

Home Learning

Milepost 2 (Willow, Ash, Elm)

Summer 1
Week 2

Maths: Addition and Subtraction

English: Narratives

Topic: Painting, Pictures and Photographs

Maths

Day 1: I can count two amounts separately

Day 2: I can practice counting two amounts separately

Day 3: I can find two sets of things and count the amounts

Day 4: I can count the amounts and the total

Day 5: I can practice counting two amounts and the total

Maths Day 1: I can count two amounts separately



For this activity you will need:

2 bowls

2 sets of objects (for example, 5 oranges and 2 apples)

Pen and paper

- Ask your child to sort them in to the bowls, before counting each set.

Write the sentence: I can see _____ oranges and help your child to write or trace over your writing.

- Repeat with different sets of objects. You can adjust the amounts depending on your child's ability.

Maths Day 2: I can practice counting two amounts separately

For this activity you will need:

2 bowls

2 new sets of objects (for example, 4 socks and 5 gloves)

Pen and paper



- Like yesterday, ask your child to sort them in to the bowls, before counting each set. You can try this today with less support, or with larger numbers if you like.
- Like yesterday, write the sentence: I can see _____ socks and help your child to write or trace over your write over your writing.
- Repeat with different sets of objects. As before, you can adjust the amounts depending on your child's ability.

Maths Day 3: I can find two sets of things and count the amounts

For this activity you will need:

Two bowls/boxes depending on the size of the objects

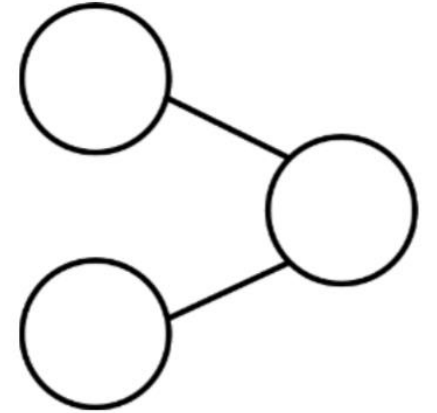
2 sets of objects (for example, teddies and tennis balls)

Pen and paper



- Hide the objects around the room. Keep two to show your child.
- Show your child the first object (e.g. a teddy) and ask them to find the rest of them round the room. Help them to place the objects in the bowl/box.
- Repeat with the second set.
- Ask your child 'how many...?' before helping them to count the amount of each set of objects. If your child is unable to say the number, write a set of numerals for them to point to or use their PECS book.

Maths Day 4: I can count two amounts and the total



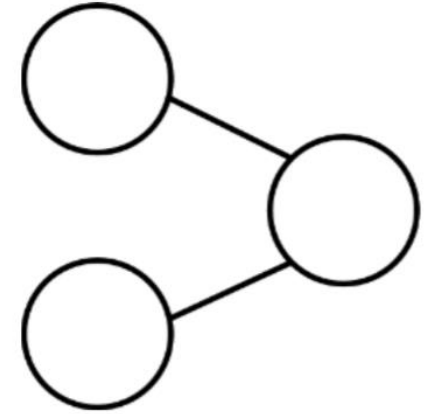
For this activity you will need:

Pen and paper (or a whiteboard and pen)

2 sets of counters/coins (for example, 4 red and 5 yellow/ 4 50p's and 5 2p's)

- Draw the diagram (see right)
- Place the coins or counters in the two outlying circles. Your child can watch you doing this and you can count aloud as you're placing them.
- Ask your child to count the amount of counters or coins in each circle. Ask them 'how many altogether?.' Move all of the counters in to the third circle and help them to count the new amount. If your child is unable to say the number, write a set of numerals for them to point to or use their PECS book.
- Repeat with different amounts depending on your child's ability.

Maths Day 5: I can practice counting two amounts and the total



For this activity you will need:

Pen and paper (or a whiteboard and pen)

2 sets of counters/coins (for example, 4 red and 5 green/ 4 50p's and 5 2p's)

- Draw the diagram nice and big (see right)
- Ask your child to sort the counters or coins in to the two outlying circles. You can start them off on this by showing how to do it.
- Like yesterday, ask them to count the amount of counters or coins in each circle. Ask them 'how many altogether?' before helping your child move all of the counters/coins to the third circle and count the total. If your child is unable to say the number, write a set of numerals for them to point to or use their PECS book.
- Repeat with different amounts depending on your child's ability.

