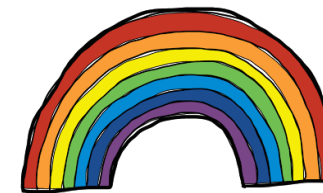


Name



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.glanrafaonprimary.com and visit your child's class page to view this sheet electronically any hyperlinks will work and you can visit them directly.

Numeracy

Literacy

Topic

WEEK 1	WEEK 1	WEEK 1
<p>To use direct comparison with length</p> <p>Activity: Choose a selection of vegetables. (As many as you think your child can cope with) Put them in order. Start with shortest vegetable, put the rest in order, remembering to start at the same place.</p> <p>Support your child to: Measure accurately and use the correct mathematical vocabulary (longer than, shorter than, shortest, longest) to describe each one (eg the broccoli is shorter than the parsnip but longer than the carrot) This activity can be reinforced using outdoor objects such as leaves or sticks. This time, start with longest to shortest.</p> <p>Using the language is very important for this activity as children find it tricky explaining what they have done.</p> <p>Extend: Use something you've got lots of and the same size to measure each vegetable, remembering to place units next to each other. (eg pennies, bottle tops)</p> <p>Date completed</p>	<p>To discriminate between letters.</p> <p>Engage: Listen to Supatato by Sue Hendra 'Supertato - Books Alive! Read Aloud book for kids' on youtube; link below: https://www.youtube.com/watch?v=OlaMeNmTG6c (If you are unable to access, there is a review of the story included in your learning pack)</p> <p>Activity: Write a speech bubble for your potato (or any vegetable you have) What would your Supatato say?</p> <p>Support your child to: Talk about what happened in the story. Talk about what the characters said in the story. Explain that speech bubbles are sentences/words that characters actually say.</p> <p>Choose a potato, make him look like a Super Hero (see topic). Make a speech bubble for it.</p> <ul style="list-style-type: none">- What would your Supatato say?- Remember capital letters, spaces and full stops when writing a sentence.- Sound out the letters you hear.	<p>Topic based learning: Vegetables</p> <p>Where do carrots come from? Watch: 'Come outside - Carrots' on youtube; link below: https://www.youtube.com/watch?v=G6Zk_B8_UbI</p> <p>What are potatoes used for? Watch: 'Come outside - crisps' link below: https://www.youtube.com/watch?v=fuyyXLLIsvc Here's a video of how they get turned into crisps! What other foods are made from potatoes?</p> <p>Experiment with different everyday objects and use their senses to sort them into groups. Activity: Play a tasting game with choice of vegetables, blindfolded.</p> <p>Junk modelling: Make a face from the vegetables you have (see picture attached for ideas). Take a picture.</p> <p>You could plant some 'old' potatoes. Keep checking them and look after them. What do you notice? How many different ways can you cook potatoes?</p> <p>Vegetable printing If you have spare veg, use it to print with using paint, or draw around them! What shapes do they make?</p> <p>Creative: Can you decorate a potato to make 'Supatato'? Make a cape for your Supatato. Make a mask for yourself.</p>

Demonstrate an understanding of one-to-one correspondence.

Engage:

Listen to the story of 'The Very Hungry Caterpillar' on the following link:

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

In the story 'The Very Hungry Caterpillar', the Caterpillar ate lots of fruit.

On Monday he ate **1** apple

On Tuesday he ate **2** pears

On Wednesday he ate **3** plums

On Thursday he ate **4** strawberries

On Friday he ate **5** oranges.

Activity 1

With the help of an adult can you draw 1 - 5 down your page and then draw the right amount of fruit next to the number.

Activity 2

Count reliably up-to 10/15/20 objects.

How many pieces of fruit did the caterpillar eat altogether? Ask an adult to help you work out the answer. You can use sweets or toys to help you count.

Activity 3

Use ordinal numbers to 10 in daily activities and play.

Can you answer these questions about the story?

- What did the caterpillar eat 1st?
- What did the caterpillar eat 2nd?
- What did the caterpillar eat 3rd?
- What did the caterpillar eat last?

(Children sometimes struggle with ordinal numbers : *1st, 2nd, 3rd* because they don't sound like the number they represent - bare this in mind! They are at early stages of understanding these terms.)

Date completed

Copy and write letters, words and phrases.

Engage: If you have access to a computer, go to the link below and listen to the story, 'Oliver's Fruit Salad'.

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

In the story, 'Oliver's fruit salad', there are lots of different fruits mentioned - apples, grapes, pears, cherries, strawberries, plums, bananas, coconuts and pineapples.

I wonder which ones you like best and the ones you don't like?

