

Home Learning

Milepost 2 (Willow, Ash, Elm)

Summer 2
Week 3

Maths: Capacity and Volume

English: Poetry - Poems to perform

Topic: Bright Sparks

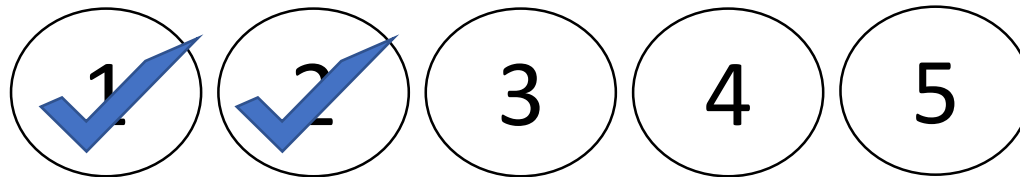
Advice for completing activities

Often our children find it difficult to engage in a piece of work if it is not clear where/when the end point is and if they are unaware of the expectation that we have of them.

Before starting an activity, therefore, it can be very helpful to make it very clear to your child how many practices they will be doing or how long they will be working for, and to use a visual reminder of where they are in the timeline of the activity throughout.

This can take the simple form of:

- A set number of circled numbers, which you tick off as you go along. You can introduce this to your child by saying, for example: "We're going to do 5 practices" before you start the activity.



- If you are doing a more open-ended activity like an art task, for example, using a visual timer can be very helpful to establish this kind of clarity. You can use the same kind of introduction by saying, for example: "We're going to work on this for 5 minutes" before starting the timer. Sand timers are great as they are very visual, but you can also use a digital timer if you don't have one.



Maths

This week in maths we are going to practice comparing capacity and using the words “full” and empty” in a practical context

Day 1: I can fill containers and say when they're full

Day 2: I can say which container is bigger

Day 3: I can say which container holds more

Day 4: I can say which container holds less

Day 5: I can compare the volume of two containers

Maths Day 1: I can fill containers and say when they're full

For this activity you will need:

A variety of boxes/tubs/cups/bowls

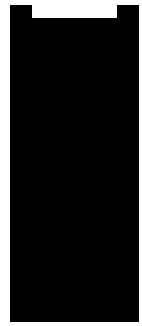
Sand, rice or pasta (not liquid) in a tray or a bigger bowl

A spoon or a mini spade

A laptop or tablet



- Start by finding a variety of containers around the house. You could place them around the house and ask your child to come with you to find them, if you want.
- Model the activity by choosing a container and using a spoon or spade to fill it to the top with sand, rice or pasta. Make it really clear when it's full and say: "it's full!"
- Take turns with your child to use the spoon or spade to fill the container, making sure you use – and encourage the use of – the word "full." If your child is unable to say the word, you can ask them to point to the correct symbol on the next page.
- Repeat for a set number of practices.



Full



Empty

Maths Day 2: I can say which container is bigger

For this activity you will need:

Your containers from yesterday

A laptop or tablet



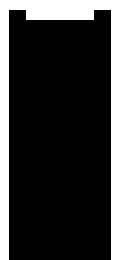
- Recap from yesterday by looking at the image on the next slide and asking your child: “is it full or empty?” Help them to say “it’s full!”. If they aren’t able to say the word, ask them to point at the correct symbol.
- Repeat with the image on Slide number 8.
- Choose two of the containers from yesterday which are clearly different sizes. Ask your child: “which one is bigger?” Help them to say “This one is bigger!” and point at the bigger container. If they are unable to say the word “bigger,” show them the symbols on slide 9 and help them to choose the correct one by pointing.
- If your child is finding this easy, you can extend the activity by asking them to order more than two containers by size, and use/point to the word “smaller.”
- Repeat for a set number of practices.



Full



Empty



Full



Empty



er

Bigger



er

Smaller

Maths Day 3: I can say which container holds more

For this activity you will need:

Two containers

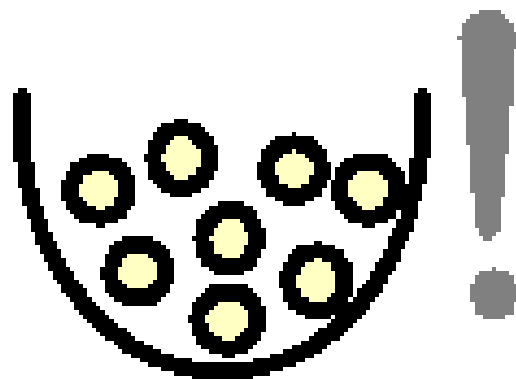
Sand, rice or pasta (not liquid) in a tray or a bigger bowl

Spoon/mini spade

Post-it and pen



- Show your child two different-sized containers and recap from yesterday by asking “which one is bigger?”
- Ask your child to use the spoon or spade to fill both of the containers with sand, rice or pasta.
- Ask them: “which one holds more?” If they don’t know, model by using the symbol on the next slide and pointing to the container holding more, saying “this one holds more!”
- Repeat for a set number of practices, asking your child to point to the one with more and, if they can, say “more” or “this one holds more.” If they are unable to say “more,” you can help them by writing “more” on a post it and asking them to stick it on the correct container.
- If your child is finding this easy, extend the activity by giving them more containers to fill and identify the one holding more.



more

Maths Day 4: I can say which container holds less

For this activity you will need:

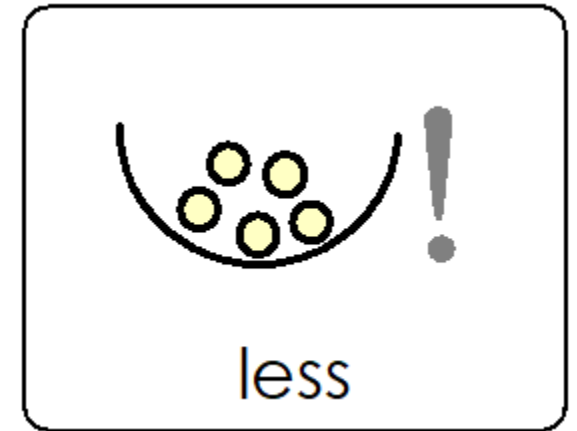
Two containers

Sand, rice or pasta (not liquid) in a tray or a bigger bowl

Spoon/mini spade

Post-it and pen

- Just like yesterday, ask your child to fill two different-sized containers with sand, rice or pasta.
- Recap from yesterday by asking them: “which one holds more?” and prompting them to point to the one with more.
- Model the activity by pointing to the one with more and saying “this one holds more” before pointing to the one with less and saying “and this one holds less.”
- Help your child to repeat for a set number of practices by filling two containers and asking them “which one holds more?” and “which one holds less?”. If your child cannot say the words, write “more” and “less” on two post-its and ask them to stick them to the correct containers.
- If your child is finding this easy, like yesterday you can extend the activity by giving them more containers to fill, identifying the one with holding more and the one holding less.



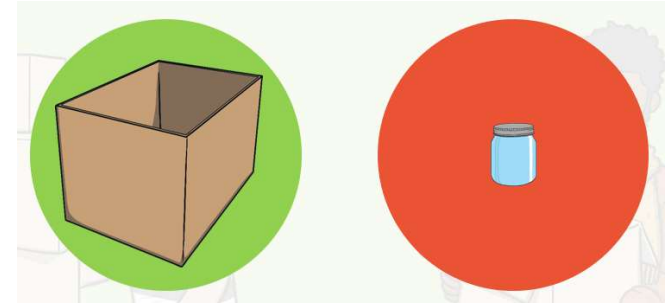
Maths Day 5: I can compare the capacity of two containers

For this activity you will need:

A laptop or tablet

OR

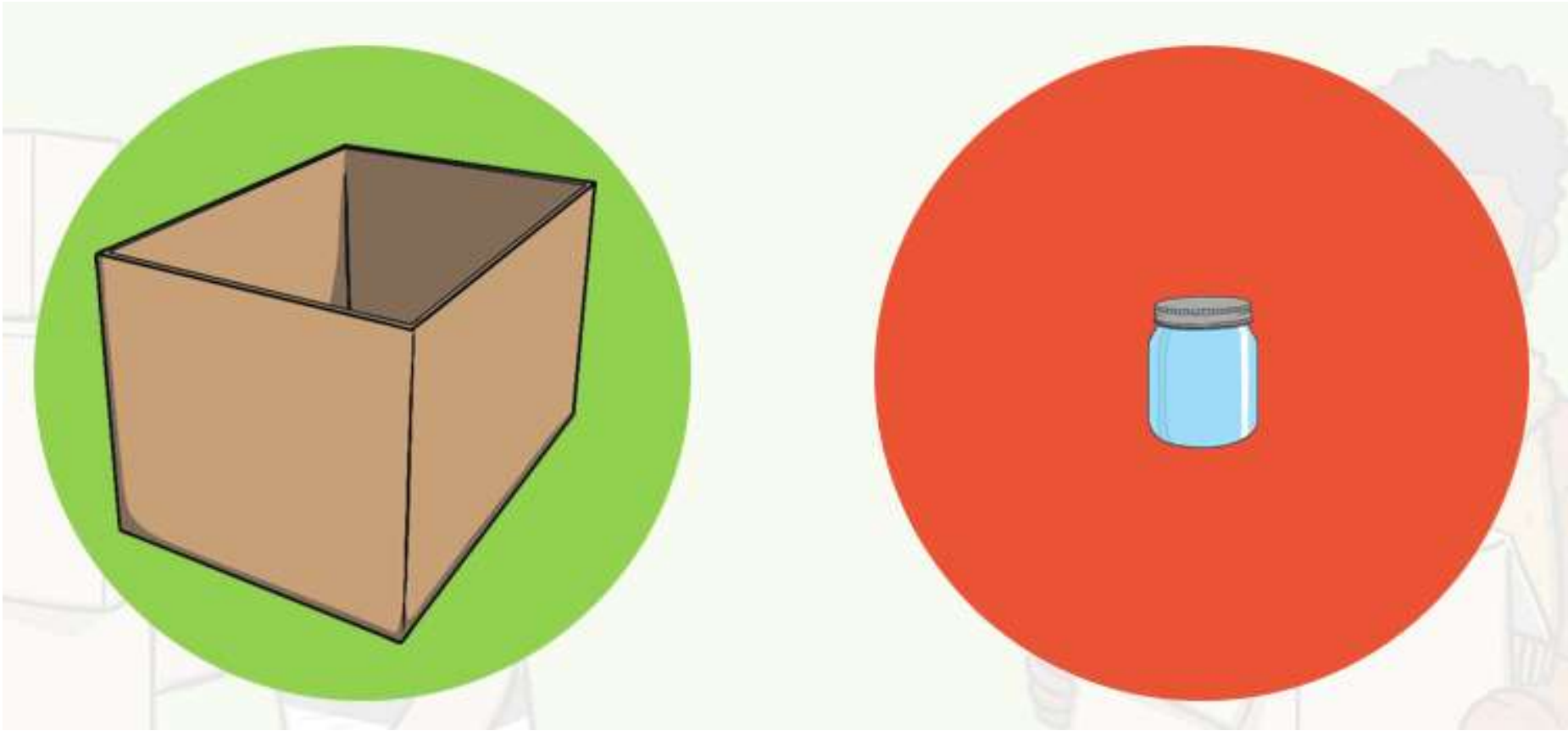
Post-it notes or printer, scissors and glue