English

Day 1: I can listen to a story and paint a character using colour describing words

Day 2: I can listen to and show that I understand colour describing words

Day 3: I can listen to and show that I understand nouns

Day 4: I can use colour describing words and nouns in a sentence

Day 5: I can make my own sentences using colour describing words and nouns

English Day 1: I can listen to a story and paint a character using colour describing words

For this activity you will need:

A laptop/phone/tablet

A piece of paper

Some paints (green, red, yellow, brown)

Paint brush

Apron if you wish



- Watch The Very Hungry Caterpillar (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)
- After watching the video, pause it on a still of the caterpillar and ask your child what colours they can see. Ask, for example, 'what colour are the caterpillar's legs?' If your child is unable to say the colours, write a set of colours for them to point to or use their PECS book.
- Help your child to choose colours and paint their hands, before printing like in the picture above. When you've finished, point to each section of the caterpillar and ask them what colour they are.

English Day 2: I can listen to and show that I understand colour describing words



For this activity you will need:

A laptop/phone/tablet

Pen and paper

- Watch The Very Hungry Caterpillar (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)
- Ask your child if they can remember some of the things that the Very Hungry Caterpillar ate.
- Show them the next 2 slides one at a time (print off if possible) and ask your child: 'Can you find something that is...' before saying a colour.
- If your child is able, ask them to take turns with you by asking you to find something that is a colour of their choice. If they are not able to say the colour, write a set of colours for them to choose from by pointing or use their PECS book.



caterpillar



egg



strawberry



moon



sun



butterfly

hungry



plum



apple



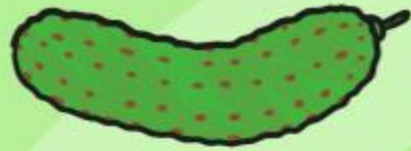
cocoon



pear



leaf



pickle



Swiss cheese



sausage



orange



cherry pie



ice cream



cupcake



lollipop



watermelon



chocolate cake



salami

English Day 3: I can listen to and show that I understand nouns



For this activity you will need:

A laptop/phone/tablet

- Watch The Very Hungry Caterpillar (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)
- Like yesterday, ask your child if they can remember some of the things that the Very Hungry Caterpillar ate.
- Show them the picture on the next slide (if possible, print this off) and ask them to find each of the objects by asking: 'Can you find...'
- If possible, take turns with your child so that they ask you, either by saying the sentence 'Can you find...' or by pointing to one of the objects at the bottom of the page.



English Day 4: I can use colour describing words and nouns in a sentence^

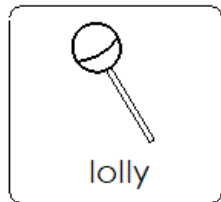
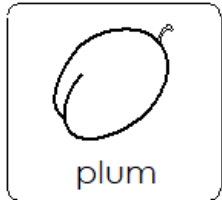
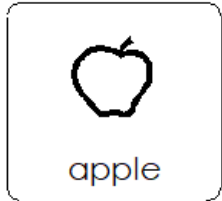
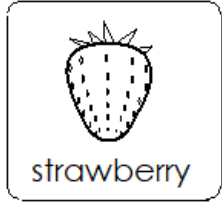
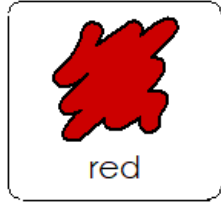


For this activity you will need:

A laptop/phone/tablet

Pen and paper

- Watch The Very Hungry Caterpillar (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)
- Like before, ask your child if they can remember some of the things that the Very Hungry Caterpillar ate.
- Show them the pictures on the next slide. Write 'I can see a _____' on a piece of paper.
- If possible, print out the slide and help them to cut out the words to build the sentence. If you aren't able to print, write the words for them to point at or use their PECS book to build the sentence. If your child is able to, encourage them to write the full sentence.



