

## NORTH YORKSHIRE COUNTY COUNCIL

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**Mr T Whitehead**  
Headteacher

### Kildwick CE VC Primary School



#### Summer 1 - 2020

Dear Parents and Carers,

This is a very strange curriculum letter to be sending. I really hope that it finds you all in good health and managing in the challenging situation we are currently in. It is likely that this letter will be slightly different as I try to support you with home learning. I would just like to reinforce that I can completely appreciate the challenges of home learning. As a school our priority is the health and well-being of you and your family. That said, I know that some parents appreciate the structure and routine of the work being provided and are enjoying learning with their children. All I would say is; do what you can, when you can, if you can! I am at the other end of an email if you want any support with the work I set.

**Home learning** – Each Monday I will put the following work on for Reception Children:

Phonics	5 sessions
English (Literacy)	2 sessions (one dictated sentences & one writing activity)
Maths (Number)	2 Sessions – (one numberblocks to watch & one PowerPoint to go through). Plus a list of activities to pick from to reinforce learning after each session.
PSHE	1 session per week focused on emotional and mental well-being.
Reading	5 sessions – please see below.
General	I will upload an activity learning grid ( <b>every 2 weeks</b> ) with ideas for general learning and ways to occupy the children.
I will also be setting the Year One children Geography (weeks 1 & 2) Science (weeks 3 & 4) and a DT task (week 5). Reception children can look at these too, if they want to.	
<b>I will often share additional ideas for learning on Google Classroom and on the Google Stream.</b>	

**Reading Books** – Hopefully everyone has been able to access the free Collins ebooks.

<https://collins.co.uk/pages/big-cat-ebooks> This is the reading scheme we use at school. If you only have time to do one thing I would pick reading. Reading everyday will help the children in so many ways and keeping reading during this period of closure will really help maintain the children's previous phonic learning. You should be able to work out which level the children are at by looking at their current reading book. Let me know if you are unsure. The downloadable resources for each book are also really good to help develop the children's comprehension skills. Please keep a note of any books you have read in your child's reading record.

**Using Google Classroom** - If your child finishes a piece of work please mark it as 'Handed in' on Google Classroom so I can give the children a comment and praise for working hard. Also I would love for you to add the occasional picture or comment to the classroom stream. If other children can see what their friends are up to they are often motivated by this! You can send me any additional pictures to my email address.

Stay safe and I hope to see you all soon.

Kind regards,  
Miss Akrigg

Email address: [teacher1@kildwickce.uk](mailto:teacher1@kildwickce.uk)

**Below is an outline of the work to be covered over the next half term (Summer 1 - 2020) Reception**

Subject	Topics
Phonics	<p><b>5x a week (Find these on: Google Classroom – Phonics)</b> The children are in phonic groups. Ask the children who they normally go and learn phonics with and then access their work. I set the work on a Monday and this should give you enough to fill five phonic sessions (we spend around 25-30 mins a day on phonics in school). Remember this can include playing games, writing and reading and learning tricky word spellings. We always go back over previous phases to make sure that we don't forget previous learning.</p>
English	<p><b>I am setting two writing tasks a week (Find these on: Google Classroom – Year Reception English)</b></p> <p>Task 1 - Sentences for you to read out to the children. These are sentences which the children should be able to write out using their phonic knowledge. They can use their sound mats to assist them.</p> <p>Task 2 – This is a general writing task which encourages the children to write on their own and make up their own sentences. Children should spell them using their phonic knowledge. Please see the guidance below which I added to a previous writing task.</p>
Maths	<p><b>I am setting two number sessions a week (Find these on: Google Classroom – Year Reception Maths).</b> We will carry on working through the teen numbers. We did 14 and 15 for the first two weeks of closure. This half term we will do numbers 16, 17, 18, 19, 20.</p> <p>Task 1 – Go through the number PowerPoint with an adult. Talk about the number and then pick one or two activities from the list I make.</p> <p>Task 2 – Watch Numberblocks on the link provided. Pick one or two activities from the activity list I make.</p> <p>At school we learn lots of number facts without even realising it. You can do quick bits of counting etc as you go through the day – have a look at the activities I have marked <b>DA</b> for Daily Activities. If you would like to do more Maths work you can have a look at the Year One White rose Maths tasks which have a video clip and, if you want to, some resources to complete. They are under the Year One Maths tab.</p>
Understanding The World	<p>The world: If you decide to follow the Year One work the children will be thinking about 'Our Wonderful world for their Geography (weeks 1 &amp; 2) and Plants, how plants grow and the parts of a plants (weeks 3 &amp; 4). <b>(Find these at Google Classroom – Geography - Understanding the World.</b></p> <p>People and Communities: I have included an activity on the home learning tasks to compare Easter and Eid. <a href="https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid">https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid</a> <b>(Find the home learning task grids at: Google Classroom – General Learning Activities)</b></p> <p>Technology: The children are probably using lots of IT at home. If you have a laptop then useful skills like becoming familiar with a keyboard and saving documents are great to have as they move into year one. Also understanding about staying safe online is very important.</p>
Expressive Arts and Design	<p><b>Sing and dance as much as you can!</b> For music I have I put links to a lot of the songs we sing in class to help our learning. The children love listening to them and it should hopefully remind them of happy times at school. <b>(Find these at: Google Classroom – Learning Resources – Our Class Songs)</b></p>
Physical Development	<p>I think lots of you are already doing this but work out with Joe Wicks in a morning! <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</a></p> <p>Also have a look at BBC Supermovers for a quick boogie during the day <a href="https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw">https://www.bbc.co.uk/teach/supermovers/ks1-collection/zbr4scw</a></p> <p>Keep working on fine motor skills. Pick up a pencil every day, even if it's just for name writing, colouring or doodling. Play with small toys like lego and do plenty of crafts involving scissor skills.</p>
Physical, Social and Emotional Development	<p><b>1x a week. (Find this at: Google Classroom PSHE).</b> Each week I will set a PSHE task with the aim of the children thinking about their emotional and mental well-being. Please keep any work the children produce; we will use this when we get back into school to discuss how the children have felt about this strange time. If you could photograph anything the children do and or/add any comments the children make to the Google Classroom stream or email me that would be great.</p>

