

W/C: 25<sup>th</sup> January 2021

Classes 6,7,8

### The monkey with the bright blue bottom

#### Weekly Reading Tasks

These sessions will be available on live zoom feed daily. Each session will be delivered by a teacher.

**There will be no live zoom session on the Friday.**

Please take a photo of all of the activities your child does from this section of learning. Please post your photos on to Evidence Me.

#### Weekly Phonics Tasks

These sessions will be available on live zoom feed daily. Each session will be delivered by a teacher.

Please take a photo of all of the activities your child does from this section of learning. Please post your photos on to Evidence Me.

**Monday-** Join the live learning session with a class teacher.

**Skills we are teaching today:** To hear rhyming words.

The teacher will read the story, and ask the children to listen for words that rhyme. As they hear a rhyming pair, the teacher will ask them to do an action, for example, wave.

**Follow on activity** – Play the rhyming tray game. The instructions are attached. Match pictures of rhymes to win a pair.

**Extension** – make your own rhyming pair cards to add to the game.  
Or

Listen to the story again, joining in with rhyming words.  
[https://www.youtube.com/watch?v=gncP\\_QbUGRA](https://www.youtube.com/watch?v=gncP_QbUGRA)

**Monday-** Join the live learning session with a class teacher.

**Today we are consolidating the digraphs (two letters that make one sound) we have learnt so far.**

Your child will need to have some paper and a pencil ready to use during the session.

Recap all of the sounds, particularly the digraphs learnt last week. Practise reading some words that contain the sounds, for example, chip, rain, feet, moon.

Play **Buried Treasure** - <https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure> Choose one of the sounds from Set 1-7.

**Follow on activity** – Play Read and Seek.

Your child will need to read each word on the worksheet (attached) and find an object that matches that description. For example, the word 'soft', your child could find a teddy bear.

**Tuesday-** Join the live learning session with a class teacher.

**Skills we are teaching today:** Hearing and finding rhyming words.

The teacher will re-read the story. She will choose a story word and ask the children to listen for another word that rhymes, so creating a rhyming string. The teacher will give a choice of three words to choose from. Which word rhymes with our story word? The children will be asked to give thumbs up when they hear a rhyming pair.

The teacher will explain the rules within the live lesson.

**Follow on activity** – think of at least 5 words to rhyme with 'blue'. Create your own

**Tuesday-** Join the live learning session with a class teacher.

**Today we are learning the sounds /oi/ /oy/.**

Your child will need to have some paper and a pencil ready to use during the session.

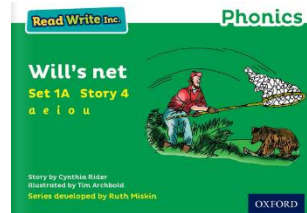
Recap all sounds learnt so far.

Geraldine teaches /oi/ - [https://www.youtube.com/watch?v=IRTITdRL\\_cU](https://www.youtube.com/watch?v=IRTITdRL_cU)

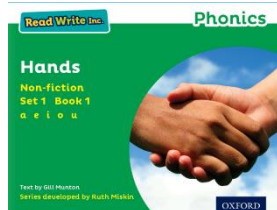
Geraldine teaches /oy/ - <https://www.youtube.com/watch?v=aodJQr-WJLk>

