

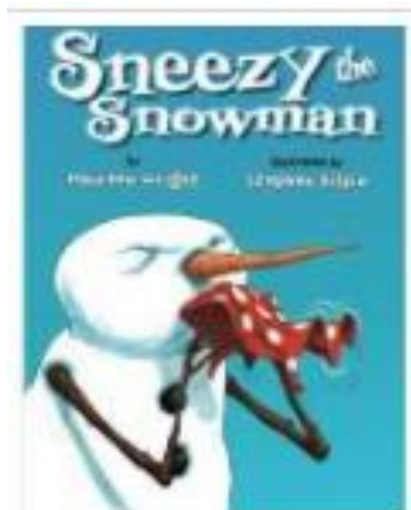
## Apple and Lime Home Learning

Week Commencing – 11-1-2021

### The Sneezzy Snowman

This week we are focusing on the story 'The Sneezzy Snowman' by Maureen Wright. You can listen to the story using the link below:

<https://www.youtube.com/watch?v=Kuw70NqKYhQ>



Please email your work (as attachments) daily to [bjeffery@bgpschool.kent.sch.uk](mailto:bjeffery@bgpschool.kent.sch.uk) or [ghemsley@bgpschool.kent.sch.uk](mailto:ghemsley@bgpschool.kent.sch.uk) or upload them to tapestry.

### Monday:

**Phonics – 1)** Recall all Phase 2 phonemes and last week's Phase 3 phonemes. Your child should be able to give you the sound for each of these graphemes: **s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, ff, l, ll, and j, v, w, x, y.** Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be** (tricky words cannot be sounded out, they must be read by sight. The easiest way to do this is to make flash cards – 1 word on each piece of paper)

**2)** Introduce next phoneme: **z.** Talk about words beginning with z.

**3)** Can your child find the phonemes for **zip, zit, Zak?** (use the phoneme mats for Phase 2 and 3, or (an easier, fun option) have the phonemes on pieces of paper or even toys for your child to manipulate into position.



**4)** Can your child read/sound out these words: **zap, zigzag?**

**5)** Read this sentence aloud for your child to write (no copying!) **Has a fox got six legs?**

**Write Stuff** – The children have been writing daily since their first day – they call this 'brave writing'—using the EYFS Rainbow from the Write Stuff Approach.

Watch *up to and including the first page (to 0:58 of video)* of The Sneezzy Snowman. Then encourage your child to talk about a variety of synonyms for cold—you can make this more meaningful by giving them an ice cube to feel and telling you how it feels to touch. Think of the missing words for the sentence below (It is a 'touching' fantastic). Choose your favourite and write it down.



It is \_\_\_\_\_ out here. (cold, freezing, icy, frosty, etc) *Now read your sentence aloud.*

Now listen to the *next few pages (up to 1:31)*. The children have enjoyed acting out verb vocabulary; ask your child to 'flutter like a snowflake' and 'howl like the wind', etc. Get them to write down the missing words in this 'action' sentence:



The snowflakes \_\_\_\_\_ and the wind \_\_\_\_\_ (flew/blew, twirled/swirled, fluttered/howled, etc.) *Now read your sentence aloud together.*

**Maths** – This week we are focusing on shape and pattern. Please use the following lessons from Oak National Academy:

<https://classroom.thenational.academy/units/shape-and-pattern-dba1>

**Lesson 1** – Sorting 2D shapes:

<https://classroom.thenational.academy/lessons/sorting-2d-shapes-cdh3et>

## **Tuesday:**

**Phonics – 1)** Recall all Phase 2 phonemes as needed and last week's Phase 3 phonemes. Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be** (tricky words cannot be sounded out, they must be read by sight.)

**2)** Introduce next phoneme: **zz**. Talk about words ending in zz.

**3)** Can your child find the phonemes for **buzz, fizz**? (use the phoneme mats for Phase 2 and 3, or (an easier, fun option) have the phonemes on pieces of paper or even toys for your child to manipulate into position.

**4)** Can your child read/sound out these words: **jazz, fuzz**?

**5)** Read this sentence aloud for your child to write (no copying!)

*Has a cat got a web?*



**Write Stuff** – Watch *up to and including 'the gigantic ACHOO!'* (to 2:33) of the story. Then encourage your child to talk about a variety of synonyms for gigantic, using your hands or body to help visualise. Think of the missing words for the 'noticing' sentence below.



The snowman sneezed a \_\_\_\_\_ a-choo. (gigantic, big, large, massive, enormous, tremendous, etc) *Now read your sentence aloud together.*

Now listen to the *next few pages (to 2:43)*. Find some words that will fit into this 'speaking' sentence:



"Here's my scarf that's \_\_\_\_\_ and \_\_\_\_\_. I think it would look great on you." (red/blue, long/warm, colourful/new) *Now read your sentence aloud together.*

## Maths – Lesson 2 – Creating patterns with shapes:

<https://classroom.thenational.academy/lessons/creating-patterns-with-shapes-ctj3gc>

### Wednesday:

**Phonics – 1)** Recall all Phase 2 phonemes as needed and last week's Phase 3 phonemes. Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be**.