- Show your child the images on slides 14 - 19 (or print them off if possible) and ask them: “which one holds more?” before asking them “which one holds less?”
- Encourage your child to say the words “more” and “less” as they point to the pictures. If they are able to, you can encourage them to use a sentence (“this one has more” or “this one has less”)
- If your child cannot say the answer, ask them to simply point to the correct picture on the screen if you’re using a laptop, or to stick a post-it or the correct symbol on the next page to to the correct picture if you’ve got access to a printer.
- Repeat for a set number of practices.

Which one holds more?

Which one holds less?






Which one holds more?

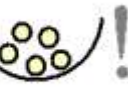


Which one holds less?



?
Which one holds more?

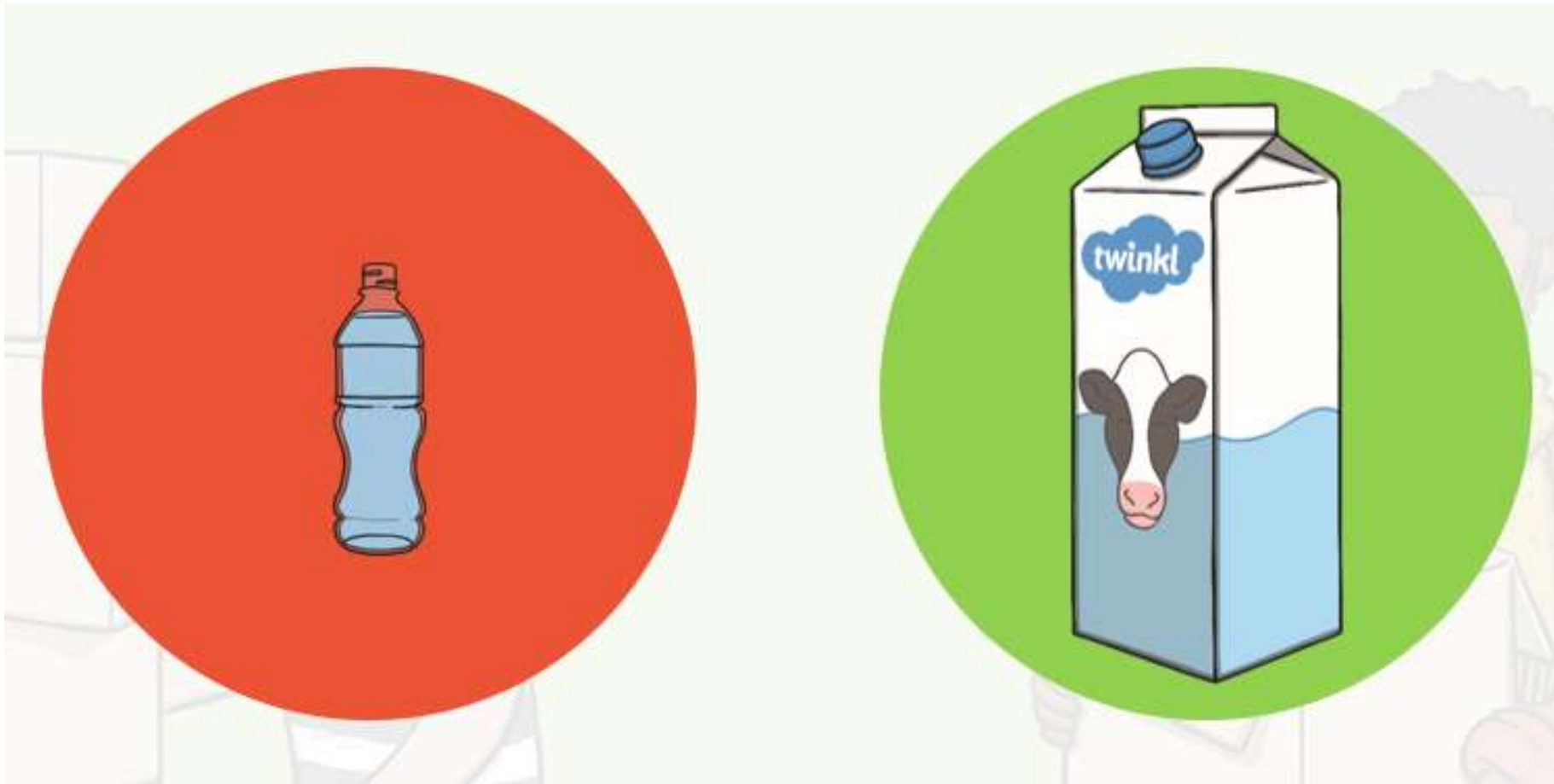


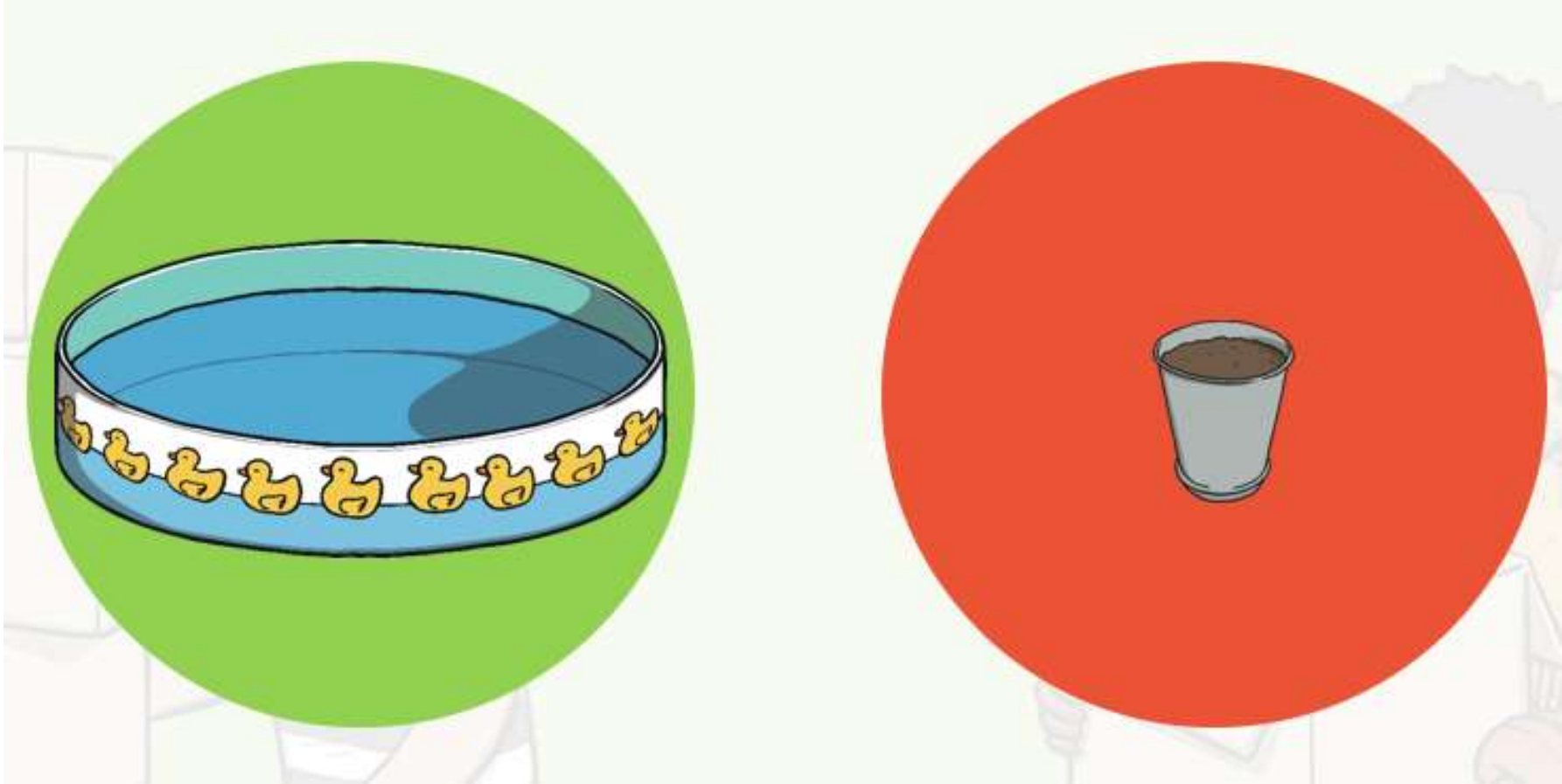
?
Which one holds less?



