


PLEASE BE AWARE THAT ZOOM MEETINGS ID HAS CHANGED, THE PASSWORD IS THE SAME AND THE TIMES FOR TUESDAY PM AND THURSDAY AM REMAINING THE SAME. THE NEW LOGINS ARE IN THE PACK.

Play our guessing game on Zoom – What is my favourite fruit? – bring your fruit hidden in a bag, can we guess what it is? You might need to give us clues.

This week's plan for Ducklings – Summer 2 week 2

Date: 8th June Theme: Picnics and Parties – Fruits (Oliver's Fruit Salad)

EYFS	Activity	Location	Save or send in?	Done Yes/No
<p>Maths Number Shape and space</p>	<p>A fruit I Spy sheet is included in the pack. You could use it on screen and count how many different fruits there are, or how many green ones, or yellow ones etc. This is also a good way of talking about the names of different fruits.</p> <p>Fruit Salad Addition sheet is in the pack, you can either print it off for counting or do it on the screen and get your child to write the answers on a sheet of paper. (They may need to overwrite the numeral if they struggle)</p> <p>Maths ideas sheet number – weekly</p> <p>Fruit and Vegetable sorting game on Purple Mash – Set as a 2do</p> <p>If you enjoyed last week's pictogram – try this! Purple Mash (2 count is set as a 2do) – Make a fruit pictogram. Once on the 2do, scroll down the menu bar on the left hand side of the screen and choose fruits.</p>	<p>Emailed pack</p> <p>Emailed pack</p> <p>Emailed pack</p> <p>Website</p> <p>Website</p>	<p>Enjoy</p> <p>Save into purple mash folder</p>	
<p>CLL and Literacy</p>	<p>Letter of the week – o for orange Find items beginning with the o sound either around the house or in the garden Look at the o 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 sheet</p> <p>The focused text for this week is, 'Oliver's Fruit Salad by You can watch this story on You tube</p>	<p>Resources from home</p> <p>Emailed pack</p> <p>Emailed pack</p> <p>Website</p>	<p>Take a photo if you are able.</p>	

	<p>Another fun story on You tube is: Fruit for Kids Funny English Stories for Kids from Steve and Maggie by Wow English TV Purple Mash – Mini mash – reading and writing section- matching games- Letters a-z jigsaws – alphabet paint projects 'letter o' Set as a 2Do in mini mash</p>	You tube	Enjoy!	
Technology	<p>Make a fruit basket. I tried a weaving one and one made from a cardboard box. I have put my ideas in the pack for you to try if you want to. Maybe you can think of another way to make a basket.</p> 	Resources from home	Take a photo if able	
Understanding The World	<p>When you get your shopping, look at the fruit labels and check where some of your fruit comes from. Can you name the countries and then find them on a map? Which fruits are grown in Britain? Can you find where on a map of Britain?</p> <p>Taste a range of fruits and say which ones you like and which ones you don't. If you are able you could try some fruits that you don't normally have. Think about the smell, the texture and the colour.</p> <p>There is a sheet in the pack called 'Where do fruits grow' that you could use on screen or print off. It has both fruits and vegetables and the children need to think about how they grow, do they grow on bushes etc. Also a really good talking point.</p> <p>Watch Come outside – Marmalade on you tube Watch Come outside – Apples on you tube Mr Bloom - Here and There - 3 - Apple Orchard Peppa Pig Full Episodes - Grandpa Pig's Greenhouse - Cartoons for Children</p>	<p>Home Resources</p> <p>Home resources</p> <p>Emailed pack</p> <p>You tube You tube You tube You tube</p>	<p>Put in purple mash folder Enjoy!</p> <p>Enjoy!</p>	
Expressive Arts Art	<p>Paint or draw a range of different fruits. Really look at the shape and colour of the fruit. If you can cut some in half it is good to paint what you can see inside them too.</p> <p>You can draw some fruits into a bowl using Purple Mash too – Fruit Bowl is set as a 2do</p>	<p>Resources from home</p> <p>Website</p>	Take a photo if able	

8.6.20 - Summer 2 week 2 - 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.

To extend this counting now, you could get your child to count on in 1's from different numbers e.g. start at 3 and count to 11, start at 2 and count to 12 etc.

1. Missing numbers

Write number 1-5, 1-10 on small pieces of paper. You may have some from other number activities that we have done before or you may have your own number cards.

Put out some of the numbers either from 1-5 or 1-10 depending on your child's ability. Leave gaps where there are missing numbers. Show your child all the left over numbers, can they put the right ones into the number line to make it correct?

You could do this activity several times missing out different numbers each time. If they find it too hard, you could write out a number line for them to see and then they can match the numbers that are missing.

If they are really good at the activity you could try higher numbers 1-20.



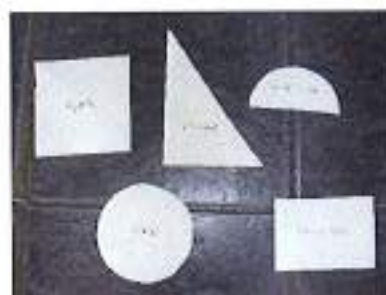
2. Shapes

Revisit 2D shapes. If you have shapes, you can use your own if not, just draw some on paper. Square, circle, rectangle, triangle and perhaps add semi-circle or pentagon and hexagon for those who might need pushing more.

If you say the name first then your child can select the correct shape, this is sometimes easier because they cannot always remember the names. Then once your child can do that successfully get them to name the shapes themselves.

You could look at the shapes and talk about how many sides, points they have, why is a square not the same as a rectangle (it's sides are all the same length). There are some shape flashcards to look at on screen or print off if you are able to.

Some are too hard, just choose the most common to start with.



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, b, i, p, o

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 now completed phase 6 of Letters and Sounds and can begin phase 7

Phase 7 Oral blending and segmenting (To develop oral blending and segmenting of sounds in words)

1. Clapping sounds

Think of some words using the letters s, a, t, p, i, n, such as sat, pin, pat, tap, pit, pip, sip etc. Then sound out these words clapping each individual sound as you do so, p-i-n and then blend the word together again and say pin. Once your child gets the idea, they can join in with you saying and clapping the sounds and then blending them to say the word. They may not be able to hear the word from the sounds at the moment, but it is good for them to hear it. Try the same with the other words.

2. Writing

Have a set of fruit pictures, either draw them yourself, cut them out of a magazine or there are some in this week's pack. I thought apple, orange, pear, mango, banana, grapes, lemon and strawberry would be enough. Get your child to write out the first sound of each of these fruits onto a small piece of paper. (They may need help with this, either overwriting or copying the letter).



Can your child say the name of the fruit and find the correct initial sound from the selection? It might be good to limit the amount of fruits and letters initially to about 4 and then start to add others when your child is able to match them confidently. They could put the correct sound onto each fruit picture. As an extension after this activity you could get your child to write the whole name of the fruit, by either copying the name or overwriting it

The Journey to Cursive: The Letter 'o'

Suggested Order

The letter 'o' should be taught as part of a series of lessons, which leads to the family it belongs to – the 'oily caterpillar' family. Ideally, it would be taught as the final letter in the series of nine (c, a, d, e, s, g, l, q, o).

Gross Motor Warm-Up

Tight Tummies: Children find a space on a mat and lie flat on their backs. Can they stretch themselves into a long shape by pointing their fingers and toes? Next, they should carefully lift their arms and legs up off the mat to make a 'dot' shape. Can they rock themselves gently while holding their tummy muscles tight?

After holding the stretch for a couple of seconds, they should slowly lower themselves to the ground and repeat the movements after taking a short rest. Can they repeat the 'dot rock' five times?

WARM-UP ACTIVITY

Fine Motor Warm-Up

Finger Walking: Children use their middle and index fingers to make a pair of walking legs!