English Day 5: I can make own sentences using colour describing words and names

For this activity you will need:

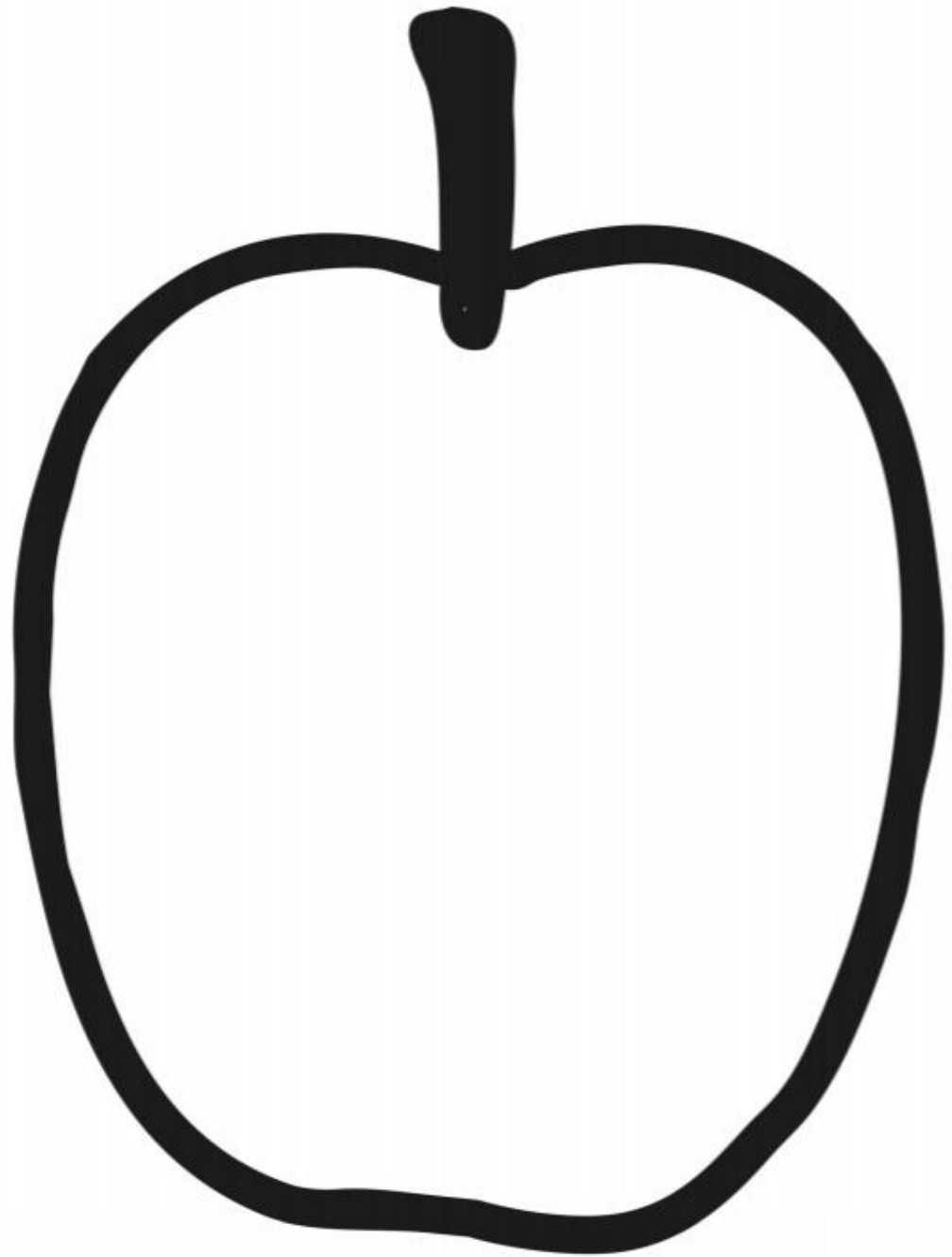
A laptop/phone/tablet

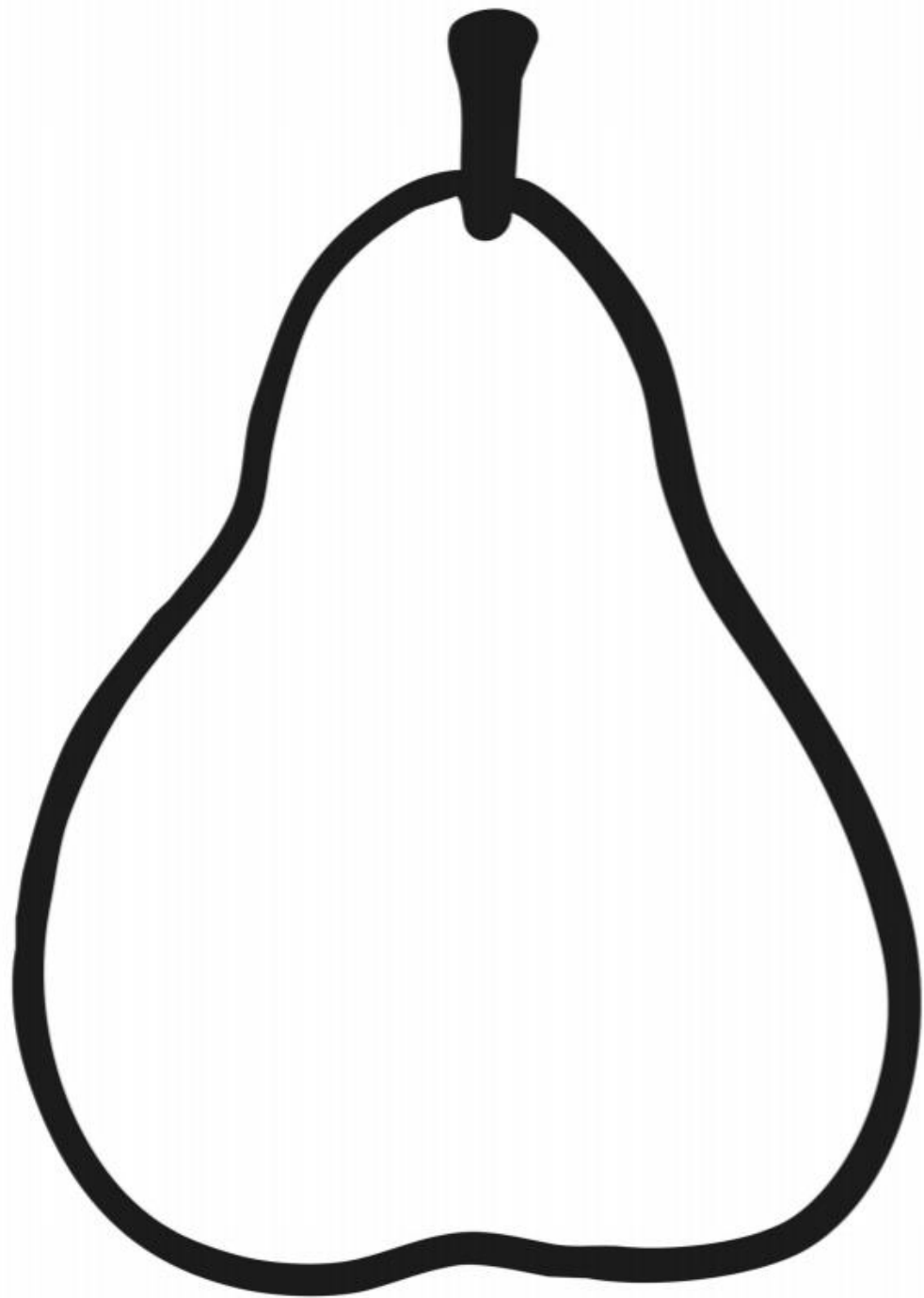
Pen and paper or a printer

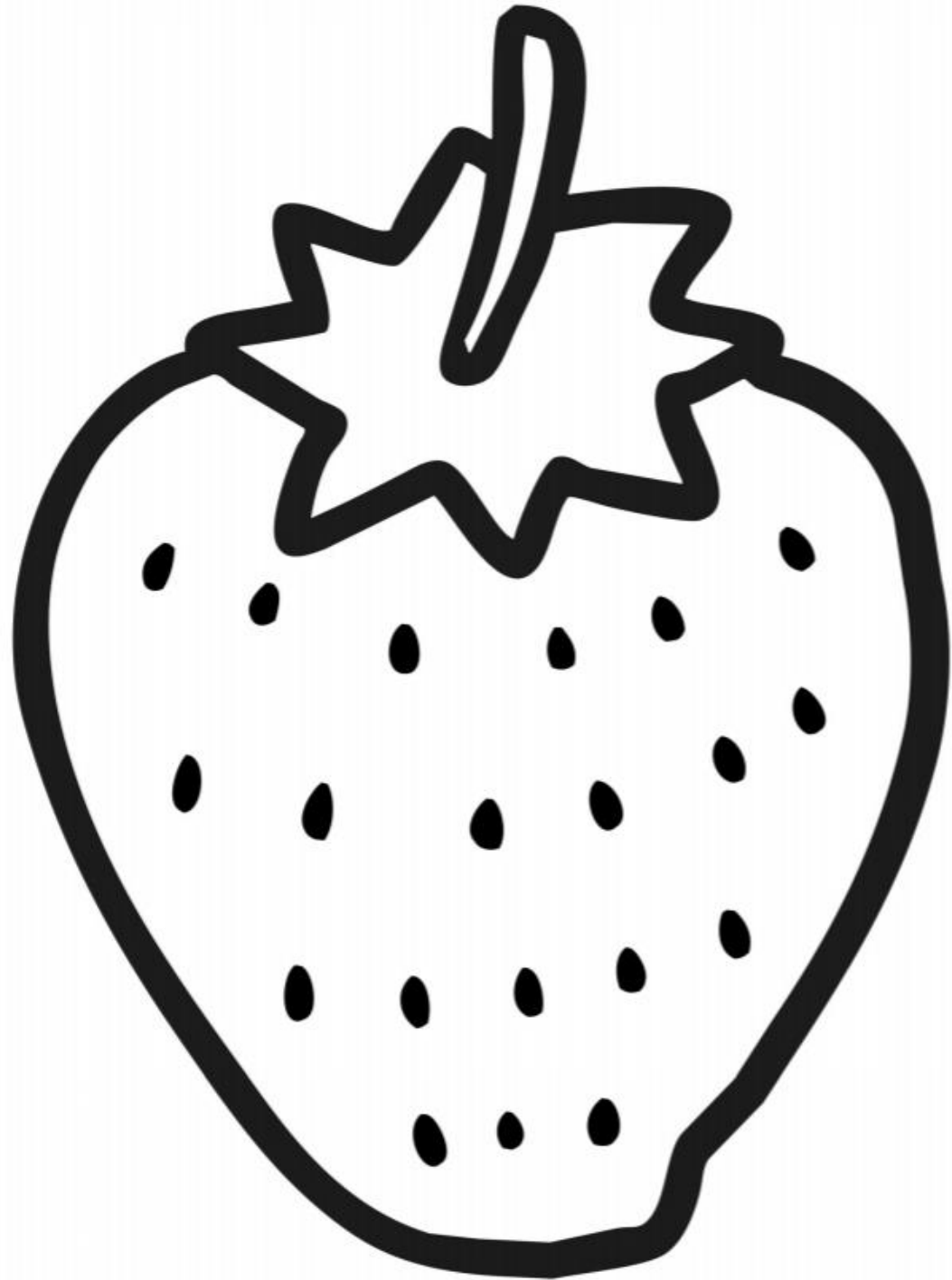
Colouring pens or paints and brushes

