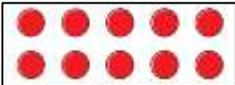


<p>Online learning:</p> <p>Seesaw is our learning platform and there are new activities and stories available to view weekly. Most of you have signed up: thank you. If you are having any difficulties signing up, please let us know. https://mail.lgflmail.org/owa/#path=/mail</p> <p>Log in to White Rose for extra maths lessons; there is a video and a worksheet. This week we are learning to make arrays/lesson 5. https://whiterosemaths.com/homelearning/year-1/</p> <p>Phonics play (many online Phonics games to play). https://www.phonicsplay.co.uk/</p> <p>You can paint, draw, stamp and stick with this online art tool; you can create some of your favourite characters from 'The pig in the pond'. Remember to post your brilliant creations on to Seesaw. https://www.bbc.co.uk/cbeebies/makes/waffle-the-wonder-dog-make-a-picture</p>	<p style="text-align: center;">Strand on the Green Infant & Nursery School</p> <p style="text-align: center;">Kingfisher Group Curriculum Letter</p> <p style="text-align: right;">8th May 2020</p> <p style="text-align: center;"></p> <p>Dear everyone,</p> <p>I hope everyone has had a good week. It has been great to receive your positive feedback about the home learning platform. Here is this week's curriculum information letter for what would have been our fourth week of Summer term. We will carry on with the story 'The pig in the pond'. To those of you accessing Seesaw, please continue to use this learning platform alongside the information letter. I am really enjoying looking at children's work. If you have any questions about your child's home learning please email the school office and your query will be passed on to me. I will then get back to you by a phone call.</p> <p>I really do miss all your children's smiley faces! Stay safe!</p> <p>Ms. Suarez </p>	<p>Reading:</p> <p>Log on to Bug Club, books will be allocated at your child's reading level. Remember your child's comfortable reading level is when they can read nine out of every ten words they are presented with without any difficulty.</p> <p>Some of you have already done some reading, so well done! I can see some of you have not accessed Bug Club yet. If you are having problems with login, let us know as soon as possible so that you can keep up with your child's reading. Bug Club books will be changed if we see you need new ones.</p> <p>We have real books set up on the table in Brooks Lane (or just inside the school if it's raining) so you can return any old books we loaned and pick up some new ones too. Pop along between 9am and 3pm and follow the instructions on the notice board.</p>	
<p>Maths:</p> <p>This week we will learn to make arrays. Children begin to make arrays by making equal groups and building them up in columns or rows. Please, use a range of concrete resources alongside language to support their understanding.</p> <p>Level 1: Take a box which has rows and columns, e.g. box chocolates/cupcakes/etc. Count the rows (rows go left to right) and then count the columns (columns go up and down).</p> <p>Level 2: Circle rows and columns. Click on the link to access the activity, look out for exercise 1 and 2: https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/homelearning/year-1/Lesson-5-Y1-Summer-Block-1-WO4-Make-arrays-2020.pdf</p> <p>Level 3: Look at the following array. What is the difference between columns and rows? How many counters in each row? How many counters in each column? There are ___ chocolates in each row. There are ___ rows. There are ___ chocolates all together. Can you record the array with a number sentence? 2+2+2+2+2=10; 5+5=10.</p> <div style="text-align: center;"></div> <p>Level 4: Make your own array with your favourite objects, e.g. sweets, apples, Lego, etc. How many rows are there? How many columns are there? How many equal groups do you have? How many in each group? Can you represent your sweets with counters?</p>	<p>Writing:</p> <p><u>Please use the red book to record any written material the children create.</u> The tasks are ordered from least challenging to most challenging. All the tasks below are related to the story 'The pig in the pond'.</p> <p><u>Work at the level that is most suitable for your child</u></p> <p>Level 1: Help your child to talk about their favourite part of the book and discuss 3 things they can see in the pages.</p> <p>Level 2: Draw a character from the story and label it. For example, if your child decides to focus on the cows the words around it could be 'big, udder, horns, tail, etc'.</p> <p>Level 3: Choose a character from the story and write some sentences about them, focusing on how they look and behave.</p> <p>Level 4: Write information about the 3 important facts about cows. For example: What is a baby cow called? What do cows eat? Where does a cow live? There will be a video alongside a writing task on Seesaw.</p> <p>Level 5: Retell the story (please, practise verbally retelling the story before writing) – As this is a familiar story for children it makes the retelling more manageable, ask your child to write a sentences for what happens in the beginning, the middle and then the end of the story. If your child can write more, they can retell the story adding more detail to it.</p>		
<p>Physical Development:</p> <p>Try these exercises, they are easy enough to be done at home every day. They will help children to burn some energy which in turn will help with sleeping better. https://www.youtube.com/watch?v=FB5-7tjX-l</p> <p>Joe Wicks daily continues on YouTube - https://www.youtube.com/watch?v=d3LPrhI0v-w</p> <p>Wake Up, Shake Up will be posted on Seesaw every Friday.</p>	<p>Creative:</p> <p>Get some toy animals and with the help of the sunshine (hopefully it will be sunny outside), draw around the shadows. You can sort your toys into "farm animals" and "non -farm animals". Have fun!</p> <div style="text-align: center;"></div>	<p>Occupational therapy:</p> <p>Fine motor – Baking is lots of fun and helps to increase hand and arm strength. Knead the dough between the two hands, roll it out with a rolling pin and press flat. Use cookie cutters to make the biscuits and decorate with smarties or small silver balls etc.</p> <p>Gross motor – Making a hopscotch course with tape or chalk inside or on the paving can keep your child busy while teaching them about numbers. This also encourages them to jump on one leg or two legs.</p>	<p>Speech and Language:</p> <p>Memory - What do you remember about last week's learning? Ask your child lots of questions about what they did last week to check how much they have remembered or understood.</p> <p>Speaking – Find out about the names of farm animals and their babies and tell someone in your family all about them.</p> <p>Listening - Describe some farm animals and see if your child can guess what you are describing. Afterwards ask your child to describe one for you.</p>