



# Learning at Home for Year F

## Summer Term 1 - Week 4



Hello to all the children and adults in Year F. We enjoyed looking at your learning about refuse and recycling collectors. There were letters to the bin collectors, rubbish sorting, tallying the different materials and lots more. It also gives us such a lift to see your smiling faces whilst you learn at home with your adults. The weather is still fine so continue to get out whenever and wherever you can - lots of learning we've seen so far has been completed in the garden or during walks!

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

### For our theme: How do other people help to keep us safe?

#### Fire Fighters

Our next group of people who help to keep us safe are usually driving round the streets in a red engine, with blue lights flashing and sirens blasting out. Fire fighters keep us safe in our homes, on the roads and even on the water. They also prevent fires by teaching us about smoke detectors and fire safety. Over the years, their role hasn't changed but their uniform and engines have.

**Past and Present:** Learn about the history of the Fire Service - look closely at fire engines and fire fighters' uniforms from the past and compare these to the present.

**Parent note:** On the QI website is a sheet of different engines and fire officer uniforms to compare and contrast. (Year F Theme tab). This is a speaking and listening activity but if you wanted to print the pictures off and label the similarities and differences, feel free to do so.

Below is a useful website to reinforce this learning. It has games and activities about fire fighters in the past and present.

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

**Are Fire Fighters brave?** They put out fires, rescue people who have crashed in their cars, and go into situations where they could get hurt. But are they the bravest?

- What does it mean to be 'brave'?  
Look at the pictures of different occupations and superheroes - talk to your adult about each person and their role. What do they do? Who is the bravest and why?

**Parent note:** On the website (Year F Theme tab) there is a document with all the pictures/questions for you to talk about. You could cut these out if you have access to a printer.

**Safety** - Fire officers can come to your house and put smoke detectors in for you. You might have a fire blanket at home or a small extinguisher. How safe is your home?

- Staying safe at home - Look at the picture of the kitchen we have saved for you. Talk to your adult about all the things you can see that are dangerous - how is it not safe? What would you do to make it safe?

**Parent note:** The picture to help with this is saved in the Year F Theme tab.



## Be creative – Fire Service

**Colour Mixing** - Rainbows can be seen everywhere at the moment - in windows, doors, even in hospitals! Your challenge is to paint a rainbow only using the three primary colours - red, blue and yellow? How would you make orange, purple and green? Carefully mix the colours you have to make the other colours. There should be seven altogether - **red, orange, yellow, green, blue, indigo** (a cross between blue and purple), and **violet** (purple).

**Paint/Draw a Fire Engine** - Look at the photo from the 'Past and Present' task above, and draw or paint your own fire engine. You might want to label it after you've finished. How could you make it look like it was driving really fast?

**Design your own superhero** - Fire Fighters are heroes but can you make up your own superhero? What would be their superpower? What would their outfit look like? Would they have any secret weapons? Draw or paint a picture.

Look at this website to help you to design your own superhero:

<https://learnenglishkids.britishcouncil.org/games/style-hero>

**Handprint Flames** – You could paint your hands and make a set of red hand prints, then start to mix in yellows and oranges. You can merge the colours and overlap the handprints for different effects. Does it look hot? Can you see the flames?



## Get Expert in English

**Creative Writing: Warning Poster/Signs** - To keep you all safe at home as well as when you are out and about, we would like you to create a safety poster or a sign for part of your house. Perhaps you could warn your family members about the dangers in the kitchen? Try to make the sign positive. For example: Put the knives in the drawer. Push the drawer in. Wipe up a spill. Try not to use 'DON'T...' *You can add pictures to your poster or sign. If it's a warning sign, you might want to draw it in a big triangle! We look forward to seeing how you are staying safe at home.*

### Creative Writing: Helicopter Stories

We would like you to try and create a story - 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 would get a chance 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.

**Walter's Words** - Continue to learn the words you have been given. Perhaps you could make it into a 'Whack the Mole' game. Put the words you are unsure of on the table in front of you. Get your adult to call one out, then as quickly as you can hit the word with a pen or spoon!

**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 ask your child to try to find them in the sentence.

More on the next page

## Get Expert in English (continued)

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

**bl**

**br**

**cl**

**cr**

**Parent Note:** Mr Saxton will add a few videos on Tapestry to demonstrate how to pronounce these blends. There will also be a few activities to get you started when teaching these to your child.

**Sausages and Beans:** Lots of you have been practicing this skill at home - drawing the dots and dashes under the phonemes in the words.

**Parent Note:** There is a 'fire fighter' related sheet on the Year F English tab for 'Sausages and Beans.'

## Maths Workouts!

### Counting on - using a number line

So far in your learning at home, you have used a Part/Part/Whole model to solve problems. When you get older, you will have to decide which strategy is best for which problem. We therefore want you to learn as many different strategies as you can. Counting along a number line or hundred square is useful when you are dealing with numbers that are too large for a Whole/Part/Part.