**2)** Introduce next phoneme: **qu**. Talk about words beginning with qu.

**3)** Can your child find the phonemes for **quiz, quit, quick**?

**4)** Can your child read/sound out these words: **quack, quid**?

**5)** Read this sentence aloud for your child to write (no copying!) **Can a duck quack?**

**Write Stuff** – Watch *up to and including 'listen to what we have to say' (to 4:21)* of the story. Then encourage your child to talk about a variety of synonyms for say—play a game where one closes eyes, the other shouts/whispers, the first guesses if they were yelling/whispering, etc. Think of the missing words for the 'listening' sentence below.



Listen to what we have to \_\_\_\_\_. (say, yell, shout, whisper, etc) *Now read your sentence aloud together.*

Now listen to the *end of the video*. Find some words for this 'feeling' sentence that describe how the snowman is feeling now:



At last! I feel \_\_\_\_\_. (just right, perfect, comfortable, etc.) *Now read your sentence aloud together.*

## Maths – Lesson 3 – Finding 3D shapes in the environment:

<https://classroom.thenational.academy/lessons/finding-3d-shapes-in-the-environment-c9j64c>

### Thursday:

**Phonics – 1)** Recall all Phase 2 phonemes as needed and last week's Phase 3 phonemes. Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be**.

**2)** Introduce next phoneme: **sh**. Talk about words beginning with sh.

**3)** Can your child find the phonemes for **shop, ship, fish, shell, shed**?

**4)** Can your child read/sound out these words: **shock, cash, bash, rush**?

5) Read this sentence aloud for your child to write (no copying!) **I am in such a rush to get to the shops.**

**Write Stuff** – Non-fiction Thursday—Looking at the story video, talk about how the children rebuilt the snowman in The Sneezzy Snowman. Discuss all the things you would need to collect in order to make a snowman. Begin to draw and write some simple instructions, eg:



First roll the snowballs.



Next stack the snowballs.

**Maths** – Lesson 4 – Describing 3D shapes:

<https://classroom.thenational.academy/lessons/describing-3d-shapes-crwk2e>

**Friday:**

**Phonics** – 1) Recall all Phase 2 phonemes as needed and last week's Phase 3 phonemes. Practice reading the Phase 2 tricky words: **I, to, no, go, into, the** and Phase 3 tricky words: **he, she, we, me, be**. Introduce flashcards for: **was, my, you, her, they, all, are** and continue to practice all of these next week.

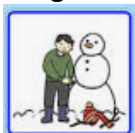
2) Introduce next phoneme: **ch**. Talk about words beginning with ch.

3) Can your child find the phonemes for **chop, chin, chuck, chill**?

3) Can your child read/sound out these words: **chick, check, chug, such**?

4) Read this sentence aloud for your child to write (no copying!) **A man is rich if he has lots of cash.**

**Write Stuff** – Non-fiction Friday—Recalling the story video, your child can remind you how the children rebuilt the snowman in The Sneezzy Snowman. They should then finish drawing and writing the simple instructions, eg:



Then get the carrot and buttons.



Last add a hat and scarf.

**Maths** – Lesson 5 – Revision and practice

<https://classroom.thenational.academy/lessons/revision-and-practise-71jk6t>

**Other activities to sprinkle throughout your week of home learning:**

**PSED – *Confidently speak to others about interests and opinions***

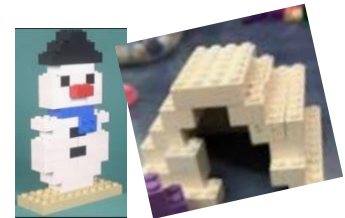
Have a snowball fight: Using a ball or a crumpled-up piece of paper, throw the snowball to each other; when you catch the snowball, say what you do or do not like about Winter. Encourage your child to always speak in full sentences, eg: 'I like going out in the snow to make snow angels.' or 'I do not like wearing my wellies.'

**CL – *Concentrate and listen carefully to instructions***

Play a listening game 'snowman says': The leader is a snowman and gives instructions such as "Snowman says, count your buttons." "Snowman says, touch your carrot nose." "Snowman says clap your mittens."

**PD – *Controlled handling of construction materials***

Build some snowmen from playdough or Lego. Be as adventurous as you like, you may even want to build an igloo!



**UW – *Looking closely at similarities, difference, patterns and change***

Collect appropriate items/materials to represent a snowy scene. This can be as large as you like, just 'borrowing' items from around your room/house and returning them once your child takes a photo.



**EAD – *Initiate new combinations of movement and gesture to express ideas***

Play some wintery music on a CD player or from YouTube. Encourage the children to operate the equipment in order to choose the music that they would like to dance to. ('Winter' from The Four Seasons by Vivaldi, 'Walking in the Air' by Howard Blake or 'The Skaters' Waltz by Emile Waldteufel would be perfect, as would 'Let it Go' from Disney's Frozen Movie.)

**PE –** Join in with Joe Wicks or try some Cosmic Kids Yoga!

**Please remember to email your work daily to [bjeffery@bgpschool.kent.sch.uk](mailto:bjeffery@bgpschool.kent.sch.uk) or [ghemsley@bgpschool.kent.sch.uk](mailto:ghemsley@bgpschool.kent.sch.uk)**