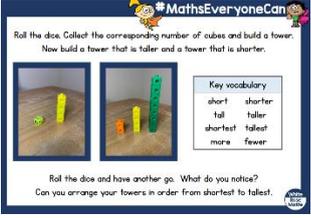
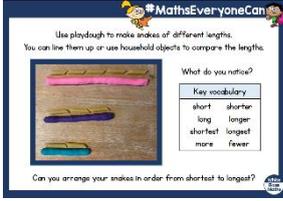
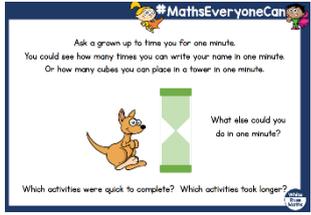




Here are some activities to try out this week to help keep our learning on track...

w.b. 8th Feb	Activity 1	Activity 2	Activity 3
<p>Maths</p> <p>This week we will explore measures with activities on finding the length and height of objects.</p> <p>Parents/ Carers: There are 2 different ways to compare the length/ height of different objects: Direct comparison- positioning 2 objects side by side to visually see which is longer/ taller etc Indirect comparison- using things such as blocks or cubes to measure items.</p> <p>When comparing objects children will naturally use vocabulary such as 'big' 'little' 'smallest'. Please do help them use the correct mathematical language during the activities.</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>White Rose: Alive in 5 wk 3 https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/</p>	<p>Comparing Height: Watch the White Rose maths video session 1 to explore the concept of comparing height. https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/</p>  <p>Now click on 'Get the Activity' and have fun making towers to compare and order by height. If you don't have a die to roll use an online one such as: https://www.online-stopwatch.com/chance-games/roll-a-dice/ Use coloured blocks, lego bricks or something similar to build your towers with.</p> <p>Mathematical language to encourage: taller than, shorter than, tallest, shortest, order.</p> <p>As an extra challenge: Can you use your comparing skills to discover who is the tallest in your family? Can you order everyone from the shortest to the tallest?</p>	<p>Measuring Length: Watch the White Rose maths video session 2 to explore the concept of measuring length. https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/</p>  <p>The 'Get the Activity' task today is to use playdough and make some snakes!</p> <p>Make snakes of different lengths then measure them using something like pasta, paper clips, lego bricks or anything else. (Parents/ Carers: the items chosen for measuring must be equal in size to make a fair comparison). If you don't have any playdough of course you could use wool, paper snakes or perhaps you have toy snakes to compare!</p> <p>Mathematical language to encourage: longer than, shorter than, longest, shortest, order.</p>	<p>Time: Watch the White Rose maths video session 5 to continue to explore the concept of measuring time. https://whiterosemaths.com/homelearning/early-years/growing-6-7-8-week-3/</p>  <p>In today's 'Get the Activity' we want you to see how many times you can complete different activities in 1 minute.</p> <p>You could try: hopping, star jumps, skipping, scoring a goal, writing your name, putting your socks on and off or anything else you can think of!</p> <p>In school we often use a visual timer to count down 1 minute. Try this site if you would like to do this... https://www.online-stopwatch.com/classroom-timers/</p> <p>There are lots of fun timers to select from including robot race, spaceship timer and an emoji race.</p> 
<p>Literacy/topic</p> <p>This week we are exploring the land of the Giants!</p>	<p>Our focus story this week is Jack and the Beanstalk. You may have a favourite version of this story at home. If not, here are a couple to choose from that I found online.</p>  <p>https://www.youtube.com/watch?v=zurz-pl-uzw</p>  <p>https://www.youtube.com/watch?v=rKB1wBueFM</p> <p>Imagine that you are Jack and are exploring the Giant's castle. How would you feel? What sort of things would you see? Would you be brave or feel a little bit frightened in the Giant's castle? When the giant comes where would you choose to hide?</p> <p>To the Giant, Jack would seem small, little, tiny, weeny, minute or miniscule. All these words mean the same thing- 'small'. But to Jack the Giant would seem big! Can you think of other words that mean the same as 'big' to describe the Giant?</p>	<p>Climb Jack, climb! Today we are going to write a sentence about Jack climbing up the beanstalk but before we do let's create a writing page with a beanstalk that 'grows'.</p> <p>Print out the page below with the 'half' beanstalk on. This will also be the page we use to write our sentence on later.</p>  <p>Colour or collage the beanstalk then carefully colour and cut around the beanstalk top and the 'stopper' which will stop the beanstalk from being pulled right out.</p> <p>On the main page cut along the dotted line to create a slit then, from the back of the paper, slide the top part of the beanstalk through. Turn your page over again. You will now be able to pull the beanstalk 'top' up and make your beanstalk 'grow'.</p> <p>Write one sentence to say what is happening in your picture.</p> <p>Parents/Carers: Encourage your child to think of their own sentence e.g. Jack climbed the beanstalk, or He went up to the Giant's castle, or The beanstalk grew taller and taller. Guidance in supporting your child in their independent writing is given below.</p>	<p>Zoom meeting.</p> <p>Do join Mrs Chapman and Mrs Hughes in our first ever Zoom Meeting this week.</p> <p>It will be a chance for you to see your friends, chat about what you have been doing, join in with a game and share a story together.</p> <p>Details about our Ladybird Zoom Meeting will be given out near the beginning of the week. We do hope you will be able to join us.</p> 

