

Date: 11/01/2021

# Challenges



Theme: Are Carrots Orange?  
Year group: STF1

## Literacy



Languages,  
Literacy  
and Communication

## Numeracy



Mathematics and  
Numeracy

## Creative



Expressive Arts

## Thinking



Science and  
Technology  
Humanities

## Healthy me



Health and  
Well-being

RWI Monday -  
Thursday - Carrying on from last week as there are lots of sounds to practise! Before resuming the Read Write Inc programme this year I would like everyone to recap the learnt sounds from last term - m, a, s, d, t, i, n, p, g, o, c, k and u. All children should have had a read write inc sound sheet before

Monday and Wednesday Level 1 - Number of the week - 2. The children will engage in a range of activities which will focus on recognising number 2, forming 2, understanding 2 objects relates to 2, showing 2 on fingers and understanding the numicon shape for 2. We will read the Story of 2 and sing a range of songs linked to 2.

This week I would like your child to draw a self-portrait of themselves as we are hoping to start our topic work together when school resumes. You could either take a photo of your child on a mobile or ipad/tablet or you can provide your child with a small handheld or personal mirror. You could start by asking your child

I have uploaded the information on the class webpage for our new topic 'Are carrots orange?' - feel free to discuss this with your child but we will wait until school starts back before starting it. Before starting a topic we usually find out what the child knows about a topic and what they would

Playdough disco - before writing activities children will be warming up their hands and fingers by taking part in playdough disco. If you would like to do this with your child you can search Playdough disco on Youtube and you will find a video by a blonde lady (Shonette Basin Wood) which you can follow with your child. If you do not have

Christmas that you could use to ask the child to point to the sound or just use to read the sound (and letter if able) and say how we write it eg - d - Round his bottom, up his tall neck (dinosaur)

- t - down the tower, across the tower (castle tower)
- i - down his body, dot for his head (insect)

Level 1 - forming the letter in a range of multisensory ways - children can form each sound in glitter/flour/sugar/ in paint/in lentils etc. Level 2 - writing words that have the letter in it - dad, tin, ink or more challenging words depending on the

[http://resources.hwb.wales.gov.uk/VTC/story\\_of\\_2/eng/Introduction/default.htm](http://resources.hwb.wales.gov.uk/VTC/story_of_2/eng/Introduction/default.htm)

Monday we will focus on forming number 2 on paper and Wednesday we will recap recognition and formation in multisensory ways - in oats/rice/lentils/paint/glitter etc.

Monday and Wednesday - Level 2 - This week I would like you to provide a mixture of addition and subtraction sums to see if your child can identify the sign (+ or -) and understands whether their answers need to be smaller or bigger. You could give your child visual aids so that they can add/subtract these - small

what can they see? - face, eyes, ears, nose, lips etc. Please talk about the shapes involved eg their face is like an oval, eyes may be circle or ovals again, a nose can be like an upside down triangle etc! Please talk about the colours involved - what colour is their hair, what colour are their eyes, skin and lips? We try to encourage the children to fill as much of a page as possible rather than a very small face. I have a worksheet for a self-portrait if you would like or feel free to provide a blank piece of paper.

Level 1 - An adult can point out the parts while naming - eyes,

like to find out. I have sheets to record this information but you could also write two titles - what I know and what I want to know. Then you could record your child's answers or you could ask your child to write it. As our topic is about food you could simply start by showing a range of fruit and vegetables to see if your child can name them all. If your child can't name one you could write this in the 'what I want to know' section and we can discuss what it is - fruit or vegetable, what it looks like, what the name is etc. You may want to ask your

playdough please do not worry - we have been doing invisible play dough disco during the pandemic and the children enjoy! If you can use playdough even better!

Squiggle While you Wiggle - This year we will be engaging in the scheme squiggle while you wiggle. The lady who made playdough disco developed the scheme. We will use 'flappers' which are bits of material or tissue paper and follow movements which will help remember how letters are made. For example letters with a straight line - top to bottom such as i and l the movement would be moving the flappers up to the

child. Some children like to find words in the dictionary and write them or look around the house to think of words eg desk, table and iron.

There are a range of songs available on Youtube to help reinforce the sounds our favourite are '... is a consonant/vowel' and 'jolly phonics songs.' I will post one of each but if you change the letter a song for each will come up –

<https://www.youtube.com/watch?v=YiK7IL0kqd0>

<https://www.youtube.com/watch?v=RSj3XeJXfnc>

Wednesday - Spelling - The children are usually tested on their spelling words Wednesday, please feel free to do this or if you have already tested their

toys/cars/dolls. Please write a range of adding and take away sums for your child on a piece of paper or if you have a printer I can send some over! Children can then have an opportunity to practise take away sums and adding sums either using head and fingers method or objects. On Wednesday we usually recap the skill of the week and practise further take away and adding sums so the children have two opportunities to practise each week.

