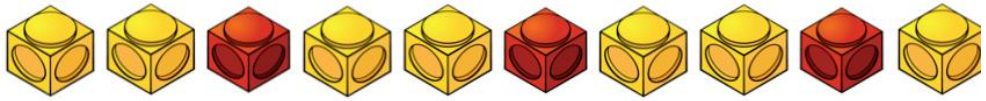
W/C 18.05.2020: Learning Project - Under the Sea Online	
Age Range: EYFS	
Weekly Reading Tasks	**Weekly Phonics Tasks**
Monday- Share the story 'The Snail and the Whale'. If you don't have a copy at home read this adapted version here or here online and then you can watch it at BBC iPlayer. Adapted version also at end of this document. Practise reading the phase 1 and 2 high frequency words attached below.	**Monday-** Ask your child if they can hear the sounds that come at the beginning of **snail** and **whale**. Can they think of/ or find other things that begin with the same sound? They could create a poster or take photographs of the things they see. Daily phonics - Please see the link already sent in Tapestry to the daily Ruth Miskin RWI sessions on youtube.
Tuesday- Reception age children read together 'The Snail and Whale'. Children to read to parents daily. Visit Oxford Owl for free eBooks that link to your child's book band. You can create a free account. Complete the linked Play Activities for each book. Practise reading the phase 1 and 2 high frequency words attached below.	**Tuesday-** Buried Treasure: Write out some real words and made up words (e.g. tud, jup, fub). Place these in a pile and using 2 containers, label one as 'Treasure' and the other as 'Bin'. Can your child read the word and decide if it is real? If it is real it goes in the treasure chest, if not it goes in the bin. Daily phonics - Please see the link already sent in Tapestry to the daily Ruth Miskin RWI sessions on youtube.
Wednesday- Read a variety of books at home in different places. Favourites can be repeated. Hearing the patterns of language in a story will support your child's language development. Practise reading the phase 1 and 2 high frequency words attached below.	**Wednesday-** Play Buried Treasure online on PhonicsPlay. Daily phonics - Please see the link already sent in Tapestry to the daily Ruth Miskin RWI sessions on youtube.
Thursday- Read 'The Snail and the Whale'. Can you support your child to think of their own story about a snail going for a ride on an elephant or a bird. Practise reading the phase 1 and 2 high frequency words attached below.	**Thursday-** Sing '1,2,3,4,5 Once I caught a fish alive'. Can your child learn this by heart? Daily phonics - Please see the link already sent in Tapestry to the daily Ruth Miskin RWI sessions on youtube.

	1, 2, 3, 4, 5, Once I caught a fish alive One, two, three, four, five, Once I caught a fish alive. Six, seven, eight, nine, ten, Then I let it go again. Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on the right. One, two, three, four, five, Once I caught a crab alive. Six, seven, eight, nine, ten, Then I let it go again. Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on the right. One, two, three, four, five, Once I caught an eel alive. Six, seven, eight, nine, ten, Then I let it go again. Why did you let it go? Because it bit my finger so. Which finger did it bite? This little finger on the right. This little finger on the right.
Friday- Ask your child to look at the books you have in your house. Can they find any other books about creatures that live under the sea? Can they group the animal books e.g. farm animals, jungle animals, under the sea animals? Look at the similarities and differences between the Fiction Books (story) and the Non-Fiction books (information and fact books). Practise reading the phase 1 and 2 high frequency words attached below.	**Friday-** Play Fish for Sounds – write out some letter sounds that correspond to objects associated with the sea or going to the beach – sh for shell, f for fish. Try and write them outside in chalk or similar and encourage your child to trace over them. sh-shell, s- sea, f-fish, w-wave, o-ocean, b-boat, s-sand, l-lollipop, h-hot, f-flippers, p-puffin, t-towel, j-jellyfish, n-net Daily phonics - Please see the link already sent in Tapestry to the daily Ruth Miskin RWI sessions on youtube.
Weekly Writing Tasks	**Weekly Maths Tasks- Making Simple Patterns**
Monday- Ask your child to draw a picture and write about their favourite underwater creature. Support your child to use their phonic knowledge to label the picture too.	**Monday - Thinking about positional language – 'next to, by the side, rigt, left, above, underneath etc.** **Make it the same** You will need a book to act as a screen between the two of you and two identical sets of bricks or blocks (not too many) and perhaps a toy car and a play person. Share these out between the two of you to make sure you each have the same collection. One person builds a small scene with their bricks and toys, secretly, behind the screen. When they are ready, they tell the other person how to make one exactly the same as theirs. Only they are allowed to look over the screen to see how the builder is doing (and correct them if necessary). You can only touch your own bricks. When they think it is the same, remove the screen. Examine what is different – or not. Then swap roles! These tasks are meant to be playful and to be enjoyed together. When your child asks to repeat one you know you are winning. Aim for that!