Can they slowly walk their fingers across the table? How far can they walk their fingers? Can they walk them at different speeds and in different directions?

Let's Get Ready to Write!

Early Learning Goal - Children handle equipment and look effectively. Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, shape, texture, form and function.

Cut It: Provide children with suitable scissors relevant to their stage of cutting. Model how to use scissors appropriately especially the safety aspect of moving with scissors, changing cutting direction, etc. Use the **Cutting Skills Resource Pack** to provide a variety of 3- and 4-stage cutting activities. Use the **Lesson Presentation** to share the appropriate way of using and carrying scissors.

To differentiate the activity, enable children with emergent cutting skills, to complete the straight line cutting activities in the pack, with support.

2

Forming Letter Families

Year 1 - Sit correctly at a table, holding a pencil comfortably and correctly. Begins to form lower case letters in the correct direction, starting and finishing in the right place. Understands which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practice them.

Introduce the letter name and the sound (phoneme) of the letter 'o'. Show the animation of how to form the lower case letter 'o'. What sounds can an 'o' make in words? Ask children if they know which letter family the letter 'o' belongs to? Explain that this letter belongs to the curly caterpillar family (c, a, d, e, s, g, l, o). Children practise air writing the letter shape 'o' 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 pencil grip using the **Lesson Presentation** prompt or the **How to Get a Writing Tool Prompt**. Remind them of the appropriate sitting position and posture for

good handwriting using the visual prompt on the **Lesson Presentation** or use the **Let's Look Ready to Write Poster**.

Remind the children how to position their paper correctly. Model how to complete the first part of the Letter 'o' Activity Sheet.

Children practise writing the letter 'o' using the Letter 'o' Activity Sheet.

The children could also complete the Letter 'o' Extra Practice Activity Sheet.

Positioning & Pre-Cursive

Year 2 - Start using axes of the diagonal and horizontal strokes needed to join letters.

Show the children how the letter 'o' is formed on the **Lesson Presentation**. Explain that the letter 'o' always needs to fit between the baseline and midline, then they need to add a horizontal tick from the top of the letter that will start to help them to join their handwriting.

Remind the children of the correct seating position, pencil grip and how to position their paper correctly using the **Lesson Presentation**. Children practise writing a line of double 'oo' with horizontal ticks on the **Positioning**

the Letter 'o' Activity Sheet.

Can they think of any common words that contain an 'oo' pattern? Children practise writing common exception words with 'oo', 'oor' and 'oar'. Can they think of any common words that contain 'oo'? Children practise writing common exception words with 'oo', 'could', 'would' and 'should'. Children complete the **Positioning the Letter 'o' Activity Sheet**.

4

Joining Letters

Year 3 and 4 - Use the diagonal and horizontal strokes that are needed to join letters.

Explain to the children that they will be learning about joining the letter 'o' using a horizontal letter join. Look at the **Lesson Presentation** which demonstrates how to form a horizontal letter tick from the top of the body of the letter 'o' to join onto other letters. They then practise joining to anticlockwise letters to form the letter patterns 'oo' and 'oa'. The children will need to stop their pen or pencil and reverse their hand movement to form the anticlockwise letters. Remind the children of the correct sitting position, pencil grip and how to position their paper correctly using the **Lesson Presentation**. The

children then complete the first section of the **Joining the Letter 'o' Activity Sheet**.

Show the children how to use the same horizontal tick from 'o' to join to an ascender (all) and a descender (ag) using the **Lesson Presentation**. The children then complete the rest of the **Joining the Letter 'o' Activity Sheet**.

The children can then use the **Letter 'o' More Joining Practice Activity Sheet** to practice more horizontal joins from the letter 'o'.

5

Increasing Fluency, Style & Speed

Year 5 and 6 - Choose the writing implement that is best suited for a task. They should be clear about what standard of handwriting is appropriate for a particular task.

Supply the children with a variety of writing implements, for example, ballpoint pens, HB pencils, fountain pens, felt tips, coloured crayons, fine liners and marker pens. Use the **Lesson Presentation** to introduce the jet-setting character, Diamond Oliver, and discuss how the children are going to experiment writing his name for different purposes using what they believe to be the most suitable tool and style on the **Selecting Styles and Tools Activity Sheet**.

Remind the children of the correct seating position, pencil grip and how to position their paper correctly using the **Lesson Presentation**. Discuss how sometimes writing may be more suitable joined, left unjoined or capitalised.

The children could also complete the **Fluency, Style and Speed Practice: The Letter 'o' Activity Sheet**.

Assessment Activities

Step 1 - Can children complete cutting of straight line, circular or more complex shapes? Can children use scissors to cut independently?

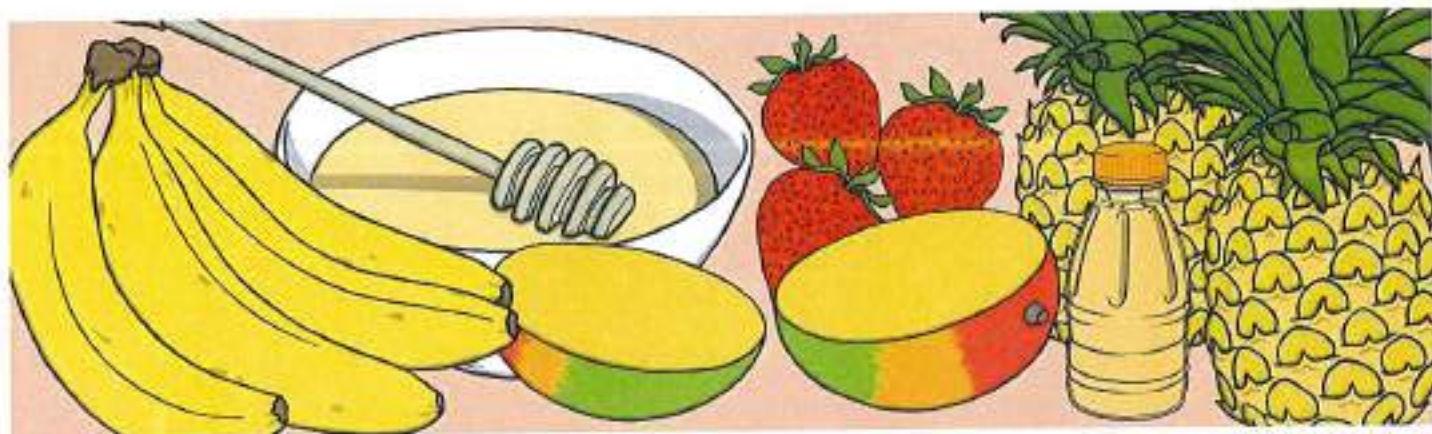
Step 2 - Can the children form the letter shape 'o' appropriately, starting and finishing in the correct place? Ask the children to put a 'o' next to the favourite letter 'o' shape that they have written?

Step 3 - Can the children form the letter 'o' between the baseline and midline? Can they add a horizontal tick that will begin to join their letter 'o' onto subsequent letters?

Step 4 - Can the children join from the letter 'o' to other letters using a horizontal join? Can they join accurately and consistently to anticlockwise letters? Can they form a horizontal join from 'o' to ascenders and descenders?

Step 5 - Can the children discuss when different writing implements, and styles are most suitable for a task? Can they identify situations where speed is more important than style or vice versa?





Superhero Red and Yellow Smoothie

Ingredients

Red Smoothie

150g frozen strawberries

120ml raspberry juice (or raspberry and cranberry juice/raspberry and beetroot juice)

1 tsp honey

Yellow Smoothie

160g mango

120g pineapple

1 small banana

120ml orange juice

6 ice cubes

Equipment

Blender

Knife

Chopping board

Transparent tumblers/cups

Method

1. The night before making the smoothies, cut the banana into slices and place in the freezer.
2. To make the red smoothie, simply place the strawberries, raspberry juice and honey in a blender and blitz until smooth.
3. Pour the smoothie half of the way up each cup and place in the freezer for 10 minutes.
4. Wash out the blender and make the yellow smoothie by adding the mango, pineapple, banana, orange juice and ice cubes, then blitzing until smooth.
5. Remove the cups with the red smoothie from the freezer and add the yellow smoothie on top of each.



