QEII home school learning

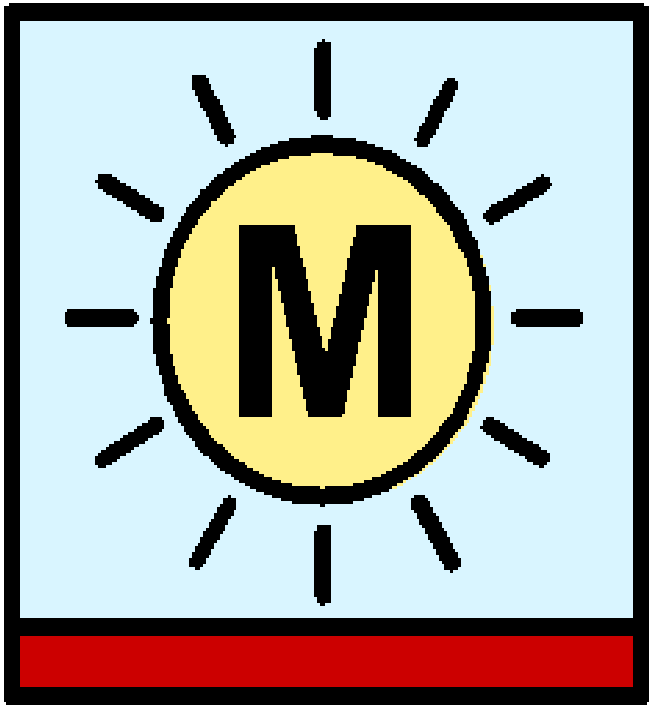
As before, we are placing no expectations on parents and carers regarding home learning. Whilst we would love to see children engaging in the activities we provide, and sharing their learning regularly via e-schools/email, we also recognise that many families will not be in the position to be able to do this. We also recognise that for many children, engaging them in 'school' activities at home is not an easy task! Every family and child is different, and will be facing different challenges. Whatever you and your child is able to manage will be fine. We will pick up where we left off with the children on their return, and will support all children to continue to make progress in their learning.

The activities shared match the learning that we are aiming to carry out during the week in school. Therefore, if your child is attending school, they will be carrying out the learning for the day in school. Of course, if you wish to do the activities at home too, this is fine, and will help to generalise skills and learning.

Alongside this core learning offer, parents and carers should also remember that there are many learning opportunities that will arise during this lockdown, that are not part of the standard school curriculum. Please follow your child's lead and interests- and remember that almost every activity can be seen as an opportunity to develop important life skills such as communication, gross/fine motor skills, turn-taking etc.

Please do not hesitate to contact us, via e-schools/ email, or via the school office, should you need any help or advice.

	9:00	9:20	9.45	10:15-10.45	10.45 – 11.15	11.15-12.00	1:30-2:00		2:00 – 3:00
Monday	Morning activities	Fine motor activities	Phonics - introduce new sounds – f,e,l,h	Snack and play	Topic related activities – Towers from around the world		L	Physical activities Jump start Johnny, Go Noodle, Cosmic Yoga all online	Story time
Tuesday	Morning activities	Fine motor activities Cutting shapes to make a tall tower	Phonics Practise writing f, e, l, h	Snack and play	Maths – number – Continuing simple addition addition		U	Wellbeing – walk, massage (Drama) Collect natural objects to use in art – sticks, stones, leaves	Story time reading
Wednesday	Morning activities	Fine motor skills Dough Disco	Cooking – making chocolate rice crispy 'bricks' to use to build a chocolaty tower!	Snack and play	Topic- build a new tower for Rapunzel		N	Physical activities Jump start Johnny, Go Noodle, Cosmic Yoga all online	Story time
Thursday	Morning activities	Art - making tall towers using natural materials they collected on their walk – sticks, stones, leaves		Snack and play	Topic related activities – Take photos and write words or stick labels onto their tower		C	Playing games – turn taking, sharing - Pairs, matching, snakes and ladders, Bingo	Story time
Friday	Morning activities	Fine motor –	Maths – measuring – comparing lengths non standard units	Snack and play	Phonics – teach your monster to read songs. Phonics play		H	Yoimoji values	Wellbeing walk	Story time



Monday

Monday		
Learning objectives	**Activity**	**Resources**
• I can manipulate a range of tools • I can develop my fine motor skills • I can use a pincer grip	Fine motor activities Use different sized spoons to fill different size cups with water at the sink. Can your child balance the water on the spoon and pour all the water into the container? Which container is easiest to fill? Count how many spoonful's it takes to fill. Encourage your child to hold the spoon using a pincer grip.	Different size spoons Different sized containers Water
Phonics Groups • I know can say the phonemes • I can match initial sounds to objects • I can find the right grapheme to match the picture.	**Phonics groups** https://www.phonicsplay.co.uk/ **username: jan21** **password: home** https://www.phonicsplay.co.uk/resources/phase/2/grab-a-giggling-grapheme https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture Recapping sounds from previous weeks. Introduce sounds, f, e, l, h, Say the sounds ask children to repeat sounds or point to the sounds as you say them. Try to match the sounds to an objects for example f – fish, e – egg, l – light, h – house. Can they find/name any other objects beginning with the sounds? Have a go at the phonics sheets choosing the correct letter to match the initial sound of the objects.	Letter cards Object pictures or real objects Pencil sheets
• I can look at the towers • I know the towers are in different countries • I can use vocabulary to describe the towers – tall, thin, square etc	Towers from around the World Look at the different towers from around the world. Can you child find different shapes? Can they say which one they think is the tallest? Show them the map of the world and show them England. Show the children which towers are in England and which are around the world. Use the ALB to help show the towers. Can the children make a simple comparisons between the towers?	Tower pictures, ALB sheet Map of the world
• I can follow instruction • I can copy different movements.	Physical activities – Jump start Johnny. Outside throwing and catching Physical activities - Jump start Johnny https://www.jumpstartjonny.co.uk/free-stuff or on YouTube Go Noodle – a variety of activities on You tube Cosmic yoga – a variety of routines on YouTube .	You could either follow one of these activities on a IPad, smart TV, laptop or Pc.
Story • To listen to a story • To answer questions about the story • To communicate who the characters are in the story	Story Read a story with your child, looking at characters, looking at the pictures and talking about what happens next. Encourage your child to join in with repetitive text.	A choice of story books or your child's favourite book. You could watch bedtime stories on Cbeebies.

PHONICS Resources

Initial Sounds

Circle the letter that the word begins with. The first one has been done for you.

b ~~c~~

o a

d b

s h

s f

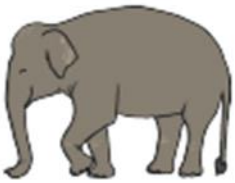
c o

b p

t f

v c

d g

e  j

h y

Initial Sounds

Circle the letter that the word begins with. The first one has been done for you.

b ~~c~~

d b

t f

l c

p d

n m

b e

m w

r k

b e

j f

w z

Initial Sounds

Circle the letter that the word begins with. The first one has been done for you.

b ~~c~~

f b

s a

l r

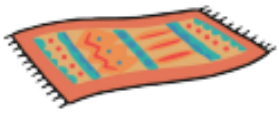
p b

p g

d p

z f

i s

r  n

l t

c x

Towers around the World

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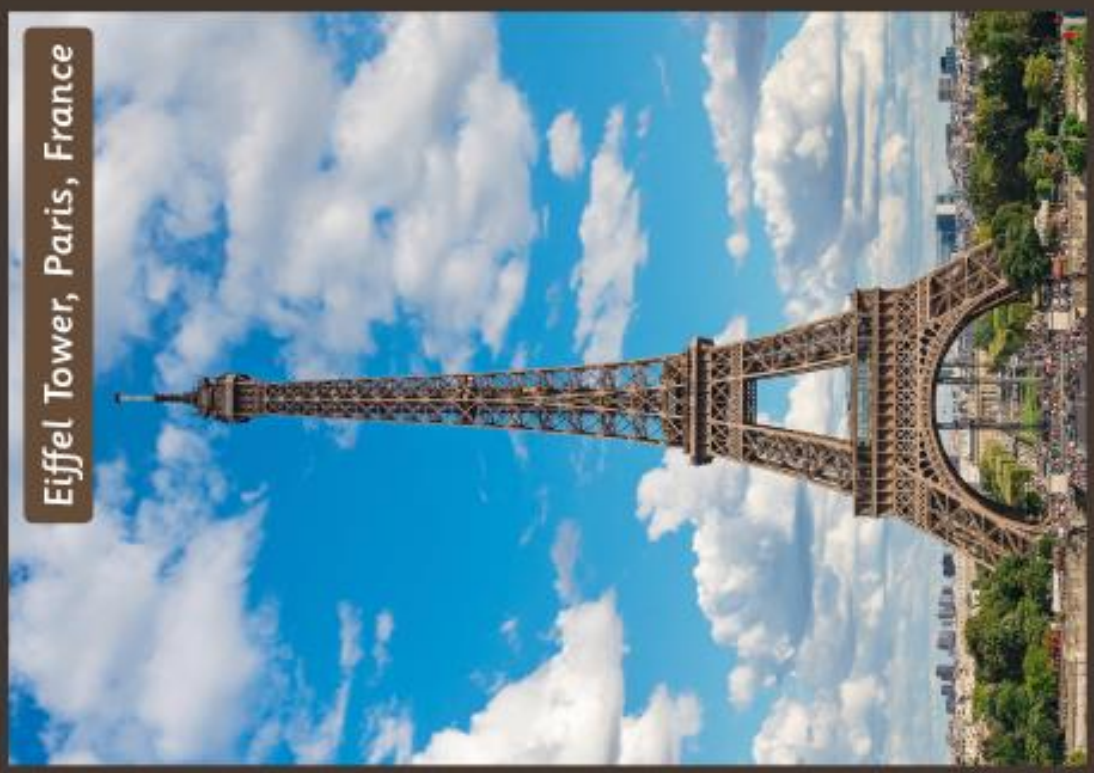

