

## Reception Remote Learning wb 01.02.2021

### Theme: Save the Planet!

#### Zoom Meetings

Each Monday, there will be a Maths focus. On Tuesdays, Wednesdays and Thursdays, we will recap the sounds you have been learning in Phonics and have a go at reading and writing some sounds and words. On Fridays we will recap the week's learning with a quiz where you can earn marbles – will you be the winner? We will also share stories and songs throughout the week. Please bring with you some work that you have been completing at home; we may ask you to bring a specific piece of work for the next meeting. On a Wednesday there will be an opportunity for the children to have a 'Show and Tell' session where they can share anything they want from the previous week or anything at all that they are proud of.

You can raise any questions about the remote learning during these Zoom sessions or email us at [class1@fairways.southend.sch.uk](mailto:class1@fairways.southend.sch.uk) or [class2@fairways.southend.sch.uk](mailto:class2@fairways.southend.sch.uk)

Please look at the plan below and find your child's group's activity.

**\*\*In preparation for your Zoom call on Thursday (4.2.21) please look at the resources Thursday remote learning group 1 & 2 or Thursday remote learning group 3 and choose one of the bingo boards (based on your team colour!) either print it or copy it onto a piece of paper\*\***

#### Theme

Monday	<p><b><u>**To prepare for work on Thursday, remember to collect any used bottles, boxes and containers for junk modelling.</u></b></p> <p><i>Resources needed: Monday - Theme 2 template, crayons, pens or pencils</i></p> <p><b><u>All Groups</u></b></p> <p>Watch this introduction to 'Save Our Planet' week from Mrs Muir: <a href="https://youtu.be/2op6l0xJ970">https://youtu.be/2op6l0xJ970</a> Next, watch the story '10 things I can do to help my world.' <a href="https://www.youtube.com/watch?v=xTN6T74W4L8">https://www.youtube.com/watch?v=xTN6T74W4L8</a></p> <p>Get your child to think of one thing that they could start to do to help save the planet e.g. "I will turn the tap off." or "I will put rubbish in the bin." Either print off the template on <b>Monday – Theme</b> and turn it on its side, or draw a leaf outline for your child to write inside. Help your child to write their pledge as a sentence by working with them to sound out each word using a finger space in between and a full stop at the end. If your child struggles to write a full sentence then you could either write one for them to copy or provide them with a sentence so that they can fill in the gaps i.e. I will turn the ____ off. Once your child has written their sentence you can help them cut out their leaf and decorate around the outside of their writing using crayons, pens or coloured pencils.</p>
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Tuesday	<p><i>Resources needed: Either Tuesday - Theme template &amp; scissors, drawn pictures &amp; scissors or real objects to sort</i></p> <p><b><u>All Groups</u></b>  Listen to the story of 'The Messy Magpie':  <a href="https://youtu.be/vAEi4AVj7Fo">https://youtu.be/vAEi4AVj7Fo</a> Encourage your child to think about the ways the rubbish had damaged the environment- the plants and flowers were damaged, the animals lost their homes and didn't have any food to eat, the water turned a muddy brown colour. Talk about what recycling means and why it's important. Discuss the different categories for recycling- cans, paper &amp; card, plastic, compost, glass, clothes, reusable items, garden waste- relate these to the recycling bins that you use in your own home. Complete the recycling sorting activity saved in <b>Tuesday – Theme</b>. (The answers are at the end for you!) If you do not have a printer then you could either draw some different items and recycling containers for your child to sort them into, or you could select a range of household items and get your child to sort these into the categories for recycling.</p> <p><i>Optional: As an extension your child could try to label some of these items. They have learnt the graphemes to write: box, sock, can, bag, tin, coat, pen and pot. They could attempt to sound out others if they wish- it doesn't matter at this stage if the spellings are entirely accurate as long as they are phonetically plausible.</i></p>
Wednesday	<p><i>Resources needed: A4 paper, pens, pencils or crayons</i></p> <p><b><u>All Groups</u></b>  Watch the Kit and Pup video about plastic:  <a href="https://www.bbc.co.uk/iplayer/episode/b0bppydw/kit-pup-series-1-37-plastic">https://www.bbc.co.uk/iplayer/episode/b0bppydw/kit-pup-series-1-37-plastic</a></p> <p>Give your child three minutes to find as many plastic items as they can around the house. Can they sort them in different ways e.g. see-through and not see through, bendy and rigid?</p> <p>Recap on what recycling means. Discuss the fact that not all plastics can be recycled and can build up in our seas and oceans becoming a danger to animals and wildlife. Read through the document about plastic saved in <b>Wednesday - Theme 1</b>. Can your child design a poster about some of the good choices we can make with regards to plastic in order to help save our planet? They can either design their own or use the template in <b>Wednesday - Theme 2</b>.</p>
Thursday	<p><i>Resources needed: Used boxes or containers, Sellotape or glue, scissors</i></p> <p><b><u>All Groups</u></b>  Remind your child about the importance of recycling. Tell them that we are going to use recycled items to make a model of an animal. Introduce the term 'habitat' as an area where animals and plants live and tell your child that we are going to look at urban, woodland</p>

