



Hello Everyone!

We hope you are all well. Thank you again for the lovely Tapestry update - It's great to see what you've been up to and we are very lucky to have such lovely sunny weather to enjoy at home!

On Tapestry and on the school website (on our Foundation stage page / the coronavirus information page) you will find many activities that you could do this week. We have planned activities that meet different objectives from across our Early Years Curriculum. This week they are around the topic of Gross and Fine Motor control / Phonics.

If you are only able to do one thing at home then please have 'Story Time' - set aside some story time each day to share a book together (that isn't bedtime.) Don't worry if you are reading the same book again and again due to a limited supply. Children thrive on repetition; can they anticipate which words are coming next? Encourage them to talk about the beginning middle and end, what is happening in the pictures, or make up a new ending and see if they notice!

We hope you have fun and enjoy some of the activities suggested.

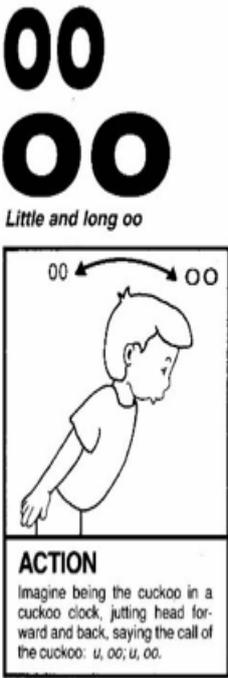
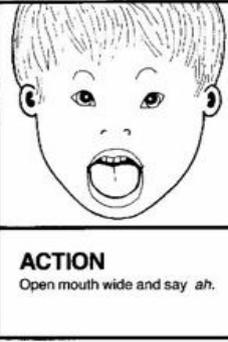
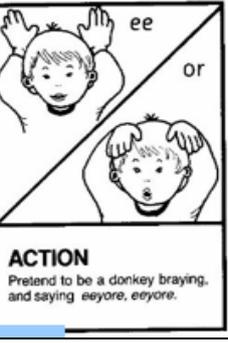
Stay safe, take care and let us know what you've been up to.

Mrs Keeping, Mrs Clarke, Mrs Rush, Mrs Arthur, Miss White and Mrs Coleman.

Foundation Stage suggested activities for Week beginning 27.04.20

All of the activities below are on Tapestry along with some video and pictures to help you further.

| | Phonics - Acorns |
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| Activity 1 | Demonstrate sitting quietly. Sit in the kitchen and encourage your child to listen to all the sound you can hear. Move to a different room/garden and listen again - talk about what you can hear. Demonstrate hitting a 'drum' - empty tub or box will do- and listening for the sounds. Can your child take turns to beat it the same? This could incorporate counting. This could be extended to outdoors- tree- garden chair ...Are all the sounds the same? |
| Activity 2 | Collect some things which make a sound - use these to play a guessing game. First explore all the sounds. Then closing eyes make a sound with one of the objects to see if they can guess which one you used. Swap over for your child to let you guess. |
| Activity 3 | To distinguish between sounds and to remember patterns of sound. To talk about sounds we make with our bodies and what the sounds mean. Demonstrate using the body to make different sounds (clap hands, stamp feet, click fingers) Child take a turn to practise making body sounds. Try clapping or stamping to some music. Then the adult performs a pattern of body sounds for the children to copy and apply skills. Make activity a little harder by introducing a sequence of body sounds for the children to follow (clap hands, stamp feet etc). Vary this by making it fast or slow. Maybe add a movement or action. Encourage your child to listen with concentration. |
| Activity 4 | Rhyming Books Share a book that has a familiar repeating/rhyming pattern (<i>The Gingerbread Man</i>). Repeat the book and children practise the repeating words. Add actions to the story (run, run, etc). |
| Activity 5 | Listen to rhymes. (You could use BBC Nursery rhymes to give you some ideas.) Repeat - encouraging children to sing the rhyme. Enjoy learning the rhymes together and singing them later to remind them and learn. |

