</p> <p><b>Parents/Carers:</b> Please read the 'Supporting your child to write' info at the bottom of this page to help your child become independent and confident writers.</p>

## Something different...

### Raft making with the Billy Goats Gruff:

In this activity you will explore materials that float and make a raft for the Billy Goats to float across the river instead of having to cross the Troll's bridge!

Find out a little about floating and sinking with Jessi and friends in SciShow Kids.

[https://www.youtube.com/watch?v=eQuW862QV\\_Q](https://www.youtube.com/watch?v=eQuW862QV_Q)



#### Now for the challenge!

##### You will need:

Materials that float to build your raft out of. Remember it needs to go in the water so your materials will need to be waterproof too! You could try... lolly sticks, bubble wrap, a plastic tray or straws.

Things to decorate your raft with (if you wish). A Billy Goat (a toy one of course). If you don't have a goat any animal or toy that fits onto your raft will do.

Test your raft out in a large bowl of water or the sink. How well does it float? Will your raft help the goats cross the river to eat the sweet green grass?



### Keep it up!

Of course we aren't able to have any P.E. lessons in school at the moment but it's still important to keep our bodies active.

Why not try some football skills this week and learn how to do Keepy Uppies?

Watch the CBeebies Super Skills clips to show you how.

<https://www.bbc.co.uk/cbeebies/watch/footy-pups-super-skills-keepy-uppies>



Now you have a go. In the garden would be the best place to practise this skill but you could always use a soft ball indoors.

### The Troll's haircut.

Practising our cutting skills is really important so get your scissors at the ready!

For this activity you simply need some paper, a glue stick and a pair of scissors.

1. Create yourself a troll head. Maybe a cute troll this time! Paint or colour one on a piece of paper or a paper plate.



2. Glue a rectangle of coloured paper to the back of the Troll's head so that most of the paper sticks up at the top. This will be the troll's hair.



3. Use your scissors to cut the rectangle of paper into strips. Cut down close to the Troll's head but don't cut his head! Ouch!



Try to make your cuts close together to get really fine hair. Once the strips are cut you can decide how short to make the Troll's hair by cutting across the strips you have made. Can you give the Troll a funky haircut?



## R.E. home learning

### Learning Question: What message did Jesus bring?

Christians believe that God forgives people when they are sorry.

### Time to think:

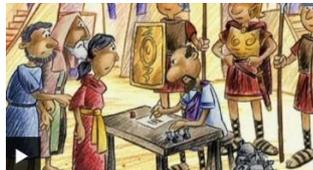
Do you remember a time when you fell out with a friend? What did it feel like? How did you make it better? Did you say sorry?



We are looking at the book that is special to Christians today again Ladybirds- 'The Bible'. Last week we shared the story of how Jesus found some really special friends- his disciples- to help him tell people all about the Word of God. Stories about Jesus can be found in the New Testament part of the Bible. Today's Bible story can be found in Luke 19: vs1-10

So many people wanted to hear what Jesus had to say that wherever he went crowds would gather just to listen. If you've ever been in a crowd you will know how difficult it can be to see- especially if you are not very tall! Our story today is about a very short man called Zacchaeus who lived in the town of Jericho. Zacchaeus was a tax collector. That means his job was to collect money from all the people in the town. But Zacchaeus used to ask for much more money than needed and he would keep the extra money just for himself! What do you think about that? One day Jesus came to Jericho and again a large crowd of people gathered to see him. Zacchaeus also wanted to meet Jesus but because he was so short he just couldn't see. If you were Zacchaeus what would you have done?

Watch the clip below from BBC Bite-size to hear the rest of the story.



<https://www.bbc.co.uk/bitesize/clips/zj4wmp3>

The things Jesus did in the story give an important message for Christians. The crowd were very unhappy because they thought Jesus shouldn't be spending time with people who lied and stole money, they thought Jesus should just spend time with 'good' people. But Jesus was a friend to everyone. He spent lots of time with people like Zacchaeus who had done 'bad things'. By spending time with Zacchaeus, Jesus was able to make him think about the things he did that were wrong and how he could make things better and be forgiven by God.

