Hi Everyone 24.04.20

I hope you are all well and staying safe.

Many thanks for the time you took to respond to the survey that we sent out this week. For P1/2, the feedback says that most of you would like to continue with weekly emails. I have read all of your comments, many thanks for them, they were very helpful and as a result, this week’s work has a slightly different look to try and help you further.

Once again, many thanks for the photos of the great work the children are completing. The topic (science, social studies, food and technology) for this term is fitting in well with this lovely weather:)

Feel free to attach photos to the photos column of the work document and send it back. I am storing all work that you send me. I am also very happy to ‘mark’ work that is sent to me. I have already done this for several families. In class, we use ‘tickled pink’ and ‘my wish’, so marking will include what I think your child has done well (tickled pink) and a ‘wish’. The wish will help you know what your child’s next steps are, if you would like to work on them together.

When choosing activities for you, I have tried to be mindful of circumstances. For this reason, you may see a variety of activities so you can choose what is best for your situation. I am trying to not specify too much, for example; not everyone will have chalk, paint etc available so rather than specify a ‘painting’ activity I am trying to give several options so that you can choose/use what you have available. You may see art work with socks for example; because (I think) everyone has socks, or construction using knives and forks!! You get the picture! Other activities will be given by online games, video, games to play, written work, worksheets to print off. Again, this is so you can choose the best option for you and your child. Most of the class are ‘eldest or only’ children and so for this reason I have also tried to pitch some of the activities so that younger children can join in for at least some of it.

I have tried to include a balance of activities. Remember, children can only sit still and really listen for a maximum of their age plus 9 minutes. They should not be sat ‘working’ for long periods of time.

I hope this helps explain some of my thinking, but please, if you want help, the best thing is to email because I can then give support that is relevant to you and your child.

***Science, social studies and technology:***

This week’s work is based around observing the weather, knowing about seasons and months and hunting for mini beasts in preparation for further work on caring for the environment, life cycles, food chains and comparing the weather over time.

***Language:***

Writing: this all relates to the topic. Please see the attached learning plan for the writing work

Writing: (one writing activity every day) Please use the jotter provided.

* Detailed drawing (ask your child) and talking about the picture is an important part of writing at this stage and should be completed before any ‘writing’. In so doing, your child will be better able to organise their thoughts into a sentence (P1) or 3-4 sentences (P2) ready for writing. (This is a minimum expectation)
* In class we write on the whiteboard first, it gives the children confidence. Please use the whiteboard enclosed.
* Use the activities sent home to provide writing opportunities. Your child should engage with a writing opportunity every day. It is important that you do not write for your child, but rather encourage them to write the sounds they can hear. This will not necessarily lead to correct spellings, but rather phonetic spelling which we are looking for at this stage. Always talk about the sounds that letters make to help your child.
* P2 use the Fry’s list to guide (see materials folder) which words your child should always spell correctly in their writing. The first 20 words minimum should always be spelled correctly at this stage.

Reading:

Oxford owl.

We do not have books for reading available to give everyone, and so you can access the Biff, Chip and Kipper books online. They are available from the website. If your child cannot remember the stage of books they are reading, just drop me a line and I can let you know. Alternatively, there is an assessment your child can complete with you that will give you the stage. The book availability online is far wider than what we have at school. Your child can read any of the books from their stage, whether they are Biff, Chip and Kipper, or not. P2s can then quiz on AR on the book they have read. Not all the books will be available to quiz, but if you type in the title, you will be able to see if it is available. Remember, MyOn, sent out last week to P2, has a vast amount of books to read online that are at your child’s level. On their folder is their ‘ZPD’. This tells you the level they are reading at. Most will be in the lower levels.

All the P2s are able to log in and access quizzing on AR so they can quiz on Oxford Reading Tree books and books they have read on MyOn. Just use the link on the MyOn sheet. If you need a password reminder, just get in touch.

Sumdog

There are games to help your child to learn to read their stage words (P1) and Fry’s words, (P2) on Sumdog. There is also a ‘grammar’ section that has work for you. Your child has their password stuck on to their folder.

Daily book sharing:

Children in P1 and P2 still need to be read to every day. By listening to books that are harder than those they can read themselves, they develop vocabulary skills, learn how language works and learn how stories work. In the materials folder and in the folder that came home to you, are questions that you can talk about with your child. There is a set for fiction and a set for non-fiction books.

Listening and talking:

See daily book sharing above.

***Maths:***

Number

Sumdog: The maths is set to include number, shape and fractions which are this sessions’ topics. I check this every day, accessing the work your child has done. This is a responsive site for maths which means it gives your child the correct level of maths work based upon their correct answers.

Mental maths:

There are mental maths activities to be completed with your child. These activities should be completed every day. We will be moving on the ‘jump counting’ next week. This is much easier of your child has a solid knowledge of the number sequence. Keep using the Jack Hartman videos. They are a great way of embedding number sequences as they use most of the senses; movement/feeling, hearing, seeing and saying.

Shape:

The children will be learning to name and describe 2D and 3D shape this term. In order to get started, I have given some revision activities to be completed. This means that we can know what your child knows.

Fractions:

This will commence once the work on shape has been completed.

***Links:***

Sumdog:

 <https://www.sumdog.com/user/sign_in?_ga=2.260178189.1449641122.1587462516-1730236615.1585127569>

Oxford Owl:

<https://www.oxfordowl.co.uk/>

Jack Hartman:

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=14&vid=e3650866634adb007c13ae85a1f6e680&action=click> count to 100

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=11&vid=f5e5eee3b85ffaa0d0f8ac04cee615c7&action=view> count by 10s to 100

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=12&vid=ca9794edf6b09edbda466ff846a285ad&action=view> count to 100 by 5s

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=18&vid=6a92894193a408b54ff5507d8bac2bb4&action=view> count backwards from 100 in 1s

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=25&vid=62344b7840abb4333f9a7691ba46317d&action=view> forwards and backwards to 100 by 10s

<https://uk.video.search.yahoo.com/search/video?fr=mcafee&p=jack+hartmann+count+to+100#id=33&vid=8c16af84b9cc5d3b4a5e919fce48f9de&action=view> count to 100 by 2s

***Many thanks for all the work you are doing.***

***Take care, Mrs Mx***