

## **Speech and Language Therapy**

The most helpful activities for you to do with your child are the ones outlined in their personal Speech and Language Therapy programme. These programmes clearly state the activity your child needs in support with, for example, activities may include taking on the speaker or listener role, learning to understand the words we use, or focussing on the production of speech.

## **Occupational Therapy**

Some of the children will also have received their personal Occupational Therapy programmes that supports their gross motor, fine motor and self-care skills. All the children would benefit from moving on in their self-care skills that may include doing buttons and zippers independently. As well as expanding the range of foods they ate.

## **Reading**

Please continue to read with your child daily, listen to them read and of course listen to you read by sharing books you have at home that they can't read by themselves. Support your child to read the words that are written on the page and use their phonics to blend unknown words. Talk about the illustrations as you add meaning to the text.

## **Social Interaction**

Playing card and board games as a family promotes the social interaction they need to function with their peers. Learning to take turns, manage stresses such as losing are key learning opportunities for your child to develop and grow. Games like snap or connect four are fun and easy, but some like snakes and ladders as well as go fish.

## **BBC Bitesize**

The BBC is started daily lessons on the 20<sup>th</sup> April for all ages. Their link is below but may not be appropriate for some:

<https://www.bbc.co.uk/bitesize/primary>

**Twinkl** have also offered parent free access for a month.

Follow the link: <https://www.twinkl.co.uk/offer> and enter the code: CVDTWINKLHELPS

School Closure Learning Packs by Twinkl for Key Stage One:

<https://www.twinkl.co.uk/resources/class-management/school-closure-home-learning-classroom-management-key-stage-1-year-1-year-2>

## Minibeasts and their Micro Habitats

Week 2 – 27<sup>th</sup> April

**Literacy:** Listen to Eric Carle read his book The Very Hungry Caterpillar

[https://www.youtube.com/watch?v=nD\\_uFHpscw](https://www.youtube.com/watch?v=nD_uFHpscw)

Before listening what can your child remember about story? Tell them it's time to meet the author.

Now it's time to listen to a different story by the same author

The Bad-Tempered Ladybird - Book and Film:

<https://www.youtube.com/watch?v=CFMaEVfntnM>

Explain to the children that the Very Hungry Caterpillar used days of the week but The Bad-Tempered Ladybird uses a different measurement of time. It uses hours of the day.

**Science:** Ask what did the aphids eat for breakfast? What did the Ladybirds eat for dinner? Explain that this is a food chain!

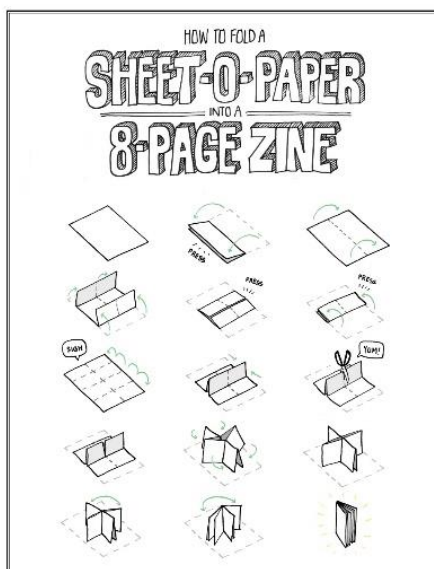


Green plants with leaves gets eaten by an aphid, which gets eaten by a ladybird

**Science and Literacy:** Non-fiction report of a ladybird.

Can they draw and colour a ladybird from a photograph. Go online and help them choose a ladybird they would like to write their report on. Explain they are not drawing a cartoon version of a ladybird, we want it to look real. So important to pay attention to the details. Compare your drawings and say what you like about the others. Then write a report about the ladybird. E.g. This is a ladybird. It is a minibeast. It is red with black spots. It has six legs. It can fly. It eats aphids.