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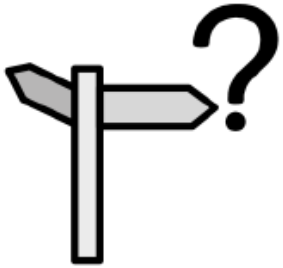

where?

tall

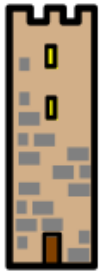
The Shard

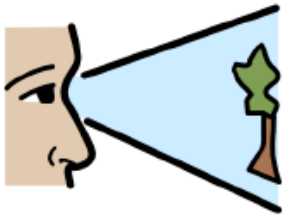
country

I, me, my, mine

Big Ben

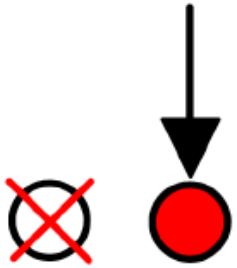
Eiffel Tower


tower


see

Leaning Tower of Pisa

Tokyo Tower


something else

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World Map
Arctic Ocean
Greenland
Canada
United States of America
Mexico
Hawaiian Islands
Guatemala
Belize
Honduras
Cuba
Haiti
Bahamas
Jamaica
Nicaragua
Dominican Rep.
Puerto Rico
Costa Rica
El Salvador
Panama
Venezuela
Colombia
Guyana
Suriname
French Guiana
Ecuador
Peru
Brazil
Bolivia
Paraguay
Chile
Argentina
Uruguay
Falkland Islands
Pacific Ocean
Atlantic Ocean
Iceland
Norway
Sweden
Finland
Estonia
Latvia
Lithuania
Ireland
United Kingdom
Netherlands
Belgium
Germany
Poland
Belarus
Ukraine
France
Portugal
Spain
Switzerland
Austria
Slovakia
Hungary
Romania
Moldova
Bulgaria
Greece
Cyprus
Turkey
Russia
Georgia
Armenia
Azerbaijan
Kazakhstan
Uzbekistan
Turkmenistan
Kyrgyzstan
Tajikistan
Mongolia
China
N. Korea
S. Korea
Japan
Syria
Iraq
Iran
Lebanon
Israel
Jordan
Kuwait
Qatar
Saudi Arabia
United Arab Emirates
Bahrain
Oman
Yemen
Afghanistan
Pakistan
India
Nepal
Bhutan
Bangladesh
Myanmar
Laos
Thailand
Vietnam
Cambodia
Philippines
Taiwan
Sri Lanka
Maldives
Malaysia
Singapore
Brunei
Indonesia
Timor-Leste
Papua New Guinea
Solomon Islands
Vanuatu
Fiji
New Caledonia
Morocco
Algeria
Tunisia
Libya
Egypt
Western Sahara
Mauritania
Mali
Niger
Chad
Sudan
Eritrea
Djibouti
Ethiopia
Senegal
Gambia
Guinea-Bissau
Guinea
Sierra Leone
Liberia
Cote d'Ivoire
Burkina Faso
Ghana
Togo
Benin
Nigeria
Cameroon
C.A.R.
South Sudan
Gabon
Rep. of the Congo
Dem. Rep. of Congo
Kenya
Somalia
Uganda
Burundi
Tanzania
Malawi
Angola
Zambia
Madagascar
St. Helena
Namibia
Zimbabwe
Botswana
Mozambique
Eswatini
South Africa
Lesotho
Indian Ocean
Australia
New Zealand
Antarctica
Key
1. Czechia
2. Austria
3. Slovakia
4. Hungary
5. Slovenia
6. Croatia
7. Bosnia and Herzegovina
8. Serbia
9. Montenegro
10. Albania
11. North Macedonia
12. Moldova
13. Kosovo
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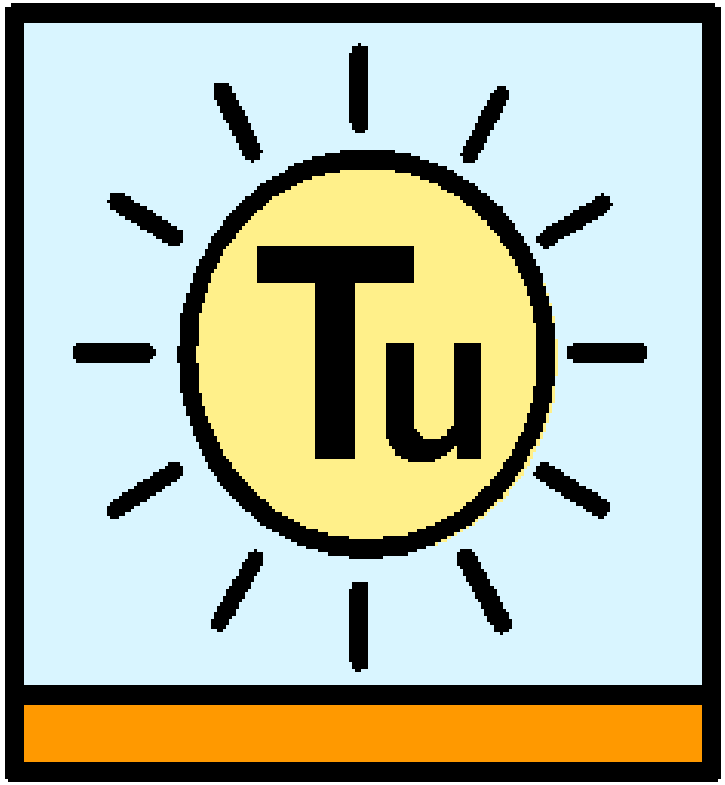
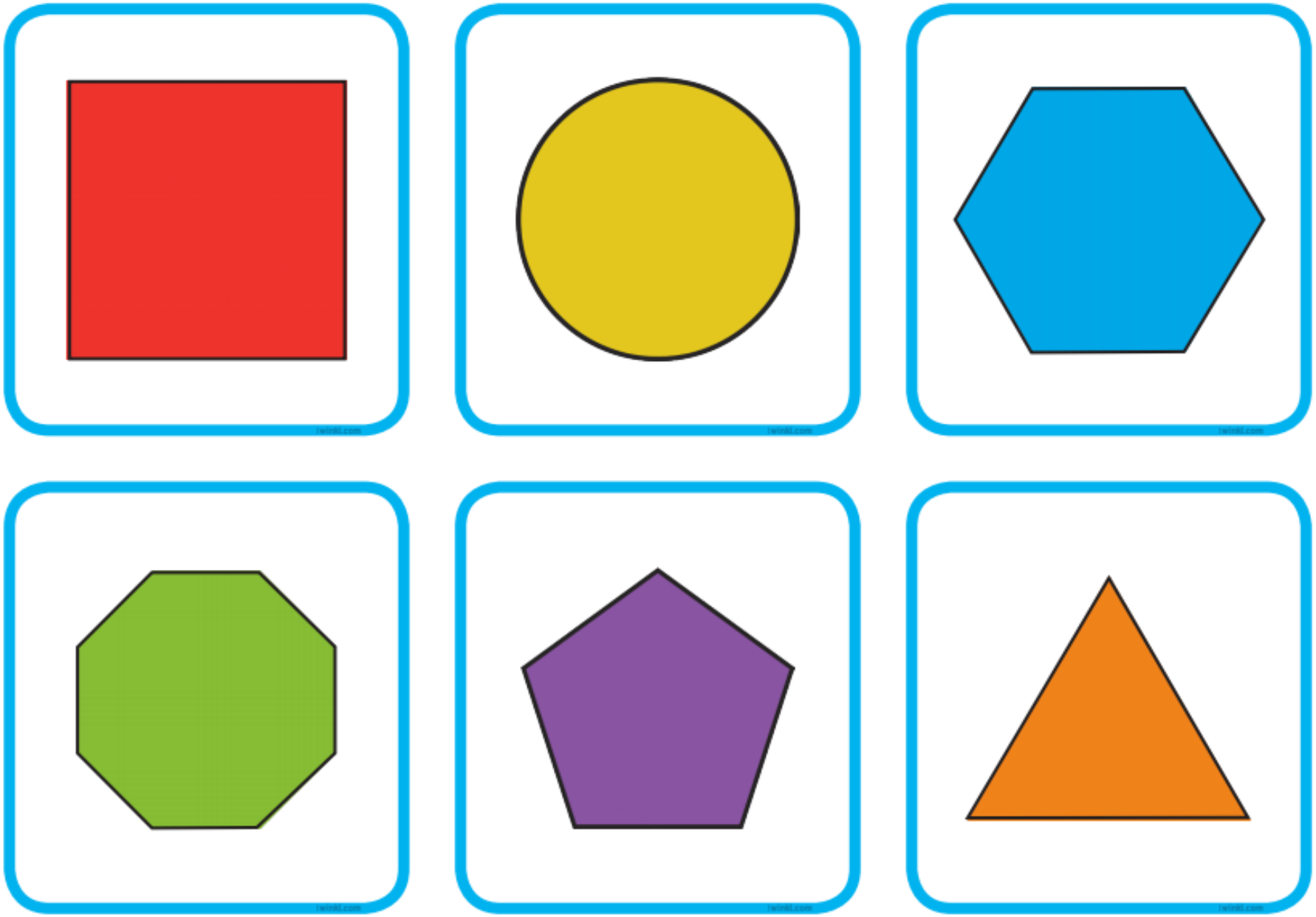


