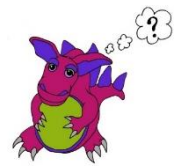




# Learning at Home for Year F

## Summer Term 2 - Week 2



Hello Year F. We hope you are enjoying our new learning about different animals living around us. We have seen some amazing butterfly drawings and bug creations. This week's theme is going to be all about animals that live in the air. We want you to identify the key parts of different birds and discuss other things that make them unique! We will have an opportunity to create a bird box from recycling and think of some creatures that live in the air which are not birds! We are also going to be discussing what is important to each of us, the reason why we have friends - and what makes a good friend.

Mr Young, Mr Saxton, Mrs Haddington, Miss Vince and Mr Browning

### For our theme: Fantastic Beasts?

#### Air Animals

This week's theme is all about animals that move in the air and the parts of their bodies that they use. We will need you to see what birds you can spot in your house, garden or during your walks outside. See if you can describe what body parts they have and their different features (e.g. long beak, small wings, webbed feet). Some birds eat seeds and small insects, while birds such as kites and buzzards eat other birds or small animals. Keep your eyes open and see how many you can spot!

#### **Bird hunt**

You have all been going on walks near where you live and exploring the environment around you. We thought you could go on a bird hunt. We would like you to take pictures, or draw, the different birds you can find that are either living near your house or are out whilst you're on a walk. You might like to try and walk early in the morning and later in the evening to see if you can spot different birds at different times of the day. Good luck bird spotters!

#### **Odd and beautiful birds**

As we are focusing on birds and what makes them different, we would like you to look at pictures of birds from around the world and see how different they are. Lots of you have had practise at hunting for different animals around your home; now see if you can identify the differences between each bird that you spot. (Short or curved beaks?). You could even sort the birds into different groups e.g. birds with long tails, birds with short tails.

**Parent Note:** We have provided a document with 'bird pictures' in the ENGLISH tab for you to look at. Feel free to search for additional birds to add to your collection.



### Be creative (linked to our Theme, Maths & Literacy)

#### **Bird painting and making**

There are so many different birds living in the world with us. Some live in gardens, others in the forests. Have a go at painting a bird that you like. You could paint it flying, sitting in a nest, floating on water or standing on a branch. Look at the different pictures of birds (in the Year F English tab) and decide which one to paint. Use the bird painting and making document to help you include all the key parts of the bird (feathers, beak, feet, eyes and tail). When you are out and looking for birds, you may find some bird feathers, which you could clean and use in your picture. Don't be afraid to paint a bird that you have just made up in your imagination. Why not give your made-up bird a name and invent a place for it to live?

#### **Creating a birds' nest or bird box**

An important place for most birds is their nest. They use their nest as a safe place to sleep and hide, and they often lay eggs there too. There are many different ways you could make a birds' nest. You could use sticks, leaves, grass, moss and other natural items found outside. We would like you to try to make your own birds' nest from the items which you find. Maybe, once you have made it, you could ask an adult to place it in a tree for you. It would be amazing if a bird came and sat in it!

If a bird doesn't have a nest, they sometimes build their home in a box in the garden. There are examples of bird boxes made out of different materials in the THEME tab. You could make one out of a plastic bottle or challenge yourself to make it out of wood. Good luck making your home for a bird!

## Get Expert in English

**Parent Note:** Below are some suggested activities to encourage your child to write. As with all the activities we have put in the learning so far, if your child wants to write about a bird they've seen, a new Pokémon card or a trip out, please go with their interests.

### Helicopter stories continued!

We would like you to continue to create your own stories - about anything you like. Let an adult write down the story as you tell it, and once you have created your story you can either read it to somebody else or act it out with your family's help. You can choose who will play the different characters.

**Parent Note:** In school, the children have the opportunity to create a story from their imagination while a teacher writes everything down, without adjusting the story at all. The prompts that should be given to the children can include asking about the characters and an incident that could happen to them. The only rule is that the story cannot be longer than an A4 page.