<p>rhyiming string.  <i>Writing a list of your words will be our first writing job below.</i></p>	<p><b>Follow on activity</b> – Practise reading the ‘oi’ and ‘oy’ flashcards, attached.</p>
<p><b>Wednesday-</b> Join the live learning session with a class teacher.</p> <p><b>Skills we are teaching today:</b> To understand feelings of others. To recall main facts from a story they have shared.</p> <p>In today story the children need to practise their acts of kindness. Was the monkey with the blue bottom kind? Explain your answer.  The teacher will share the story ‘Kindness is cooler Mrs Ruler’  <a href="https://www.youtube.com/watch?v=9qKd3w1RsE0">https://www.youtube.com/watch?v=9qKd3w1RsE0</a></p> <p>The teacher will ask:  Why did Mrs. Ruler make it a class project instead of just for the 5 grumpy children? (<i>because the other children wanted to try it too</i>).  What did they do with all their acts of kindness? (<i>Wrote them on hearts and make a bulletin board</i>).</p> <p><b>Follow on activity</b> – listen to the story again. This link takes you to the same story but read by a different story teller. <a href="https://www.youtube.com/watch?v=et4KluESo0o">https://www.youtube.com/watch?v=et4KluESo0o</a>  I wonder why the class were grumpy? What do you think? Do you ever feel grumpy? What could you do next time you feel grumpy to make a happier feeling? What could you do next time someone in your house is feeling grumpy, grumpy? How might you help them?</p>	<p><b>Wednesday-</b> Join the live learning session with a class teacher.  <b>Today we are the learning the sound /er/.</b></p> <p>Your child will need to have some paper and a pencil ready to use during the session.</p> <p>Recap all sounds learnt so far.</p> <p>Geraldine teaches /er/ - <a href="https://www.youtube.com/watch?v=KK8_kUg3454&amp;t=2s">https://www.youtube.com/watch?v=KK8_kUg3454&amp;t=2s</a></p> <p><b>Follow on activity</b> – There is a choice of two activities today. Please choose the one that suits.  Watch the ‘er’ Words Phonics Phase 3 video -  <a href="https://www.youtube.com/watch?v=Taa3ANeyN_Y">https://www.youtube.com/watch?v=Taa3ANeyN_Y</a>  <b>or</b>  Look at the activity called, ‘er-The mermaid and the river’.  This activity is attached.  This activity asks your child to spot the ‘er’ digraphs within the words. Circle all the ‘er’s that you can see. You can follow this up by trying to blend those words.</p>
<p><b>Thursday-</b> Join the live learning session with a class teacher.</p> <p><b>Skills we are teaching today:</b> use your phonics skills to blend words.</p> <p><b>Follow on activity</b> – Use your child’s independent reading book, this will have a number on. For example, 2.2.  Alternatively, you can access Oxford Owl. Here is the link –  <a href="https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a>  (You will need to create a free account).</p>	<p><b>Thursday-</b> Join the live learning session with a class teacher.  <b>Today we are the learning the sound /igh/.</b>  We are going to look at our first trigraph (three letters that make one sound) today.</p> <p>Your child will need to have some paper and a pencil ready to use during the session.</p> <p>Recap all sounds learnt so far.</p> <p>Geraldine teaches /igh/ - <a href="https://www.youtube.com/watch?v=OYCR2RZ4ZYY">https://www.youtube.com/watch?v=OYCR2RZ4ZYY</a></p> <p><b>Follow on activity</b> – Complete the ‘real and nonsense words - igh’ activity sheet that is attached. Instructions are on the sheet for you.</p>

We recommend that you read this book:



or if you feel that your child is reading with speed and flow, we would recommend this book.



**Friday- THERE WILL BE NO LIVE SESSION TODAY.**

**Skills we are teaching today:** To recognise a range of keywords.

Ask your grown up to write these words on separate pieces of paper and then position them around the house:

the  
and  
on  
is  
mum  
dad  
go  
has  
to  
for  
but  
that  
can  
my  
you

Retrieve the word as quickly as you can and bring it back to your adult. Time yourself, were you quicker than last week? Please note you can adapt these words to any of the high frequency words your child is working on at the moment.

**Follow on activity –**

Practice reading your key words. Remember to encourage your child to 'look and say'. Where these words are stored in the memory your child will have greater speed and flow in their reading.

If you need a new set/ another set of key words get in touch with us and we will

**Friday- Join the live learning session with a class teacher.**

**Today we are the learning the sound /ear/.**

We are going to be looking at a trigraph (three letters that make one sound) today

Your child will need to have some paper and a pencil ready to use during the session.

Recap all sounds learnt so far.

Geraldine teaches /ear/ -

<https://www.youtube.com/watch?v=EneZ1UubxSA&t=19s>

**Follow on activity -** Play the Read and Roll /ear/ game attached.

If you do not have a dice, you can use the online dice on <https://roll-a-die.com/>.