Tuesday- Have a try at Snail Writing. Using hair gel, shaving foam or any other slimy liquid, show your child how to form the letter '**s**' using your finger. If your child can, ask them to try the word 'snail'. Repeat for other words from the story.	**Tuesday-** **Sing to the tune of 'Bobby Shafto'** **Clap your hands and wiggle your fingers** **Clap your hands and wiggle your fingers** **Clap your hands and wiggle your fingers** **Now we've made a pattern.** **Tap your knees & blink your eyelids** **Tap your knees & blink your eyelids** **Tap your knees & blink your eyelids** **Now we've made a pattern.** **Repeat with other actions for as long as you wish!** Can your child join in with tongue twisters: *red lorry, yellow lorry, red lorry, yellow lorry*? Ask your child to make a simple pattern or a colour pattern using beads or other objects – start with 2 colours, Can you describe the pattern to each other? For example   **CHALLENGE**: Make your own repeating pattern or patterns
Wednesday- Talk about postcards when would we send them? Ask your child to write a postcard from the snail. What would the snail write to his friends about his adventure? Write a postcard to the snail's friends from the Snail.	**Wednesday-** Can your child make a repeating pattern using objects around the house/garden i.e. apple, banana, apple, banana. **CHALLENGE:** Ask your child to build on the above to create more complex patterns e.g. apple, apple, banana, apple, apple, banana.  or  Or  

Thursday- Practise letter formation – letter formation sheet attached below. **CHALLENGE-** Can your child write a simple letter from the snail to the class teacher in the story asking for help of the whale.	**Thursday-** Ask your child to create repeating patterns with actions: Clap hands, tap knees, clap hands, tap knees. Make your own action patterns. Next one person makes the action pattern, the other person is to listen and repeat **CHALLENGE:** Continue a pattern which ends mid repeat using objects. 
Friday- Write a list of the titles of your books – Fiction (story books) or Non-fiction (Information and fact books).	**Friday-** On a paper plate or on a circle of paper. 

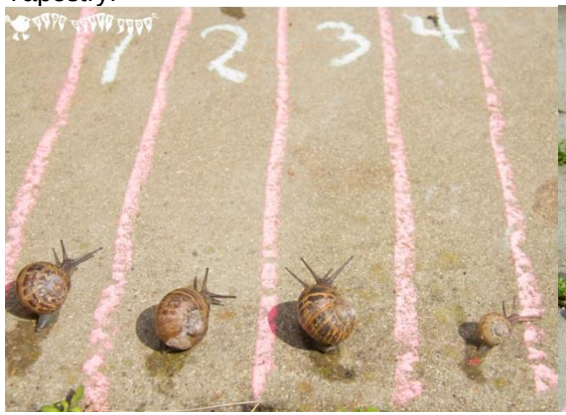
Learning Project - to be done throughout the week

The project this week aims to provide opportunities for your child to learn more about life in and around the sea. Learning may focus on the strange and wonderful creatures and plants that occupy our oceans, their habitats and how human beings affect this environment.