Something different...

Grow your own!

In our story, the magic beans grew into a beanstalk overnight but in real life beans take a lot longer to grow! Watch this clip of a bean growing. It might remind you of the beans you grew back in Term 1!

<https://www.youtube.com/watch?v=w77zPATVTuI>



SciShow Kids have a great short video exploring what's inside a bean- see if you can spot the bean's belly button here! Click the link to find out more:

<https://www.youtube.com/watch?v=UFmBKpQxf-U>



Do you remember what green plants need to help them grow well?

Because we have already grown beans why not try growing something else this time? You could grow cress and make a cress head. Cbeebies will show you how:



<https://www.bbc.co.uk/cbeebies/makes/mr-blooms-nursery-cressheads>

Or, carrot tops are another fun thing to grow and it won't be too long before you will see some carrot leaves sprouting on top! Watch this clip if you fancy having a go...

<https://www.youtube.com/watch?v=vLuTeAf9krc>

Bring the noise!

We looked at this site a few weeks ago Ladybirds where you joined in with singing and dancing to the robot song in 'Feel the Beat'.

Today you get to help make the music by playing along with different instruments.

Click on the link below to go to the BBC site Bring the Noise- Play It!: <https://www.bbc.co.uk/games/embed/bring-the-noise?exitGameUrl=http%3A%2F%2Fbbc.co.uk%2Fteach%2Fbring-the-noise%2Feyfs-ks1-music-play-it-bring-the-noise%2Fz4sq92p>



On the site select 'Make some Noise!' then choose a song to play along to. I chose 'Be in the Band'.

Press the instrument buttons to add your own music as the song plays. Can you keep the beat as you play?

Balancing beanstalk game.

This is a great game I found on the internet. All you need is a cardboard tube, a paper plate (or a circle of card), some cotton wool and bits and pieces for decorating.



I have put the weblink that I found below so you can read the full details of this make but essentially the tube is the beanstalk (colour it green if you wish). Decorate the paper plate with cotton wool clouds and a Giant's castle then place the plate very carefully on top of the beanstalk.

<https://www.fantasticfunandlearning.com/jack-and-the-beanstalk-craft-and-math-activities.html>

The idea of the game is to take turns to place beans (or you could use pasta or lego bricks etc) onto the plate without making the beanstalk topple!

How many objects can you balance? Can you beat your record each time?

Have fun!

R.E. home learning

Learning Question:
What message did Jesus bring?

"healing"



Time to think:

Do you remember a time when a friend needed help? Maybe with doing up their coat or when they had fallen over or were feeling upset? What would you do if you saw a friend in need? Would you help?



Last week we shared a story about Jesus doing something that was truly amazing. Remember, these things that seem so impossible to us are called 'Miracles'. There are many stories in the Bible where Jesus performed miracles and today we are going to share another one. This story, where Jesus heals a paralysed man, can be found in Luke 5 vs:17-26 or alternatively you can watch the clip below from Saddleback Kids:

<https://www.youtube.com/watch?v=8cmppSIQUX4&index=4&list=PLf83Un1QRIUWepYxZicJBL0bh93Cvwq41&t=0s>

If someone is paralysed it means they cannot move their bodies by themselves for example they cannot move their legs to be able to walk.



In the story the paralysed man's friends did whatever they needed to so they could help their friend get to see Jesus. Even the crowds that had gathered in and around the house where Jesus was didn't put them off. They knew that Jesus could help their friend and they didn't give up! What great friends they were! How do you think the paralysed man felt when he could walk again?