Which one holds more?

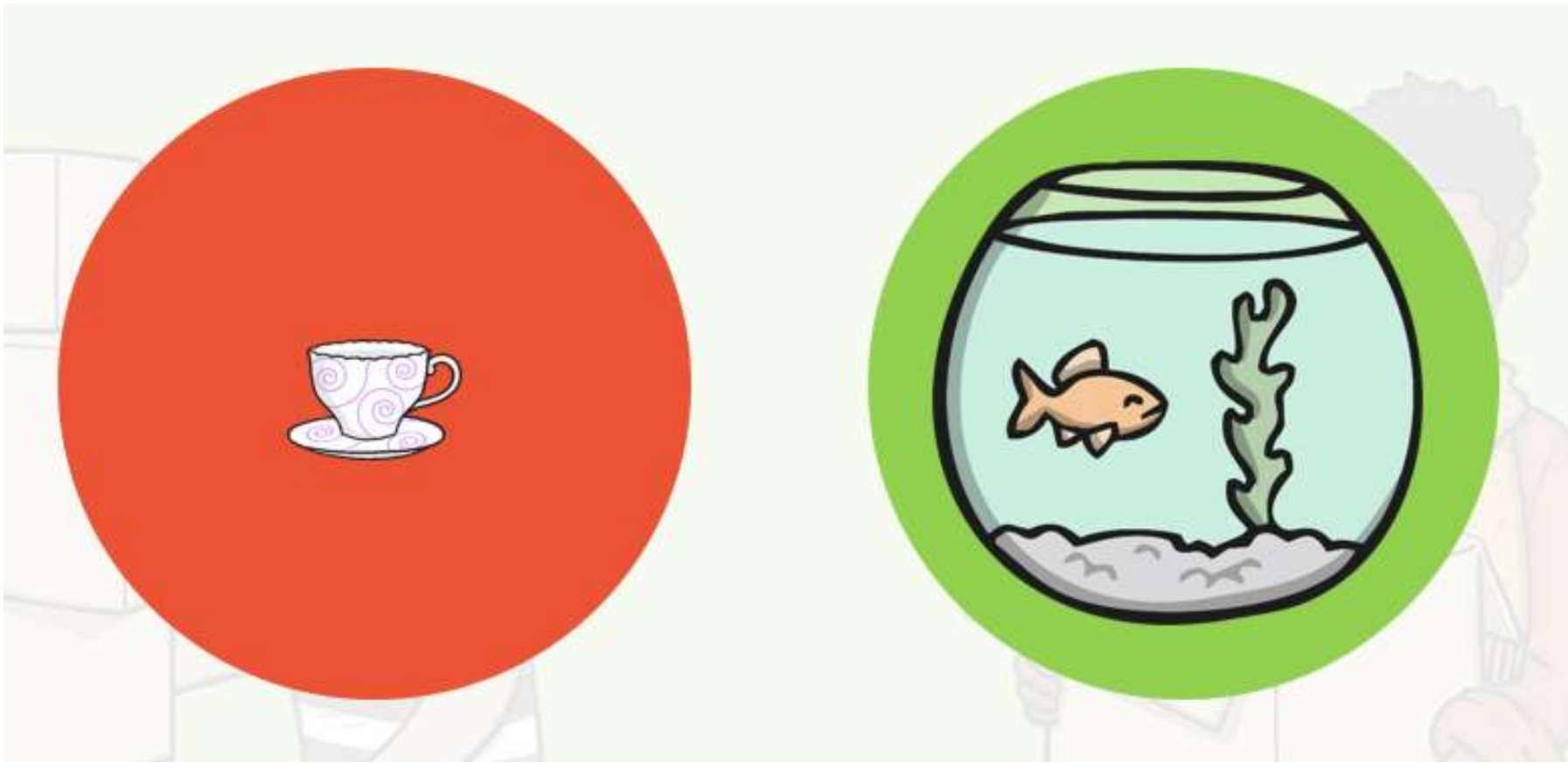
Which one holds less?





Which one holds more?

Which one holds less?



English

This week in English we are going to learn about onomatopoeia and prepositions by revisiting a poem that we're all familiar with: the classic *We're Going on a Bear Hunt* performed by the legendary Michael Rosen.

If you would like to create a sensory story to support this week's activities, please take a look at some of the ideas on the next slide.





Day 1: I can listen to a story and name settings

Day 2: I can match sounds to settings

Day 3: I can answer preposition questions

Day 4: I can use prepositions in a sentence

Day 5: I can use prepositions in practice

	Suggested Resources	Activity
Read "We're going on..."	A drum, a tray, legs, table. 	Lead adult to tap out the rhythm with a drum. Other adults to tap out the beat on students legs, tables or trays.
UH OH!	Chime. 	Repeat to indicate start of each activity.
Grass	Pom-poms.	Pom-poms on knees.
River	Icy or cold water.	Splash using hands/feet.
Mud	Jelly or real mud.	Walk through with feet or manipulate using hands.
Forest	String, net curtain or fabric hung from ceiling.	The idea is to move through the material and have the experience of going through the 'forest'.
Snowstorm 	Fake snow/ice. Silver recovery blankets. Scrunch up paper to make snowballs.	Feel the snow/ice on hands/feet. Move over materials where appropriate, using different parts of the body.
Cave	Torches, mirrors. 	Use torches to look around the room, look at own faces in the mirror and track lights.
BEAR!	Quick drum beat or tapping. Reverse through the activities. Hide under blankets. Bear growling sound on CD or thunder drum.	

English Day 1: I can listen to a story and name settings

For this activity you will need:

A laptop or tablet

Paper and pencil/pen

Coloured pen if required

We're Going on a Bear Hunt
Michael Rosen Helen Oxenbury



- Watch *We're Going on a Bear Hunt* with your child (<https://www.youtube.com/watch?v=lou5LV9dRP0&t=28s>). Join in and encourage your child to join in, too. If you have the resources, you could try using some of the sensory ideas on Slide 22.
- On a piece of paper, write: I can see a _____
- Show your child the next slide and read the words below the picture. Ask them to choose the correct word and, if they are able, say the sentence "I can see _____"
- Prompt your child to write the final word in the sentence before reading it aloud with them. If they are able, they can write the whole sentence, and if they are finding it difficult to write the word, you can write in coloured pen and support their hand to trace over it in a different colour.
- Repeat for all of the pictures.



snow



grass



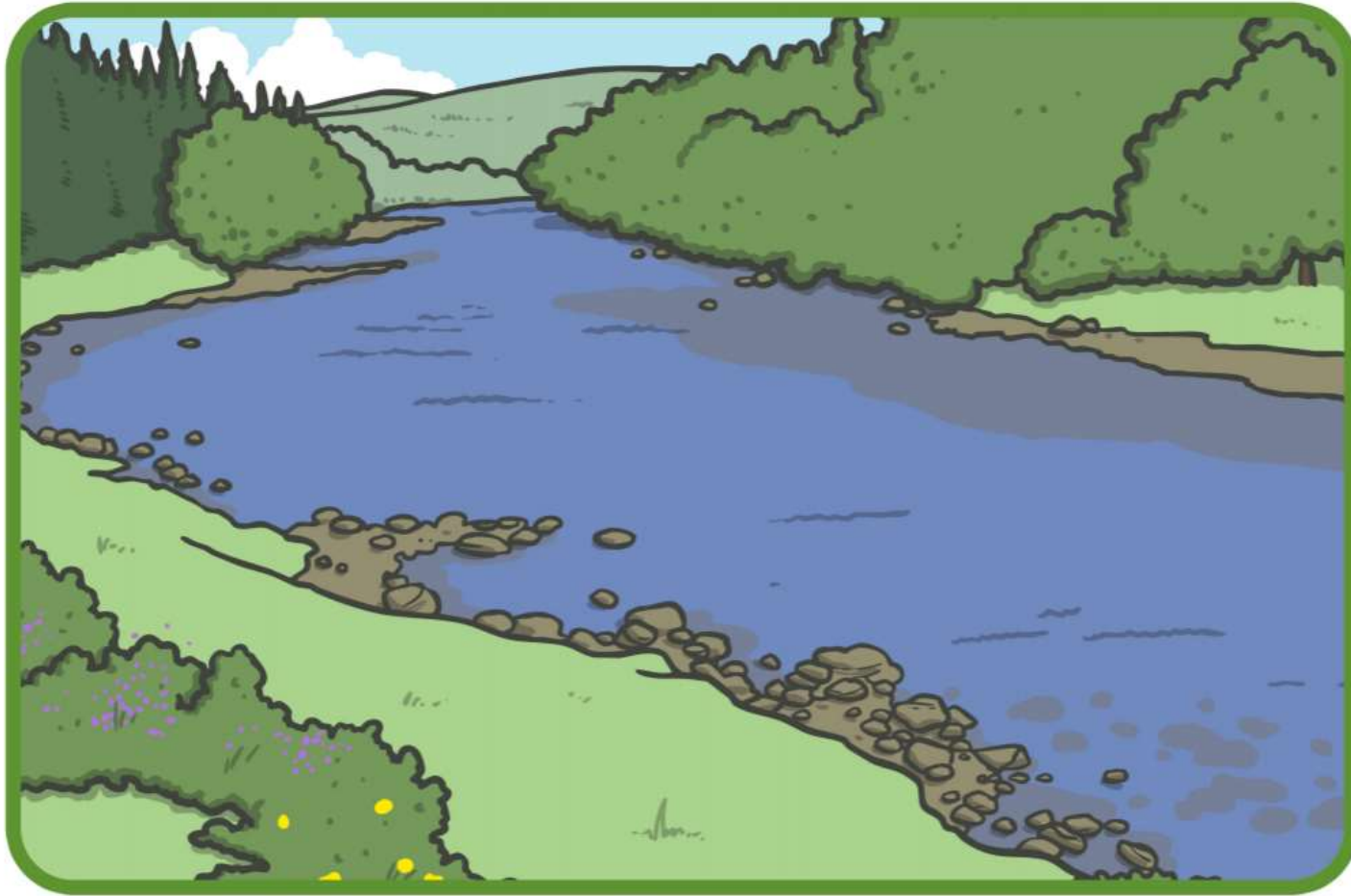
river



forest



mud



snow



grass



river



forest



mud



snow



grass



river



forest



mud



snow



grass



river



forest



mud



snow



grass



river



forest



mud

English Day 2: I can match sounds to settings

For this activity you will need:

A laptop or tablet

Paper and pencil/pen

Coloured pen if required

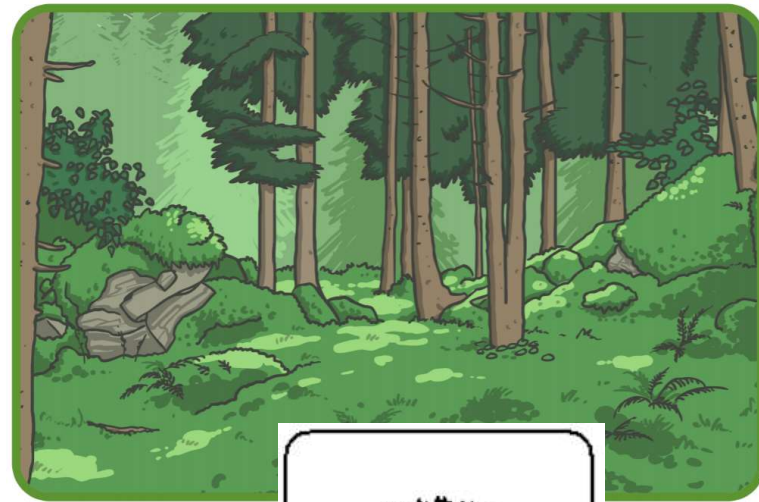


- Watch We're Going on a Bear Hunt with your child (<https://www.youtube.com/watch?v=lou5LV9dRP0&t=28s>). Join in and encourage your child to join in, too. If you have the resources, you could try using some of the sensory ideas on Slide 22.
- On a piece of paper, write: I can hear _____
- Show your child the next slides and say the words with them. If possible, use the resources on Slide 21 to reinforce the words.
- Ask your child: "Which one can you hear?" before prompting them to point at the matching picture.
- Prompt your child to write the final word in the sentence before reading it aloud with them. If they are able, they can write the whole sentence, and if they are finding it difficult to write the word, you can write in coloured pen and support their hand to trace over it in a different colour.
- Repeat for all of the following slides.

Swishy Swashy!

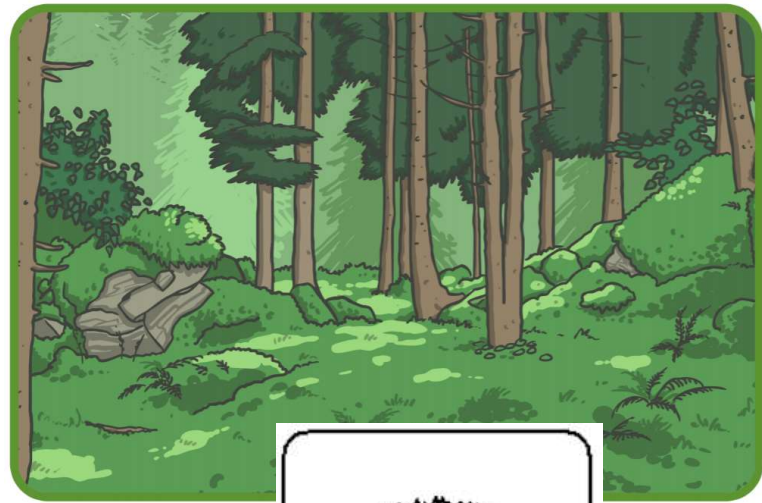
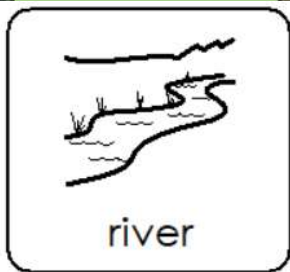
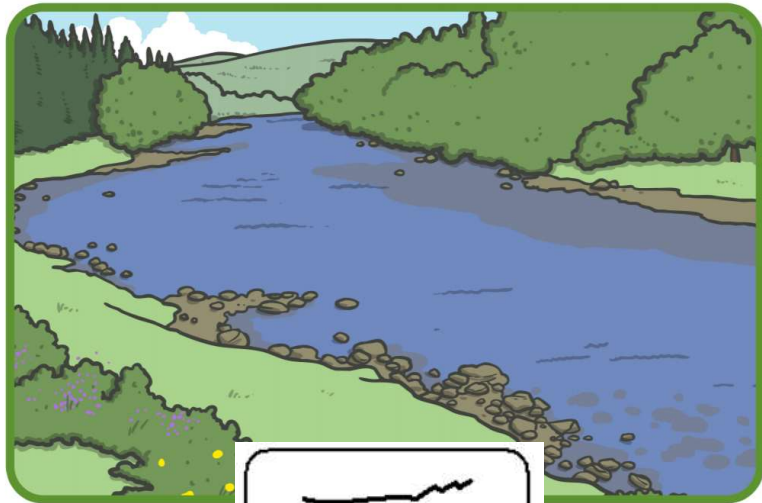


grass

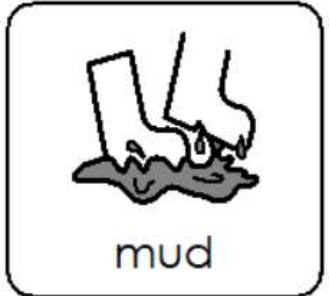
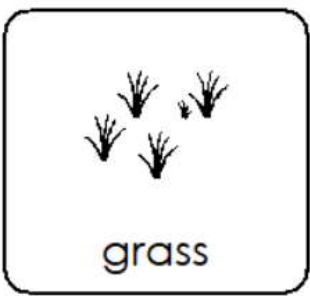


forest

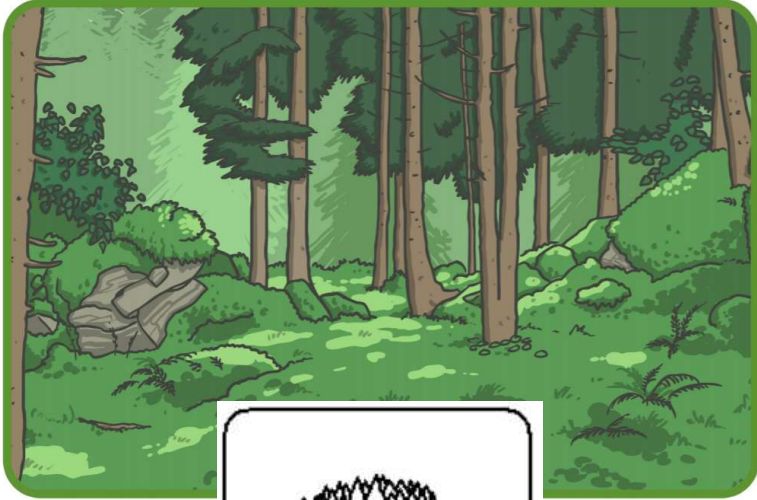
Splosh
splash!



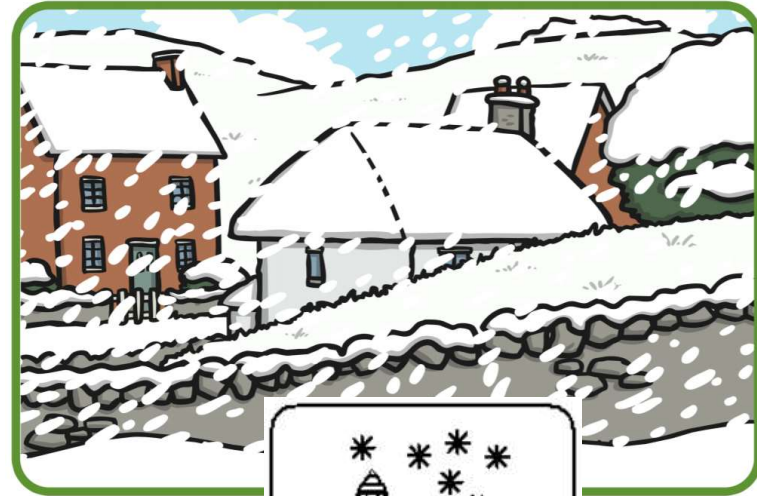
Squelch squerch!



Stumble trip!