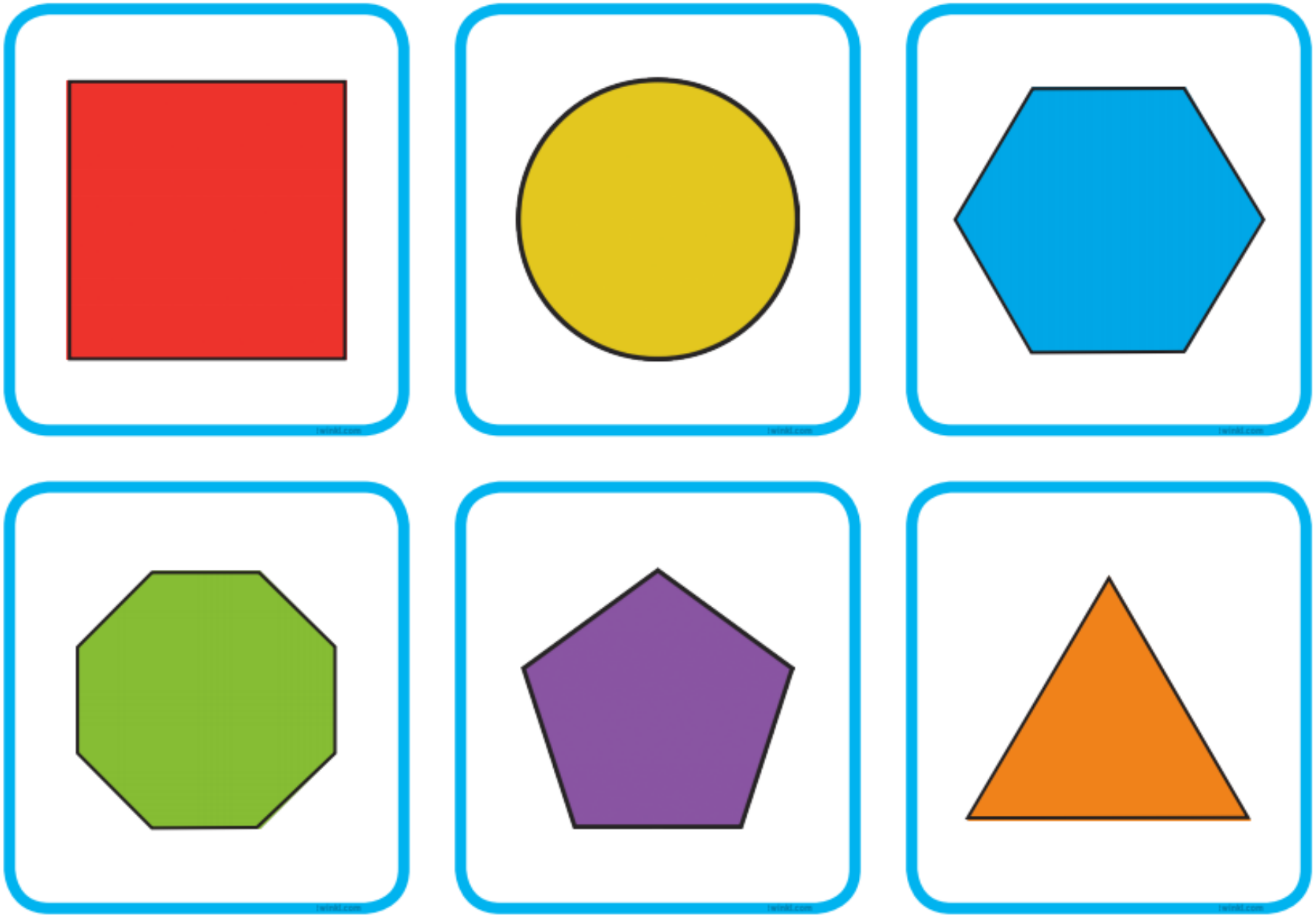
Tuesday

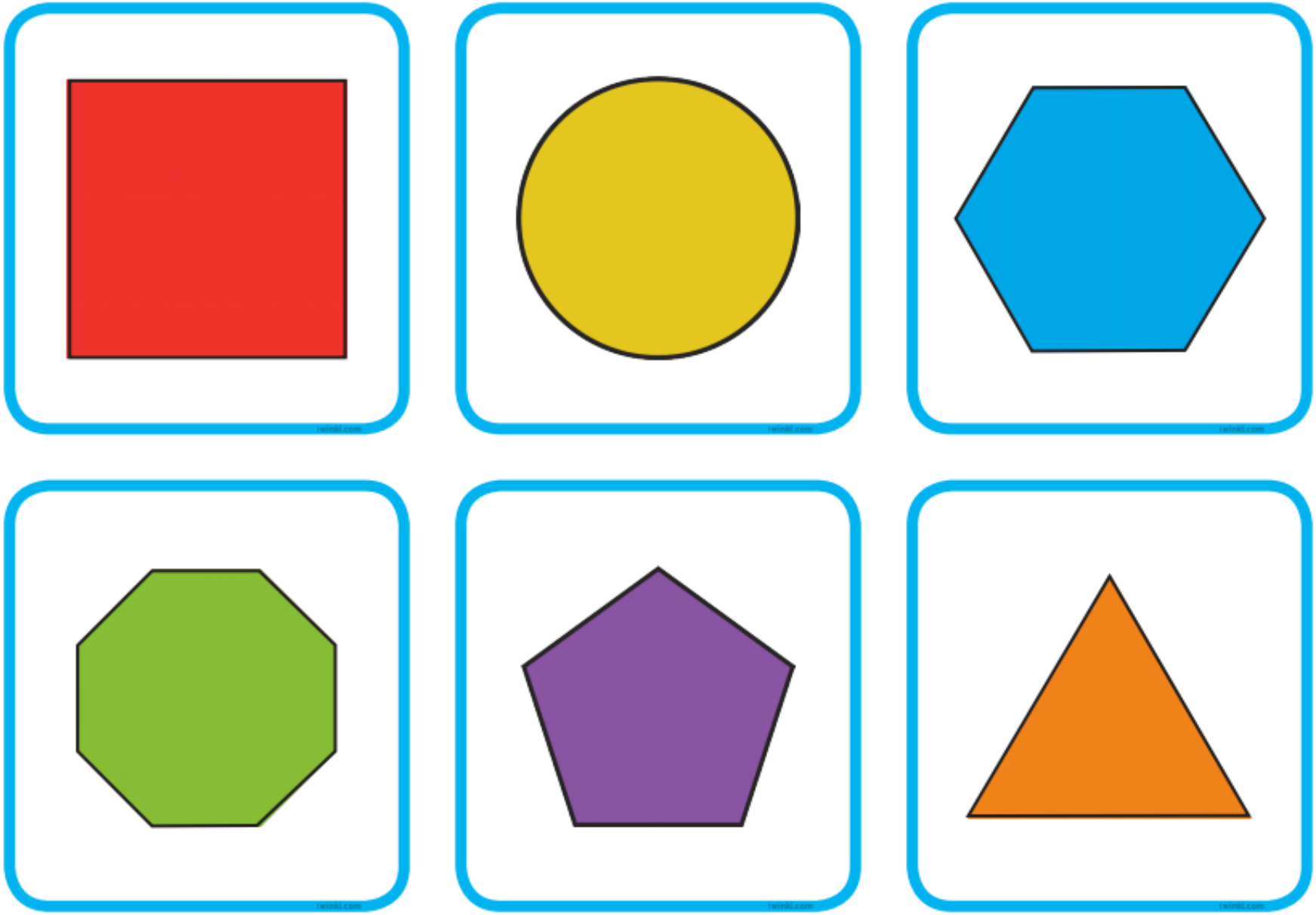
Tuesday

Learning objectives	Activity	Resources
I can manipulate a range of tools I can develop my fine motor skills	Fine motor activities Cutting skills, using scissors to cut a round a given shape. Encourage the children to hold the scissors correctly. Hold the paper for the children or stick the top of the paper on a table using masking tape. Let your child choose what shapes they want to cut out to stick together to create a tower. Talk about the shapes they have chosen.	Scissors Cutting sheets Paper and glue
Phonics I know can say the phonemes I can mark make I can write the graphemes c, u, k ,b	**Phonics groups** Recapping sounds from yesterday f, e, l, h Ask your child to say each sound as you show them or ask them to point to the sound as you say them. You could have a go at phonics bingo too. Your child could practise writing f, e. l, h, in salt, flour using their fingers or a paint brush or a stick. Ask your child to say the sounds as they try to write them or you say the sounds as your child mark makes. Ask your child to try to write each letter using the handwriting sheets for each letter.	Letter cards Pens/crayons/pencils Paper Tray of salt/flour Stick/paintbrush Handwriting sheets
Maths – number To recognise numerals To match given quantities to a numeral To start to combine to sets and write corresponding number sentence	Topmarks – https://www.topmarks.co.uk/addition/robot-addition, https://www.topmarks.co.uk/addition/addition-to-10, https://www.starfall.com/h/addsub/addsub-ladder/?sn=math1--math0 Simple addition. Count to 10 with your child. Can your child find the numbers when you say them? Look at the number sheets and count the objects. How many are there **altogether**? Write the numbers on the sheets. If your child is able move on to the addition to 20 sheets. Help your child use the number lines to complete the number sentences.	Number cards Number sheets Pens/pencils
To move in different ways To follow instructions	Physical activities - Jump start Johnny https://www.jumpstartjonny.co.uk/free-stuff or on Youtube Go Noodle – a variety of activities on You tube Cosmic yoga – a variety of routines on Youtube Go on a walk and collect sticks, twigs, leaves, stones to use tomorrow to build a tower	You could either follow one of these activities on a IPad, smart TV, laptop or Pc. Go for a walk.
To listen to a story To communicate who the characters are in the story	Story Choose a story – either a book or online and enjoy a story together talking about what happened, what was your favourite part, how the characters felt.	A choice of story books or your child's favourite book. You could watch bedtime stories on Cbeebies

Cutting Skills







PHONICS Resources

Letter Formation Worksheet

Trace over these letters and then try writing your own.

