



School Closure Learning Planner

Dear Parent / Carer,

Please find attached our first week of planning that you may wish to use at home. There are lots of different ideas on here that you could try completing with your child as and when you wish. We have tried to put it into a weekly plan but there is **absolutely no pressure for you to complete everything and in this order**. We have also tried to give you some guidance so that you know what to expect from them for each activity. There are some links to online games as well as stories as songs to use for each of the different areas of learning.

Just see how it goes – no pressure from our end at all but if you would like to send us pictures or videos of what the children have been doing at home then please continue to do so either by using Tapestry, Twitter or our class email addresses.

Thank you everyone, keep smiling. You are all doing an amazing job!

Mrs Glass, Mrs Heckley Smith and Miss O'Connor

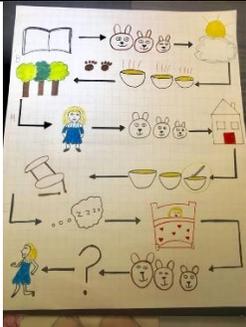
Classes:	Silver and Gold
Week beginning:	20 th April 2020
A message from my teachers:	
Hello Year R!	
<p>We hope you are all safe and well and are keeping healthy at home with your families. We are really missing you all but we have thoroughly enjoyed seeing what you have been getting up to at home over the past four weeks and been very impressed by the examples of work we have seen already on Tapestry and Twitter. We hope you had lots of fun over the Easter Holidays, and made the most of spending time with family.</p>	
<p>Our theme this term is 'Will you read me a story?' and we will be basing our home learning on a different traditional tale each week. We are sad that we are not in school to explore these stories with you but know that you will enjoy learning about these at home with your parent and carers. This is one of our favourite themes and we are so sad that we don't get to enjoy it in school with you. However, we are excited to see examples of your work on Twitter, Tapestry or sent to our class email addresses: silver@queenborough.kent.sch.uk / gold@queenborough.kent.sch.uk</p>	
<p>Please use the resources suggested to help you with your learning this week and we look forward to hearing from you soon.</p>	
<p>Mrs Glass, Mrs Heckley Smith and Miss O'Connor</p>	

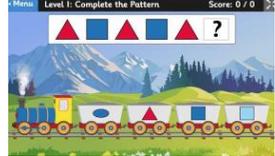
Subject:	Activity:	Parental guidance:	Key resources:
Monday 20th April 2020			
<p>Communication, Language and Literacy</p> <p>Physical Development</p> <p>Expressive Arts and Design</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> hear and record sounds in words to try to write simple words and sentences. enjoy reading/listening to a familiar story, using vocabulary from the story. form recognisable letters, holding a pencil effectively. create simple pictures of the characters in the story. <p>Read the story of Goldilocks and the Three Bears or watch an online version of the story. https://www.youtube.com/watch?v=0oUP2PFoI8 OR https://www.bbc.co.uk/iplayer/episode/b08mp5wv/cbeebies-presents-goldilocks-and-the-three-bears OR Watch one of your teachers reading this story on Tapestry.</p> <p>Can you draw a picture of the three bears and Goldilocks? Can you write their names using your sound knowledge?</p>	<p>Encourage your child to sit and watch the story quietly. Can they tell you what happens in the story? What happens at the beginning, the middle and at the end?</p> <p>In their home learning books, can the children use the correct colours to draw their pictures? Can they use their sound mat to say each of the characters names slowly and record the sounds they can hear?</p>	<p>Home Learning Book Writing Pencil Colouring Pencils Sound mat</p>
<p>Mathematical Development</p>	<p>Key Learning: Your child should to be able to: use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems.</p> <p>Revisit the story of the three bears. Look at the bears and decide which one is the smallest, medium sized and largest. Finding 3's around the house and comparing (Big, Medium, Small)</p>	<p>Ask your children: Can you put them in height order? Which bowl holds the most? Can you think of other words for the different sizes? - Giant, Tiny As an extension they can also try to measure with a ruler or tape measure, talk to them about cm and look at how the numbers go up from 1-30 etc.</p>	<p>Have a go at the let's compare game on top marks maths. https://www.topmarks.co.uk/early-years/lets-compare</p>  <p>Extension measuring activity: https://www.topmarks.co.uk/maths-games/measuring-in-cm</p>
<p>Understanding the world:</p> <p>Literacy</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> Understand different ways to retrieve information Recall and record some of information they have learnt Understand that Non fiction is real information that isnt made up. <p>We would like you to become fun fact explorers. What can you find out about bears? How many types of bears are there? Do all bears hibernate? Where do they live? What are their habitats?</p>	<p>Encourage and help your child to explore as many ways as possible to find information out about different types of bears.</p>	<p>Non-fiction books - If you have any. Websites - see activity plan</p>