<p>send them to you via eschool.</p>	
<p><b>Weekly Writing Tasks</b> Please take a photo of all of the activities your child does from this section of learning. Please post your photos on to Evidence Me.</p>	<p><b>Weekly Maths Tasks</b> Please take a photo of all of the activities your child does from this section of learning. Please post your photos on to Evidence Me.</p>
<p><b>Monday</b> – Complete the ‘Monday Say it join it writing activity’ There is a choice of 2. The Monday activity A, focuses on using single letter sound. Monday activity B uses the digraphs learnt last week. Both activities are attached. Both activities give you child the opportunity to practise writing cvc words. These are consonant vowel consonant words, that is 3 sound words..</p> <p><b>Your child should :</b></p> <ul style="list-style-type: none"> <li>• Show 3 fingers. These stand for the beginning, middle and end sound of a word.</li> <li>• Say the word that matches the picture.</li> <li>• Say the word slowly to hear the three separate sounds.</li> <li>• Touch each finger in turn as they say the sounds.</li> <li>• Write down the sounds in the correct order.</li> </ul> <p>If you are not sure how to do this please watch the video clip. It demonstrates for you <a href="https://www.holyoakes.worcs.sch.uk/blending-and-segmenting-sounds/">https://www.holyoakes.worcs.sch.uk/blending-and-segmenting-sounds/</a></p> <p><b>Extension-</b> try writing 4 sound words with 4 fingers. Use the activity called Monday’s extension writing activity. (attached)</p>	<p><b>Monday-</b> Making 6 Watch the video <b>session 1</b> <a href="https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/">https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/</a></p> <p><b>Follow on activity</b> – try the ‘sort match and count to 6 - maths activity 6’ activity that is attached. Find 6 objects the same. Say why they are the same (colour, shape, what they are, material made from). Count them to check. Arrange the 6 items into rows. How many rows can you make that are the <u>same</u>? You could use an egg carton, bun tray, fruit tray.</p> <p><b>Extension activity</b> – counting your objects in 2’s 2, 4, 6, and another 2 make .....8 .....10.....12 Can you remember the sequence? 2,4,6,8,10,12. You could make up a little song to help you remember. Adult take a video of your child’s counting and post it on Evidence Me.</p> <p><b>Extension activity 2-</b> Have go at some of the challenges on the Monday’s challenge sheet, all about the number 6. Upload anything you do to evidence me.</p>
<p><b>Tuesday-</b> Writing a list of at least three words that rhyme with ‘blue’. Please remember that we are encouraging children to use their phonic sounds. So, they may write b-l-oo, as those are the sounds they hear. This is acceptable and good use of phonics. We would say, “Well done you have heard and written your sounds in order”. Please do not write the word and ask your child to copy it, resist the urge! Please support listening for sounds in order and writing the sounds they hear. Use the finger markers as shown in Monday’s activity above. Encourage your child to use the alphabet arc to help them where they are not sure how to write letter. An alphabet arc is attached.</p>	<p><b>Tuesday-</b> Count, sort and read 6, 7, 8 Watch the video <b>session 2</b> <a href="https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/">https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/</a></p> <p><b>Follow on activity</b> – try the ‘domino 7’ activity attached. You will need something to draw with and 7 counters; for example, clothes buttons, 1p coins, chocolate buttons! Draw your 7 pattern. Make sure each pattern is different before you colour your domino spots.</p> <p><b>Extension activity</b> – Write number sentences to match the domino spots; for example, <math>0 + 7 = 7</math></p> <p><b>Extension activity 2</b> – try the ‘missing number’ activity sheet attached. You may need some counters. You will need something to write with.</p>

**Wednesday-** Ask your child to help you write a shopping list for your weekly shop. Get them to use their phonics to write down the sounds they hear in order. Some children may write just the beginning sounds, other children may write more. Encourage your child to write each word underneath the last. A shopping list written by a child of this age may look something like this:

apl  
biscit  
bred  
cheez  
jam  
choclt

**Wednesday -** sort match and count 8

Watch the video **session 3**

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

**Follow on activity –**

Complete the 'ladybird 8's' activity attached.

Find ways to sort 8 spots between the two ladybird wings.

For this activity you will need some counters (as yesterday) as some colouring pencils.

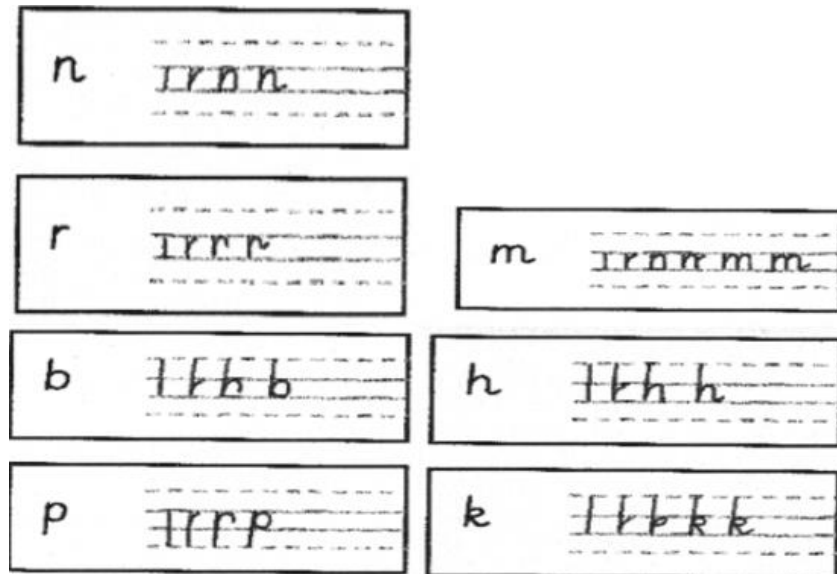
**Extension activity –**practice writing 8's using the sheet attached.