### Creative Writing: Bird Description

Birds are stunning creatures. They have so many colours on their wings, tails and bodies. Write a simple description of a bird using the Bird Pictures sheet and the Bird Description sheet in the Year F English tab e.g. The bird is red. The bird has wings.

You could make it more challenging by including adjectives e.g. The bird has big, orange feet. The bird has red and orange fluffy feathers. You could make up a bird and write about that or write about a mythical/imaginary bird from a story e.g. Fawkes the Phoenix.

### Creative Writing: Instructions on how to make a bird box

In your theme learning, we've asked you to have a go at making a bird box. However, some children might not know how to make a bird box. Could you write a simple set of instructions telling another learner how to create a bird box? e.g. First you get..... Then you..... Next.....

**Walter's Words** – Please continue to learn the words you have been given.

**Parent Note:** Remember that on Tapestry there is a video to show you and your child how to put the boxes around the words to help your child learn them. After that activity, you could include these words in sentences and then ask your child to try to find them in the sentence.

As some of you are finding it tricky to spot Walter Words when reading different books, you could try taking one Walter's Word that you find tricky and looking in different books to see how many times you can find just that Walter's Word.

**Parent Note:** Please check the book for the Walter's Word before giving the book to the child so that there is a possibility that they can actually find the Walter's Word in the book!

### Phonics: NEW BLENDS TO LEARN

(Mr Young and Mr Saxton's phonics groups) (Mrs Haddington and Mr Browning's groups)

**scr**

**shr**

**sk**

**sl**

**Parent Note:** Mr Saxton has added a video to Tapestry to demonstrate how to pronounce these blends. There are also a few activities to get you started when teaching these to your child. There is a sheet with the sounds, pictures and words in the Year F English tab (Phase 4 blends) on the website.

\* **Mrs Haddington and Mr Browning's groups** - We would like you to start to learn the Phase 4 blends as these will support every child with their sounds. There is also a Phase 3 sheet to use (Year F English tab) where your child can match the digraph with a picture that has that sound in it e.g. oo matches the picture of the boot.

**Sausages and Beans:** Lots of you have been practicing this skill at home - drawing the dots and dashes under the phonemes in the words. Don't forget to draw boxes around the Walter's Words.

**Parent Note:** We have added a new 'Sausages and Beans' sheet to the Year F English tab on the school website. It is 'bird' themed.

## Maths Workouts!

### Word problems

When solving word problems, you have to listen to your adult and look very carefully at what the question is telling you to do. In the problem, there will be key words that tell you what type of calculation you will be doing e.g. addition, subtraction, multiplication or division (sharing). It might help to underline these key words with your adult as you read the problem.

**Remember to write the calculation for the problem as well as the answer.**

**e.g.** Problem: There are **10** birds in a tree. **4 more** came along. How many are there **altogether**?

Calculation:  $10 + 4 = 14$

**Parent note:** There is a sheet of problems for your child to solve on the Year F Maths tab.

### Counting in 5s

Before you move on to Year 1, we want you to be confident counting in 2s, 5s, and 10s. This week, we would like you to continue counting in 5s while you jump, skip, bounce on the trampoline or when counting 5p coins. To reinforce this learning, we have put a sheet in the Year F Maths tab with pictures of bird's nests with 5 eggs inside. Can you create your own problems adding groups of five?

**Remember to use the Kids123 songs on YouTube to help with your counting. Stop the song and predict what the next number will be. As a challenge, stop the song and point 2 or 3 numbers ahead - what will that number be and how do you know?**

<https://www.bing.com/videos/search?q=kids+123+you+tube+counting+in+2s&docid=608019703553920359&mid=FFE249CA3B80E9E265A5FFE249CA3B80E9E265A5&view=detail&FORM=VIRE>

**Parent Note:** the bird nest counting in 5s sheet is on the website (Year F Maths tab). Please continue to practise counting in 2's alongside this and feel free to film the counting in 2's or 5's or 10's and put it on Tapestry.

