

Home Learning

Milepost 2 (Willow, Ash, Elm)

Summer 2
Week 6

Maths: Shape

English: Poetry

Topic: Bright Sparks

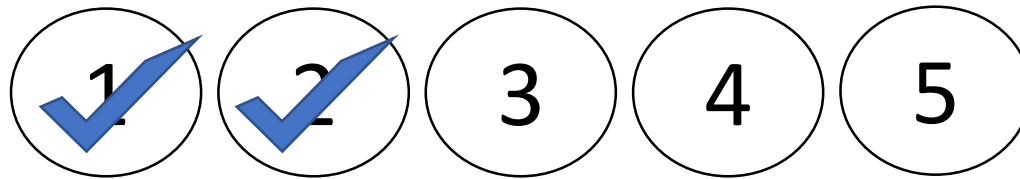
Advice for completing activities

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 be practicing the names of shapes and exploring how they can be used in practice.

Day 1: I can sort shapes in to two groups

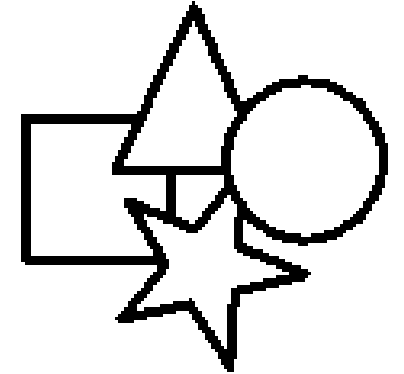
Day 2: I can say and write shape names

Day 3: I can use shape names in sentences

Day 4: I can find shapes in pictures

Day 5: I can find shapes around my house

Maths Day 1: I sort shapes in to two groups



For this activity you will need:

A print out of slides 5 and 7 (or 2 pieces of paper with the diagrams drawn on)

A print out of slides 6 and 8 (or your own plastic shapes/ drawings of shapes on paper/post-its).

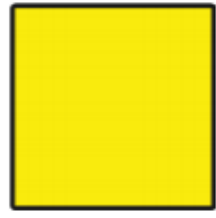
Glue and scissors

- Start by getting the shapes ready for the first diagram that you're going to work on.
- Look at the diagram and help your child to say the names of the two shapes at the top.
- Model placing/sticking the shapes in to the correct area, saying clearly the names of each shape as you do so.
- Now ask your child to do the same. Encourage them to say each name.
- Repeat for each of the diagrams. If you want to make this a bit harder, use all of the shapes at the same time so that your child has to differentiate between more than two. Encourage them to say the names of all the shapes as they sort through them.

triangle



square



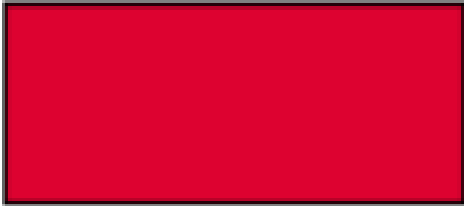
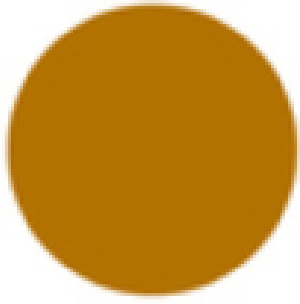


circle



rectangle



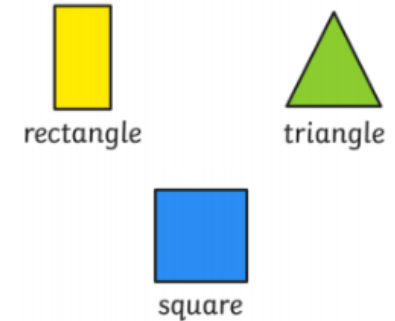


Maths Day 2: I can say and write shape names

For this activity you will need:

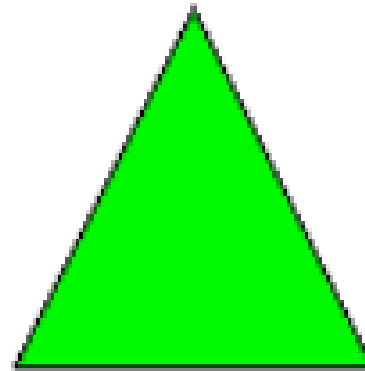
A laptop or tablet

A piece of paper and pencil (and a light-coloured felt tip, if required)

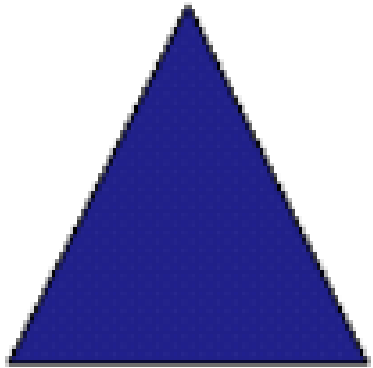


- Recap from yesterday by repeating the names of the shapes that you sorted. You can say “I can see...” whilst pointing at each of the shapes and waiting for your child to complete the sentence. If they are finding it difficult to say the names, you can say “Can you see...” and encourage them to point to it.
- Show your child the next slide. Ask them to point to the correct shape by saying “Can you find the...”
- Help your child to practice writing the name of the shape on a piece of paper. If they need some help with this, you can write the word in light-coloured felt tip for them to trace over.
- Repeat for the rest of the slides in this lesson.

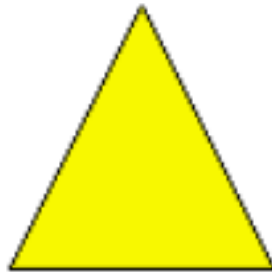
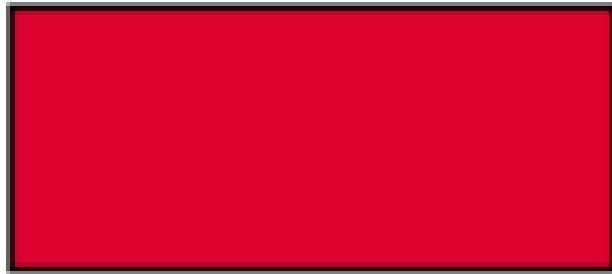
Triangle



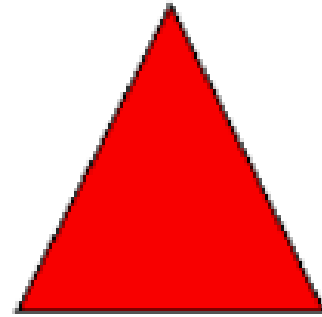
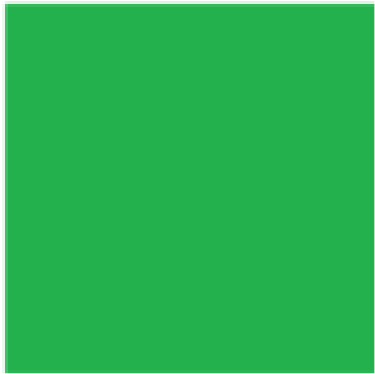
Square



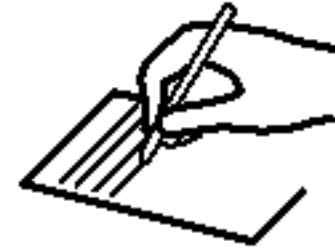
Rectangle



Circle



Maths Day 3: I can use shape names in sentences

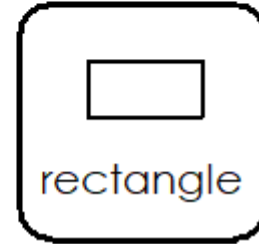
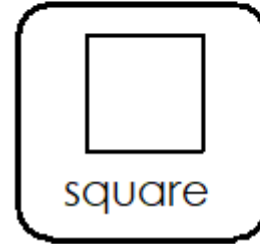
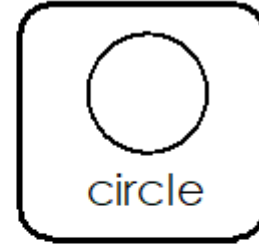
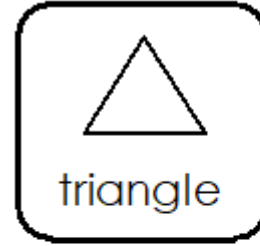
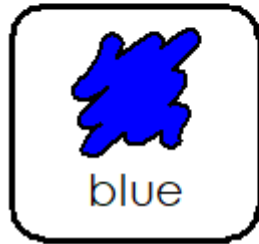
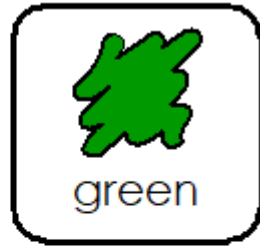
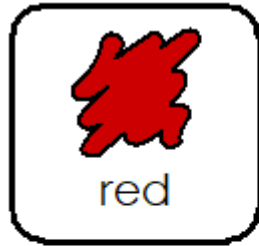


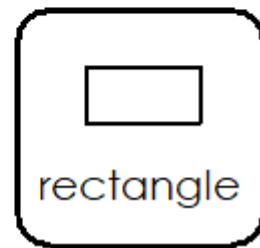
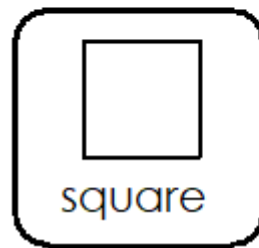
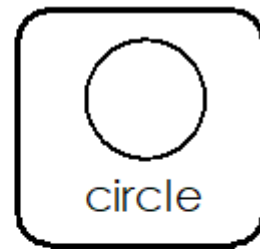
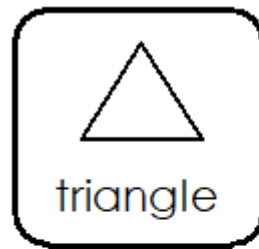
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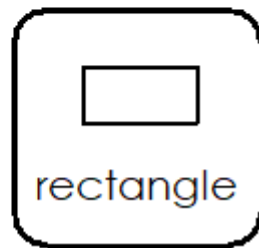
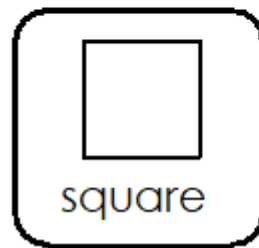
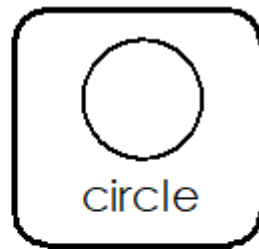
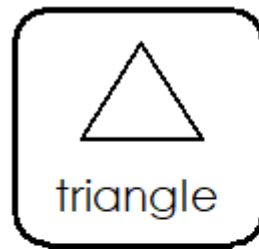
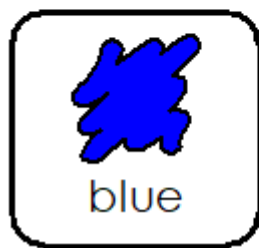
A laptop or tablet