	<p>and coastal habitats as they are local to us. As part of your daily exercise, walk around the block, or go to the beach or woods if you are close enough, and see if your child can spot any wild animals. Watch the following videos:</p> <p>Woodland habitat-  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb</a></p> <p>Urban habitat-  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zw2syrd">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zw2syrd</a></p> <p>Coastal habitat-  <a href="https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zy38wmn">https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zy38wmn</a></p> <p>Ask your child to choose one of the animals mentioned to make a junk model figure. Today you will focus on assembling the boxes and containers and tomorrow your child will decorate it to make it look like an animal. Encourage your child to help you arrange the containers in a way that makes them look like the animal and work together to glue or Sellotape them in place.</p>
Friday	<p><i>Resources needed: glue, white or coloured paper, paint or felt tips</i></p> <p><b><u>All Groups</u></b></p> <p>Recap on the animal that your child chose to make with their recycled items. Discuss ways that you could make the assembled boxes look like an animal. You could do this by either painting the boxes or covering them in coloured paper. Or you could cover them in white paper and your child could add details with pens or paints.</p> <p><i>Optional: As an extension, can your child write some describing words or sentences about their chosen animal? You could use the videos from Thursday to help think of some information or they can think of their own facts about their animal.</i></p>

<b>Phonics:</b>	
Monday	<p><i>Resources Needed: pen and paper. Group 3: Word Sheet words; toy cars or something to 'park' in a car park.</i></p> <p><b><u>Groups 1 &amp; 2</u></b></p> <p>Sing songs up to 'oa':  <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause the video at the end of the 'oa' song. Tell your child that we are going to learn a new phoneme today. It makes the 'u' sound as in: <u>book</u>, <u>look</u> and <u>cook</u>.</p> <p>Now, un-pause the video and play the song for 'oo'. (This song covers both the long and short sounds that oo make. We will focus on the short sound today and the long sound on Wednesday). Play this song a couple of times to sing along and do the actions – lean forwards for the short oo and back for the long oo. (For the last long oo, you can lean back further while you say ooooo.)</p>

