



Learning at Home for Year F

Summer Term 2 - Week 5



Hello to all the children and adults in Year F. It has been wonderful to see all the learning about different animals over the last few weeks. Seeing the pictures of mixed up animals' body parts has been entertaining and learning about where the animals live in the world has been fun. Alongside all your animal creations, it has been wonderful to see your writing about the animals and to witness you using your sounds to write labels for the different animal body parts. As you are now experts in naming the different types of animals and what makes them special, we are going to use this knowledge for this week's theme - made-up creatures, including, POKEMON!

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

For our theme: Fantastic Beasts

Fictional Animals

This week, we are going to look at made-up and fictional animals. These are animals and creatures that have been created from people's imaginations. As part of this theme, we would like you to have a go at creating your own Pokémon creature. This creature could be a water or air or land creature, or it could be a bit of all of these. You will have to use your knowledge of different body parts from the animals you have learnt about so you can choose which parts you want to use.

Fictional animal habitats

We have looked at different animals and their habitats, based on where they like to live and what they like to eat. However, we would also like you to create a world for your creature to live in. Please draw a habitat that matches your creature's needs and their appearance e.g. a water world if your creature has fins.



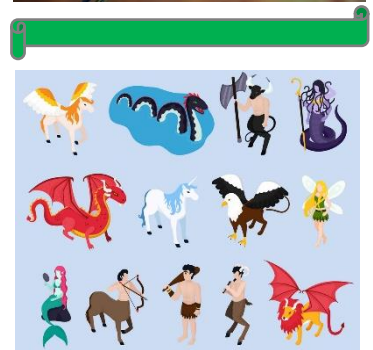
Parent Note: There are examples of different imaginary habitats in the Year F Theme tab - Imaginary Creatures Resources.

Creating your own Pokémon or fictional creature

It's time to let your imagination flow! Think of the most amazing, extraordinary creature and paint or draw it. This creature can have any amount of body parts, using any colours that you can imagine. Please tell us why you chose those different parts for your animal and what their purpose is. For example, you might choose for your animal to have the tail from a monkey and the legs from a kangaroo, so that it can jump and run faster.

If it's a Pokémon, make sure it has numbers next to each category e.g. attack, defence, speed so we know how strong it is in each area.

Parent Note: There are blank Pokémon card templates and examples of Pokémon cards in the Year F Theme tab - Imaginary Creatures Resources.



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

Make a shoebox habitat for your creature/Pokémon

Now that you've designed your creature/Pokémon, we would like you to have a go at making a habitat for it. If you have drawn a habitat for your creature, you can use this for ideas. Remember, your habitat should match the creature's body parts. For example, if your creature has wings then it might be better off living near trees so it can make a nest up high in the trees - so you will need to find items found around or in trees, like leaves and maybe nest materials. You could use a shoe box or similar box as your base, then you could paint, colour, add natural items like leaves, or toy items or even build some items from dough or Lego.

Parent Note: There are examples of different shoe box habitats in the Year F Theme tab - Imaginary Creatures Resources.

Mix and match animal limbs

We have been practising labelling the parts of animals, and this has included some strange features, including, horns, gills, wings, glowing lights, webbed feet and claws. If you can print the sheet saved in the Year F Theme tab, we would like you to have a go at cutting out and adding different limbs to different creatures' bodies. For example, you might cut out a monkey's arms and a tiger's legs and put them on a horse's body. When you have made your creature, you can label which body parts come from which animals. You can even give your creature a name!

Parent Note: There are different animal sheets you can cut out and stick limbs on different animal bodies saved 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 wants to write about a land animal they've seen, a new Pokémon card or a trip out, please go with their interests however creative and imaginative they might be.

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 whilst 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: Writing to the New Year F learners

This week we are looking at some of the different activities that we enjoy in Foundation and also the different times of day that we do these activities. The reason we are looking at our favourite activities is because we would like you to write about these - so that the new Year F learners know all about what to expect and get excited about before they arrive in Foundation in the Autumn. You could choose to write about your favourite activities and when we do them. For example, you could write, 'I like to play in the mud kitchen in Learning Spaces. I get muddy with my friends and make cakes' You could also choose to write about your favourite type of learning, for example, 'I like maths as I get to do adding and subtracting'.

Listen to a story: The Zoomers

Here is a link to the story on YouTube: <https://www.youtube.com/watch?v=30QEEv12YtU>

This is a story about a Zoomer who is charge of different creatures that are made-up of two different animals. The story is about how to look after each of these imaginary animals in case you ever have to take over the job as a Zoomer. Therefore, as a challenge we would like you to create your own Zoomer handbook with your own Zoomer animals in it. They can be a mixture of animals that you decide need to be looked after and perhaps rules on what to do and what not to do with them. Don't forget, each animal needs a name and perhaps you can draw a picture of your imaginary animals.

Parent Note: There is a writing template you can use if you like - saved in the Year F English tab.