Fruit art



Don't forget to eat your artwork after you have made it!

Fruit Basket Ideas

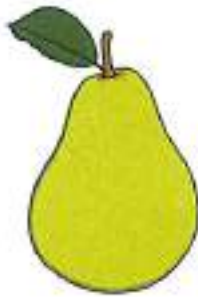
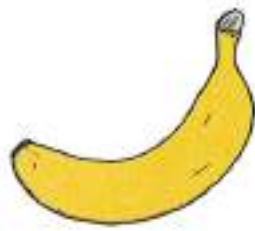


This one is quite tricky!

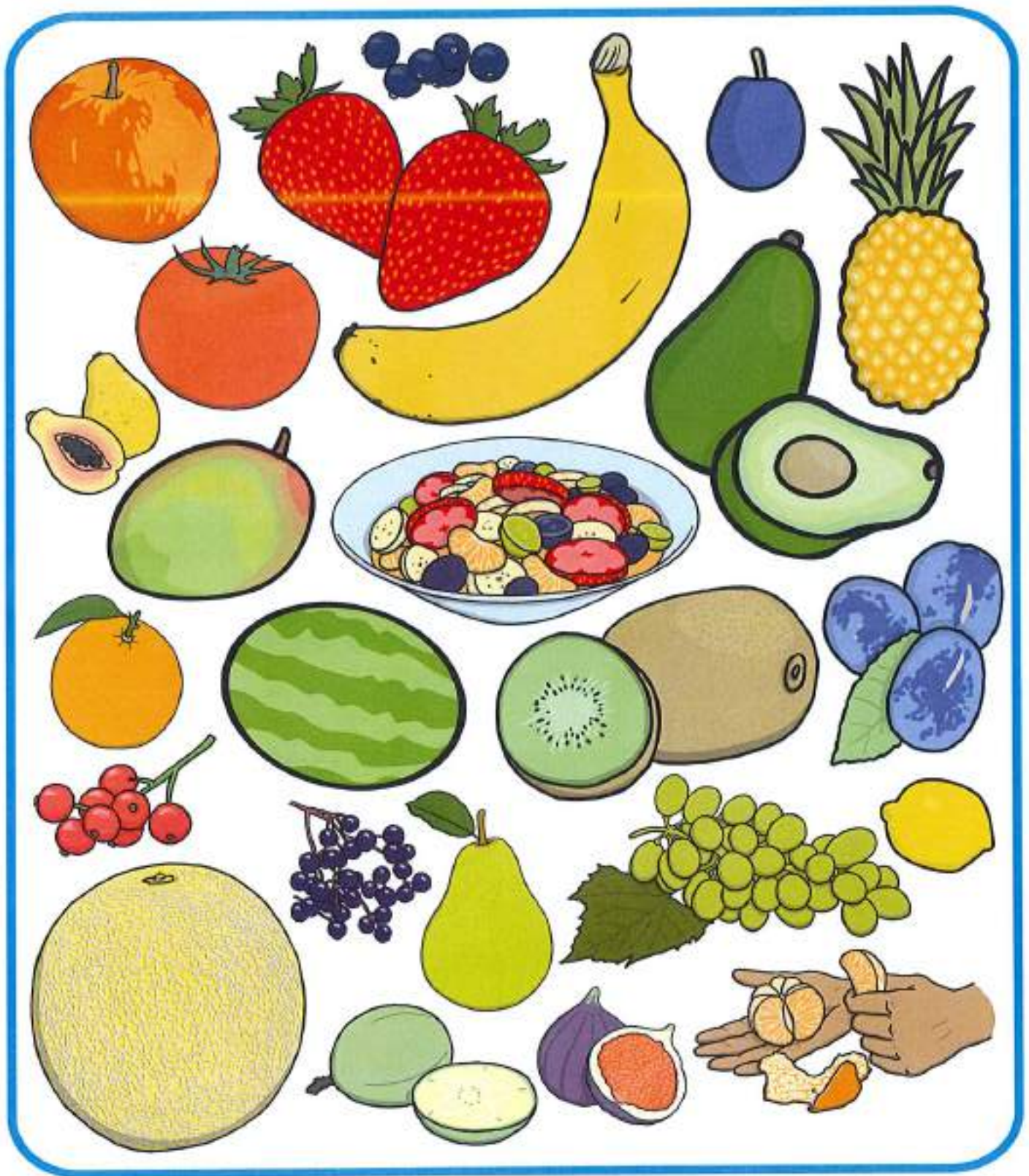
I started with a circle of card, you could also use a paper plate. Draw a smaller circle in the centre. Cut lines to the centre circle, I cut a small piece of each tag so that it overlapped a bit easier. Make holes in the top with a hole punch. Bend each small piece up from the middle circle. Weave string or wool in an out of the holes and pull gently. Tie off and then add a cardboard handle.



This one started as a small cardboard box. I covered the box with some old wrapping paper and added a cardboard handle. This one was much easier.



I Spy With My Little Eye



apple



banana



orange



pear



lemon



tangerine



lime



grapes



mango



plum



pineapple



avocado



strawberry



blueberry

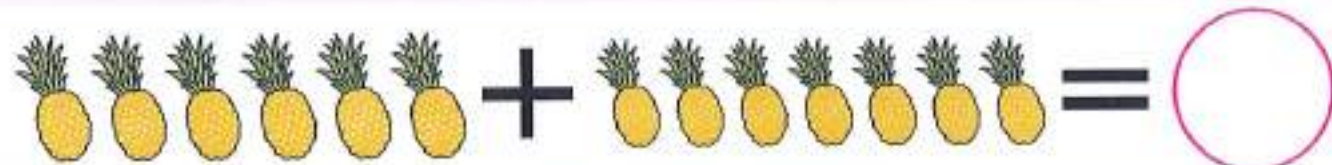


raspberry



Fruit Salad

Write down the answers in the circles.





Apple



Orange



Pear



Peach



Red Grapefruit



Grapefruit



Date



Apricot



Passionfruit



Black Cherry



Red Cherry



Red Grapes



Green Grapes



Black Grapes



Plum



Mandarine



Guava



Watermelon



Melon



Pineapple



Lychee



Fig



Banana



Strawberry



Papaya



Carambola



Raspberry



Lemon



Pomelo



Cranberry



Blueberry



Coconut



Pomegranate



Kiwi



Mango

Where do Fruits and Vegetables Grow?

Where do these different fruits and vegetables grow?



apples



grapes



oranges



potatoes



onions



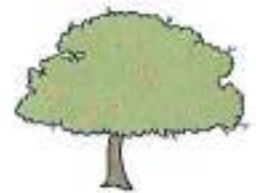
pumpkins



carrots



raspberries



trees



bushes



vines



under the ground

- Why not have a go at growing some of these fruits and vegetables?
- You could go to the garden centre and see if you can find them growing there.
- Can you add any fruits or vegetables to the list?