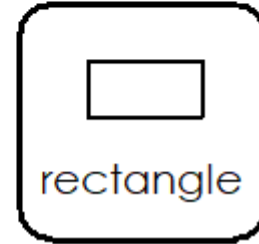
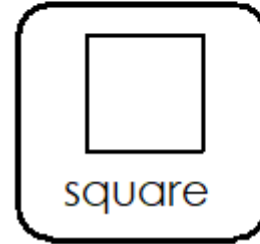
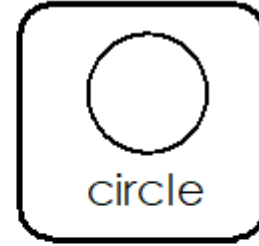
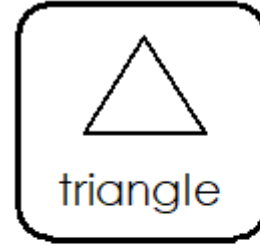
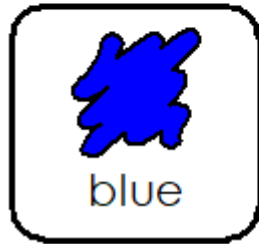
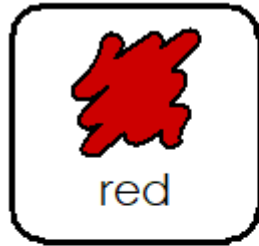
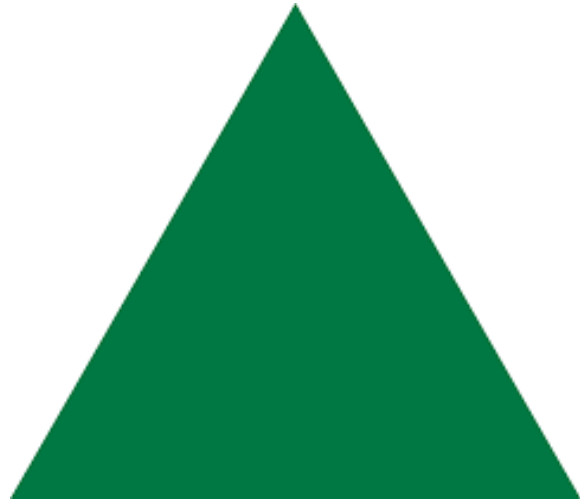
A piece of paper and pencil (and a light-coloured felt tip, if required)

- Recap from yesterday by going through the previous slides and saying “Can you find the...” for each.
- On a piece of paper, write: I can see a _____.
- Show your child the next slides, one at a time, helping them to say the sentence and fill in the spaces in the written sentence for each (e.g. I can see a *red circle*.) If your child needs some extra help with this, like yesterday you can write the words with light-coloured felt tip for them to trace over. If they are finding the writing easy, encourage them to write the whole sentence themselves.
- If you would like to make this more challenging, you could try adding extra size words (big and small).









Maths Day 4: I can find shapes in pictures

For this activity you will need:

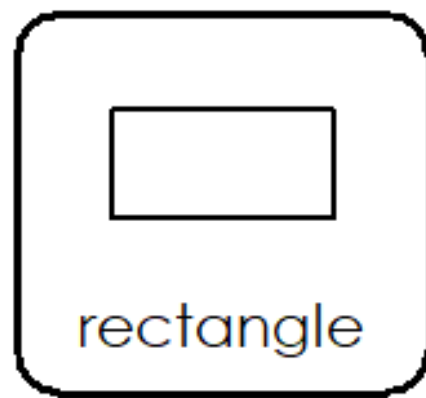
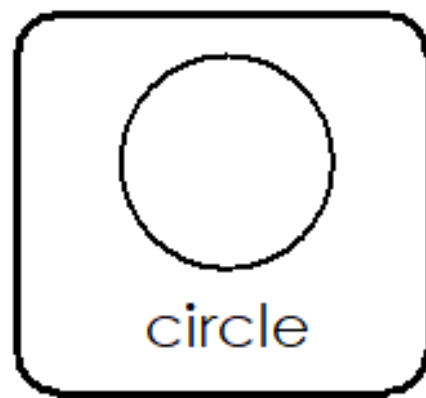
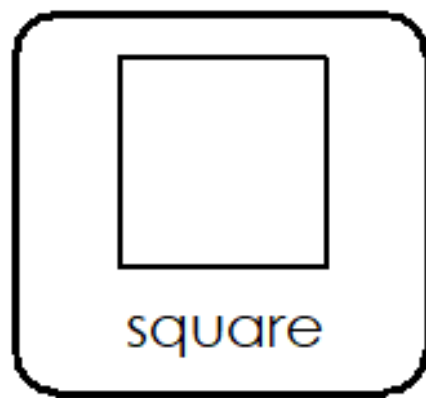
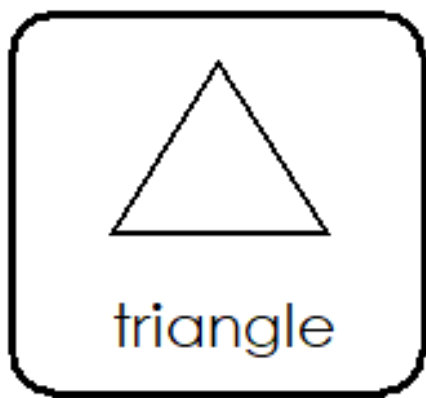
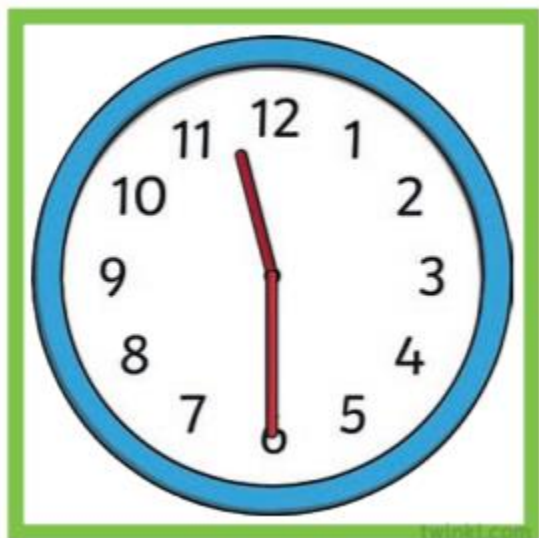
A printer and pen

OR

A laptop or tablet

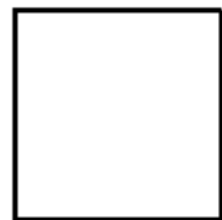


- Recap from yesterday by looking at the sentences that your child made and reading them aloud together whilst pointing to each word.
- Show your child a print out of the next slide. Model the activity by saying "I can see a..." and drawing a line between the picture and its correct shape name. Say the name of the shape loudly and encourage your child to join in. If you are unable to print off the slides, your child can simply point to the correct shape whilst saying its name.
- Repeat for each of the pictures.
- More challenging pictures can be found on the later slides.

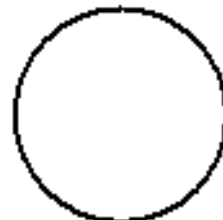




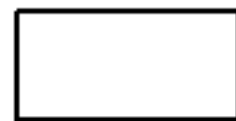
triangle



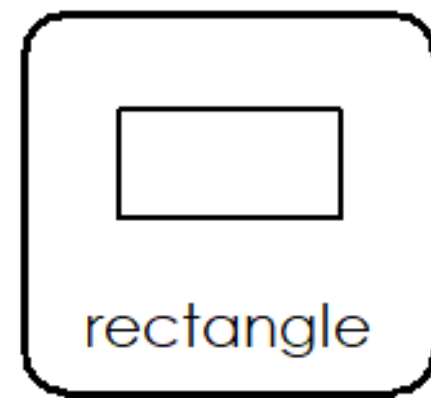
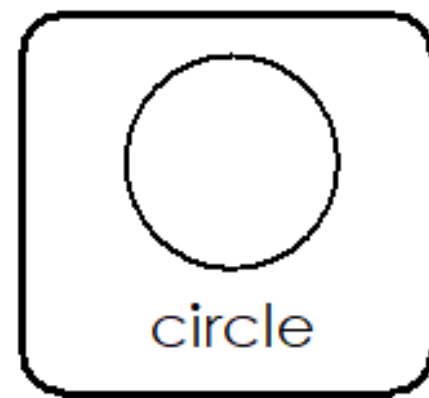
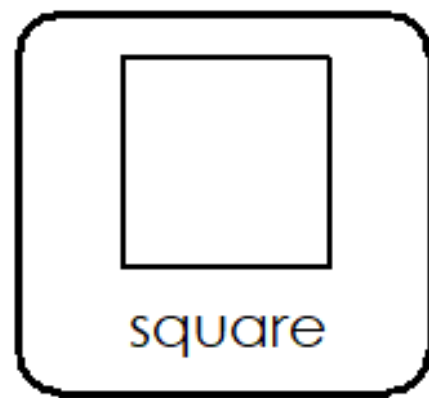
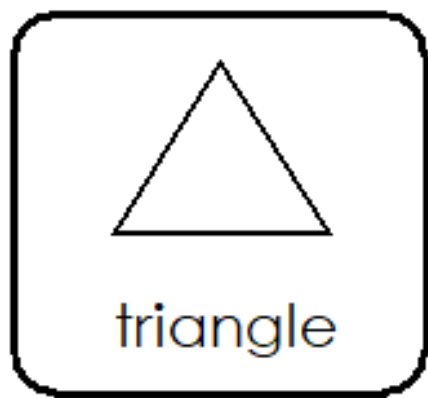
square



circle

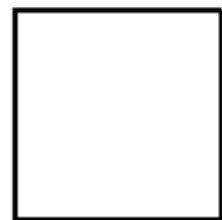


rectangle

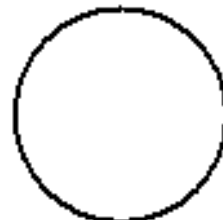




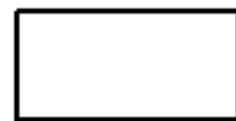
triangle



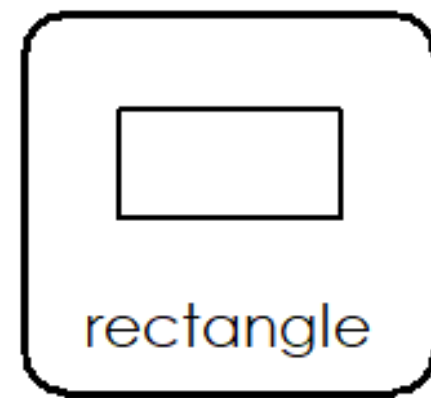
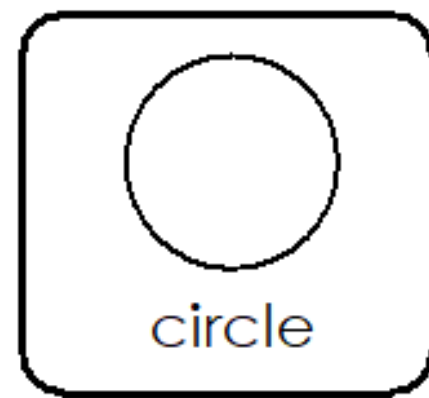
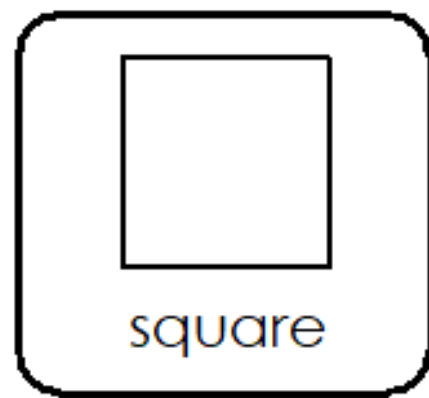
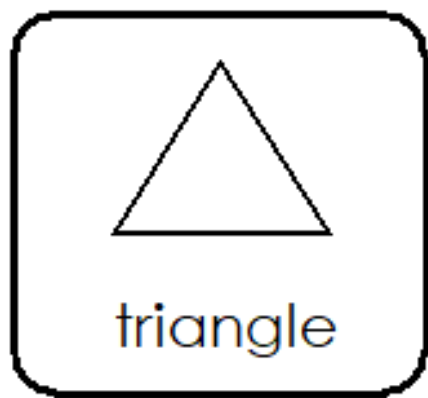
square

