

Starfish and Seahorses

Reception

Week beginning 8th June



This week's home learning links to learning we previously set on Tapestry (18/5/20). We know many of you are thoroughly enjoying our 'Who lives in a rockpool?' topic, so we would like to continue it this week through the story *Somebody Swallowed Stanley* by Sarah Roberts. You may need to print some of the activities attached to this document. If you don't have a printer, you can work in the green work-book we sent home at the beginning of school closure.

If you haven't already started the learning we set on 18/5/20, we suggest a beach visit and/or some rockpooling before you begin this week's learning;

- Blyth beach is right on our doorstep and great for sandcastle building, stone stacking and enjoying the waves – look out for any litter on the beach, this will support later learning.
- Newbiggin beach is perfect for rockpooling during low tide, as is Seaton Sluice beach. St Mary's Island is currently closed to visitors. You can check tide times here <https://www.tideschart.com/>
- Remember to socially distance!

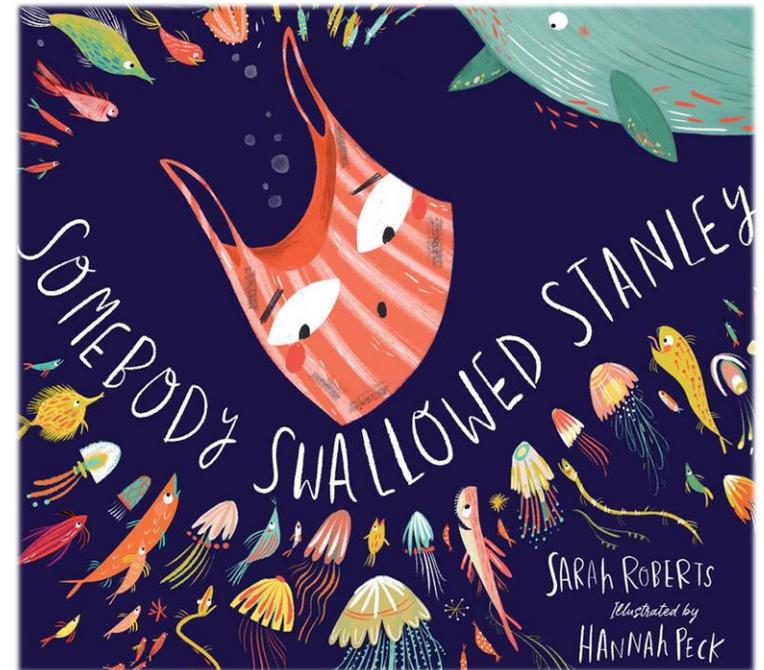
If this is not possible, looking at photographs of a previous beach visit and talking about what you did would help. Alternatively, you research beaches and rockpools using these links

<https://www.bbc.co.uk/iplayer/episode/b03ybm4c/something-special-were-all-friends-series-9-22-beach>

<https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zy38wmn>

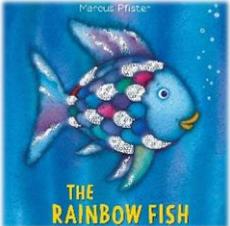
<https://www.bbc.co.uk/cbeebies/watch/playlist-meet-the-rockpoolers>

Please continue to upload your amazing learning onto Tapestry, also using it to let us know if you have any issues/concerns regarding home learning or are unable to access it electronically, we can help with that.

