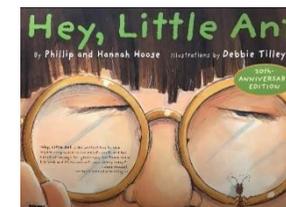
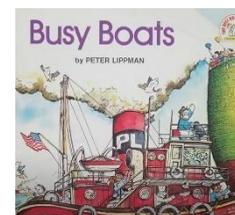
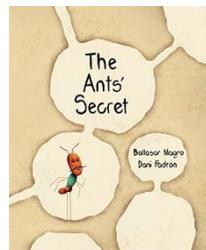
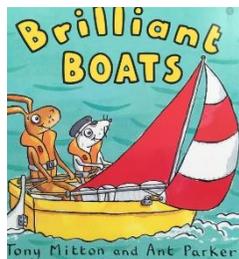


In school, we follow whole school projects at different times across the year. This week in school we would have been completing our whole school ‘Take One Picture’ project. This focusses on a range of art and design skills across a series of sessions. A roll of masking tape and some plain paper is available in the school office for each child learning at home to support with these tasks potentially needed from Wednesday onwards.



Link to Take One picture

<https://www.nationalgallery.org.uk/paintings/george-bellows-men-of-the-docks>

Book links

Brilliant Boats - https://www.youtube.com/watch?v=KK7Au1u-_xg

The Ant's Secret - <https://www.youtube.com/watch?v=XngPfA4EJcU>

Build, Dog's Build - <https://www.youtube.com/watch?v=c1Crz8BM9g8>

Busy Boats - <https://www.youtube.com/watch?v=XLsl3-iYu8E>

Hey Little Ant - <https://www.youtube.com/watch?v=ehH6l6v5sYM>

- ❖ You can also use the phonics site below to engage with some online games that link to the sounds your child currently knows.
[PhonicsPlay](#) Username: jan21 Password: home
- ❖ Please continue to pick a favourite book to read every day (this might be part of your bedtime routine). You may also choose to listen to a pre-recorded story which again can be found on the links document or join the daily live story session at with Saffron.
- ❖ Number blocks is an educational maths programme that the children watch in school during their snack time and could be used at home during snack times or in-between tasks. All the episodes are available on BBC iPlayer, the link for this is below:
[BBC iPlayer - Numberblocks](#)
A range of maths games linked to number blocks are available for your child to play on CBeebies. The link for this is:

[Numberblocks - CBeebies - BBC](#)

