

# Home Learning

## Week Beginning 23<sup>rd</sup> May 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](mailto:fshomelearning@exwickheights.devon.sch.uk). Thank you.

### Personal, social and emotional development (PSED)

#### **Key focus: Falling out and bullying (part 2)**

#### **Activities:**

- **Talk** with your child about how the things we say to others can make them feel; i.e. things to make others feel happy or sad.
- **Talk** about the phrase '**Please don't do that, I don't like it**'  
Explain to your child that if anyone ever says that to them, that they have to **stop** what they are doing straight away.  
Similarly, that they also need to say it to someone who is being unkind to them, and if that person **DOES NOT** stop, go to an adult for help.  
Reinforce to your child that the phrase '**Please don't do that, I don't like it**', can be used anywhere, at home and at school.

**Do:** look at the photographs below with your child



- *How do you think these children are feeling?*
- *Why might each child be feeling this way?*
- *What might each child say to someone because they are feeling so cross?*

**Give your child a mirror and ask them to make an angry face. What do they look like?**

**Talk about** calming techniques that your child can use if they are feeling cross.

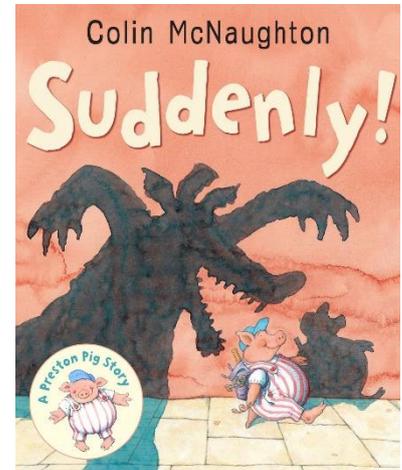
- Working alongside your child, demonstrate:
- Counting to 10
- Taking long and deep breathes
- Ask for a hug
- Clenching and relaxing fists
- Just walking away

## **Communication & Language (C&L)**

This week our focus story 'Suddenly' (A Preston Pig story) by Colin McNaughton.

- Read or watch and listen to a version of the story, 'Suddenly' by following this link: <https://video.link/w/P14td>

- **Talk** about the following 4 components of narrative: Who? Where? When? What happens next?
- **Who** are the main characters in the story?
- **Where** did Preston visit on his way home?
- **When** did the wolf have to go to hospital?
- **What happened next?** As Preston made his way home, the wolf followed him. However, what happened to the wolf each time he tried to catch Preston? Model with your child playing the game of 'suddenly', where you make a statement and then say what suddenly happened. These statements can be as silly as can be.



### **Extension activity:**

- Focusing further on the 'what happens next' component of narrative, **talk** about the different scenarios in the attached *PDF - Narrative - What Happened Next 3*.

## **Physical Development (PD): gross motor movement**

**Functional movement 'rotate and balance'. This week we will be learning to twist and turn using isolated body parts and the trunk, keeping our feet static.**

### **Activities:**



- Explore twisting and rotating different parts of your body, which parts can you twist and which parts are more difficult to twist?
- Can you turn your wrists, ankles, head, and torso? What does it feel like?
- Turn your head to one side then the other. Face your palms up to the sky then down to the ground, move your arms side to side twisting at your waist.
- Explore as many different ways of twisting, turning, spinning, jumping and stepping to face the other way.
- Can you sit on your bottom and twist to place an object behind you whilst keeping your legs and bottom still?
- Once you have practised these moves have a go at this yoga story by following the link: <https://video.link/w/tCitd>

## **Physical Development (PD): fine motor movement**

### **Using tools safely with control**

#### **Activity:**

- Can you create some stick puppets to explore shadows, like the shadows you see in our story of the week?
  - You can use the attached template to create your puppets or if you prefer you could draw an outline to cut out!
  - Children will need support to use child scissors safely, remind them to always have their thumb in the top hole and two fingers in the bottom hole.
  - After cutting the puppets out (trying to keep as close to the outline as possible) you could attach them to something using tape such as a stick, a pencil or a wooden spoon.
  - When you are next outside at home or on a walk see if you can find any shadows.
  - What shapes are the shadows?
  - What weather do you need to see shadows outside? Why?
  - Can you find your shadow?
  - Could someone draw around your shadow? (Perhaps on wall paper with a pen or with chalk on the floor outside).
- Using your shadow puppet

### What to Do

- 1 Draw a character – it could be a person, an animal or an object – on a piece of thick cardboard.
- 2 Cut out your character.
- 3 Place the lollipop stick on the back of your character.
- 4 Stick it in place with the sticky tape.
- 5 Hold your puppet up next to a wall, preferably a white wall.
- 6 Shine the torch or whatever light source you are using on to your puppet. A large shadow of your puppet will appear on the wall.
- 7 Now, move your character towards the light.  
What do you notice?
- 8 Move your character further from the light.  
What do you notice?
- 9 Move the light source to one side while you hold the character still.  
What do you notice?



