

# Hyde Park Infant School Home Learning Early Years Week 12

## By the sea!

### Literacy

This week we are by the sea!

Watch the videos of Mrs Rose reading The Sandhorse.

In class we would talk about the sand sculpture and link it to anything the children have seen or made at the beach. What types of sculptures do they make? How do they decorate them? What animal/creature would they like to make? After talking about the book with your child explain they are going to create their own sand model or creature using damp sand (if you have a sand tray and play sand at home) or using any craft materials you have available. Talk to your child as they make their model/creature about what it looks like and ask them to describe it to you. This link is for a video to show you how to make your own sand if you want to.

<https://eatingrichly.com/kinetic-sand-recipe/>

### Activity suggestions:

#### 1. Describe your sand model/creature.

Ask your child to describe their sand model/creature to you. Use the five senses to help them think about their description – What does it look like? What does it sound like? How does it move? If you touch it, what does feel like? What does it smell of? Encourage them to use lots of exciting adjectives to describe their creature. Use the sculpture they made as a visual aid to support their descriptive language.

#### Now your turn to write.

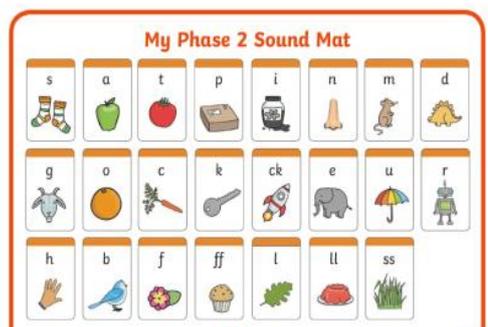
With your child think of a sentence they can write to describe their creature. Say it out loud and then ask them to write it down.

Remember, when your child is writing that they always start a letter from the top, never from the bottom. If a word has a digraph in it remember that it will have two letters to represent the one sound. Try to make your sentence as neat as possible, keeping tall letters tall and short letters short. Try to keep them an even size and don't forget to use finger spaces between your words. Now read the sentence together. Can they read it so it makes sense?

**Parents:** Your children are all at differing stages in writing and so you will need to support in different ways. If your child is able to write their idea independently, support them with their finger spacing and full stop to end.

Your child may be in the early stages in their phonic understanding and therefore will need support from you to help them use their finger phoneme to sound out a word. It is important that the word is sounded out and each sound represented, it does not matter that the word is incorrectly spelt, only that the letters clearly represent the sounds your child can hear and identify.

The alphabet sound mats below may be useful to show child



### Phonics Practise this week.

**Phonics Practice** this week. Can you say the phonemes on both sound mats? Remember the actions you use to accompany the graphemes?



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If you feel that your child might need additional practice with the sounds, BBC Bitesize has created small videos to support you and your child.

Here is the link to the small lessons on the phase 2 phonemes: <https://www.bbc.co.uk/bitesize/topics/zf2yf4j>

You can find lessons on the phase 3 phoneme here: <https://www.bbc.co.uk/bitesize/topics/zvq9bdm>

Try these links to hear these phase 3 phonemes

<https://www.youtube.com/watch?v=aNcBWSBxSp0>

<https://www.youtube.com/watch?v=W8Jp5MutVIQ>

Tell your child that this week you have got 2 aliens visiting.



They come from the planet far away and they need your help! Before coming to earth they did not have a name, now they do! Can you imagine that! On their planet their friends do not have names so now, they have a challenge for you. Can you come up with names for their friends so they can give every alien on their planet a name? Can you help them? You could draw their friends on a spaceship and write their names underneath.

Using the sound mats to help you to think of their friends' names, all of them are nonsense words. If the word makes sense put it aside. How many different names (nonsense words) you can come up with? Make sure you sound out and read every word you make!

Remember to use your finger phonemes. Like this: s-oi = soi

If the child works through this task at a rapid speed you can challenge them: Can they make a name that has two sounds from phase 2 sounds mat and one from phase 3 sounds mat? or can they make a nonsense name that consists of 2 sounds from phase 2 sounds mat and 2 from phase 3? Can they sound and blend the words they made?



### Reading

Please read with your children as often as possible. Do not rush, it might take you two or three days to read one book. Listen to them, talk about what and why the things might be happening in a certain way. Look for the 'tricky words' in the books. Can your child retell the story they just read? All these strategies not only help your child with decoding but also help in developing spoken language, teach basic comprehension skills and build fluency when reading.

Remember, when children are trying to read unfamiliar words ask them to look for digraphs and trigraphs first, then sound the letters out and finally blend the sounds together. They might use their fingers to help them with sounding

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out and blending. There is a range of 'tricky words' your child would need to memorize as these words we cannot sound out.

Phase 2	Phase 3	Phase 4
I	he	said
no	she	have
the	we	like
to	me	so
go	be	do
into	you	some
	are	come
	her	little
	was	one
	all	were
	they	there
	my	what
		when
		out

Choose up to 5 words to learn in a week. Work your way from phase 2 through to phase 4. No need to rush. Remember: quality over quantity.

You can try the following activities to help your child to learn the words through the sensory approach.

1. You will need a resealable sandwich bag, Sellotape, a bit of paint of any colour and a cotton bud. Pour a bit of paint in the bag (don't put too much as you want the paint spread thinly in the bag), now seal it and put a Sellotape on the zip, so the paint does not leak. Your child will use a cotton bud as a pen to write on the bag.

