

## School/Home Learning Week 4 – 22.06.2020

Activity	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Story / Theme Suggested Activities</b>	<p><b><u>Giraffes Can't Dance</u></b></p> <p>Read the story/Listen to it on the school website.</p> <p>Stop at the part that Gerald leaves feeling alone and sad. Discuss what Gerald could do now? Should he just give up and never dance again? Ask children – what would you do? Imagine Gerald is here in the room (use a puppet/toy if you like), what would you say to him to encourage him? Go round the class giving ideas. Continue reading the story to the end.</p> <p>On a piece of paper, children draw a picture of themselves and a speech bubble. Ask them to write their words of encouragement/ motivation to Gerald in the speech bubble (Older children could write more than one speech bubble). Share speech bubbles with Gerald/the class at the end. Discuss the fact that Gerald need some encouragement to help him try again. Can we think of a time when we have needed this – discuss.</p>	<p><b><u>Giraffes Can't Dance</u></b></p> <p>Reread the story/Listen to it on the school website.</p> <p>Stop after the part that Gerald leaves the dancefloor - How might Gerald feel when the other animals are laughing and waiting for him to dance? How should they behave instead? Are they being good friends? Continue the story to the end. Draw a picture of Gerald in the middle of the page and draw 4 bubbles/boxes around the outside, label them</p> <p><b>Characters, Setting, Problem, and Lesson Learned.</b> Discuss each heading and then fill in the boxes/bubbles.</p> <p>Older children could also write words around the picture to describe Gerald, e.g. thin legs, sad, embarrassed.</p>	<p><b><u>Giraffes Can't Dance</u></b></p> <p>Reread the story/Listen to it on the school website.</p> <p>Discuss the story and how Gerald was sad because he couldn't dance. Did he give up? Who/what helped him? Why was he able to dance in the end?</p> <p>The cricket says, "Sometimes when you're different, you just need a different song." And at the end, Gerald says, "We all can dance, when we find music that we love." How can we apply these to things we can't do? (Keep practising, if at first you don't succeed, we're all good at different things, we can all get better at something etc).</p> <p>Discuss the Growth Mindset phrase, 'I can't do it ... YET!' – What does it mean? How does it relate to this story? Think of something you can't do ...YET! On a piece of paper, draw a line down the middle. On one side write – <b>Something I can't do ... YET!</b> And on the other side write – <b>But I can do ...</b> Then fill in underneath and illustrate.</p> <p>Share with the bubble if you want to.</p>	<p><b><u>Giraffes Can't Dance</u></b></p> <p>Reread the story/Listen to it on the school website.</p> <p>Have you ever seen a dancing giraffe? Today we're going to draw our own!</p> <p>On a piece of paper, draw and decorate a background – look at the book and discuss things you may include – trees, the moon, starry sky etc. Decorate with your choice of materials – oil pastels, watercolours, felt tips, collage material etc.</p> <p>On a separate piece of paper, draw your dancing giraffe – look at pictures from the book and on google. Decorate the giraffe once you have drawn it, again using your choice of materials. Then when both pieces are dry, cut out the giraffe and stick it onto the background.</p> <p>Put on some classical music and walk around the classroom 'gallery' looking at everyone's artwork.</p>	<p><b><u>Giraffes Can't Dance</u></b></p> <p>Reread the story/Listen to it on the school website.</p> <p>Pick up on some of the alliterative phrases – 'chimps all did a cha-cha', 'warthogs started waltzing' and 'rhinos rock 'n' rolled'. Discuss alliteration and see if you can come up with some more ideas of animals moving using alliteration, e.g. tigers did a tango, hippopotamuses started hopping, rabbits running (does not have to be set in the story). On a piece of paper, children write out their alliterative animal phrase in big, bold writing and illustrate with a picture of the animal doing their movement.</p> <p>For older children or as an extra challenge you could extend into an alliterative sentence rather than just a phrase, e.g. The sloths were slowly spinning and slinking in the sun.</p> <p>Read aloud to the rest of the group and see if they can act out your animal movement.</p>
