

PLEASE SEE THE ZOOM FOLDER FOR THIS WEEK'S MEETINGS. TUESDAY 2PM FOR ALL DAY AND PM CHILDREN. THURSDAY 11AM FOR JUST AM CHILDREN.

This week's plan for Ducklings (week 5)

Date: 4th May Theme: Out and About – snails and worms (75th Anniversary VE day celebrations 8th May)

EYFS	Activity	Location	Save or send in?	Done Yes /No
Maths Number Shape and space	<p>I Spy and count mini beasts. There is a picture in the emailed pack for the children to count the different mini beasts. They could count them on the screen or you might want to print off if you are able.</p> <p>CBeebies – Numberblocks – Days of Spring and Easy Patterns Quiz</p> <p>Maths ideas sheet number - weekly</p> <p>Mini mash To Do – Garage Pairs Game</p>	<p>Emailed pack</p> <p>CBeebies website</p> <p>Emailed Website</p>	<p>Enjoy</p> <p>Save in Purple Mash drawer</p> <p>Send in a photo if able</p>	
CLL and Literacy	<p>Letter of the week – U for underground Find items beginning with the U sound either around the house or in the garden Look at the u handwriting sheet in the pack, there are some good ideas for Early Years, particularly the warm-up gross motor and fine motor skills. Then it shows you the progression through the year groups. (just for your information)</p> <p>Literacy ideas sheet – weekly</p> <p>Peppa pig - tiny creature's episode (this could lead to role play) Also the story is read in PEPPA PIG - TINY CREATURES English Audio Books</p> <p>Purple Mash – Mini mash – reading and writing section- matching games- Letters a-z jigsaws – alphabet paint projects 'letter u' Set as a To Do in mini mash</p>	<p>Resources from home</p> <p>Emailed pack</p> <p>Emailed pack Website</p> <p>Website</p>	<p>Send in on return</p> <p>Add to Purple Mash drawer</p>	
Technology	<p>Make salt dough/playdough snails. I have included some simple recipes for these. If flour is difficult to get hold off at the moment you could make snail spirals using stones, small buttons, little cars etc. The same would work for worms.</p>	<p>Resources from home Recipes in emailed pack</p>	<p>Email a photograph if you are able.</p>	

<p>Understanding The World</p>	<p>Can you find some snails in your garden or on your daily walk? If you can put them onto a piece of clear plastic or glass (with an adult) then you will be able to see the slime trail that they make. You could make a simple Wormery – see some ideas in the emailed pack. Learn about snails and worms. There are some information sheets in the emailed pack. Talk about the different parts of a snail by watching Jess –Snails for Kids (Wizz) on YouTube it is also on CBeebies Also Auntie Mable talks about snails on 'Come Outside-snails' also on YouTube For the VE day celebrations I have found some things that you might want to do with your children. If you cannot print them, it may give you some ideas.</p>	<p>Home resources In emailed pack Website Website VE day folder in emailed pack</p>		
<p>Expressive Arts Art</p>	<p>Draw spirals using different colours and make them into snail shells. You may need to demonstrate how to draw a spiral as it is quite tricky and needs lots of concentration. If you have glue, you could try to stick a spiral shape With string, wool, ribbon etc.</p>	<p>Resources from home</p>	<p>Send in on return or take a photo!</p>	
<p>Music</p>	<p>Use the PDF songs sent in this week's folder to learn some new songs about worms. On YouTube there is the same song, 'Mr. Tumble songs There's a worm at the bottom of the garden'. I have also included the lyrics to 'We'll Meet Again', if you want to give it a try.</p>	<p>Emailed pack Website Emailed pack</p>		
<p>Physical development /active lives Fine motor</p>	<p><u>Finger gym challenge</u> – Threading beads or Cheerios to make worms. You can use string or pipe cleaners to thread onto. (You might already have some threading strings from a threading game you could use.)</p>	<p>Emailed pack and Home resources</p>	<p>Enjoy!</p>	
<p>Physical</p>	<p>Animal movements</p>	<p>Emailed</p>	<p>Just have fun</p>	



Cheerio Worms
Fine-Motor Skills Activity

development /active lives Gross motor	Use your body to pretend to be different animals: Snake/worm – slither along the floor Butterfly – flutter around the room Elephant- stomp with both feet Kangaroo – bounce around on two feet Frog- hop like a frog Flamingo – stand still on one foot Snail – slither along slowly with an empty box on your back	pack and Home resources	and keep fit!	
Food Tech	Make a snail snake or a worm snack using fruit and other foods. Please see the snack sheet included in the emailed pack.	Resources from home Emailed sheet		
Outside if you can	Can you find any snails or worms to observe in their natural habitat? Think about the places you found them, was it in the light or in the dark? Was it in the dry or in the damp (wet)	Home resources		
RE/PSED	Taking turns sheet in pack Play different games that need turn taking. This is a very important skill to learn for school and life!	Emailed pack Home resources		

As there were so many children in the first Zoom meeting, I have made another meeting during the week. If your child comes to Ducklings just in the mornings, I have made a new Zoom meeting on Thursdays at 11 am. I hope to see you there.

Jackie Stringer is inviting you to a scheduled Zoom meeting.

Topic: Ducklings morning meeting

Time: May 7, 2020 11:00 AM London

Every week on Thu, 3 occurrence(s)

May 7, 2020 11:00 AM

May 14, 2020 11:00 AM

May 21, 2020 11:00 AM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: <https://us04web.zoom.us/meeting/upwtc-GvrzMuGtzdDfm446Bmp1RUkK1EAZPu/ics?icsToken=98tyKu6grj8iHdWdtBmPR7Y-AogWe3zmFxbjbdHmDvjDnQHNCH7JrNwB7IUQf3x>

Join Zoom Meeting

<https://us04web.zoom.us/j/78048718408?pwd=ZUYzM1lyNE4zQIN1MUU3Q091aFIZdz09>

Meeting ID: 780 4871 8408

Password: Ducklings1

As there were so many children in the first Zoom meeting, I have made another meeting during the week. If your child comes to Ducklings all day or just in the afternoons they will still Zoom on a Tuesday afternoon at 2pm.

Jackie Stringer is inviting you to a scheduled Zoom meeting.

Topic: Ducklings meeting

Time: Apr 28, 2020 02:00 PM London

Every week on Tue, 4 occurrence(s)

Apr 28, 2020 02:00 PM

May 5, 2020 02:00 PM

May 12, 2020 02:00 PM

May 19, 2020 02:00 PM

Please download and import the following iCalendar (.ics) files to your calendar system.

Weekly: https://us04web.zoom.us/meeting/upMpf-qorTssGd1tfGGBywY5asvHhefguddc/ics?icsToken=98tyKu6vqjMpGteVthqOR7YEBoqgb_TztmJdjacMiBnCJAJKdTqjN_FUGrp6Ft_F

Join Zoom Meeting

<https://us04web.zoom.us/j/77483030639?pwd=SEVWT2RMQkFBd2RnbEJ6TCtFZVdMZz09>

Meeting ID: 774 8303 0639

Password: Ducklings

All About Earthworms

Fact Cards

twinkl

All About Earthworms

Earthworms are long, wiggly animals that like to live in soil.



Photo courtesy of seanpants (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

Earthworms breathe through their skin - they don't have lungs.



Photo courtesy of jchapiewsky (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

Worms don't have any legs! Instead they move by wriggling along. Their long bodies are covered with tiny hairs that help them to move.