Ff Ff Ff Ff Ff

All of the following begin with the sound **f**

Can you write the letter **f** to complete the words?

____rog

____lower

____ire

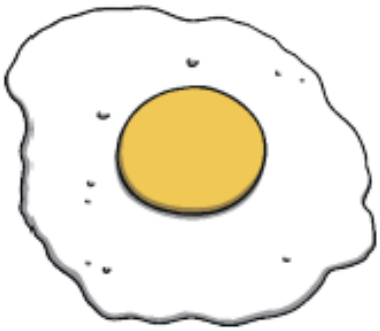
Letter Formation Worksheet

Trace over these letters and then try writing your own.

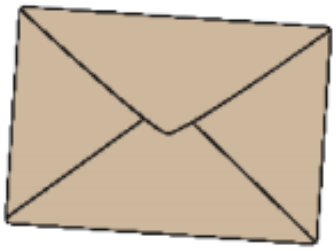
Ee Ee Ee Ee Ee

All of the following begin with the sound **e**

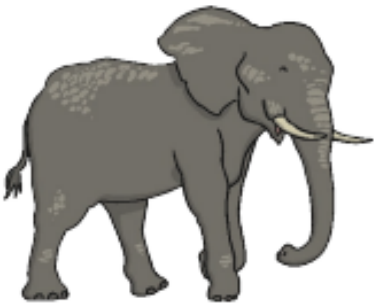
Can you write the letter **e** to complete the words?



____gg



____nvelope



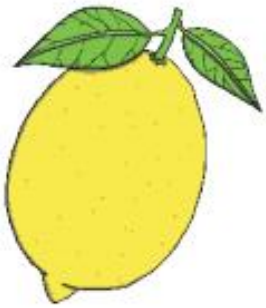
____lephant

Letter Formation Worksheet

Trace over these letters and then try writing your own.

All of the following begin with the sound **l**

Can you write the letter **l** to complete the words?



____emon

____eaf

____antern

Letter Formation Worksheet

Trace over these letters and then try writing your own.

Hh Hh Hh Hh

All of the following begin with the sound **h**

Can you write the letter **h** to complete the words?

____eart

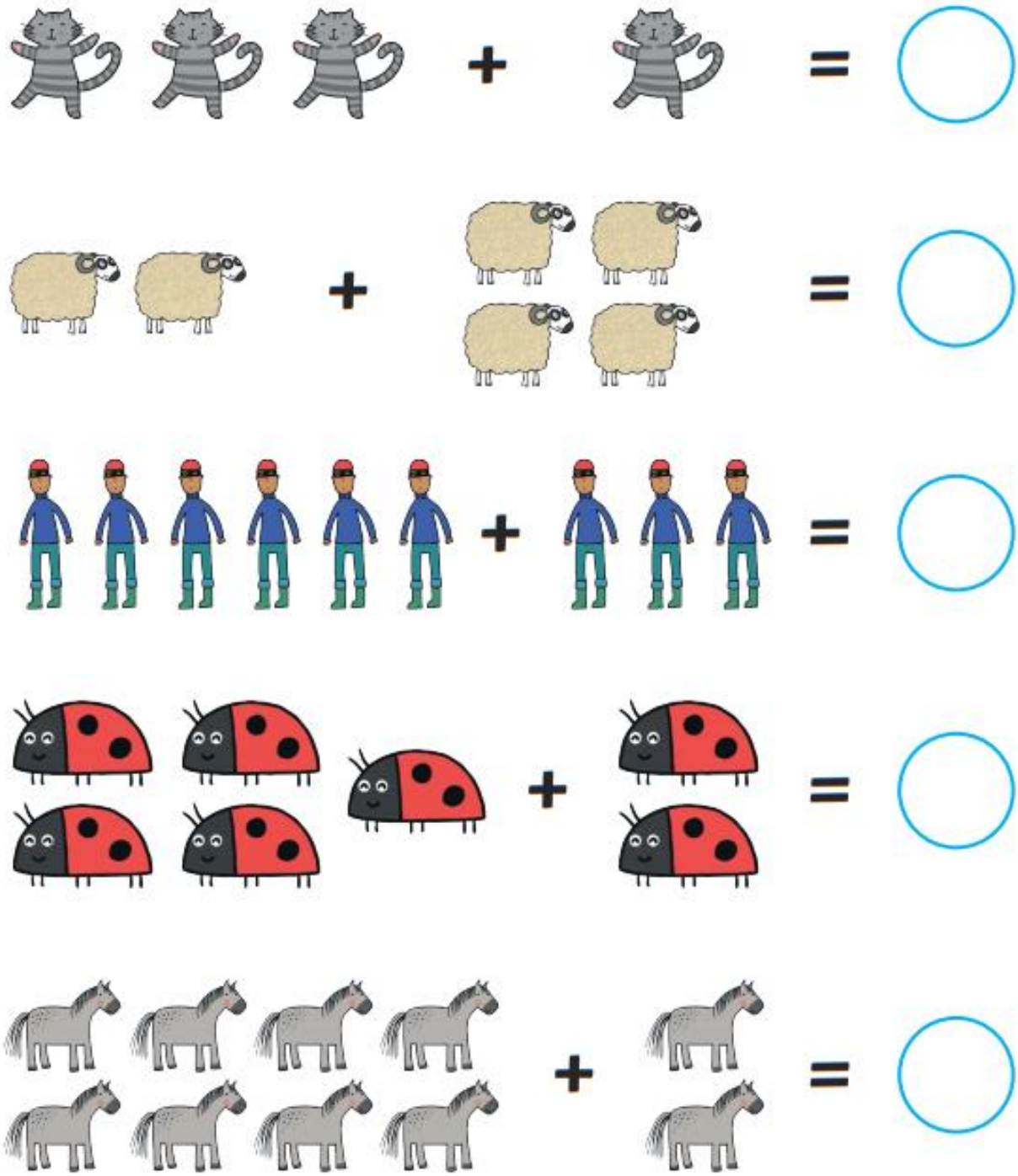
____at

____and

Number Resources

Addition to 10

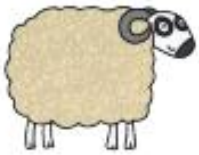
Write down the answers in the circles.

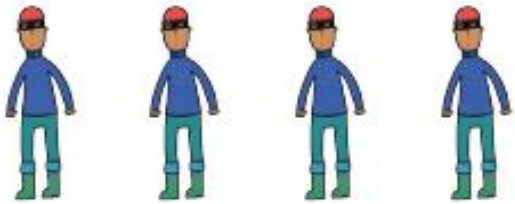


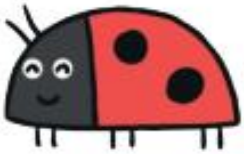
Addition to 10

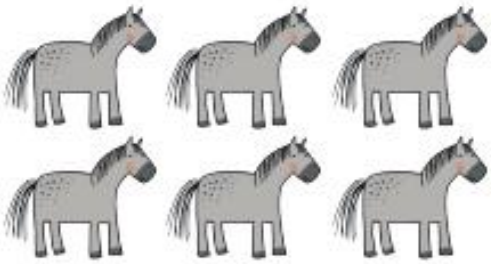
Write down the answers in the circles.

