



Hello to all the children and adults in Year F. Thank you for sharing your learning on Tapestry, showing us some of the writing about birds and the different maths learning that you have been doing. Alongside this, it has been wonderful to see all of your creative learning and baking. This week, we would like to focus on water creatures and how they are different and similar. We will label the different parts of the creatures, sort them and create a seascape by weaving different coloured materials.

Mr Young, Mr Saxton, Mrs Haddington, Miss Vince, Mr Browning,
Mrs Patterson, Miss Salt and Mrs Sadler

For our theme: Fantastic Beasts

Water Animals

This week, we are learning about different animals and creatures that live in the water. We will label the different parts of their bodies and think why they might have unique features and special uses for their body parts e.g. sword on a swordfish, lantern on an angler fish. Also, we would like to explore the different environments that these creatures live in. During these activities, we would like everyone to practise using different adjectives - describing words - when looking and labelling the different water creatures. An example of this would be: 'It has a long, twisty horn'.

Water animal hunt

If you have access to an environment containing different water creatures (such as a local pond, sea side, aquarium, fish tank/shop, or a stream) then with an adult's guidance have a look for different water creatures. When you see the creatures, try to look at the different ways in which the water creatures move and the body parts of each creature.

Parent Note: Here is a web link to the Vancouver Aquarium where you can watch different water creatures live:

https://vanaquarium.org/live-cams?gclid=EAlaIqobChMlj96x7Jzy6QIVjO7tCh0U5AlYEAAYASA AEgLEO_D BwE

Fantastic and fierce water animals

We would like you to have a search through any information books and on a computer (with support) to find out about different types of creatures that live in water. Some may be new to you.

An example of different water creatures you could look up:

- platypus
- manatee
- giant squid
- angler fish
- sea dragon
- urchin
- sea lion
- blob fish

Parent Note: We have provided a selection of pictures of a few different sea creatures in the 'Water Animals Resources' document in the 'Year F THEME tab'. Feel free to search for additional fish to add to your 'collection'.



Water Animals			
			
			
			
			
			



Be creative (linked to our Theme, Maths & English)

Construct a water creature

Sometimes water creatures have to swim around in junk and litter so we thought you could have a go at creating your own water creature picture from scrap materials and recycling items. However, you may have to plan how you make this as you will have to make sure you add different parts to your fish for different reasons (i.e. 3 eyes to help it see better and further).

Parent Note: If you do not have access to different materials or recycling then feel free to draw your water creature on paper or on a computer. In the 'Water Animals Resources' document in the 'Year F THEME tab' there are some examples of different creatures made from junk and other materials.

Weave a sea scene

The animals we are learning about live in watery environments which are often made up of many different colours. We would like you to create a seascape using different colours of paper/card and weave them together. In order to do this, you will need to cut strips of paper/card/material and then use them to weave in and out of each other. Once you have finished your weaving, you could stick different objects or water creatures onto the weaving to make it look more like a water scene.

Parent Note: There are examples of weaving in the 'Water Animals Resources' document in the 'Year F THEME tab.' You could also use some garden netting to weave the different materials in and out of.

Create a sensory sea scene

If you go to a beach, you feel different textures and materials as you move around. Soft sand between your toes, sharp rocks, rough drift wood and cold water. We would like you to create an underwater scene using different natural items. You could collect different items that you might find on a beach (stones, shells, driftwood) or you could collect items from outside your house (sticks, leaves, and dirt/sand). Using these items, you could stick dirt/sand at the base of your picture and add some small stones, then add different wood/sticks on the rest of the picture with crushed up leaves. To create a water effect, you could tear up blue paper.

Parent Note: There are examples of natural seascapes in the 'Water Animals Resources' document in the 'Year F THEME tab.'

Get Expert in English

Parent Note: Below are some suggested activities you can use to encourage your child to write. As with all the activities we have put in the learning so far, if your child would like 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, 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: Water Creature Description

Water creatures come in all shapes and sizes. They have so many colours and different parts to their bodies. Write a simple description of a water creature using the pictures in the Theme tab e.g. The octopus is pink. The shark is big.

You could make it more challenging by including adjectives e.g. The turtle is green and brown. The dolphin is fast and jumpy.

You could make up a sea creature and write about that - or write about a mythical/imaginary water animal from a story e.g. Jeff the Jellyfish.