	<p>Practise writing 'oo' using your finger in the air. Remember o is a curly caterpillar letter – make a curve (like a c) and then join it up. Explain that 'oo' is a digraph – this means that two letters make one sound. Ask your child to write the digraph 'oo' on their paper. Click on the following link. Begin watching the video from 3 minutes 30 seconds (and stop it at 8 minutes 50 seconds): <a href="#">Lesson 13 - Learning to Blend - YouTube</a></p> <p>Say to your child that you are going to say a sentence, then they repeat the sentence. Then say it again so that your child can count the number of words in the sentence. Say it one more time together, then ask your child to write the sentence down. Ask your child: What should a sentence begin with? (capital letter), What is needed at the end? (full stop (usually at this stage)), and remind them to make sure they have finger spaces between the words. The sentence is: I look in the cook book. Remind your child to use the arm-tapping technique to spell the tricky words (I, the). When they think they have finished, ask them to count the words – do they have the correct number of words in their sentence? Ask them to read what they have written pointing to each word as they do so.</p> <p>Sing the Tricky Words song: <a href="#">Phase 2 Tricky Words Song - YouTube</a></p> <p><b><u>Group 3</u></b> Sing songs up to the letter 'c/k': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Explain that today, they will be looking at another 'c' sound, but this time it's made up of a digraph, which means 2 letters make 1 sound and it is made using both the c and k together 'ck'. Say (really emphasise the <b>ck</b> sound): Like in the words <b>duck</b>, <b>tick</b> and <b>pack</b>. Practise writing ck – remember to nip, flip and grip to hold your pencil correctly. Begin with the curly caterpillar – say the letter name 'c' (see) – make a curve. Then write the one-armed robot letter – say the letter name 'k' (kay) next to it – start at the top, come all the way down, bounce half-way back up, loop, slope and flick.</p> <p>Watch 'ck' video and complete the activities: <a href="#">Lesson 16 (part 1) - Reception - YouTube</a></p> <p>Make a 'car park' out of your child's Word Sheet words (place the separate words in a couple of rows with a 'road' in between them) – write the words on separate pieces of paper if you're unable to print them. Using a toy car/unicorn/a toy they like playing with, ask your child to drive/ride their toy and park it onto certain words. They could use lots of different toys and fill the car park up!</p>
Tuesday	<p><i>Resources Needed: Pencil and paper, Group 3: Word Sheet words</i></p> <p><b><u>Groups 1 &amp; 2</u></b></p>

	<p>Watch Mr Thorn and Geraldine the Giraffe learning about the short 'oo' sound <a href="https://www.youtube.com/watch?v=vR47jG-imRo">https://www.youtube.com/watch?v=vR47jG-imRo</a> after each word appears on the screen, pause the video and ask your child to have a go at reading the word and pointing to the 'oo' digraph. Ask your child to write down some of the words too.</p> <p>Play I Spy around your house and see what you can find that contains the 'oo' digraph (short 'oo' as in book, cook, look). Move around the house together saying 'I spy something containing the digraph 'oo' and take turns guessing what it could be. Take your paper and pencil with you and see if you can write down all the things you find. Can you add sound buttons to your words?</p> <p>Sing the Tricky Words song: <a href="#">The Tricky Words Song - Phase 3 Phonics (Part 2)! - YouTube</a></p> <p><b><u>Group 3</u></b> Sing songs up to 'c/k/ck': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause after 'c/k/ck'. Tell your child that we are going to learn a new phoneme today. It makes the 'e' sound as in: egg, pet and Ellie (really emphasise the 'e' sound as you say the words to your child). Now, un-pause the video and play the song for 'e'. Play this song a couple of times to sing along and do the actions – crack your egg open with your hands every time you sing 'e'. Practise writing e – remember to nip, flip and grip to hold your pencil correctly. It's a curly caterpillar letter – start with a loop and then make a curve.</p> <p>Watch 'e' video and complete the activities: <a href="#">Lesson 17 (part 1) - Reception - YouTube</a></p> <p>Play 'Full Circle' – Lay your child's Word Sheet words out in a big circle. Tell them where to start. Can they read all the words in the circle to get back to the beginning? Congratulations! You've gone Full Circle!!</p>
Wednesday	<p><i>Resources Needed: Groups 1&amp;2: Write the words from this sentence onto separate pieces of paper: The moon will soon be in bloom. Write the word 'The' with a capital letter and place the full stop at the end of the word 'bloom'.</i></p> <p><b><u>Groups 1 &amp; 2</u></b> Sing songs up to 'oa' again: <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause after 'oa'. Say: I am going to say a sentence and I'd like you to say which sound you can hear a lot of. Really emphasise the long 'oo' sound as you say the sentence: The moon will soon be in bloom. Hopefully your child will hear and say the long 'oo' sound. Now, un-pause and play the song for 'oo'. Play this song a couple of times to sing along and do the actions. Remember to lean forwards for the short oo and back for the long oo.</p>

