

Home Learning

Week Beginning 18th 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.

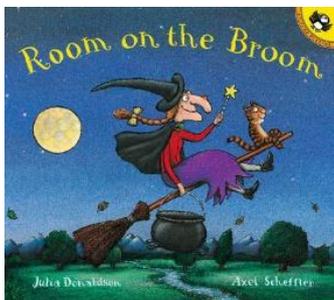
Personal, social and emotional development (PSED)

We will be talking about what being responsible means.

- With help from your grown up blindfold your favourite teddy then take it for a walk around your house or garden. Don't say when there is something in the way so they end up knocking into it. Your teddy thought you were looking after them and keeping them safe. How do you think your teddy feels? Repeat the activity with lots of care and tell your teddy to stop if they might bump into something. Perhaps you could try this with a member of your family.
- We all have the right to be safe so it is our responsibility to help tidy, don't run inside and play nicely with our friends and family.
- Give your child a small object or a toy for which they are responsible for a period of time. They have to look after it and make sure they keep it with them. They are responsible for it. See how they got on after the time is up. Was it easy/hard? Why?



Communication & Language (C&L)



Our story this week is called 'Room on the Broom'; it is about a witch, her cat, some helpful friends and a greedy dragon!

- 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/4uUCc>

- Talk to someone in your family about the story.
- What happened at the beginning, middle and end of the story?
- 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** found the witch's bow? **Who** found the witch's wand? **Who** made a scary and loud roar?

Physical Development (PD): gross motor movement

**Why not try this 'Room on the Broom' yoga at home!
Remember to give yourself lots of space!**

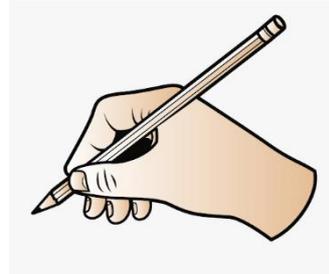
<https://video.link/w/U6UCc>



Physical Development (PD): fine motor movement for handwriting

We will be learning how to write the graphemes (letters) h / b / f / l. Have a look at these videos and have a go. You could practise with pencils, felt tips or even sticks in mud!

- <https://video.link/w/90UCc> (h)
- <https://video.link/w/j2UCc> (b)
- <https://video.link/w/81UCc> (f)
- <https://video.link/w/E2UCc> (l)



Understanding the World (UW)

Some of our stories took place at night time and so, can you talk about nocturnal animals?



- Can you name any animals which you think are nocturnal? Perhaps you could find out some interesting facts about them, using books or the internet (with adult support).
- Where do they live? What are their homes called?
- What do they eat?
- What sounds do they make? Now that it's darker earlier in the evening, perhaps you could go outside and listen out for any animal noises.

Expressive Arts and Design (EA&D)

The witch and her friend's create a new broom stick with special features for each of the characters e.g. a shower for the frog.



- Perhaps you could design a broomstick of your own. Talk to someone in your family about the special features you would add to your broom.
- Have a go at drawing your design and/or make a model of it, using reclaimed materials; you could use a real broomstick and add the special features to it!

Mathematics (M)

Key focus: Representing 1,2 and 3

See below for activity ideas

Representing 1 2 3

Guidance

Children identify representations of 1, 2 and 3. They subitise or count to find how many and make their own collections of 1, 2 and 3 objects. They match the number names we say to numerals and quantities.

They count up to three objects in different arrangements by touching each object as they count and recognise that the final number they say names the quantity of the set.

They use their own mark-making to represent 1, 2 and 3 for example to record their score during a game.

Other Resources

Hickory Dickory Dock

1 2 3 at the Zoo - Eric Carle

I'm Number One - Michael Rosen

One Bear at Bedtime - Mick Inkpen



Prompts for Learning

Prepare a set of dot plates or cards which have 1, 2 or 3 dots in different arrangements.

Hold up the plates and ask the children how many dots. The children could match plates to the numerals 1, 2 and 3



Encourage the children to create their own collections of 1, 2 and 3 to create a central display.



Have a number hunt inside and out.

Where can they find 1, 2 and 3?

Do they count or subitise to find how many?

Ask the children to count out 1, 2 or 3 objects from a larger group. For example, we are going to play a game. You will each need 3 beanbags.



Don't forget to count sounds and movements too.

Use a drum to sound beats to count or ask the children to do 2 claps, 3 jumps, 1 twirl etc.