	<p>What do they like to eat? Are there any special facts. You could make a leaflet with pictures and fun facts. Talk us through your leaflet on Tapestry. You might want to use some of our useful links to videos and sites that will help you.</p> <p>Live Bear cams: Polar bears https://explore.org/livecams/polar-bears/polar-bear-ouwehand-twin-cubs-cam-2 Grizzly Bear https://www.underrinermotors.com/underriner-bearcam/</p> <p>About bears videos : https://www.youtube.com/watch?v=zkgGfFiA8Uc https://www.youtube.com/watch?v=DAO0e9_L_ss https://www.nationalgeographic.com/animals/mammals/g/grizzly-bear/</p> 	<p>Explain how you might search for information on the internet/you tube about bears.</p> <p>Talk about search engines, give google as an example. This allows us to look things up online. If we want to find information out about bears, What could we type into google? e.g. How many types of bears are there? To help your child with sentence writing, get them to think about what they want to say. Count how many words the sentence has, say the sentence three times before attempting to write the first word. These sentences can be very short and simple, but it will get them thinking about the sounds they can hear. e.g. "There are 8 different types of bear" " They like to live in ..." " Their babies are called..." " Bears like to eat..."</p> <p>When discovering information/facts with your child, explain that this sort of information is called Non fiction. This means it is real information about something and that fiction is something that is made up, like a story. When you next read a story, you could recap what fiction and non-fiction means, is a story fiction or non-fiction? See what they can remember.</p>	<p>Paper or Home Learning Book Pens Pencils Colouring pens/Pencils.</p>
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Tuesday 21st April 2020

<p>Communication, Language and Literacy</p>	<p>Key Learning: Your child should to be able to:</p> <ul style="list-style-type: none"> • enjoy reading/listening to a familiar story, using vocabulary from the story. • draw simple pictures that can be used to retell the story of Goldilocks and the three bears 		
	<p>Watch https://www.youtube.com/watch?v=UaulRHRJGeU After watching the video can you retell the story of Goldilocks and the Three Bears to an adult? Can you remember what happens in the correct order? Can you tell an adult what happens at the beginning, middle and end of the story?</p> <p>Can you draw your own story map? Can you draw some mini pictures that will help you to retell the story of Goldilocks? When you have finished can you</p>	<p>Encourage the children to draw some simple pictures that tell us what happens in the story. We have attached a picture from pinterest to help you see what we mean...</p>	<p>Video clip Home learning books Colouring Pencils</p>

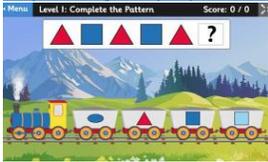
	<p>tell an adult your story? Maybe they could record it for Tapestry.</p>		
<p>Mathematical Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. 		
	<p>Measuring ingredients to make porridge - Follow a simple recipe Choose a simple recipe or make porridge. Carefully weigh the ingredients, talking about the amounts and the measures that you can see on the scales. Use the language of empty, full, nearly full and discuss what this looks like.</p>	<p>Give the children 3 different sized cups and use them to measure amounts. Ask them which holds more/less. Also use one small cup to estimate how many cups of a dry food (pasta, rice, cereal etc) is needed to fill different containers. Finally can they give a portion of food to three different toys, Ask your children if the amount given should vary too.</p>	<p>Play with the Happy camel game. https://pbskids.org/peg/games/happy-camel</p> 
<p>Expressive Arts and Design:</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> use different materials to create a puppet or mask 		
	<p>Using available craft materials can you decorate a wooden spoon like Goldilocks or the three bears? How many characters can you make? If you make the three bears, should they all be the same size? Alternatively if you do not have a spare wooden spoon, trace around/draw a wooden spoon onto card and decorate this way or junk model the characters instead.</p> 	<p>Recap the characters and their names in the story, count how many there are. Who is the main Character? What does Goldi/the bears look like? Encourage your child to look at Goldilocks, talk about her characteristics and features. (e.g Blond curly hair, eye colour, freckles, type of clothes she wears.) With the craft supplies available, ask your child to think carefully about which supplies/colours they should use. Instead or as well as Goldilocks, your child might like to make the three bears. Ask your child if all the bear spoons should be the same size - Can they recall any lines from the</p>	<p>Wooden spoon/Card/Junk model Any available craft materials Colouring Pens Colouring Pencils Paints Coloured paper Wool Felt Pipe cleaners Junk Modelling Googly eyes Buttons Fabric scraps Anything goes with crafting ☺</p>