2D Shape Word Mat



circle



rectangle



triangle



oval



octagon



square



heptagon



rhombus



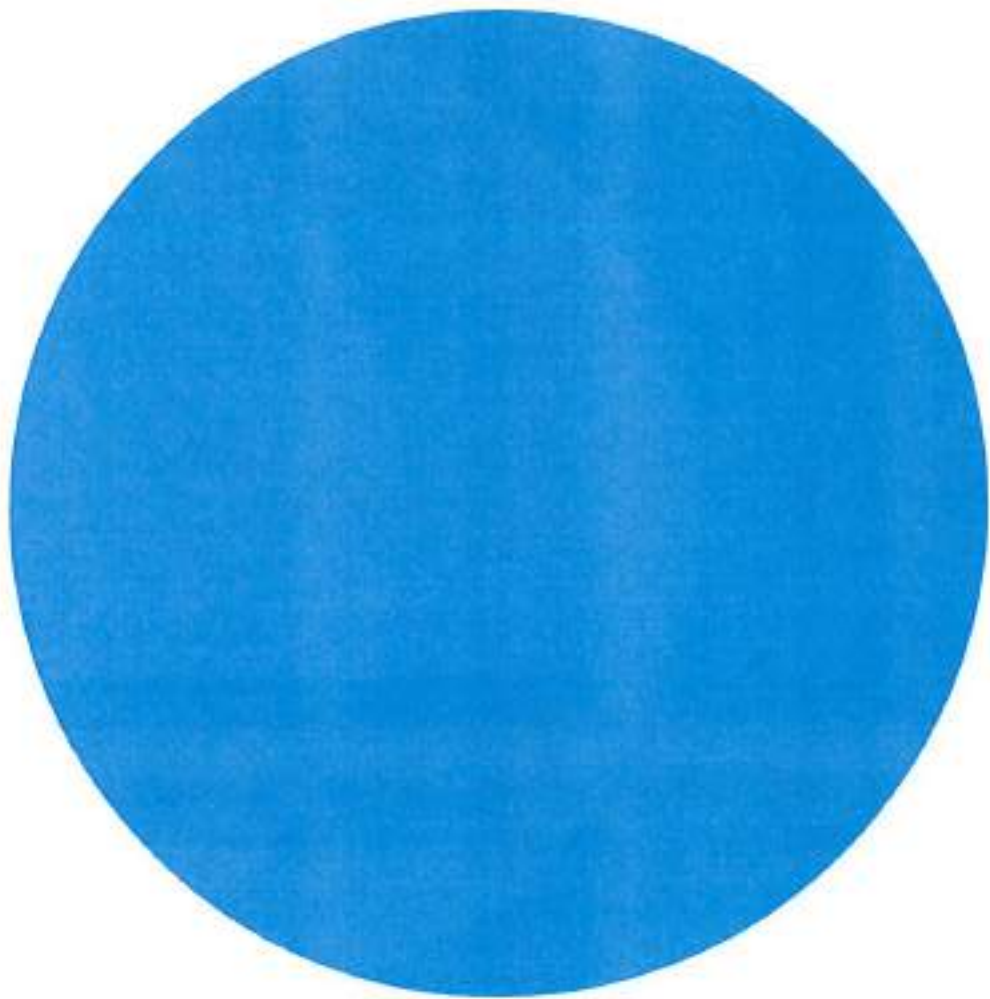
pentagon



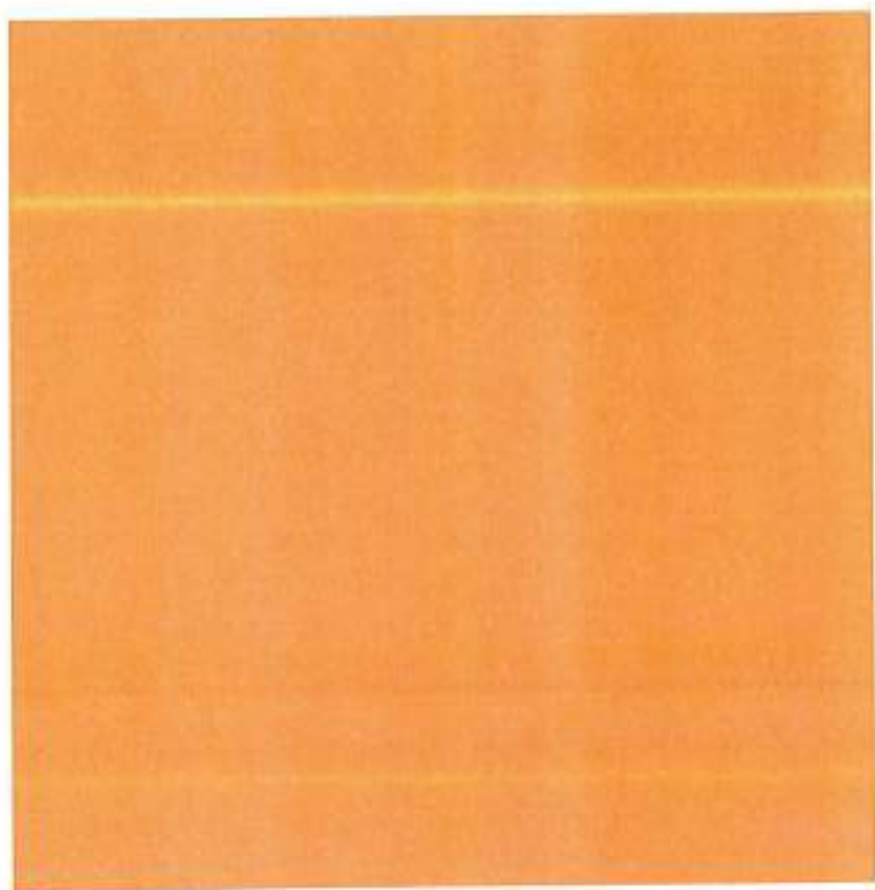
hexagon



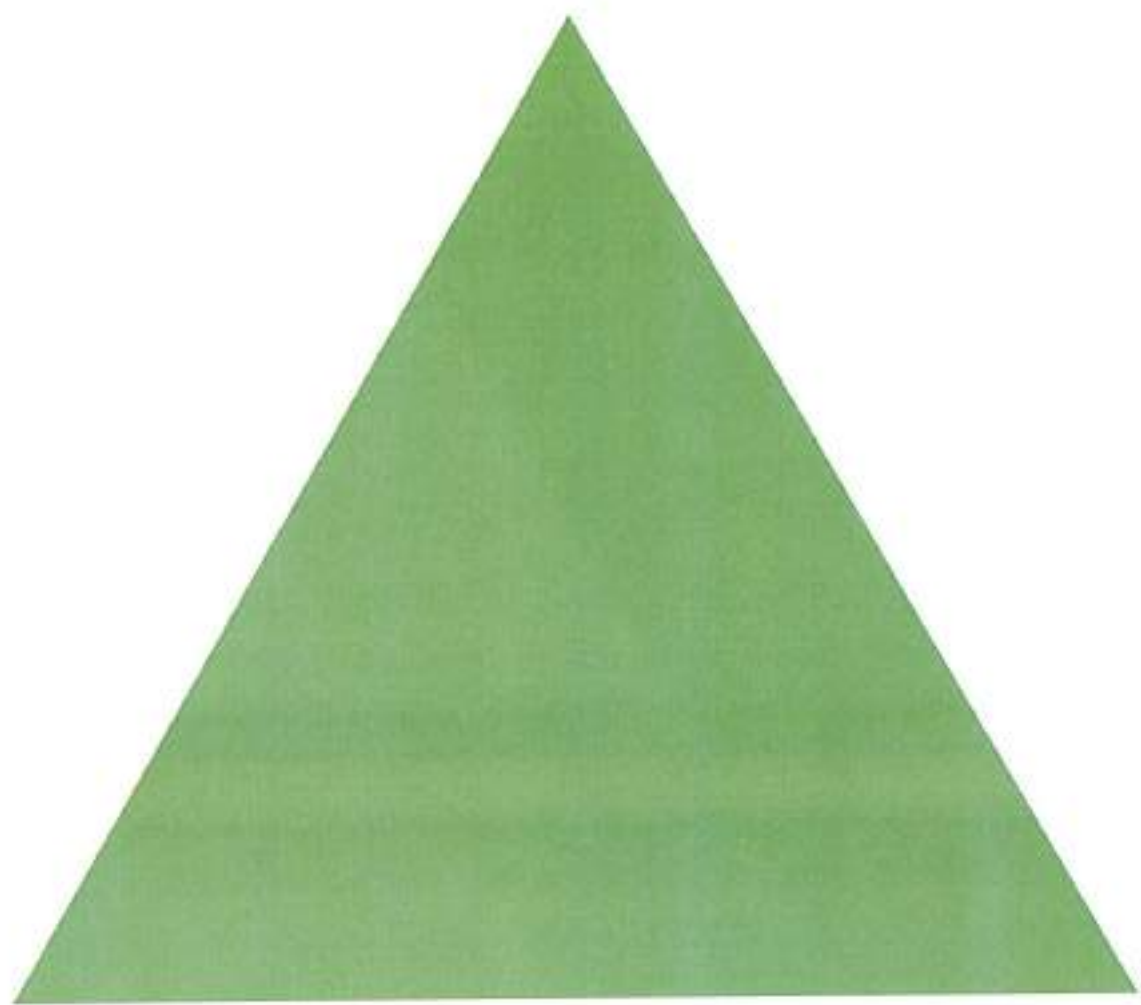
kite



circle



square



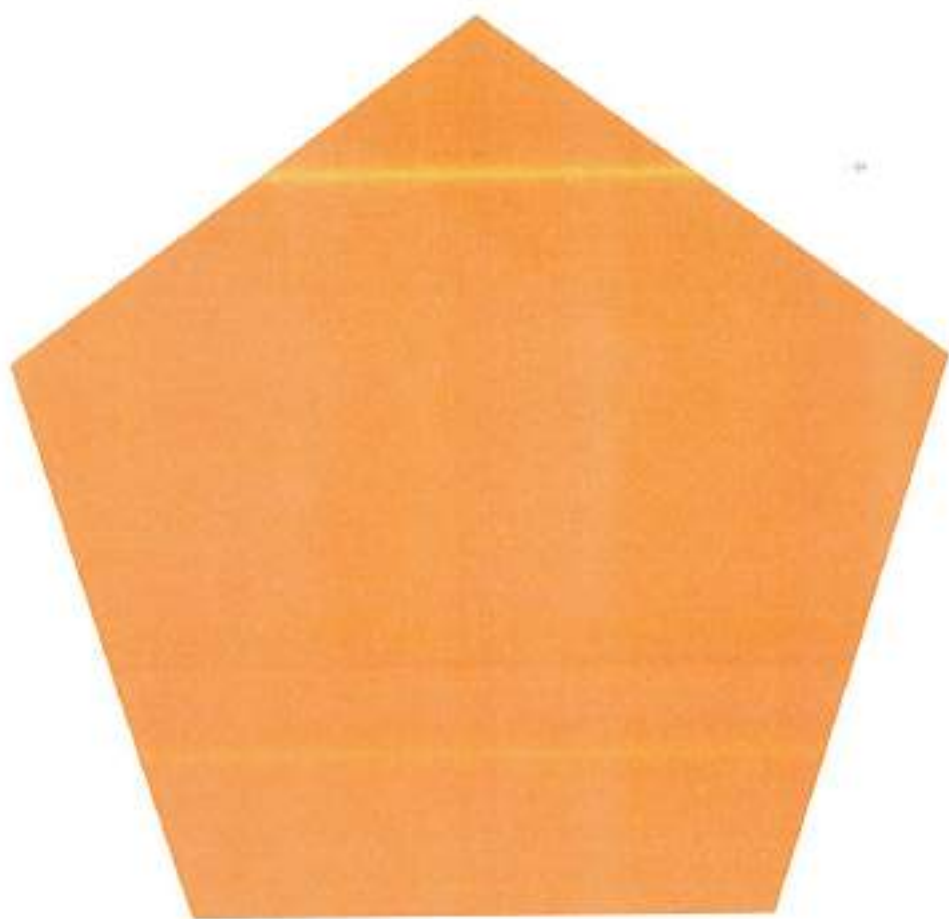
