

Home Learning

Week Beginning 10th January 2022

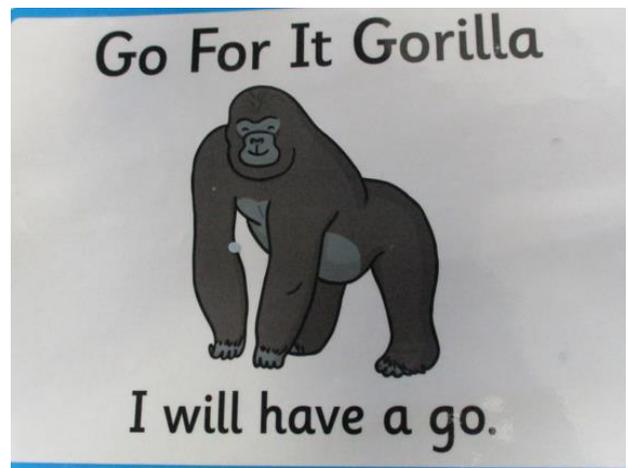
Dear Parents/Carers,

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 exploring our dream and goals this half term, starting with challenges.

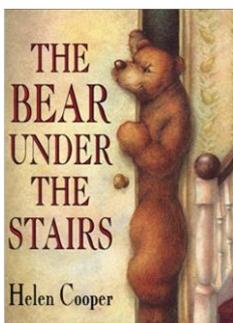
- Have a go at setting yourself a challenge. This could be making a tower using spaghetti and marshmallows, building a house out of cards or fill a bowl with sequins and buttons then close your eyes and try pick out just the sequins.
- How did you find this challenge? How did it make you feel? What things do you do every day that you find tricky? Do you ever have any problems with your friends? How do you sort these out?
- Talk about how we sometimes come across things that are tricky. How can we overcome these challenges? If you were to have a go at a challenge again, what could you do to overcome it?
- At school, we talk about different characteristics of effective learning. This week, we will be introducing the 'Go for it Gorilla' character. When trying a different challenge, remind yourself to be a 'Go for it Gorilla'.



Communication & Language (C&L)

This week, we will be looking at 'The Bear Under the Stairs' by Helen Cooper.

In the story, William is scared because he thinks that a bear lives under the stairs in his house.



- To help us develop story writing skills we have been looking at different forms of narrative. This term we will be exploring 'where'. Throughout the story, talk about **where** the characters are in the story. Once the story is finished, try asking your child questions to see what they remember. For example, **where** did William think he saw the bear hiding? **Where** was the awful smell coming from?

Physical Development (PD): gross motor movement

- Encourage your child to participate in everyday physical activities.
- Have a go at this 'Bears and Beavers' yoga video: <https://video.link/w/wXjDb>
- Practising crawling like a bear, with your hands and feet flat on the floor. Can you stand up tall like a bear standing on two feet? What other animals can you move like? You could try a duck or a snake to start with.
- Play some music and move around as an animal. Every time the music stops, freeze as that animal.
- Joe Wicks will be doing daily PE sessions on YouTube which will certainly keep you fit!



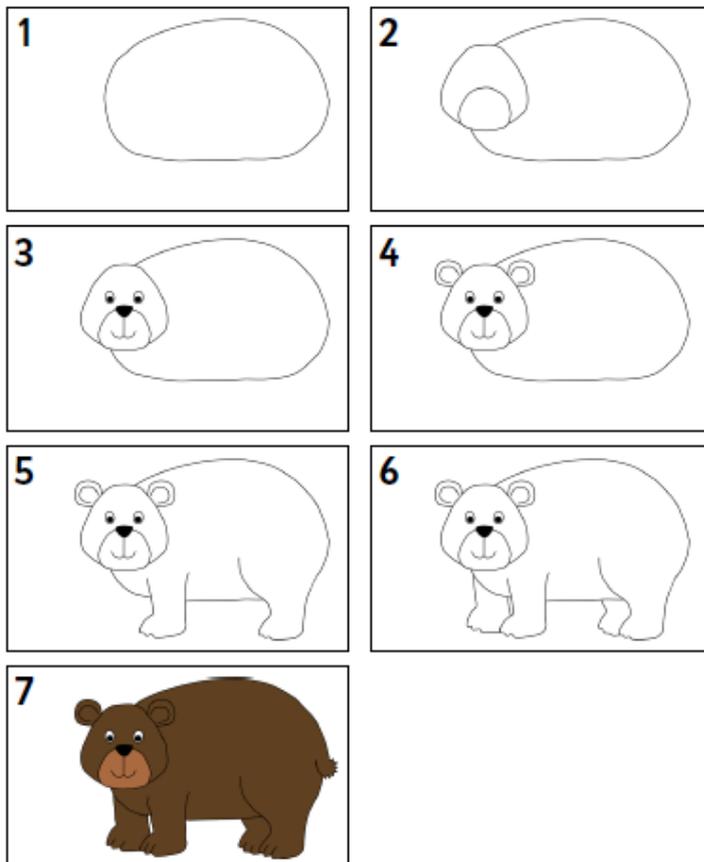
Physical Development (PD): fine motor activity and Expressive Arts and Design (EA&D)

