

Hyde Park Infant School Home Learning Early Years Week 13

Sally and The Limpet

Literacy

Think back to last week and The Sand Horse and the creature/model they made. Talk about what else you find at the seaside (e.g. rockpools, cliffs, sand, the sea, a café etc..).

Watch the following video of a reading of the Sally and The Limpet by Simon James.

https://www.youtube.com/watch?v=HX8vgBF1_G8

After watching the video talk about the story together.

- Did they like the story? Why?
- Did anything make them laugh?
- Have they seen a limpet before?
- What would they do if they had a limpet on their finger?
- Why did the limpet only come off when she went back to the beach?
- Should we take anything from a beach?

Activity suggestions:

This week you have a few suggested activities:

- 1) Have some fish shaped pieces of paper with some simple words CVC or CVCC words written on them (choose words that are appropriate for your child). Put the fish in a bowl and 'go fishing' for the words. Once your child has caught a 'fish' they read the word that you have written on it. Encourage your child to decode the words and sound it out for reading. If you have a magnet and some paperclips you can make a fishing rod with the magnet and put the paper clips on the fish.



This is a fun online fishing phonics game your child might also enjoy.

<https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2>

Now your turn to write.

Look at the following videos and websites about rockpools. Talk about the creatures you can find in a rockpool. Do they have a favourite? What would they like to see the next time they go to the beach? Choose one animal and ask your child to think of a simple sentence about it. This could be a fact about the animal or a description about how it looks. Can they remember to use a capital letter and full stop? Challenge – could they make a non-fiction book about rockpools with two or three pages about the creatures in rockpools?

https://kids.kiddle.co/Rock_pool

<https://www.countryfile.com/wildlife/marine-life/rockpool-identification-guide/>

<https://www.bbc.co.uk/bitesize/clips/zpfnvcw>

<https://www.youtube.com/watch?v=JtOb6YfgWWo>

<https://www.rspb.org.uk/fun-and-learning/for-families/family-wild-challenge/activities/rock-pooling/>

<https://www.visitsealife.com/london/discover/sea-life-creatures/rockpools/>

More resources for Sally and the limpet can be found here

<https://www.twinkl.co.uk/book/sally-and-the-limpet>

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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 children the letter to match the sound.



Phonics

Please see the separate phonics document that has been uploaded to our website along with this planning.

Reading

Please read as much as you can of your reading books to your grown up. Remember when trying to read unfamiliar words, look for the digraph or trigraph first and then blend the sounds together. You will need to learn the tricky words by heart as many of these we cannot sound out.

<https://home.oxfordowl.co.uk/books/read-with-oxford/> to access more free online reading books such as those in the classroom

Reading activities have been uploaded onto our website on a separate document along with this planning.

Mathematics:

Counting: daily counting –

- Keep Fit counting: count up to 20 and as you do make a pattern of jump clap jump clap as you do. Change the pattern as you repeat the count stamp spin stamp spin.
- Try the count by 2s song **Parents-** warning you'll be singing these all day long!
<https://www.youtube.com/watch?v=GvTcpfSnOMQ>
- Try the counts by 10s song <https://www.youtube.com/watch?v=Ftati8iGQcs>

Repeating Patterns, Space, Shape and Measure.

This week you and your child will be exploring patterns and space, shape and measure at the seaside. Nature has a wealth of patterns, they are everywhere. In plants, the sky, in rocks, shells and in the sand itself. If you can try and spot patterns in nature during a daily walk, either in the park by looking at a leaf, a snail shell or at some rocks. Or if you are visiting the beach look for patterns with the sets of waves or coast line, in the sand or on the rocks, pebbles and shells.



Whilst looking at patterns, can you and your child spot any shapes? Do you see a triangle, circle, square? What do they notice about the patterns? Do they like it? Can you draw and name some of the shapes they spot?

Now it is your turn to make a pattern. Patterns can be made with objects like coloured cubes, small toys, buttons and keys, and with outdoor materials like pine cones, leaves or large blocks, as well as with movements and sounds, linking with music, dance, phonics and rhymes. You can use natural materials to make a pattern or draw one, it is up to you. Can they make a repeating pattern? It could be a simple AB (e.g. red cube, blue cube, red cube, blue cube) pattern or an ABB (e.g. red, blue, blue, red, blue, blue) pattern. There are so many ways to do this, building towers or trains of different-coloured cubes (continuing patterns horizontally and vertically) Alternatively, you could choose to draw something you have seen on one of your walks (e.g. a leaf or a shell) and try and repeat the pattern. Try and encourage your child to see what is repeating in the pattern by asking them 'what comes next'. If you want to challenge them, make a mistake in the pattern and see if they notice!