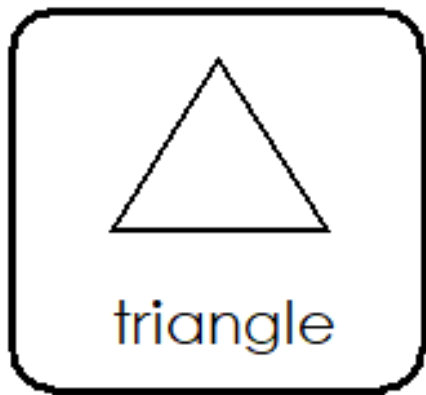


circle

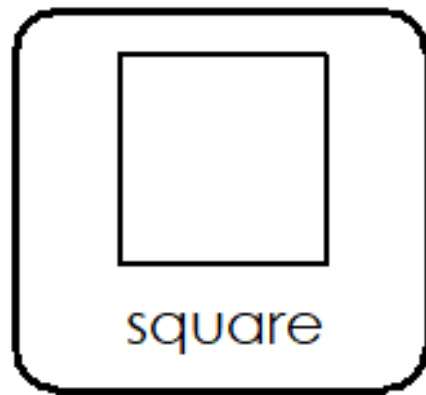


rectangle

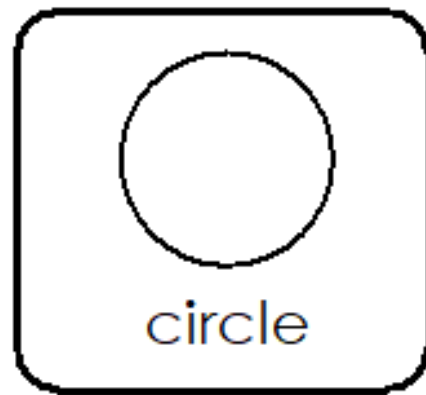




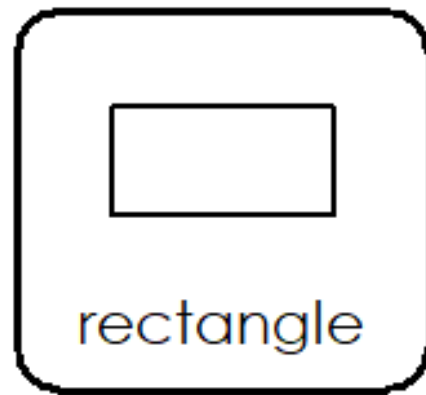
triangle



square



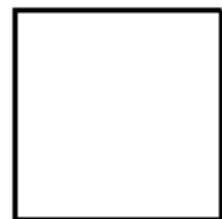
circle



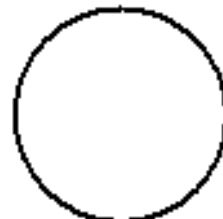
rectangle



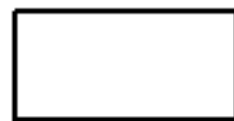
triangle



square



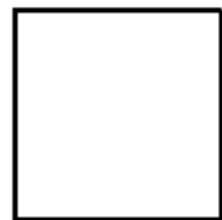
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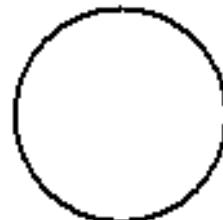
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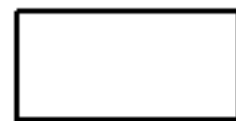
triangle



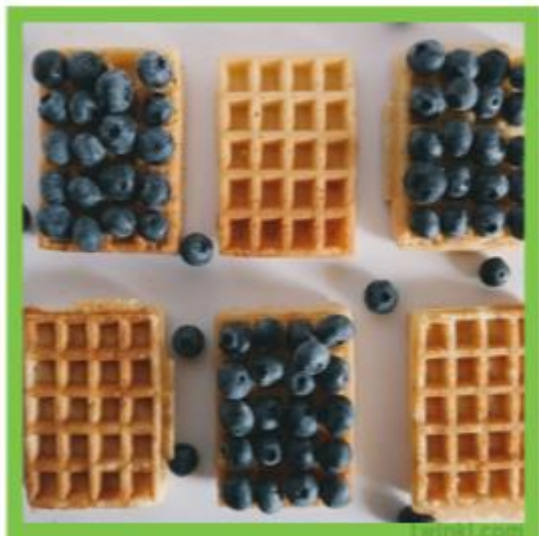
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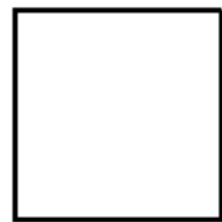
circle



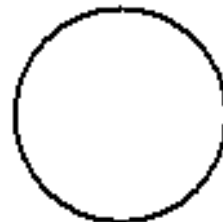
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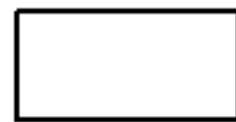
triangle



square



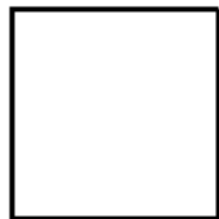
circle



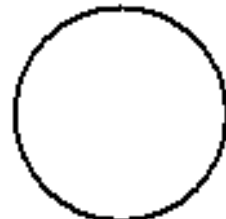
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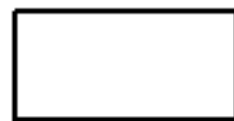
triangle



square



circle



rectangle

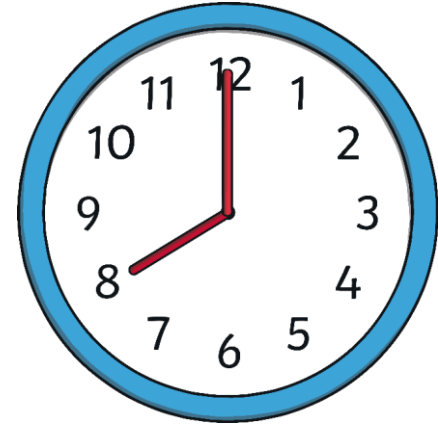
Maths Day 5: I can find shapes around my house

For this activity you will need:

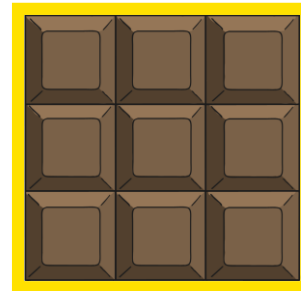
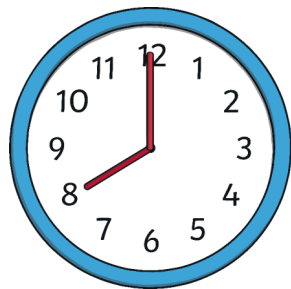
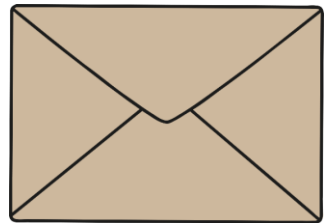
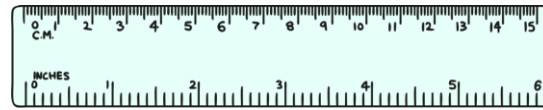
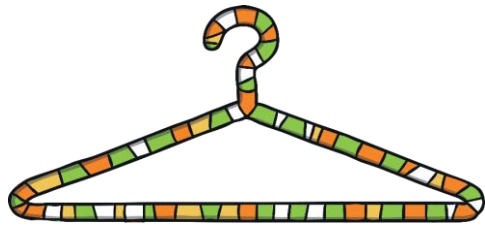
A print-out of the following page and a pen

OR

A tablet



- Recap yesterday's learning by going through the previous slides and saying which shape is in each picture with your child.
- Before you start the activity (and before you print off the following slide) check that you have all of the items on the slide around your house. If you don't, or if the one's that you have are different sizes, you can change the pictures on the slide.
- Show your child each of the pictures and ask them to help you to find them around the house. When you find each of the items, say "You've found a..." (e.g. "We've found a triangle coat hanger!") Help your child to repeat and complete your sentences. If you're using a print-out, you can tick of each shape as you go.
- You can make this more challenging by asking your child to use adjectives in their sentence (e.g. "We've found a small yellow triangle coat hanger!")



English

This week in English we will be using one of our favourite songs called “Do You Like Broccoli?” to help us to practice thinking and writing about what we like and our feelings.