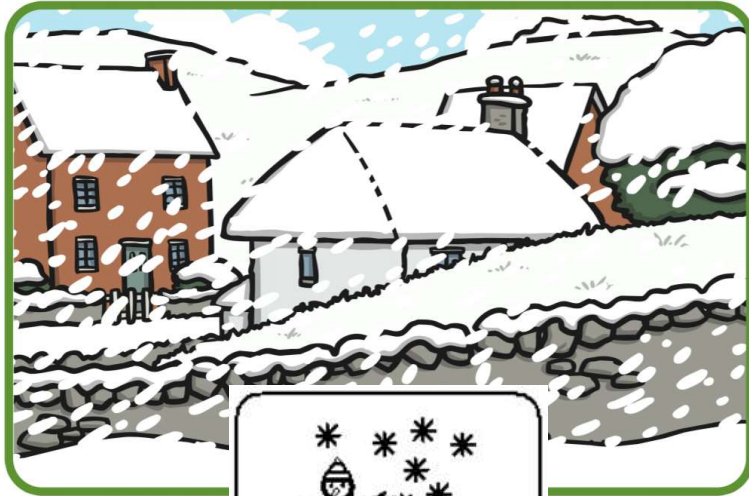


forest

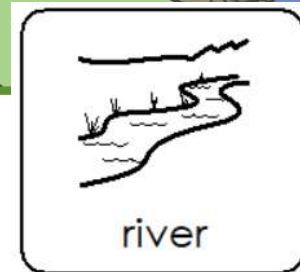
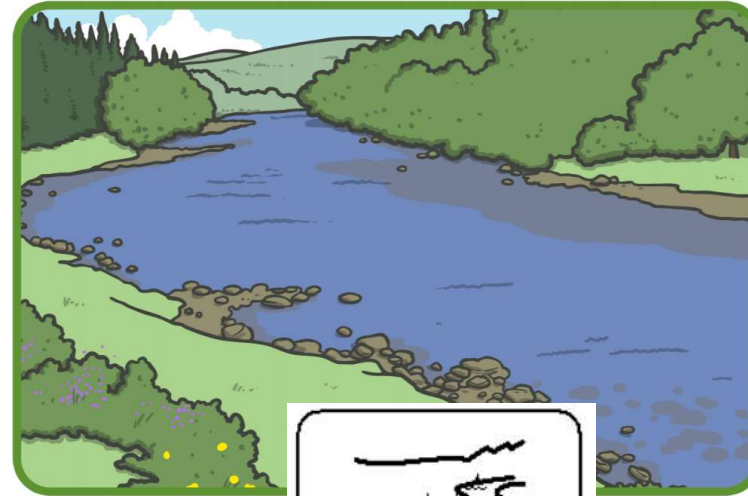


snow

Hoooo
woooo!



snow



river

English Day 3: I can answer preposition questions



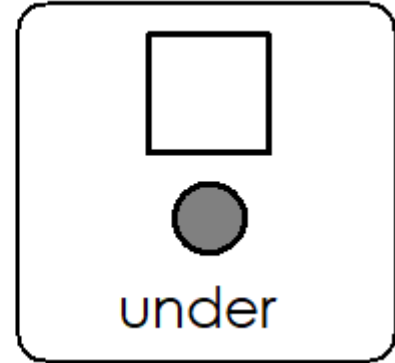
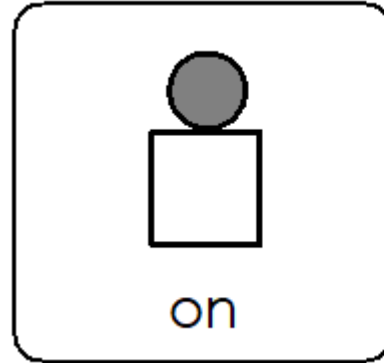
For this activity you will need:

A laptop or tablet

- Watch We're Going on a Bear Hunt with your child (<https://www.youtube.com/watch?v=lou5LV9dRP0&t=28s>). Join in and encourage your child to join in, too. If you have the resources, you could try using some of the sensory ideas on Slide 22.
- Look at the following slides with your child. For each slide, ask them: "Where is the bear?"
- Help them to say the sentence by pointing to each word and selecting the correct preposition symbol by pointing to it. If your child is unable to say the words, they can simply point to the correct symbol.
- Repeat for all of the slides.



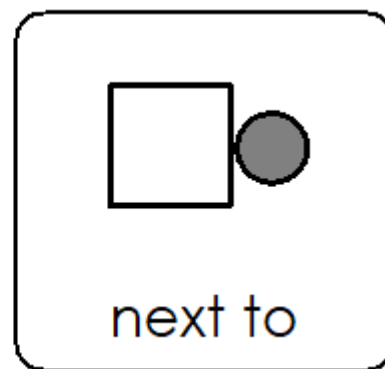
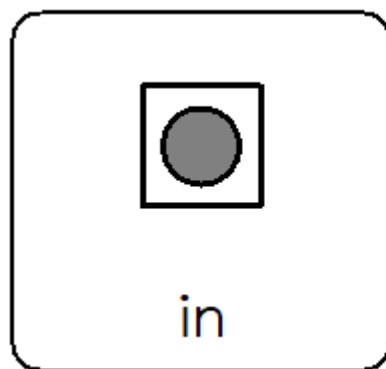
→ bear is



→ the umbrella.



→ bear is



→ the box.

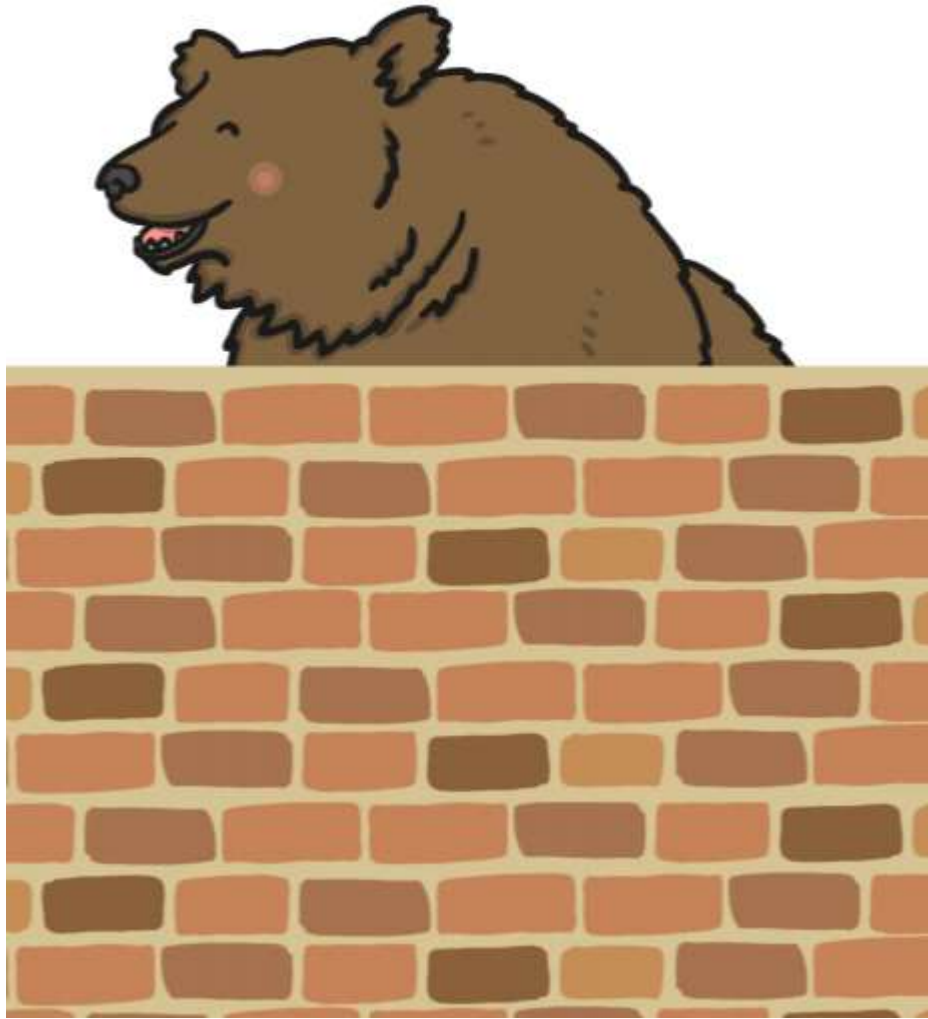


→ bear is

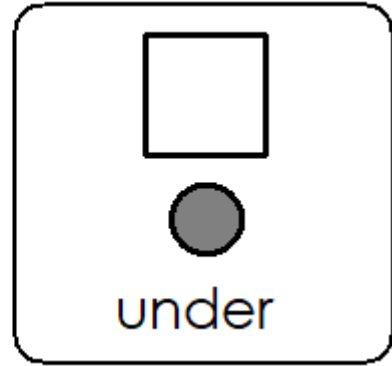
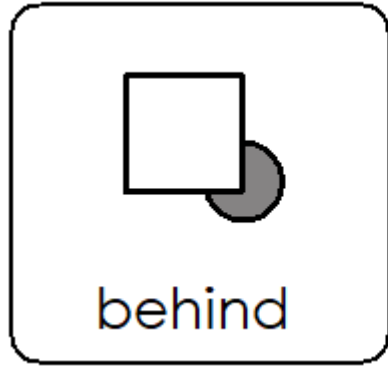
behind

on

→ the chair.



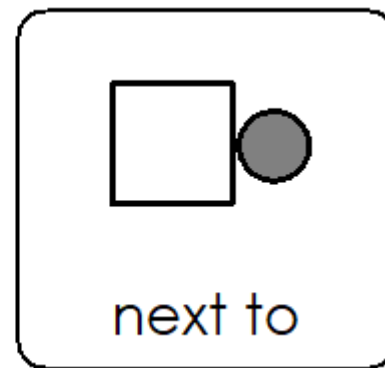
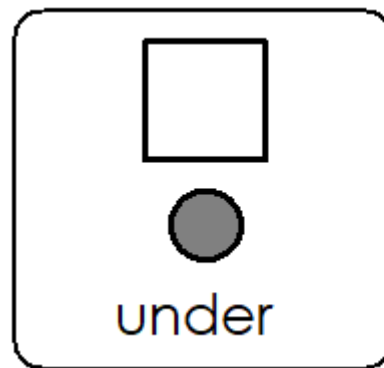
→ bear is



→ the wall.