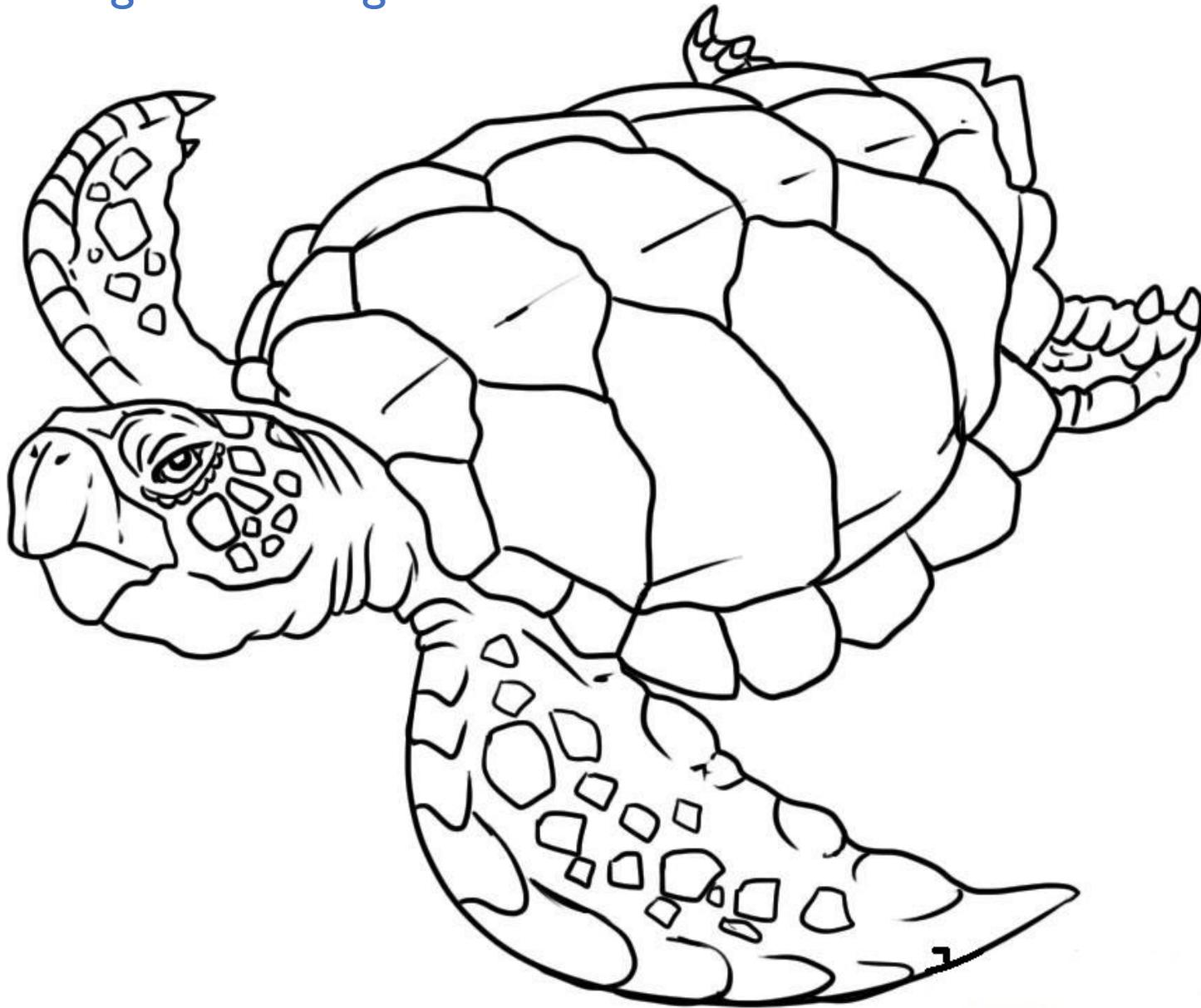


	<i>Personal, Social & Emotional Development</i>	<i>Physical Development</i>	<i>Communication & Language and Literacy</i>	<i>Maths</i>	<i>Understanding the World and Expressive Arts & Design</i>
<i>Day 1</i>	<p>Most of us haven't seen our friends for a very long time. We miss them lots. Think about your friends – who do you miss the most? Draw a picture of you and your friend and have a go at writing your friend's name.</p>	<p>Carefully colour and cut out the turtle attached below (just scroll down). If you don't have a printer, you could draw your own turtle and practise cutting it out.</p>	<p>Share the story <i>Somebody Swallowed Stanley</i> by Sarah Roberts together. There may be some words that you recognise or can sound out independently. Whilst enjoying the story, pause in places before the next page – can you predict what might happen next? Were you correct?</p> <p>We have uploaded a version to Tapestry (you might recognise a familiar face), however this version is also on YouTube https://www.youtube.com/watch?v=KpXbNN38FUE You may want to revisit the story lots throughout the week so you get to know it really well.</p>	<p>Fill a large bucket or tub with water (even your bath or paddling pool) and collect various sized containers (bottles, spoons/scoops, buckets, cups or jugs). While filling and emptying the containers, explore capacity using the language of full, fullest, half full, nearly full, empty and nearly empty. Explore – which container holds the most? Which holds the least? How many scoops/bottles/cups does it take to fill the container?</p> <p>Children also enjoy learning capacity using uncooked rice, sand and cereal – you may want to try these too!</p>	<p>We know that Stanley is plastic litter – not a jellyfish! He shouldn't be on the beach or in the sea as this causes harm to sea life. Watch this video by Sarah Roberts (the author of <i>Somebody Swallowed Stanley</i>) to find out more about plastic pollution https://www.youtube.com/watch?v=mjs66M4l-04.</p> <p>Did you see any litter when you visited the beach? How do you think it got there? Remember – you should only pick rubbish up if you are wearing gloves!</p>
<i>Day 2</i>	<p>In the story '<i>Poor old Stanley was ripped-up, scruffy and torn. He sank, and he sank and he sank down some more.</i>' Discuss together – how do you think Stanley is feeling at this point? Are there any clues in the illustrations</p>	<p>Litter pick in your garden, yard, and in your house. Remember to wear gloves or wash your hands afterwards!