Day 1: I can label pictures from a song

Day 2: I can write a sentence to say what I like

Day 3: I can match feelings from a song

Day 4: I can name more feelings

Day 5: I can practice communicating how I feel

English Day 1: I can label pictures from a song

For this activity you will need:

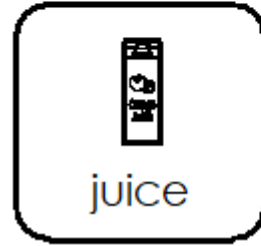
A laptop or tablet

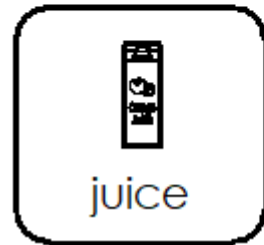
Paper and pencil/pen

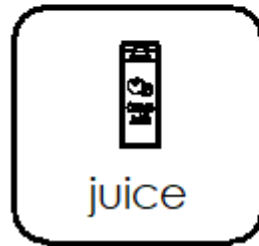
Light-coloured felt tip pen if required



- Watch "Do You Like Broccoli?" with your child (<https://www.youtube.com/watch?v=frN3nvhlHUK>).
- On a piece of paper, write: 'It is _____'
- Show your child the next slide. Ask them: "What is it?" and help them to form the sentence "It is..." using the prompts. If they are unable to say the words, they can simply point to them whilst you say them.
- Help your child to complete the written sentence by writing the appropriate words in the spaces. If they are finding this difficult, you can use a light-coloured felt tip pen for them to trace over.
- If your child is able to, they can write the sentences themselves and add describing words.
- Repeat for all of the pictures.









doughnut



popcorn



soup



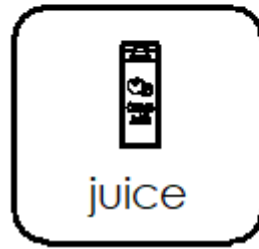
ice cream



banana



broccoli



juice



pizza

English Day 2: I can write a sentence about what I like

For this activity you will need:

A laptop or tablet

Paper and pencil/pen

Light-coloured felt tip pen if required

If you have the resources, you could make this activity more relevant by providing each of the items that they say they like.



- Watch “Do You Like Broccoli?” with your child (<https://www.youtube.com/watch?v=frN3nvhlHUK>).
- On a piece of paper, write: ‘I like _____’
- Show your child the next slide and ask them: “What do you like most?” Encourage your child to point to the picture of the thing that they like and model by saying “You can say: I like...”
- Ask your child to write the name of the thing that they like in the sentence. Like yesterday, if they are finding this difficult, you can use a light-coloured felt tip pen for them to trace over.
- If you would like to make the activity more challenging, you can help them to extend the sentence by adding ‘...more than _____’ to include the other item.
- Repeat for all of the following slides.



What



do you



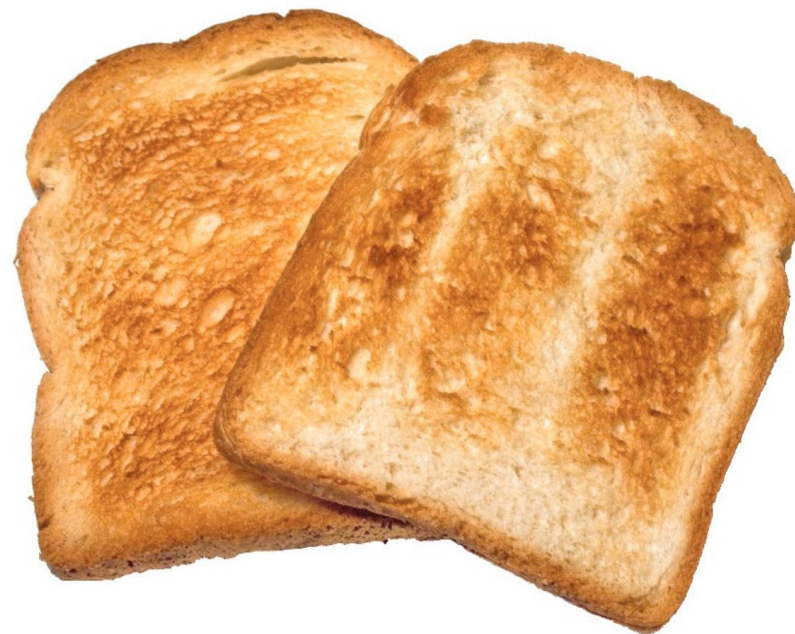
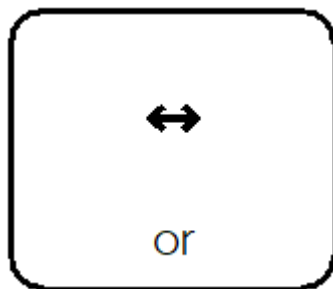
like



most?



raisins



toast



What



do you



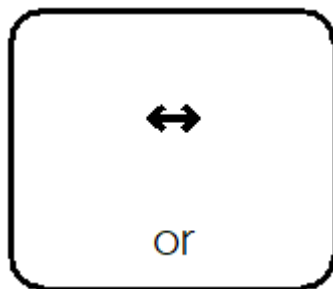
like



most?



apple



banana



What



do you



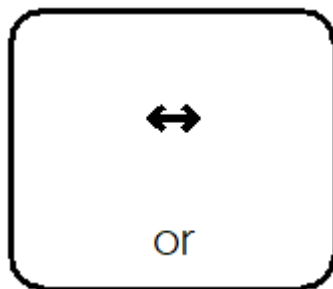
like



most?



crackers



yoghurt



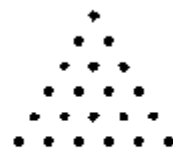
What



do you



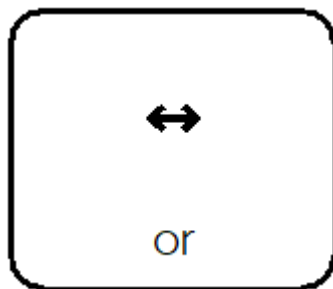
like



most?



orange



flapjack

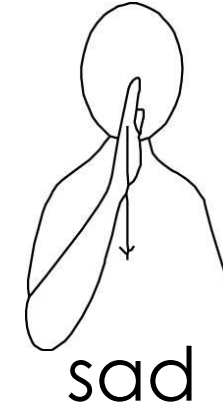
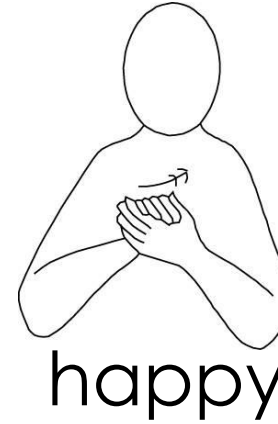
English Day 3: I can match feelings from a song

For this activity you will need:

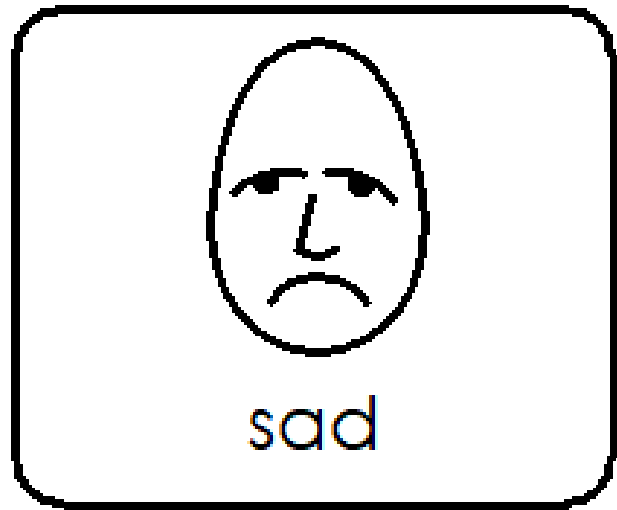
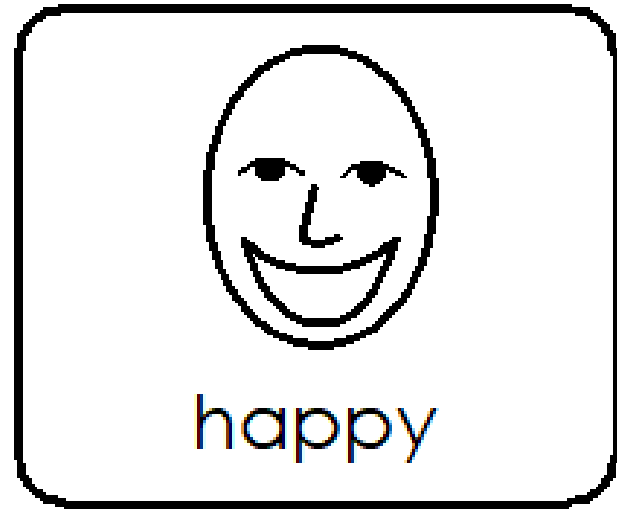
A laptop or tablet

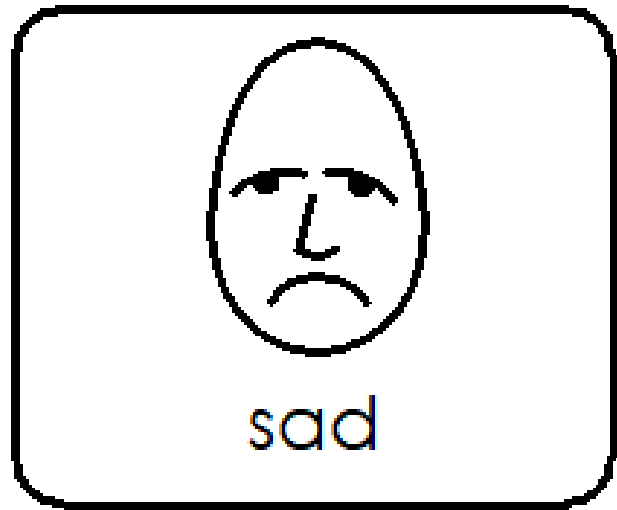
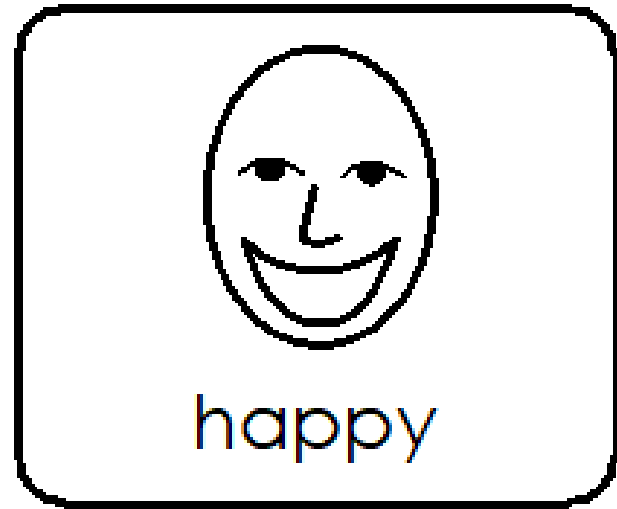
OR