→ bear is



→ the cat.

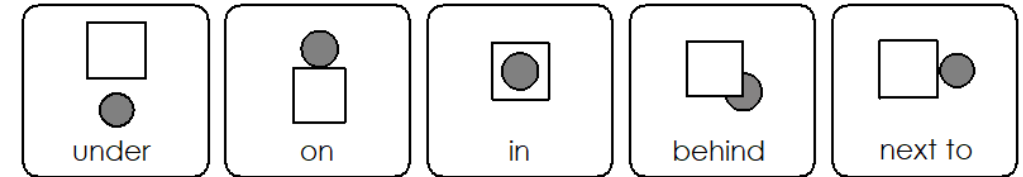
English Day 4: I can use prepositions in a sentence

For this activity you will need:

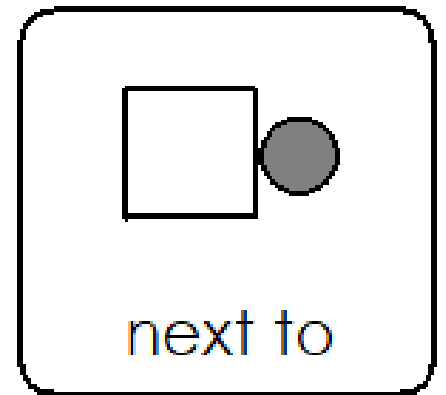
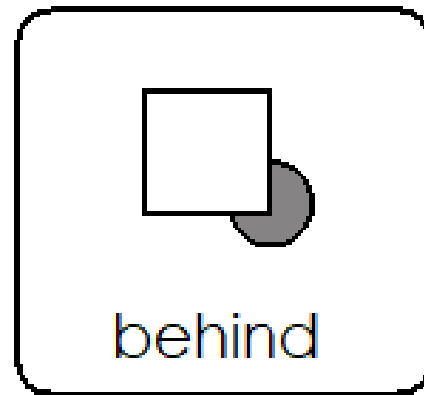
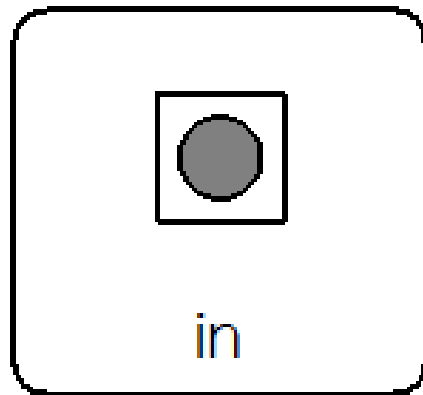
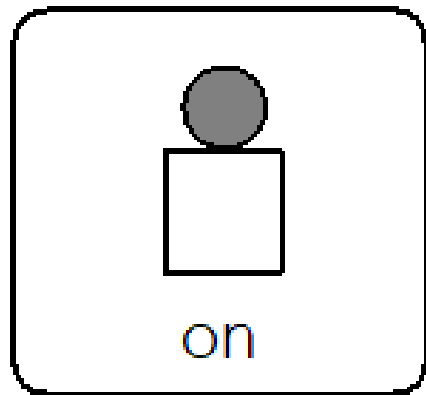
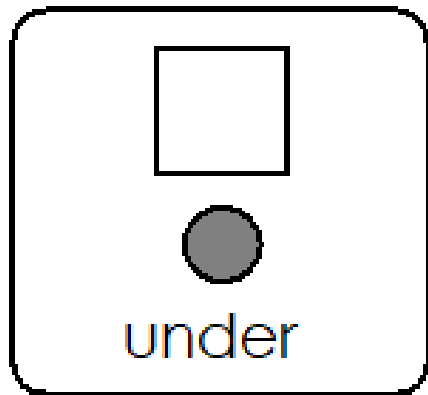
A laptop or tablet

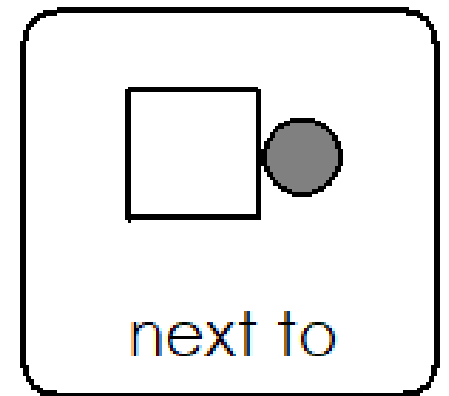
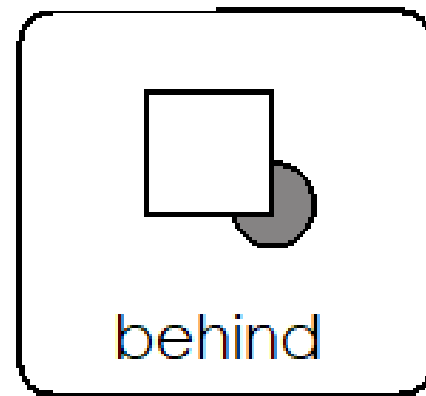
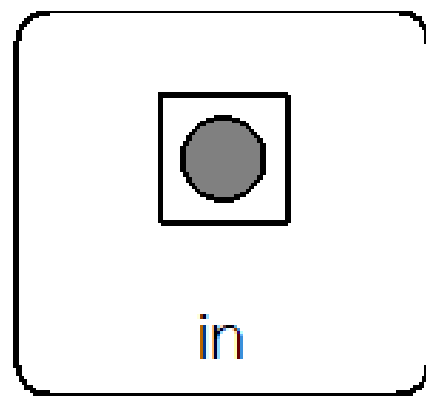
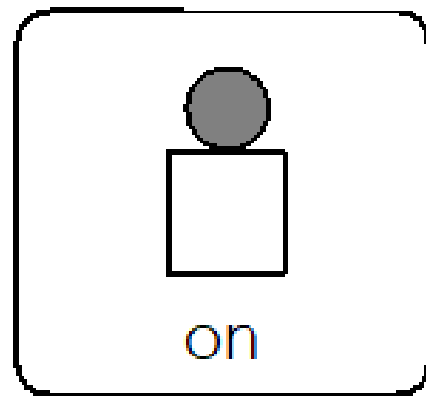
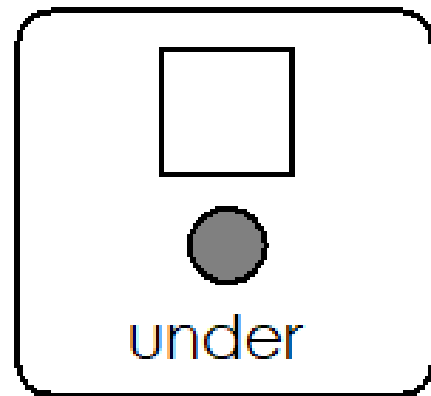
Paper and pencil/pen

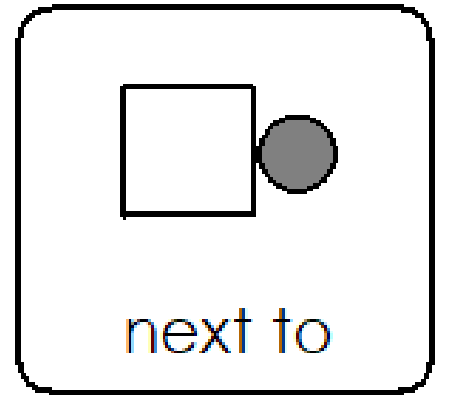
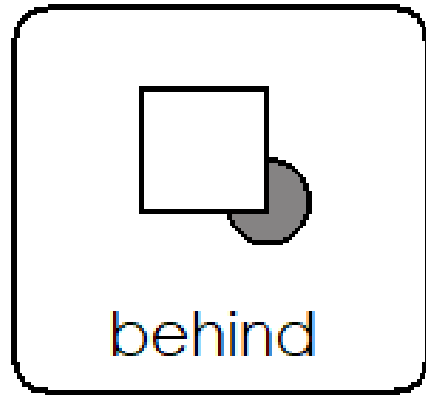
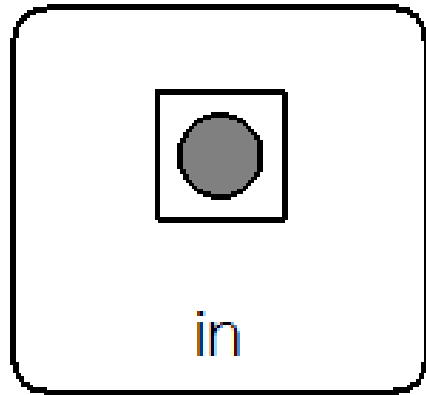
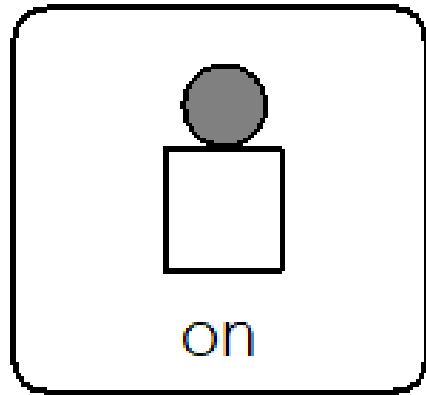
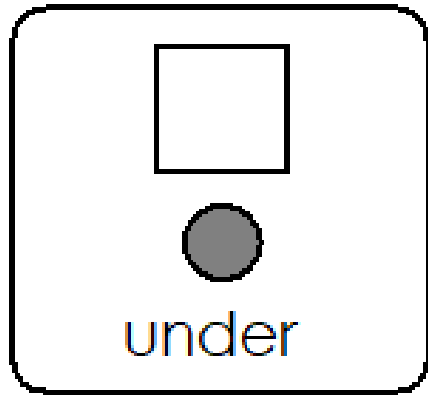
Coloured pen if required