2 + = ◯

3 +  = ◯

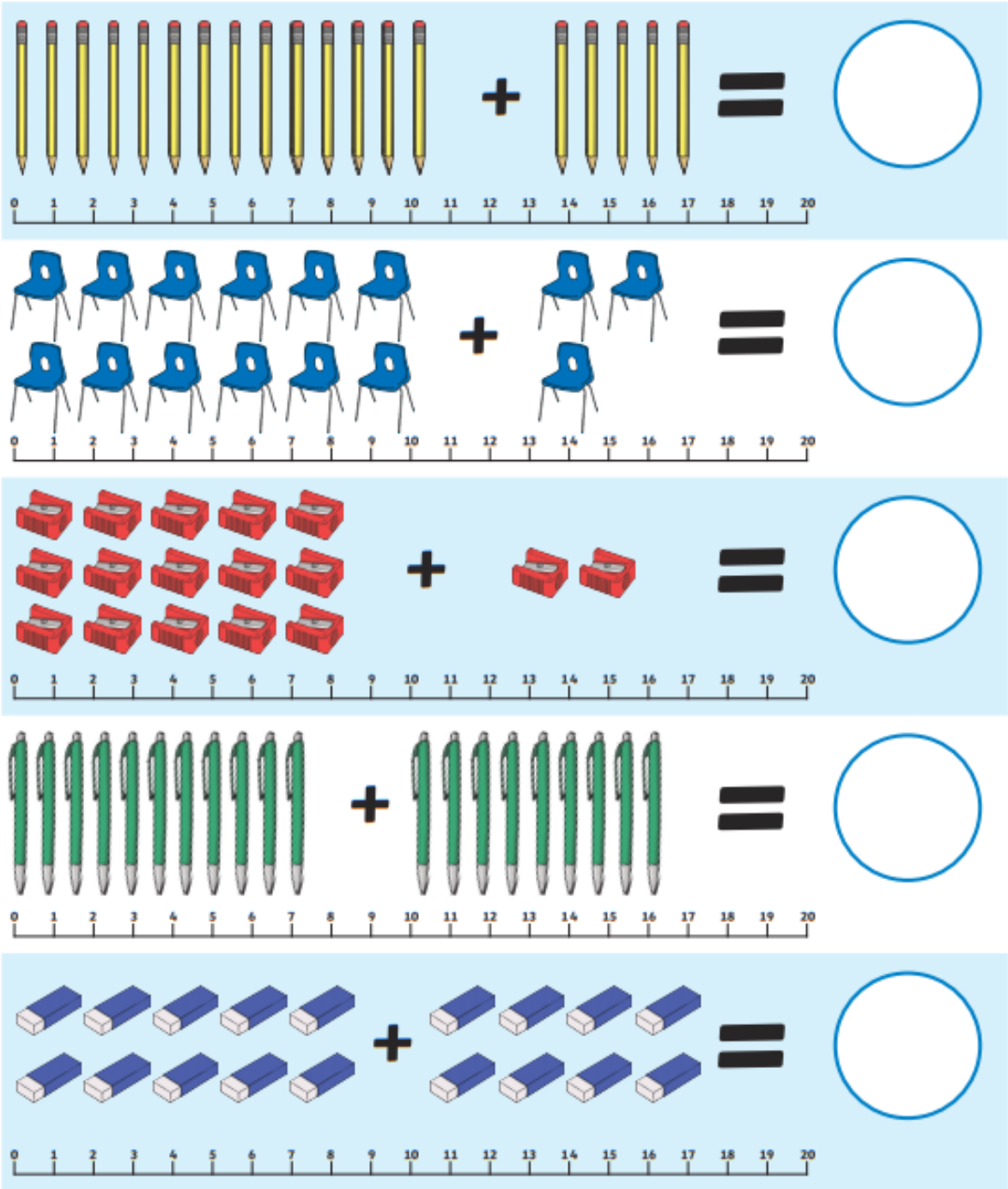
5 +  = ◯

8 +  = ◯

4 +  = ◯

Back to School Addition up to 20

Write down the answers in the circles.



Back to School Addition up to 20

Write down the answers in the circles.

12 + 8 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

13 + 2 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

7 + 9 =

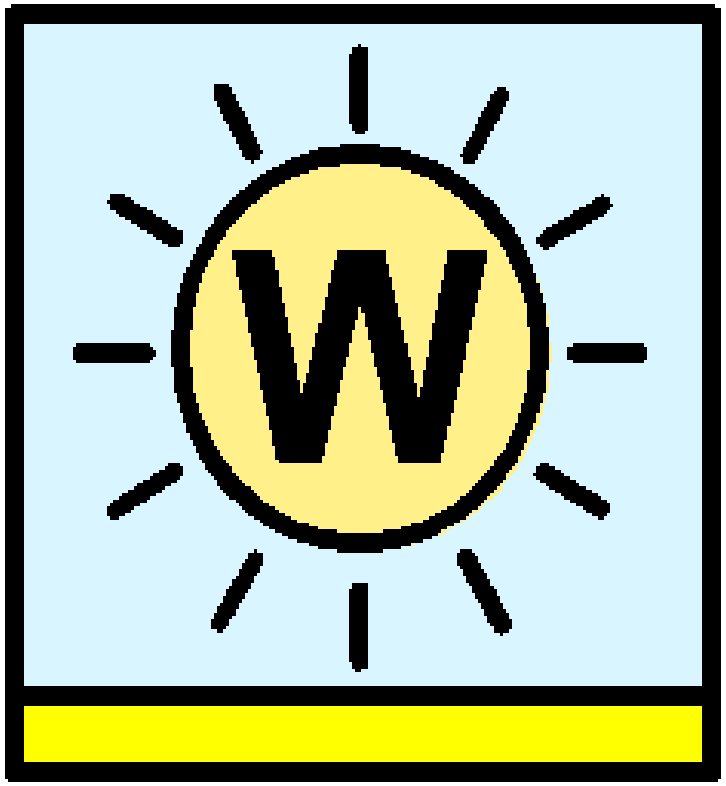
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

11 + 6 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

9 + 9 =

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Wednesday

Wednesday

	Lesson and learning intentions	Activity	Resources
	Fine motor skills I can develop my fine motor skills I can follow instructions I can develop my muscle strength in my hands I can then try and manipulate my dough into shapes!	Dough Disco! Using the unicorn dough that was made last week, watch the dough discos videos on youtube and practice fine motor skills! Encourage children to roll, pinch, pull, poke and tear the unicorn dough to support the development and strengthen muscles in hands. Encourage them to make shapes, letters and numbers with the dough!	Unicorn dough Phone/laptop/iPad https://www.youtube.com/watch?v=o9D5lfqZF3o
	Snack and play time – encourage your child to cut up their snack with support and pour their own drink		
	Cooking I can construct with a purpose I can look at capacity, filling and pouring – empty and full I can use a range of equipment for a purpose I can count the cakes as a I build my tower I can then try to add one more or one less, depending on what my adult says.	Making a chocolate rice crispy cake tower! Make some rice-crispie chocolate cakes in a tray, and when finished, cut into 'bricks'. It doesn't matter what the end result looks like- this is an opportunity for your child to independently explore and handle different items and ingredients! Use your favourite rice-crispie recipe and add ingredients as desired, e.g. chocolate, marshmellows, golden syrup etc. There are aided language boards to support your child on the following slides and a recipe. Encourage your child to explore the different ingredients, and then help to measure out each ingredient in turn. Encourage them to mix together with their hands and/or a range of equipment. Encourage them to choose which items they would like to use e.g. white or milk chocolate, rice-crispies or coco-pops! Use your chocolate bricks to build a tower/ castle. You could use icing to join them together, if you wish. You could also extend this by decorating the castle/tower with sweets, icing etc.	•100g milk chocolate, broken up •50g dark chocolate, broken up •100g butter •4 tbsp golden syrup •100g rice pops (we used Rice Krispies) Recipe on following page ALB on following page To decorate •50g milk chocolate, melted •sprinkles, mini marshmallows, nuts, Smarties, dried fruit or white chocolate buttons
	Lunchtime		
	Science I can identify what is bigger/smaller Physical activities I can develop my gross motor skills I can follow instructions carefully I can imitate actions modelled to me	Building a tower for Rapunzel! Build a new tower for Rapunzel, using a variety of construction materials. Explore different ways to make the tower secure, using bases of different sizes and shapes and various ways of joining the pieces together. Find out who has made the tallest tower- you could have a 'competition' with siblings! Would Rapunzel be safe? **Note:** You could use a range of construction kits, including Lego, K'nex, blocks, brick sets, junk modelling PE Encourage your child to get moving using Jumpstart Jonny, Cosmic Kids and Go noodle! Or simply play in the garden or go for a walk!	Bricks/ blocks etc to make a tower (e.g. wooden blocks, lego, duplo, megablocks, K'nex etc) Aided Language Board/ Symbols Computer/Ipad/Mobile phone https://www.youtube.com/watch?v=KhfkYzUwYFk https://www.jumpstartjonny.co.uk/

Story
I can engage in a simple story
I can handle books carefully and correctly
I can recognsie some of the set one RWI sounds,i,n,p,g and o
I can then try to segment and blend simple CVC words for example C a t = cat.

Making chocolate rice crispy bricks to build a tower for Rapunzel!

- **STEP 1** Put the chocolate in a heatproof bowl with the butter and golden syrup and gently melt in 10-second bursts in the microwave, or melt it over a pan of simmering water, making sure the bowl doesn't touch the water. Stir until smooth, then take off the heat and stir in the rice pops, coating them gently with the chocolate until they are all completely covered.

- **STEP 2** Divide the mixture between nine cupcake or 12 fairy cake paper cases – it's easier if you slide these into a muffin tin as it will help them hold their shape. Leave to set. If you want them to set faster, put in the fridge for 1 hr.

- **STEP 3** Drizzle with a little melted chocolate and decorate with sweets, dried fruit or nuts while they are still wet enough to stick them on. Will keep in an airtight container for five days.