triangle



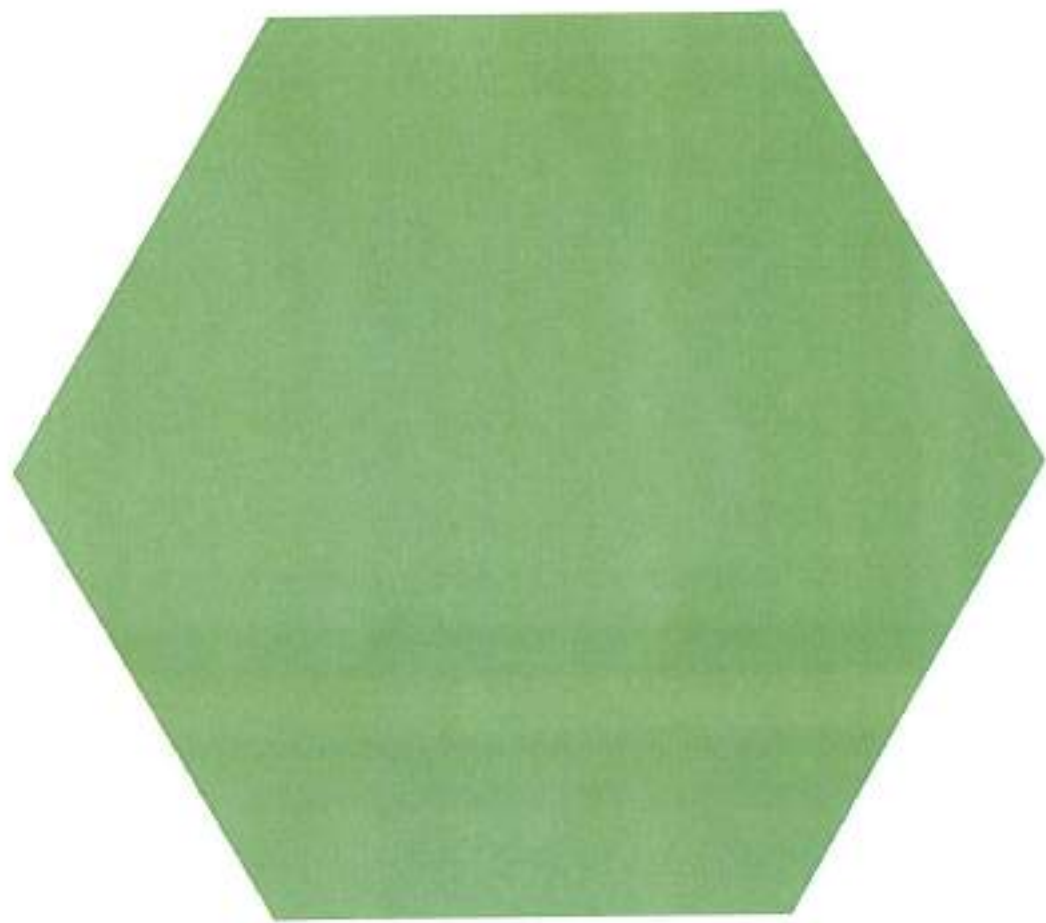
oblong



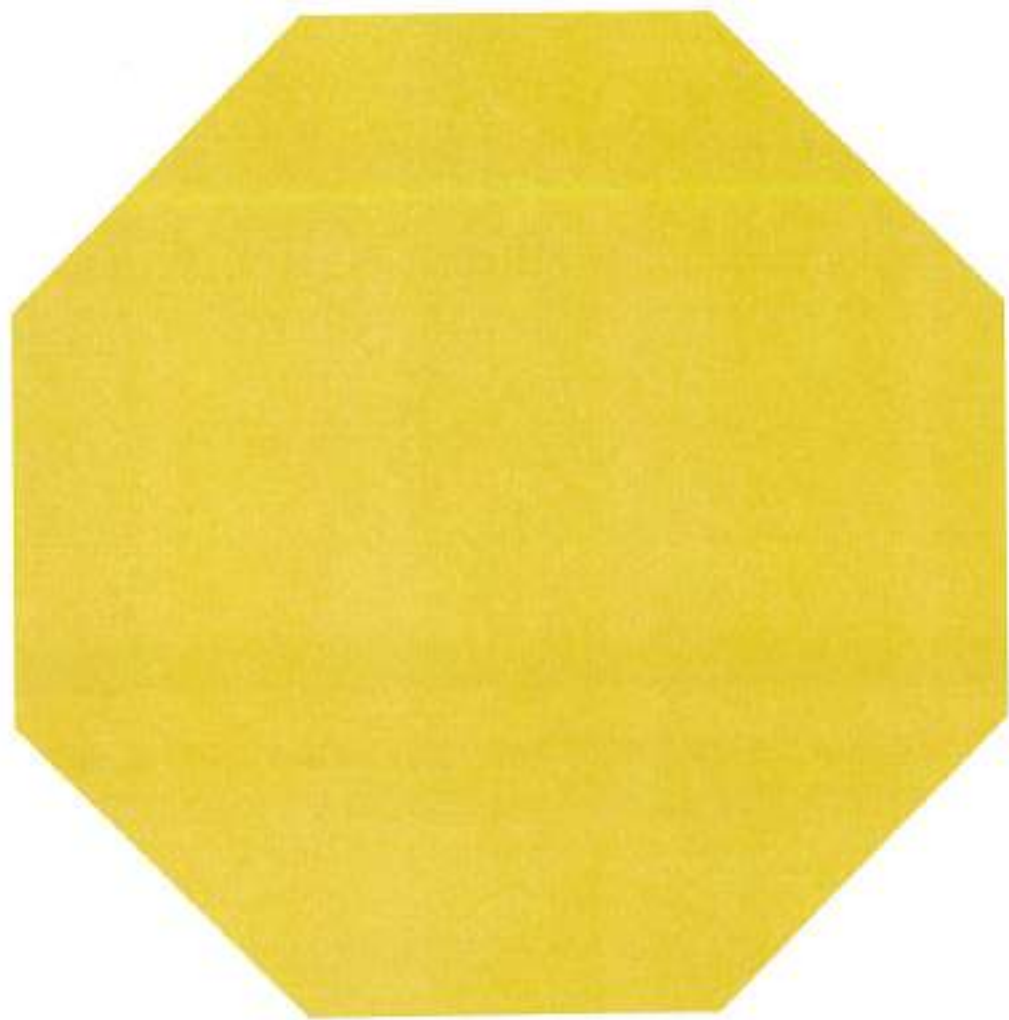
rectangle



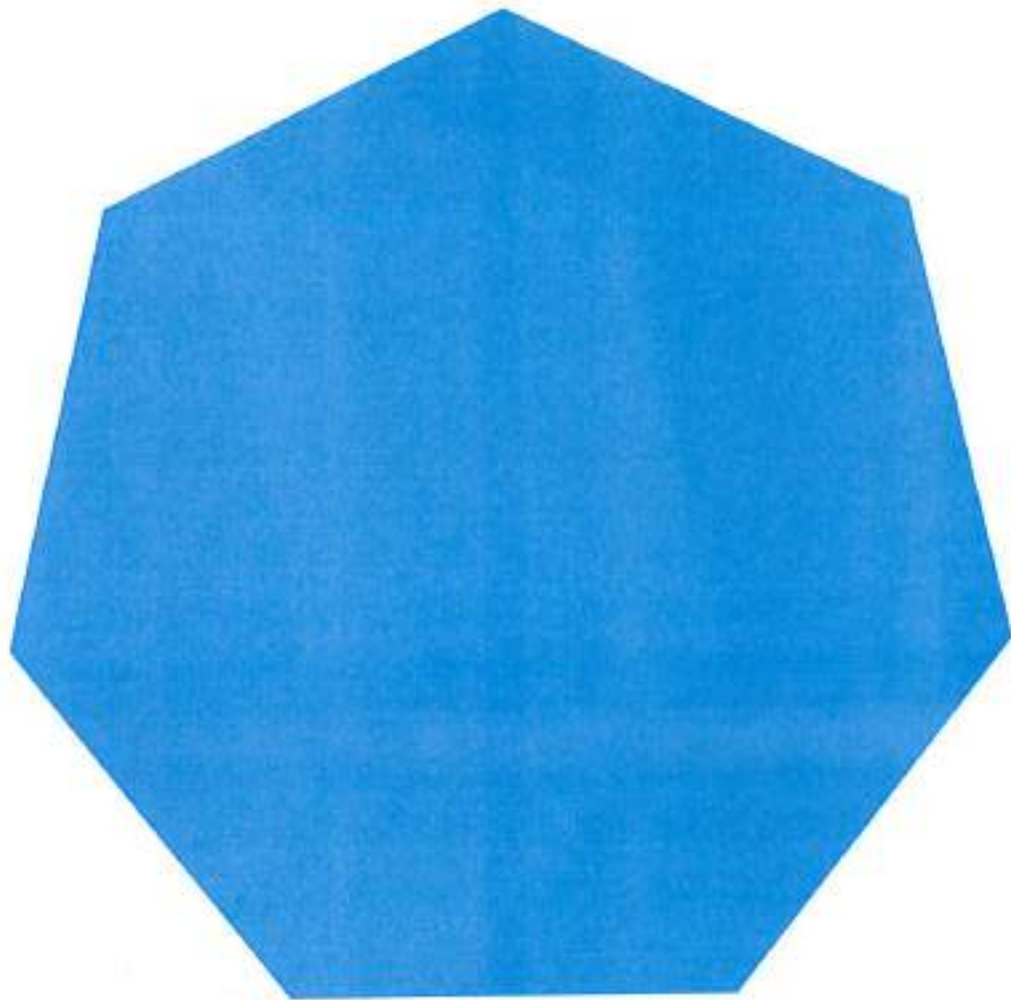
pentagon



hexagon



octagon



heptagon



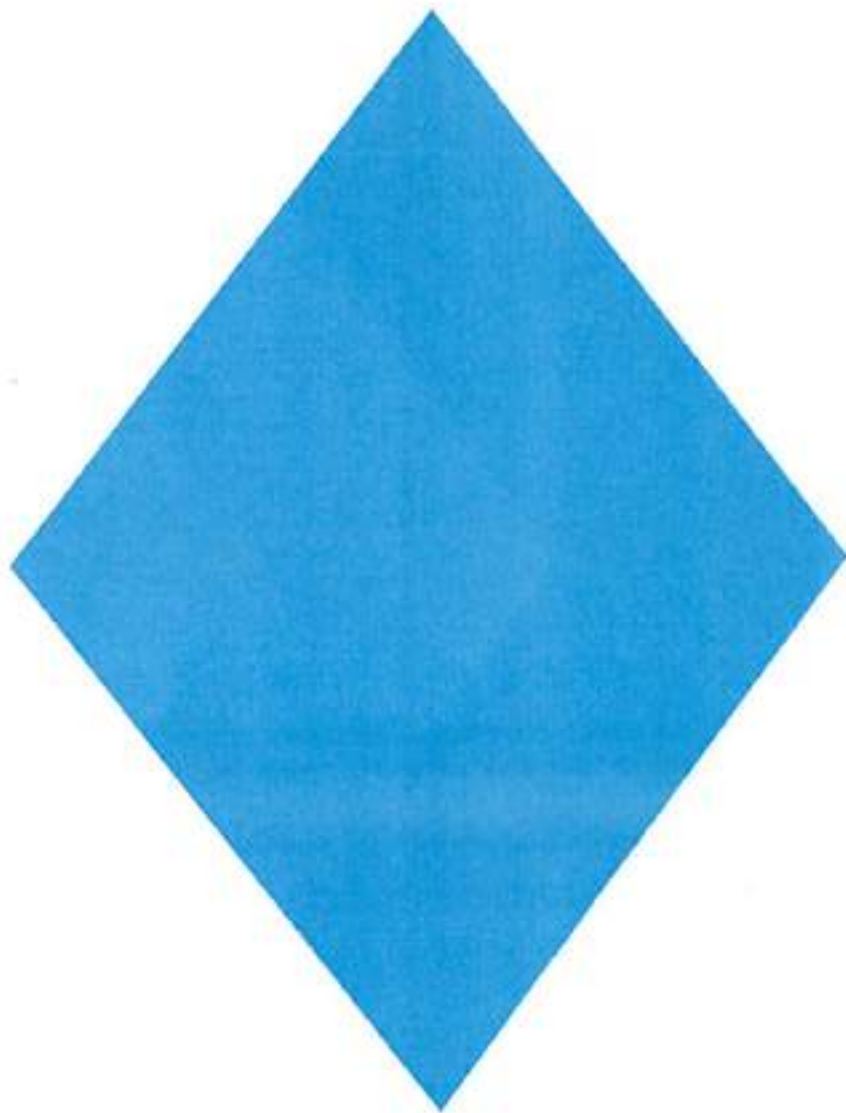
oval



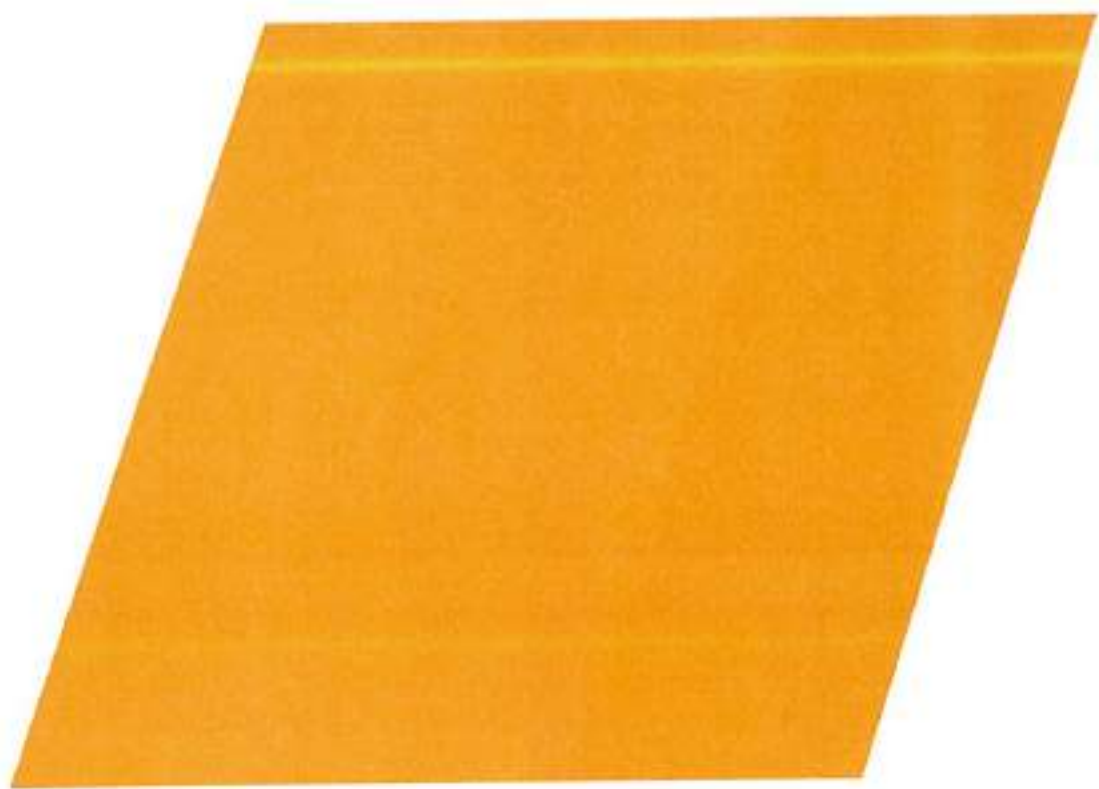
