

Home Learning Activities- Term 5 Week 5

'The tiny seed' by Eric Carle

<https://www.youtube.com/watch?v=ls6wTeT2cKA>

Day	Learning Activity Suggested time 9.00-9.30	Phonics Suggested time 11.30-12.00	Maths Suggested time 1.00-1.20
Monday 18 th May	<p>Before starting the story; ask your child the following questions: What is a 'seed'? What do you think happens when seeds begin to grow? Where can we find seeds?</p> <p>Read your child the story <i>The Tiny Seed</i> by Eric Carle if you have it. Alternatively, follow the Youtube link at the top to hear it read aloud.</p> <p>Revisit the same questions from before and see if your child's answers have changed or if they add more detail.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Last week, you were looking at different coins and using the coins to buy items in your very own 'shop.'</p> <p>Have a look at the toy shop document attached with this planning and ask your child to tell you how many 1p coins you will need to buy the objects.</p> <p>If you have 1p's they could count out the different amounts.</p> <p>Make sure they are using the vocabulary 'p, pence or pennies' after the total.</p> <p>Which toy was the most expensive? (Needed the most coins?) What toy was they cheapest? (needed the least coins?) Which toy was your favourite? How much was it?</p>
Tuesday 19 th May	<p>During the story, our 'tiny seed' gets to experience the four seasons; at these points of the video, can you pause the story and talk to your child about what is happening to the tiny seed during this season?</p> <p>3.33 (Winter) 4.49 (Spring) 7.26 (Summer) 8.30 (Autumn)</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Using the toy shop sheet from yesterday. Ask your child to choose 2 toys they would like to buy and work out how much they would cost. For example: 5p add 2p. You may wish to do this using 1p coins or ask your child to put the amounts on their fingers. We also use the phrase 'in my head.' For example "5 in my head, 2 on my fingers." They tap their head as they say 5 and then count on using their fingers- 6,7. 7p. (If they forget to say p/pence/or pennies ask them 7 what? 7</p>

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	Split a sheet of paper into four equal squares, and for each season can your child draw a picture of what is happening? Get your child to use their phonic knowledge and write the name of the season in each box.		elephants? 7 sweets? It is important they use the terminology.) Have a go at two more.
Wednesday 20 th May	Read this week's story again, but this time, ask your child to draw a picture that will match with the journey of the 'tiny seed' on a large sheet of paper. Pause the video at different sections of the journey and ask your child to draw a picture. There is no need to write any words for this activity. Use arrows between each picture to show the 'journey' of the tiny seed and how it turns into a flower. As this is quite a long story, we are going to split this activity into two sessions. So stop at 4.48 (After Spring)	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	Using the toy shop pictures from yesterday and ten 1p's. Ask your child to choose something to buy and count out the coins to give to you. How many do they have left? Repeat this sentence to them after "that's right you had 10p and you gave me 3p so now you have 7p left. $10p - 3p = 7p$. Continue modelling the sentence as they buy other toys. Gradually encourage your child to have a go using the sentence above.
Thursday 21 st May	Continue your 'seed journey' after Spring. You do not need to include every event that happens – just the sections your child deems as 'important' to the story.	See additional information on class pages for: Mr Rapley's group Mrs Jarmola's group Miss Powell's group	Lay out 1 of each coin in front of your child in order of their value. Ask them to look at the numerals they can see. Using 1p coins make up the value of 2p. Ask your child if we have a coin that has a 2 on? Let them find the 2p coin and explain these are the same. Create 3p, is there a coin etc, up to 10p. Ask them how many 1p's do you think we would need to be the same as

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			a 20p and 50p. Explain that £1 is the same as 100 pennies and £2 is 200 pennies.
Friday 22 nd May	<p>Take out your child's <i>seed journey</i> images from yesterday, can your child tell you about each picture as you point to it?</p> <p>As they are explaining the image, get them to record any words around the picture as a 'label.' If your child seems confident with writing and sounding out individual words (plausible attempts), get them to write a sentence. (i.e. The seed is flying in the wind.)</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Lay out 1 of each coin in front of your child. Ask them if they can recall what they are called and how many pennies they are the same as. Today we are going to look at combining the totals. Place a 2p coin down and a 1p coin. Under the 2p layout two 1p coins and under the 1p lay out another coin. Ask your child to count the 1p coins at the bottom. 3p, we can also use the 2p and 1p to make 3p. Do the same with two 2p coins. Try with a 5p coin and a 1p and then a 2p. Then see if your child can do it without using the 1p coins underneath by just looking at the value of the coin. If it was 5p and 1p. You could say I have 5 in my head and add 1 more – 6p. With a 2p add 2 more "I have 5 in my head 2 on my fingers- 6,7" 7p.</p>