### Number lines again

We have practised using a number line to do both addition and subtraction involving jumps along the number line. Now we are going to teach you a different method of using a number line for addition and subtraction. This method will involve drawing lines above the number line for every number that you want to add.

**Parent Note:** The empty number lines are on our website (Year F Maths tab) and a video explaining the technique is on Tapestry.

## Other Opportunities

**Fine Motor – Here are some more activities to increase finger strength for writing and cutting:**

- Catch bubbles made from a bubble wand.
- Cut out different pictures of animals from magazines and newspapers to practise cutting skills on different paper types.
- Mix water and dirt together to make mud cakes outside.
- Mix flour and water with hands.
- Collect sticks and practise breaking them with hands to build strong muscles - and make a 'bird's nest'.
- Thread pasta/ cereal onto string.

### ICT - Games

There are great games on the internet which are related to this week's theme. This web page has several activities to complete:

<http://resources.hwb.wales.gov.uk/VTC/minbeasts/eng/Introduction/default.htm>

This web page is useful for reinforcing maths understanding:

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

The game on this website features different birds, bird facts and the sounds that the birds make:

<https://www.thelearningapps.com/birds-park-game-for-kids/>

## Other Opportunities (continued)

### **R.E. Special Things: (This activity needs the help of an adult ☺)**

We are going to be discussing what is special to each of us. It is important for us to be able to reflect and talk about the different things (people, animals, toys and food) that are special to us and why that is. To record your thoughts, draw a picture of yourself, then add your special item or special place. There is a sheet in the Year F Theme tab that you could print if you would like to.

As important as it is to know what is special to you, it is also important to ask what is special to everyone else. We would like you to talk with your family (or friends) about what is special to you - but you need to ask them what is special to them too.

The gym is special to Mr Young.

The garden is special to Mr Saxton.

Miss Vince's son is special to her.

Mr Browning's guitar is special to him.

Mrs Haddington's family and pets are special to her.

### **PSED - The importance of friendship and what makes a good friend**

It's important for us to talk with our friends and family about what a good friend is, and why we want them to be our friends. We would like you to have a go at drawing yourself and writing (or getting a grown up to help you write) why you are a good friend. Then you could draw a picture of a friend and write why they are a good friend to you. Try to remember some of the skills we have learnt when we have given compliments in school.

e.g. 'They have great listening ears', instead of saying 'I like her dress'.

**Parent note:** The learning sheet is in the Year F Theme tab for you to print or copy.

### **Physical Education**

This half term, we are going to be practising different skills that we would have used if we had taken part in a sports day. The first skill is for a bean bag race. For this skill, you need to practise balancing something on your head whilst still walking - and you are not allowed to use your hands to keep the bean bag or item on your head. If you don't have a bean bag, you could balance a stuffed sock, a book or even a cardboard box.

### **Free Garden Bird Watch**

Follow this link to take part - <https://www.bto.org/our-science/projects/gbw/join-gbw/free-gbw-lockdown>

### **30 Days Wild**

It is now summer! We are going to be going outside a lot more and exploring a variety of different natural occurrences and activities that we might not be able to do during the winter time. We would like to encourage you to have a go at doing a different activity outside each day for up to 30 days. The '30 Days Wild' set is a pack that has a 30 day calendar which you can use to track each day that you do an activity outside. Alongside this, there is a set of 30 cards with ideas for 30 different outside activities that you can do to help you learn different skills and explore the outside and all its wonders.

<https://action.wildlifetrusts.org/page/57739/petition/1>

**Parents - Please remember: if you child has become engrossed in one of these aspects and wants to write, paint or read about it - please feel free to go with their interests!**

## SUGGESTED TIMETABLE

Up to 20 minutes	Reading / Word reading
25 to 30 minutes	Maths (Practical, Written and Online)
10/15 minutes	Morning Play break
20 - 30 minutes	Spelling / Phonics
25 to 30 minutes	English –Writing and letter formation/fine motor
	Lunch break
1 hour	½ hour-Theme and creative tasks ½ hour- Sport and exercise