		book? Help them if required.	
Wednesday 22nd April 2020			
Communication, Language and Literacy Personal, Social and Emotional Development	Key Learning: Your child should to be able to: <ul style="list-style-type: none"> • understand how characters might be feeling • listen and respond to questions in the role of a different character 		
	Using the masks or spoons that you have already made we want you to pretend you are that character. Can you think about what the character might say in this story? Can you think about how they might be feeling? Why did the character do what they did?	Can you ask your children some questions about their behaviour in this story? E.g. If your child pretends to be Goldilocks, Why did you go into someone else's house without their permission? Why did you eat Baby Bears porridge up? Did you think it was a good idea to fall asleep in Baby Bears bed? What could you do to make things better? You could get your child to do one of the following activities after they have done this: Draw a picture of your character with a speech bubble coming from their mouth. Can you write something that the character might say in reply to one the questions OR Record your child pretending to be the character answering the questions that you ask them. This could be uploaded to Tapestry.	Homemade character spoons or masks Home Learning Book Tapestry
Mathematical Development	Key Learning: Your child should to be able to: <ul style="list-style-type: none"> • explore characteristics of everyday objects and shapes and use mathematical language to describe them. 		
	If possible watch the number blocks episode called Flatland. https://www.youtube.com/watch?v=XnZHQP-8IUc Show the children some 2D shapes and challenge them to name each shape and talk about the characteristics of each shape. How many sides? How many corners?	Can you challenge the children to make 4 different bear faces using circles for one, triangles, squares and rectangles?	Play shape games looking at patterns: https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns 
Mathematical Development Communication, language and	Key Learning: Your child should to be able to: <ul style="list-style-type: none"> • Understand and put into practice safe kitchen rules. • Follow a simple recipe • Working as a team • Practice measuring - If you don't have/use scales they can count spoons, scoops and cups of ingredients. 		

<p>Literacy</p>	<ul style="list-style-type: none"> Communicate their likes and likes of their family and why <p>Oats are super nutritious, this means it's good for your body. We were wondering if you can use some oats to make some yummy porridge with your adults Is it too hot? Too cold? Just right?</p> <p>What yummy toppings do you like on your porridge, can you make us a video to tell us what you and your family members like on theirs? "My mummy bear likes....On her porridge." "Sister bear likes..." "I like..."</p> <p>If you do not have the ingredients to make porridge, you and your child could make their favourite breakfast and tell us about it/how they made it, why they like it in a video.</p> 	<p>Work as a team to follow a simple porridge recipe from a book or online. https://www.bbcgoodfood.com/recipes/perfect-porridge</p> <p>When preparing your ingredients, encourage and assist your child to help measure your ingredients, can they help you use cooking equipment safely. Talk to your child about your cooking rules e.g. Always wash your hands Always have an adult with you when cooking Hob and oven rules. Sharp utensils.</p> <p>Get them thinking about what they might like on their porridge, let them put their own toppings on - Let them be as creative as they like sticking to either a sweet or a savoury theme</p> <p>Talk with your child about the importance of a healthy balanced lifestyle and how this helps keeps our heart and bodies happy.</p>	<p>Oats Milk Hob/Microwave Toppings</p>
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Thursday 23rd April 2020

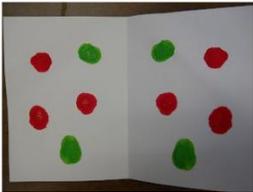
<p>Communication, Language and Literacy</p> <p>Personal, Social and Emotional Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> able hear and record sounds in words to try to write simple words and sentences. enjoy reading/listening to a familiar story, using vocabulary from the story. understand how characters might be feeling understand that actions affect other people <p>Re watch or re-read the story of Goldilocks and the Three Bears.</p> <p>Can you pretend you are Goldilocks? Can you write a message to the three bears apologising for breaking into their house? You could record a little video pretending you are Goldilocks and sending them a video message? This could be uploaded to Tapestry?</p>	<p>In your child's home learning books or on a piece of paper, can the children try to write a message to the three bears/make a sorry card? Can they write a simple sentence such as 'I am sorry' using their sound mat to hear and record the sounds in the words. If your child will find this too easy then maybe try to get them to write it as a letter. E.g. To the 3 bears, I am sorry. Love From Goldilocks. xx</p>	<p>Home Learning Book/Piece of Paper Writing Pencil Colouring Pencils Sound mat</p>
<p>Mathematical</p>	<p>Key Learning: Your child should be able to:</p>		

