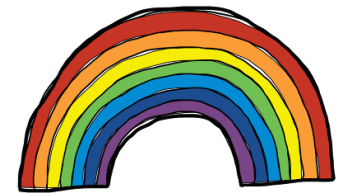


Name



Expectations

1 Maths Task + 1 Literacy Task per week.+ At least 1 Topic Task per week + Daily phonics practice (see sheet provided)

This task overview sheet is designed to be used by parents and pupils in the event of a school closure. Tasks and activities do not need to be completed in the order that they are written. Once a task is completed write the date that it was completed underneath the task. Please return this task sheet to your child's class teacher on their return to school. If you are reading a paper version of this task sheet go to www.brynhafodprm.co.uk or www.glanymrafonprimary.com and visit your child's class page to view this sheet electronically any hyperlinks will work and you can visit them directly.

WEEK 1

To combine two groups of objects to find 'how many altogether?'

Support your child to: find the following objects in your house and count up how many all together.
(change the objects if you don't have them- these are just examples!)

*Repeat numbers that are suitable to your child's ability -
Eg: if they struggle adding up to 5, find amounts within 5/*

same for within 10.

Additionally, if your child finds this easy, challenge them to combine amounts within 15/ within 20.

Can you...

find 1 spoon and 1 fork ($1 + 1 = 2$)

find 1 tube of toothpaste and 2 toothbrushes ($1 + 2 = 3$)

find 2 shoes and 2 socks ($2 + 2 = 4$)

find 1 pencil and 3 toys ($1 + 3 = 4$)

2 pairs of pants and 3 socks ($2 + 3 = 5$)

1 tea towel and 4 cups ($1 + 4 = 5$)

3 pillows and 3 toys ($3 + 3 = 6$)

Extend:

Writing 'number sentences'

Support your child to write what they have found out in a 'sum' in their book using '+' and '='. If this is too

WEEK 1

To convey meaning through pictures and mark making & talk about things from their experience and share information

Engage:

Watch the video, 'How do you know it's Spring? Stories for Kids', at the link below, and learn more about *Spring*.
https://www.youtube.com/watch?v=s_fIEWViJyE

After you have watched the video

Support your child to:

Talk to an adult in your family about what you have found out about Spring & ask them what they like about Spring.

Record in your book:

Choose your favourite page from the story book to help you draw a spring picture

Extend:

Write a sentence about Spring; using full stops, capital letters and finger spaces (space inbetween words).

WEEK 1

Topic based learning: To investigate how places change through the Seasons (Spring)

Activity:

Go on a Spring Walk and record what you see.

Junk modelling:

Make or draw something you have seen on your walk. It can be 2D or 3D using any junk materials!

Follow on task:

Collect signs of Spring (You could use an egg box or plastic container)

Can you describe what you find?

How many did you collect?

Sensory activity

Spring ice tray/ ice cubes.

Collect some signs of spring (grass/leaves/petals) and mix with water to make a 'Spring potion'.

Freeze the potion a takeaway tupperware box to make a ice slab /or in ice cube tray
Explore melting/ freezing.

difficult they could draw dots/ pictures to represent numbers.

Date completed

Date completed

P.E

Spring dance!

<https://www.youtube.com/watch?v=udrIYOnts-E>

WEEK 2

To use known facts to solve simple problems within 10, e.g. halving.

Play a halving game

Can you share your things fairly so you and your grown up have the same amount?

(You could use anything that's the SAME to share out eg: sweets, crisps, counters, stones, marbles, pencils etc)

Engage:

Start by telling your child you're going to share 4 of whatever items you choose (food/sweets always works well to engage them!).

BUT: give them 1 and you have 3, ask them if they think they've been shared **FAIRLY**.

→ Explain that it's not a fair way. We need halve the amount so that we both have the same (so we halve the number).

When sharing fairly the numbers need to be equal which is another way of saying the same:

When we halve; you both have the same number so it's equal/ fair.

Now try answering the following using your items to help you: Don't forget! When you have half each you both have the same number.

Half of 2=

Half of 4=

Half of 6=

Half of 8=

Half of 10=

If this is too tricky...