After listening to the story, 'The Snail and the Whale' (see reading task).

- Take your child on a snail hunt around the garden or local walk- observing social distancing. Can they think about the places a snail might want to live?
- Show your child the picture of the sea snail.



- Ask, how is it different from the snails they found in the garden?
- Have a snail race. Use chalk to draw out lines on the ground (or sticks to mark out the lines) to create a race track. Place your snails at the starting line and watch them go! You could give your child a timer to measure how long it takes for the snails to make their way across. Share a picture of the winning snail on Tapestry.
- 



Make your own 'Under the Sea' Scene





- Look at the picture of the coral reef. Talk about the animals you can see. What are the animals called?
- **Use junk modelling or craft items you have around your house to create the scene. You could even add in natural objects e.g. grass as seaweed.**

Make your own Fishing Game

- Make a fishing rod using a stick or similar (a wooden spoon would work well!). Tie some string on to one end and tie a magnet onto the end of the string (you could use a fridge magnet).
- Using the rod, your child could explore which items are attracted to the magnet around the house



Explore Floating and Sinking

- Fill up a bowl, sink or basin and provide your child with a range of objects to explore. Which ones float and which sink? Ask them why they think they float/ sink? **CHALLENGE:** Keep a record of the objects that float and sink? This could be using pictures or written.

Mindfulness

Help your child to choose a piece of instrumental music that they find relaxing. Have them lie down on their back with their eyes closed and both hands on top of their tummy. Ask them to close their eyes and concentrate on their breathing. Can they breathe deep and slow so that they feel their tummy moving up and down under their hands? Ask them to stay like this as the music plays. Just breathing and listening, nice and still. Aim for at least one minute to start with and increase to a slightly longer session each time you do the activity.

Beach safety- Try these excellent resources from the RNLI education team.
https://rnli.org/youth-education/education-resources/lower-primary/copy-of-fly-the-flag

STEM Learning Opportunities #sciencefromhome

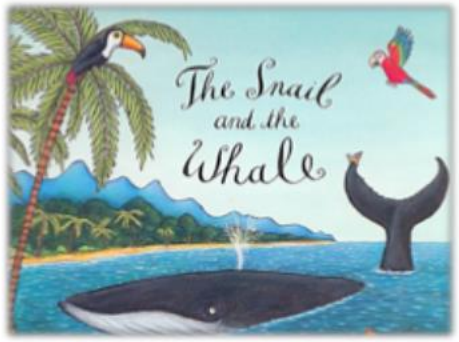
- Create a simple under the sea obstacle course or draw an obstacle course on a piece of paper. Children have to guide an under-water robot (Parent/sibling/toy) through the obstacles by shouting out simply instructions. E.g. forwards, right, left, backwards.

Additional learning resources parents may wish to engage with

White Rose Maths online maths lessons. Watch a lesson video and complete the worksheet (can be downloaded and completed digitally).
Numbots. Your child can access this programme with their school login.
IXL Click on Maths, Reception. There are interactive games to play and guides for parents.
Talk for Writing Home-school Booklets are an excellent resource to support your child's speaking and listening, reading and writing skills.

The Learning Projects are based on the **National Curriculum expectations** for the key stage which your child is in. It may be that your child finds the tasks set within the Learning Project for their year group too simple. If this is the case, then we suggest that your child accesses the Learning Projects which are set for the key stage above. Equally, if the projects are too challenging, then we advise that your child accesses the projects for the key stage below.

#TheLearningProjects
in collaboration with



The Snail and the Whale



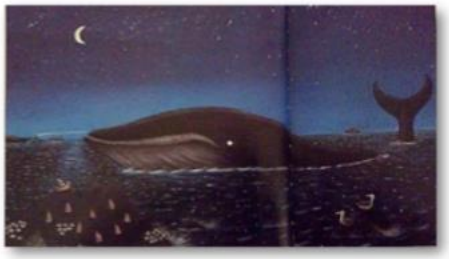
This story is about a snail and a whale.