Get Expert in English (continued)

Creative Writing: Describing a Mix and Match Animal

Hopefully, you have designed a mix and match animal in your creative learning and labelled the body parts you have chosen. As a challenge, you could have a go at writing a sentence about why you have chosen the different parts of the animals and what they will use them for. For example, 'It has cat legs to help it run fast.'

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 can 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)

tr

tw

spr

Parent Note: Mr Saxton has added a video to Tapestry to demonstrate how to pronounce these blends. There is a sheet with the Phase 4 Sounds, pictures and words in the Year F English tab on the website to help with practising the blends.

* 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 in the Year F English tab that helps you 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 'Pokémon' themed this week.

Maths Workouts!

Adding using the value of money

So far we have added using a number line, solved addition word problems and used Part Part Wholes. This week we are learning how to add different values of money together. This will involve recognising the different values (the numbers) on the coins in order to be able to solve the addition calculation. For example, if you have a 2p coin and a 1p coin (and have recognised the numbers on each coin) you will have to write $2p + 1p = 3p$. **When adding the coins it helps to tap the coin to match its value to help make the different totals.**

Parent note: There is a money sheet with some calculations and some coins you can use to count and add with - saved in the Year F Maths tab – Balances and Coins document.

Record amounts using weight/mass language

Some animals are heavy and some are light. A blue whale would definitely be heavier than a mouse! A cat would be lighter than an elephant. In the activity saved in the Year F Maths tab (Balances and Coins), we will be using animals and a set of balances. If you can print the sheet, you can cut out the animals and stick them in the correct place on the balancing scales. For example, if the scale is balanced then you could stick the same animal on each side as they would weigh the same. However, if the scale is lower on one side then you may have to figure out which side the elephant or the mouse goes on. If you cannot print, and you have scales at home, ask you parent to help you see how different objects weight different amounts.

Parent note: The animals and scales resource is in the Year F Maths tab. The images include pictures of a boy and girl that can be added to the scales. These two characters weigh the same as each other, and can be used to compare with the animals.

Time of day/timings

Throughout the year, we have learnt how to tell the time and talked about the different parts of the day. Now we are going to look at the different activities we might do at different o'clock times in the day. For example, at 8 o'clock you might get dressed, or at 12 o'clock you might eat lunch.

Parent Note: Please talk as many times as you can about what the time is and what you might be doing at that time.

Other Opportunities

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

- Have a go at cutting up different fruits and vegetables (with parent's support).
- Use paper and a crayon to try bark rubbing - either on a tree or with a small piece of fallen bark.
- Use pasta or rice to have a go at writing letter shapes

PDL- Empathy

How did you feel when you came to school for the first time?

As we are coming to the end of the year and starting to think about going into Year 1, we would like you to have a little think about how you felt when you came to Year F for the first time. What emotions did you feel? What did you want to play with first? Did you know anybody who was there with you on the first day? Tell someone else in your family how you felt about your first days in Year F.

How do you think the new Year F's will feel about when they start school?

Once you have talked about how you felt, have a little think about how the new Year F's might feel. Then maybe decide what you would tell them to help them feel better? Think about what you would recommend they play or do first when they come to school? Talk to someone in your family about your thoughts.

Parent Note: Here is a story about the first day at school if you would like something to help your discussions. <https://www.youtube.com/watch?v=d1BWPqwFgFM>

As an extra challenge, you could draw yourself on your first day and then draw another picture of yourself now. Around each picture you could write about the different ways you felt when you started and how you feel now. For example, around the first body of when you started you can write nervous or excited. Around the body for how you feel now, you could write confident.

ICT

Here is a game that will improve your mouse control.

It is a coin calculator game:

<https://www.ictgames.com/mobilePage/coinCalculator/index.html>

This game is about matching the price of the items to the amount of coins you need to pay with:

<https://www.ictgames.com/mobilePage/payForIt/index.html>

This is an animal game that involves you listening to the description and clicking on the correct animal:

<https://www.sheppardsoftware.com/preschool/animals/jungle/animaljunglegame.htm>

This is an animal matching game in which you have to play snap:

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

This is the national geographic website with games about different animals and some quizzes you can try too.

<https://www.natgeokids.com/uk/play-and-win/games/cats-memory-game/>

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

Last week, we talked about what is special to Christians and what Christians believe in. This week we are going to be focusing on Hindus and what is special to them and what they believe in. We would like you to look at the different statues that they have and have a go at matching the stories to each statue. Discuss why you think that each statue is special to the Hindu faith and how this links to each story. Looking at the main statue of Ganesha Lakshmi, discuss why they might worship it and where they might place the statue.

Parent Note: There is a PowerPoint that highlights the key points and a sheet with a mixture of stories about the different Hindu gods and the statues to match each story in the Year F Theme tab.

Physical Education

As we are carrying on with preparing for different sports day activities, we would like you to have a go at practising your skipping skills. The reason we want you to practise these skills is because for sports day we normally have a skipping rope race, where you have to skip as fast as you can while running along the race track.

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