

<p>Online learning: Seesaw is our online 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 (Summer Term – Lesson 1 – Find a half). https://whiterosemaths.com/homelearning/year-1/</p> <p>Phonics play (many online Phonics games to play). https://www.phonicsplay.co.uk/</p>	<div style="text-align: center;">  <p>Strand on the Green Infant & Nursery School</p> <p>Kingfisher Group Curriculum Letter</p> <p>15th May 2020</p> </div> <p>Dear everyone,</p> <p>I hope you have had a wonderful week. Everyone is getting into the swing of things. I have seen some amazing learning online when looking through Seesaw App and Bug Club, as well as some wonderful examples of extra learning. This week our learning will be based around the book ‘A Squash and a Squeeze.’ Please use Seesaw combined with the Newsletter to complete some of the suggested activities alongside the recommended Websites.</p> <p>As ever, please do not hesitate to contact me if you wish to discuss learning or anything else.</p> <p>Ms. Suarez </p>	<p>Reading: Please read with your child as often as possible (Bug Club) and support them to practise writing simple words and sentences. On Seesaw there will be further learning activities and challenges for you to access. Please continue to support your child in saying, recognising and forming their Phonic Sounds.</p> <p>We have books from our school Reading Scheme set up on the tables outside school or inside if it is a rainy day. It is an excellent opportunity for you to swap old books and pick up new ones. Please come by between 9am and 3pm and follow the instructions on the notice board.</p> <p>Please, find below the link to our next story. A Squash and a Squeeze by Julia Donaldson: https://www.youtube.com/watch?v=PkdX73Onf04</p>	
<p>Maths: This week we will be learning about finding half ‘A half is one of two equal parts’. Please, reinforce the fact that halves must always be equal parts. Provide children a range of objects that can be shared or cut in half to support understanding of the task provided. Please, watch the following video: https://www.bbc.co.uk/bitesize/clips/z6bq6sg</p> <p>Level 1: Practise cutting food into halves to get two equal parts. Discuss: How many parts has the banana been split into? What’s the same? What’s different? Is there more than one way of halving?</p> <p>Level 2: Show the children real life objects and how they can be cut in half. Discuss: How can we cut these objects in half?</p> <p>Level 3: Get 6 pencils and draw a circle around half of the pencils. Complete the sentence: Half of 6 is ____. Try with different numbers.</p> <p>Level 4: Put 6 oranges on a table and try to find half of 6. To help with understanding you might want to share 6 oranges onto two plates. Discuss: There are ____ strawberries. Half of ____ is ____.</p> <p>Level 5: Draw different 2D shapes and ask your child to colour half.</p> <p>Level 6: Get 4 sweets and place them on a surface. If this is half of the sweets, how many are there altogether? Half of ____ is 4.</p> <p>Please, check the lesson Summer Term – Week 3 – Friday Challenge. This is a really good opportunity to practise skills. Please upload a picture or video in Seesaw when completed. Have fun! https://whiterosemaths.com/homelearning/year-1/</p>	<p>Writing: <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 ‘A squash and a Squeeze’.</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 farmers and discuss the story. I will upload the pdf version on Seesaw.</p> <p>Level 2: What does a farmer do each day? Write a list of jobs they do in a day.</p> <p>Level 3: Make a story map and include speech bubbles with the sounds the animals make.</p> <p>Level 4: Write 3 interesting facts about a farmer.</p> <p>Level 5: Can you recall what happened in ‘A squash and a Squeeze’? (practise verbally retelling the story before writing) Encourage your child to use a variety of describing words for their sentences.</p> <p>Level 6: Imagine you are a farmer. Write a diary entry describing your day.</p>		
<p>Physical Development: These exercises are fantastic; they are easy and visual and can be done at home every week. They will help also children to burn some energy! https://www.youtube.com/watch?v=FB5-7tIIX-I https://www.youtube.com/watch?v=1gUbdNbu6ak Joe Wicks daily continues on YouTube - https://www.youtube.com/watch?v=d3LPrhIOv-w Wake Up, Shake Up will be posted on Seesaw every Friday.</p>	<p>Creative: You can paint, draw, stamp and stick with this online art tool. You can create some of your favourite characters from ‘A squash and a squeeze’ book. Please, remember to post your brilliant creations; I am keen to see them so please remember to post these on Seesaw! https://www.bbc.co.uk/cbeebies/makes/waffle-the-wonder-dog-make-a-picture</p>	<p>Occupational therapy: -Fine motor – Threading. Thread beads onto spaghetti, sticks or onto string, depending on what is available at home. This can also be done in a colour pattern if you would like to make the activity a bit more challenging.</p> <p>Gross motor – Simon Says. Simon Says helps to get children’s arms moving, as well as their legs if these are incorporated in the game. Big movements can be used such as asking your child to, touch their knee, touch their feet, put their arms in the air, or lift up their left or right leg.</p>	<p>Speech and Language: Compare a farm in this country to one in a far off location and have the children look for similarities and differences such as what they farm and the equipment they use. What do you think farmers do? What surprised you the most about what farmers do? How the machines help our farmer? How does the farmer care for the crops or animals?</p>