	<p>Practise writing 'oo' using your finger in the air. Remember o is a curly caterpillar letter – make a curve (like a c) and then join it up. Explain that 'oo' is a digraph – this means that two letters make one sound. Ask your child to write the digraph 'oo' on their paper.</p> <p>Tell your child that the sound they learnt on Monday looks the same as the sound today, they are both spelt 'oo' but it can make two different sounds, just like 'th' they learnt before.</p> <p>Watch this video which will teach your child how to read the long 'oo' sound <a href="#">Lesson 14 - Learning to Blend - YouTube</a> Encourage your child to join in with the lesson and have a go at writing some of the words.</p> <p>Using the words that you wrote on separate pieces of paper, muddle them up and ask your child if they can put them in the correct order to make a sentence (don't tell them what the sentence is at this stage). Ask them what a sentence should start and end with – that should give them a clue to begin. Ask them to read the sentence once they think it is in the correct order. Does it make sense? If it makes sense, ask your child to copy the sentence remembering to include finger spaces.</p> <p>Sing the Tricky Words song: <a href="#">The Tricky Words Song - Phase 3 Phonics (Part 1)! - YouTube</a></p> <p><b><u>Group 3</u></b>  Sing songs up to 'e': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a>  Pause after 'e'. Tell your child that we are going to learn a new phoneme today. It makes the 'u' sound as in (really emphasise the u sound as you say the words): up, umbrella and cut. Now, un-pause the video and play the song for 'u'. Play this song a couple of times to sing along and do the actions – put your umbrella up every time you sing 'u'. Practise writing u – remember to nip, flip and grip to hold your pencil correctly. It's a long-legged giraffe letter – start at the top, come down and curve, go back up, come back down and flick.</p> <p>Watch 'u' video and complete the activities: <a href="#">Lesson 18 (part 1) - Reception - YouTube</a></p> <p>Sing the Tricky Words song: <a href="#">Tricky Words Sight Words Song for I, go, to, no, is, the - YouTube</a></p>
Thursday	<p><i>Resources Needed: pen and paper; Word Sheet words; <b>Thursday – Phonics</b> (this doesn't need to be printed; your child can copy the words from the screen)</i></p> <p><b><u>Groups 1 &amp; 2</u></b></p> <p>Sing songs up to 'oo' :</p>



<https://www.dailymotion.com/video/x2wpdvv> Pause after 'oo'.

Watch Mr Thorne long oo video:

[https://www.youtube.com/watch?v=UfMKV\\_9aqiY](https://www.youtube.com/watch?v=UfMKV_9aqiY) Pause the video on the words: balloon, shampoo, boost and cool to give your child a chance to read them before they flash away again – if they find it difficult to read on the screen, you could copy the words, let your child add the sound buttons and then they try to read them. Can your child be like Geraldine and find anything in the house with the long oo phoneme in the word?

Watch short and long oo sounds – when the Alphablocks link to make a word, remind your child to join in saying the sounds and word: [Alphablocks : Moon - Series 1 - YouTube](#)

Ask your child to draw a line down the middle of their piece of paper. Write 'short oo' on one side (they will probably need help with the 'or' part in 'short' as we haven't learnt that yet) and write 'long oo' on the other side. Show them **Thursday – Phonics**. Ask your child to read each word and write it in the correct section on their piece of paper. They could add sound buttons to help. You may need to suggest trying to read the words with the short sound first and then the long sound: Which one sounds correct?

Ask your child to make up a sentence for a few of the words and say it to you. As an extension, they could try to write their own sentence for one or two of the words.

Play 'Full Circle' – Lay your child's Word Sheet words out in a big circle. Tell them where to start. Can they read all the words in the circle to get back to the beginning? Congratulations! You've gone Full Circle!!

