



Learning at Home for Year F

Summer Term 1 - Week 5



Hello to all the children and adults in Year F. Thank you for your observations on Tapestry of the different learning you have been doing about fire fighters and safety. It was wonderful to see some fire engines built out of recycling items and learners learning about how to keep safe in the kitchen too. Alongside this, it's great to see so many of you enjoying being creative at home with baking, painting and gardening. Our new focus is about shop workers, and the roles they take in each shop.

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

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

Shop Workers

This week, we are looking at all the different types of shops and shop workers. Shop worker roles are key in helping us to buy most of the items that we have in our homes and schools. They scan items, put them on shelves, and also use the till.

Role playing shops

As we are looking at different shops, we want to see what shop you would set up and run. We would like to see what type of items you would sell in your own role play shop. Different shops could be: food, clothing, gardening or even toy shops. Remember - you have to put price labels on the items you are selling.

Parent Note: This activity has links to art, literacy and maths. If you and your child spend the majority of their learning time this week in their shop, please don't worry- this is a great use of time.

Walk to the shops

There are many different types of shops all around us and they sell lots of different items and foods. You could go for a walk to the shops with your adults or have a look at different shops on Google Maps in your area. Make a tally of how many types of shops you find e.g. How many food shops? How many clothing shops?

You could make a map of your journey to the shops showing all the different things you see on the way e.g. post box, lamps or trees. Don't forget to label these on your map.

Parent Note: There are examples of maps in the Year F Theme tab.

Where do foods come from?

We have a lot of different foods in our shops and many of them do not come from our country. Next time you purchase your food from the shops, ask your adult to help you spot where the food is from. As an extra challenge, you can look on Google Maps to find out where that country is on the Earth and how far away it is from England.

Parent Note: Under the Year F Theme tab on the school website is a map of the world for you to show your children where the foods come from. You could draw these foods on the map or stick the packaging/labels onto it.



Be creative (Links to Theme, Maths & Literacy)

Role play shop

You could create signs for your shop. You might also need a sign to say you are open or closed, a list of opening hours and other labels to make your shop look exciting! You could even make/bake your own food or other items for your shop e.g. paintings, jewellery or Lego models.

Parent Note: If you do not wish your children to use real food, or real items from around the house, then you can always encourage them to make their food and items out of playdough.

Be creative (Links to Theme, Maths & Literacy) - continued

Andy Warhol – Food Art!

Artists over the years have painted and drawn different foods. Andy Warhol created a painting of a tin of soup which became very famous and extremely valuable! We would like you to choose different items of food from around the house and have a go at painting them - making sure to look carefully at the little details and using the right colours if you can.

Parent Note: If you do not have paint then feel free to use colouring pencils, crayons or any other art medium. There is a help sheet in the Year F Theme tab with a picture of the artist and the amount of money the painting sold for - let us hope your child creates something of similar value!



Get Expert in English

Shops are quite different at the moment. It might be that you and your adult have to queue to get into the shop. Inside the shop you have to stay safe by keeping your distance from others. The next few activities can be completed without going into the shop.

Creative Writing: My Walk to the Shops

After walking to the shops and creating your journey map (as part of the Theme learning above) describe the trip to your adult. Use language like First I went to... Then I went past... Next we saw... Then I... Finally I ... Write these simple sentences down, remembering your finger spaces and full stops. We cannot wait to see what interesting things you walk past on the way to the shops.

Creative Writing: My Shop - a description

Write a description of your role-play shop, a favourite shop you would like to go to when the lockdown ends or a shop from a favourite story. Describe what the shop looks like e.g. 'It is white and red'. What can you see and what is different about each shop e.g. 'I can see apples'.

Parent Note: There is a sheet on the website that will give you some ideas when describing the shop – Year F English tab

Creative Writing: My Shopping List

Before you go to the shops, you will need to write a list of items you need to buy. When you write a list, all the items are written one underneath the other. Think about the sounds you can hear in each word e.g. c-a-rr-o-t-s.

Walter's Words - 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.

Don't Forget the Bacon - Listen to the story below where a boy goes to the shop with a list from his mum - but gets distracted by other things he sees on the journey.

<https://www.youtube.com/watch?v=36nm1xvN4oY>

This story can be turned into a great game where you take it in turns to add something to the shopping list. Can you remember what each of the players has added to the list? You could make the items you add to the list more descriptive e.g. red apples. For a real challenge you could make the foods alliterative e.g. crunchy carrots.