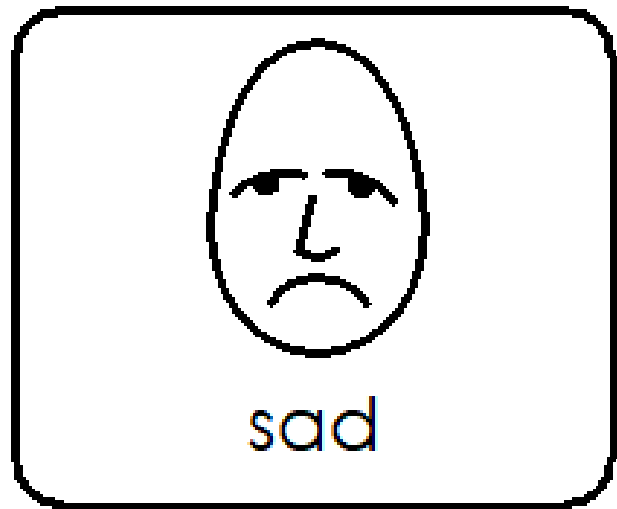
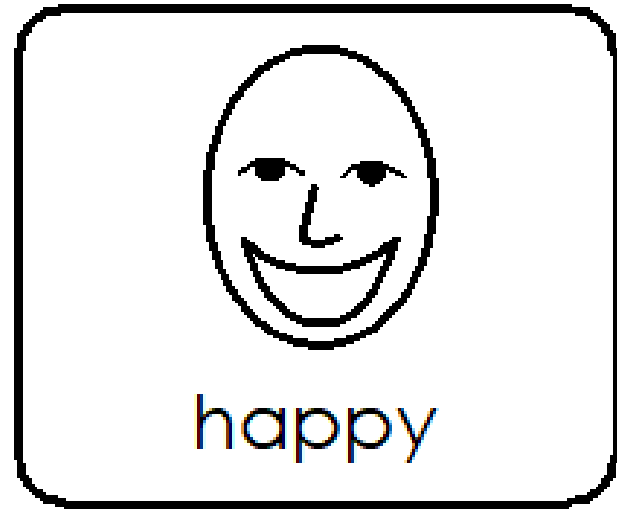
Print-outs of the following pages

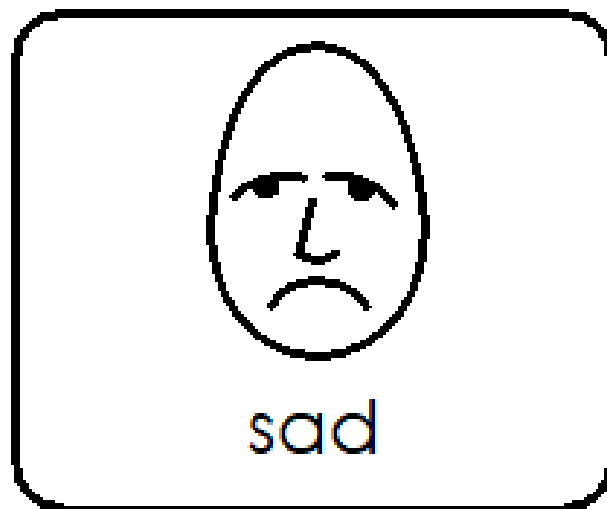
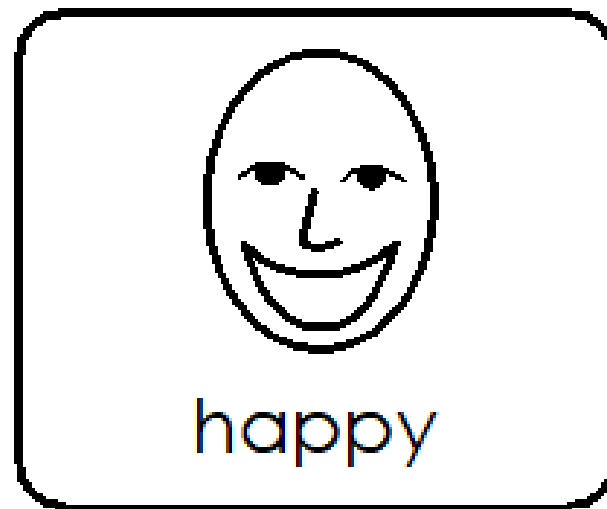


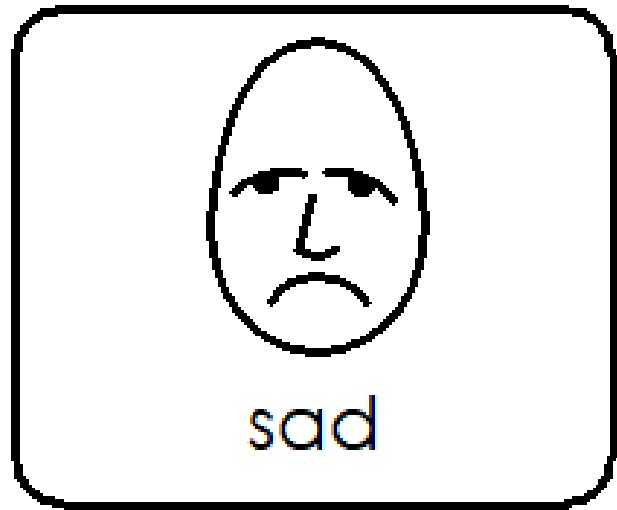
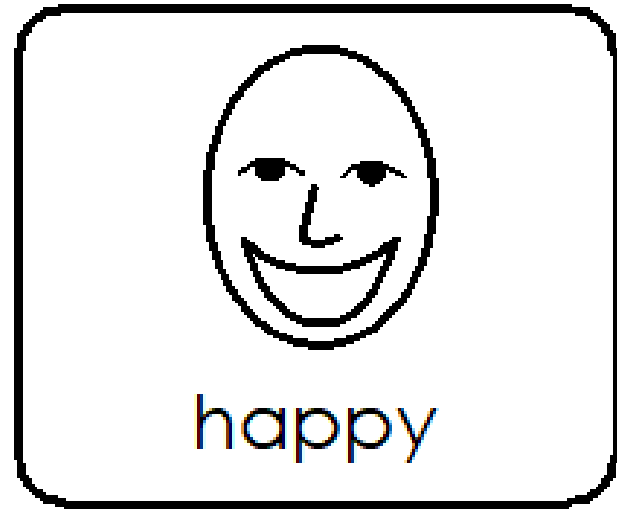
- Watch "Do You Like Broccoli?" with your child (<https://www.youtube.com/watch?v=frN3nvIHUK>).
- Show your child the following slide. Ask them: "Is he happy or sad?" You can accompany with the signs above. Ask your child to point to the correct symbol and say the sentence: "He is ____"
- The purpose of this activity is to match emotions, but if you would like to integrate some writing in to it, you can do the same as yesterday by helping your child to write the sentences on a piece of paper. As before, if they are finding this difficult, you can use a light-coloured felt tip pen for them to trace over.
- If you would like to make this activity more challenging, you can re-watch the video with your child and ask "Why are they happy/sad?" for each emotion.
- Repeat for all of the slides.

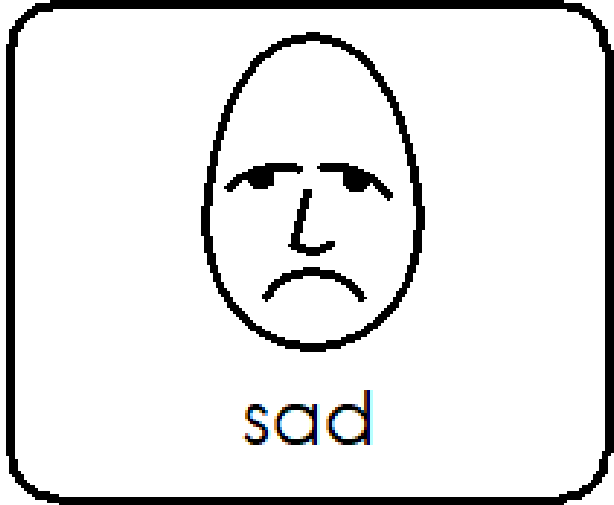
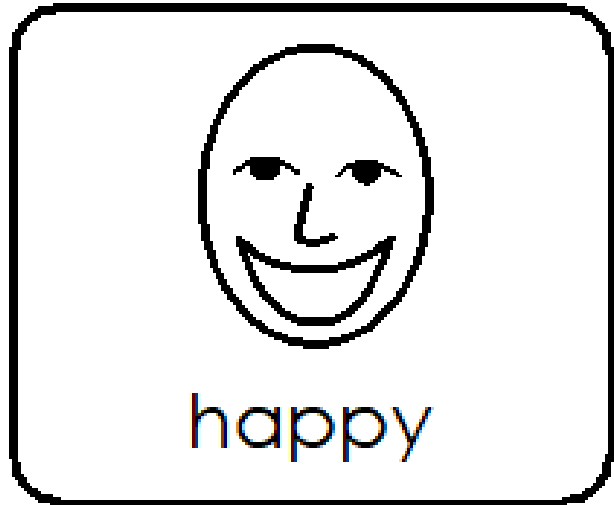