<p>These suggested learning activities can be completed in any order.</p>	<p>Day 1- Monday Task 1- Please watch the learning video below of Miss Sheen: https://vimeo.com/507919287/17accc6430</p>  <p>Look at the picture, Men of the Docks, with your child and discuss what they can see. <i>(A word document with an enlarged version of the picture has been sent)</i></p> <p>Create a mind map listing all the things your child can see and has discussed.</p> <p>Watch the PowerPoint (Put it in slideshow mode) Discuss some of the facts about New York. Get your child to draw their favourite fact.</p> <p>Task 2- Please watch the learning video below of Miss Sheen: https://vimeo.com/507922335/b9fb9f4b16</p>	<p>Day 2- Tuesday Task 1- Please watch the learning video below of Mrs Eardley: https://vimeo.com/507930723/43d2e4f724</p> <p>Think back to the workers in the 'Men of the Docks' picture. Show your child the picture. Talk about how the men look really small next to the ship and how they all work together to move the heavy cargo.</p> <p>Talk to the children about how that is like worker ants who all work together to carry the food. Watch the video below about worker ants: All about ants Write down your favourite ant fact.</p> <p>Task 2 Please watch the learning video below of Mrs Jerrett: https://vimeo.com/508370861/0a4b25e5a8</p> <p>Look closely at a picture of an ant and draw what you see. Use facts from task 1- e.g how many legs? We will use this in tomorrow's task to then help us to create our ant.</p> <p>Task-3</p>	<p>Day 3- Wednesday Task 1- Please watch the learning video below of Mrs Eardley: https://vimeo.com/507931969/7853e7d9a7</p> <p>Today you are going to be making your ant. Read your list of resources from yesterday to check you have everything that you need. Think out the process. What will I need first? How will I join? Think about how you will want to decorate when selecting materials. (You will not be decorating it yet, just making it) e.g- if you want to colour it- use paper to scrunch and make your ant so that pens will be able to be used.</p> <p>Task 2- Think about the different ways you could decorate your ant. Select the media you have chosen to decorate. You could</p>	<p>Day 4- Thursday Task 1- Applying skills learnt over the past few sessions.</p> <p>Explain that today is going to be their chance to plan, select and make using their own choice. Look back at the picture- what aspect do you want to choose?</p> <p><u>Watch some of the video's below of the class teachers making their own choices</u></p> <p>https://vimeo.com/507954814/f009968311 - Miss Sarton with her horse model https://vimeo.com/507932814/2dcac046eb- Mrs Eardley with buildings https://vimeo.com/507926957/72bc03d0b2- Miss Sheen- Ships/boats</p> <p>Create one of the items above or choose your own to make. Think about how you can decorate your model.</p> <p>Show and tell Share a video clip or series of photos to share what you have created yesterday.</p> <p>As a whole school, we are going to be combining all children's work from Nursery- Year 6 to document how each Year group worked on a</p>	<p>Day 5- Friday Task 1- Design an outfit Please watch this video of Miss Sarton designing an outfit https://vimeo.com/507956231/c3eb023de0</p> <p>What do you think the weather was like in the painting? Look at how the people are dressed and look at the clues on the ground. Can you dress in the appropriate clothing for this kind of weather and take a photo. Or if you prefer you can design an outfit for a man on the link below:</p> 
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Look closely at the docks- what are they?
Watch the video below:
<https://www.youtube.com/watch?v=iiB-A0f6ZnQ>

Discuss how docks are places where the ships stop to get new cargo (explain that cargo is different things that people need) and to drop it to different places around the world. As the video is playing talk about what you can see and discuss both the docks and the ship.

Look at the picture Men of the docs.
Why are the men waiting? Let your child tell you why they think they are waiting and what they may be doing at the docks. Discuss how they are waiting to work. Discuss with your child why woman at that time did not do this type of work and how now men and women can do any job they like.

The river in the painting is the East River. Discuss how the longest River in England is the Thames.

Watch the virtual tour of the River Thames:

Create a list of resources that you will need to make your ant. Draw these items that you will need. Some of the tools you will need may be glue, scissors etc.

Task 4 –

The ant got marching nursery rhyme
Have a go at counting your own ants. [Ants go marching song](#)
How many ants can you count up to?

Task 5 - Phonics Songs and rhymes

Include a selection of songs within the daily singing session which involve children in experimenting with their voices. Simple nursery rhymes, such as 'Hickory, Dickory, Dock' provide an opportunity for children to join in with *whееее* as the mouse falls down. Use this to find related words that rhyme: *dock, clock, tick-tock*. Substitute alternative rhyming sounds to maintain children's interest and enjoyment.

Below are links for lots of different nursery rhymes that you can explore with your child.
https://www.youtube.com/watch?v=lzc_Rd4TuYg

<https://www.youtube.com/watch?v=buE6l32rCHO>

colour using pens/pencils/paint etc. You could make from playdough and add details using tools.

Send us a video of your finished Ant and tell us how you made and decorated it.

Task 3 –

Look closely at the buildings in the painting Can your child use their knowledge of 2D shapes to create a building picture? They can use different patterned paper to create a collage or use old cards/magazines to cut out and stick the shapes. The more colourful the better!



Extension: try to add detail to your building pictures, look at the

series of Art and design skills linked to our Take One picture.

If consent for website is not on file, we would only use photos that do not include the child.

Task 2 -

Please watch the learning video below of Miss Sarton:
<https://vimeo.com/507955572/4831483b7b>

Create a book using pictures of the processes you have used. Draw each stage and discuss the method you have used e.g. I used string to tie the sides together, I put glue on the side to add tissue paper to decorate etc.