| | | Phonics - Oaks |
|------------|--|---|
| Activity 1 |  <p>Little and long oo</p> <p>ACTION Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo, u, oo.</p> | <p>Show your child the phoneme 'oo' - remind them of the action and sound - (the u sound as in book and also an oo sound as in moon) Explain that oo can make both these sounds in different words.</p> <p>Today we will think about 'oo' sound - as in 'moon'.</p> <p>Watch https://www.youtube.com/watch?v=GVm1Fv9CuPk</p> <p>Write some oo words and add sound buttons- too zoo boot hoof food</p> <p>Ask them to read the following sentences- encourage them to blend if they get stuck.</p> <p>I go to the moon in a boat. It is fun to go to the zoo. The foal had a pain in his hoof.</p> |
| Activity 2 |  <p>ACTION Imagine being the cuckoo in a cuckoo clock, jutting head forward and back, saying the call of the cuckoo: u, oo, u, oo.</p> | <p>Today we will think about 'oo' sound - as in 'book'.</p> <p>Write some oo words and add sound buttons look foot book good took</p> <p>Ask them to read the following sentences- encourage them to blend if they get stuck.</p> <p>It is fun to go and look at a book. I look at my good cook book.</p> |
| Activity 3 | <p>the 'ar' sound</p>  <p>ACTION Open mouth wide and say ah.</p> | <p>Show your child 'ar' - remind them of the action -</p> <p>Watch - https://www.youtube.com/watch?v=zKLYNjkROBI</p> <p>Adult to write these words onto small cards and put them into a bag. car bark hard zoom wool root lar tark pard noom goot</p> <p>Ask your child to pull out a word, read it - is it a really word? Or is it an Alien word?</p> <p>Sort the cards into real words and Alien words.</p> <p>Ask your child to write the following sentence - Will a dog bark if it sees a shark?</p> |
| Activity 4 | <p>long e and the 'or' sound</p>  <p>ACTION Pretend to be a donkey braying, and saying eeyore, eeyore.</p> | <p>Show your child 'or' - remind them of the action -</p> <p>Watch - https://www.youtube.com/watch?v=Fm9PRHDJlv4</p> <p>Have a go at writing some or words - for fork sort born worn torn</p> <p>Adult to write out the following questions and play the Yes/No game - get your child to use thumbs up and thumbs down to show whether the answer is yes or no.</p> <p>Is a fork sharp? Will a fish forget things? Is a torch bright? Is corn red? Do bees buzz in the morning?</p> |
| Activity 5 | | <p>Show your child all of the digraphs oo, ar, or, '- remind them of the actions</p> <p>Get your child to try writing each of the digraphs oo, ar, or in the air or in their book /on whiteboard.</p> <p>Visit Phonics play - www.phonicsplay.co.uk You will want to click on phase 2 or 3.</p> <p>There are lots of games that you can select a particular set of letters - Oaks try this week's sounds Click on phase 3 and then on any of these - oo, ar, or - Maybe play Buried Treasure.</p> |

Other areas of the curriculum - Oaks and Acorns

You choose -
throughout the day try to find ways to give your child a choice about things. Keep it to 2 options - 'this, or this'. For example: would you like to wear the red T shirt or the blue one? Would you like an apple or a banana? Shall we watch Peppa Pig or Paw Patrol? Children at an earlier stage of development can point to their preference, or you can extend the experience by asking them why they made that choice.
Self Confidence and Self Awareness

Hide and Seek -
play this simple game with your child in whatever space you have. Swap hider and seeker roles. Involve older siblings. For children at an earlier stage of development, play peek-a-boo behind hands or a cushion. If you and your remote relatives have a mobile device, get them to hide a toy for your child to find 'virtually' (lots of talk will happen here) or play peek-a-boo through the screen.
Making Relationships

A day in the life of Teddy (or dinosaur/rabbit/doll) -
ask your child to choose a toy to look after for the day. Teddy will need help getting up, having a meal, playing with their 'friends', going to bed. Your child will be showing their understanding of these daily events as they roleplay them. You can support this by modelling it for your child, or you can extend it by taking photos of the different things Teddy does and looking back over them with your child using language like first, next, then, after that.
Understanding

Dressing up - collect some hats, scarves, other family member's clothes and shoes, bits of fabric. You and your child can put things on and be a different person! Model using a funny voice for your new character. Who are they? What's their name? What do they do? This creates opportunities for lots of talk. Extend this activity by making up a little story for your child to 'act out' about their character: "Mr Smelly Socks went for a walk. On the way he met Teddy. They saw birds high in the sky. Mr Smelly Socks climbed a tree, but got scared at the top..."
Speaking