Using the sentence stems below, can you use your sounds to write the names of your favourite fruit in order of 1st, 2nd, 3rd, 4th, 5th.

You can choose fruits that are not in the story ...

My 1st favourite fruit is _____.

My 2nd favourite fruit is _____.

My 3rd favourite fruit is _____.

My 4th favourite fruit is _____.

My 5th favourite fruit is _____.

Then draw and colour in your five favourite fruits underneath your sentences.

Date completed

Topic based learning: Fruit

Song:

Welsh song - 'Un, dau, tri banana' Watch: '21 Bookstart Un a dau a tri banana & Un bwni dawnsio' link below:

<https://www.youtube.com/watch?v=O581Bjdg1C8>

Knowledge and understanding of the world:

If you have access to a computer/Ipad/tablet, do some research on your favourite fruit with the help of an adult.

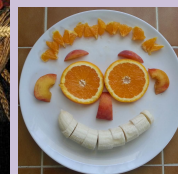
Can you find out the answers to these questions?

- Where it is grown?
- How long does it takes to grow and be fully ripe to eat?
- If the fruit is grown in a different country, how does it get to Wales?

Write down what you find out about your favourite fruit and draw a picture of it and then tell an adult what you have found out.

Creative:

Make a face from fruit and vegetables just like this famous artist called 'Giuseppe Arcimboldo'

**ICT:**

Make a pictogram of 'favourite fruits'

Log into your Hwb account, and find 'Just2easy'. Click on 'Just2easy' and then you will find 'JIT5'. Click on 'JIT5' and go on to 'Pictograms'. Then click on the fruit pictogram.

- Ask each member of your family which is their favourite fruit.
- When you finished can you find out:

Which fruit is the favourite? _____

Which fruit is the least favourite? _____

WEEK 3

To make direct comparisons with: length

Activity: How long are the rooms in your house?

Can you use your feet to measure which room has the most number of steps from one end to the other.

Engage:

Ask your child which room in the house is the longest.

What do they think?

Why do they think that?

How could we find out?

Explain:

We are going to measure the length of the rooms in our house, that means finding out how long they are from one end to the other.

To measure the rooms we are going to use our feet to help us! We put them one in front of the other with no gaps, and count how many steps we take.

Adult to demonstrate! eg: measure 5 steps as a demonstration, can your child try it?

Support your child to:

Measure 3 different rooms in your house.

Can you measure the rooms in your house and find out which is the longest room?

Write down the length of each room

For example-

Kitchen : 14 steps

Bedroom: 20 steps

Bathroom: 10 steps

Once you have measured all the rooms and recorded their length, can you work out which is the longest?

Date completed

WEEK 3

Listen to and carry out a three step instruction
Copy and write letters, words and phrases, e.g. from the environment or those modelled by the practitioner

Activity: Make your favourite Sandwich!

(Or toast if you don't like them)

Engage:

Talk about your favourite sandwich.

What is in it?

What do you need to make it?

Collect your ingredients

Discuss safety of using a knife!

Support your child to:

Follow these 3 instructions to create their sandwich.

Encourage them to be as independent as possible.

- 1) Butter the bread.
- 2) Put your filling in.
- 3) Put the bread together.

Once you have finished your sandwich and eaten it, talk about how you made it with your grown up/ brother/sister etc. What steps did you follow?

Ask your grown up to write these instructions on 'How to make a sandwich' and you copy them (support if needed). Don't forget: *Number each step! Capital letters! Finger spaces! Full stop!*

- 1) Butter the bread.
- 2) Put your filling in.
- 3) Put the bread together.

Support: If your child struggles with writing, you might just get them to copywrite one word per step and fill in the gaps you have left. For example:

- 1) Butter the _____
- 2) ___ your filling in
- 3) ___ the _____ together

Extend: If your child is able to copywrite easily can they do this task independently, and can they give the instructions a title?

WEEK 3

Topic based learning: Bread

Is all bread the same?

Do you have any different types of bread in your house that you could try?

(pitta, breadstick, baguette, garlic bread, sliced bread, hot dog buns, bread rolls, brown bread, bread with seeds, white bread)

If you don't have these in your house you can have a look at different types on your computer/laptop/phone.

How is bread made?

<https://www.youtube.com/watch?v=GIW9lgAZurI>

Youtube clip: 'Come outside- Bread'

Talk about ingredients to make bread? Where do the ingredients come from?

Where does flour come from?

Sensory activity

Writing in flour - using your fingers!

Science: Mouldy bread investigation!

If your grown-up has a spare piece of bread, you could do a science experiment to find out what happens to bread if it doesn't get used? Put it in a sandwich bag/ cling film/ in a container and leave it.

Check up every few days and see if you notice any changes!

