

Acorn Class Remote Learning Plan

Hello, if you are reading this, we assume that either you or a member of your family is self-isolating, shielding or has tested positive or is awaiting Covid-19 test results. We hope that you are all managing and are not finding it too stressful - your wellbeing is, as always, our first priority!

The government have instructed us to provide remote learning contingency plans for you to use with your children at home that match, as closely as possible, the learning sequence happening in school. They expect us to provide you with a mixture of online and offline resources and links to videos designed to support learning. The government also expects us to engage with parents and to allow you to submit work for assessment and feedback.

If you or your child becomes unwell during this period, please email the school and let us know as we do not expect them to complete remote learning tasks if they are sick or if you are unable to support them. We do understand that this time will be challenging for us all.

Please support your child with their remote learning. Please select three pieces of work from different subject areas to send us over the course of your remote learning, for example a piece of Maths, Writing and Art to send to us via email so that we can see what they have been doing. You might choose to send us a word document, a photograph of them working or a screenshot of their finished piece of work. If there are any questions, please do not hesitate to email us at annie.garlick@benington.herts.sch.uk or vanessa.welch@benington.herts.sch.uk

Below are a range of activities from across the Early Years curriculum. This represents two weeks worth of activities. Please choose a range each day.

Please do a Reading, Phonics and Maths activity each day, then select one other activity from the list.

For more ideas, please look at the remote learning Acorn tab on the school website

Personal, Social and Emotional Development (PSED) / Relationships and Sex Education (RSE) / Communication, Language and Literacy (CLL) –

- ❖ Talk about your feelings with an adult. It is a brand new year. What would you like to do this year? Do you have a new years resolution e.g. try a new sport, try to get dressed by yourself, try to eat all your vegetables
- ❖ Try playing a game with your family members and practise taking turns
- ❖ Talk about yourself, things you like, don't like, who your friends are

Physical Development (PD) –

- ❖ Practise getting dressed by yourself
- ❖ Choose an activity that raises your heart rate: a brisk walk, skipping, running, cycling. Put your hand on your heart, how does it feel?

Literacy -

Reading

Read your books with an adult and talk about what you think the story is about, make predictions about what might happen next then share your favourite part of the story. Look at a range of fiction (story) books to help you develop your imagination. Look up some non-fiction books (information books) about our new topic of Dinosaurs. What can you find out? If you have books with words, practise sounding out and blending the words

Writing

- ❖ Practise writing your name
- ❖ Practise writing your letters

<https://www.youtube.com/watch?v=TYYSBProJH4&pp=QAA%3D>

- ❖ Try putting some of your learnt sounds together to make words e.g. can you write the word 'cat'?
Sound it out: c-a-t, now try writing the sounds
- ❖ Have a go at writing for different purposes e.g. draw a picture and try to label it
- ❖ Write a description of a dinosaur of your choice e.g. The T-Rex is very big. It has sharp teeth. Try using your sounds to write the words.

Phonics

In the Autumn term we learnt phase two letters in phonics. Re-visit these phonemes (sounds) and digraphs (two letters one sound) and practise sounding out and blending the words. Can you hear the first sound in the word 'dog'? 'd'. Which sound comes next?

Phonemes and digraphs we have learnt:

s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss

In addition to this we will begin learning the following high frequency (tricky) words:

a, as, at, it, in, is, l, no, go, into, to, the

<https://www.bbc.co.uk/bitesize/topics/zf2yf4j/articles/z4ycrj6>

<https://www.phonicsplay.co.uk/resources/phase/2>

<http://www.letters-and-sounds.com/phase-2-games.html>

We will be moving on to phase 3 sounds. Try learning some phase 3 phonemes, digraphs and trigraphs (three letters one sound):

j,v,w,x,y,z,zz,qu,ch,sh,th,ng,ai,ee,igh,oa,oo (long), oo (short),ar,or,ur,ow,oi,ear,air,ure,er

Maths –

- ❖ Practise recognising and ordering numbers to 20
<https://www.topmarks.co.uk/learning-to-count/helicopter-rescue>
- ❖ Practise counting objects accurately e.g. choose a number and count out that quantity using resources/toys from home such as duplo, dolls, pencils, washing pegs etc

<https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>

- ❖ Practise identifying one more and one less within 10, 15, then 20

- ❖ Have a go at completing the worksheets on addition and subtraction
- ❖ Go on a shape hunt around your home. Which 3D (solid) shapes can you see? Watch 3D shape song on YouTube: <https://www.youtube.com/watch?v=2cg-Uc556-Q&list=PLlaXSL5tFvIBK2vg5MRHWqap0IX1xafo8>

Understanding of the World (UtW) –

- ❖ Discuss changes over time and discuss animals that have become extinct (dinosaurs). Talk about possible reasons why. What would it be like? How would you feel if you saw a dinosaur?
- ❖ Learn what a fossil is and why they are important. See video: <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-fossil-hunting-along-the-jurassic-coast/zbbrkmn>

<https://www.bbc.co.uk/bitesize/topics/z9bbkqt/articles/z22g7p3>

Expressive Arts & Design (EAD) –

- ❖ Role play being in a museum – what might you have in your museum? How much would you sell your tickets for?
- ❖ Use some playdough to make different dinosaurs
- ❖ You could have a go at making your own salt dough dinosaur bones
<https://www.65millionyears.com/how-to-make-salt-dough-dinosaur-bones/>
- ❖ You could try making a dinosaur using junk modelling resources

RE

We will begin learning about Change and Growth in the Natural World

- ❖ Try thinking about yourself to begin with and think about things you can do now that you couldn't do when you were little e.g. writing letters or walking up the stairs. Try using your sounds and complete the sheet. Draw a picture of what you can do now!

Worship

For those of you wishing to engage in a daily act of worship, please see the collective worship planning in the remote learning section of the school website.