

## Apple Class School Closure Home Learning 2 - 6/4/20

*Thank you to all the children that have shared their home learning already; it is a pleasure to see you challenge yourself to continue learning while at home.*

*I have set out below details of more home learning activities and a new I wonder for us to investigate. Please note there is no time frame for completion as each of you will work at your own pace. Please send photos of any finished pieces of work so I can share your ideas and add them to the Apple Gallery on the school website.*

### Step Back in Time

*Thank you to those of you that have already sent in the research and photos of your historical person for this project. We look forward to meeting these people when we return to school.*

### Looking after ourselves

*Please take some time to look at the wellbeing and online safety messages on the Apple Class page of the school website. It is important that you look after yourselves while you are not at school.*

### General Learning

- *Read daily (any suitable book that you can practice segmenting and blending some simple words), share stories and poems, play phonic games, practice spellings*
- *Write labels and captions for pictures you have drawn, write sentences to retell stories or news*
- *Recognise, name and describe shapes (2D and 3D). Go on an 'I spy' shape hunt around the house/garden. Make shape pictures or 3D shape models (shape mat available on the website)*
- *Recognise, order and write numbers to 20 and beyond (up to 100) identifying more or less and counting objects accurately (year 1 group objects into 2's, 5's or 10's to count)*
- *Regular exercise and/or mindfulness activities - see Sussex Sports Games Easter Challenge and Cosmic Kids (links on the website)*

### Curious Curriculum

*Lots of you are enjoying outside learning (in the garden or during daily exercise) and have noticed signs of Spring and/or been making bug houses. With this in mind, it has got me wondering what we can find out about minibeasts and their habitats.*

***I wonder...why do ladybirds have spots? Why do spiders spin webs? Can you find out?***

*Why don't you:*

***Go on a minibeast safari*** - can you find minibeasts that wriggle, crawl or fly? Look under logs, leaves, stones and in leaf litter. Take tools to dig in the soil and torches to investigate the nooks and crannies of trees. Show your child how to gently shake tree branches over a white cloth to catch minibeasts hiding there. Use paintbrushes or spoons to carefully move the minibeasts into plastic containers. Encourage your child to look carefully at the creatures and describe what they have found. Make a record of minibeasts collected or seen and take photographs or draw them before returning them to the wild. Look at and collect samples of things that grow in the natural environment, such as wild flowers and leaves.

*I wonder questions to ask your child -*

- *Where do minibeasts live? • How do minibeasts move? • Would you like to live under a log? Why do minibeasts hide? • Which animals might eat minibeasts? • What do minibeasts need to live?*

***Find out facts about a minibeast*** - draw/paint and label a picture of a minibeast and record three facts you can find out online or from books.

***Make a model of your favourite minibeast and send a photo.*** *Why is it your favourite?*

***Make a minibeast hotel*** using natural materials such as logs, bark, pine cones, hay, sticks, leaves, stones and a range of man-made items, such as bricks with holes in, wooden boxes or pallets, flower pots, guttering, drinking straws, netting and string (whatever you can find at this present time!). Make a sign that says 'Welcome to The Minibeast Hotel!' Keep an eye over time and record minibeasts that come to the hotel.

***Read and/or watch the Hungry Caterpillar story by Eric Carle (available on youtube)*** - Find out about the lifecycle of a butterfly. Talk about the changes happening over time.

***Stories about minibeasts*** - have you got any story books at home with minibeasts in? Share them with your family and respond through drawing or writing about them.

***Identify wild or garden flowers*** - name different parts of the flowers, describe similarities or differences, look carefully at shapes, lines and patterns and draw what you see.

*Have fun and don't forget to let me know what you find out.*

***Mrs Cullingworth***

[scullingworth@icleshamcp.e-sussex.sch.uk](mailto:scullingworth@icleshamcp.e-sussex.sch.uk)