Knowledge and Understanding of the World – Rockpools

Talk to your child about keeping beaches clean and why this is important. Look the posters about recycling and not dropping litter and watch the video below (parents, please be warned it is a long video). Can children make own posters with illustrations and messages about keeping beaches clean?



<https://www.bing.com/videos/search?q=keeping+beaches+clean+for+kids&docid=608048814950516023&mid=93F6545FEA60A4DC982B93F6545FEA60A4DC982B&view=detail&FORM=VIRE>

<https://www.sas.org.uk/our-work/beach-cleans/>

Key questions:

- Should we take anything from the beach when we visit it?
- What should we do with our rubbish?

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- How can you help?
- What will happen if everyone leaves their rubbish the beach?

You might also want to talk about how to stay safe when you visit the beach with your child. These resources might help.

<https://colinthecoastguard.com/coastguard-seaside-safety-posters/>

<https://rnli.org/safety/beach-safety>

PE.

Joe Wicks On line PE sessions – we have been following these in school. He is doing three sessions a week, so try to complete them. For mindfulness calming body awareness activities: Jamie’s Cosmic Yoga

Search : <https://www.youtube.com/watch?v=KAT5NiWHFIU> and

<https://www.youtube.com/watch?v=XU1y7pX7dNo>

Or try this new yoga link based on the Billy goat story: <https://www.bbc.co.uk/iplayer/episode/p064kjdk/happy-tent-tales-3three-billy-goats-gruff>

Can you remember the name of the different shapes we looked at last week?

Pin: can you stretch your body tall and straight with your arms in the air?	Star: can you make your body as wide as possible with your arms and legs stretched out?	Tuck: 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.	Straddle: sit on the floor with your legs straight out in front of you and your arms above your legs.	Pick: sit on the floor with your legs as wide apart as you can, with your arms above your legs.
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Practice them again just to make sure you remember! Do you remember how you put them together to make a sequence of movements? Did you like it or not? Try and add more movements that you might not have looked at last week, can you make any up? For example, you could try standing on one leg, or you could try the shapes from last week but this time you could do them whilst lying on the floor?

Think of the story The Very Hungry Caterpillar; can you think of movements that a caterpillar might do? Maybe you could try the **pin** shape whilst lying on the floor to make yourself look like the caterpillar. You could try the **tuck** shape to show the caterpillar in the cocoon. What else can you think of?

Let’s try and make these movements more exciting by turning them into **explosive movements**. For example, if you are tucked into a ball maybe you could do a forward roll to get into your next shape. If you are stretched out tall, could you add a jump to the end to make it explosive. Remember your short sequences and try to repeat these along to some music (or you could do it without music).

Questions to ask your child at the end:

- Did you like the dance? Why?
- Put your hand on your heart – what is it doing? Is it beating fast or slow?
- How are you feeling? Do you feel warmer or colder than before you started?

Expressive Art and design

If you have the resources, with your child, you could make a rockpool for your child to play with. You can use craft items, stones or wooden play toys you have at home. Or you can make the creatures and features of a rockpool through craft activities. Some ideas of how to do this are below.

<https://theimaginationtree.com/rock-pool-sensory-small-world-play/>

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<https://www.bing.com/videos/search?q=make+your+own+rockpool&docid=608053663849450099&mid=C467BEC7ECEDB0E0AA41C467BEC7ECEDB0E0AA41&view=detail&FORM=VIRE>

<https://www.youtube.com/watch?v=X64hNw0ZAFc>



Personal and Emotional development –

Now that you have been at school for a long time, you know all of the rules in the classroom and you know how to share and take turns with all of your friends! The little girl in the story we are about to read is new to school and doesn't know how to share or take turns as well as you, or how to be kind to everyone in the class. You know that when you are in class that you have to think about what you are doing and you listen carefully to what the teacher says. This little girl doesn't know how to do this yet.

Follow the link to the story 'Helping Estelle' and read the red boxes to your child. Ask the questions below and write down some of the answers your child gives.

<https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Helping-Estelle-theme6red1.pdf>

Has anything in the story ever happened to you at school before? How did that make you feel? What did you do to make it better? If you saw anything from the story happen to one of your friends, what would you do to help them? For example, if you saw someone snatch a toy from one of your friends, what might you do?

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.