



W/C 23.11.20: Learning Project Year R

Welcome to the 2020/2021 Learning Projects. Please be reassured that the tasks set by our teachers are designed to support your child to continue working on content that is matched to the coverage planned for the rest of the learners in their year group.

Please use this document as your starting point. In school, your child will be experiencing short teacher led inputs on Maths, Phonics, letter formation and Early Reading through sharing stories. We are also providing further play opportunities around the theme of 'Ourselves'.

A member of staff will be in touch within the first few days of absence to discuss your child's learning for this period of time.

Please take the opportunity to read this guide:

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

and watch this introduction for parents:

https://www.youtube.com/watch?v=IFyDwUKSw7Y&list=RDCMUCo7fbLgY2oA_cFCIq9GdxtQ&index=6&ab_channel=RuthMiskinTraining

We recommend subscribing to Ruth Miskin Youtube channel to access daily phonics lessons:

https://www.youtube.com/watch?v=H9rGoXkmeyU&ab_channel=RuthMiskinTraining

Reading for pleasure is a serious business at the Castleman Academy Trust, read, read and read some more! Research indicates that sharing stories is crucial to development of vocabulary and access to the wider Curriculum.

Weekly Reading Tasks (15 mins)	Weekly Phonics
<p>Monday</p> <p>Listen to a story of your choice. Answer questions about the book using the question words-</p> <p>who, where, when, what, how?</p>	<p>Monday Set 1 Sounds Practise Set One sounds. You can watch the video of Mrs White saying the sounds on the school website.</p> <p>Have a go at reading this sentence. The red word is tricky and cannot be sounded out. You can find out about tricky red words by watching our Phonics videos on the school website.</p> <p>The big box is red.</p>

	<p>Cut the sentence up into words and then use your Phonics to read the words and try to put the sentence back together again.</p>
<p>Tuesday</p> <p>Listen to a story of your choice. Answer questions about the book using the question words-</p> <p>who, where, when, what, how?</p>	<p>Tuesday Set 1 Sounds Practise Set One sounds. You can watch the video of Mrs White saying the sounds on the school website.</p> <p>Have a go at reading this sentence. The red word is tricky and cannot be sounded out. You can find out about tricky red words by watching our Phonics videos on the school website.</p> <p>A rat is in the tub.</p> <p>Cut the sentence up into words and then use your Phonics to read the words and try to put the sentence back together again.</p>
<p>Wednesday</p> <p>Listen to a story of your choice. Answer questions about the book using the question words-</p> <p>who, where, when, what, how?</p>	<p>Wednesday Set 1 Sounds Practise Set One sounds. You can watch the video of Mrs White saying the sounds on the school website.</p> <p>Have a go at reading this sentence. The red word is tricky and cannot be sounded out. You can find out about tricky red words by watching our Phonics videos on the school website.</p> <p>The shop is shut.</p> <p>Cut the sentence up into words and then use your Phonics to read the words and try to put the sentence back together again.</p>
<p>Thursday</p> <p>Listen to a story of your choice. Answer questions about the book using the question words-</p> <p>who, where, when, what, how?</p>	<p>Thursday Set 1 Sounds Practise Set One sounds. You can watch the video of Mrs White saying the sounds on the school website.</p> <p>Have a go at reading this sentence. The red word is tricky and cannot be sounded out. You can find out about tricky red words by watching our Phonics videos on the school website.</p> <p>Put a lid on the cup.</p> <p>Cut the sentence up into words and then use your Phonics to read the words</p>

	and try to put the sentence back together again.
<p>Friday</p> <p>Listen to a story of your choice. Answer questions about the book using the question words-</p> <p>who, where, when, what, how?</p>	<p>Friday Set 1 Sounds</p> <p>Practise Set One sounds. You can watch the video of Mrs White saying the sounds on the school website.</p> <p>Have a go at reading this sentence. The red word is tricky and cannot be sounded out. You can find out about tricky red words by watching our Phonics videos on the school website.</p> <p>Sam has a bad leg.</p> <p>Cut the sentence up into words and then use your Phonics to read the words and try to put the sentence back together again.</p>
Our current topic is Let's Remember and Celebrate	Weekly Maths Tasks (20 mins)
<p>Monday</p> <p>Talk about celebrations. When do you celebrate? Maybe look at some photos of family celebrations - weddings, birthdays, christenings, Diwali, Passover, Christmas. Talk about what you do to celebrate.</p>	<p>Monday – Friday Estimating and Counting</p> <p>This activity is about estimating and counting. You can adapt it for numbers 0-5, 0-10, 0-15, 0-20, above 20. The skill can be practised each day, but with different objects/ amounts.</p>
<p>Tuesday</p> <p>Talk about Christmas being a celebration of Jesus' birthday. Find out about the Christmas story.</p>	
<p>Wednesday</p> <p>Advent is a time when we look forward to Christmas. We count down the days. Look at pictures of advent calendars and explain how they work. Have ago over the next few day to make one. Look at the idea below.</p>	



Thursday

Continue making your advent calendar.

Friday

Finish making your advent calendar.

Estimating, counting and comparing



Children often enjoy guessing, "How many are in the jar?" and then counting to see who is right. They get excited by big numbers!

Adults could provide a clear plastic jar with a number of things in it and change these daily. Filling a big jar with really small things will give children the experience of what large numbers look like.

The Activity

Children guess how many things are in the jar, then count to find out. Older children can record their guesses on post-it notes and then put these in order to discuss which estimates were closest.

Encouraging mathematical thinking and reasoning:

Describing

What do you notice?
How many can you see?
How do these pine cones compare with yesterday's beads?

Reasoning

How many do you think there are? Why do you think that?
Will it be more or less than 20? A lot more/less? Or a little more/less?
Will it be between 15 and 20? A little or a lot more than this? Or less than this?
How many can you see? How many do you think are hidden?
Was your guess more or less than the actual count?
Was your guess very close/way out? Why do you think that was?
Can you put the estimates in order on the board/washing line?
Were most people close or far out?

Opening Out

Are there more or less than yesterday? Why do you think that?
What if we fill it up again, but with the little bears?
How many do you think will fit in the tall jar/the matchbox/the crate? Is there a quicker way to count?

Beyond the Basics

Some weeks, there may be a particular link, programme or reference that the learners would benefit from having access to. If your teacher suggests anything further to support the year group curriculum, it will be detailed below.