Get Expert in English (continued)

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

dr

fl

fr

gl

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.

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 'shopkeeper' themed.

Matching pictures to sounds: Practising phase 3 sounds (Mrs Haddington and Mr Browning's groups)

Parent Note: See the sheet on the Year F English tab for the sounds and pictures. There is also a sheet that has some 'phase 3' sounds with pictures. Please ask you child to draw a line (or point) from the 'sound' (initial or end sound) to the picture of the object that contains the sound.

Maths Workouts!

Counting back – So far in your learning at home, you have used a Part/Part/Whole model to solve problems. When you move into KS1, you will have to decide which strategy is best for which problem. We would like you to learn as many different strategies as you can. Counting backwards along a number line or a hundred square is useful when you are dealing with numbers that are too large for a Whole/Part/Part. Using a number line, we are going to be counting back or subtracting from the number you were 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 back 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. 5-2/12-3. **Mr Saxton has provided a video on Tapestry to model this.**

Estimate - Ask a grown up to put a number of items/foods in a box/bowl (from 1-10, 1-20 or 1-50) and then see if you can estimate/guess how many items are in the box or bowl. Write down the number of items that you think there are and then count up carefully to see how accurate your estimation was.

Parent note: The idea behind estimation is to guess a number that is close enough to the actual number of items. Therefore, when asking the children to guess the number, make sure that they are not counting the items and that their guess is sensible. There is a sheet in the Year F Maths tab on the website to help with this.

Be a Shopkeeper – Using your role play shop, make up different problems by buying and selling the items. Label each item with numbers from 1-10 or 1-20 or 1-50. Then ask family to buy items from your shop using the correct number of coins.

Parent note: Depending on your child's confidence with money, you might want to just use 1p coins only. If they can use these confidently, then you can use 2p, 5p, 10p and 20p coins. However, using these coins may require adult support when adding the coins.

ICT Shop Games- Follow this link to find different shop games using coins to pay for different objects:

<https://www.topmarks.co.uk/money/toy-shop-money> .

Don't forget to practice singing the money song!

<https://www.youtube.com/watch?v=dFzAU3u06Ps>

Other Opportunities

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

- Practise writing the alphabet with both capital letters and lower case letters. There are videos on Tapestry to help you with your letter and number formation.
- Use an old squirty bottle (e.g. a recycled Ketchup bottle) to squirt water onto the ground to practise the different letters that you find hardest.
- With an adult's help, cut different vegetables and fruits in half and use them to dip into paint and see the different patterns each fruit and vegetable has when you print it. Can you make a face?

R.E: Special Places – Last week, you talked about the places in the world that are special to you. People who have different beliefs worship and pray in special places.

What is a special place for a Hindu? What is a special place for a Christian?

How are they different inside and outside?

Watch this clip and talk about the different things you see in the Hindu Temple:

<https://www.bbc.co.uk/teach/class-clips-video/religious-studies-ks2-my-life-my-religion-hinduism-inside-hindu-temple/zbf2t39>

Now look at this website and click on the different parts of a church to find out about them:

<https://www.bbc.co.uk/teach/inside-the-church-what-do-you-need-to-know/zkkcnrd>

If you go to church, your church might not look like this at all. It might be a very modern building.

Draw a picture of your church/a church and label the different parts. You might be able to make a church/temple out of Lego. Explain to your adult why it's so special.

ICT- Control

Have a go at the program on the link below and guide the Beebot around the city streets.

Parent note: In school the children have used a Beebot robot to move around a mat. They have guided the bee around a life cycle and lots of other pictures.

<https://www.terrapiologo.com/emu/beebot.html>

If you want a challenge have a go at guiding the robot around the city to deliver the post.

<https://toybox-assets.files.bbci.co.uk/activities/legacy-bitesize-games/robot/navigation/index.html>

Throwing and Catching

This week we will practise our catching skills.

- Have a go at catching rolled up socks.
- Have a go at catching different shaped balls (rugby balls, footballs, tennis balls)
- Throw leaves in the air and catch as many as you can.

Skipping - Try skipping with a long rope. Can you count as you jump over the rope?

<https://www.youtube.com/watch?v=2Ayj-QCqMrY> Watch this clip for some help!

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

Have a great Half Term!