Tuesday - To link in with the topic 'Are Carrots Orange?' Last week we started looking money skills, to help when working in our role play shop. Following on

nose, mouth, face etc. Talk about the colours. Feel free to draw an outline of a face and ask your child to draw one step at a time eg eye, then the other eye so it is step by step. You may also want to use a hand on hand technique to draw with your child. An adult can help with the colours for each part and encourage the children to mark make/draw to fill the sheet while pressing down using a suitable pressure so marks/lines are seen.

**Level 2** - An adult can help give instructions to draw in as much detail as possible. An adult can check the correct shape and colours are used as well as ensuring as much

child if there is a food that they would like to try? Does your child have a good idea about which food is healthy/unhealthy? Do they know food groups eg fruit/vegetables/fats/carbohydrates/proteins etc. Or they may just want to enjoy stories about food or songs about food! Some other ideas may involve - learning to draw food, science experiments with food, where does food come from? Etc. Humanities –Please complete last week's New Year's Resolution activity first. Linked to our topic 'Are Carrots Orange?'

ceiling then down to the floor to music. Once we have copied the movements the children will be mark making in the same lines as the movements to form the letter shapes. We will introduce this when the children are back so please do not worry but if you would like to give it a go again there are videos on youtube for certain letters. Please see the letters/sounds we have learnt so far in the literacy section and can follow these videos if you wish.

PD Wednesday - children use the bikes, cars and scooters on the yard to develop their gross motor skills. If your child has access to a

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| <p>spellings before the holiday please feel free to give similar words for them to practise and have a spelling quiz. For example if your child had 2 letter words such as at and am you can give them knew 2 letter words - up, on, if, us etc. If your child had 3 letter words they can have new 3 letter words - bag, can, dad, mum, leg, sit etc. If your child had longer words or high frequency words you will be able to find the first 100 high frequency words online (or I can send you these).</p> <p>Readers - Children read to an adult on Tuesdays and Thursdays. If you have a school reading book at home please</p> | <p>from last week you can see if your child can remember identifying/matching and understanding the value of coins. If your child could do with another practise either sorting coins from other items (eg small toy cars/stones/buttons), matching/identifying coins or saying the value of coins please continue with this before moving on.</p> <p><b>Level 1</b> - These children can sort coins from other objects to show understanding of coins. For example you could put buttons and coins together to see if the children can identify and sort all of the coins. Then see if the children</p> | <p>of the page has been filled. At the end of the activity an adult can offer suggestions on how to improve their artwork and ask how the child feels about their artwork.</p> <p>Music - We will continue to follow our music scheme Charanga when back in school. In this scheme the children experience listening to, dancing to and appraising a new song each week (feel free to do this at home!) The children can answer if they like or dislike the song, say if the music is fast or slow, low or high, what instruments they hear and how the music makes them feel. During the games</p> | <p>and the skills 'I can form and express simple opinions about my likes and dislikes.' Please discuss a few foods with your child and ask if they like or don't like them. I can send a worksheet for this if you like or feel free to look at food at home, write the name on a piece of paper and your child can either draw a smiley/sad face next to it or write yes/no. This could be a fun food tasting opportunity!</p> <p><b>Level 1</b> Once you knew whether your child likes or dislikes a food (facial expression/signing if non verbal or yes/no) you can then ask your child to draw a smiley/sad face to record or tick cross. You could also write the word yes/no so your</p> | <p>bike/trike/scooter/little car at home perfect! They can have an hour on these in their back garden or local area.</p> <p>PE Thursday - Our topic this term has a large emphasis on the importance of exercise. As a result we will be engaging in a range of exercises and sports. Depending on the pupil voice activities we will include these into our PE planning. Each week we plan to engage the children in a different type of sport for example football skills, yoga skills, tennis skills, gymnastic movements, obstacle courses, running, time trials etc. The first couple of weeks we will be identifying the changes</p> |
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feel free to ask your child to read this/point to pictures from the book or read to them. If your child does not have a school reading book at home please feel free to use a suitable book at home or your child can use the books on Rising Stars -

<https://my.risingstars-uk.com/Default.aspx?cid=DL6033000>

Monday - News - This week I would love your child to tell me either what they did on the weekend or what their favourite piece of home learning was last week. You can ask your child to tell you their answer and then your child can record on paper. If

can match the coins and finally if they can see the number on the coins (focussing on 1p, 2p and possibly 5p). I have a worksheet for this if you like or use real coins.