<b>Out of the Ark At Home</b>	Section: Get Moving Learn and sing the song: 'Moving to the Music'	Section: Get Moving Learn and sing the song: 'Moving to the Music'	Section: Get Moving Learn and sing the song: 'Moving to the Music'	Section: Get Moving Learn and sing the song: 'Clap Hands Stamp Feet'	Section: Get Moving Learn and sing the song: 'Clap Hands Stamp Feet'

	<p>Do you like to move to music? What songs do you like to move to? Find some of the examples on You Tube and dance as a class.</p> <p>Share Moving to Music- does it remind you of another song we you may have learnt (If you are happy and you know it)</p> <p>Learn the song and do the actions.</p> <p>Can half the class do the actions and sing the song for the other half to watch and then switch over? What did we like about each group's performance? What could be improved?</p> <p>Sing the song through again.</p>	<p>Sing the song Moving to the Music.</p> <p>Today we are going to be creating our own version of the song but making it even better! Our task is to make up our own lyrics to the same tune with lots of brand-new actions? Start with two one-syllable actions (spin, hop, bend, blink etc.), then two two-syllable actions (pat head, tap nose, side-bend, balance etc.) and end with a three-syllable action (jump up high, show my thumbs, pat my knees etc.)</p> <p>Sing through the new version of the song and include the new actions.</p>	<p>Sing the song Moving to the Music as a whole class a few times.</p> <p>Start by thinking about all of the funny things we can do with our bodies! Can anyone touch their nose with their tongue or roll their Rs? Perhaps one of you can wiggle your ears or click your fingers or make an owl sound by blowing into the hollows of your hands. See what everyone in your house can do!</p> <p>Explain that today we are going to get creative with some body-percussion recording! See what kinds of percussive sounds you can create: clicking fingers, stamping feet, rubbing your forearm, clapping, tapping your cheeks and altering your mouth shape for different pitches, rubbing your hands together, tapping your thighs, knees etc.</p> <p>Can a few of you build up different sounds between you, record them on a phone and share the result with someone you don't live with? See if he or she can guess how you made the noises.</p> <p>In school different classes could set the other classes the challenge of guessing what made the different noises.</p> <p>Did you know?</p> <p>The world record for finger clicking is 334 finger clicks in one minute!</p> <p>How many finger clicks can you do in one minute?</p>	<p>Can you predict what this song will be like? Do you think there will be actions?</p> <p>Listen to the song- what do you like about the song? What are you not so sure about?</p> <p>Have a go at singing the song and doing the actions. Don't forget the correct facial expressions for each verse!</p> <p>What sorts of things make you feel all of the emotions at the end of the verses: happy; grumpy; sleepy; ugly; scared?</p> <p>Did you Know?</p> <p>We're not the only species that put our hands together. Great apes like gorillas, chimps and orangutans sometimes clap their hands to draw attention. But applause – clapping hands as a sign of approval or joy – is actually a learnt behaviour and seems to be limited to humans.</p>	<p>Can you remember the song we started to learn yesterday?</p> <p>What were the different emotions? Can you remember the facial expressions you used for each of the feelings e.g. happy, grumpy, sleepy, ugly and scared?</p> <p>Sing the song through with the actions from yesterday.</p> <p>Think of some alternative lyrics and actions to sing and perform along to the song (nod head, twitch nose, knock knees etc.)</p> <p>How about more expressions and faces to pull at the end too?</p>
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<b>Handwriting</b>	<p style="text-align: center;"><b><u>Reception</u></b> <b><u>Focus: f</u></b></p> <p>Think of all the things you can starting with the letter f- air write the letter. Then complete 'f' page formation</p> <p style="text-align: center;"><b><u>Twinkl- booklet</u></b></p> <p>(You don't need to print this booklet out- you could use the ideas from the book to create your own sheet at home)</p> <p style="text-align: center;"><b><u>Year 1/2/3/4</u></b></p> <p>Page 15 – Write in your neatest handwriting on a piece of paper (or the next page of the notebook) and then illustrate.</p>	<p style="text-align: center;"><b><u>Reception</u></b> <b><u>Focus: g</u></b></p> <p>Think of all the things you can starting with the letter g- air write the letter. Then complete 'g' page formation</p> <p style="text-align: center;"><b><u>Twinkl- booklet</u></b></p> <p>(You don't need to print this booklet out- you could use the ideas from the book to create your own sheet at home)</p> <p style="text-align: center;"><b><u>Year 1/2/3/4</u></b></p> <p>Page 16 – Write in your neatest handwriting on a piece of paper (or the next page of the notebook) and then illustrate.