Photo courtesy of schizoform (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

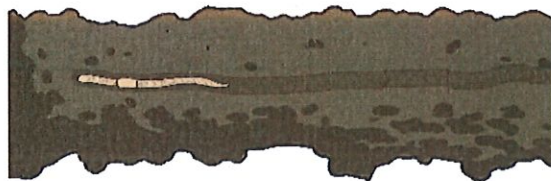
Earthworms need to stay moist. In sunny hot weather they go deep underground where it is cooler and damp. You can sometimes see worms on the ground when it has been raining, as the soil gets too wet for the worms to breathe.



Photo courtesy of anthonyfalla (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

Earthworms dig tunnels under the soil. This helps move the soil around and also helps plants to grow.



All About Earthworms

Earthworms like to eat soil and dead leaves and plants. They also eat old food scraps, like fruit and vegetable peels.



Photo courtesy of PrettyUgly Design (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

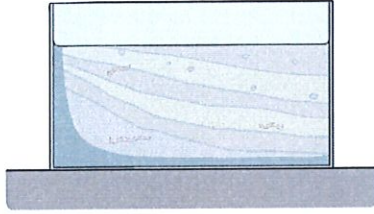
Some people keep earthworms as pets in a wormery. A wormery is a worm house! Food for the worms can be placed into the wormery and the worms will help to make the soil and food scraps into compost.



Photo courtesy of crabchick (@flickr.com) - granted under creative commons licence - attribution

All About Earthworms

Wormeries can be made with different layers of food for the worms. If the walls of the wormery are clear you can see the worms moving around! Wormeries should be kept cool, dark and moist, as these are the conditions worms like best.



Make Your Own Worm Hotel

Science Experiment



Method

1. You are going to create a layer effect in the jar, using sand and soil.
2. Start by pouring about 1" of sand into the bottom of the jar.
3. Then, alternate between 1" layers of sand and soil until the layers reach the top of the jar.
4. Pour some water on top of the layers and then put the earthworms on top.
5. The worms should start to burrow downwards straight away.
6. To keep the inside of the jar dark, stick your dark coloured construction paper around the outside of the jar.
7. Leave the top off the jar so the worms get some air.
8. Leave the jar for 3-4 days then pull the paper off.
9. Have the worms moved through the jar?
10. Can you still see layers of soil and sand?
11. As the worms have travelled, they have mixed all the layers together!
12. Return the worms to their natural habitat after being in the jar for about a week.

You will need:

Large glass jar

Sand

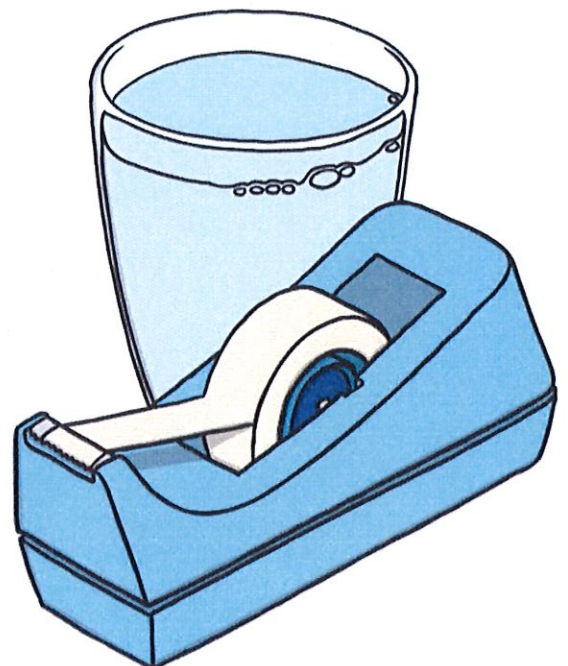
Potting soil

Dark coloured construction paper

Sticky tape

3-4 big, healthy earthworms

Water



There's a Worm at the Bottom of My Garden



There's a Worm at the Bottom of My Garden

There's a worm at the
bottom of my garden,
And his name is Wiggly Woo.

There's a worm at the
bottom of my garden,
And all that he can do,

Is wiggle all day,
And wiggle all night.

The neighbours say,
What a terrible fright!

There's a worm at the
bottom of my garden,
And his name is Wiggly Woo!



All about Worms

Worms are long and thin. They do not have arms or legs.

Worms have lots and lots of little rings around their body. These are called segments.

Earthworms use their skin to breathe. They don't have lungs like many other animals. They need to stay moist to stay alive.

Worms have tiny hairs all along their body. These help the worm to move through the soil.

Worms eat dead leaves, plants, flowers and old fruit and vegetables.

Worms help to mix layers of the soil together. They burrow under the ground, making tunnels which helps to move the soil around.

They help to break down dead plants and flowers.

Baby worms hatch from tiny cocoons.

Worms don't have eyes but can sense light. They like to live in cool, dark, damp places.

Caring for Worms in a Wormery

Only add water to your wormery if the contents are very dry. Worms need damp conditions to survive – but do not like very wet soil. Use a spray bottle to add just a little water at a time.

Only add new food if the previous food has largely all been eaten – avoid adding too much food at once.

Choose foods carefully – foods such as dairy foods, meat, fish, onions or garlic should be avoided. Try adding some banana or apple peel, teabags and shredded paper instead.

Chop food into small pieces to make it easier for the worms to eat.

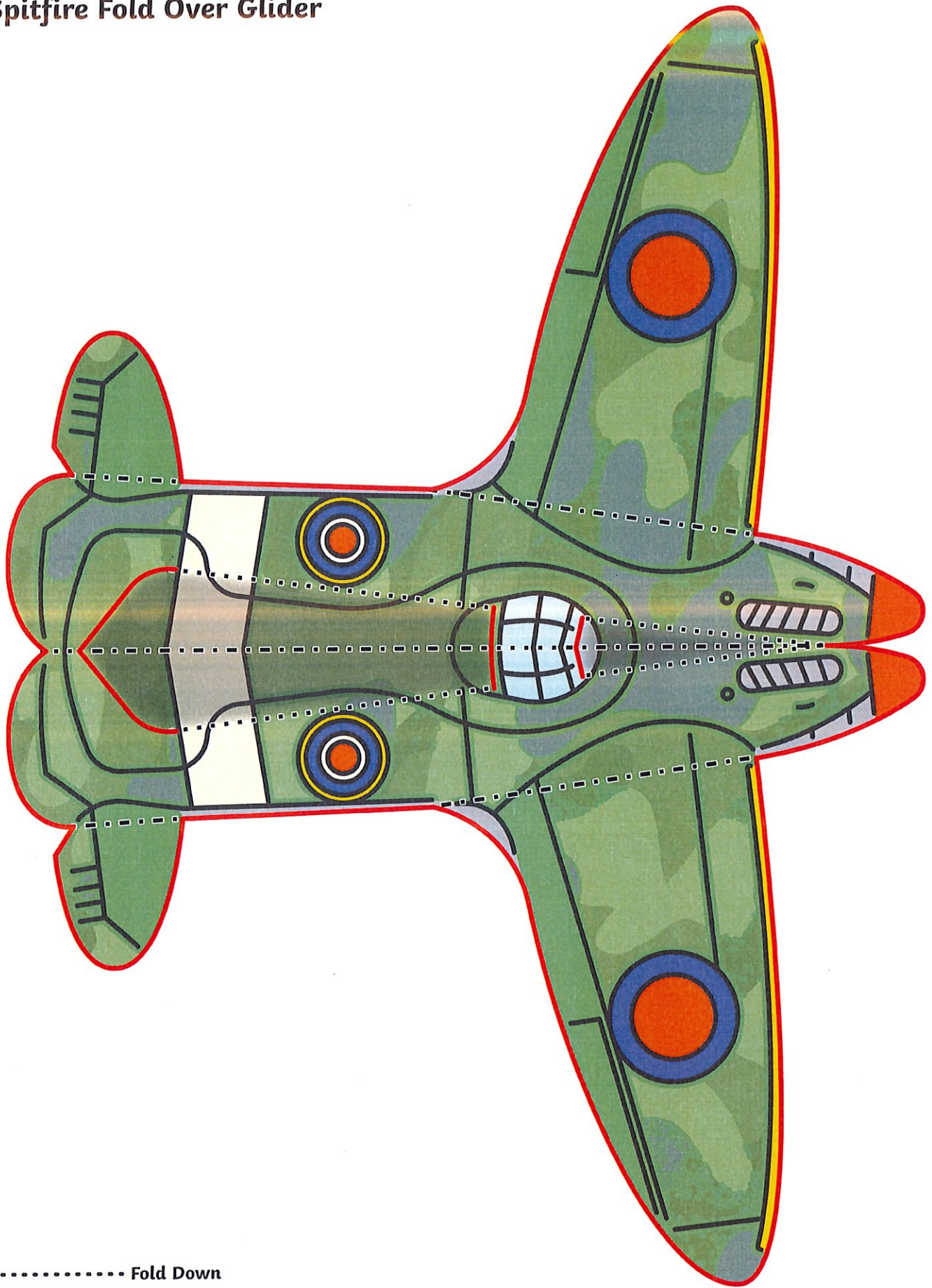
Worms don't like the light, so keep your wormery somewhere dark.