2. If you happen to be on a beach you can ask your child to make the words out of sand, like in the story "Sand Horse" the artist made a horse out of the sand.

Practice one word at a time. Write the word on a piece of paper and put the word in front of your child. Read the word to your child and ask them to copy it either on sand or on a sandwich bag. Now, ask them to read you the word they've written. Can they remember it? If your child is confident with all the words, then you can challenge by not showing them the word but instead saying it and asking your child to spell it without any help. As they have spelled the word, ask them to read it and then show them the written word and let them self-mark it.

### Mathematics: Seaside shop!

This week the children will be making a seaside shop. All the resources and instructions are available on a separate document uploaded to the website.

### Knowledge and Understanding of the World

This week the children are learning about being by the seaside, water and the world around them. Here are some activities to support their learning.

- 1) Buried treasure: Bury the objects in a large bucket of sand. Invite your child to put their hand into the sand and feel for an object. Before they pull it out, encourage the other children to try and guess what it is by asking questions: is it hard/soft/spiky/big/round etc.? Do they know what it is? Were they right? How did they know? If you do not have sand at home you can use paper, material etc.. to create this experience.
- 1) Blowing bubbles: Ask the children to blow into a cup of water and make bubbles or use a paper straw to blow into a bowl of water. What happens? If you have some, take your child outside with some bubble mixture and blow bubbles. How many bubbles can they blow? How big/small are their bubbles? What happens to them? Alternatively, you could make some bubbly water with washing up liquid and water and let your child play with it. Can they pop the bubbles out with their hands? Can they make shapes with it? Ask them to blow bubbles with the mixture, what happens? Can they see different colours in the bubbles? Can they make bubbles of different sizes? Allow your child to explore the bubbles and the water mixture. What happens to the bubbles in the end?
- 2) Make different coloured ice cubes using water and food dye and/or make ice lollies using fruit juice. What happens to the water after it has been in the freezer? If you make different coloured ice cubes put them in a bowl afterwards and watch what happens to them. You could even freeze small toys in the ice cubes and see if your child can work out what they are as they melt.

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### PE.

Today you are going to use your body to make some different shapes. Here are some different shapes you could try:

<b>Pin:</b> can you stretch your body tall and straight with your arms in the air?	<b>Star:</b> can you make your body as wide as possible with your arms and legs stretched out?	<b>Tuck:</b> this is a very small shape you can make with your knees bent and your arms wrapped around, almost as if you are pretending to be a ball.	<b>Straddle:</b> sit on the floor with your legs straight out in front of you and your arms above your legs.	<b>Pick:</b> sit on the floor with your legs as wide apart as you can, with your arms above your legs.
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Try and stretch your body out as wide as it will go, see how tall you can make yourself and small you can make yourself. Try doing each shape one after another, moving from one shape to the next. You can change the order in which you do them. Now slow your moves down, take your time, then speed up so you are quicker. You could also choose your favourite song to do these moves along to. Which is your favourite?

- **Joe Wicks** On line PE sessions – we have been following these in school. He is now doing three sessions each week.
- For mindfulness calming body awareness activities: Sophia's Yoga. **Search :**

<https://www.youtube.com/watch?v=X655B4ISakg> Or a yoga for all the grown ups to join in with <https://www.youtube.com/watch?v=4ZpkRACgws4>

### Art and Expressive Design

If you are lucky enough to have a sand tray there are lots of different activities you can do.

- 1) Treasure hunt - hide different items in the sand and ask your child to find them.
- 2) Build a sandcastle and decorate it using natural items
- 3) Writing in the sand with their finger or a stick (choose one of the tricky words above)
- 4) Sand shakers – using different containers (jars, egg cartons etc...) you fill them up with sand, seal them shut and see what sounds they make.
- 5) Make a picture of the seaside. Use paints, crayons, chalks – what ever you have available and as your child to make a picture showing the seaside. They can use any colour they want and invite them to be as creative as they want. It does not have to be perfect, as long as it means something to them. If you have paints at home you could ask them to choose a brush/sponge/squirty bottle and begin to paint the paper. Talk to them about the way the colours mix together and about using big sweeping movements to apply the paint. What types of marks do the different brushes and sponges make? Leave to dry

If you are able to, you might want to visit a beach and build some pebble towers or make a sculpture like the one in The Sand horse.



Or maybe you could paint a pebble and leave it somewhere for others to find.

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This link will tell you how to make your own moon sand at home.

<https://theimaginationtree.com/home-made-moon-sand-recipe/>

#### **Personal and Emotional development –**

**Today you will be talking about your feelings and what you can do when you are feeling a bit sad to make you feel better.**

<https://www.bbc.co.uk/teach/feeling-better/zhy6y9q>

Click on the link and watch the video called 'Feeling Sad'.

Can you think of anything that has made you feel sad before? What did you do to make yourself feel happier? In the video, they did a dance to make them feel better. What do you do?

Is there something that cheers you up? A special teddy bear or blanket?

Can you draw a picture of this? Then can you caption the picture of the item you drew?

Additional links and ideas for you to try:

For help with early counting and maths Search online for:

#### **Oak National Academy On line classroom – Reception - Maths**

For additional Play activities Search on line for **Hamilton Trust Home learning packs** <https://www.hamilton-trust.org.uk/blog/learning-home-packs/> go to **Reception: Play activities** and there are some lovely additional educational play and exploration activities.