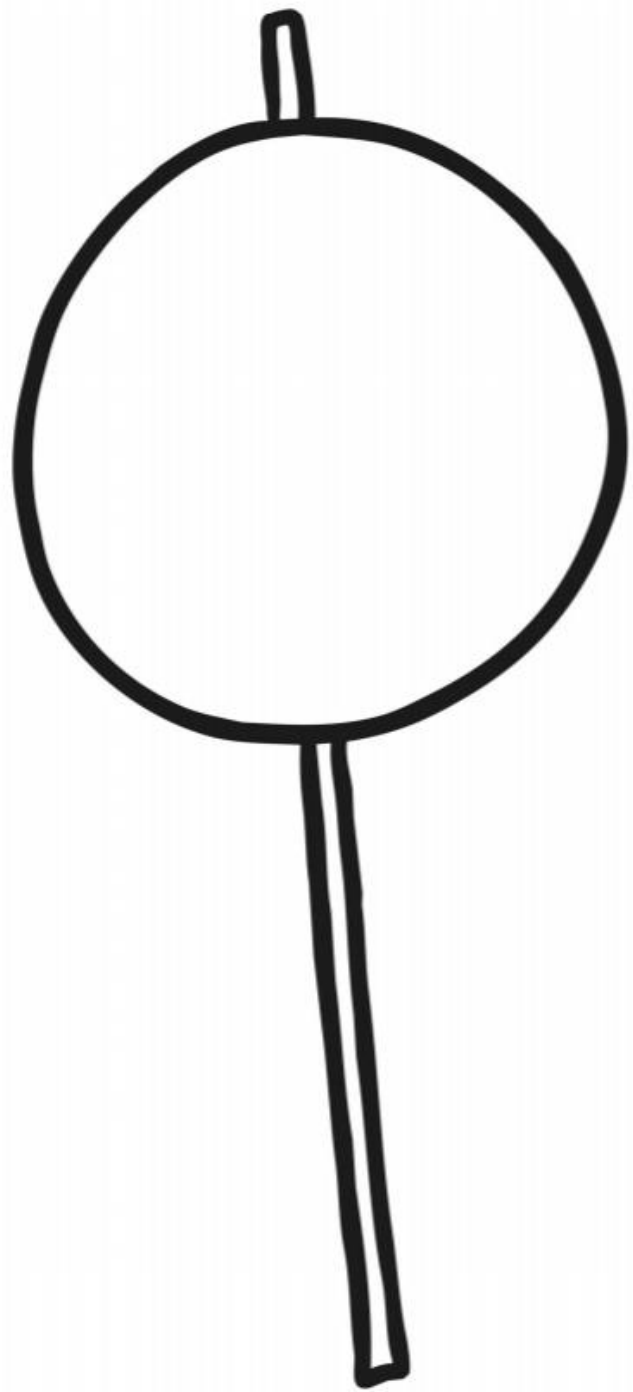
- Watch The Very Hungry Caterpillar (<https://www.youtube.com/watch?v=75NQK-Sm1YY>)
- Show your child the pictures (see next slides) and ask them to choose one to colour/paint. If you don't have access to a printer, you could draw one of them using a pen and paper.
- Using the words on the previous slide, help them, like yesterday, to build or write a sentence to say what they can see (for example, "I can see a pink apple").
- Repeat with different fruits and colours to check that your child is able to apply their learning in different sentences.