Keep your wormery a fairly consistent temperature – not too hot and not too cold.

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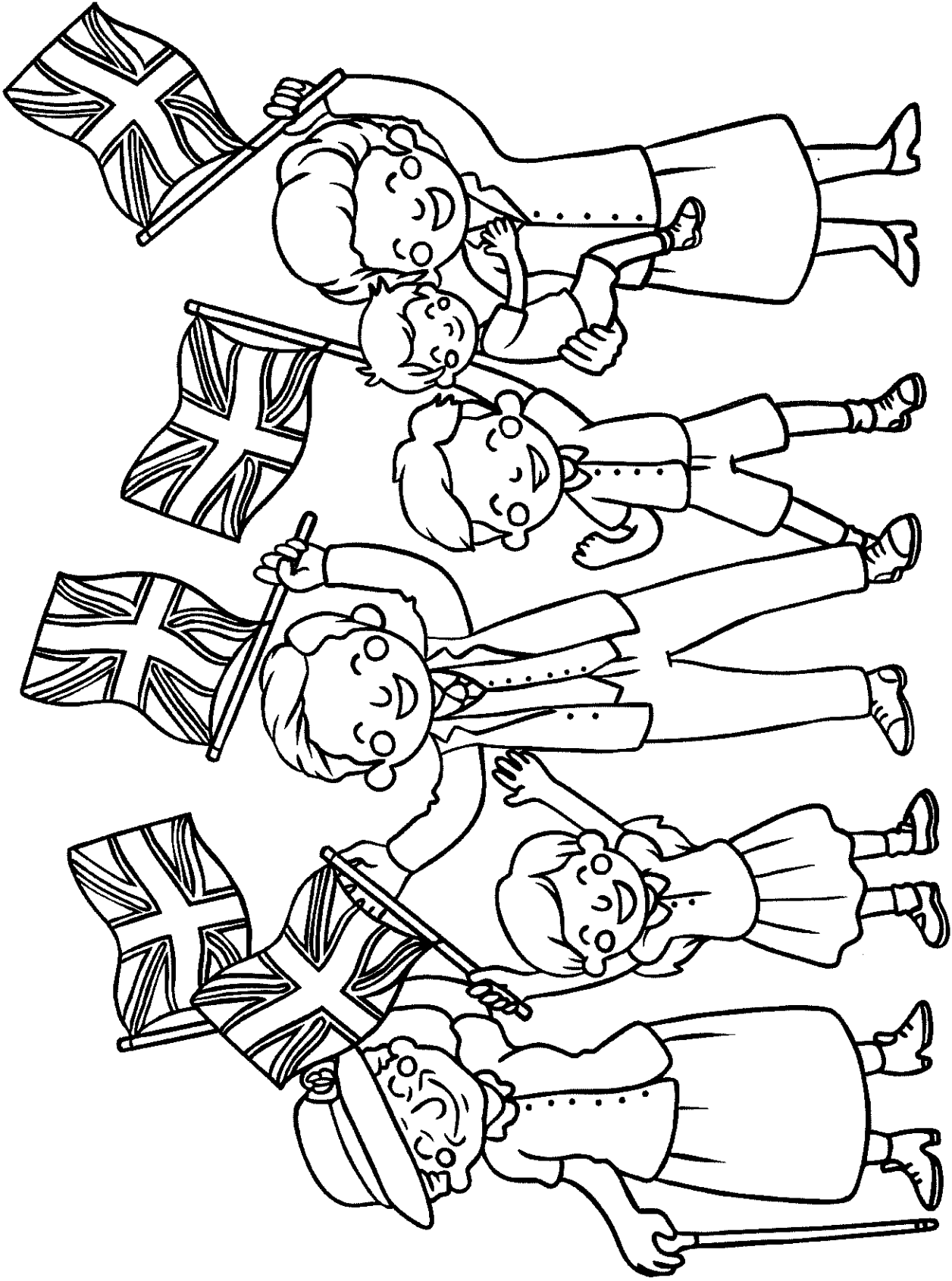
visit [twinkl.com](https://www.twinkl.com)