### **Group 3**

Sing songs up to 'u': <https://www.dailymotion.com/video/x2wpdvv> Pause after 'u'. Tell your child that we are going to learn a new phoneme today. It makes the 'r' sound as in (really emphasise the r sound as you say the words): rip, rag and Harrison. Now, un-pause the video and play the song for 'r'. Play this song a couple of times to sing along and do the actions – shake your head like a puppy ripping at a rag every time you sing 'r'. Practise writing r – remember to nip, flip and grip to hold your pencil correctly. It's a one-armed robot letter – start at the top, come down, bounce back up and over.

Watch 'r' video and complete the activities: [Lesson 19 \(part 1\) - Reception - YouTube](#)

Scatter your child's Word Sheet words around the table/floor. Play 'Splat the Word!' You say one of the words and your child has to

	<p>splat it with their hand or foot. If they get it correct, they keep the word, if not, it has to stay there. Continue until all words have been splatted!</p>
Friday	<p><i>Resources Needed: pen and paper; a dice - if you do not have a dice follow this link to use a virtual one <a href="https://rolladie.net">Roll 1 d6 dice - 1 times (rolladie.net)</a>; different coloured pencils/pens if you have printed the sheet off</i></p> <p><b>Groups 1&amp;2: Friday – Phonics 1; Group 3: Friday – Phonics 2</b> (If you don't have a printer, you could write the numbers 1 to 6 (or draw the dots to match the dice) on separate pieces of paper, copy the words on separate pieces of paper too, put them into rows as laid out on the sheet.) <b>Group 3 also need a tray or shallow container with a layer of flour or rice or glitter in it.</b></p> <p>This game will be played <b>after</b> you have completed the other activities listed below.</p> <p><u>How to Play Roll a Dice Bingo – <b>Groups 1, 2 and 3</b></u></p> <p>Take it in turns to play. Youngest person goes first.</p> <p>Player one rolls the dice. If they can read any word in the row of the corresponding number to the dice, they can cross the word out in their coloured pencil (or they can take and keep the piece of paper with the word on if they've been written on separate pieces of paper). Encourage use of sound buttons to help.</p> <p>Then it is Player 2's go.</p> <p>If a player rolls the dice and all the words have been read correctly in that row already, they miss a go.</p> <p>Continue until all words have been read.</p> <p>The winner is the person who has read the most words correctly.</p> <p><b><u>Groups 1 &amp; 2</u></b></p> <p>Play the following video, but play it so that your child can't see the pictures (either minimise the window or turn the screen away); they should only hear the songs. Ask your child to write down the grapheme (the letter/s) for each phoneme being sung about – they only need to write the letter/s for the sound once each time. For the phoneme c, k and ck they should write all 3 graphemes.</p> <p><a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Stop after the 'oo' song. As they're writing the letters, check for correct formation – refer to the Penpals Handwriting Patter document previously sent.</p> <p>Play the game 'Roll a Dice Bingo' using the resource <b>Friday – Phonics 1</b>.</p> <p>You could make the game more difficult by asking the players to make up a sentence and say it to win the word. Even more difficult would be to write a sentence!</p> <p>Sing and spell the Tricky Words: <a href="#">Tricky Words Song Phase 3 - YouTube</a></p>