<p>Play phonics noughts and crosses. Draw out a grid and write a letter, digraph, trigraph or tricky word in each part of the grid. Take it in turns to name what is written in the grid. If you say it correctly you can add your nought or cross in that square.</p>	<p>Draw a family tree - How does your family link together? Can you draw out your family members and link them together using lines?</p>	<p>Sing the continents song to an adult and tell them which continent we live in.</p> <p><a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p>
<p>Look in a mirror at your hair colour, eye colour, skin colour. Make a self-portrait using either felt-tips, crayons or paint. Look at some pictures in books and magazines. Does everyone look the same way as them? How do people look different?</p>	<p>Pick a tricky word that you find hard to remember. Stick it around your house and ask an adult to test you every time you see the word!</p>	<p>Ask an adult to write the alphabet in capital letters all over a piece of paper and then in lowercase. Can you draw lines to match the capitals to the lower case letters?</p> <p>This song might help you remember! <a href="https://www.youtube.com/watch?v=Emb2yvwAHtc">https://www.youtube.com/watch?v=Emb2yvwAHtc</a></p>
<p>Pour flour, rice or lentils into a shallow tray or plate. Think of a digraph, trigraph or tricky word you find hard to remember and 'write it' in the food using your finger.</p>	<p>Watch this and learn how to draw a dinosaur! Post your picture on Google Classroom.</p> <p><a href="https://www.youtube.com/watch?v=HCEPJxGC0m8&amp;feature=youtu.be&amp;fbclid=IwAR3Lz6M2cN_skl-AXQKM02yidgBklyxW97poZTBoEpGI AfemD-reU1HmgP4">https://www.youtube.com/watch?v=HCEPJxGC0m8&amp;feature=youtu.be&amp;fbclid=IwAR3Lz6M2cN_skl-AXQKM02yidgBklyxW97poZTBoEpGI AfemD-reU1HmgP4</a></p>	<p>Ask an adult to draw a square, rectangle, triangle, circle and a hexagon on a piece of paper. Can you name them all and do you know their properties (how many sides and how many corners?) Colour them in and cut them out – this will help keep your fingers strong!</p>
<p>Write a thank you letter or draw a picture for someone you know who is helping people. Think about who delivers your post, who collects your rubbish, who is selling you food, who is looking after people? Why are you grateful to them?</p>	<p>Set up and act out being the shopkeeper and customer. Use coins (to support their developing knowledge of money). Use a notepad to keep a check of what people buy (encourage in the moment writing).</p>	<p>Talk about Easter and how Christians celebrate Easter. Then watch the videos on this link: <a href="https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid">https://www.bbc.co.uk/cbeebies/puzzles/lets-celebrate-eid</a></p> <p>Are there any similarities and differences between the celebrations they saw in the Easter videos?</p>

These are some additional tasks that children can do to pass some time. They all help children develop key skills to meet their EYFS goals. These are completely optional but I would love to see photos and videos of you doing them on our Google Classroom stream!

Writing guidance – I previously included this on one of the writing activities I set. It's helpful to enable you to support the children as their writing develops. If you have any questions please do email me.

Try not to help with spellings, unless it is a word you think they should know, ie tricky words or previous spellings for the year one children. Encourage children to break the word down and listen for the sounds - if they can't remember the phoneme get them to look on a sound mat or at the list in their homework books.

We are looking for phonetically plausible sentences and encouraging the children to hear the sounds in words and use the phonic knowledge they have (even if they don't use the right phoneme!)

For example children might produce - *'thai ar goain to the see'* I would be very happy with this sentence in Reception!

In this example I would let the child write the sentence then after talk about 'they' and 'are' being tricky words. I would also talk about 'go' being a tricky word and adding 'ing' to make 'going'. If children are learning phase 5 phonics and beyond I may point out that sea has the 'ea' digraph but this wouldn't be a priority as it is phonetically correct. At school we write corrections out three times to help future recall. We only select a couple of things to correct, it can be disheartening for the children if they think they got everything wrong!

Another example: *'I finc the peepl can heer the wortr and it iz sunee'*

Again, consider what stage phonics the children are on. Any Reception children producing a sentence like this would meet the writing Early Learning Goal. They are using their phonic knowledge and writing a 'phonetically plausible sentence'. I would talk to all children about the spelling of 'is', I would also discuss the 'th' sound and encourage children to stick their tongue out at me when they say it! I may point out to some children that 'hear' has the 'ear' trigraph. Year One children should be able to spell 'people' so we would work on this.

I hope this helps a little - please message or email me if you want any support.

Thank you, as always, for all you are doing.