</p>	<p>Using the <i>Somebody Swallowed Stanley</i> story, solve the 'Who am I?' riddles on the sheet attached below (just scroll down) and write the creature names in the empty boxes. You should try to sound these out independently when you</p>	<p>Using similar equipment to Day 1 capacity task, estimate how many scoops/bottles/cups of water it will take to fill a larger container. Estimating is a sensible guess – you might not fit 1000 cups of water into a bucket!</p>	<p>We need to recycle to stop plastic pollution in our oceans. <i>Recycling is when rubbish/waste is made into something new. Luckily most things can be recycled but to make sure this happens we have to put rubbish into the</i></p>

	<p>which tell us? Why is he feeling this way? Does this change towards the end of the story?</p>		<p>write and use the sound mats also attached below to help you form the letters if you are unsure.</p> <p>If you do not have a printer, your grown up could write out the riddles for you to write next to.</p>	<p>Check your estimation – did you guess correctly? Were you close? Did you guess more or less than it took?</p>	<p><i>correct bin at home or take it to recycling station.</i></p> <p>Play this game to help you learn what can and can not be recycled.</p> <p>https://www.twinkl.co.uk/go/resource/tg-ga-59-twinkl-green-week-junk-jumble-recycling-game</p>
<p>Day 3</p>	<p>At the end of the story, Stanley has a big smile on his face! Why do you think he is so happy?</p> <p>Think about what makes you happy. Draw a picture of this and label it. We would love to see your happy pictures on Tapestry!</p> 	<p>At the end of the story, Stanley is recycled and transformed into a plastic kite. Recycle some materials you have at home, such as bottles, tubes and packets, to make your own sea creature.</p>   	<p>Make a poster to show others what can and can not be recycled. Try to label the items on your poster by sounding out the words yourself.</p> 	<p>Capacity challenge!</p> <p>The learning from the previous two capacity tasks will help you with this task.</p> <p>You'll need 5 cups or containers that are a similar size (plastic cups would be ideal).</p> <p>Can you fill one cup? Can you half-fill another cup? Can you leave a cup empty? Can you order these cups from empty to full? Can you order these cups from full to empty? Now fill the other two cups – one nearly full, one nearly empty. Can you order all 5 cups from empty to full?</p>	<p>Learn the lyrics to 'a sailor went to sea, sea, sea' (attached below, just scroll down).</p> <p>Make sure you've learnt them as your next task is to add the actions and perform!</p> <p>Discuss together – what is a sailor?</p>