Key focus:

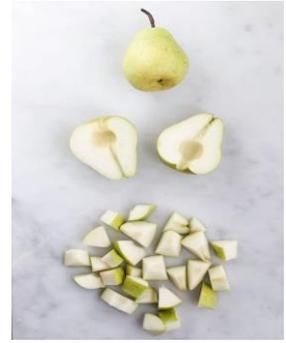
- Follow this step by step instruction of how to draw a bear. Perhaps you could then colour it in or paint it. What colour would your bear be?

How to Draw a Bear

Use these instructions to help you draw a simple bear.



- In the story, William feeds the bear a pear. How could you prepare a pear (or other fruit) for snack time? With the help of your grown up, cut up fruit for your snack.
- Can you cut the fruit in half? Can you cut it up into small pieces? How many pieces do you have?
- Are there any fruits that are easier or harder to cut?



Physical Development (PD): Reception fine motor movement

Please practise writing your full name using your name card. Remember your capital letters at the beginning of your name, use a finger space and check to see if your letters sit or go under the line.



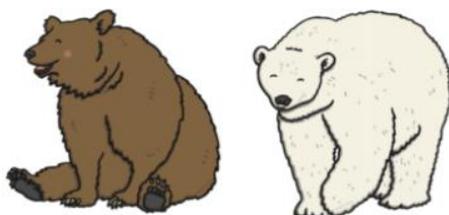
Literacy:



Read your home reading book each night. Use the guide on the inside of the front book cover to give you ideas about how to support your reading at home. You can also access the reading book you read in class this week by logging into the Big Cat library resource.

Understanding the World (UW)

- **In the story, the boy thinks the bear lives in a lair.** Talk about what you think a lair is with your adult. If you were a bear, what would your lair look like? Could you draw a picture to show your lair and have a go at labelling it using your letters and sounds.
- **There are lots of different types of bears.** Can you think of any? Do you have any books with bears in them? Perhaps you could read one with your grown up. Using books or the internet, can you find out any interesting facts about bears? For example: what do they like to eat? Where do they sleep?



Mathematics (M)

Key focus: Compare Capacity

See below for activity ideas



Compare Capacity (2)

Guidance

Encourage the children to build on their understanding of full and empty to show half full, nearly full and nearly empty. Provide opportunities to explore capacity using different materials such as water, sand, rice and beads.

Provide different sized and shaped containers to investigate. Prompt them to use the language of tall, thin, narrow, wide and shallow.

Encourage the children to make direct comparisons by pouring from one container into another. They can also use small pots or ladles to make indirect comparisons by counting how many pots it takes to fill each container.

Other Resources

There's a Hole in my Bucket!

Mary Poppins clip – emptying the carpet bag

A Beach for Albert – Eleanor May

Prompts for Learning

In a small group perhaps during snack time, provide each child with a cup. Ask them to make their cup full, make it empty, nearly full, nearly empty, about half full. Can they find a container which holds more than their cup? Can they find one which holds less?



Provide a selection of containers of different shapes and sizes and ask the children to investigate which holds the most. They may do this by pouring directly from one container to another. They could also use a small cup to fill each container, counting how many small cup-fulls the containers hold. Encourage them to record their results using their own methods of recording.



Provide sets of similar containers in different sizes such as sets of nesting bowls or boxes. The children will enjoy comparing and ordering them and seeing how many loose parts such as beads, cubes or corks they will hold.