



Learning Project - Under the Sea

Age Range: Reception/Y1 ~ Class 1

Dear Children of Class 1

I hope that you are all safe and enjoying the time you have with your families. It has been a joy to see photos on both Facebook and Tapestry of your exciting home learning and enjoying some extra time with your loved ones.

Below are the suggested learning tasks for this week, but as you can see, they are in a different layout. This is only a guide, but we hope this might help you organise your learning throughout the week.

Remember, short bursts of learning activities are best for you to remain focussed and enjoy the challenge. If you are super proud of any of your learning, I would love to see it. You can email school hello@tintagelschool.org or add it to Tapestry.

Have a lovely week learning about 'Under the Sea' – I cannot wait to see photos of you and your family. It certainly puts a big smile on my face.

Take care

Mrs Sharp

Weekly Reading 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. Look out for Mrs Sharp's story time on Tapestry.

Can your child hear the rhyming words in the story? Using their phonic knowledge can they record them.

Practise reading the following keywords. Write them onto flash cards to use at home.

Red Words:

the
he
of
who
were
to
are
she
I
said
all

Weekly Phonics Tasks

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

Focus sounds: ou (Shout it out)-

-Fred talk: loud, shout, mouth children blend.

-Write words for children to read: south, ouch, pouch
encourage the children to spot the special friends.

-Write alien words for the children to read: nouf, boup, wouf

Encourage children to spot special friends.

-Children practice writing 'ou' use sound mat to support handwriting patter.

-Fred talk words for children to write, encourage them to show Fred Fingers (tell them how many sounds are in the word), get them to pinch the sounds and

then write the word. Words for writing: couch, cloud, proud

Encourage the children to tick and fix.

Follow this format for each focus sound.

To support you in delivering daily phonics please explore the following website: <https://www.ruthmiskin.com/en/find-out-more/parents/>. You will find a short video which clearly shares how each sound should be pronounced.

<p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Encourage your child to learn the rhyme 'A Sailor went to Sea, Sea, Sea'. Click here for a video of the rhyme and lyrics. Can your child perform this rhyme by heart?</p>	<p>It would be great to see any Phonics learning/games on Tapestry. Please refer to flash cards if you need them, which have been uploaded.</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Go on a sound hunt with your child around the house/garden. They can list all of the items they can find containing the 'ea' sound. They may identify objects that contain an alternative way of spelling the 'ea' sound such as ee/y/e.</p>
<p>Tuesday- Reception age children: 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. Read key words for this week (see Monday).</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Task your child with building an 'Under the Sea' themed reading den. Can they find some sea-themed books to cosy up with and share in there? Using a cereal box could your child make a sea creature and hang it up in their den?</p>	<p>Tuesday- Buried Treasure: Write out some real words and alien 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.</p> <p>Daily Phonics: Focus sound: sh sh words for blending, reading and writing: sheep, ship, shoot, shop, shark, shirt, dash, cash, mash, shell Alien words: shap, shem, dush</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Can your child list words that they associate with the sea? Following this, ask your child to identify words that rhyme with these.</p> <p>Can your child write a short story about what they can see at the bottom of the sea? E.g. Once upon a time...</p>
<p>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.</p> <p>Read key words for this week (see Monday).</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Ask your child to make a sea-themed bookmark. They could take inspiration from 'Sharing a Shell' or 'The Snail and the Whale'.</p>	<p>Wednesday- Play Buried Treasure online on PhonicsPlay. PhonicsPlay is a great interactive website but please be mindful that some of the sounds are different to the RWI scheme we follow in school.</p> <p>Daily Phonics: Focus sound: W words for blending, reading and writing: win, wet, week, wood, weed, web, wink, well Alien words: waf, wid, joow</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>With an adult, can your child recap the months of the year in order and encourage them practise spelling these and use them in a sentence.</p>
<p>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. Can you together draw a story map of their new story?</p>	<p>Thursday- Play Snap: using/paper or card make 20 blank flash cards, provide your child with 10 and ask them to correctly write set 1 or 2 sounds on them. On the remaining 10 cards you write the same sounds as your child. Once you have a set of cards shuffle them and deal out 10 cards each, then play snap, encouraging</p>