Each week you can add a new minibeast to your booklet.



so it will look like this:



## Phonics

We sometimes use Polly`s Phonics from Espresso in school to engage children with using phonics:

<https://www.discoveryeducation.co.uk/free-resources>

Focus on using sounds for their reading. Can they help you write your shopping list this week?

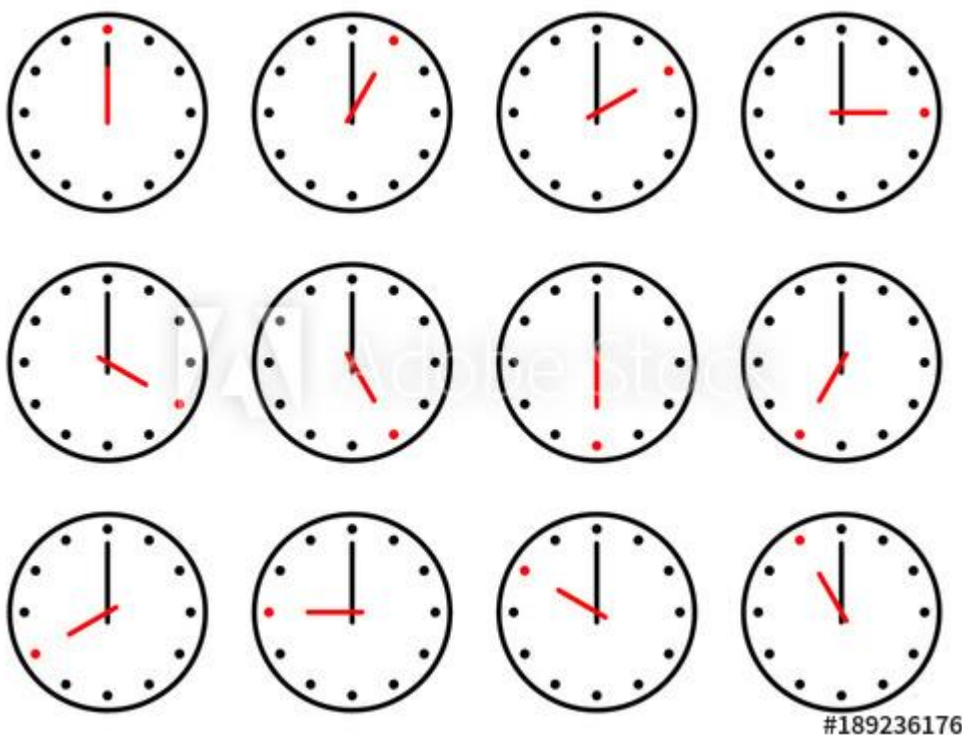
P-ea-s; b-ea-n-s; p-a-s-t-a; m-i-l-k; b-u-t-t-er; oi-l; s-a-l-t etc;

Espresso also has a **Spelling, Grammar and Punctuation** area which you and your child should explore together.

## Maths:

### Hours of the Day

If you have an analogue clock in your home, set an alarm on your phone to go off for each o`clock so you can ask your child “what time is it?” It might be helpful to spend a day simply telling your child “oh look! It`s 10 o`clock” etc so you model how to read the clock and that it is the little hand your are reading and the big hand tell you when it`s o`clock.



### More Days of the Week

Remember Days of the Week from last week, Why don`t you help your child keep a log of your learning and fill in a diary. Or perhaps a exercise log? Something as simple as this draw onto a piece of paper:

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

## More Number bonds of 10

<https://www.bbc.co.uk/teach/supermovers/ks1-maths-number-bonds-with-martin-dougan/zf6cpg8>

Put a number into the blank space for you child to work out the answer.

At one o'clock, the bad-tempered ladybird ate \_\_\_\_ aphids and ate \_\_\_\_\_ more of them at six o'clock. How many he eats altogether?

OR

Yesterday, the bad-tempered ladybird ate ten aphids. He ate \_\_\_\_ for breakfast. How many did he eat for dinner?