Zacchaeus was really sorry for the things he had done and decided that he would make things right by giving lots of his money to the poor and to everyone he had stolen money off he would give them four times their money back.

**Saying sorry when we do things wrong is really important.**

**Christians believe that when they say sorry for the things they have done wrong they will be forgiven by God.**

**Christians today try to live in the same way that Jesus did including being a friend to everyone.**

If you want why not have a go at making the Zacchaeus craft activity? Click on the link. It's something we would normally make in school so feel free to have a go! <https://www.youtube.com/watch?v=Eh6avSHrJ7k>



# Supporting your child when writing

We are not expecting lots of writing in these early days or for every word to be spelled accurately. As your child gains confidence in their writing ability the accuracy and length of their writing will naturally increase. Instead, this is an opportunity for your child to begin to put their phonic and language skills into practise. Be on hand to guide and encourage but we really want the children to be as independent as possible.

## 4 Steps to Success!



### 1. **Keep it simple!**

Children to think of a simple sentence to write. We need to be able to hold and recall each word in order from our heads so the fewer the words the easier they will be to recall.



e.g. "I went to the park."

### 2. **What can you hear?**

Parents/ Carers to ask, "What's the first word we need to write?"



If it is a tricky word, the children can simply write this down (if needed they can copy from the word mat).

For other words ask, "What sounds can you hear?" **It is important not to sound out for your child.** If they need support say the word for them nice and slowly so they can hear the different sounds more easily. Encourage your child to write down the sounds they hear in the order they hear them.

**Note:** They may not hear ALL the sounds. This is normal. As their segmenting skills become more efficient with practise they will start to isolate more sounds.

Your child's phonic knowledge is still quite limited at the moment. Over this term we will be increasing our bank of phonemes and graphemes with the introduction of new Phase 3 sounds but until then your child may hear a sound e.g. 'ar' (as in 'park') but not know how to write this sound. Instead they may find a sound they do know that is similar e.g. 'u'. Therefore writing 'park' as 'puk'.

Please do not correct your child – it can undermine their efforts. In time they will be able to draw on a wider bank of phonic sounds to help them find the correct grapheme they need and as such the spelling will become more accurate.

### 3. **Use finger spaces** between words so that each word can be seen clearly.

This also makes it easier when reading back the sentence to check it makes sense and that no words have been omitted.



### 4. **Finish your sentence with a full stop**

and, when your child is ready, check each sentence begins with a capital letter.



You will find sound mats, tricky words, a writing checklist and capital letter chart in the new 'Writing support' menu from our class page for you to access at any time or print off and add to your 'writing area'.



Snow White



The third Little Pig

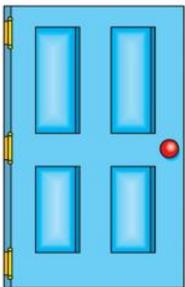


The Big Bad Wolf

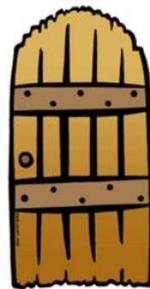


Fairy Godmother

## Knock, knock! Who's there?



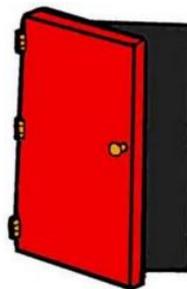
I am grey and furry.  
I live in the woods  
near Grandma's  
house.  
I have big, sharp  
teeth!



I am kind and gentle.  
I have a magic wand.  
I can make all your  
wishes come true.



I have 2 brothers.  
I built a strong  
house made of  
bricks.  
A hungry wolf  
wanted to eat me.



I live with 7 little  
people.  
I have skin as white  
as snow.  
I ate a poisoned  
apple and fell asleep.