Spitfire Fold Over Glider



..... Fold Down

..... Fold Up



Words to Vera Lynn's We'll Meet Again

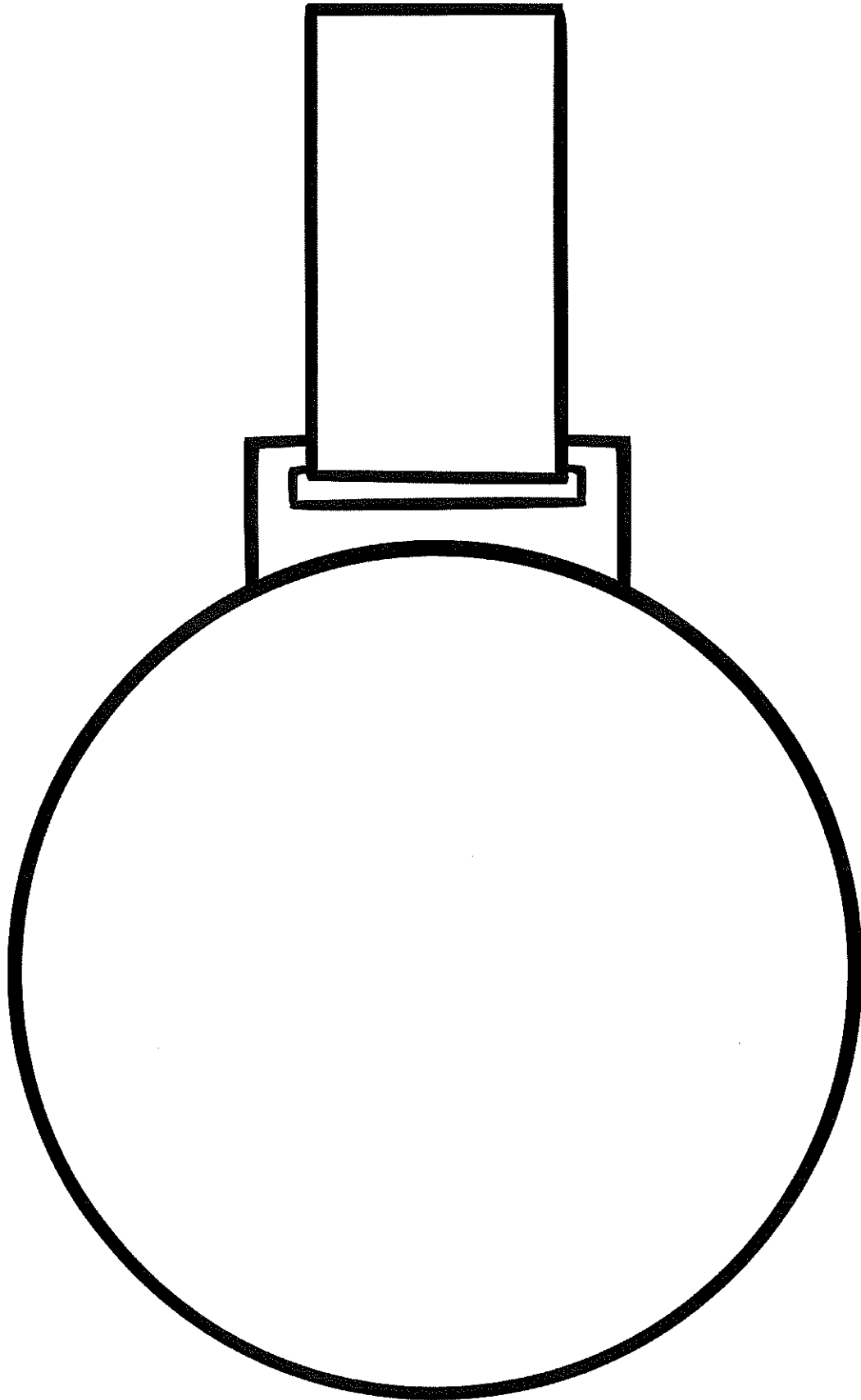
We'll meet again
Don't know where
Don't know when
But I know we'll meet again some sunny day
Keep smiling through
Just like you always do
'Till the blue skies drive the dark clouds far away

So will you please say hello
To the folks that I know
Tell them I won't be long
They'll be happy to know
That as you saw me go
I was singing this song

We'll meet again
Don't know where
Don't know when
But I know we'll meet again some sunny day

We'll meet again
Don't know where
Don't know when
But I know we'll meet again some sunny day
Keep smiling through
Just like you always do
'Til the blue skies
Drive the dark...
We'll meet again

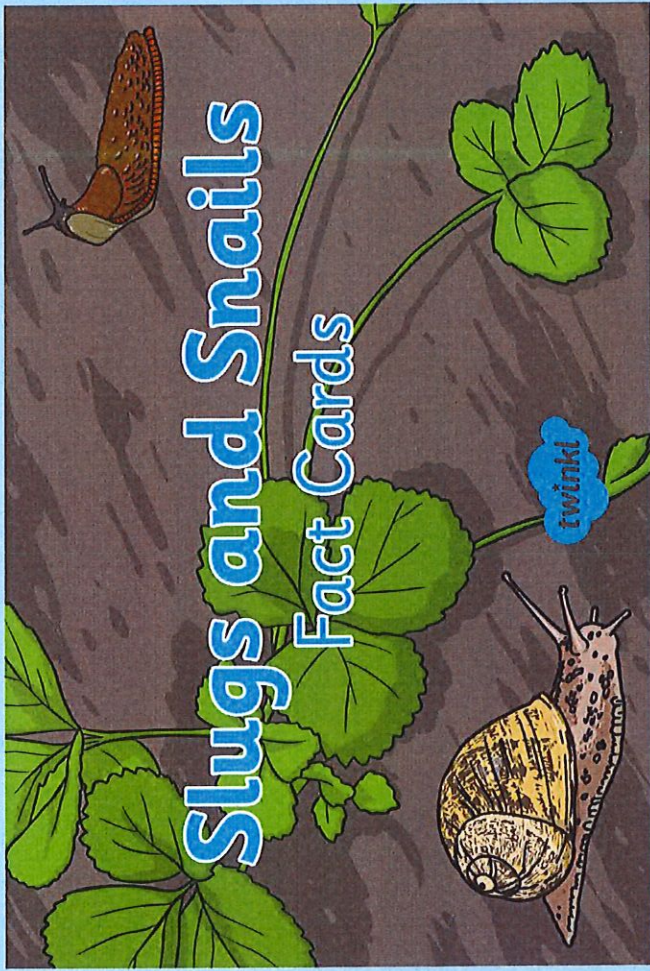
Design a Medal



Slugs and Snails

Fact Cards

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Slugs and Snails

Slugs and snails leave slime behind them as they travel. The slime protects them from the rough ground.



Photo courtesy of Dustin Moor, ydeemair (@jilck.com) - granted under creative commons licence - attribution

Slugs and Snails

Snails and slugs are mainly nocturnal. This means that they like to come out at night or very early in the morning. This is because the sunlight can dry out their bodies.



Photo courtesy of James Yeo, brambljungle (@jilck.com) - granted under creative commons licence - attribution

Slugs and Snails

Snails have a shell. The shell helps to protect them. When the snail feels threatened, it will hide inside its shell.

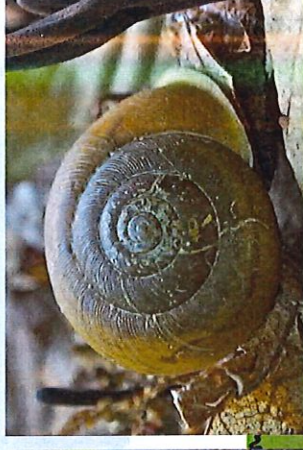


Photo courtesy of Mohamed Bahgat, Dataran Hill Gardens (@jilck.com) - granted under creative commons licence - attribution

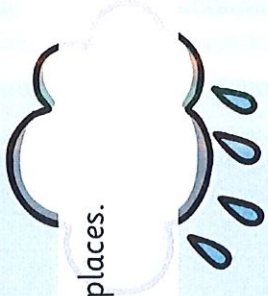
Slugs and Snails

Slugs don't have shells.
This means they have less protection than snails.
However, it also means they can slither under the soil more easily and hide there from any predators.



Slugs and Snails

Slugs and snails like to live in dark, damp places.
They often come out when it rains.



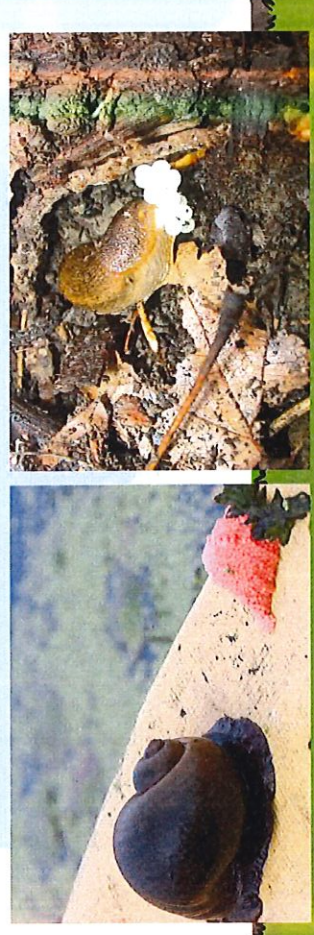
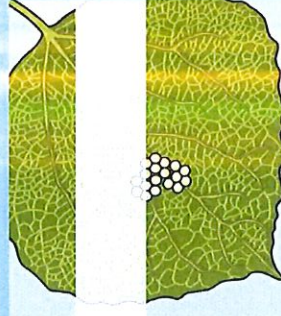
Slugs and Snails

Slugs and snails have four tentacles on their head.
Two of the tentacles are eye-stalks and have their eyes on the end.
The eye-stalks are also used for smelling.
The other two tentacles are for feeling and tasting.