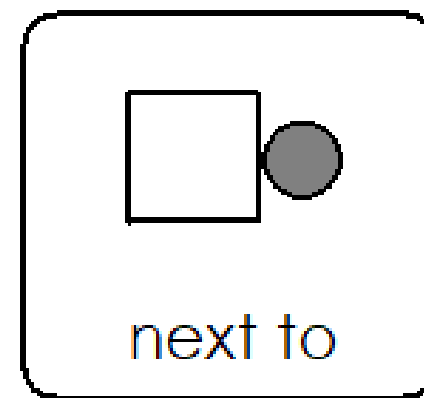
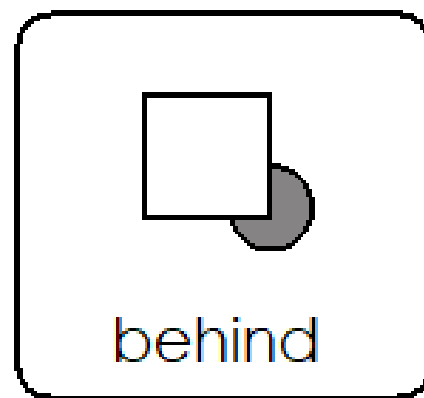
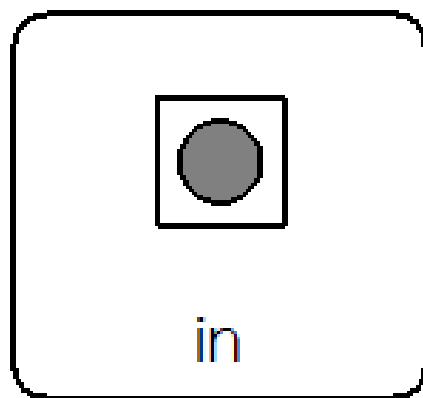
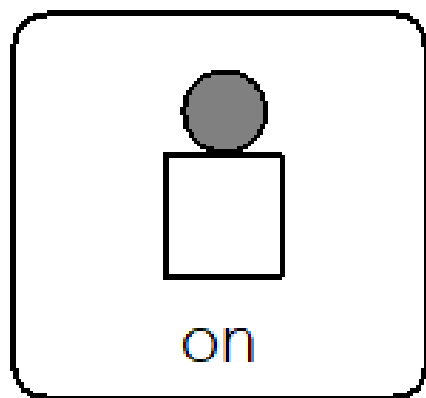
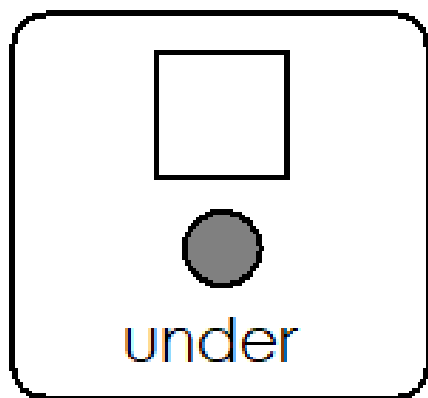
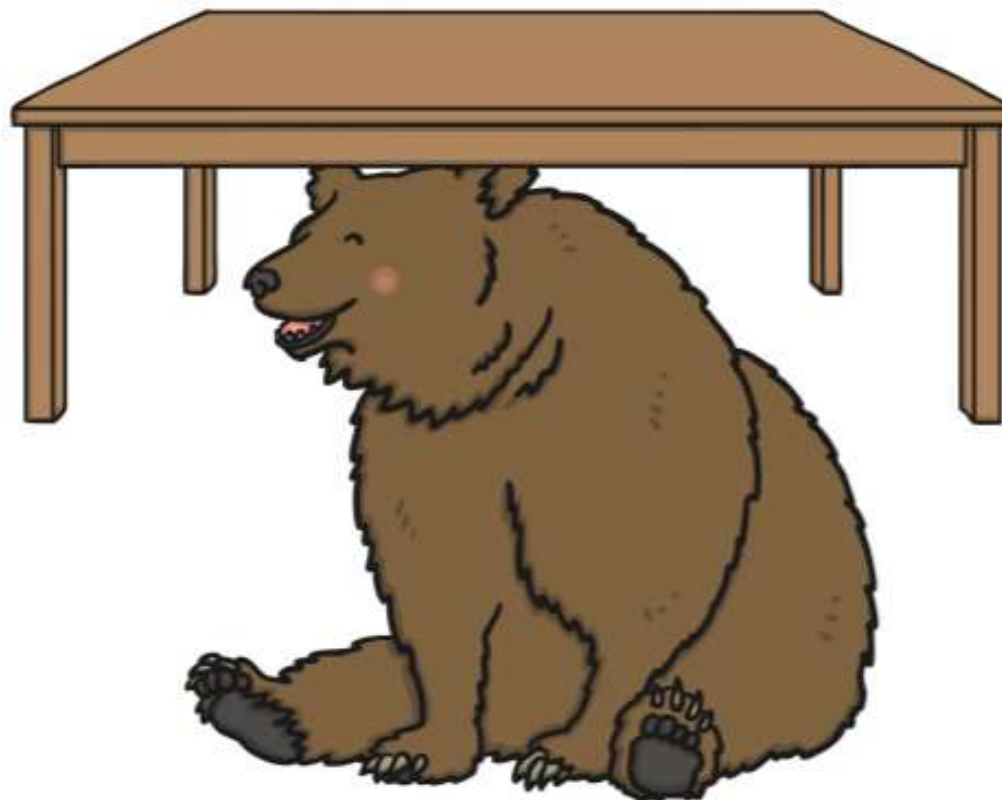


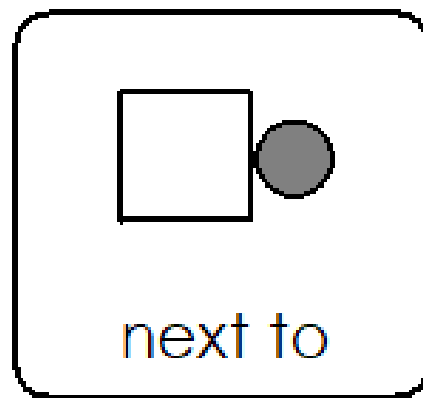
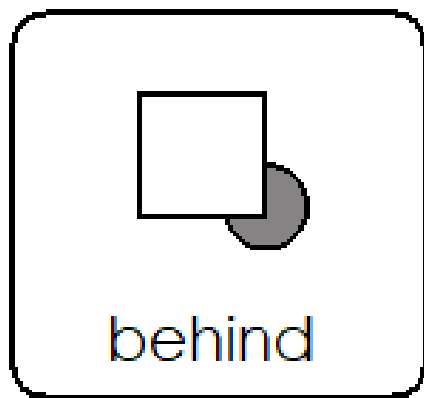
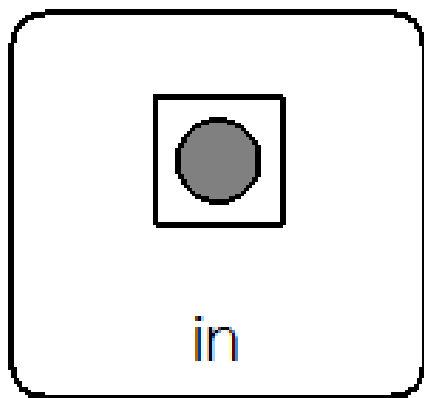
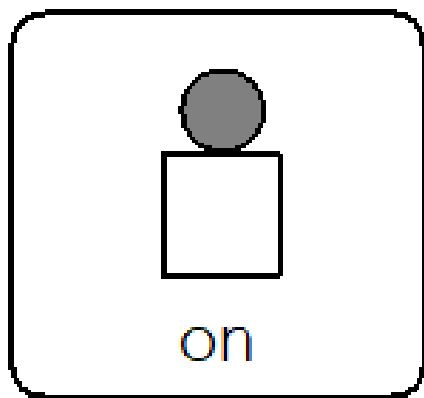
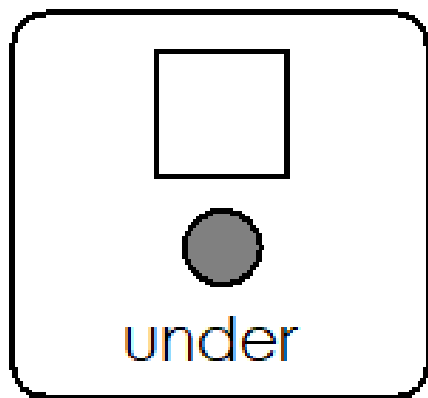
- Watch We're Going on a Bear Hunt with your child (<https://www.youtube.com/watch?v=lou5LV9dRP0&t=28s>). Join in and encourage your child to join in, too. If you have the resources, you could try using some of the sensory ideas on Slide 22.
- Look at the following slides with your child. For each picture, ask them: "Where is the bear?" On a piece of paper, write the sentence: The bear is _____ the _____. Ask your child to fill in the blanks by choosing and writing the correct words. Read their sentences aloud with them. If they are finding it difficult to find think of the correct word for the second blank, you can write this in for them or write a selection of two for them to choose from.
- If your child is able, they can write the whole sentence, and if they need some help with writing, you can write the words in coloured pen for them to trace over in a different colour.
- Repeat for all of the slides.











