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| **Teachers notes-**  The theme for the next few weeks is growing and life cycles.  **This week we have planned activities based on the life cycle of a chick!** | **Resources/ Activities** |
| **Life skills**  We would love to hear about any life skills your child is developing. They are important in developing independence, resilience and confidence. | * Help to make lunch or dinner – follow the instructions from the grown up carefully. * Use a knife and fork to cut up food. |
| **Mindfulness**  Self-reflection is a crucial part to a child’s development. Recognition of their own emotions and the reasons behind why they are feeling a certain way will help them to generate empathy skills when they see similar feelings in others. | This week’s activity is designed to make you reflect on your own feelings each day – it is a little bit like a diary except you can just draw a picture of how you are feeling at the end of each day. If you draw yourself happy, do you know why? What was it that made you happy today? If you draw yourself confused, what was it that made you feel like this?  This activity should also help to generate talking points with your child, if your child struggles to explain themselves, you could model how you’re feeling to help promote their vocabulary and language development. |
| **Communication and Language Skills**  Communication involves several aspects; one of the key components being body language and facial expressions. | **Here are some activities you could try at home:**   * **Charades** - this game is designed to challenge the children by having to portray a message without being able to talk! This may need some modelling first from a grown up to show them how to do it! It might be easiest to begin with a category such as animals which the children know so well. This game is also an excellent way to build up resilience – children are likely to become frustrated if their team do not guess what they are trying to say, which is a positive experience as they will be developing perseverance. * **Facial feelings activity –** See if you can draw the different facial expressions onto the blank faces worksheet – think about your own face, if you were upset what would your face look like? What about if you were disappointed? This activity is a great opportunity to expand your child’s vocabulary – often children begin by explaining their feelings using sad and happy – when they may actually be feeling frustrated but may not have the language to use this term. |
| **Phonics**  Language to use when discussing phonics with your child at home:  **Phoneme:** smallest unit of sound in a word, we teach the children which letter/s make these sounds.  **Grapheme:** the written letter/s that represent a sound.  **Digraph:** two letters that sit together to make one sound  **Trigraph** – three letters that sit together to make one sound. | **Focus this week:**  **Phonemes:** ar / or  **Tricky words Recap:** the, to, I, no, go, into, he, she, we, me, be, you, all, are, they, was  **Introduce tricky words:** her, my  Watch the jolly phonics clip, you will need to scroll to find the digraph you are focusing on:  <https://www.youtube.com/watch?v=W8Jp5MutVlQ>  Practise the pure sound and sing the Jolly Phonics song together.  As well as saying the sound it is beneficial to write the sound – we would encourage writing the sounds in different ways, in difference colours, in different sizes – we have noticed that the more ways the children experience the sounds in, the more likely they are to remember them!  **Phonics activities/games:**   * **Cross the river:** Using blue sheet or piece of clothing to represent a river, ask each player to stand on one side of the ‘river’. Write down a word containing the new phonemes. In order to cross the river you must segment and blend the word – if you get it correct make a leap across and score a point – get it wrong and you have to stay put! * **Sound buttons:** Sometimes children find it hard to see digraphs within words – we know from previous experience that some children still segment each individual sound within a word. To help overcome this we use sound buttons. This is a simple activity where you place a small circle under each sound – if you come across a digraph or trigraph you put a little line underneath the letters to represent all of those 2 or 3 letters make 1 sound together. You could write a list and see if your child can add the sound buttons! * **Share a story – find a phoneme! –** Linking with the previous idea, another great way to practice the recognition of phonemes is to go on a phoneme hunt in books or texts such as magazines – they could simply point at the ones they find or highlight them or even practice reading and writing the words with the phonemes in. |
| **English-reading &writing**  Although there is not a particular story or text this week to share, here are some of the books/stories/texts we would have shared in school with a link of where to view them:  Chicken Licken Story Video:  <https://www.youtube.com/watch?v=gzZbtMFP-_I>  Chicken facts:  <https://www.coolkidfacts.com/chicken-facts-for-kids/>  Hey Duggee Episode:  <https://www.bbc.co.uk/iplayer/episode/b05zhbq0/hey-duggee-series-1-35-the-egg-badge> | **Reading Activities:**  **PowerPoint –** We have provided a PowerPoint which contains information on the life cycle of a chick. This is a good opportunity to develop comprehension skills. You could ask questions as you go along or save them until the end to see if your child has understood the process. By getting them to explain their answers this will help to embed their own knowledge. You could cut out the photographs at the end of the PowerPoint when making your own life cycle!  **Other Non-fiction texts –** We would encourage exploring other non-fictions texts, and then seeing how they compare, you might want to also find out about the life cycle of a duck, is it the same? Is it different? We find that exploring similarities and differences really supports the development of a much more deepened understanding.  As always we would also encourage to maintain reading other stories and texts which you have in the home or can access via the Rising Stars website.  **Writing Activities:**  **Design and make a Chick life cycle –**  Can you create your own version of the chick life cycle? How you represent this is completely up to you. Try and include some key words or phrases to explain to people what happened first, next, after etc. You could use a paper plate to show that circular motion of the cycle going round and round or you could cut out a circle from cardboard boxes or paper!  **Salt writing! –**  Something the children loved in school was writing in salt! It really was exactly as it sounds – we filled a shallow baking tray with salt and provided the children with a dry paintbrush as their tool for writing. You could use this method and ask your child to practice writing some key words from our theme this week such as, egg, chick, nest, hatch, grow, big, small etc. |
| **Maths**  **Here are some links to videos/games to support this weeks’ maths:**  Subtraction game:  <https://www.topmarks.co.uk/subtraction/subtraction-to-10>  Shape Monster game:  <https://www.topmarks.co.uk/early-years/shape-monsters>  Shape fact videos and interactive resources:  <https://www.bbc.co.uk/bitesize/topics/zjv39j6/articles/ztpwdmn> | **Subtraction –**  Can you complete our subtraction worksheet?  We would strongly encourage the use of physical objects to begin with and then as your child develops confidence they can move onto using a number line. When modelling how to use a number line we find it particularly effective by being very clear of the jumps between numbers and showing how we jump backwards when we takeaway. The next step after this would be to complete this as a mental arithmetic – holding the number in your head and then counting backwards until you reach your answer. We would suggest practicing all methods to ensure your child has a good range of understanding.  If you would like to challenge your child even further, something we would have completed in school would have been the use of a part, part, whole model for subtraction. You might want to draw a few examples and talk through them first. If the whole is 5 and one of the parts is 3, what is the other part worth?  **Shapes –**  Shapes are taught frequently throughout the year to ensure that the children are secure with recognising them, naming them and then describing them. We have learnt both 2D and 3D shapes.  Below are some ideas of activities you could complete with your child to revisit their learning on shapes.   * **Shape description game –** cut out or make some shapes out of household resources and pop them into a bag. The player with the bag will describe the shape revealing 1 clue at a time and the opposing player will have to try and guess the shape! * **Make a shape picture –** can you make a picture using shapes? You could make a circular house – it would roll anywhere you need it go! You could make a rectangular snake – would it slither in that shape? You can be as creative as you like! * **House shape hunt –** To incorporate 3D shapes, see if you can go on a hunt around the home to find objects of different shapes – you could make this into a competition – who has found the most?! |
| **Arts and crafts**  Getting creative and a little messy is a fun way to embed children’s learning. It also provides a hands on learning experience which is often very memorable for children! | **Chick crafts – below are a selection of ways you could make your very own chick!**  This chick is made from wool and cardboard – firstly, you cut out an egg shape from cardboard and then simply wind wool all around it until it is completely covered! Add the eyes, beak and feet and there you have your little chick!  This craft is great if you have been eating some ice lollies in this warm weather! If you stick them all together and colour them or paint them you can make your own little chick!  This chick is a tricky one! You will be turning 2D into 3D! Using paper, carefully roll into a tube shape – you will need 2 of these, a small one for the head and a bigger one for the body. Once you have done this you will need to carefully stick them both together and add the details!  This last craft has a whole family of chicks and chickens! It involves getting a little bit messy with paint but that’s the fun part! |
| **Physical**  We try to get a mixture of gross motor and fine motor activities. | From our previous parties in school and nursery, we know just how much the children love to dance to their favourite songs. The **‘Kidz Bop’** team have hundreds of current songs, all age appropriate, with dance routines that the children love to follow – see if you can find your favourite song and dance away!  <https://www.youtube.com/watch?v=sHd2s_saYsQ>  To tie in with our maths this week we have provided a **cutting skills activity** which will also help to improve fine motor control. Firstly see if you can identify the shape name, maybe you could even describe it, then see if you can carefully cut them out and put them in order from the smallest to the largest! |
| **Music**  Singing nursery rhymes is not only engaging and bit of fun but it also supports children’s’ understanding of rhyme and rhythms which is turn will help with their phonics and English skills.  As well as singing along to the song, children could make props to support this, or if they want to be even more creative they could see if they could change some of the words and really make it their own song! |  |