Recipe

200g chocolate

100g butter

4 tbsp golden syrup

100

100g rice krispies

sprinkles

Symbol

Text

Symbol

Text

Symbol

Text

Rice crispy chocolate cakes ingredients

I need

rice krispies

chocolate

sprinkles

butter

golden syrup

more

help

Rice crispy chocolate cakes

I need

spoon

bowl

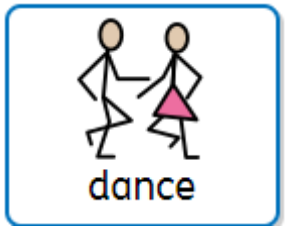
mix

break up

pour

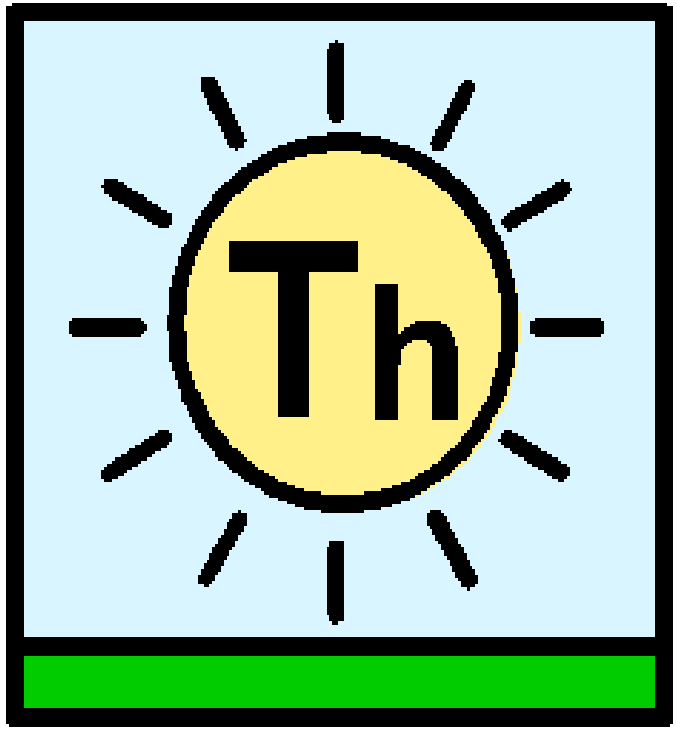
cake cases

eat



Useful Physical exercise links

- https://www.jumpstartjonny.co.uk/home
- https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ
- https://www.youtube.com/channel/UC2YBT7HYqCbbvzu3kKZ3wnw
- https://www.youtube.com/user/CosmicKidsYoga
- https://www.bbc.co.uk/programmes/p06tmmvz
- https://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg
- https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw
- https://www.zumba.com/en-US/party/classes/class-kids
- http://kookookangaroo.com/



Thursday

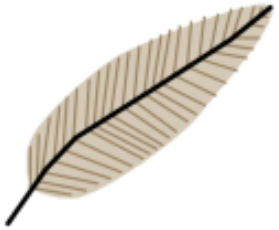
Thursday

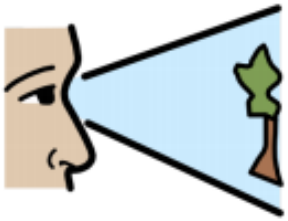
	Lesson and learning intentions	Activity (differentiated)	Resources
	Art I can explore a range of natural materials using all my senses I can construct with a purpose I can identify objects suitable for building purposes I can then try to construct a den!	Making towers out of things found on walks Use the natural materials you found earlier in the week (e.g. stones, logs etc) to make a tall tower. You could try using mud and earth to hold your tower together. You could also try making a den, inside or outside. Have a look here for some inspiration: https://www.edenproject.com/learn/for-everyone/how-to-build-your-own-den	Natural materials e.g. stones, sticks, logs, earth Camera to take photos Optional: den building materials
Snack and play time – encourage your child to cut up their snack with support and pour their own drink			
	Science./Maths I can identify the size e.g big/ tall of the towers I build I can count the cubes I can construct with a purpose I can then use symbols and/or try to write the key words about my tower	Making a sugar cube tower! Stack sugar cubes to make towers. Using standard units, measure and record the height of each to discover who can build the highest tower (use a ruler or tape measure to find out how tall the tower is together. You could also try counting the cubes) Reinforce one more and one less when building the towers. After building the towers reinforce the language surrounding size such as big and small and tall and short, Then try to build a taller tower using a different approach, such as starting with a wider base, again measure and record the height using standard measures. To make sugar cube towers last longer, use royal icing to glue the cubes together. Children can cut and stick symbols onto the worksheet or write the key words!	Sugar cubes Royal icing Measuring equipment (e.g. ruler, tape measure) Aided language boards Number mat
Lunchtime			
	Communication and Language I can engage in a turn taking game I can use an aided language board to ask for my turn and your turn I can share items I can then try to organise the game myself and tell you how to play!	Playing games Encourage your child to play games either with a sibling or with an adult. Discuss the importance of sharing, my turn, your turn and how we work together to make playing games fun! An aided language board on the following slides can be used to support.	Use games such as Puzzles Cards Board games
	Story I can engage in a simple story I can handle books carefully and correctly I can recognise some of the set one RWI sounds – i,n,p,g and o I can then try to segment and blend simple CVC words for example d o g = dog.		

I, me, my, mine

leaf

pine cone


feather


see

stick, branch

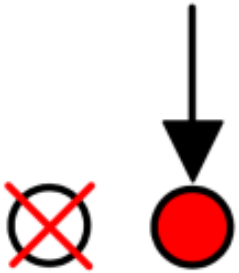
acorn

flower

find

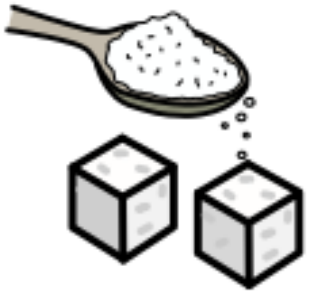
stone

wood, bark


something else

Sugar cube towers

I need



sugar cube

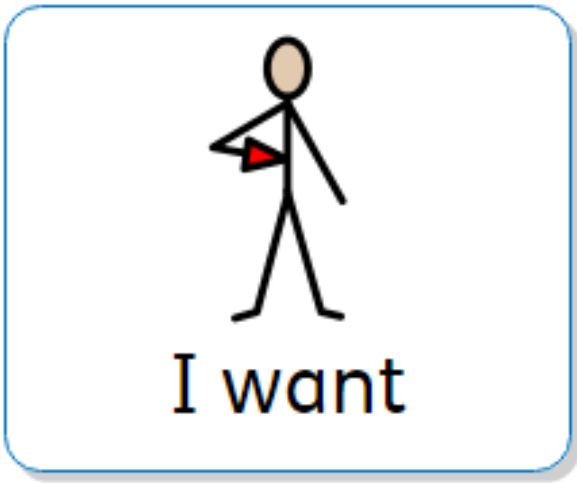
icing

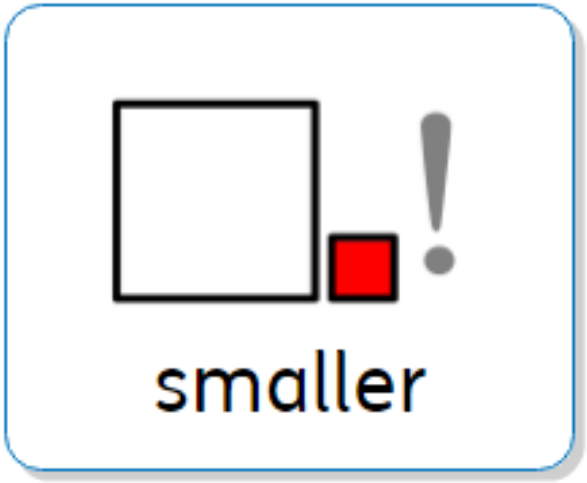
more

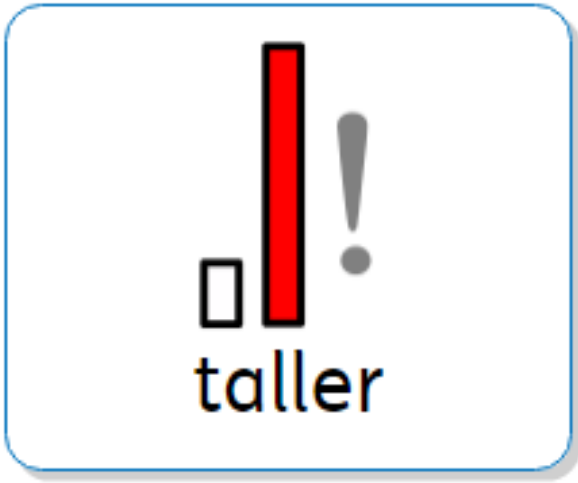
help

finished

Building sugar cube tower







1 1	2 2	3 3	4 4	5 5	6 6	7 7
8 8	9 9	10 10	11 11	12 12	13 13	14 14
15 15	16 16	17 17	18 18	19 19	20 20	Symbol Text

Writing about my sugar cube tower!