Development	<ul style="list-style-type: none"> recognise, create and describe patterns. <p>Revisit the shape game from Top marks yesterday or use cut up pieces of paper to create simple repeating patterns. circle/triangle/circle/triangle</p> <p>circle/triangle/triangle/circle/ triangle/triangle</p> <p>Repeat with different combinations.</p>	<p>Make simple prints with different patterns. Can the children create and design their own? Explore printing with Lego bricks, pen lids etc Play shape games looking at patterns: https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns</p> 	<p>Paper Glue Scissors Objects to print paint</p>
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<p>Expressive Arts and Design</p> <p>Physical Development</p> <p>Literacy</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> recall the story of Goldilocks and the three bears construct something for a purpose talk about the how they have made their design, stating why they chose to make it that way. <p>Can you make a bed for Goldilocks using any materials or construction toys you might have at home? Could you make a camp with a cosy bed in it for Goldilocks? Don't forget... Daddy Bears was too hard, Mummy Bears was too soft, Baby Bears was just right!</p>  	<p>Supervise your child to ensure they are thinking about the story, what bed did Goldilocks like and why?</p> <p>Ask your child to recap the story. Encourage them to think of things they could use to make Goldilocks a bed</p> <p>Ask them why they like their bed so much? Is it the soft blanket/quilt, their soft toys, their duvet cover, bedtime books? Can they incorporate their favourite elements into constructing a bed for Goldilocks?</p>	<p>Craft/Junk modelling Construction toys - Lego, Blocks House hold items</p>
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Friday 24th April 2020

<p>Communication, Language and Literacy</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> Your child should be able hear and record sounds in words to try to write simple words and sentences. enjoy reading/listening to a familiar story, using vocabulary from the story. talk about their own lives and the lives of their family members. 	<p>Encourage your child to use the correct colours to draw members of your family.</p>	<p>Home Learning Book Writing Pencil</p>
	<p>Think about the bear family. Talk to an adult about who you think might live at home with Goldilocks. Who lives at home with you? Who is special to you</p>		

	<p>in your family and why? Can you tell an adult who lives in your house and then draw a picture of them in your home learning book? Can you write their names to show who they are?</p>	<p>When they have drawn their pictures, help them to use their sound mat to write the names of the people who live in their house.</p>	<p>Colouring Pencils Sound mat</p>
<p>Mathematical Development</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • solve problems, including doubling. <p>Talk to the children about what doubling is. Fold a piece of paper in half and paint 5 blobs of paint on one side. Fold in half and reveal. Talk about how 5 has doubled. Ask the children if they can remember how we doubled with our fingers at school.</p> 	<p>Ask your children what happens when we double? Repeat with counters or toys or pasta shapes. Explore different ways of doubling including clapping, jumping. Ask your child to copy you, you do 3 jumps, they do 3 etc.</p> <p>Go out into the garden or around your home, you find 3 stones, can they double it? They find 6 leaves and you double it.</p> <p>Encourage them to record by writing simple number sentences $3+3=6$</p>	<p>Paint Paper Objects to double</p>
<p>Personal, Social and Emotional Development</p> <p>Literacy</p> <p>Expressive Arts and Design</p>	<p>Key Learning: Your child should be able to:</p> <ul style="list-style-type: none"> • use their imagination to introduce a storyline into their play • Hear and record sounds in words to write an invitation <p>Can you set up a teddy bears picnic for you and your furry friends? Write a list of things you might need: Blankets, cushions, basket, food, games. It would be great to invite the people living in your house too - Make them teddy bears picnic invites and give them out by hand. Remember, what your invites must say: E.g. To ... Dad Please come to my teddy bears picnic Love from... Miss O'Connor Please Bring a teddy.</p> <p>Songs: Ben Crosby - Teddy bears picnic https://www.youtube.com/watch?v=IrvkHAXnjzI</p>	<p>Speak to your child about what sorts of things they might need to make a teddy bears picnic Together you could try and write a list, can your child hear any of the sounds in the words, you sound the word out at different speeds if it's a bit tricky and look at the shape your mouth makes. e.g. b-l-a-n-k-e-t , s-n-a-ck-s, f-oo-d</p> <p>Encourage your child to think about a good place for their picnic - If it's sunny could it be in the garden, dining room table, blanket in the living room.</p> <p>When making invites, remind your child they must write who it's to, what they are invited to and who it's from. Encourage your child to use a sound mat where possible to help them sound out words.</p>	<p>Pencil Colouring pens/pencils Paper Sound Mat</p> <p>Blanket Cushions Cuddly toys Food/snacks</p>

Phonics

In Reception we have covered all sounds in Phase 2 (check the sound mats sent home-all orange sounds and are working through set 3).
In Phase 2, letters and their sounds are introduced one at a time. A set of letters is taught each week, in the following sequence:

Set 1: s, a, t, p

Set 2: i, n, m, d

Set 3: g, o, c, k

Set 4: ck, e, u, r

Set 5: h, b, f, ff, l, ll, ss

As soon as each set of letters is introduced, children will be encouraged to use their knowledge of the letter sounds to blend and sound out words.