Please share your book with us on Evidence Me.

Task 3-

Looking closely at horses. What do horses look like what colours are they? Horses can be different colours like brown, white, black, grey etc. Can your child use their developing mark making skills to draw a horse? Horses have 4 legs, a tail etc.

Extension – Can you have a go – what sounds can you hear in horse?

Can you copy your adult write the letters in horse?

Design an outfit



Task 2- Salt Painting

[Salt painting video](#)

Can you have a go at making your own painting. Using glue and salt and colours can be another fun way of painting and using a different texture. Watch the video which shows you what to do. What picture can you make?

Task 3 - Phonics

Odd one out

<https://vimeo.com/508354753/bac06e972a>

Put out three objects or pictures, two with names that rhyme and one with a name that does not. Ask the child to identify the 'odd one out': the name that does not

[Google maps tour of the Thames](#)

Click forward to move down the river and click to the sides to look out for some famous buildings as you go.

Task 3 - Phonics
Rhyming pairs

<https://vimeo.com/508375546/7545d213ce>

In a pairs game, use pictures of objects with names that rhyme. The children take it in turns to turn two cards over and keep them if the pictures are a rhyming pair. If they are not a rhyming pair, the cards are turned face down again and the other person has a turn. Start with a small core set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

shapes of the windows and roofs.



Task 4 - Phonics

Finish the rhyme

<https://vimeo.com/508350719/bf0ed3dbdf>

Use books with predictable rhymes that children are familiar with and then stop as you come to the final word in the rhyme. Invite children to complete it. Use plenty of intonation and expression as the story or rhyme is recounted.



Task 4 - Phonics
Rhyming puppets

<https://www.youtube.com/watch?v=kfPb5NfJ2SI>

Make up silly rhyming names for a pair of puppets (e.g. *Fizzy Wizzy Lizzy* and *Hob Tob Bob*). Introduce the puppets to a small group and invite them to join in storytelling, leaving gaps for the children to fill in rhyming words, for example:
Are you poorly Lizzy? Oh dear.
Fizzy Wizzy Lizzy is feeling sick and...dizzy. Bob is very excited.
Today he is going to be a builder.
Hob Tob Bob has got a new...job.

rhyme. Start with a small set of words that can then be extended. The children need to be familiar with the rhyming word families before they can use them in a game – spend time looking at the pictures and talking about the pairs.

Task 4 - Golden Time

Usually on a Friday we would enjoy our Golden time that we have worked towards all week. Hopefully you have completed all your home learning tasks and have earned some golden time! Think about something you would like to spend some time doing e.g., balloons, bubbles, cooking, painting and building. It could be anything you would like to enjoy. Take this time to be proud of what you have achieved this week.

<p>Learning outcomes children will be working towards throughout the week by completing various activities.</p>	<p>C+L- 'Speaking'- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</p> <p>C+L – 'Understanding' - Beginning to understand 'why' and 'how' questions.</p> <p>C+L 'Listening and Attention'- Is able to follow directions (if not intently focused on own choice of activity).</p> <p>Literacy- 'Writing'- Gives meaning to marks they make as they draw, write and paint.</p> <p>Literacy – 'Writing' - Writes own name and other things such as labels, captions.</p> <p>Maths- 'Shape, Space and Measure'- Selects a particular named shape.</p> <p>Understanding the World- 'People and Communities' - Shows interest in different occupations and ways of life</p> <p>Understanding the World- 'The World' - Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Expressive Art and Design- 'Exploring Media and Materials' - Joins construction pieces together to build and balance.</p> <p>Expressive Art and Design- 'Exploring Media and Materials' - Realises tools can be used for a purpose.</p> <p>Expressive Art and Design- 'Exploring Media and Materials' - Manipulates materials to achieve a planned effect</p> <p>Expressive Art and Design- 'Being Imaginative' - Chooses particular colours to use for a purpose.</p>
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