Try finding half of a shape

You could show this by

- Folding a piece of paper in half
- Eating half a pizza /apple/ orange/ tangerine etc
- Cut a piece of bread in half from top to bottom

WEEK 2

Produce pieces of emergent writing.

This week, we are learning more about Spring, especially about *Flowers*.

Go on a hunt around your house looking for objects that begin with all the letter sounds in the word, flower : Find as many objects as you can beginning with each letter:

- f
- l
- o
- w
- e
- r

When you have finished your search, draw the objects you have found in your book and try to write the name of each object using sounding out

Support your child to:

Sound out before writing and encourage them to write on the line! (If there writing is all over the shop we remind them about 'naughty letters' floating/ sinking off the line)

REMEMBER!

(They're at very early stages of writing- it doesn't matter if it's not spelt correctly! What matters more is that they can sound it out as independently as they can and write the sounds!).

Examples of sounding out

l e g o w (lego)

WEEK 2

Topic based learning: *Spring Flowers*

Making Spring flowers

Using any recyclable materials you have at home, make some Spring flowers.

E.g. use *egg boxes* to make daffodils and other flowers;

cotton buds, to make daisies; a plastic fork and paint to make dandelions etc.

See the pictures below to give you some ideas.



Observational drawing:

Go out in your garden, or on a walk and see what spring flowers you can see.

Can you draw them when you get home?

Extra IDEAS:

- 1) Leaf/ Flower printing printing.
- 2) Are you able to do some planting? Don't go out and buy anything - just a thought if you have stuff!
- 3) Spring playdough

If this is too easy...

You could watch this numberjacks episode to support learning:

'Numberjacks: Fair shares'

<https://www.youtube.com/watch?v=WeXTDYS3E-4>

Date completed

o r i n j (orange)

c l a w d (cloud)

Date completed

Can you make some flowers/
plants/ sun / trees from
playdough?

WEEK 3

Topic based learning: Spring animals

WEEK 3

Capacity

Resources: Measuring jugs/ cups/ bowls/ bottles - pretty much anything you can fill with water to measure.

Tell your child:

'The lambs born at Spring time are very thirsty. I need your help to find out which bottles/containers will hold the most water for the thirsty lambs?'

Support your child to:

Explore water play and answer the following questions: (You can do this using your sink/ washing up bowl/bucket etc! Whatever is most accessible and interests your child: inside or outside!)

Ask the following questions to support your child's understanding of capacity:

- 1) What do you notice about the bottles? How are they different? (*big/small/large/medium/thinner/thicker/wider/ shorter/ taller*)
- 2) What happens if you pour this one into this other one?
- 3) How can we find out which holds the most? (*measure using a smaller cup and measure by 'cups' eg this bottle holds 5 cups...*)
- 4) How do you know which one holds more?

WEEK 3

Begin to sequence words, signs or symbols appropriately

Play jumbled up sentences

Adult:

Use a piece of paper to write 1 simple sentence about something that interests your child, eg:
I like yellow flowers. / I have a sister. / My favourite food is pasta./ I can ride my bike. / I love spiderman.

(Write big and clear with correct letter sizing, capital letters, finger spaces and full stops.)

Read it together and sound out the words and then discuss:

- 1) Capital letter at the start of the sentence that looks bigger than the little letters
- 2) Finger spaces so words aren't 'squashed'
- 3) Full stop at the end where the sentence finishes.

Now...

CUT UP the sentence into words and jumble up!

Support your child to 'put together again':

Read each word carefully

Spot capital letters

Understanding of the world:

1) Learn about frog life cycles - do they grow up the same way we do? (eggs/tadpoles/frog)

Watch:

- Come Outside - Frogs
https://www.youtube.com/watch?v=lxlSGf9_amA
- Frog life cycle animation
<https://www.youtube.com/watch?v=7NhA9SHunks>

2) Lots of animals are born in the spring. Do you know the names of the mothers and their young?

This clip might help!

- The baby animals song - Kidstv123
<https://www.youtube.com/watch?v=cJq4YFtvOp8>

Creative

Can you Make a chick that's just hatched at Spring time?

- Use any materials you want, pens/pencils/paint/playdough/ chalk

5) Can we put them in order from the smallest to the biggest/from which holds the most to the least?