I used

Symbol

Text

Symbol

Text

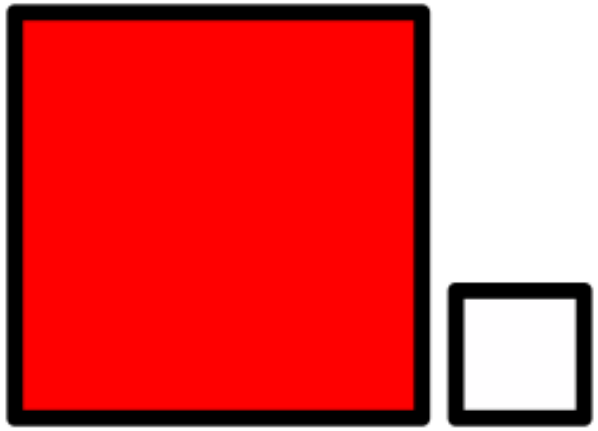
It was

Symbol

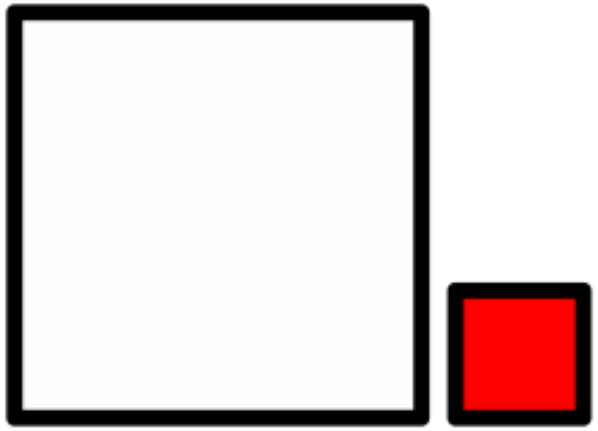
Text

Symbol

Text



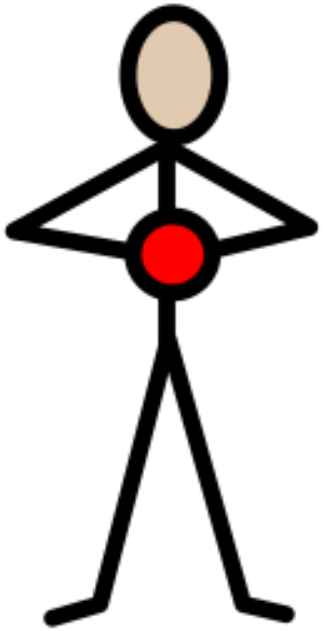
big



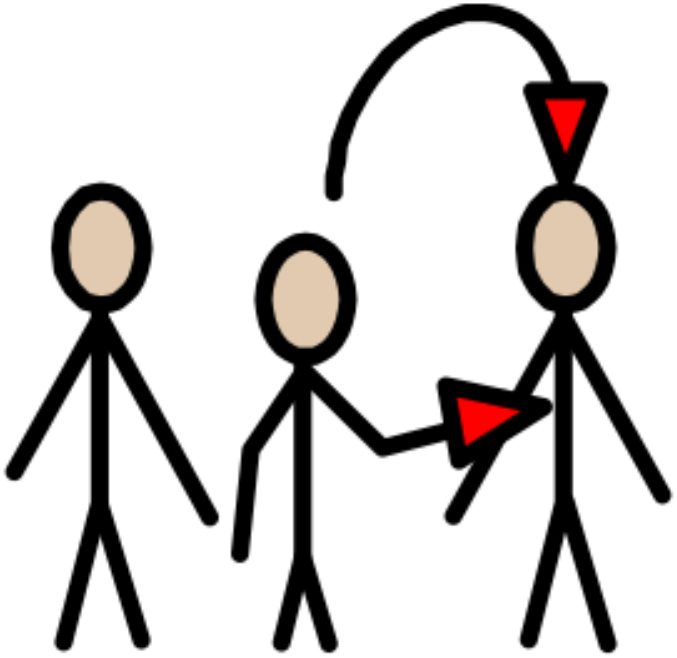
small

tall

short

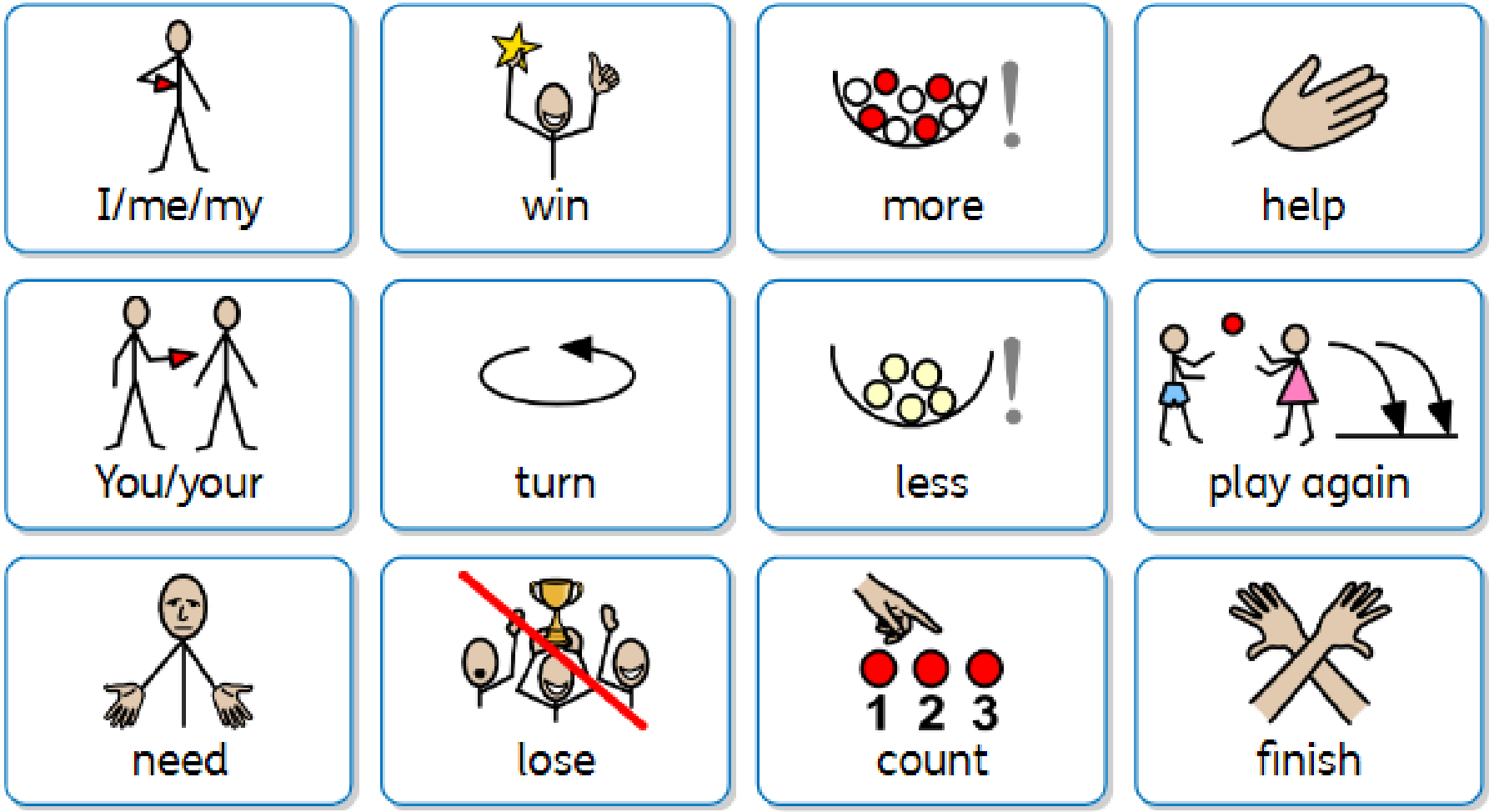


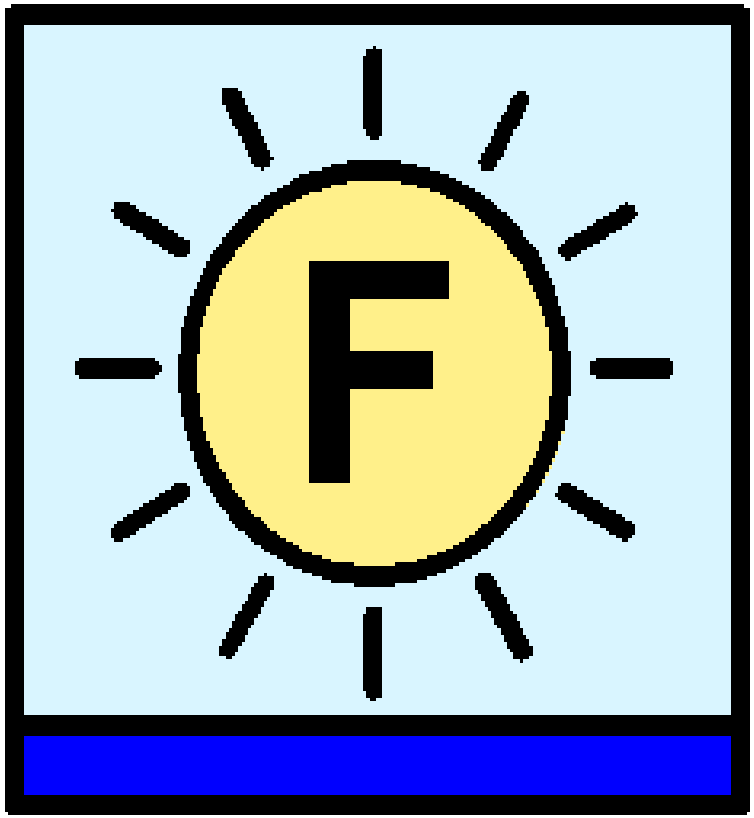
my turn



your turn

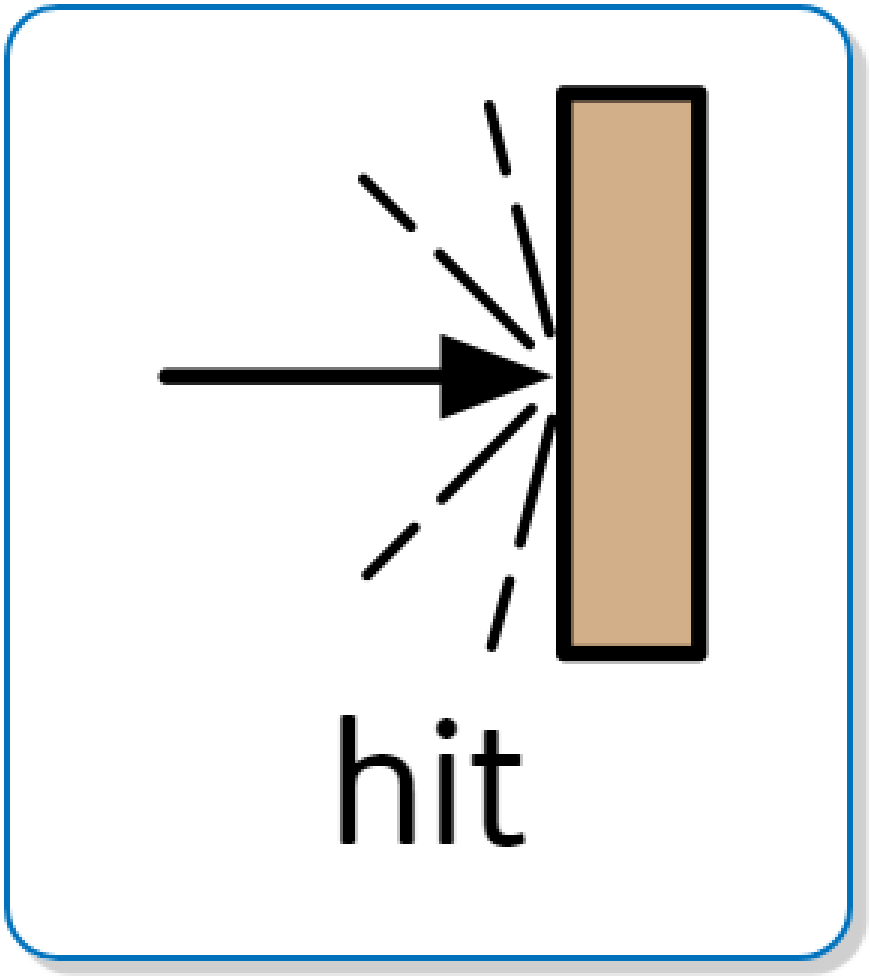
Playing games

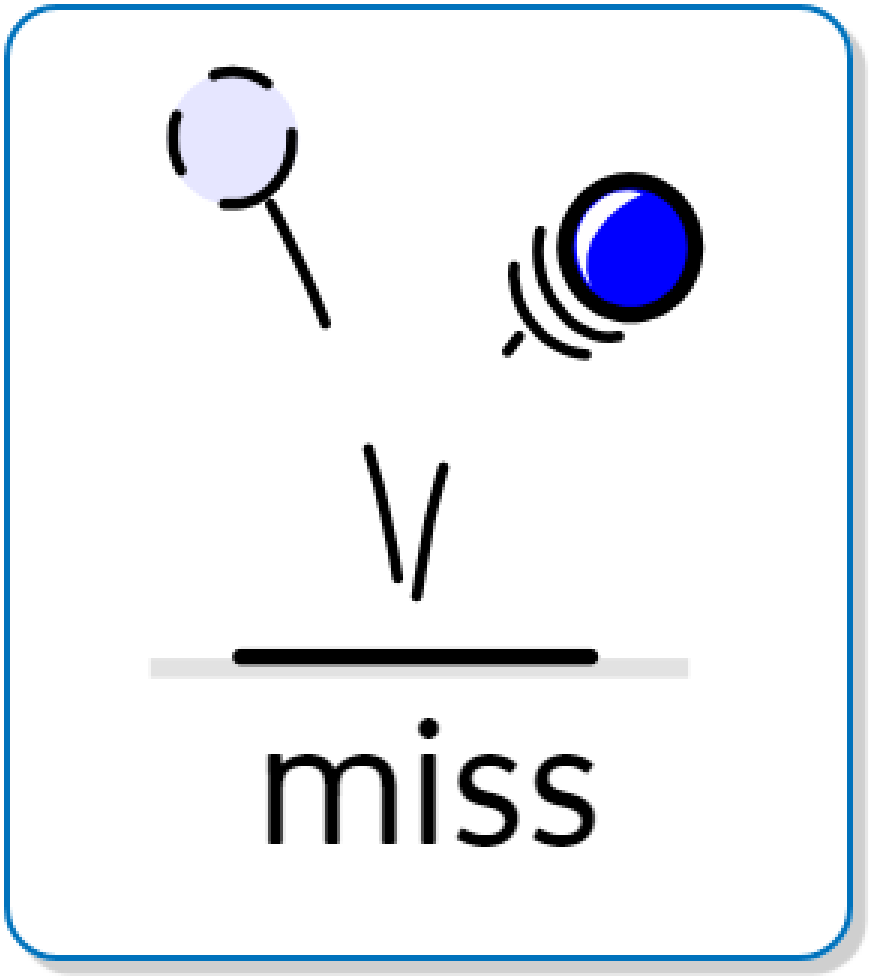


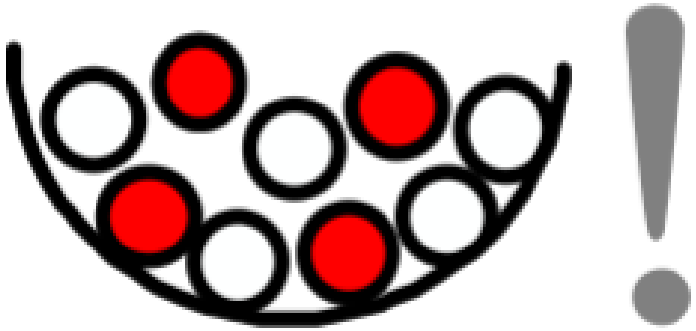


Friday

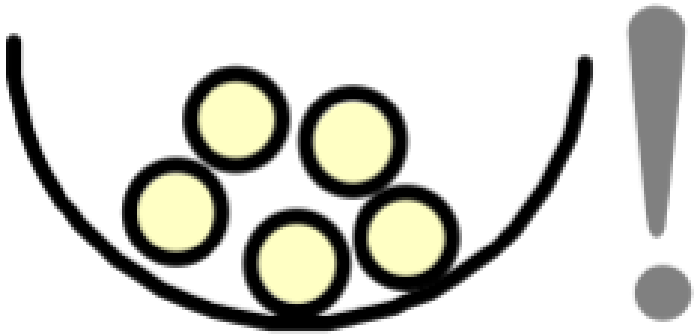
	Lesson and learning intentions	Activity (differentiated)	Resources
	ILP learning activities I can work on my targets with support from an adult and the activities in my home learning pack.	Complete some activities to develop skills in your child's EHCP and/or ILP (new ILP has been sent home via e-schools). Please do let us know if you need any further ideas on how to work on these targets.	Puzzles Slotting buttons into boxes Threading beads onto spaghetti Unicorn dough
	Snack and play time – encourage your child to cut up their snack with support and pour their own drink		
	Maths I can explore objects up to 20 in different arrays I can identify more and less I can then try to keep score of how many balls I got into the hoop!	Maths Find up to twenty small teddies, toys, balls or beanbags. Find a target, such as a hoop or box. Encourage your child to throw each item into the hoop. Count with them- how many land inside the hoop. How many land outside the hoop? Count all the beanbags together- there are still 5 all together. Play again- did you score more or less this time?	Balls, teddys or any soft objects Hoops Aided language boards
