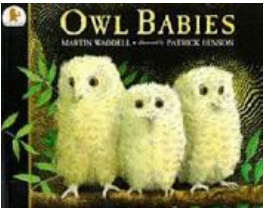

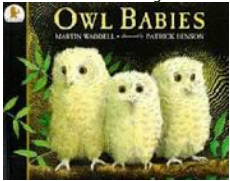



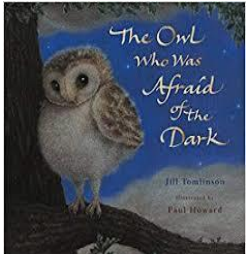








F2 Home Learning

w/c 02.11.20 - Gospel Value – Faith



Monday	Tuesday	Wednesday	Thursday	Friday
<p>RE – Explore</p> <p>What does faith mean to you? Discuss this as a family.</p>	<p>RE – Gather</p> <p>Sing our Good Morning Prayer</p> <p>‘Good Morning Lord, we praise your holy name and thank you for giving us this lovely new day.’</p>	<p>RE – Listen (Scripture)</p> <p>Hebrews 11:1</p> <p>“Faith shows us the reality of what we hope for; it is the evidence of things we cannot see.”</p>	<p>RE – Respond</p> <p>Write a list of the things that you hope for as a family. Place the list in front of you. While listening to quiet music, close your eyes and think about the love and faith we have in our God.</p>	<p>RE – Go Forth</p> <p>Paint pebbles/ stones with different colours. These can be your faith stones. Place them in special places around your home. When you see them remember our faith and how our God helps us.</p>
<p>Literacy- Read the story</p> <p>Read Owl babies</p>  <p>Introduce Owl Babies, what do we know already about owls? Read the story-emphasising concepts about print. Model writing one sentence about the story e.g. Mummy Owl went to get food. Bill was sad. He wanted his mum.</p> 	<p>CL-Listening</p>  <p>Recap on the story Owl Babies. Encourage your child to tell you what happened at the beginning, in the middle and finally at the end of the story. Use the story picture board together. If you wish your child could print out the picture, colour it in, cut out the pictures and sequence the story in the right order as they retell their version.</p> 	<p>Literacy/UW-Writing</p> <p>Bonfire Night</p> <p>Show firework PowerPoint. What types of fireworks can you see? Do you know any names of fireworks? E.g. Catherine wheels, rockets etc.</p>  <p>Explain to the children how it is so important that we are safe around fireworks so we must follow very important RULES!</p> <p>Ask children to think about the rules and write them on paper as a shared write. Children to add initial sounds that they know and adult to fill in the gaps.</p> <p>Explain that tomorrow night is Bonfire Night and now they are ready and prepared to be as safe as they can.</p>	<p>Bonfire Night</p> <p>Share the PowerPoint with your child. Discuss the story and why people celebrate Bonfire Night (Guy Fawkes plan didn't work so nobody was hurt).</p> 	<p>Literacy-Reading</p> <p>Listen to the story called ‘The Owl who was afraid of the dark.’</p> 

Phase 2 Week 1: s a t p (set 1) Practise letters/ sounds and start to practise oral blending and segmenting

<p>Teach 's' using Jolly Phonics using the link below.</p> <p>Sort objects that have 's' sound and those which don't.</p> <p>Draw 's' in a variety of sizes and media i.e. paint snakes and draw in chalks on wall.</p>	<p>Play I Spy with 's' objects</p> <p>Teach 'a' using Jolly phonics.</p> <p>Sort objects/ pictures which start with 'a' or 's'.</p> <p>Play musical statues when the music stops show the children a letter flashcard, they have to make sound and do action/ trace in the air. Write on board/ piece of paper.</p>	<p>Recall s and a using flashcards . Pin up the flashcards and then say words starting with 'a' or 's' phoneme. Children have to stand next to the right letter.</p> <p>Teach 't' using Jolly Phonics.</p> <p>Sort magnetic letters into the three letters so far.</p>	<p>Recall s/ a/ t/</p> <p>Flashcard game as yesterday</p> <p>Teach 'p' using Jolly Phonics</p>	<p>Recall s/a/t/p using flashcards – when finished stick these on wall frieze.</p> <p>Practise blending the following words tap/ pat/ sat.</p> <p>Demonstrate on the board and ask the children to repeat back.</p>
<p align="center">Mathematical Development-SSM</p>  <p>Using the baby owl character and mummy owl character, explain that today we are going to measure to see how tall the owls are! Show your child how to use non-standard ways of measuring e.g. using cubes/blocks etc. How many block tall is Percy?</p>	<p align="center">Mathematical Development-Understanding value of numbers and use vocabulary higher and lower.</p> <p>Drop marbles into a jar as your child closes their eyes and count. Can they guess how many, check answer by counting and write answer on a piece of paper/small white board? Encourage your child to link the amount to the number. What would be the number if I dropped one more marble etc?</p>	<p align="center">Mathematical Development-Ordering- Small, Medium & Large</p> <p>Select items around your home and place them on the kitchen table/carpet in the living room. Explain that Sarah likes large things, Percy likes medium sized things and Bill really likes small things. Write small, medium and large on separate pieces of paper. Place the cards on the table. Ask your child to arrange the items under the headings. Discuss what the children recognise whilst ordering.</p>	<p align="center">Mathematical Development- Finds the total number of items in two groups by counting all of them.</p> <p>Explain to the children that the firework factory has kindly sent us some fireworks to do our maths today. See picture below.</p> <p>Model writing number sentences. Then invite your child to count how many there are all together. Remind your child of the 'add' and 'equals' sign. Do you remember what this sign is called? Repeat activity with different quantities.</p>	<p align="center">PSED-</p> <p>Think of the story Owl Babies and how Bill felt when his mummy had gone to get some food? Worried/scared etc. Have you ever felt like Bill? Read the story The Huge Bag of Worries together.</p>
<p>EAD</p> <p>Draw an owl shaped body for your child onto a piece of paper using a felt tip pen/colouring pencil or crayon.</p> <p>You may then ask your child to cut out feathers for their owl, providing them with child friendly scissors.</p> <p>Once they have cut their own feathers for the owl, encourage them to snip around the edges.</p> 	<p align="center">RE - Explore</p> <p>Show the pictures on <i>Church's Story 1</i> page 10-11. Talk to your child about how the children in the pictures are being welcomed into school.</p> <p>Fold a piece of paper in half with the word 'welcome' typed or written on the front of it.</p> <p>Encourage your child to decorate this and ask them who they are going to write their 'welcome' card to? Ask them to think about who lives in their house with them for who they can pass it to.</p>	<p align="center">EAD</p> <p>Expressive Art and Design –</p> <p>Sing Nursery rhyme of the week and other nursery rhymes that your child may know. If they have toy musical instruments at home, it may be worth encouraging them to sing and shake their musical instruments at the same time.</p>	<p>UW/EAD</p> <p>Explain to the children that the Firework Factory have written us a letter asking for our help to design some new fireworks.</p> 	<p align="center">PE Challenge</p>  <p>Listen to the firework sound effects video. Can you move to the music pretending that you are the fireworks? Can you move your body to represent the firework movements and pace?</p>

Encourage your child to make a 'welcome sign' for your house. You will need to write the word 'welcome' for them and encourage them to decorate it with lots of colour and craft bits and pieces if you wish.



Remind the children of the firework display video they watched yesterday and discuss any fireworks they saw last night.

WHAT SHAPE WILL THE NEW FIREWORK BE?
WHAT SOUNDS WILL IT MAKE? WHAT SHALL WE CALL IT? WHAT WILL IT DO WHEN WE LIGHT IT?