Topic

Art: I can use finger painting or colouring to make a rainbow

Cooking: I can experiment with new ingredients to make a rainbow pasta salad

Science: I can observe changes and experiment with colour

Art: I can use finger painting or colouring to make a rainbow

For this activity you will need:

A printer or pencil and paper

A set of crayons, coloured pencils or paints

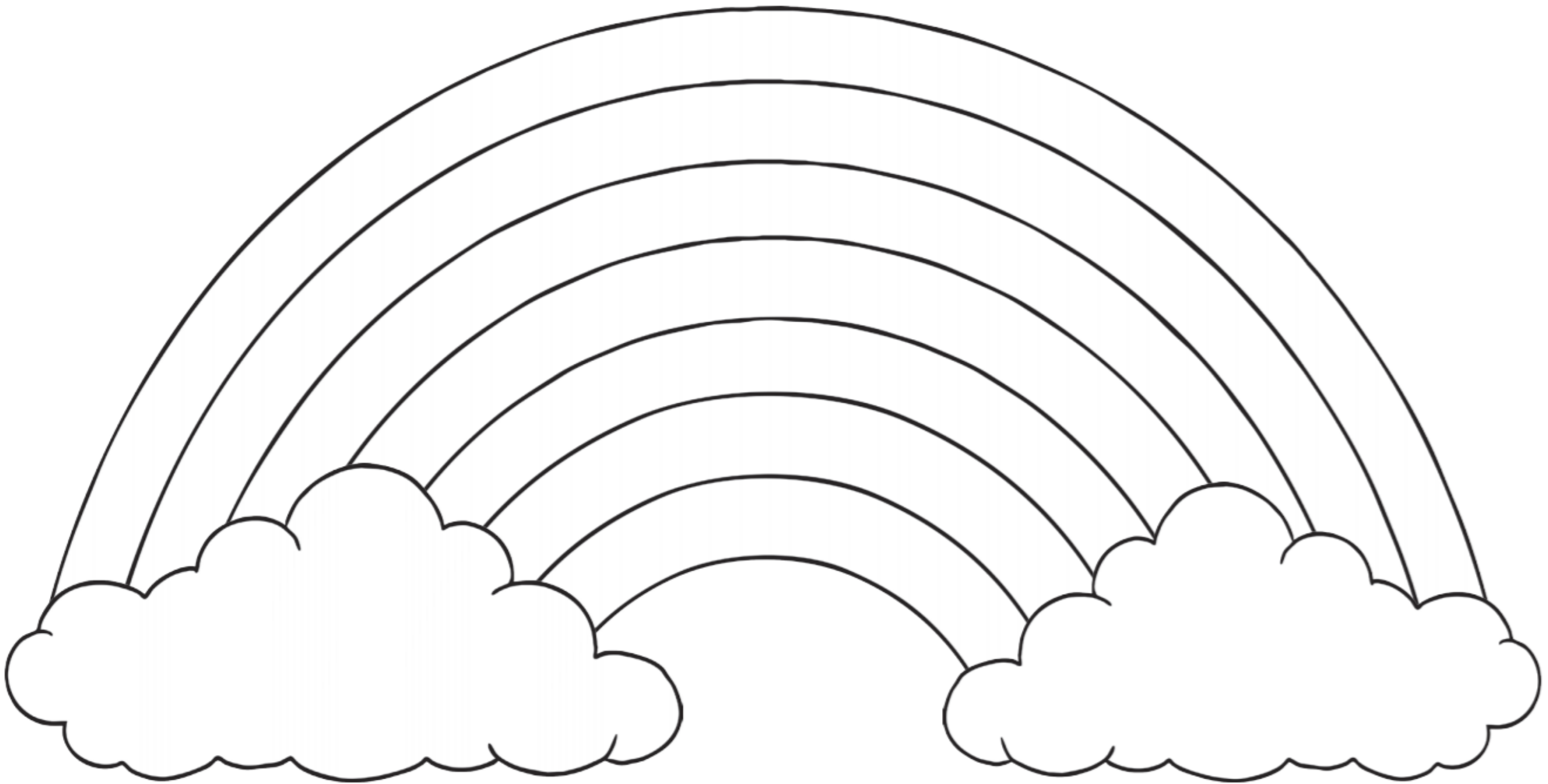
Cotton wool buds

Glue



- Help your child look at and copy the rainbow picture on the next slide by using the template on the slide after. They can use crayons, coloured pencils or paints (perhaps with finger painting). Encourage your child to say the names of the colours, or ask them to select the next colour by saying it to them in the sentence: 'Can you find...'
- They can then use glue and cotton wool buds to make the clouds.
- You can now display this in your window to show your support for our carers and NHS staff 😊





Cooking: I can experiment with new ingredients to make a rainbow pasta salad



For this activity you will need:

The ingredients outlined in the recipe on the following page

- Whilst engaging in the cooking activity, encourage your child to listen to and say the colours and names of the food ingredients in sentences (either said by you or by them) to consolidate the learning that they have been doing in English.



Crunchy Rainbow Pasta Salad

Dressing

(enough to coat the ingredients so the pasta salad is not too dry)

tomato pasta sauce

pesto mixed with a little yogurt or sour cream

a drizzle of olive oil

a mixture of yogurt, mayonnaise, and lemon juice

a store-bought French dressing or other similar salad dressing

Protein

(roughly as much as would fit in the palm of your hand)

cooked and cooled chicken, chopped

canned tuna

chopped ham

a handful of cooked beans such as kidney beans or pinto beans

cubes of cheese such as cheddar or mozzarella

Veggies

(enough to fill one to two tablespoons)