</p>	<p style="text-align: center;"><b><u>Reception</u></b> <b><u>Focus: h</u></b></p> <p>Think of all the things you can starting with the letter h- air write the letter. Then complete 'h' page formation</p> <p style="text-align: center;"><b><u>Twinkl- booklet</u></b></p> <p>(You don't need to print this booklet out- you could use the ideas from the book to create your own sheet at home)</p> <p style="text-align: center;"><b><u>Year 1/2/3/4</u></b></p> <p>Page 17 – Write in your neatest handwriting on a piece of paper (or the next page of the notebook) and then illustrate.</p>	<p style="text-align: center;"><b><u>Reception</u></b> <b><u>Focus: i</u></b></p> <p>Think of all the things you can starting with the letter i- air write the letter. Then complete 'i' page formation</p> <p style="text-align: center;"><b><u>Twinkl- booklet</u></b></p> <p>(You don't need to print this booklet out- you could use the ideas from the book to create your own sheet at home)</p> <p style="text-align: center;"><b><u>Year 1/2/3/4</u></b></p> <p>Page 18 – Write in your neatest handwriting on a piece of paper (or the next page of the notebook) and then illustrate.</p>	<p style="text-align: center;"><b><u>Reception</u></b> <b><u>Focus: j</u></b></p> <p>Think of all the things you can starting with the letter j- air write the letter. Then complete 'j' page formation</p> <p style="text-align: center;"><b><u>Twinkl- booklet</u></b></p> <p>(You don't need to print this booklet out- you could use the ideas from the book to create your own sheet at home)</p> <p style="text-align: center;"><b><u>Year 1/2/3/4</u></b></p> <p>Page 19 – Write in your neatest handwriting on a piece of paper (or the next page of the notebook) and then illustrate.</p>
<b>Maths</b>	Use Home Learning Guidance activities				
<b>Phonics/ Spelling</b>	Use Home Learning Guidance activities				
<b>Dough Disco / Dough Gym</b>	<p style="text-align: center;"><b><u>Focus: Animals</u></b> <b>Warm up fingers!</b> <b>For ideas-</b></p> <p><a href="https://www.youtube.com/watch?v=r2tBH_XyeJc">https://www.youtube.com/watch?v=r2tBH_XyeJc</a></p> <p>Remind children of the rules for using their dough.</p> <p>Explain that this week we are going to be looking at animals. Do you have a pet at home? Share ideas. If you could have a pet, what would you choose? Watch 'Funky Feet' music for ideas of how to use the dough.</p> <p><a href="https://www.youtube.com/watch?v=zJQ2CaA7E50">https://www.youtube.com/watch?v=zJQ2CaA7E50</a></p> <p>Watch Dough Disco animal edition and see if you can challenge the children to make their favourite animal.</p> <p><a href="https://www.youtube.com/watch?v=tGP3gkTccbI">https://www.youtube.com/watch?v=tGP3gkTccbI</a></p>	<p style="text-align: center;"><b><u>Focus: Animals</u></b> <b>Warm up fingers!</b></p> <p>Can we think of new exercises we could use to warm up our fingers?</p> <p>Recap what we did yesterday about which pet the children would like to have and see if they can remember the animal they made.</p> <p>Watch the following videos and join in with the actions.</p> <p>The Ants went Marching: <a href="https://www.youtube.com/watch?v=ocFu_ZFgQi4">https://www.youtube.com/watch?v=ocFu_ZFgQi4</a></p> <p>Gobble, Gobble, Quack, Quack <a href="https://www.youtube.com/watch?v=8VmOphd6NII">https://www.youtube.com/watch?v=8VmOphd6NII</a></p>	<p style="text-align: center;"><b><u>Focus: Animals</u></b> <b>Warm up fingers using own choice of exercises</b></p> <p>If you could be an animal what would you be? Why? Share ideas. Tell the children your favourite animal and why. Watch the following videos and join in with the actions.</p> <p>Incy Wincy Spider: <a href="https://www.youtube.com/watch?v=KSB08N4ctJg">https://www.youtube.com/watch?v=KSB08N4ctJg</a></p> <p>Animal/insect dough: <a href="https://www.youtube.com/watch?v=iHJ4Rd1iOo">https://www.youtube.com/watch?v=iHJ4Rd1iOo</a></p> <p>Play the video from 4 minutes as there is a lot of talking first!</p>	<p style="text-align: center;"><b><u>Focus: Animals</u></b> <b>Warm up fingers using own choice of exercises</b></p> <p>Recap the week so far. What is your favourite animal? Have children picked the same animal? How many children have the same pet at home? Ask the children what their least favourite animal is and why?</p> <p>Watch the following videos and join in with the actions.