Start at the top, follow the arrows back up to the top. Try and write 8 all in one go without taking your pencil off.

This video may help <https://www.youtube.com/watch?v=ClisPe4YaYI>

**Extension activity 2-** Using the sheet or drawing them yourself can you show us all the different ways to make 8? Could you stretch yourself further and write a number sentence. Maybe your grown up could help you? Up load what work you have done today onto evidence me.

**Thursday-** Practise writing the 'bridge family' shown below in the picture. If you don't have lined paper, then feel free to draw your own lines.



**Thursday-** count and match and recognise patterns of 6, 7 and 8

Watch the video **session 4**

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

**Follow on activity –** Play 'memory game' attached

**Extension activity –** try 'memory extension' attached with the above

**Extension activity 2-** How can we represent number 6, 7 and 8. Have a go at the sheet. Colour all the pictures one colour that represent 6. All the pictures another colour that represent 7. Then finally, the other pictures a different colour to represent 8.

Can you think of a way using your toys or objects around the house to represent the numbers, 6, 7 and 8. Upload any work you do to evidence me.

### Friday-

complete Friday writing activity sheet (attached)

This activity will support revision of the 'oo' digraph learnt prior to this week. This is the short vowel sound, as in, book, look, took.

The importance of this activity, is the child hearing sounds in order and matching those sounds to letters.

#### Your child should:

- Look at the first picture. Say what you see.
- Now show 3 fingers to match the three boxes
- Say the word and mark the sounds in order on your fingers.
- Write one letter sound in each box, using your fingers to help you remember the letter sound you are writing.

### Friday – 1 more 1 less

Watch the video **session 5**

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>

**Follow on activity –** Try the 'sorting toys' activity

**Extension activity –** 1 more 1 less activities.

Firstly, can your child find 1 more and 1 less by counting. Then, can they tell you the number that is 1 more 1 less from memory?

We have three levels of activity A B and C as our children are at varying points. Take a look at the 1 more 1 less activities and pick the one that suit your child's skills. Please remember we learn best when we are having fun.

**Extension activity 2-** Using food give yourself 8 things. Now eat one! How many do you have left? Repeat the activity. What is happening?

Show us your finding in a video or photo and upload to evidence me.

## Learning Projects

**The project this week aims to provide opportunities for your child to learn more about feelings; their own and others.**

We are using the continued theme of animals to help us do this.

- Watch the video of 'The monkey with the bright blue bottom'. [https://www.youtube.com/watch?v=gncP\\_QbUGRA](https://www.youtube.com/watch?v=gncP_QbUGRA)  
Talk about the way the monkey behaves. The monkey finds it funny to paint the other animals. That's good for him.  
But, what about the other animals? Is it fun for them? How do they feel?  
When people don't listen to us when we ask them to stop, it can make us feel very sad or cross. Talk about times when you have felt like that.  
What could the animals say to monkey next times he gets over excited?  
What might monkey play with his friends next time?
- Watch this film clip from 'Frozen' - <https://www.youtube.com/watch?v=L0MK7qz13bU>  
Last week we talked about Gerald learning to dance. This week monkey has to learn a different way of playing with his friends so that everyone is happy.  
In this clip Elsa finds some confidence to try something new too. She wants to be the best she can be.  
What would you like to learn to do this week? It maybe to learn 2 more key words, learn to write letter d correctly, read and count for numbers to 5/10/30, or throw and catch a tennis ball 7 times without dropping it. You choose.  
Let us know how you get on. Remember if it's tricky, persevere and don't give up!
- Try making an animal out of junk modelling. For example, kitchen roll tubes, plastic tubs, cardboard boxes etc. If you have made an animal already, try a new one. Please send a photo of your model.





- <https://www.roythezebra.com/> Use this link to follow sequential reading sessions and comprehension questions.
- Paint/ draw a picture of the monkey and chat about him. A couple of weeks ago we learnt about monkeys / chimpanzees. I wonder what you will remember together? Or, talk about the monkey in the story. We have given you some ideas of things to talk about in the first Learning Projects activity.
- Listen to some of these stories. Name the animals as you watch. Talk about the way they behaves. Do the other animals like them? Why?  
Selfish crocodile [https://www.youtube.com/watch?v=0-NhjfJ\\_RZI&t=23s](https://www.youtube.com/watch?v=0-NhjfJ_RZI&t=23s)  
Rumble in the jungle <https://www.youtube.com/watch?v=fgdfofQegaM>  
The mixed up chameleon <https://www.youtube.com/watch?v=FrmZeXf7ScU>
- Guess the rhymes in this story of Caterpillar shoes <https://www.youtube.com/watch?v=tYa6OLQHRc>
- Sing along here <https://www.youtube.com/watch?v=plvY0quSyJg>