canned sweetcorn

cooked and cooled peas

chopped pepper (any color)

quartered cherry tomatoes

cubes of cucumber

chopped celery

chopped or grated raw carrot

This delicious, nutritious salad is so flexible that you can really use anything you happen to have in the fridge or cupboard. Perfect for using up leftovers and a yummy change from sandwiches.

Method

To make the salad, you will need a portion of cooked and cooled pasta. Pasta shapes are easier to eat than spaghetti or other pasta in "strand" form. You can cook this from scratch, make some extra for dinner the night before, or even use up leftover pasta with sauce (tomato or pesto-based sauces are more appetizing when cold than creamy or meat-based sauces).

To this, add one or two items from each of the lists on the left and below.

Simply mix all your chosen ingredients together well and pack into a reusable container. Don't forget to include a fork or a spoon! Try making double to feed more people or to save some for the following day. The salad will keep for a couple of days in an airtight container in the fridge, but you should wait to add the dressing until the last minute.

Additions

a little salt and pepper

a sprinkle of toasted seeds such as pumpkin, sunflower, or sesame (see disclaimer)

a few chopped herbs – try basil, parsley, or chives



Science: I can observe changes and experiment with colour

For this activity you will need:

Plastic bottle

Water

Clear empty bottle/ clear cup

Oil

Food Colouring

Effervescent tablet

- Help your child to fill the bottle 1/3 with water and add a few drops of their chosen food colouring.
- Help your child to add some oil to the water, leaving a gap of at least 5cm at the top. Leave for a few minutes until the oil and water has separated.
- Give your child an effervescent tablet to drop in to the water.
- Model language to say what you can see whilst your child observes the reaction ("I can see bubbles," "I can see red," "It's bubbling" etc.