<p>Read keywords for this week (see Monday).</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Your child could read a story/poem/nursery rhyme to another family member. This could be to a younger sibling before bedtime or they may wish to Facetime an elderly relative (with adult supervision of course).</p>	<p>your child to say the sounds as they are put down. Add more cards if you wish.</p> <p>Daily Phonics Focus sound: ck ck words for blending, reading and writing: back, sack, pack, chick, thick, quick pick, stick Alien words: jick, leck, wighck</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Your child could visit Phonics Play and play Buried Treasure. You could bring this game to life and write real or nonsense words on card and bury the words under sand, soil or rice. Ask your child to find and decide if the word needs to be placed in the real or nonsense pile.</p>
<p>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).</p> <p>Read key words for this week (see Monday).</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Read along with 'There's a Hole in the Bottom of the Sea' or listen to 'How the Whale got his Throat'. Ask your child to retell one story by drawing a comic strip of the events.</p>	<p>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</p> <p>Daily Phonics Focus sound: oy (Toy for a Boy) air words for blending, reading and writing: boy, toy, joy Alien words: zoy, koy, doy</p> <p style="text-align: center;"><u>Year One Challenge ~</u></p> <p>Ask your child to write the alphabet using capital letters. Challenge your child to write the lowercase letters too. Here's a link to help you form the letters correctly - http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf</p>
Weekly Writing Tasks	Weekly Maths Tasks- Making Simple Patterns
<p>Monday- Ask your child to draw a picture and write about their favourite underwater creature. Support your child to use their Fred Fingers and correctly form their letters, using the RWI sound mat. Remember your child will phonetically write words.</p>	<p>Monday - Thinking about positional language – ‘next to, by the side, right, left, above, underneath etc.</p> <p>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</p>

Year One Challenge ~

Visit a desert island [here](#). Ask your child to write a message in a bottle. What can they see, hear, feel, taste and smell? Why not roll the message up and pop it in a plastic bottle for the reading den? E.g – The sea tastes like salt, I can see shells along the shore.

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!

Year One Challenge ~

Write the days of the week on paper and cut them up into cards. Take turns turning over the cards. If, when you turn the card, you have a day that is before or after the day shown you can say snap.

[White Rose/ Bitesize Maths](#) online daily maths lessons.
<https://www.bbc.co.uk/bitesize/dailylessons>

[CODE Maths Fluency Activities](#) – Week 3

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.

So far in Foundation we have learnt 'ay' May I Play/ 'ai' Snail in the rain is alternative sound. Discuss this with your child before they write snail.

Year One Challenge ~

Task your child with planning the perfect beach trip. Ask them to draw and label all of the things that they would pack including a picnic. Who would they take? What games would they play? How much time would they spend in the sea? Can your child draw a picture of the seaside? Maybe you could show them a photo from a previous beach visit?

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

Year One Challenge ~

Using a clock in your house practise telling the time with your child to the nearest hour, half hour, 15 minute intervals extending to 5 minutes intervals for Y2. With your child, list different activities/chores they have to do throughout the day. Write down the times which they start each activity Can they order them after making the list? Can your child sort them into the times of day each thing happens in (e.g. morning, afternoon, night etc)?

[White Rose/ Bitesize Maths](#) online daily maths lessons.

[CODE Maths Fluency Activities](#) – Week 3

Wednesday- Talk about postcards when would we send them? Have you ever received a postcard? Ask your child to write a postcard from the snail to one of his friends. What would the snail write to his friends about his adventure? Provide your child with their sound mat and sentence toolkit visuals, to support their writing.

Year One Challenge ~

Speak to your child about all of the things that make them happy or all of the things that they're grateful for. Ask them to record these in a list. Can they write these sentences on slips of paper and place them into a glass jar – these can be read when they are feeling unhappy or lonely, or even shared with family over zoom?