Fingers and thumbs - collect some small objects (keep safety in mind with small things) and a container. Challenge your child to pick the objects up using only their forefinger and thumb - like a tweezer or pincer - and put them in the container without dropping them. You can extend this by trying it with chopsticks if you have some, or use 2 pencils as your chopsticks.
Moving and Handling; Fine motor skills (using hands)

Indoor obstacle course - this doesn't need much space and won't be permanent! Lay cushions on the floor as stepping stones, put tape or string in a straight line on the floor as a tight rope for balancing, a chair for going under/over, use the table as a tunnel (you could put a blanket over it). Keep it simple for an earlier stage of development, or extend it by timing your child. Always check things are safe!
Moving and Handling; Gross motor skills (big movements and coordination)

Cosy place - its going to be hard to find quiet spaces to calm down or just be when everyone is at home. Try to make a space with your child - a blanket or sheet over some string like a tent, under a table, a corner of the room. Add cushions, some books or pens and paper. They could choose a special toy to be there too. Encourage them to come here for some peace and quiet during the day. Remember to use this as a positive place.
Managing Feelings and Behaviour AND Health and Self Care

What can you hear? - shhh. You're going to see how many different sounds you can hear. Sit very quietly with your child for a few seconds (longer if they are able to). As you hear noises, acknowledge them using facial expressions - surprise, a smile, a nod. Stop listening. Can you name the sounds you heard? How many did you hear? Were they loud or quiet sounds?
Listening and Attention

A time Capsule!

A whole school task to complete as a family this week. We are living in historic times - pupils of the future will be learning about the Corona Virus in school! So, we are going to create a piece of history which will act as evidence for future historians! The document (on Tapestry and on the website) that you can fill out as a family during this time of isolation, which you can look back on later in life!

Gross motor Skills - Don't forget to be staying active!

Joe Wicks - <https://www.youtube.com/watch?v=faE7889AIaU>

Andy's Wild Adventure work outs are great fun -

<https://www.bbc.co.uk/iplayer/episode/p06tmtxh/andys-wild-workouts-series-1-10-arctic>

Activity 1 - Use the 'Fitness circuit cards' attached cards to challenge you family.

Activity 2 - Go for a family walk in the sunshine.

Activity 3 - Use the 'Gross motor skills cards' attached to do activities around the house.

Activity 4 - Using chalk draw out an obstacle course in the garden or on the pavement by your house.

Activity 5 - Use your bike / Scooter / trampoline to do some exercise.

Fine motor skills - funky fingers / Handwriting -

Give your child lots of opportunities to scribble, draw, and colour. At first, using any writing tools to make marks on paper is great practice. However, handwriting needs to be taught in a consistent way and it is important to develop good habits.

Pencil grip - With time and support most children will develop an efficient pencil grasp by using and mastering the tripod grasp. This is the ideal grip to move the pencil efficiently and accurately for letter formation. (See Tapestry for photos.)

Acorns - Try drawing lines - long short. Try repeating lines and making them straight. Try drawing circles. Can you make the circles small or large? Can you make some circles all the same size? Children have to be able to form the pre-writing shapes before they are able to form letters correctly.

From the phone calls I have had with parents I hear your children have been busy practising writing their name - This is great - Keep up the good work. Please ensure they are using the correct formation as it can be hard to undo a bad habit!

We always try to make our learning fun so you may want to practise the letters in some flour / using a wet paint brush on stone in the garden, you might have a chalk board to use at home / a sand tray, in shaving foam etc etc

In Oak Class, we have been working hard to improve our presentation and handwriting skills. On Tapestry /Website there is a video of how you can help your child improve their letter writing. You might want to concentrate of just a letter family each at a time.

<https://www.youtube.com/watch?v=cVf-LnFmt-U&t=128s>

If you have a printer available and wish to use some sheet then they are available in the document tabs on Tapestry. (Documents tab is not available on the app.)



From - [Mindful Moments Preschool & Before/After School Care](#)

Child's hand (left) and a typical older child's hand (right). I have parents asking regularly why their preschool aged child isn't able to write yet. This is why! Their hands (and brains) are still developing and are not fully formed. **So what should they be doing to support this? PLAY!! Playdough, colouring, cutting, gluing, playing outside, digging in dirt, sensory play, dress up play, science experiments, beading, puzzles, throwing balls, etc.** All of these things help their hands develop. When they are physically ready to write, they will!