Role play: Can you play 'Sandwich shops'?

Serve your family members and 'make' their favourite sandwiches/ drinks/ snacks.

(Ps: Cardboard boxes always come in handy for roleplay - you could make 'sandwiches' and 'fillings' from cardboard. Colour and decorate them for your shop)



Story: The Little Red Hen

Youtube clip: 'Scholastic's The Little Red Hen'

	Date completed	https://www.youtube.com/watch?v=GLzna0Hrsco Bread song: 'Come outside: Bread song' https://www.youtube.com/watch?v=LCTHD_Y1d3c 'Blippi visits the bakery' https://www.youtube.com/watch?v=yTTVE-gKadM
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WEEK 4

To make a sensible estimate of up to 10 objects that can be checked by counting

Activity 1
Grab a handful game
 Get a dish of 10 pieces of pasta or buttons or sweets. Close your eyes and put in your hand. Open your hand and have a good look but do not count. How many do you think that you have? Count and check.
 Were you close?
 Try a few more times. The more practice that you get the better you will get at estimating.

Support your child by-
Explaining: that estimation means you make a 'sensible guess' about an amount. You do not need to count, you just need to have a guess about how many there might be there.
Remind your child: that when we estimate, it doesn't matter if we are not exact; a careful guess about how many objects we think we can see is what we are practising.

Extend:
 Try with another group of objects. (These could be bigger objects. How many plates do you think are in the pile? Shoes in the box. Remember you 'estimate' first and then count and check.)

Activity 2
 Make some cards with cow patches on them. 1 on one card, then 2 on another, up to 10. Put them face down.

WEEK 4

To use repetition.

Engage- Listen to the story 'It looked like spilt milk'
 "It looked like spilt milk- Northern Bright Bookshelf' on youtube, link below:
https://www.youtube.com/watch?v=KxwydtV_d2E&t=64s

The story is very repetitive it begins-
 "It looked like spilt milk.
 But it wasn't spilt milk."
 Sometimes it looked like a _____.
 But it wasn't a _____.
 (Each page repeats the same structure)

- (In the story they see the shapes of a rabbit, bird, tree, ice cream, flower, pig, birthday cake, sheep, owl, mitten, squirrel, angel)

The book ends with-

"It looked like spilt milk.
 But it wasn't spilt milk.
It was just a cloud in the sky."

Activity- Can you add to the story?

Support your child to:
 Look up at the sky and use your imagination. What can you see in the clouds?
 Perhaps you can see a dog or a dinosaur?

WEEK 4

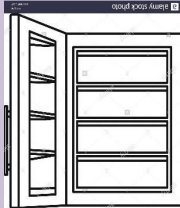
Topic based learning: Milk

Where does Milk come from? Watch:
 'Where Does Milk Come From? : Quad Squad' on youtube, link below:
<https://www.youtube.com/watch?v=qYFA2-4Zzhk>

Milk can come from lots of different animals and plants but most of the milk that we drink comes from Cows.

- That milk is made into a lot of different things that are kept in your fridge.
- What do you think is in your fridge that is made from milk? You could look on the labels and look for the word milk.

Draw the inside of your fridge and put in the things that you found that were made from milk. You could use the packaging to help you to write what they are. How many things did you find?



Creative:
 Make cloud pictures.
 Take a piece of paper and fold it in half.

With white paint (or a mixture of flour and water if no paint) put blobs and lines on one side of the paper. Fold the other half on top and smooth over with your hands.

Take it in turns to choose a card and estimate how many patches are on it? Were you close?

Modify- If up to 10 is hard then start with up to 5. Are you good at estimating up to a certain number and then higher numbers are harder? Keep practicing and you will get better.

Activity 3:

Estimating by measuring. - length



You will need about 10 things the same size. You could use your socks or you could draw around your hand and cut them out.

Estimate how many socks/hands long is your coat? When you have estimated then use your socks/hand to measure. Were you close?

Now try measuring other things - Maybe your tv? Your favourite teddy? The table?

Which was the longest? Shortest?

Extend- You could write it down. Draw a picture of what you used to measure how many went into the milk bottle eg a cup and then write the number you estimated and then the number it actually was.

	Estimation	Answer
	3	4
	6	5

Date completed

What would your page look like in the book? Remember the pattern!

Sometimes it looked like a _____. But it wasn't a _____.

Extend- Could you add another page?

Date completed

- What shapes can you see in your cloud picture?
- Are there any of the things that were in the story?
- If you can see more than one thing count how many you can see?



Watch:

'How our milk gets from the farm to the shop: BBC Teach' on youtube

<https://www.youtube.com/watch?v=V64iUpLrE04>

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!