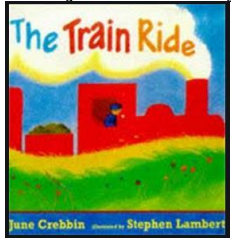

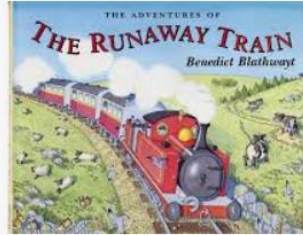



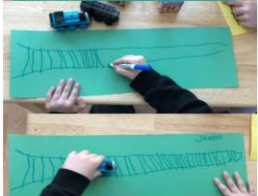


# F2 Home Learning



w/c 12.10.20 - Gospel Value – Kindness

Monday	Tuesday	Wednesday	Thursday	Friday
<p>RE - Explore</p> <p>What does it mean to be kind? Read the story Kind-A book about Kindness by Axel Scheffler.</p>	<p>RE - Gather</p> <p>Play quiet music and think about how you can show kindness today?</p>	<p>RE - Listen (Scripture)</p> <p>"He has showered his kindness on us, along with all wisdom and understanding". -Ephesians 1:8</p>	<p>RE - Respond</p> <p>Make a Kindness tree for your home. Draw leaves and cut them out. Write the different things that you can do at home to show kindness.</p>	<p>RE - Go Forth</p> <p>Use buttons or pebbles/stones. Give each member of your family a kindness token, thanking them for a time they showed you kindness.</p>
<p>Literacy- Read the story</p>  <p>Click on the link.</p> <p>You may have a bus/train ticket in your house that would be very useful for this activity or you could use the one provided. If you don't have any of these, encourage your child to use their favourite toy and use that as a talking prompt. Sit with your child and ask them 'Have they been on a train before? Who did they go with? What did they see? Where did they go? It would be really helpful if the adult models this first by holding the ticket. Explain to your child that it is their time to talk when they have the ticket in their hand.</p> 	<p>EAD: Being Imaginative Imagine you are going on a journey. Draw a picture of what you would like to see out of the window. Use your imagination; it could be the window of a rocket, a submarine or something completely different!</p>	<p>CL-Listening</p> <p>Play a listening and attention game with the children. Place a number of items from 'The Train Ride' on a tray and cover with a blanket. Ask the children to guess how many are there, then double-check by counting. Remove one of the objects. Can they say which one has been removed?</p>	<p>CL-Literacy</p> <p>Model writing simple letters or <a href="#">Postcards</a> with your child from the girl when she is on her holiday.</p>	<p>Literacy-Reading</p> 

<p>Aspect 5: Alliteration I spy names Sit in a circle and play 'I spy names'. "I spy someone's name/ item beginning with 's'. Who can it be"</p>	<p>Digging for Treasure Collect two sets of objects for the sand trough. Place these in the trough and demonstrate finding them. Say the initial sound. Match more objects to the sounds and recite them. "Wow! You've found a car. Now we have a cow, a candle and a car".</p>	<p>Tony the Train's busy day. Take a train along the carpet/floor saying a story about Tony's busy day. <a href="#">Click on link</a>. Say train sounds (clickety clack) and then s-t-o-p. Something is in the way. Say what is in the way (big brown bear) and then Tony returns to the other trains.</p>	<p>Sound bag Place objects with the same initial sound in a bag and pull them out one at a time, saying the initial sound.  Children practise saying the initial sound, ssssssss for snake etc. after the adult has removed an object.</p>	<p>Mirror Play Show your child how to hold a mirror sensibly and explain that we are going to look at our mouths when we make sounds. Model saying initial sounds and use Jolly Phonics link below.</p>
<p>Mathematical Development- Using numbers 1-10 Match objects to the correct numeral. Have your child explore the materials in the toy tray and tell him/her that together you are going to count out the trains/cars etc to see how many there are. Lay out the flashcards in order as you count so that your child gains exposure to the numeral associated with a certain number.</p> 	<p>Mathematical Development-  Making train railway tracks to drive their trains on. Can your child make a long rails, short rails? How many tracks do you have on the shorter rails/ longer rails?</p>	<p>Mathematical Development- Make <a href="#">Numbers 0-10/20</a> . Ask your child to order them on a washing line outside. Put some numbered platform signs around the outdoor area for the children to use as part of their independent activities.</p>	<p>Mathematical Development- Positional Language Using trains/cars/teddy etc. Encourage your children to use vocabulary in front, behind, next to, underneath, on top of e.g. can your teddy sit on the carriage of your train? Can your child be the teacher and ask you to position their toys in different places?</p>	<p>Mathematical Development- Using chairs or cushion, make your own train. Encourage language of 1 more and 1 less as the passengers get on and off the train. Make tickets for the train together.</p>
<p>UW- The World:  What would you see if you were on a train ride?</p>	<p>RE - Domestic Church- Myself Show your child the picture from God's Story 1, pages 14. and 15. Psalm 131 Dear God, Just like a baby, safe and snug, being carried in a mum's/dad's arms. So I can rest in your love.  Explain to your child that talking and listening to God is a prayer. Explain that people can pray at any time and they pray for their families, their friends, themselves and events that happen in their lives. Ask your child the following question when they are looking at the book. "What is happening in the picture?" "Who do you want to pray for?"</p>	<p>EAD Use some junk modelling materials to make a train.</p>	<p>UW -  The passengers see a horse and a foal from the window on the train. Find out the names of these other baby animals-a baby sheep, baby cow, a baby goose.</p>	<p>PE Challenge Trains sometimes make a ch-ch-ch sound as they move along. Pretend to be a train, making the ch-ch-ch sound. Try to make the sound fast and then slow? How could you move when the sound is fast? slow? loud? &amp; quiet?</p>