Get Expert in English (continued)

Creative Writing: Instructions on how to make a water creature from recycling

For your theme learning, we've asked you to make a water creature. But some of the other learners might not know how to make a water creature. Could you write a simple set of instructions telling another learner how to create a water creature? 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 think of sentences that include these words and then your child could try to find them in the sentence.

Phonics: NEW BLENDS TO LEARN (Mr Young and Mr Saxton's phonics groups) (*Mrs Haddington and Mr Browning's groups)

sm

sn

sp

spl

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 on the website.

* **Mrs Haddington and Mr Browning's groups** - We would like you to start to learn the Phase 4 blends above. There is also a Phase 3 sheet that helps you to match a digraph to a picture e.g. oo with a picture that has that sound in it.

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 'water animal' themed.

Maths Workouts!

Word problems

With word problems, you have to listen and look very carefully at what the question is telling you to do. In the question, 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. For example:**
"Problem - There are 10 fish in a pond. 4 more came along. How many are there altogether?"
Calculation: **10 + 4 = 14**

Parent Note: There is a sheet of word problems for you to solve in the Year F Maths tab.

Missing number calculations

Up until now, we have practised finding out the missing number at the end of a calculation ($3 + 2 =$), but we would like to have a go at finding the missing number in an addition calculation as a form of problem solving. This means that either the first number or the second number could be missing in the calculation. ($2 + \underline{\quad} = 5$ **or** $\underline{\quad} + 3 = 5$). In order to find the missing number, you will have to start off with the total number and take away remaining number. That means. if the calculation is $3 + \underline{\quad} = 5$, then you have to start off with 5 (you can use physical items to help) and then take away 3 in order to find the missing number.

Parent Note: The maths sheet with the missing number calculations is in the MATHS Resources document in the Year F Maths tab. You could use the number lines to help you find the answers to the calculations. (These are also saved in the Year F Maths tab).

Maths Workouts! (continued)

More number lines

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 would like to **subtract**.

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

2D Shapes

We are always practising our shapes and recognising them in different places. We would like you to have a go at creating a sea creature using different shapes that you cut out. Have a go at using circles, triangles, rectangles, squares, pentagons and hexagons. If you would like to use other shapes, then feel free to take up the challenge. You could use a circle for the head, triangles for the fins and so much more.

Parent Note: there are some examples of fish made out of 2D shapes in the Year F Maths tab.

Other Opportunities

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

- Do a puzzle
- Play a game like Jenga or stacking blocks – with two fingers (pincer grip)
- Take the shoelace out of a shoe and re-thread it
- Zip up a family member's zip whilst they are wearing it (if that is too challenging, zip up own zip)
- Fill up a water bottle, focusing on screwing and unscrewing the tap and water bottle top
- Leaf rubbing - collect a leaf and then place it under a piece of paper and then rub a crayon over the top of it to see the pattern

ICT

Here is a game that will improve your mouse control.
Load the fish into the canon, aim at the crocodile and fire!

<https://primarygamesarena.com/Play/Fish-Shooting-396>

The Fishing Bowl Game

http://www.literactive.com/Download/live.asp?swf=story_files/Fishing_Bowl_US.swf

Parent Note: This is a great game if your child gets b,d,p mixed up.

This game lets you catch the fish and then count them in a pictogram at the end.

<http://toytheater.com/fishing/>

R.E. Special Things: This activity needs the help of your adults 😊

We would like you to discuss what makes things special. Hopefully, you had a discussion about what is special to you last week This week, we are going to discuss what is special to others and why? For example, what is special to firefighter or a Christian or a Hindu?

Parent note: There is a sheet on the website which will help you with this discussion. You can sort the pictures and match up the person with their special thing e.g. firefighter to hose (Year F Theme tab – Sorting People).

Physical Education

As we are carrying on with sports day activities, we would like you to practice the egg and spoon race. This is another sport that is going to involve balance whilst trying to walk or run. You will need a spoon and an egg (it can be a bouncy egg, boiled egg or you can use different sized balls). Once you have had a go at walking around while balancing the egg in the spoon, you could have a race against somebody else balancing an egg in a spoon. But remember, no cheating, which means you aren't allowed to use your hand to hold the egg on your spoon!

Parents - Please remember: if you child has become engrossed in one of these subjects and would like 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