The religious leaders in the story didn't like Jesus telling the paralysed man that his sins (the things he had done wrong) were forgiven as they knew only God could do that. Jesus explained that he was the Son of God and so he could forgive the sins of others. By healing the paralysed man Jesus showed the religious leaders just what power he had so they could recognise who he really was.

Why not talk about the story as you colour in the picture at the bottom of the page. Although we can't perform miracles and heal people the way Jesus did in our story, how could you help someone who is feeling unwell?

**Christians believe Jesus is the Son of God and could perform miracles.
Christians believe that Jesus healed some people and cares for those who are poorly.**

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 practice. 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.

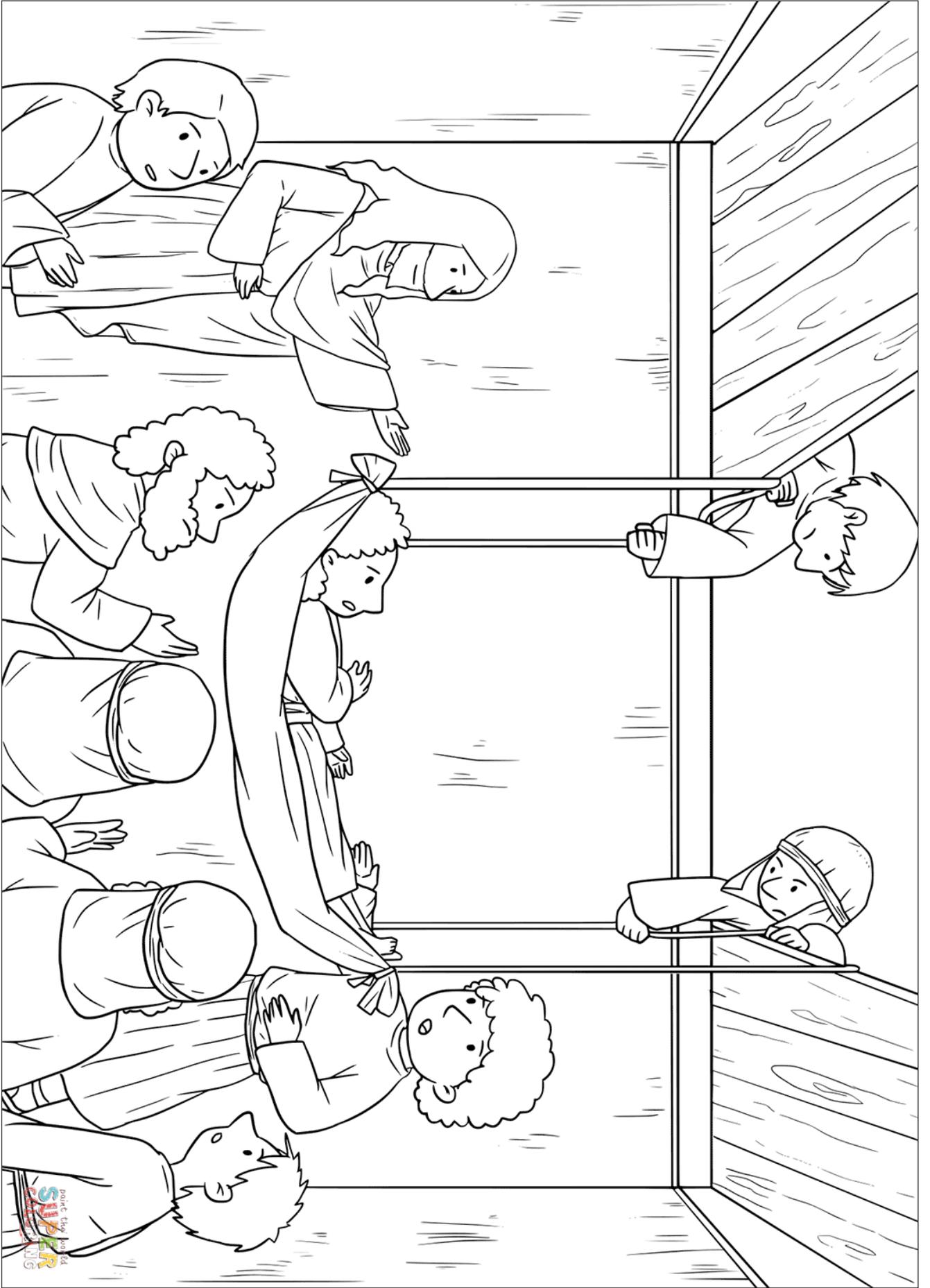


4. **Finish your sentence with a full stop**

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'.



Jack and the Beanstalk