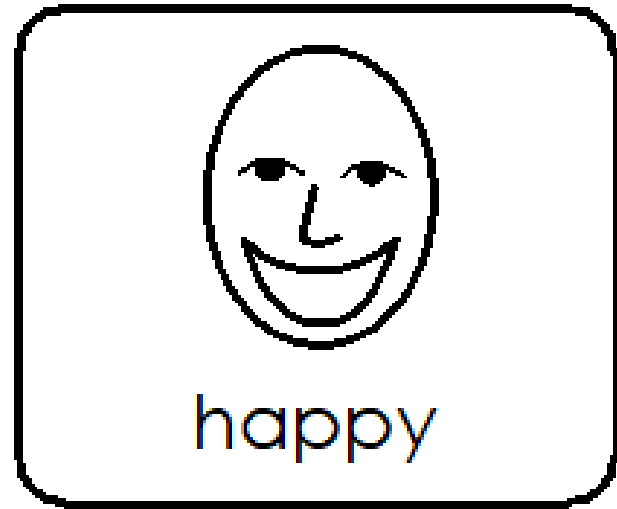




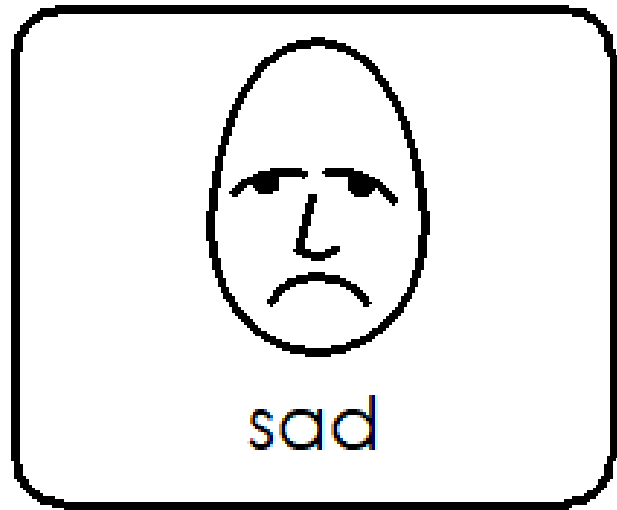




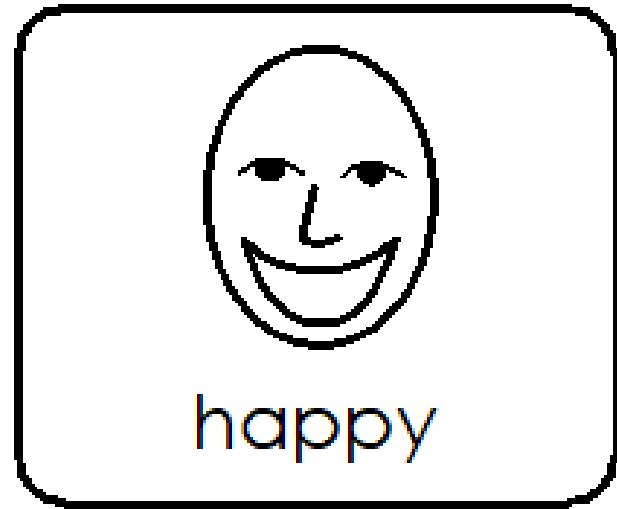




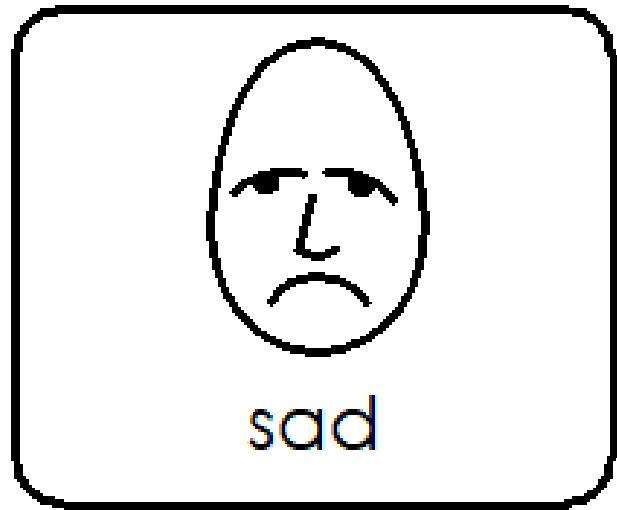
happy



sad



happy



sad

English Day 4: I can name more feelings

For this activity you will need:

A laptop or tablet

Optional:

Paper and pencil/pen

Coloured pen if required



- Watch “Do You Like Broccoli?” with your child (<https://www.youtube.com/watch?v=frN3nvhlHUK>).
- Watch “The Feelings Song” with your child (<https://www.youtube.com/watch?v=-J7HcVLsCrY>).
- Look at each of the following slides. For each, ask your child: “How is she feeling?” before asking them say the sentence “She is feeling...” If they are unable to say the words, your child can point to them as they say them.
- If you would like to integrate some writing in to this activity, your child can complete the sentence ‘She is feeling ____’ on paper or write the whole sentence.
- You can make this activity more challenging by asking your child why they might be feeling that way.
- Repeat for all of the slides.



She



is



feeling



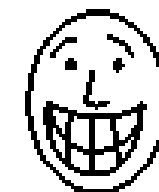
happy



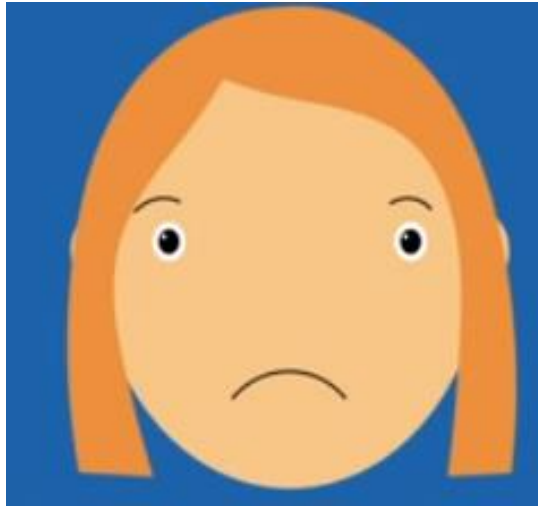
mad



sad



excited



She



is



feeling



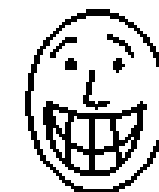
happy



mad



sad



excited



She



is



feeling



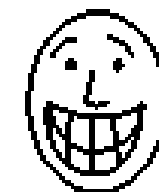
happy



mad



sad



excited



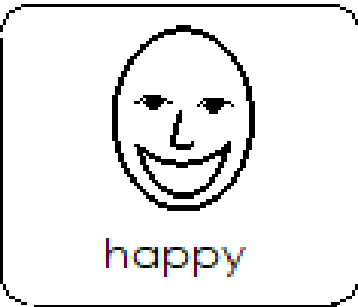
She



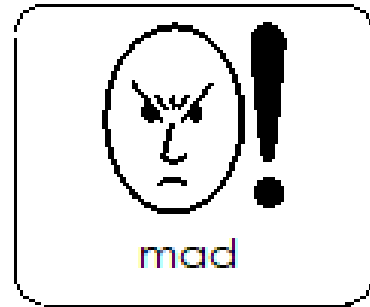
is



feeling



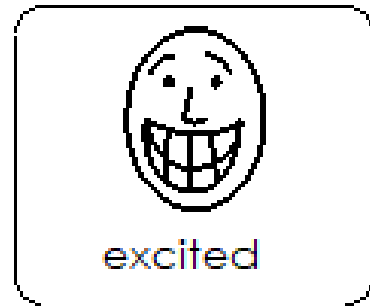
happy



mad



sad



excited

English Day 5: I can practice communicating how I feel

For this activity you will need:

A laptop or tablet

A mirror

A phone



- Watch “Do You Like Broccoli?” with your child (<https://www.youtube.com/watch?v=frN3nvhlHUK>).
- Watch “The Feelings Song” with your child (<https://www.youtube.com/watch?v=-J7HcVLsCrY>).
- Open the next slide and read through each of the emotions.
- Model the activity by pulling a face and pointing to the words to form the sentence “I am feeling...”
- Ask your child to choose a feeling and look in the mirror to make that face. Take a picture of them doing this on your phone.
- Look at the photo with your child and help them to form the sentence: “I am feeling...”
- Repeat with all of the emotions.



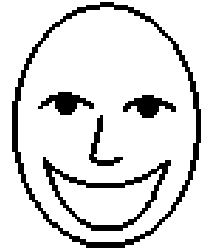
I



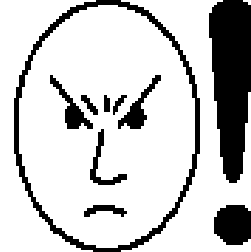
am



feeling



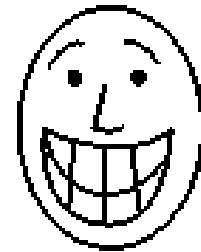
happy



mad



sad



excited

Topic

This week in Topic we will be trying out some new methods and equipment whilst further exploring electrical devices, appliances and geometry.

Science: I can use an electrical device for something new. I can name some people I know.

Cooking: I can explore smells and use a new piece of cooking equipment. I can observe an oven being used.

Art: I can use more than one method to make a piece of Mondrian art

Science: I can use an electrical device for something new. I can name some people I know.

For this activity you will need:

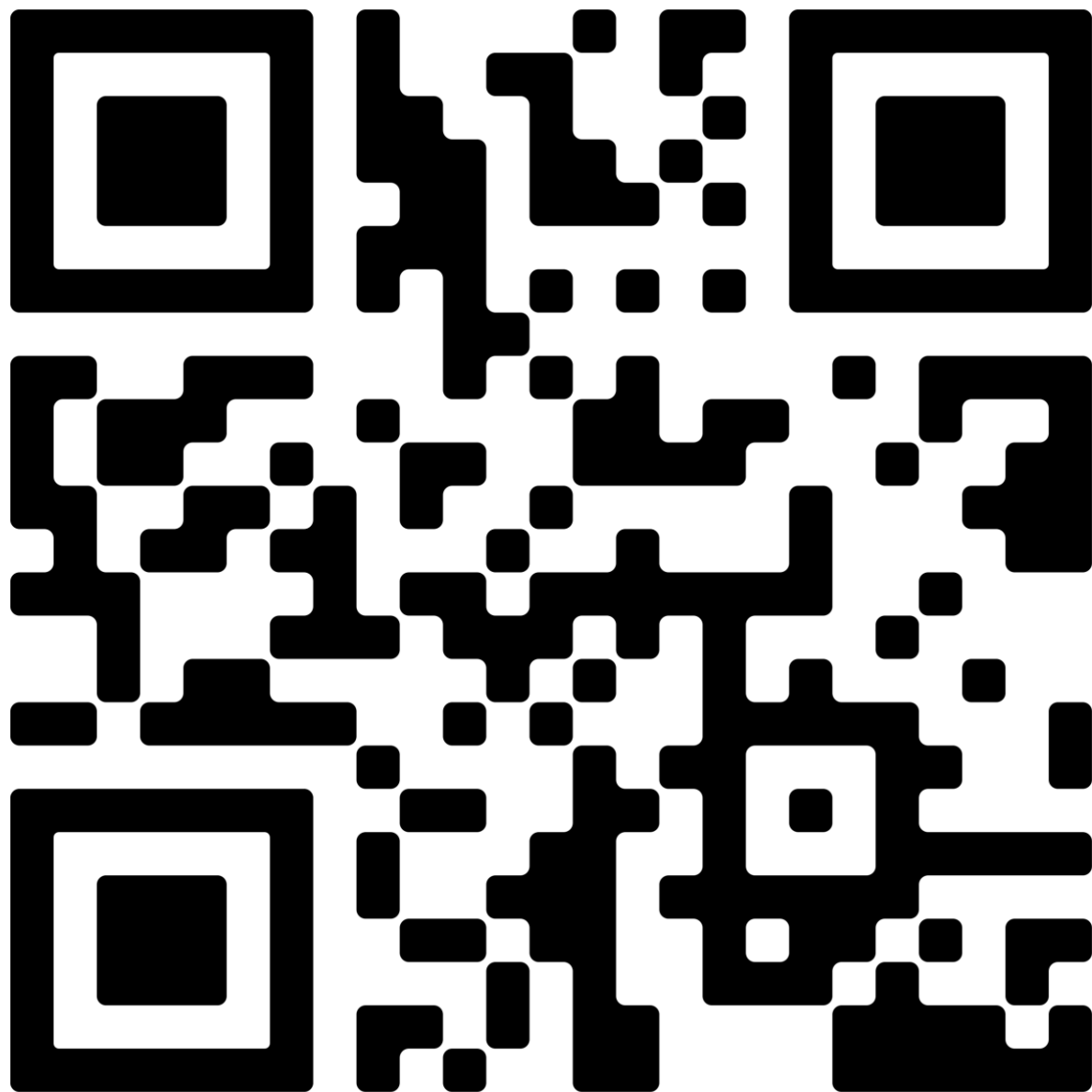
A printer OR a laptop or tablet

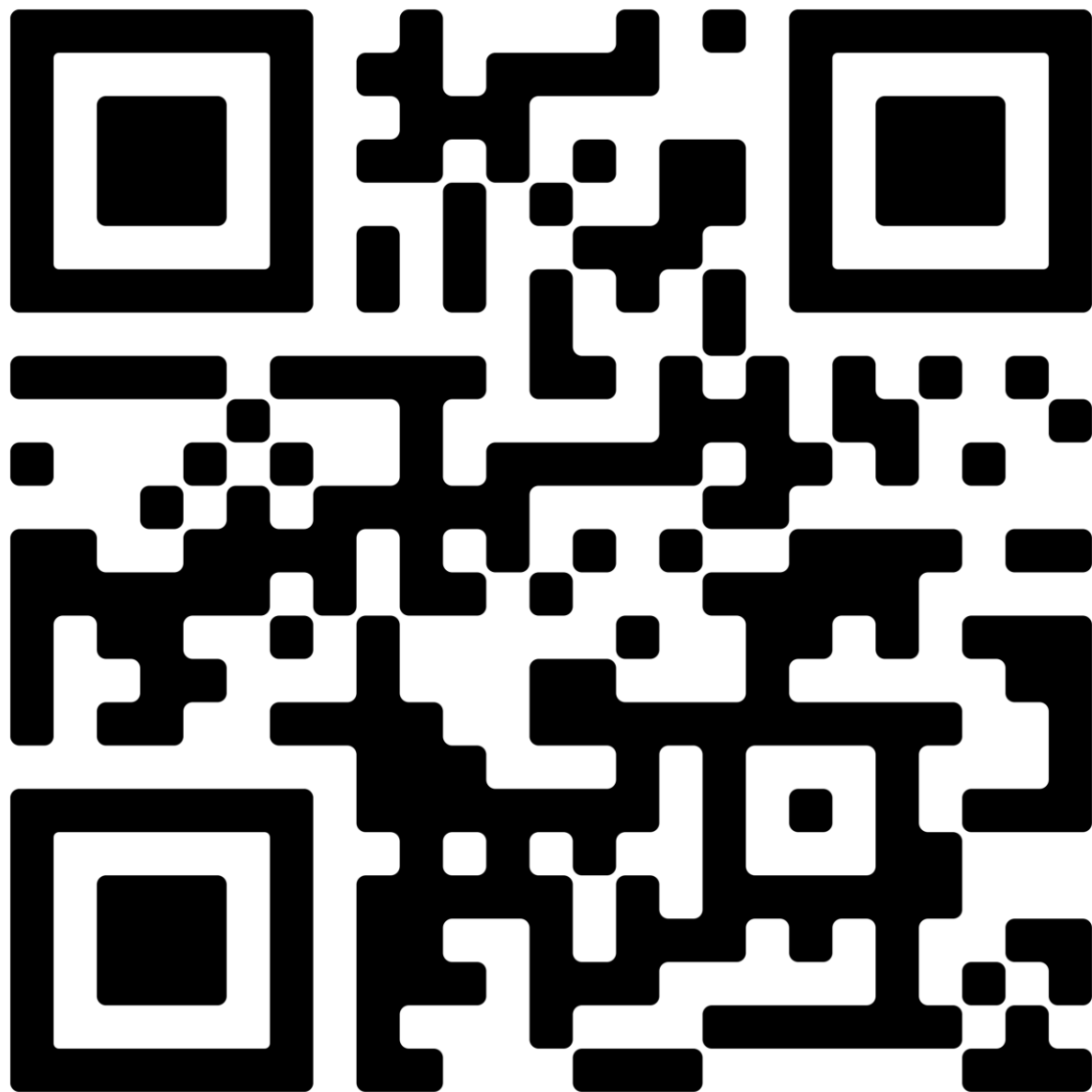
A phone or tablet with a QR code reader app

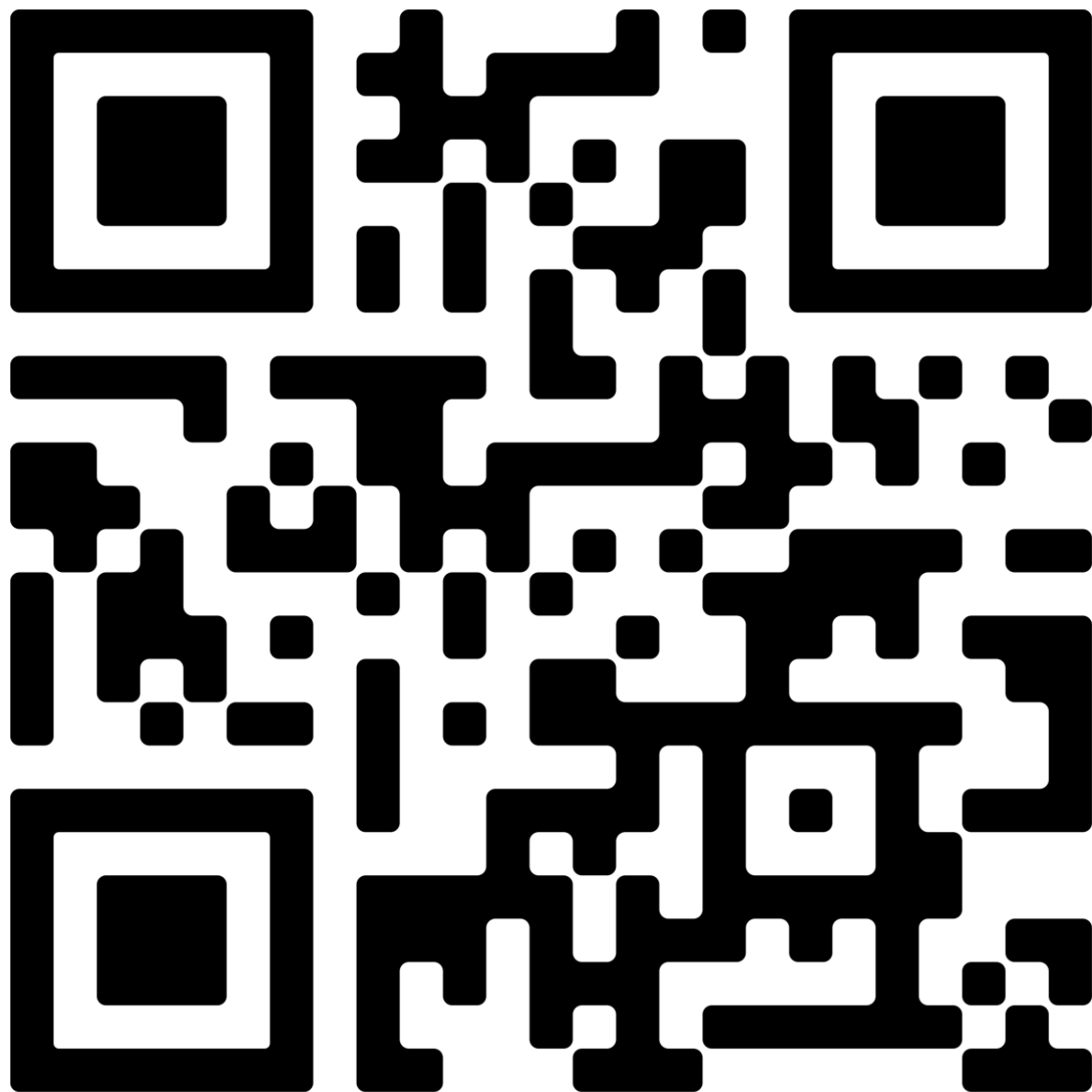


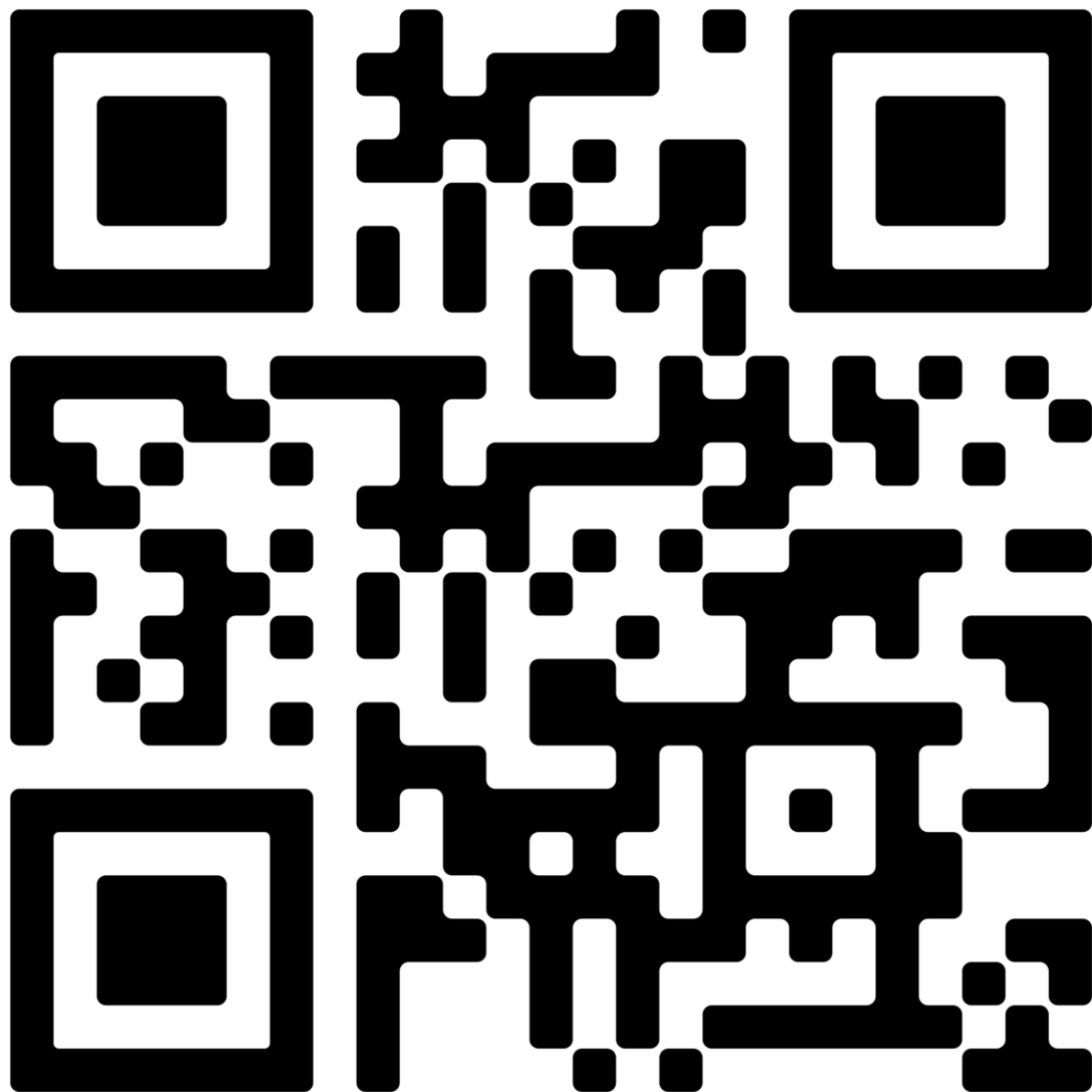
- Before you start, print the following slides and place around the house.
- Go with your child around the house and help them to scan each QR code. Ask your child to name the people each picture. If you are unable to print the pages, simply help your child to name them.
- If your child is finding this difficult or if they are unable to say the names, write the names on post-its or on a piece of paper and ask them to choose by pointing. You can limit these choices to two and say each of the names as you give your child the options.
- The people in the pictures are:

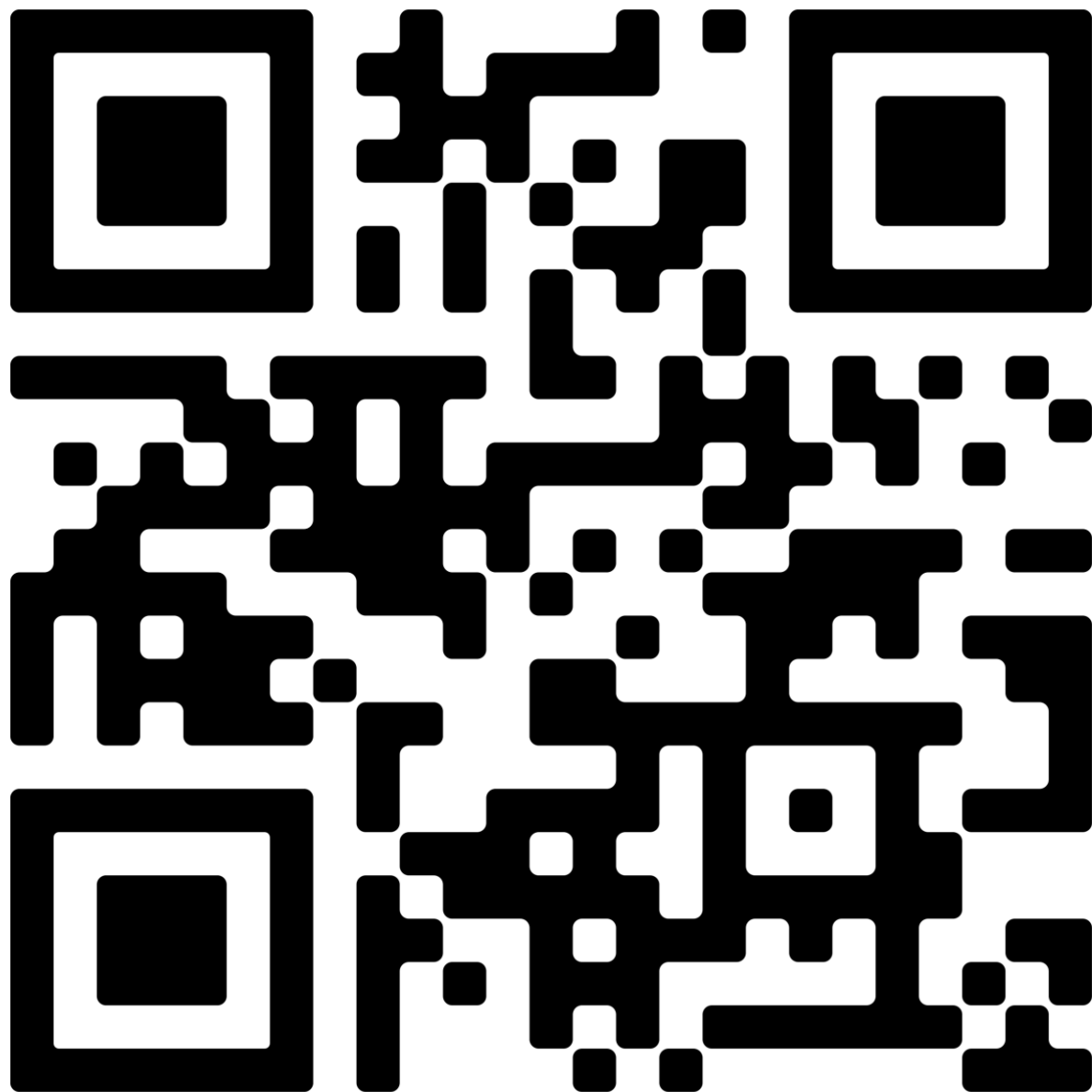
Mr Marsden (Slide 61); Ms Shaw (Slide 62); Ms McCarron (Slide 63); Emily (Slide 64); Harvey (Slide 65); Angela (Slide 66)

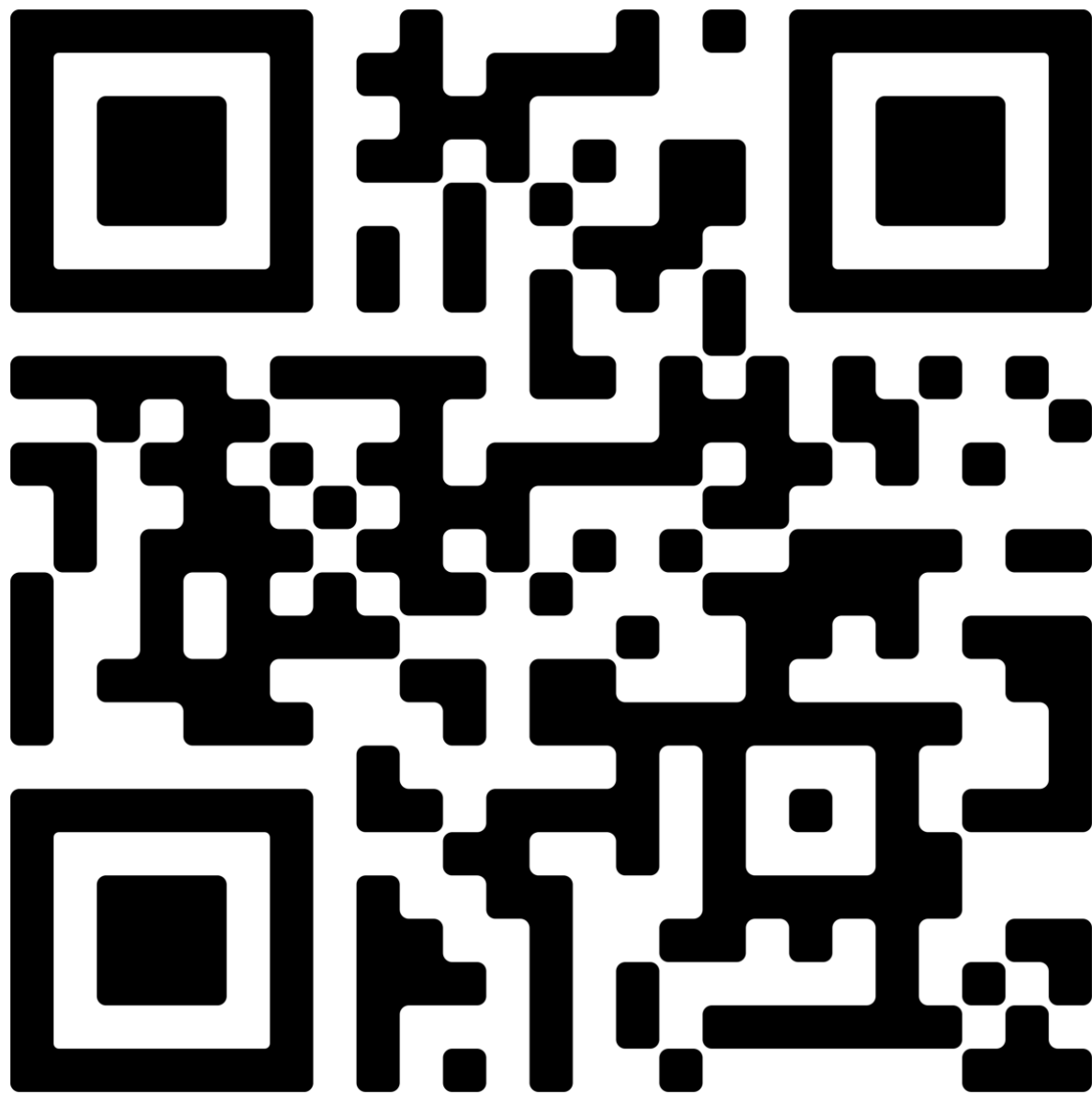












Cooking: I can explore smells and use a new piece of cooking equipment. I can observe an oven being used.



For this activity you will need:

The ingredients on the next page and the necessary equipment

We baked these cookies in school last week and they worked very well. They were very delicious.

Whilst making this recipe, your child will get the chance to use a grater, mix, crack an egg and to roll and cut. Please make sure that you give your child hand-over-hand support whilst grating the orange and cutting the dough.

Encourage your child to smell the ingredients and use their names, and to watch you as you put the biscuits in the oven.

Your child can use the symbols on slide 69 to request the ingredients that they want next or simply to name them.



Ingredients

- 100g/3½oz unsalted butter, softened, plus extra for greasing
- 100g/3½oz golden caster sugar
- 1 free-range egg, lightly beaten
- 1 unwaxed orange, finely grated zest only
- 50g/1¾oz milk chocolate, cut into small pieces
- 275g/9¼oz plain flour

Method

1. Preheat the oven to 180C/160C Fan/Gas 4. Grease two baking trays with a little butter.
2. Put the butter in a bowl and beat with a wooden spoon or electric hand whisk until soft. Add the sugar and beat again until very creamy. Beat in the egg until combined.
3. Stir in the orange zest, chocolate and flour. Use your hands to make the dough into a ball.
4. Divide the dough into quarters and roll each quarter into a sausage shape, about 10cm/4 inches long and 4cm/1½ inches wide. Slice each log into 6 equal pieces; you will have a total of 24 biscuits. Make sure each biscuit is a circle shape, then press it down slightly with your hands and place it on the prepared baking trays.
5. Bake for 10–12 minutes, or until golden-brown around the edges. Use a palette knife to lift the biscuits onto a cooling rack and leave to cool.



butter



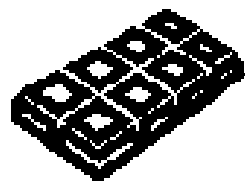
sugar



egg



orange



chocolate



flour

Art: I can use more than one method to make a piece of Mondrian art



For this activity you will need:

A laptop or tablet

A piece of light-coloured or white card. You can use paper, too, but it might tear as you remove the masking tape (see below).

Masking tape and scissors

Paint (three different colours) and brushes

- Start by showing your child the Piet Mondrian paintings on the next 4 pages. Ask them what colours and shapes they can see. If your child isn't able to say what they can see, you can ask them: "Can you find..." whilst encouraging them to point to the answer.
- Help your child to stick the masking tape down to the card in straight lines horizontally and vertically across the paper.
- Ask your child paint in the boxes with different colours.
- Once the paint has dried, help your child to carefully peel off the tape to reveal the amazing Mondrian-style painting below!