Slugs and Snails

Slugs and snails lay eggs.



Slugs and Snails

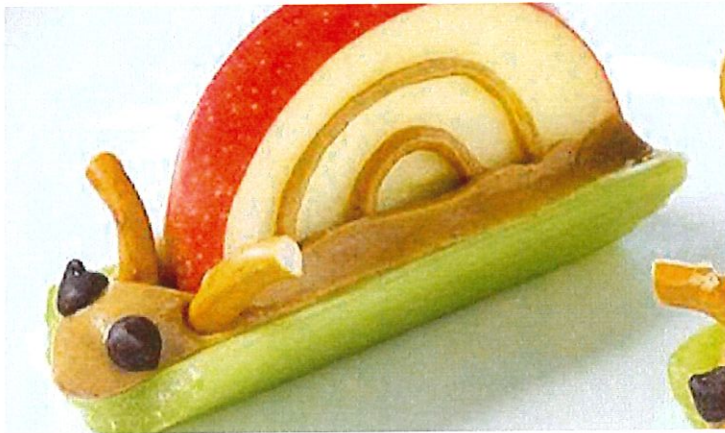
Slugs and snails like to eat leaves.
Farmers and gardeners don't like snails and slugs as they eat the plants that they are growing!



Photo courtesy of Fahadem, Our Enchanted Garden (@fahadem) - granted under creative commons licence - attribution

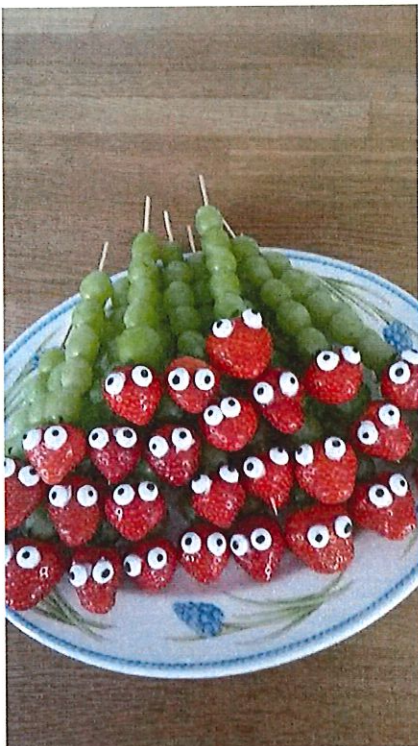
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Snail Snack Ideas

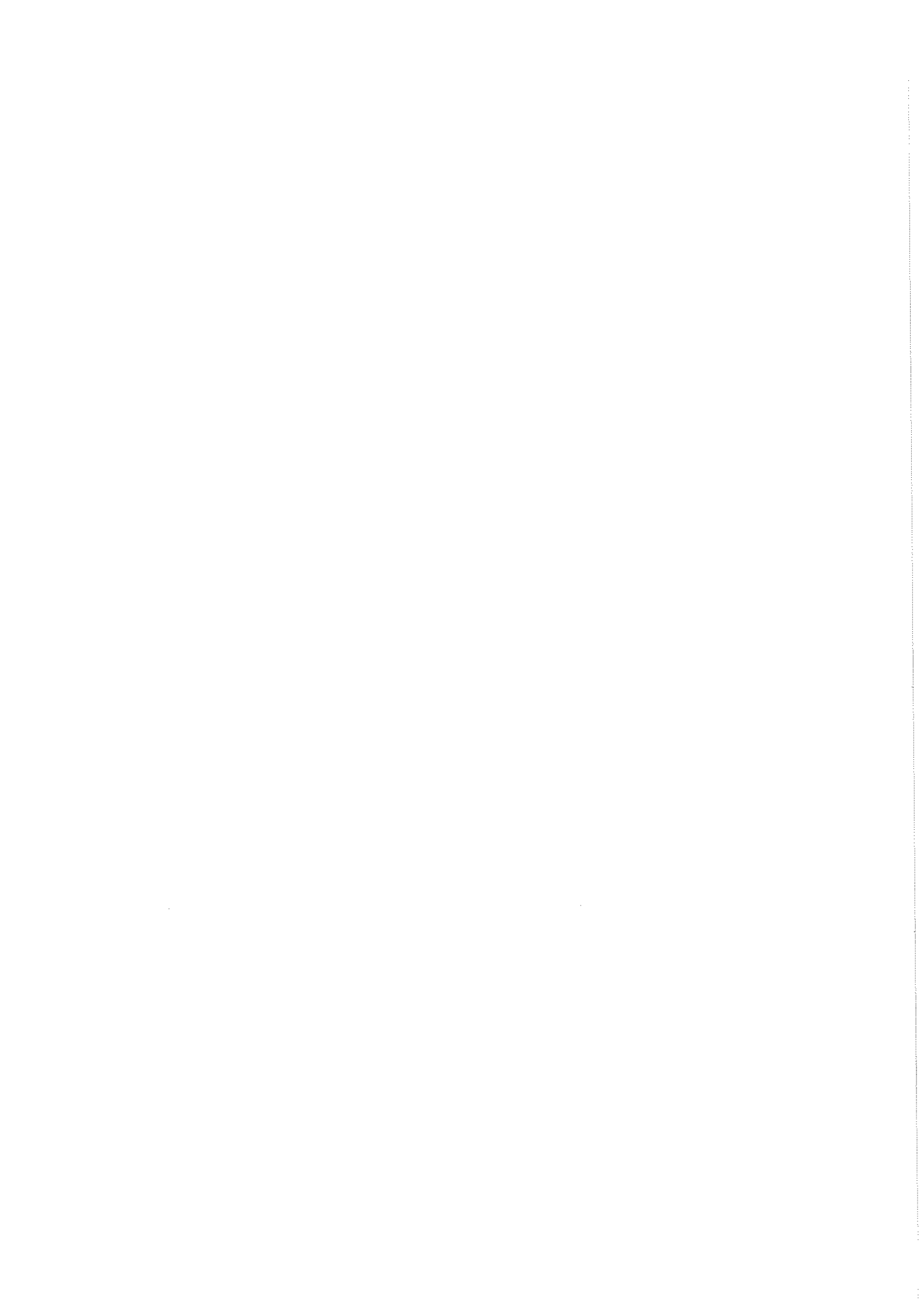


Made with celery, apple, and Peanut butter. You could use chocolate spread.

Snail snacks made with rolled up sandwich, grapes and twiglets.



Fruit worms, made with grapes and strawberries threaded onto wooden skewers. If you don't have skewers you could just lay them together or stick them together with cream cheese or dream topping.