**Level 2 -** We will work on finding out if these children can see the number on the coins, identify the value of 1p, 2p, 5p, 10p, 20p and 50p. Finally we will assess whether the children understand that you can use one coin or a mixture of coins - 5p or 5 1ps is the same amount. I have worksheets for this if you would like or feel free to use coins, pencil and paper.

tracks the children will focus on finding the beat/pulse of the music in a variety of ways - clapping/stamping/clicking/marching/tapping knees etc in time to the music. This can also be done at home - there are a range of songs on youtube. The children will then learn the songs listed each week. Week to week another song or two will be added as well as recapping the learnt songs. When we start our topic we will also be learning a food based song each week such as cauliflowers fluffy, 5 current buns, 5 fat sausages sizzling in a pan, 1 potato, 2 potato, 3 potato 4, chick, chic, chic, chic, chicken lay a little egg for me, pat a cake, hot

child can overwrite/underwrite or copy write if you wish. **Level 2** - children will verbally say if they like/dislike food, can they offer a reason for this? Too sweet/sour/bitter/don't like the texture etc. These children can write I like it or I do not like it next to the food.

On the School website under 'Our Curriculum' then 'Science and Technology' I have uploaded links for STEM and Science activities/experiments that you could do with your child from home. We particularly enjoy the Marvin and Milo activities!

in our bodies when we exercise and see how many of each we can do in 1 minute using timers. For example how many star jumps in 1 minute, how many jumps/hops/sit ups/running lengths etc. We will record how many for each child, using timers and log it to compare in a few weeks. Feel free to do this at home!

Magic mile - We will be doing the magic mile once this week as a class and hopefully over the weeks we can build this so in two weeks time the magic mile on two days of the week, a few weeks later we will see if we can do the magic mile on 3 days a week and so on. If you have a

your child is overwriting you can write the word and they can write over it, if they are underwriting or copy writing you can write the word and they can copy it under the word or copy it on to their paper and if your child is independently writing they can write the sentence/sentences. Children can then draw a picture. Please send me a picture! **Level 1** - An adult can prompt the child, either by showing pictures/work from last week eg a picture of a walk from the weekend or a picture of them doing activities last week. Children will then record their news with an adult - either by mark making/overwriting/und

On Thursdays we use the digital devices - interactive whiteboard, laptop, computer, ipads, beebots etc to recap learnt skills and skills of the week. For example interactive games for number recognition/formation/counting/adding/shape etc. There are a range of interactive games on the Top marks webpage - the children know these well. There are options on there to select a subject - maths and year group then particular skills eg number recognition, ordering numbers, adding etc. The children also use the My Maths website in class and have log ins which have been sent home (I can resend if needed!)

crossed buns, little miss muffet, oranges and lemons, I'm a little teapot, old mcdonald (for an animals who give us food). Please feel free to start to learn some of these songs with your children or you can recap nursery rhymes or their favourite songs. I have worksheets for the song 5 current buns if you would like this and you will be able to find the song on youtube.

Enterprising, creative contributors



Ethical, informed citizens



fitness tracker/app on your phone that logs distance feel free to challenge your child to see if they can walk a mile with you.

Joe Wicks is back! You can subscribe to his channel to keep up to date with his new videos. He posted a video on boxing day and again new years day but you could also go through the playlists to repeat PE with Joe or start a new playlist.

If you would like to try something different, we enjoy Cosmic Kids yoga in class found on Youtube.

er writing/copy writing and drawing a picture or **Level 2** - children will write sentences and drawing a picture.

Thursday - Text type - This term our text type is instruction. We will start when back in school but if you would like to start at home you could focus on talking about instructions to make a jam sandwich. This is a nice simple task you could do with your child and a good start for instructional writing. Ask your child or tell your child what is needed - bread, butter, jam, a plate and knife. Talk about the steps needed, maybe you could make the sandwich with your

Children can also use this website to practise shape skills (we did this last term) or follow the set tasks.

IEP target - Please work on your child's IEP targets to develop their numeracy IEP targets.

**Ambitious, capable learners**



**Healthy, confident individuals**



child. I have  
worksheets with  
pictures your child can  
sequence or write  
sentences if you would  
like these please let me  
know.

IEP target - Please  
practise your child's  
IEP target at home.

Welsh - Before starting  
our new topic we will  
recap learnt sentence  
patterns (reading,  
writing and saying) -  
Pwy wyt ti? (Who are  
you) .... Ydw I (I am...)  
Sut wyt ti? (How are  
you?) Dw i'n hapus (I am  
happy) drist (sad),  
gyffrous (excited),  
wedi blino (tired) etc.  
Ble rwyd ti'n byw?  
(Where do you live?)  
Dwi'n byw yn ... (I live  
in...) I have posters for

these if you would like them! (level 1) verbal children will repeat each word after an adult and overwrite/underwrite. Non verbal children will be assisted with signing from an adult. (level 2) Children will repeat after an adult, blend to read or repeat after an adult while looking at the spelling and then copy write to record.

Ambitious, capable learners



AMY