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.



Year One Challenge ~

Using a clock in your house practise telling the time with your child to the nearest hour, half hour, 15 minute intervals. You could extend the challenge to 5 minutes intervals. With your child, list different activities/challenges they have to do throughout the day. Write down the times which they start each activity Can they order them after making the list? Can your child sort them into the times of day each thing happens in (e.g. morning, afternoon, night etc)?

[White Rose/ Bitesize Maths](#) online daily maths lessons.

Thursday- Using the RWI sound mat, select sounds that your child is not confident in recognising and encourage them to record them, this might be on paper, paint, chalk etc. Encourage them to say the RWI handwriting pattern, to support correct letter formation - <http://www.thebellbird.cambs.sch.uk/wp-content/uploads/2014/12/Letter-formation-chart.pdf>

CHALLENGE- Can your child write a simple letter from the snail to the class teacher in the story asking for the help of the whale. Remember to use your sentence toolkit.

Year One Challenge ~

Help your child to create a fact file about the endangered Sea Turtle. Can they find out about its appearance, its diet and its habitat? [This link](#) may help. Following this, your child could draw a detailed sketch of the Sea Turtle. Do you remember the story 'Duffy's Lucky Escape' we shared in class?



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.



Year One Challenge ~

Using your list from Wed, explore how long each activity lasted using the terms hours and minutes. You could do this using a stopwatch to time each activity and record each time! To extend this further why not look at the start and end times of your favourite programmes? For this you may also want to draw a clock stating what time it started and another stating what time it finished. Following this state how long the programme or activity lasted.

[White Rose/ Bitesize Maths](#) online daily maths lessons.



Can you make your own paper plate clock? This could help you to practice telling the time.

Friday- Explore your book collections and select 10 books. Can you sort them into: Fiction (story books) and Non-fiction (Information and fact books). Once you have sorted them, can you record the book titles in a table?

Story Books (Fiction)	Information Books (non- Fiction)
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Friday- On a paper plate or on a circle of paper.

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Year One Challenge ~

Visit the Literacy Shed for this wonderful resource on [The Lighthouse](#). Or, your child could design a beach safety poster. What tips would they give beach-goers for staying safe at the seaside?



Design a pattern for the edge of the party plate



Year One Challenge ~

(theme)- Ask your child to survey the family about their favourite sea creature (choose from 5). Represent the results using a tally chart or a pictogram. Which sea creature was the most popular? Which was the least popular?

[White Rose/ Bitesize Maths](#) online daily maths lessons.
[CODE Maths Fluency Activities](#) – Week 3

Why not read, or watch the story of The Snail and the Whale to find 5 different sea creatures? Here's a link to help you -

<https://www.bbc.co.uk/iplayer/episode/m000cslw/the-snail-and-the-whale>



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.

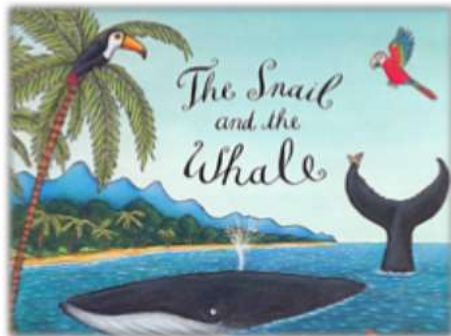
[IXL](#) Click on Maths, Reception. There are interactive games to play and guides for parents.

[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.

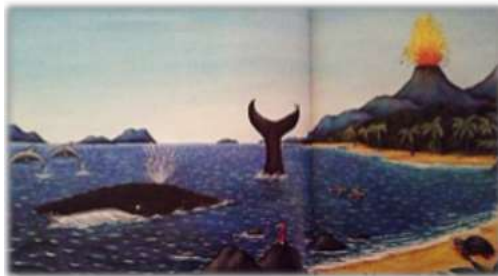


   
The snail meets the whale.

   
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

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