	<p><b><u>Group 3</u></b> Sing alphabet and sounds – do the actions for the phonemes you know: <a href="#">Phonics Song 2 (new ZED version) - YouTube</a></p> <p>Play the following video, but play it so that your child can't see the pictures (either minimise the window or turn the screen away); they should only hear the songs. Ask your child to write down the grapheme (the letter/s) for each phoneme being sung about – they only need to write the letter/s for the sound once each time. For the phoneme c, k and ck they should write all 3 graphemes. <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Stop after the 'r' song. As they're writing the letters, check for correct formation – refer to the Penpals Handwriting Patter document previously sent.</p> <p>Play the game 'Roll a Dice Bingo' using the resource <b>Friday – Phonics 2</b>.</p> <p>Put a layer of flour/rice/glitter in a shallow container. Give your child one of their Word Sheet words. Ask them to say it. If they get it correct, they can copy and write it in the flour (or whichever suitable material you've given them). Repeat with a few more words.</p>
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<b>Maths:</b> <b>Combining 2 groups, Addition</b>	
Monday	<p><i>Resources needed: 20 or less small objects (such as Lego/pasta/bricks etc.) The resource <b>Monday - Maths</b> either printed or on the screen to refer to. Number cards either by cutting up paper into small squares and writing a number on each or printing and cutting up the resource <b>Number Cards</b>. For both the objects and number cards only use up to the number that your child can confidently count to when counting objects.</i></p> <p><b><u>Groups 1 &amp; 2</u></b> <u>Recap last week</u> Show your child a pile of 5 small objects and ask them to identify how many are in the set. Ask them to predict how many there would be if there was one more – then add one more and count them to see if they were right. Repeat this 2 times with different amounts of objects up to 10. Then show them 5 objects again and ask them to identify how many there are and predict how many there would be if there was one less. Take one away and count them to see if they were right. Repeat 2 more times with different amounts. Remember to use the language 'one more/one less'.</p> <p><u>Activity</u> Explain that this week we will be learning about combining two groups of objects. Look at the resource <b>Monday - Maths</b>. Explain</p>

	<p>that today you will be working together to combine or add together two groups. Model the activity on the resource by showing your child how to 'grab' some of the small objects with each hand and place them in two separate piles (onto the hand pictures if you printed the resource). Ask your child to count how many there are in each pile and find the matching number card, place this below each pile (there is no need to write the numbers but if your child would like to then they may, bear in mind you may need to use this resource again though!). Now ask your child how many objects there are altogether, encourage them to count them to find the total, find the matching number card.</p> <p>Introduce your child to the language of addition by explaining the combination of groups and then saying it as a number sentence – for example: 'Yes, that's right, there are 3 in this group and 2 in this group so we have 5 altogether because 3 add/plus 2 equals 5.' Ask your child to have a turn now you have shown them what to do. Repeat this activity at least 5 times, encourage your child to grab different amounts each time. Ask your child to tell you the number sentence for each combination of groups – eg 5 plus 6 equals 11.</p> <p><b><u>Group 3</u></b> Follow the above learning however only use number 0-10 and limit the number of objects to 10. If your child is confident with these then feel free to add more items but only include the number of items that your child can count to.</p>
Tuesday	<p><i>Resources needed: 12 pegs and a coat hanger (or small objects and 3 pots if you do not have pegs and a coat hanger). A dice if you do not have a dice follow this link to use a virtual one and select 1 dice <a href="https://www.random.org/dice/">https://www.random.org/dice/</a> . <b>Number Cards</b> from yesterday.</i></p> <p><b><u>All Groups</u></b> <b><u>Recap</u></b> Complete yesterday's activity 2 times and encourage your child to do so independently.</p> <p><b><u>Activity</u></b> Explain that today we will be learning about combining two groups again. This time we will use a dice, some pegs and a coat hanger (or objects and pots). Ask your child to roll the dice and subitise (just know without counting) the number it has landed on. Ask your child to peg that many pegs onto the left side of the coat hanger. Ask them to roll the dice again and peg that many pegs onto the right side of the coat hanger. (If you are using objects and pots do the same but putting objects into two separate pots). Ask your child to remind you how many pegs they have on each side – can they subitise and tell you without counting? Then ask your child, 'How can you work out how many pegs you have altogether?' and allow them to give you suggestions as to how to work it out and what the answer may be. Once they think they have worked it out and given</p>