</p> <p>Bee Buzz: <a href="https://www.youtube.com/watch?v=4uihesAZ4w">https://www.youtube.com/watch?v=4uihesAZ4w</a></p> <p>Play the video from 6 ½ minutes as there is a lot of talking first!</p> <p>Three Little Pigs: <a href="https://www.youtube.com/watch?v=CxrmJrKyMNA">https://www.youtube.com/watch?v=CxrmJrKyMNA</a></p>	<p style="text-align: center;"><b><u>Focus: Animals</u></b> <b>Warm up fingers using own choice of exercises</b></p> <p>Free style dough discos. Put a selection of different songs on from the week for the children to enjoy making up dough disco moves to.</p> <p>At the end of the session- Challenge the children to teach their friends how to do the moves they make up.</p> <p>To finish watch the following videos:</p> <p>Dough disco drum: <a href="https://www.youtube.com/watch?v=m9nbkv1ZOJ4">https://www.youtube.com/watch?v=m9nbkv1ZOJ4</a></p> <p>Relaxed dough disco: <a href="https://www.youtube.com/watch?v=br890A4LLJU">https://www.youtube.com/watch?v=br890A4LLJU</a></p>

	<p>Finish with Down in the Jungle and encourage children to make up their own actions with the dough.</p> <p><a href="https://www.youtube.com/watch?v=o9D5lfqZF3o">https://www.youtube.com/watch?v=o9D5lfqZF3o</a></p>				
<b>Hall Time</b>	Cosmic Yoga	Joe Wicks	<p>imoves Dance Challenge – Disco</p> <p><a href="https://imoves.com/home-learning/1544">https://imoves.com/home-learning/1544</a></p>	<p>Boogie Beebies with Oti Mabuse (5 minute episodes)</p> <p>Zoom to the Moon</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000jsf1/otis-boogie-beebies-series-1-1-zoom-to-the-moon">https://www.bbc.co.uk/iplayer/episode/m000jsf1/otis-boogie-beebies-series-1-1-zoom-to-the-moon</a></p> <p>(Strictly Come Dancing theme!)</p> <p>Get Dancing</p> <p><a href="https://www.bbc.co.uk/iplayer/episode/m000jsdq/otis-boogie-beebies-series-1-2-get-dancing">https://www.bbc.co.uk/iplayer/episode/m000jsdq/otis-boogie-beebies-series-1-2-get-dancing</a></p>	Cosmic Yoga
<b>MFL (KS2)</b>	<p>Recap - What have we learnt in French over the past three weeks?</p> <p>How do we say- Hello/ Goodbye? How do we count to 10 in French? How do we say My name is?</p> <p>Recap the colours- hold up different coloured objects e.g. a yellow pencil can the children say the colour in French?</p> <p>Explain that this week we are going to be focusing on the days of the week. Say the days of the week in English.</p> <p>Can you remember the days of the week in French?</p> <p>My turn, your turn- adult says the day of the week- child repeats.</p> <p>Children then do my turn, your turn- one child says the day e.g. lundi their partner repeats it back.</p>	<p>Count to 10 in French using different actions forwards and back.</p> <p>Share the days of the week song- can the children join in?</p> <p><a href="https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=2AAD14A29D00E125A0642AAD14A29D00E125A064&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=2AAD14A29D00E125A0642AAD14A29D00E125A064&amp;FORM=VDRVRV</a></p> <p>Show the days of the week cards in a random order- can the children put them in the correct order?</p> <p>Share how you say today is Tuesday -</p> <p>Aujourd' hui c'est mardi.</p> <p>Say all of the days of the days of the week in the sentences above- Adult says the sentence then children repeat.</p>	<p>Say the days of the week in order. Adult starts with a different day each time e.g. mardi- the children carry on. Can you remember how you say Today it is ....</p> <p>Watch:</p> <p><a href="https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=E532C7ECE6256B5DACFFE532C7ECE6256B5DACFF&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=E532C7ECE6256B5DACFFE532C7ECE6256B5DACFF&amp;FORM=VDRVRV</a>.</p> <p>As the video runs ask the children to repeat the days after they are spoken. Can the children answer the questions? What day will it be tomorrow etc.</p> <p>Children to complete French days of the week.</p> <p>Write the day of the week in French, English and then</p>	<p>Watch the clip below- can the children listen to what is said and say what it is the people are doing on the different days?</p> <p><a href="https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=12926F44FF04AB0C7B8E12926F44FF04AB0C7B8E&amp;FORM=VDRVRV">https://www.bing.com/videos/search?q=Days+of+the+week+in+French+song&amp;&amp;view=detail&amp;mid=12926F44FF04AB0C7B8E12926F44FF04AB0C7B8E&amp;FORM=VDRVRV</a></p> <p>Complete days of the week sheet from previous day.</p> <p>If the days of the week sheet is finished write the days of the week in rainbow writing- e.g. write lundi and go over it in all colours possible- do this for all of the days of the week- hopefully the children will remember the spellings! This can be done with chalks in the garden.