### Science Technology Engineering Maths (STEM) Learning Opportunities

- Watch the video on animals that have adapted to their environments. <https://www.bbc.co.uk/bitesize/clips/zyx76sq>  
What is a habitat? Talk about how all animals have a habitat if they live in the cold, hot or even in our homes- pets. Talk about how some habitats are natural their surroundings and some are man made enclosures at wildlife parks, farms etc.  
Using the science stickers worksheet of animals cut and stick the animals into the correct column of the science animals worksheet. Do they live in a hot country or a cold one?
- Make a pop up card. This is a good example to watch <https://www.youtube.com/watch?v=188drieWpFc&list=TLQMTQwMTlwMjFYL0wcl9b5ww&index=2> Instead of making a heart pop up, you could make a curly snake . The video you need starts at 8minutes and 39 seconds (8.39)
- Can you measure how long your feet are using a tape measure? Who has the longest feet in your house? Who has feet that are shorter than you?  
Can you draw around your foot onto a piece of paper and cut it out. Now go in search around the house for objects that are as long as your foot. You may wish to show what you have found by drawing the objects.
- Make a concertina animal. The concertina could make springy legs for a monkey, a long tongue for a giraffe or the body of a snake. This clip wil show you what to do <https://www.youtube.com/watch?v=B5hP4e2IJLo>

- Under Covid restrictions we are all allowed out for an hours exercise a day.  
Have a walk through one of the woods in Stocksbridge. Using the 'Nature scavenger hunt' activity (attached), how many different living and non-living woodland items can you spot? Are there any living things that you don't see? I wonder that is?

Which living thing do you see the most of? How many can you count?

### Additional learning resources parents may wish to engage with

- Remember you can access more maths on [www.mathletics.com](http://www.mathletics.com) using your school log in  
Your child also has a log in to [www.teachyourmonstertoread.co.uk](http://www.teachyourmonstertoread.co.uk) **The app is currently free to download**
- Other fantastic websites include:  
[www.topmarks.co.uk](http://www.topmarks.co.uk)  
[www.phonicsplay.co.uk](http://www.phonicsplay.co.uk)
  - Practise dressing and undressing independently. Can you do your own buttons and zips? Can you turn your clothes the right side out?
- Join Joe Wickes for a morning wake up work out by clicking here [P.E with Joe live](#)
- Take a 2 minute pause with this mindfulness activity <https://www.youtube.com/watch?v=de42R7LI-x0&feature=youtu.be>
- You may wish to join in with singing. Click this link [Link for KS1](#) (whatever your age!).  
Or might want to listen to music and have ago yourself. 10 pieces of music will enable to to do this. Click here [https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk?dm\\_t=0.0.0.0.0](https://www.bbc.co.uk/teach/ten-pieces/ten-pieces-musical-menu/zmypxbk?dm_t=0.0.0.0.0)  
\*\* Please note that this site is ongoing and the music changes each week. If you like it, save into your favourites bar.

Parents, please post learning from children on to Evidence Me.

### Speech and language development

Developing sentence structure, vocabulary and understanding of spoken words.

This activity is for all children to enjoy.

NB; If your child is working with the speech and language therapy team, or indeed they are waiting for an appointment, we advise that you look at the following clip.  
[https://www.youtube.com/watch?v=dJz\\_noKP-Bw](https://www.youtube.com/watch?v=dJz_noKP-Bw)

#### Ask:

Who is running? What is the cartoon blob man doing? What can you see the sheep doing? Who is sad?

Support your child to say the sentence, " Men are running" and " Man is sleeping", " Sheep are jumping over the fence", "Blue man is sad",

#### Prompt with:

The water is.....



The night time man is.....

The man is brown is....

Support your child to say the sentence "The water is falling", "The night man is laughing/ stomping", "The man in brown is chopping the tree"

### **Reading zooms**

Last week saw the start of our individual 1:1 reading zooms, for those children learning at home through the week. Children learning in school will read with their teacher as normal.

The zoom invitation details sent to you last week via eschools, will remain the same for this week and next.

As staff are working in school at different times, you may see a range of faces leading your child's sessions. But, don't worry your child's reading targets are shared between staff so we can offer continuity.

If you have any questions or queries or requests about reading please contact us. We are always happy to help.