

Home Learning

Week Beginning 11th October 2021

Dear Parents/Carers,

We would love to hear from you about your child's learning at home; to share this, please use the following email address: fshomelearning@exwickheights.devon.sch.uk . Thank you.

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Personal, social and emotional development (PSED)

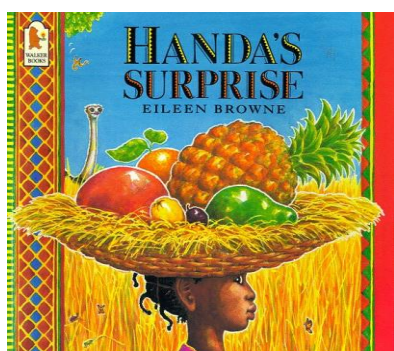
We will be talking about how we all have the right to feel safe, to play and to learn.

- Play the game 'Jailer and the Thief'. You will need a set of keys and a blindfold. One person wears the blindfold and the other tries to steal the keys as quietly as possible. The person wearing the blindfold needs to point to wherever they hear the keys to 'catch' the thief.
- Talk about how it is ok to take things during a game but would it be ok to take someone's things without asking? We have the right for our things and ourselves to be safe.
- What other rights do we have? Discuss all the things you enjoy doing at school and at home. For example: reading stories, playing on a swing, painting pictures. What if we were not allowed to play/sleep/eat/be warm? How would you feel if someone told you that you weren't allowed? Would that be ok?



Communication & Language (C&L)

Our story this week is called 'Handa's Surprise' by Eileen Brown.



- If you have this story book at home, then you could share it with someone in your family. Alternatively, with the support of your grown-up, you could use the internet to watch and listen to a version of this story. Here is a version you can watch: <https://video.link/w/r6zkb>
- Talk about the different describing words that are used for the fruits. Perhaps you could come up with your own?
- In school, we have been exploring story characters. When you are looking at different books, can you talk about **who** is in the stories? Perhaps you could ask questions such as: *Who is Handa going to give the fruit to? Who took the soft, yellow banana? Who took the sweet smelling guava?*

Physical Development (PD): gross motor movement

Handa carries the basket of fruit by balancing it on her head and without using her hands!



- Try balancing different, unbreakable objects (e.g. a basket, a ball, a book, a sock, etc.) on your head and/or other parts of your body. Are some objects easier to balance than others? Why? Perhaps you could try walking with an object balancing on your head or shoulder; making sure you have good posture will really help with this!

- Why not try some Yoga at home! Follow this link for yoga with wild animals: <https://video.link/w/Gn9kb>

Each day we are having regular movement breaks.

Disney 10 Minute Shakeups: Follow the link below to the 'Change 4 life' website where you will find a whole range of fun physical 'shake up games' that will get your child moving and contribute to their daily exercise.

<https://www.nhs.uk/10-minute-shake-up/shake-ups>

Physical Development (PD): fine motor movement for handwriting

In the story, a little girl named Handa puts seven different delicious fruit in a basket to take to her friend Akeyo as a surprise.

- Which fruits do you and your family enjoy eating at home? Have you got any favourites?
- Make a fruit salad: with the support of an adult, try cutting up some different fruits for a fruit salad.
- Can you chop them into different sizes? Perhaps you could explore chopping some in half. Are some fruits easier to chop than others?



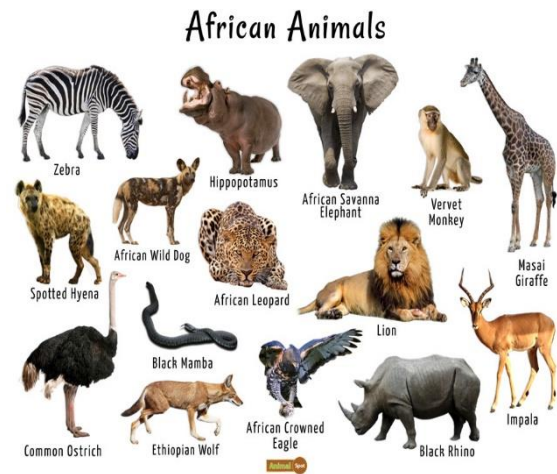
We will be learning how to write the graphemes (letters) e / u/ r. Have a look at these videos and have a go. You could practise with pencils, chalk or even paint.

- <https://video.link/w/L04Dc> (e)
- <https://video.link/w/334Dc> (u)
- <https://video.link/w/v24Dc> (r)

Understanding the World (UW)

In the story, we see many different African animals, such as a giraffe and an elephant.

- Using the internet or some books you may have at home, can you research the different animals and learn some information about them. Try and find out what they eat, where they live, where they sleep and any interesting or strange facts about them. For example, *a giraffe has a dark blue tongue*.
- Perhaps you could find some information on this website:
<https://kids.nationalgeographic.com/animals>
- You could draw a picture of the animal you are learning about. Remember to look carefully at what colours they are.



Expressive Arts and Design (EA&D)

Handa carries the fruit in a basket on her head. As an alternative to a basket, perhaps you could you design and make a bag to carry?

- First, take a look at different bags to inspire and help you gather ideas for your design. Think about: what object/s you want your bag to carry; what your bag will be made from; how you will join the sides together; what you will use for the handles; and how you might decorate or finish your bag.
- Once it is made, try to carry something in it. Is it strong enough?



Mathematics (M)

Key focus: Exploring pattern. See below for activity ideas.

Reception – Autumn Phase 1 – Exploring pattern

Make simple patterns

Guidance

Children copy, continue and create their own simple repeating patterns. It is important to provide patterns with at least three full units of repeat. Encourage the children to say the pattern aloud as this helps them to identify the part which repeats and supports them to continue the pattern.

The children should be given opportunities to explore AB patterns in a range of contexts including shapes, colours, sizes, actions and sounds. Encourage them to build patterns both vertically and horizontally.

Other Resources



- In and Out the Dusty Bluebells circle game
- Tongue twister patterns – Red lorry, yellow lorry
- Clap your hands and wiggle your fingers song

Prompts for Learning

Demonstrate simple AB action patterns such as:
Knees, clap, knees, clap, knees, clap
Head, shoulders, head, shoulders, head, shoulders
Hands up, hands down, up, down, up, down



Say the pattern aloud and encourage the children to join in with you and to suggest new action patterns of their own.

Word or sound patterns can be chanted together, opposites are good for this.



in, out, in, out, in, out

Create simple patterns such as red brick, green brick, red brick, green brick, red brick, green brick for the children to copy and continue. Challenge them to create their own repeating patterns using the AB structure.

