
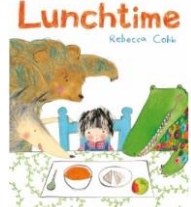



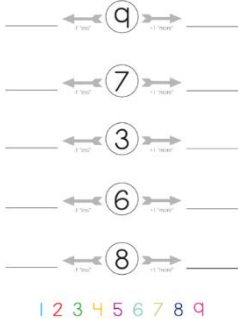


F2 Home Learning

w/c 23.11.20 - Gospel Value – Courage

Monday	Tuesday	Wednesday	Thursday	Friday
<p>RE – Explore</p> <p>What does the word courage mean? Discuss this as a family.</p>	<p>RE – Gather</p> <p>Watch the video clip all about courage https://www.youtube.com/watch?v=rkg-ffNGv_E</p> <p>How can you show courage?</p>	<p>RE – Listen (Scripture)</p> <p>‘But Jesus spoke to them at once, ‘Don’t be afraid’, he said ‘Take courage I am here!’</p>	<p>RE – Respond</p> <p>How do we show God that we have courage?</p>	<p>RE – Go Forth</p> <p>My courage Jar.</p> <p>See uploaded worksheet on Google Classroom.</p>
<p>Literacy- Reading</p>  <p>Share the story The Something.</p> <p>Create the illusion of a hole in your garden or outdoor area for your child to discover in the morning when they wake up. The hole could be done in a number of ways, e.g. cut out a black circle from sugar paper and stick it to the ground and then add soil/earth around the outside to give the illusion of depth and disturbed ground. Allow your child the opportunity to discover this mysterious hole. Ask them open questions to generate ideas and discussions such as;</p> <ul style="list-style-type: none"> • What is this? How did it get here? • Is it dangerous? How do you know? • Should we investigate it? Why? • Could something be down the hole? Like what? • What kind of creatures live down holes? • Will it get any bigger? • What should we do? <p>Encourage generating curiosity, recording your child’s responses, take photos of your child discovering and discussing the hole. Encourage your child to write with you, writing the letters that they already know from phonics.</p>	<p>Literacy- Writing</p> <p>Model writing a sentence ‘Down the hole there might be a slippery snake.’ Your child is to retain in their heads their sentence and say their sentence a number of times. Support segmenting the words to help accurate spelling. Depending on the time of the year, ensure the children apply all their knowledge of phonics already learnt.</p>	<p>UW-</p> <p>Following your child’s predictions, show them a selection of 10 animals (models or images) and ask them to sort them into animals that might live in a hole. Encourage your child to give their answers in a full sentence.</p>	<p>Literacy- Storytelling</p> <p>Little stairs in a tree-who might live there? What did the animals talk about on the last page? Speech bubbles? What were they planning?</p>	<p>Literacy-</p>  <p>Read story from the same author as The Something-Rebecca Cobb</p> <p>Before you start reading the story together talk about the cover, and talk together about what you both see in the picture and what might happen in the story. Read the story aloud to your child pausing to talk about what is happening in the story and the pictures as you do.</p> <p>Talk together about the little girl’s feelings about mealtime at the beginning of the story and at the end. What made her change?</p> <p>How might her Mummy feel? What is your favourite bit of the story? Were there any surprises?</p> <p>What is the little girl having for lunch and dinner? What is your favourite lunch or dinner?</p>

Phase 2 Week 4 Set 4 ck, e, u, r.

<p>Practise s/a/t/p/i/n/m/d/g/o/c/k flash cards and actions.</p> <p>Teach the letters c/k</p>	<p>Practise s/a/t/p/i/n/m/d/g/o/c/k/</p> <p>Teach the letter e</p>	<p>Practise s/a/t/p/i/n/m/d/g/o/c/k/ck/e. flash cards and actions.</p> <p>Teach the letter u</p>	<p>Practise s/a/t/p/i/n/m/d/g/o/c/k/ Ck/e/u flash cards and actions.</p> <p>Teach the letter r</p>	<p>Make a phoneme frame and together with your child make words using sounds already learnt so far e.g. sat, pin, pat, got, dog, mad etc.</p>
<p>Mathematical Development- Number Play a game of skittles – you could use empty plastic bottles or cardboard tubes as the skittles. How many skittles do you have? Roll a ball at the skittles. How many fall over? How many are left standing?</p>	<p>Mathematical Development- Number Play a subtraction game while you have a snack. Count out five pieces of fruit on to a plate. Then, eat one of the pieces of fruit. How many are left? If your grown-up eats one piece of fruit, how many would be left?</p>	<p>Mathematical Development- Number Use 6 toy cars to play a subtraction game. Move the toys into a line on the carpet road. Then, put 1 of the toys into a cardboard box car park. How many cars are left on the road? Can you tell a grown-up about the number of cars there are? Can you use the words 'away' and 'left'?</p>	<p>Mathematical Development- Number Model making an addition number sentence. Emphasise talking one away-how many left? Repeat for 4-1=, 6-1=, 9-1= etc</p> 	<p>Mathematical Development- Number Introduce language 1 more/1 less</p> 
<p>EAD:</p> <p>Drama – Parent in Role: The Boy with No Ball</p> <p>Wear a costume signifier e.g. a blue jumper, red wellies and sit in front of your child looking very sad and tell them that you have lost something. Try not to disclose too much to encourage your child to ask questions. The line of enquiry could lead them to knowing that you have lost a ball and you don't know where it has gone and that you have searched everywhere for it. Your child may well make a connection to the hole and that it could be down there. There could be an opportunity to consider equipment that could help retrieve it (e.g. rope, hook, bucket etc).</p>	<p>RE – Respond</p> <p>Start the session with a moment of quiet reflection. Provide your child with the opportunity to engage with questions of meaning and purpose related to 'Welcome.'</p> <p>Your child may be able to contribute to the following through discussion, role play, drama, art, cue cards etc.</p> <p>Ask if there is anything they wonder about</p> <ul style="list-style-type: none"> ○ How we are made to feel welcome? ○ How do we show others that they are welcomed? ○ How is a baby welcomed into a family? <p>Provide the opportunity, possibly by one of the means above, for your child to remember</p> <ul style="list-style-type: none"> ○ How are we welcomed into God's family? ○ Who is at the Baptism? ○ What will you see at a Baptism? ○ What happens at Baptism? ○ What will they hear said at the Baptism? 	<p>EAD-</p> <p>Make an under the ground scene.</p> <p>Use a small cardboard box such as a shoe box. Turn it on its side. Make an imaginary underground scene using collage or paint to make a background, then add small toys, or playdough models for the creature who lives there. Decorate the top edge of the box to look like grass and make a hole to look through.</p>	<p>UW/EAD</p> <p>Can you find out what the animals in the story might eat in the garden? Explore different animal habitats together.</p>	<p>PE Challenges</p> <p>Think about the different animals from the story The Something and their habitats. Can you make up a story about the animals and move like the animals do. How would they play in their habitats?</p>

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