



Alexandra
Primary School

Aspire, Perform, Succeed

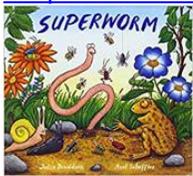
Weekly Creative Home Learning

Year Group: Reception

Week beginning: 13.7.20 Week 17

Every **Tuesday** you will see a new chart of some activities that you can do to keep yourself busy and keep your brain active!

Please remember to balance your online home learning with activities that promote your well-being too! Just like you would at school, make sure you take breaks every so often.

Personal, Social and Emotional development	Communication and Language	Physical Development	Understanding the World
<p>Read the story, Superworm. https://www.youtube.com/watch?v=4pZwNie69n8</p>  <p>After reading the story, discuss with your child why does he/she think Super worm is a Super hero. What makes a Super hero? What characteristics do you need to be one?</p> <p>Talk about how superheroes are kind, smart, loving, friendly and always help others.</p> <p>Think how you could be a superhero in school and at home. Talk about other heroes with no capes like all the NHS people who have been helping through the Pandemic.</p>	<p>Superworm (See Personal, Social and Emotional Development) https://www.youtube.com/watch?v=4pZwNie69n8</p> <p>Read this story and get your child to retell the story. What characters did you like the most? Why?</p> <p>Think of what other skills super worm might have.</p> <p>(Writing links)</p> <p>Draw a picture of a worm and write as many describing words around it. Can they make the worm sound really interesting and exciting to another person? Can they put these words into a sentence e.g. 'Superworm is...'</p>	<p>Worm dance https://www.youtube.com/watch?v=rmzvpp_s8jc</p> <p>Yoga</p> <p>Stella the stick insect. https://www.youtube.com/watch?v=wBdMZMEKq-s</p> <p>Practise writing all the graphemes focusing on the letter formation.</p> <p>Use the letter sheet in the learning pack to model.</p> <p>Reinforce the message about the importance of frequent handwashing.</p>	<p>Amazing worms https://www.youtube.com/watch?v=lzc_1vjLnI</p> <p>https://www.youtube.com/watch?v=kWb6HlBhkfQ</p> <p>DK Find out. Help your child to navigate through this website and find out all about worms. https://www.dkfindout.com/us/animals-and-nature/invertebrates/worms/</p> <p>Help your child to find other videos/websites to gather information about worms. (stay computer safe work with your child)</p>



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Literacy - Reading	Literacy - Writing	Maths	Expressive Art and Design
<p>Bug Club books: Spider's camp. My life. Slug picnic.</p> <p>Read these books with your child and recall some of the learning we have done about spiders, butterflies frogs and slugs. Don't forget to complete the quiz! Please continue to read books on Bug Club. We can check how many books you have read so we can add more if you need. Do make sure you have clicked on every bug and answered all the questions fully. Otherwise the computer thinks you have not finished and we are not able to give you a new book. Please do not read 5 or 6 books a day as there is a limited supply of books available.</p> <p>Phonics Watch the Letters and Sounds video each day according to the group information sent, https://www.youtube.com/channel/UCP_FbjYUP_UtldV2K_niWw/featured?disable_polymer=1</p>	<p>Diary of a worm https://www.youtube.com/watch?v=9y6MtlI5b0w</p> <p>Talk about what a diary is and how the worm has used it to recall all the events of each day. Practice writing a little diary talking about the most important events of your day.</p>	<ol style="list-style-type: none"> 1. Investigate capacity: Provide a selection of containers and some (coloured) water. Which container holds the most? You can encourage direct comparison (pouring from one container into another) or using a small cup to see how many cupfuls are needed to fill each container. Can your child record their findings their own way? 2. Similar containers: Provide a set of similar containers such as nesting cups or bowls. Children will enjoy comparing how many objects (e.g. beads, cubes, corks etc) each container will hold 3. Mud Kitchen: Set up a 'mud kitchen'. Provide pans, bowls, spoons and ladles. Add 'recipes' to encourage measuring out 'ingredients'. Or get your child to write their own mud kitchen recipes! 4. Sand play: Provide a container and different sized spoons and ladles. How many spoons of sand does it take to fill the container? How many small spoons? 	<p><u>Songs</u> Wiggly woo https://www.youtube.com/watch?v=vdWs ez-CD5o</p> <p>Herman the worm https://www.youtube.com/watch?v=0-rg7Elt1x4</p> <p>supper worm https://www.youtube.com/watch?v=3ACKMwCvhkY</p> <p><u>Drawing a worm</u> https://www.youtube.com/watch?v=7I8ILMFMRMO</p> <p><u>Making worms</u></p> 

Weekly Creative Home Learning

How many large spoons? How many ladles? Which spoon was best, and why?

5. Filling Station: Provide different containers and a variety of 'loose parts'. These can be bigger or smaller depending on the size of your containers. We have used lego bricks, cubes or 'counting kids' with a cup inside, or balls and buckets outside! Encourage your child to investigate how many objects it takes to fill different containers. Ask them to estimate before filling, then count to check.

For a larger number of objects, you could use ten frames to count. What number have you counted to? How many 'tens' does it take to fill your container?