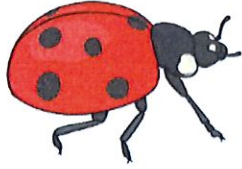


Minibeasts

I Spy and Count Checklist

Count the number of each type of minibeast and write the numeral in the box.

ladybirds



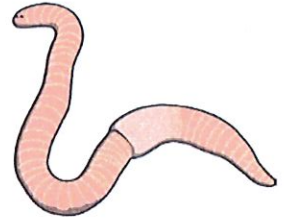
caterpillars



ants



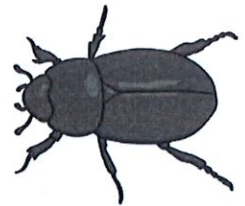
worms



bees



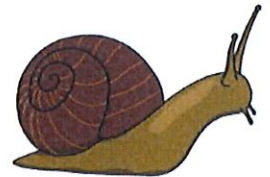
beetles



butterflies



snails



spiders

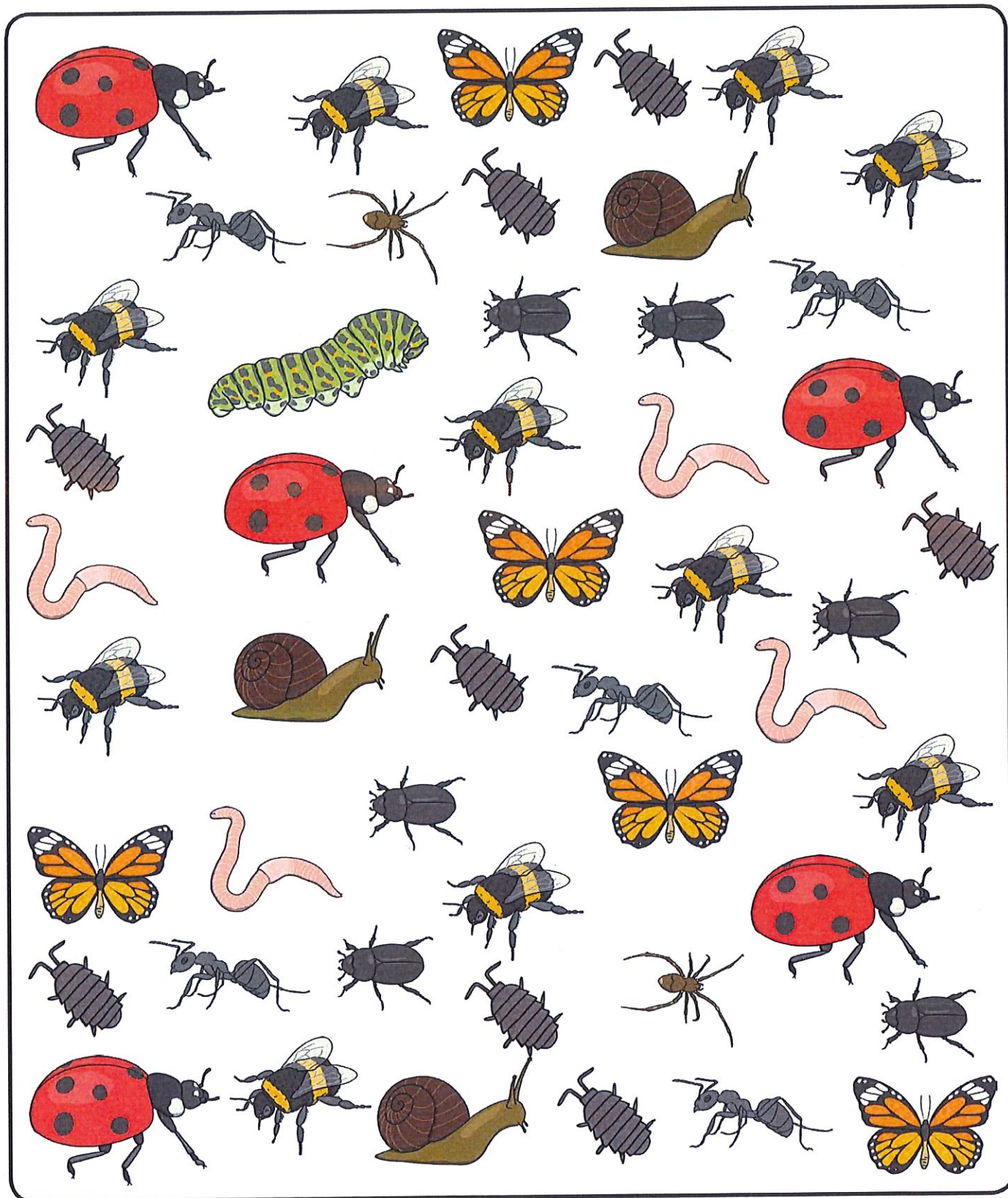


woodlice



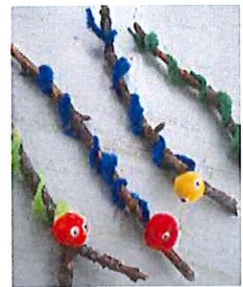
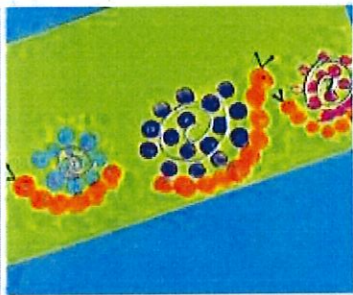
Minibeasts

I Spy and Count



Mrs Archer's Creative ideas

I have incorporated Mrs. Archer's other ideas into the remote learning pack



This is a photo of my attempts at a salt dough worm and a salt dough snail. I don't have any paints at home, so I used some pens to decorate my snail shell - Mrs Stringer



Mrs Stringer's plant diary - 30.4.20

This is what has been happening to my plants that I planted.



My carrots have sprouted some new tops.

My grass seed heads, now have some hair. I wonder how long it will grow?



My peas have grown so tall that I have added some strings for them to grow up.

My sunflowers have grown too!



Recipes for salt dough and play dough

Both these recipes use a cup measurement which many of you may have. If not just choose a small mug from your cupboard as long as you follow the measurements for the rest of the recipe using the same mug it will work.

Salt Dough

Ingredients

1 cup plain flour (250g)

½ cup table salt (125g)

½ cup water (125ml)

Mix all the ingredients together and knead into a ball. Use to make models. Put onto a baking parchment on a baking tray in the middle of the oven.

This needs to be cooked on your oven's lowest heat setting for 3 hours. (If you make really big models then it will take longer). Once cool paint or colour with pens.