semicircle



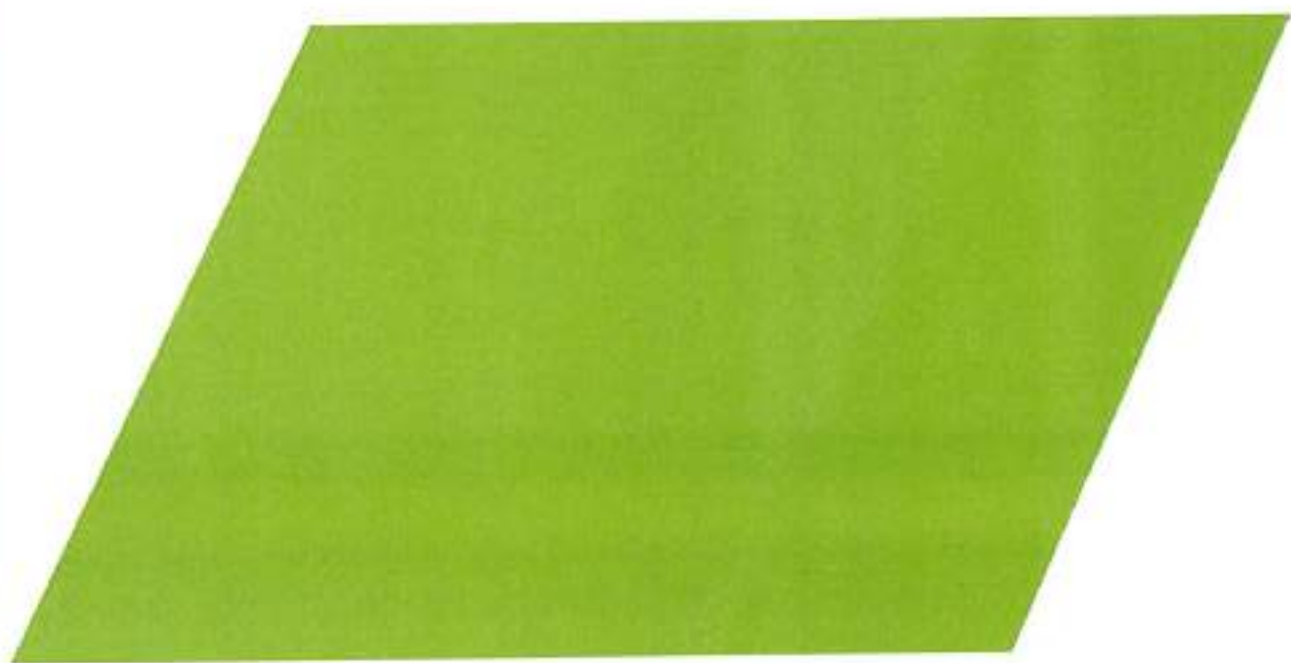
trapezium



diamond



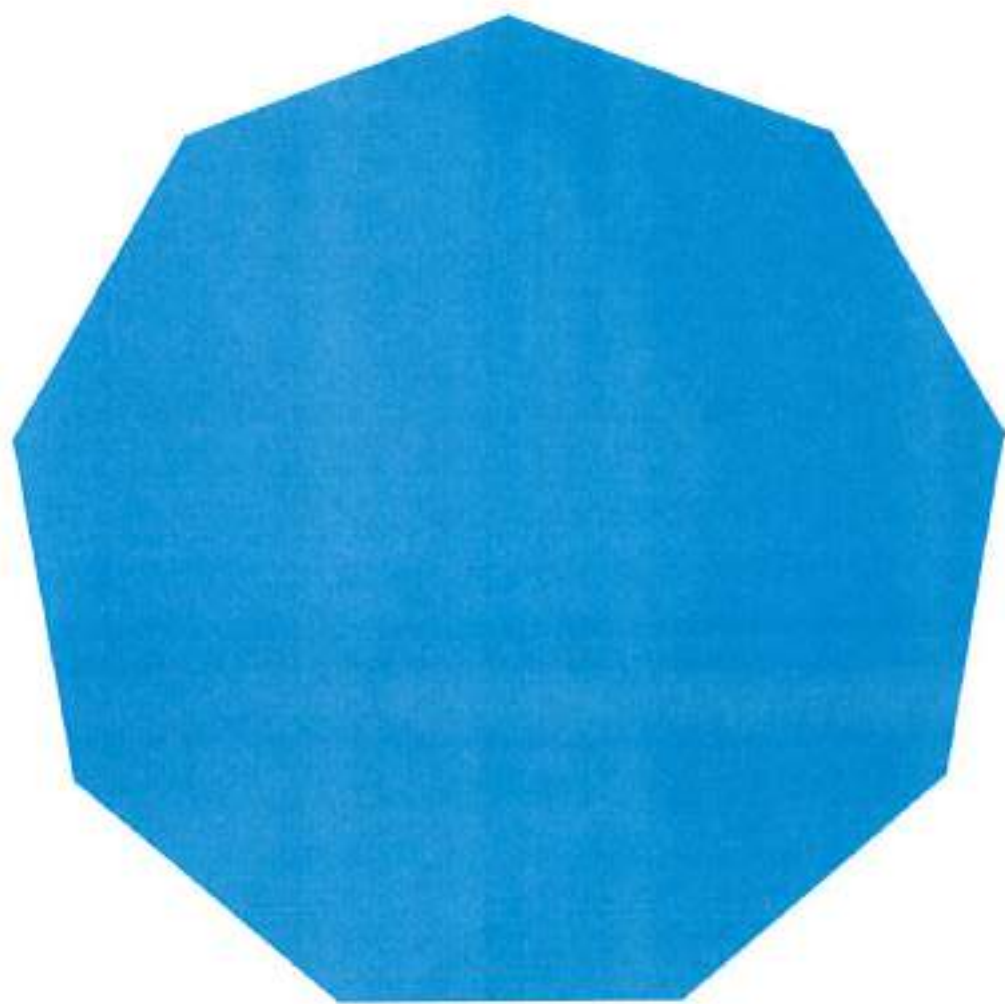
rhombus



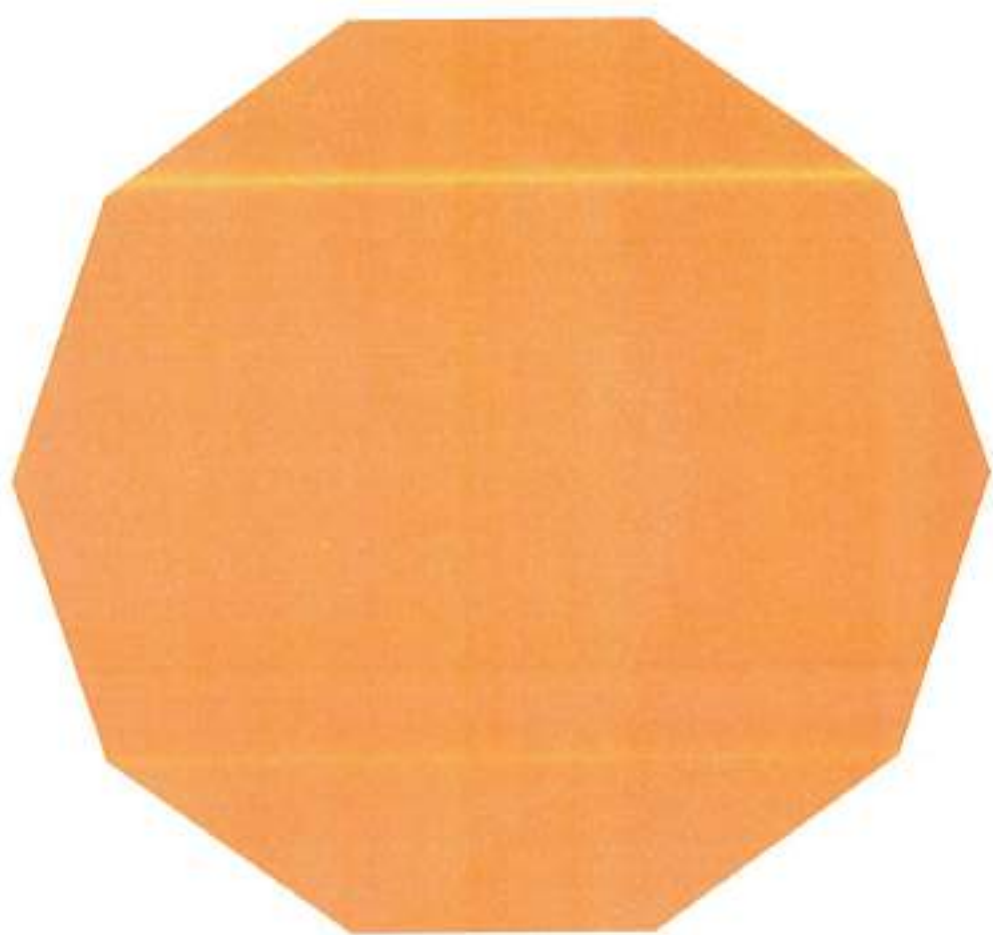
parallelogram



kite



nonagon



decagon

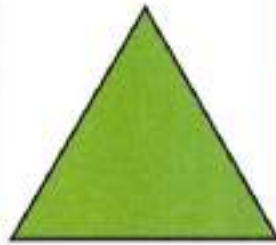
circle



square



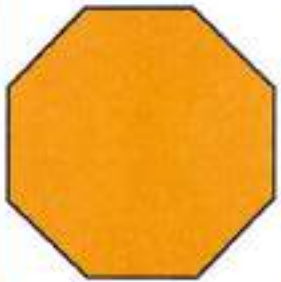