	<p>you an answer ask them to find the matching number card. Then model how you can move all the pegs into the middle (or objects into the third pot) to combine the two groups. Ask them to count to check if they are correct. Repeat this activity several more times. Ask your child to tell you the number sentence again each time.</p>
Wednesday	<p><i>Resources needed: <b>Number Cards</b> from Monday, 2 lots of + and = signs written on separate pieces of paper the same size as the number cards, <b>Wednesday - Maths</b>, paper and pencils, 10 small objects.</i></p> <p><b><u>All Groups</u></b></p> <p>Explain that today we will be learning about number sentences and addition. Look at the resource <b>Wednesday - Maths</b> and look at the first page with your child. Ask them to count how many objects are in the first group and point out the number written below in the number sentence, ask them to do the same with the second group and point out that number too. Show your child the + symbol and explain to them what it is called and what it means, how it tells us to combine the two groups to find the total. Show them the = symbol and explain what that is called and what it means. Ask them to count the total and point to the matching number in the number sentence. Ask them to read the number sentence.</p> <p>Look at the second page and ask them to read the number sentence first. Now ask them to tell you, without counting, how many objects are in each group (remind them that the number sentence matches the pictures and where to find the numbers). Ask them to use their objects, + &amp; = and number cards to make the same number sentence that is on the page.</p> <p>Look at the next page, there is no number sentence! Ask your child to use their objects and + = to recreate the first two piles in the picture addition on the page – do not ask them to make the total number as a separate pile yet. Then ask them to use their + = and number cards to make the matching number sentence. Ask them to move their two piles of objects to the right-hand side (next to the equals) to find the total and find the matching number card to finish their number sentence – check if they are right on the next page. Repeat this for the next 5 pages. For the last couple, ask your child to make the number sentence without using their objects but just their number cards.</p>
Thursday	<p><i>Resources needed: 2 dice - or if you do not have any dice use this link and select the two dice option <a href="https://www.random.org/dice/">https://www.random.org/dice/</a> . <b>Number cards</b> = + symbol cards. The resource <b>Thursday - Maths</b> printed if possible or shown on the screen with paper and pencils.</i></p> <p><b><u>All Groups</u></b></p> <p>Ask your child to remind you what the + and = symbols mean. Ask your child to roll the 2 dice and tell you how many each dice has rolled. Ask them to find the matching number cards and use their +</p>

	<p>and = symbol to create a number sentence. Ask them to work out the answer to their sum, allow them to think of ways to work this out and support if they need it. Ask them to find the correct number card to complete the number sentence. Repeat this activity 5 times.</p> <p>Look at page 1 of the resource <b>Thursday - Maths</b>. Ask your child to read the first number sentence to you by counting how many are in each group. Ask them to tell you the total by counting all the bees together and find the correct number card, they can have a go at writing the answer in the box. Ask them to complete the rest of the number sentences in the same way.</p> <p><b><u>Groups 1 &amp; 2</u></b> Ask your child to complete page 2 of the <b>Thursday - Maths</b> resource, they may like to use their number cards to help them or even use some objects if needed.</p> <p>Extension: if your child has been able to complete these activities with ease then ask them to have a go at page 3 of the <b>Thursday - Maths</b> resource.</p>
Friday	<p><i>Resources needed: <b>Friday - Maths</b> printed or on the screen with paper and pencils. Number cards, + = symbols. <b>Friday - Maths 2</b> and as many similar items that you have at home, please look through this resource prior to starting this lesson with your child. 20 small objects</i></p> <p><b><u>All Groups</u></b> <b><u>Recap</u></b> Using the small objects, show your child two groups and ask them to use their number cards and + = symbols to make a number sentence to match, then ask them to find the total. Repeat this 3 times.</p> <p><b><u>Activity 1</u></b> Look at the resource <b>Friday - Maths</b> and ask your child to complete the number sentences, they may like to use their small objects to help them. They can either write the answer or find the matching number cards.</p> <p><b><u>Activity 2</u></b> Look at the resource <b>Friday Maths 2</b>. This contains a variety of activity ideas that you can complete around your home with your child to help consolidate their understanding of combining two groups and addition. For each activity encourage them to say, make or write the number sentence alongside finding the total of each group. These activities will work best if carried out in a play-based environment, children tend to learn best through play and real-life experiences and these activities will give them some context to what we have been learning this week. Please feel free to adapt the activities so as to best suit their toys and your child.</p>