In Phase 3 we have covered:

Set 6: j, v, w, x

Set 7: y, z, zz, qu

Consonant digraphs: ch, sh, th, ng

Vowel digraphs: ai, ee

Begin each phonics session by revisiting all sounds covered so far using sound mats and websites, look for songs on you tube and objects in your home. Then introduce the next set of sounds, take your time with the new sounds as they are trickier than the early one in set 2.

Use the links in the resources section to help you introduce, recap and introduce the next set.

The next set to introduce and cover are as followed: [igh](#), [oa](#), [oo](#), [ar](#), [or](#), [ur](#), [ow](#), [oi](#), [ear](#), [air](#), [ure](#), [er](#).

Even though there are 2 or three letters in each new phoneme only one sound is made. These are called digraphs (one sound made of two letters) and trigraphs (one sound made of three letters)

Look at the letters and sounds website for more detail.

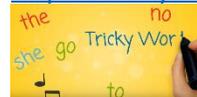
<http://www.letters-and-sounds.com/phase-3.html>

When these sounds are covered, we have completed all sounds needed. The next step is blending them to read and write.

Phonics 1

Revisit tricky words using the song from tricky words:

<https://www.youtube.com/watch?v=TvMyssfAUx0>



Look at images containing the new vowel trigraph [igh](#)

Children to say each word and CT model segmenting the sounds. Where is the digraph; beginning, middle or end?

<https://www.youtube.com/watch?v=cOAYOk8PUkk>

Phonics 2

Watch Geraldine the Giraffe.

<https://www.youtube.com/watch?v=OYCR2RZ4ZYY>

Phonic Websites you might like to try...

Letters and Sounds <http://www.letters-and-sounds.com/phase-3.html>

Phonics Play

<https://www.phonicsplay.co.uk/#>

Busy Things

<https://www.busythings.co.uk/>

Jolly Phonics songs



Practise writing
High, light, sigh, might, sight, night

Phonics 3

Ask children to write some of these **igh** words in a simple sentence.
I can see the night. Etc
Can they draw a picture to go with their sentence?

Phonics 4

Teach the vowel digraph: -
oa
Learn the jolly phonics song **oa** in this short clip containing some of the phonemes in this phase.
<https://www.youtube.com/watch?v=kfECyVvhLik>

Ask your children to look at your mouth as you say the oa sound and look at your mouth shape for the oa phoneme.

Show your child how to write the new digraph.

Phonics 5

Revisit the new phoneme **oa**.
Watch a clip containing the oa words.
https://www.youtube.com/watch?v=_xYKYTf0JS8
With your child write and read the words:
coat, load, goat, road, loaf, soap, oak, toad, foal, boatman.

<https://www.youtube.com/watch?v=U2HYM9VXz9k>

Watch the Alphablocks on Cbeebies or You tube, you can search for each sound.

<https://www.youtube.com/watch?v=s7LjGDcXqcs>

Geraldine the Giraffe

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

Other stories/films to enjoy with bears in:

Winnie the pooh
Paddington

We're going on a bear hunt

<https://www.youtube.com/watch?v=OgyI6ykDwds>

Goldilocks eat your greens! - By Steve Smallman

<https://www.youtube.com/watch?v=IYLoIgr4Bx0&t=9s>

Fairy Tale Pets - By Tracy Corderoy

<https://www.youtube.com/watch?v=D-V2BFBOuLs&t=66s>

Songs:

When Goldilocks went to the house of the bears.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-when-goldilocks-went-to-the-house-of-the-bears/zbkrf4j>

Hibernation song

https://www.youtube.com/watch?v=rniTmg_sVAQ

Big brown Boogieing bear

<https://www.youtube.com/watch?v=3kiKmiimZMM>

The Bare Necessities - Jungle book

Other possible activities:

- Can you find a collection of objects around your home that are hard and soft like mummy and daddy bears beds and chairs?

- Observational drawing of your favourite teddy bear. - Use pencils, pens, collage or even paints. Could you use brown paint and a fork/toothbrush to make your teddy look furry, could you use anything else as fur, maybe cotton wool?