triangle



rectangle



octagon



pentagon



hexagon



heptagon



oval



heart



semicircle



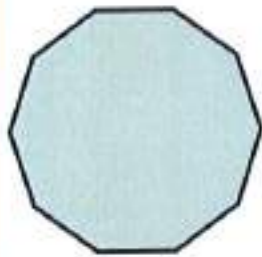
rhombus



star



decagon



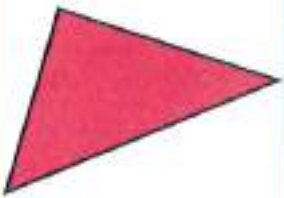
crescent



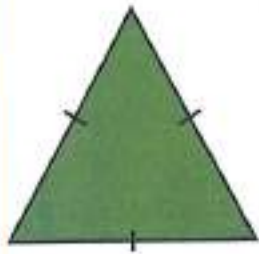
nonagon



scalene
triangle



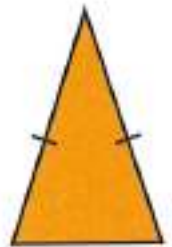
equilateral
triangle



right-angled
triangle



isosceles
triangle



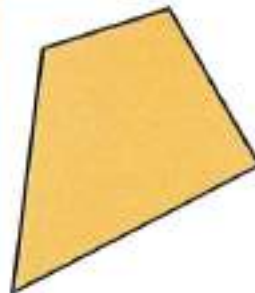
kite



parallelogram



irregular
quadrilateral



irregular
hexagon



**irregular
pentagon**



**irregular
octagon**



**irregular
heptagon**



trapezium