Recording

Can we put labels on the bottles to help us remember how much is in them? (How many cups will they each fill up)

Recording in book:

Draw the container that holds the most water in your book so that you know which one to use for the lambs
Write how many cups it holds.

Date completed

Spot full stop

You could do this for multiple sentences and make them trickier/ easier depending on ability.

Extend:

- Make the sentence slightly longer
- Add '!' at the end of a sentence
- Write the sentence correctly in your book

Date completed

Challenge: what 2D shapes could you use to make it? (Circle for body & eyes/ triangle for beak/ semi-circle for cracked egg?)

Songs

5 speckled frogs song

<https://www.youtube.com/watch?v=TtX8yVEFO-w>

5 little ducks

<https://www.youtube.com/watch?v=pZw9veQ76fo>

WEEK 4

WEEK 4

Noticing similarities and differences is key to spotting patterns and reasoning mathematically.

(Use sheet with cat and dog toy on in your pack to support)

Activity: What's the Same? What's different?

Support your child to:

Play a: *what's the same/different* game using the sheet provided. (cat and a dog with bus)

Look at the two sets of bugs and find similarities and differences.

Ask your child:

"What is the same?"

"What is different?"

(Explaining what you notice improves your mathematical language and thinking)

Accept all answers. Encourage learners to keep looking for more. Make a list that can be added to during the day / week.

You can ask the following questions:

What can you say about the two groups of bugs?

What do you notice?

Can you think of anything that is the same/ different?

I can see that each group has 3 bugs. Each group has the same number of bugs. Anything else?

Encourage and model the use of full sentences.

You might notice:

WEEK 4

To write or draw a factfile about your favourite minibeast

(Use fact file sheet in pack to support)

Activity: Think about the main features of your chosen minibeast.

Engage:

Look at pictures of different minibeasts (on google/ youtube/ in a book/ or outside!!) and choose your favourite (eg- spider, beetle, bee, butterfly, caterpillar, worm, centipede, ant, ladybird)

- How many legs does it have?
- Where does it live?
- What shape is it?
- What colour is it?

Support your child to:

Draw a picture of their chosen minibeast.

Record facts simply when describing minibeast.

Extend: Write a simple sentence about their minibeast.

Choose another minibeast.

Make a book about all the minibeasts you have seen.

Play 'Guess who' when describing a minibeast.

Topic based learning: Minibeasts (insects)

Activity 1: Go on a minibeast hunt outside with a grown-up and record what you see. Use the sheet in the pack to support.

Follow on task:

How many of each did you find?

You could research some of the things you saw using google with a grown up to find out more.

Extend:

You could write a sentence about your favourite minibeast.

Activity 2:

Junk modelling:

Make or draw a minibeast you have seen on your hunt. It can be 2D or 3D using any junk materials!

Books:

Watch these animated story books about minibeasts:

The very Hungry caterpillar

<https://www.youtube.com/watch?v=75NQK-Sm1YY>

The very quiet cricket:

<https://www.youtube.com/watch?v=YdiGEjz5b0Q&t=1s>

Similarities

The bugs have different coloured eyes.
The number of spots on all the bugs in both groups is an even number.
If you add up the number of spots, in each group the total is more than 10 .
Both groups have two bugs with a double.
Can you think of more things that are the same?

Differences

I can see that one group has all green bugs and the other has different colours.
The total number of spots in each group is different. All the bugs in Calculating Cat's group have more than 7 spots, Digit Dog's bugs have less than 7.
The total number of spots is different. Digit Dog's total is half Calculating Cat's total.

Make up some of your own like this one.

Date completed

Date completed

Welsh songs (most of these songs are on youtube)

Un bys i fyny (one finger up)

Dau gi bach (two little dogs)

Lliwiau'r enfys (colours of the rainbow)

Mynd ar y ceffyl (On my horse)

Mr Hapus ydw i (Mr Happy - feelings song)

Pen ysgwyddau coesau traed (head shoulders knees and toes)

Thank you for completing the School Closure Home Learning Task Sheet - Your support is very much appreciated.
Please return this sheet to your child's class teacher on return to school. Diolch yn fawr!