\*Remember to always start counting on from the number that comes after the number you are on!

**Parent note:** On the website (Year F Maths tab) there are two sheets with either **a)** a number line to 20 or **b)** a number line to 10. Practice counting on using this number line at your child's level. There is space at the bottom of the sheet for you to write your own calculations and word problems e.g.  $2+3/12+3$ . **Mr Saxton has provided a video on Tapestry to model this.**

**Board games** - 'Counting on' is an integral part of playing board games like **snakes and ladders**. If you have a game like this, practice shaking the dice and then moving on the correct amount. There is an online version here.

[https://www.echalk.co.uk/Maths/PrimaryNationalStrategy\\_Yr6/DfES-MathsActivitiesforyear6/snakes.html](https://www.echalk.co.uk/Maths/PrimaryNationalStrategy_Yr6/DfES-MathsActivitiesforyear6/snakes.html)

### Days of the Week/Months of the Year

We have started a new month - the month of May. It is the fifth month of the year. We are nearly half way through the year 2020. Throughout the year, we celebrate birthdays. Sometimes they happen in the same month. Talk to your adult about all the different birthdays in your family and when they happen.

**Parent note:** on the website (Year F Maths tab) there is an example of a blank calendar. Talk to your child about the different dates of family birthdays in the year and, if you have a similar document or you can print the page, get them to write the names of these people in the corresponding box. If you have a family calendar to hand, that would work really well too.

### Sing-a-long - Months of the Year Song

<https://www.bing.com/videos/search?q=kids+123+songs+months+of+the+year&qvvt=kids+123+song+s+months+of+the+year&view=detail&mid=98E748E5A94D436EF8EB98E748E5A94D436EF8EB&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dkids%2B123%2Bsongs%2Bmonths%2Bof%2Bthe%2Byear%26qvvt%3Dkids%2B123%2Bsongs%2Bmonths%2Bof%2Bthe%2Byear%26FORM%3DVDRE>

### Sing-a-long - Days of the Week Song

<https://www.bing.com/videos/search?q=days+of+the+week+song+kids+123&docid=608035616423087136&mid=2591B33525DB2DFCB67C2591B33525DB2DFCB67C&view=detail&FORM=VIRE>

### 'Challenge Time'

<https://uk.ixl.com/math/reception/show-numbers-on-ten-frames-up-to-20>

This is a nice challenge to get the children counting in different ways and using tens frames - something we haven't shown them. See how they get on.

## Other Opportunities

**Fine Motor** - All these activities strengthen your fingers ready for writing. This means your writing will be neater and more fluent.

- Practise using a knife and fork to cut different foods into bite-size pieces.
- Using flour on a baking tray, have a go at writing your name and your family's names in the flour with your finger, a cotton bud or a paint brush.
- Use a pair of scissors to 'feather' the edge of a piece of paper. How closely together can you get the cuts?

**R.E: Special Places** - What places are special to you?

The areas that we live in have lots of different buildings, landmarks and wildlife areas which are special to lots of people. For our R.E. this term, we are going to be focusing on special places to each of us and why they are special. We would like you to talk with your family and create a list of any places that are special to you and your family. Please draw these special places and label them once you've discussed why they are special. It could be a wood, a beach or a shop!

**Music**- Five little Firemen - sing along to the song adding the Makaton signs:

<https://www.bing.com/videos/search?q=five+little+firemen+standing+in+a+row&&view=detail&mid=663AF541376BBEED1C0663AF541376BBEED1C0&rvsmid=73FCB115D40EDC85FD5973FCB115D40EDC85FD59&FORM=VDRVRV>

**ICT- Online safety** – There is a lot on the NSPCC website and our own website about how to stay safe at home whilst on the computer or tablet.

**Parent note:** Talk with your child about these sensible behaviours whilst together and agree how to limit time on technology - and what they would do if they saw something online that they didn't like.

[https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/?utm\\_source=Adestra&utm\\_medium=email&utm\\_content=Online%20safety%20and%20coronavirus&utm\\_campaign=CASPAR-2020-05-04](https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/?utm_source=Adestra&utm_medium=email&utm_content=Online%20safety%20and%20coronavirus&utm_campaign=CASPAR-2020-05-04)

### **Throwing and Catching**

As we have not been able to practise our throwing and catching skills at school, we would like you practise your throwing skills at home. You can either practise throwing balls, throwing laundry into the laundry basket or even throwing wet sponges at a wall outside. Can you count in 2s, 5s or 10s whilst doing it?

**Parents** - If your child has become engrossed in one of these topics and wants to write, read or paint about it, please feel free to go with their interests e.g. write or describe their superhero, read non-fiction books about fire-engines online, count in 5s after doing handprints.

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