Doodle maths Go to <https://www.doodlemaths.com/>
Log into your doodle account using your Bug Club password. Complete activities for 10 minutes. Make sure you work out the answers yourself!



Please upload your creations to apsallstars@alexandra.hounslow.sch.uk
Ensure you have named your work and stated your class.

Weekly Creative Home Learning

Rights Respecting

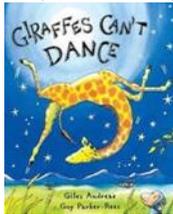
Remind your child about the rights of all children and the UNICEF Rights of the Child remember the link sent last week

<https://www.youtube.com/watch?v=V1BFLitBkco>



This week we are focusing upon Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

<https://www.youtube.com/watch?v=vZjsLK5vwNU>



Listen to the story of 'Giraffes Can't Dance' by Giles Andreae and Guy Parker-Rees. Gerald the Giraffe taunted by the other animals because his long legs and wobbly knees make him a bit of a clumsy dancer. However, wise words help him to realise that everyone can find their own way of dancing if they can just find the right music. Within no time, Gerald is feeling much more confident - and impressing the rest of the animals with his moves thereby he can play an active role within his animal community. The other animals should not have laughed at him and teased him as he was entitled to lead a life without being tormented for being different.



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ARTICLE OF THE WEEK

GUESS THE ARTICLE

These pictures provide a clue to this week's article.

Can you guess how they are linked together? Which article of the Convention do these pictures relate to?

Write down your thoughts or discuss with someone in your home.



Accessible Icon Project



BBC News



Unicef/Dawe

INTRODUCING... ARTICLE 23



Gerry introduces Article 23 - Children with a disability



Article 23 - A child with a disability has the right to live a full and decent life with dignity, and as far as possible, independence, and to play an active part in their community.

Governments must do all they can to support disabled children and their families.

[Watch Gerry on YouTube](#)

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CHILDREN WITH DISABILITIES



What can schools do
to support pupils who
have a disability?

The Convention says: “Children must be supported, included, listened to and involved in decisions about their education.”

“A disability is a physical or mental impairment that has a substantial and long term negative effect on your ability to do daily activities.”

**Note down your thoughts
and compare with the
next slide.**

HOW MANY OF THESE DID YOU GET?

- Make sure the building is physically accessible (ramps and lifts for example)
- Work with specialist services to meet the needs of the child such as accessible buildings, specialist equipment or audio descriptions.
- Make lessons and activities accessible for all (easy read, sign language, Braille)
- Have quiet, calm and relaxing spaces such as a nurture room
- Use special equipment such as a microphone or hearing loop
- Listen to the child and help them to be included – every child is unique
- Work together and create a plan – making sure the child is heard
- Have toilets that are accessible
- Make sure all children can enjoy the playground

ACTIVITY TIME

All these activities are related to...



You don't need to do every single activity but if you have time you can do more than one.

What does disability mean to you? Do you know anyone who has a disability? How does your school help people with disabilities? Write down a list and talk to your friends about it.

Winnie has cerebral palsy and she enjoys horse riding. Do you have any hobbies? Write a letter to tell Winnie about the hobbies that you enjoy doing and maybe you have some questions for her. Watch Winnie tell her story [here](#).



Article 23 says that children have the right to live a "full and decent life with dignity". Do you know what dignity is? Ask someone at home or school what they think it means or look it up and talk to someone about it.

Some children can't use their hands to do things like drawing and painting. Watch this video and have a look at some art created by artists using only their mouth or feet. Have a go at [painting this hedgehog \(or anything else\)](#) with either your mouth or feet.

ACTIVITY TIME

How would you feel if you couldn't join in with games in the playground? What should a playground that can be used by everyone look like? Draw a picture and share with your friends. Have a look at [this comic](#).

Find out about a [Paralympic sport](#) that interests you and find a way to show your findings in something like a story, poster, PowerPoint or drawing.

It is important that a child with a disability is included and treated with respect. Watch [this video](#) and listen to Phoebe who has Cerebral Palsy share her story about the importance of being included and involved in everything she wants to do. Think about what you would ask Phoebe or what you would want to talk to Phoebe about.

Sign language is a way of communicating using your hands, mostly used by people with loss of hearing. Have a look at this website and see if you can learn some [sign language](#). Mr Norton has been greeting everyone on his Vlogs using Makaton. Teach what you learn to a friend or with someone in your household. Maybe even share a video with us on the APS gallery. You could also try this one for [animals/alphabet](#). Can you spell your name? or sign your favourite animal?



REFLECTION

Try to find somewhere peaceful and spend a few minutes being quiet and still... then think about these questions...

- What do you do in your own life to respect the rights of disabled children to live a full and decent life with dignity?
- Is your local playpark accessible for children with disabilities? If not, what can you do to help improve things?

Write down your thoughts and if you want, share this back with your teacher, friends or family.



EXTENSION

- Rights are universal and unconditional. Which other articles from the CRC link to rights for disabled children?
- Watch [this video](#) on the Social Model of Disability. Explain the ways could your school or community be organised to provide more independence, accessibility and opportunity to people with a disability?

You can find a summary of the whole Convention [here](#)



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THANK YOU