</p>	<p>Count to 10 in French using different actions, forwards and back. Fast and Slow. Quietly and Loudly etc.</p> <p>Recap how to say Hello my name is- Adult asks Comment tu t'appelles? Child replies Je m'appelle ....</p> <p>Teach children to say the names of the friends e.g. He is called - Il s'appelle She is called - Elle s'appelle</p> <p>Recap the colours- Adult says the colour- child holds up the correct colour pencil to match that colour.</p> <p>Play colour Bingo- children draw a 2x2 grid- use four different colours to shade in the squares. Adult says the colour- children cross out the colour when said on their Bingo board.</p>

	<p>Adult says the day of the week in English e.g. Tuesday- can the children say the French e.g. mardi</p> <p>Show how the days of the week are written- have they noticed that they do not start with capital letters?</p> <p>Complete Days of the week Les jours de la semaine wordsearch-</p> <p>Hold up the days of the week on cards- children to say them.</p>		<p>something they might do on that day of the week.</p>		
<p><b>Mindfulness</b></p> <p>During these activities, it may help to play some quiet, relaxing music.</p>	<p><u>Bunny breathing</u></p> <p>Children imagine themselves as a bright eyed and bushy tailed bunny rabbit, alert to their surroundings.</p> <ul style="list-style-type: none"> <li>- Sit on their shins with their back straight, shoulders wide and chest lifted.</li> <li>- Keep their heads down and take three big sniffs, one after the other, through their noses.</li> <li>- Exhale, releasing the air with a long sigh, through their noses.</li> <li>- Repeat.</li> </ul>	<p><u>Relax Kids</u></p> <p>Listen to meditation story reading from Relax Kids on our school website (Wellbeing section).</p>	<p><u>5, 4, 3, 2, 1</u></p> <p>A useful exercise to help us stop and appreciate the moment. It can also be used to bring calm during a time of anxiety or stress.</p> <p>You look for ...</p> <ul style="list-style-type: none"> <li>5 things you can see.</li> <li>4 things you can hear.</li> <li>3 things you can touch.</li> <li>2 things you can smell.</li> <li>1 thing you can taste.</li> </ul> <p>Ask children to think about these things one at a time, really concentrating on each sense. Afterwards share with the group the different things we could see, hear, touch, smell and taste. You could do this activity anywhere, anytime.</p>	<p><u>The Book of Hopes</u></p> <p>Read a story from The Book of Hopes <a href="https://literacytrust.org.uk/family-zone/9-12/book-hopes/">(https://literacytrust.org.uk/family-zone/9-12/book-hopes/)</a></p> <p>Or listen to one on our school website (School/Home Learning June July – Story time KS2)</p>	<p><u>Guided Meditation</u></p> <p>Find a Guided Meditation for Children on You Tube.</p>

### Weekly Activities

(Can be completed on any day during the weekly activity time slot)

<p><b><u>Music</u></b></p> <p>Listen to a new piece of music. Maybe it is a favourite song of someone in your family that you haven't heard before. Or have a</p>	<p><b><u>Wellbeing Activity</u></b></p> <p>Make your own 'looking forward to' jar. Every time you wish you could do something, go somewhere, see somebody etc.</p>	<p><b><u>Read, Read, Read!!</u></b></p> <p>Pick up a book, or a magazine or comic and read! Ask a grown up to read you a story, watch story time on our school website or watch some of</p>	<p><b><u>Zoom/Growth Mindset DVD</u></b></p> <p>Choose one of the following movies:</p> <ul style="list-style-type: none"> <li>• Big Hero 6</li> <li>• Zootopia</li> </ul>	<p><b><u>Painting</u></b></p> <p>Paint yourself a funny face mask!</p>
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<p>look at BBC's Ten Pieces and choose one to listen to. <a href="https://www.bbc.co.uk/teach/ten-pieces">https://www.bbc.co.uk/teach/ten-pieces</a></p>	<p>write it down on a small piece of paper and pop it into a jar or keep them in an envelope. You could decorate the jar if you like! One day, when things are more settled, all of these pieces of paper could create a very special to do list for your family.</p>	<p>the fantastic authors reading their stories online. <a href="https://www.weareteachers.com/virtual-author-activities/">https://www.weareteachers.com/virtual-author-activities/</a></p>	<ul style="list-style-type: none"><li>• Inside Out</li><li>• Sing</li><li>• Leap</li><li>• Brave</li><li>• Trolls</li><li>• Up</li><li>• Rock Dog</li></ul>	
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