Cooked Play dough (This last a long time in an airtight container)

Ingredients

1 cup plain flour

½ cup salt

1 cup water

1 tablespoon of cooking oil

2 teaspoons (or sachets) cream of tartar

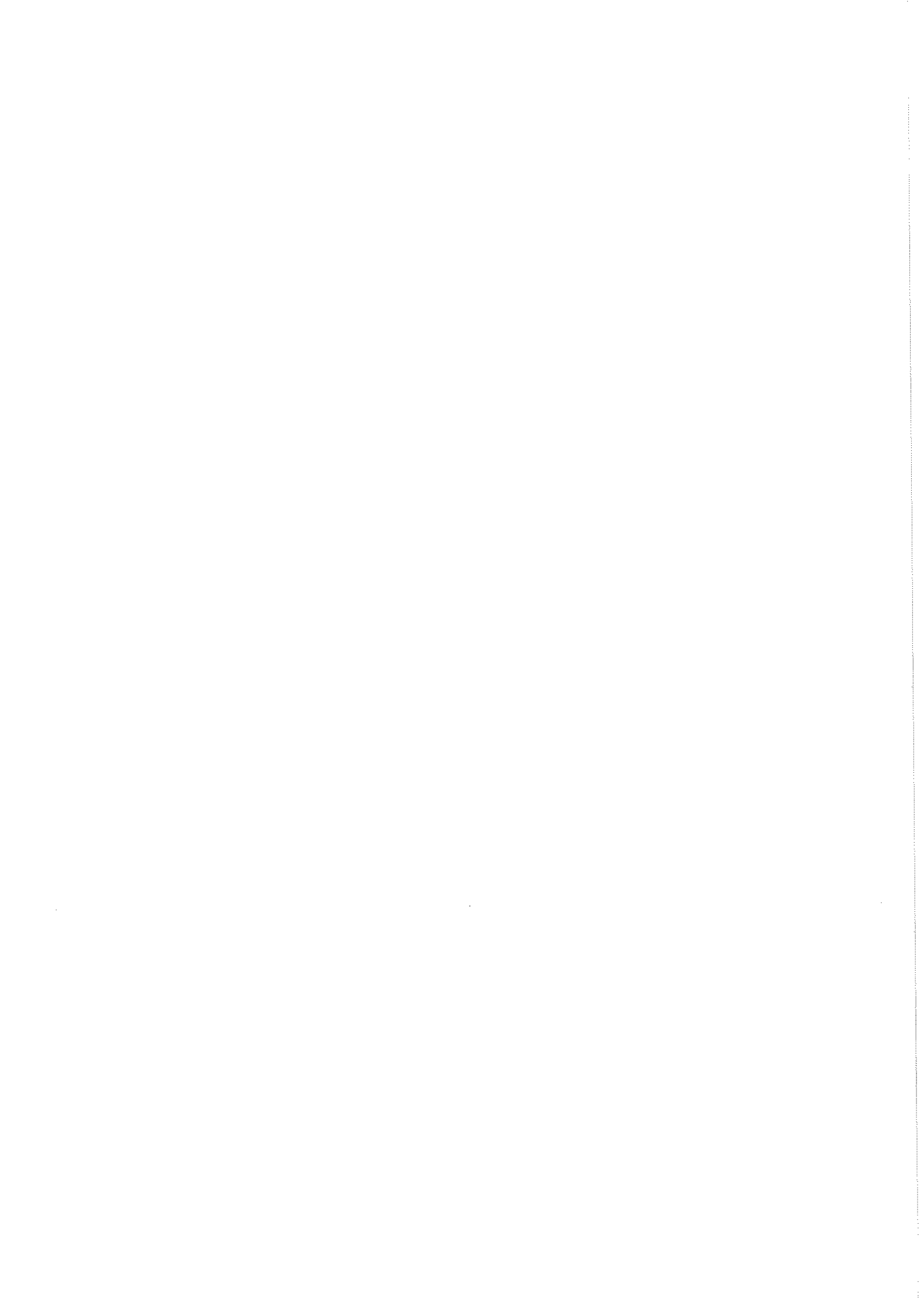
Food colouring, a few drops (optional if you want coloured play dough)

Pan method

Place all ingredients in a saucepan on a low heat. Stir continuously until the mixture begins to thicken to a firm dough texture. Leave to cool and then knead.

Microwave method

Mix all the ingredients into a plastic container (or small bowl) cook for 1 ½ min on full power. Stir the mixture and put on again for 1 min until the mixture has formed a dough. Obviously the time will vary depending on the amount that you make. It may need longer if still runny. Once cool knead thoroughly and then form your models. Remember to keep in an airtight container so that you can reuse it again and again.



Taking Turns

Taking turns is a skill that we learn as young children. Initially, people start out learning to take turns when playing games or participating in sit-down activities. As we get older, we learn to take turns during reciprocal conversation and when we participate in rule-based games and sports.



Taking turns continues to be an important skill even into our adolescence and adult years. People learn to take turns as they participate in structured group activities at school and work and even when they learn to drive a car and wait for the “right of way”.

It is important to teach students to “watch, wait and listen” so that they can anticipate when it is their turn to play or speak or participate when turn taking is required.

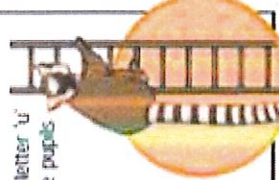
When children are young, it can be helpful to structure turn-taking. Below are some instructions on how to set up a structured turn-taking activity to encourage the skill and reduce the difficulties that come with not knowing how to wait or anticipate taking turns.

Developing an Assembly Turn-Taking Game

- 1 Select an independent, building activity that your child enjoys and that could be turned into a pairs activity.
- 2 Organize the materials of the activity so that turn-taking has to be built in.
- 3 Determine how many turns each player will have to complete the assembly activity.
- 4 Make sure to have the appropriate number of name tags for each person on the turn-taking board.
- 5 Set up all materials in an orderly format.
- 6 Pick a time when you can practice the activity with your child or student.
- 7 Once you have practiced the same activity three times – not consecutively, replace your turn with someone else (preferably another parent, staff person, sibling or student).

The Journey to Cursive: The Letter 'u'