English Day 5: I can use prepositions in practice

For this activity you will need:

A laptop or tablet

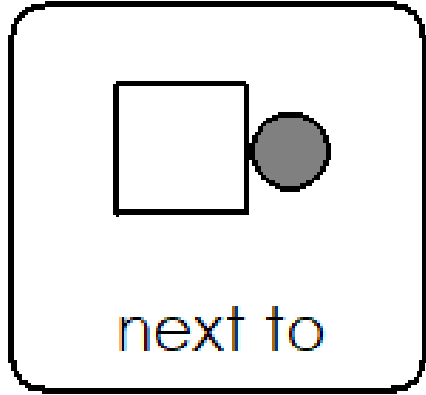
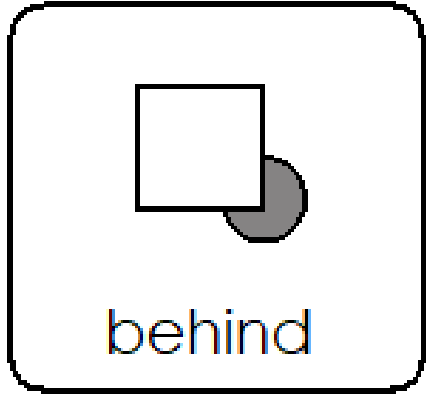
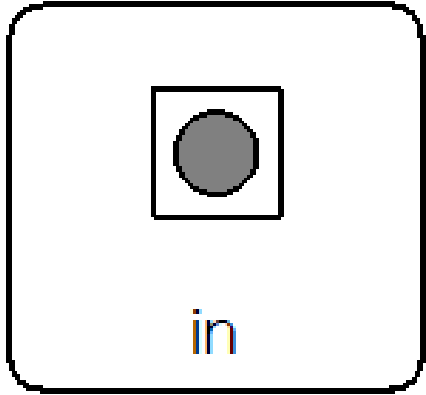
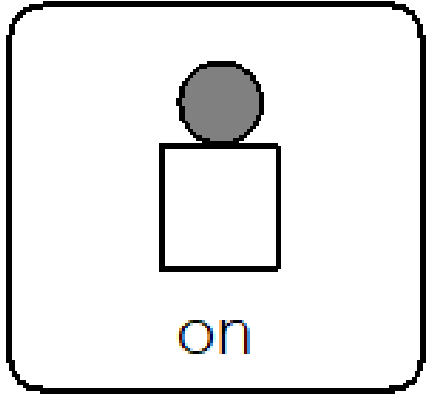
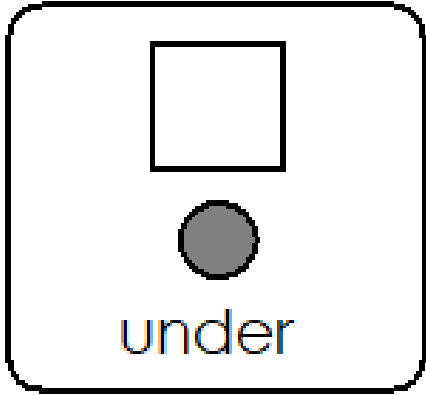
A teddy bear or another toy

A box

A printer or a pen and paper



- Watch We're Going on a Bear Hunt with your child (<https://www.youtube.com/watch?v=lou5LV9dRP0&t=28s>). Join in and encourage your child to join in, too. If you have the resources, you could try using some of the sensory ideas on Slide 22.
- If you have a printer, print off the prepositions on the next page. If not, write/draw them on a piece of paper.
- Introduce the activity by showing the teddy/toy to your child and allowing them to play with it.
- Place the teddy in the box and ask "where is the teddy?" before modelling the sentence, saying "the teddy is..." and pointing to the correct preposition and saying "the box." If your child is able to say the sentence, encourage them to do so. If not, they can simply point to the correct preposition.
- Repeat for all of the prepositions. If you want, you can extend the activity by placing the teddy under/on/in/behind/next to other things around the house. You can also ask your child to do the placing for you to say the sentence.



Topic

Science: I can go on an electrical appliance treasure hunt

Cooking: I can use an electrical appliance to cook

Art: I can make a silhouette to show an electrical item

Science: I can go on an electricity treasure hunt

For this activity you will need:

A laptop or tablet

A printer or a pen and paper

A marker or colouring pen



- Watch this video with your child: <https://www.youtube.com/watch?v=re3gXNTtwig>. Whilst watching, ask them: “where did the chef put the hot cross bun?” If your child is unable to answer, you can tell them that “the chef put it in the oven!”
- Go and have a look at the oven or microwave in your house and show your child the plug, saying that for it to work, it needs electricity.
- Using the grid on the next slide, go on a treasure hunt with your child to find and cross off the items that use electricity. If you don't have a printer, you can write a list on a piece of paper to tick off.



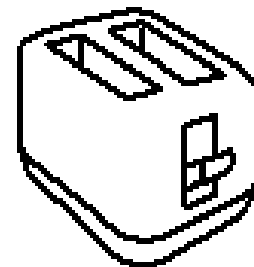
fridge



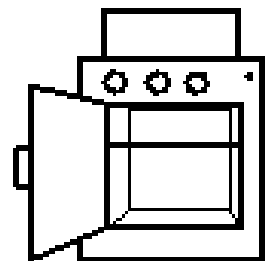
TV



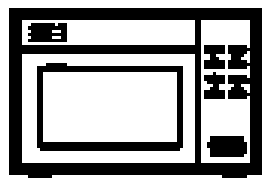
phone



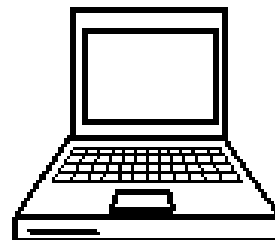
toaster



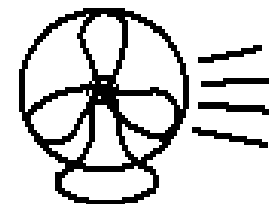
oven



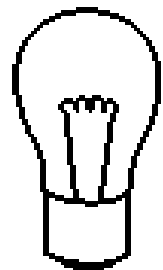
microwave



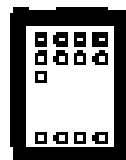
laptop



fan



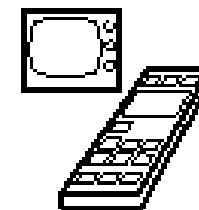
light bulb



iPad



blender



Remote control

Cooking: I can use an electrical appliance to cook



For this activity you will need:

The ingredients and equipment on the following slide

- Whilst following the recipe on slide 54, encourage your child to select the ingredients by asking them to “find the...”
- Encourage your child to help/watch you turn on the grill whilst talking to them about electricity. Encourage them to use the word.

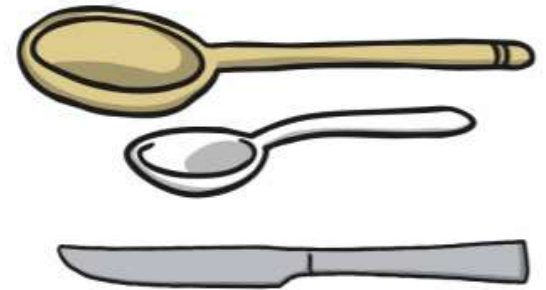
Ingredients:

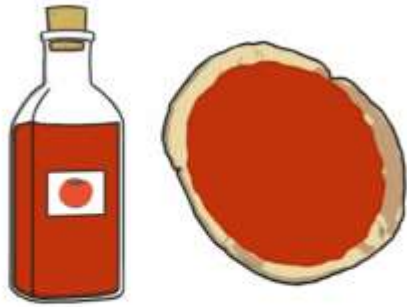
4 large pitta breads
4 tbsp of passata
2 tsp mixed herbs
A variety of toppings
50g grated cheese



Equipment:

Tablespoon
Teaspoon
Knife
Plate, board or a
clean surface
Grill





Spread the passata onto the pitta bread using the back of a spoon.

twinkl.co.uk



Sprinkle some herbs onto the passata.

twinkl.co.uk



Choose some toppings and put them onto the pizza.

twinkl.co.uk



Put the pizza under the grill.

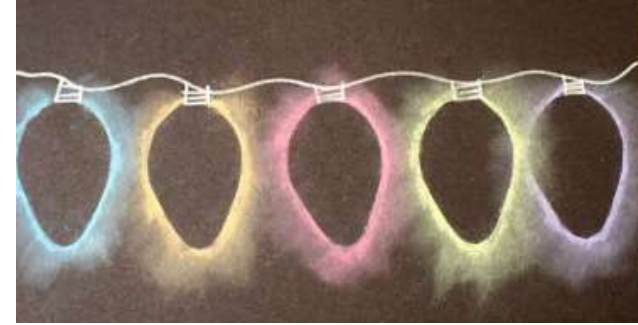
twinkl.co.uk



When the cheese is bubbling and golden, the pizza is ready.

twinkl.co.uk

Art: I can make a silhouette to show an electrical item



For this activity you will need:

Pen/pencil and Scissors

Some dark coloured card or paper (preferably black)

Some light coloured card

White and coloured chalks

- Draw the cable on the dark card/paper in white chalk and a number of bulb shapes on the light card in pen/pencil.
- Help your child to cut out the bulb shapes, place them on the card and chalk around the outside, making a lit-up bulb outline!
- Encourage your child to talk about light and electricity, and to look at and point to the lights in your house.