The children should be able to read the question and note the keywords then write a calculation. They can use their number bonds knowledge to work it out or jottings to help them.

## PE: 5-a-day

<https://www.youtube.com/user/5adayTV/videos>

Children may choose which clip to follow. They would be used to these videos as we use them at school.

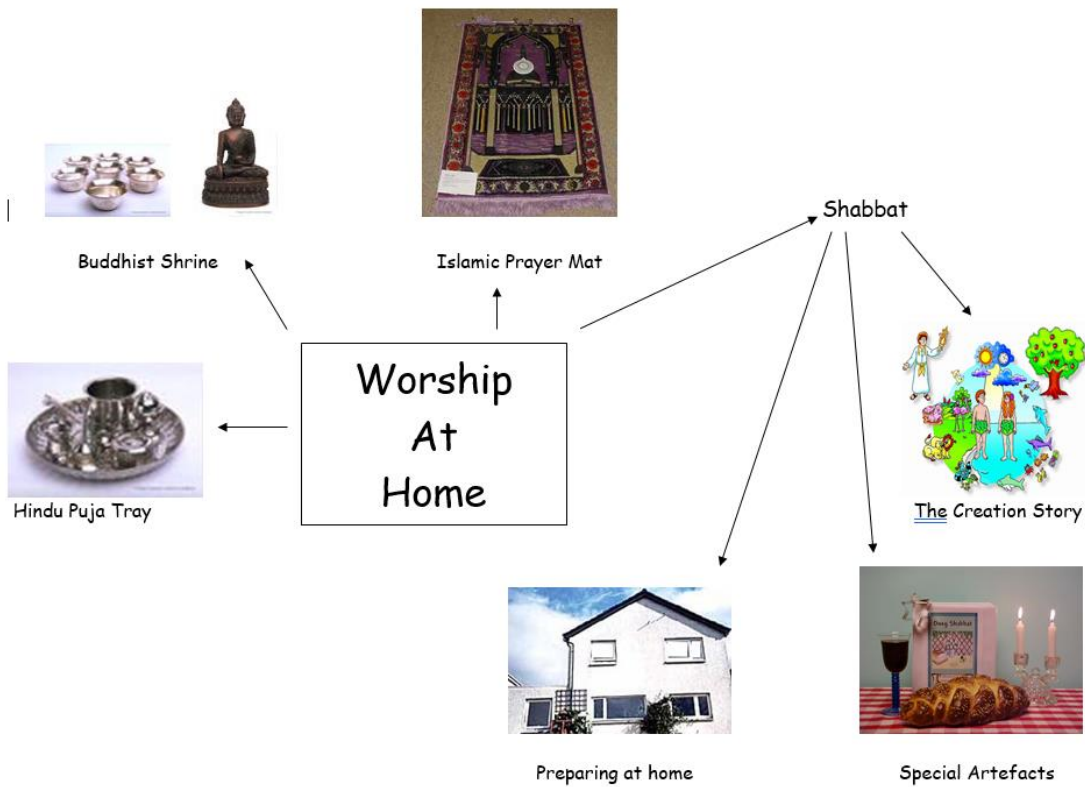
Joe Wicks also does a work out especially for children every morning at 9am.

<https://www.youtube.com/playlist?list=PLyCLoPd4VxBvPHOpzoEk5onAEbq40g2-k>

## Art

Children across the world are making pictures of rainbows and putting them in their windows. Have you put one in yours? Can you see any from your window? Can you make different types of rainbows, with colouring pencils, with paints or build one with Lego? Maybe each you could try to make a different version of a rainbow? Try tracing around your hand and using one colour for each finger?

## RE: Worship at Home



Most people who believe in Buddhism have a shrine for pray at home. They have special artefacts placed on a table. On it is usually: a buddha statue; incense; flowers; and candles. Can your child draw and label the artefacts that Buddhists use at home for prayer.

Can they remember what Hindus used to pray home? What is the same as the Buddhist Shire and what is different?