	Phonics I can engage in the phonics song and identify the set one sounds s.a,m,d, and t. I can identify the initial set one sounds and I,n,p,g and o I can then try to write the letters in flour, salt or sugar either independently or with hand over hand support from an adult. I can also try and write simple CVC words!	Teach your monster to read! And Phonics play! Using the Teach your monster to read website, encourage children to listen to the sounds of the Read Write Inc Set one Sounds and words and say the initial sounds. Encourage them to practice letter formation in a tray of flour, glitter, salt or sugar, modelling it to them beforehand. Encourage them to write simple cvc words such as cat, dog, hat and bat.	Phoncis website - https://www.teachyourmonsterteoread.com/teachers-area/classroom-toolkit/phonics-songs
	Lunchtime		
	Youmoji values on the newlsletter I can identify how I'm feeling using an Aided Language Board I can discuss a variety of emotions and what it means to feel those ways to me I can then try and explain why I feel the way I do.	Assembly Discuss thoughts and feelings with your child, giving them time to tell you how they feel either verbally or with support from an Aided Language Baord. Discuss the values of the week from the School Newsletter.	QEII School Newsletter Emotions Aided Language Baord
	PE I can engage in a walk and find it an enjoyable experience Wellbeing I can choose an activity that helps me to feel calm and content.	Wellbeing walk Go for a local walk to enjoy the countryside and sounds of nature! Using the aided language board on the following slides encourage your child to chose something to do that makes them feel happy.	See aided language board for wellbeing walk on following slide


hit


miss



more

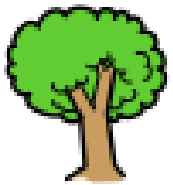


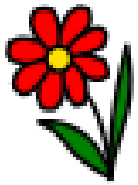
less

Wellbeing resources

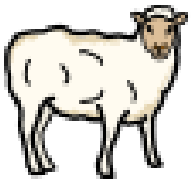
Wellbeing walk ALB

I see


trees


flowers

pigs


sheep

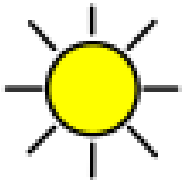
cows

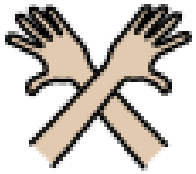
river

ice

snow

rain


sun


finished

Feelings

I

happy

tired

angry

feel

sad

confused

don't know

help

worried

poorly

finished

Wellbeing activities