The snail is on a rock.

The snail wants to see the ocean.

The other snails say, "Don't go!"



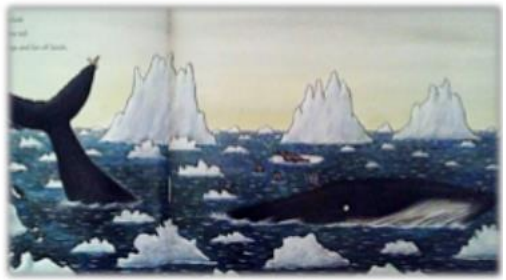
The whale is in the ocean.

The whale swims to the rock.

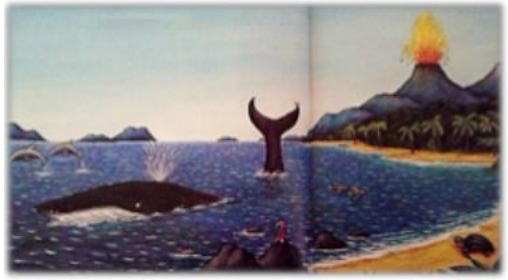


The snail meets the whale.

The snail and the whale swim together.



The snail and the whale see icebergs.



The snail and the whale see volcanoes.



The snail and the whale swim in waves.



The snail and the whale swim underwater.



The snail and the whale swim in sunshine.



The snail and the whale swim in storms.



The whale is swimming.

The whale is lost.

The whale swims onto the beach.



The whale needs help.

The snail looks for help.



The snail goes to a school.

The children are in school.



The snail writes on the chalkboard.

"Save the Whale."



The children go to the firemen.

The firemen help the whale.



The whale goes back to the ocean.

The snail saves the whale.



The snail and the whale go back to the rock.

The snail and the whale tell their story.

The other snails on the rock listen.



The whale and the snails swim in the ocean.

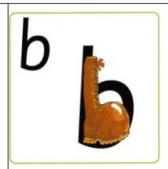
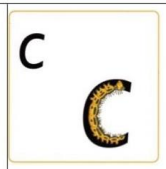
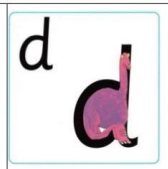
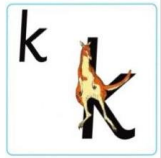
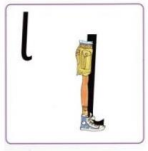
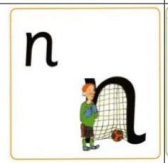
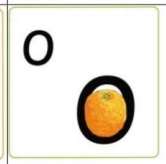
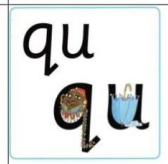
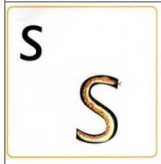
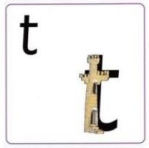
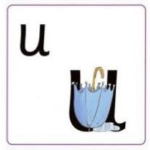
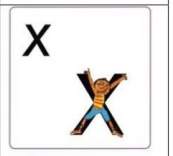
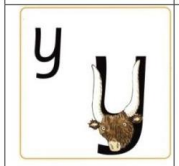
This text was adapted from the original text entitled
The Snail and the Whale
By Julia Donaldson

Sherlock Center on Disabilities
Rhode Island College

Phase 2 and 3 High Frequency Words

a	be	go	if	my	see	to
all	big	got	in	no	she	too
an	but	had	into	not	that	up
and	can	he	is	now	the	was
are	dad	her	it	of	them	we
as	down	him	look	off	then	will
at	for	his	me	on	they	with
back	get	I	mum	put	this	you

Rhymes for letter formation – taken from Read Write Inc.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Maisie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair,and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				