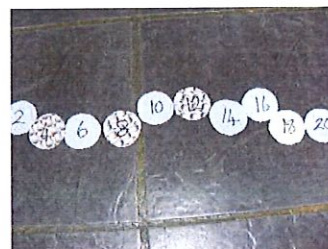
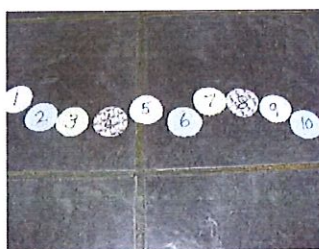
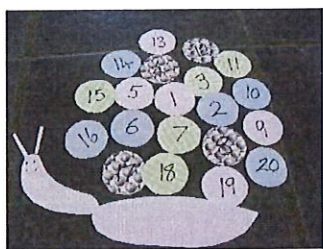
<p>Suggested Order</p> <p>The letter 'u' should be taught as part of a series of lessons, which links to the family it belongs to – the 'ladder' family. Ideally, it would be taught as the third letter in the series of six (l, i, u, t, y, j).</p>	<p>Warm-Up Activity</p>	<p>Gross Motor Warm-Up</p> <p>Happy Hoops: Provide children with a hula hoop. Allow children to explore the hoop and ways to move the hoop by throwing, rolling or spinning. Then, allow children time to move their bodies in and out the hoop, try hula hooping, rolling and jumping in the hoop.</p>	<p>Fine Motor Warm-Up</p> <p>Children play a range of clapping games to develop hand strength and hand-eye coordination. See Adult Guidance - Clapping Games for more ideas.</p>
<p>1 Let's Get Ready to Write!</p> <p>Early Learning Goal - Children handle equipment and tools effectively. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children show good control and co-ordination in large and small movements.</p> <p>Match It - In preparation for this activity, you will need to cut out and laminate the shapes and letters from the Pattern and Letter Matching Pairs Activity and place them in a large activity tray. The aim of the activity is for children to find matching pairs of either shapes or letters. You could add rice, pasta or sand over the matching pairs cards for an extra, added challenge.</p> <p>Provide children with tweezers, fishing rods, scoops or other tools to help to discover the cards. As they find a matching pair, encourage the children to run their fingers over the patterns or letters and discuss their shapes.</p>	<p>2 Forming Letter Families</p> <p>Year 1 - Sit correctly at a table, holding a pencil comfortably and correctly. Begin to form lower case letters in the correct direction, starting and finishing in the right place. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p> <p>Introduce the letter name and the sound (phoneme) of the letter 'u'. Show the animation of how to form the lower case letter 'u'. Ask children if they know which letter family the letter 'u' belongs to? Explain that this letter belongs to the ladder family (l u t y j). Children practise air writing the letter shape 'u' with their preferred hand. They could also practise air writing on the table, on body parts or on a friend's back, where appropriate. Make large and small letter shapes. Remind children of the correct pen/pencil grip using the Lesson Presentation prompts or the How to Grip a Writing Tool Poster. Remind them of the appropriate seating position and posture for good handwriting using the visual prompt on the Lesson Presentation or use the Let's Look Ready to Write Poster.</p> <p>Remind the children how to position their paper correctly. Model how to complete the first part of the Letter 'u' Activity Sheet.</p> <p>Children practise writing the letter 'u' using the Letter 'u' Activity Sheet.</p> <p>The children could also complete the Letter 'u' Extra Practice Activity Sheet.</p>	<p>3 Positioning & Pre-Cursive</p> <p>Year 2 - Start using some of the diagonal and horizontal strokes needed to join letters.</p> <p>Show the children how the letter 'u' is formed on the Lesson Presentation. Explain that the letter 'u' should be correctly positioned between the baseline and midline. Can the children think of other letters that should be the same height? Which letters are taller? Which letters are longer and go below the baseline?</p> <p>Remind the children of the correct seating position, pen/pencil grip and how to position their paper correctly using the Lesson Presentation.</p> <p>Discuss how they will be forming pairs of letters and short words with perfectly-sized and formed 'u's. Emphasise the need to add in the diagonal flicks that will begin to join their letters together at the next stage. Children practise writing words containing the letter 'u' and other letters of the same height, taller letters and longer letters using the Positioning the Letter 'u' Activity Sheet.</p>	
<p>4 Joining Letters</p> <p>Year 3 and 4 - use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Explain to the children that they will be learning about joining from the letter 'u'. Look at the Lesson Presentation which demonstrates diagonal joins to other letters of the same height (uc), descenders (up) and ascenders (uh, ul). Ask the children to use their magic pencil fingers in the air to following each two letter joining pattern.</p> <p>Remind the children of the correct seating position, pen/pencil grip and how to position their paper correctly using the Lesson Presentation. The children then complete the Joining the Letter 'u' Activity Sheet, which practises joining using diagonal letter joins.</p> <p>The children can then use the Letter 'u' More Joining Practice Activity Sheet.</p>	<p>5 Increasing Fluency, Style & Speed</p> <p>Year 5 and 6 - Use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.</p> <p>Explain to the children that they are going to be looking at the letter 'u'. Using the Lesson Presentation, discuss places where you would not use a lower case, joined style. Explain that there will be occasions where they are asked to fill out forms using only legible, capital letters. Remind the children of the correct seating position, pen/pencil grip and how to position their paper correctly using the Lesson Presentation. Children then complete the Urula's Passport Application Activity Sheet.</p> <p>The children could also complete the Fluency, Style and Speed Practice: The Letter 'u' Activity Sheet.</p>	<p>6 Assessment Activities</p> <p>Step 1 Can the children match up the same patterns and letters? Can they trace the shapes with their finger accurately?</p> <p>Step 2 Can the children form the letter shape 'u' appropriately, starting and finishing in the correct place? Ask the children to put a ⊕ next to the favourite letter 'u' shape that they have written?</p> <p>Step 3 Are all of the letters of an appropriate height or length? Is the letter 'u' consistently formed between the baseline and midline? Have the pupils added the diagonal flicks that will begin to lead in to joining?</p> <p>Step 4 Which diagonal join is easiest for them to form? Why? Is it easier to join to a letter of the same height, an ascender or a descender? Why?</p> <p>Step 5 Can the children discuss when different unjoined style or capitalisation may be used? Can they write in block capitals in a neat, legible style?</p> 	

Week 5 (4.5.20) - Ideas for Maths and Literacy

Maths - Please remember to count daily up to 20 or beyond if your child is able. Counting can be fun, count as you go upstairs, count how many jumps you can do without stopping, count the cutlery as you lay the table, count fruit, count plants, count toys etc.

1. Make some number disks from paper. Write out the numbers from 1-10 or 1-20 depending on your child's ability. Get your child to say each number name in sequence. Can you put the disks together to form a worm shape? Can you arrange the disks to make a snail spiral? Numbers could be arranged in order in both these shapes. If that becomes too easy, arrange the numbers randomly and see if your child can still recognise them. It might be easier to have a worm shape and a spiral already drawn to put the numbers on to.

2.



As an extension you could use higher numbers if your child can manage above 20. To extend your child even more you could choose to count in 2's only giving them 2,4,6,8,10,12,14,16,18,20 (even numbers) or 1,3,5,7,9,11,13,15,17,19 (odd numbers)

3. Positional Language. Using a little paper worm or snail and a plant pot or dish, get your child to put the worm or snail in the position that you say. Use the vocabulary on, in, by the side (or next to), under, in front, behind and under. Use a whole sentence by saying, "Could you put the snail in front of the flower pot? If they do not know where to put the snail, then you could show them. When you have tried all the positions, you could put the snail in position and get your child to use the vocabulary and tell you where it is. Encourage your child to use full sentences and say, "The snail is behind the flower pot". As an extension you could use different sizes of pots or different items such as a small bag, a small chair, a plastic tub etc. You could use them separately or together. Can you put the snail next to the large plastic pot, can you put the snail under the chair etc.?



Literacy – Please get children to write their names every day if possible. They can trace over your writing, copy their name from one already written for them, or write their name independently. Please try to encourage correct letter formation. Putting a dot in a different colour to show where the letter begins is often helpful.

These are the letters we have already had as letter of the week.

s, t, r, m, c, h, a, n, f, d, e, w, g, u

This next game should be just about 5 minutes, but needs lots of repetition:

We have been following the Phase 1 part of Letters and Sounds which is our Phonics teaching. (Jolly Phonics helps us to teach phonics in school too). We have worked through the different phases and when the children stopped school we had reached the Phase 6 part which is called Voice Sounds. I will use some of the activities from this each week.

1. For this game you could use an existing toy, such as a doll, puppet, toy animal etc. or you could make a simple robot using a cardboard box.
In this game children are encouraged to sound out the sounds in words, a bit like a robot talks c-a-t. Have ready a bag of pictures or objects (e.g. cat, dog, mug, pan) and sound out and blend the phonemes in their names. (At this point just choose words with three sounds). Get your child to take out a picture or an object from a bag. Hold it up and tell them that you are going to sound out the sounds in the word a bit like a robot. Demonstrate what you mean by choosing a toy and sounding out its name i.e. d-o-g. Then blend the sounds together and say dog.
Get your child to sound out with you once they get the idea of the game, they need to sound out and then blend the sounds to say the word altogether. E.g. d-o-g, dog. Once you have completed one object put it to one side and choose another. It may take several goes before your child gets the idea.
Don't worry if they cannot do this without support at the moment as it is quite tricky for them. If you just do a few objects each day and then repeat them the next they will begin to get the idea. If they need to copy you all the time, that is fine they are still learning.

2. For writing this week it might be fun to make some simple patterns for your child to trace over. You could make wiggly worm patterns, snail spirals and other patterns.



Other patterns could include drawing around a hand, bumpy lines or perhaps diagonal lines.