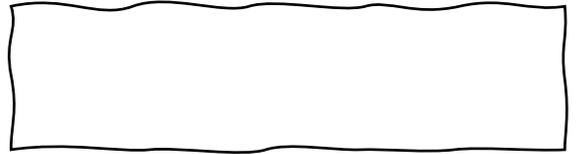
<p>Day 4</p>	<p>Listen to the story <i>The Rainbow Fish</i> by Marcus Pfister using this link https://www.youtube.com/watch?v=ifXlc0QI2kY We have also added a version to Tapestry. Think about how being kind makes <i>The Rainbow Fish</i> a better friend. Discuss together – are you kind? What does being kind mean?</p> 	<p>Use this video to help you learn the clapping actions to 'a sailor went to sea, sea, sea'. https://www.youtube.com/watch?v=28uNq8XQPK8</p> <p>Perform what you've learnt to an audience if you can (maybe your pet might like to watch). We would also love to watch your performance on Tapestry!</p>	<p>Log into Education City and access 'Distance Learning wb 8th June'. Work through the phonics sounds you and grown-up think you need practise with. You could practise writing some that you struggle with to help you improve.</p>	<p>Make your own teen number sea creatures. You might want to make a jellyfish with 15 legs, or a sea worm with 20 segments! You could draw your creature, make it from blocks or even from playdough.</p>	<p>Talk about the sea creatures you spotted at the beach or while you were rockpooling. Discuss the sea creatures you know that don't live in a rockpool. Which sea creatures you can spot in <i>Somebody Swallowed Stanley?</i></p> <p>Use the internet to research sea creatures. Which is your favourite? Why?</p>
<p>Day 5</p>	<p>If you haven't already, watch <i>The Rainbow Fish</i> story on Tapestry. You might spot a familiar face! <i>The Rainbow Fish</i> is kind at the end of the story. Can you do a kind deed for someone in your house? You could tidy your toys or your bedroom. You could help to prepare dinner or do some housework. You could send someone a letter to tell them how much you love them.</p>	<p>You should have learned the lyrics to 'a sailor went to sea, sea, sea' and be an expert at the clapping actions to go with it. Now have a boogie with The Wiggles! https://www.youtube.com/watch?v=O3MqCRfQnnc</p>	<p>Reflect on your home learning this week and complete the evaluation template attached below (just scroll down). If you don't have a printer, your grown up could write the sentence starters for you to finish.</p> <p>Try to sound out your own sentences! Use the sound mats to help with letter formation if you need to.</p>	<p>Watch and work through this counting video on YouTube – it's a timed challenge so be speedy! https://www.youtube.com/watch?v=5Yggnom24Sk</p>	<p>At the end of the story, a kind friend transforms Stanley into a kite. Here are some very simple instructions on how to make your own plastic bag kite.</p>  <p>https://www.youtube.com/watch?v=zgMbFp3nxYQ</p>

Turtle colouring and cutting

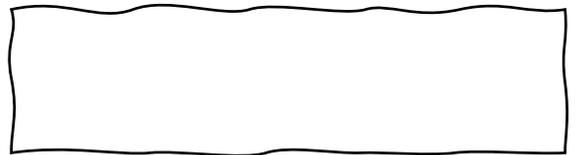


Who am I?

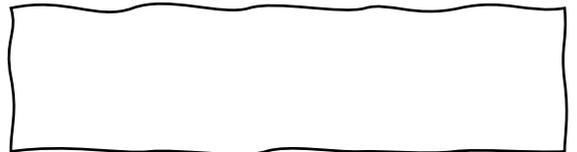
My tongue is as rough as barnacles. My mouth vast as a cave. Steam bursts from my spout.



I have paddle-shaped flippers that skim the seabed. I have a beautiful shell and a small wrinkly head.



I am no ordinary jellyfish. I have straight stripes and not many tentacles.



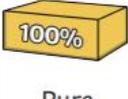
I have a sharp yellow beak and small beady eyes. I flap my wings to help me fly.



My Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
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My Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

A sailor went to sea, sea, sea lyrics

A sailor went to sea, sea, sea,
To see what he could see, see, see.
But all that he could see, see, see
Was the bottom of the deep blue sea, sea, sea.

A sailor went to chop, chop, chop,
To see what he could chop, chop, chop.
But all that he could chop, chop, chop
Was the bottom of the deep blue chop, chop, chop.

A sailor went to knee, knee, knee,
To see what he could knee, knee, knee,
But all that he could knee, knee, knee
Was the bottom of the deep blue knee, knee, knee.

A sailor went to sea, chop, knee,
To see what he could see, chop, knee,
But all that he could see, chop, knee
Was the bottom of the deep blue sea, chop, knee.

Evaluation

I hope you've enjoyed learning with me this week!
Please write a message below.



My favourite activity was _____

I've learned _____

My grown-up thinks _____
