

Home Learning	W/C: 01.03.2021	Year: Reception
<p><b>Theme: Book Week</b></p> <p><b>Zoom Meetings</b></p> <p>Each Monday, there will be a focus on Maths. On Tuesdays 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. Wednesday will be known as 'Well-Being Wednesday', the children can show everyone something special to them and tell everyone about it. We will also do lots of other fun activities. On Fridays we will recap the week's learning with a quiz where you can earn marbles – Will your team win? 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.</p> <p><b>Please note: The usual Zoom meetings will not be taking place on Wednesday. The whole year group will be coming together at 2:00pm to perform our version of 'We're Going on a Bear Hunt' using their own ideas! The link for this meeting can be found at the end of Wednesday's planning. We're looking forward to hearing your ideas then!</b></p> <p>You can raise any questions about the remote learning during these Zoom sessions or email us at <a href="mailto:class1@fairways.southend.sch.uk">class1@fairways.southend.sch.uk</a> or <a href="mailto:class2@fairways.southend.sch.uk">class2@fairways.southend.sch.uk</a></p>		
Monday	<p><b>Phonics:</b> Resources Needed: pencil; paper; <b>Groups 1 &amp; 2:</b> Monday - Phonics 1 either printed or on screen; Monday - Phonics 2 this can be printed but can easily be completed by looking on the screen with a piece of paper to write on too. <b>Group 3:</b> Monday - Phonics 3; Monday - Phonics 4 this can be printed but can easily be completed by looking on the screen with a piece of paper to write on too, a basket/bucket/hoop (something to catch a ball); a ball; these words written on separate pieces of paper: sip, nap, map, and, dig, pop, cod, neck, ticket, sunset, rocket, hug, rabbit, fat, laptop, tell, huff, less</p> <p><b>Groups 1 &amp; 2</b></p> <p>Sing songs up to 'ow': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Pause after 'ow' and introduce 'oi' (as in coil). Explain that we will learn another digraph today. Play the song for 'oi' several times over and ask your child to sing along. Point to the 'oi' spelling at the top of the screen – that is what we will learn today.</p> <p>Watch this video and follow the Phonics lesson for 'oi'. Encourage your child to write down the words and join in with the lesson. Begin the video at 2.38 (if your child would like to watch from the beginning then they may, it will involve recapping previous sounds). Pause the video to allow your child time to read the words on the screen and write them</p>	

down. Please stop the video at 7.23 once the 'oi' sound has been taught. We will revisit another part of the video later on [https://www.youtube.com/watch?v=8-t0pHoi-O8&list=PLuGr6z2H2KNF16mdL61bhR\\_pfztN5Vmjk&index=5](https://www.youtube.com/watch?v=8-t0pHoi-O8&list=PLuGr6z2H2KNF16mdL61bhR_pfztN5Vmjk&index=5)

Look at the resource **Monday - Phonics 1**. Complete the workbook all about 'oi' either on the printed sheets or on paper while looking at the screen.

Go back to the video from earlier and begin it at 10.40. Ask your child to join in with reading the sentence. Pause the video after the sentence has been read and point out that it starts with a capital letter and there are spaces in between the words, we call these finger spaces because we can use our finger to measure a good-sized gap between each word. Ask your child to explain why we need spaces between each word. Now, ask your child to think of an 'oi' word and then think of a sentence that you could write together that contains this word, for example: I have a coin in my purse. Help them to write this sentence down and encourage them to use finger spaces, they can use their finger to measure the gap if they are not sure but if they are confident then they can leave the gap without checking. When they have finished, ask them to check if they have a capital letter at the start of their sentence and to measure their finger spaces with their index finger. Play the video again and ask them to join in with writing down each of the words.

Look at the resource **Monday - Phonics 2**. Ask your child to look at the pictures and find the hidden letters – can they work out which tricky word is hidden in each picture?

### **Group 3**

Sing songs up to the letter 'l':

<https://www.dailymotion.com/video/x2wpdvv>

Watch this video of Mrs Whybro recapping s, a, t, p and i. You will need pencil and paper. [https://youtu.be/72MqS\\_7gCKY](https://youtu.be/72MqS_7gCKY)

This week we will be recapping what we have learnt so far. Please take a look at the resource **Monday - Phonics 3** and work through the booklet with your child over the next couple of days. Encourage them to complete it independently and gently correct any mistake by showing them the correct way to write/read the letters.

We are going to play a game! You will need a bucket/basket, a ball, the word cards you prepared earlier. Decide where to play, you could play outside! Mark the 'throwing line' and place the bucket 3 paces away from there. Put the word cards face down in a pile, take it in turns to

take a card and read the word, if you read it correctly then try to throw the ball into the bucket – if it goes in you get a point! The winner is the person with the most points at the end of the game!

Look at the resource [Monday - Phonics 4](#). Ask your child to look at the pictures and find the hidden letters – can they work out which tricky word is hidden in each picture?

**Theme:** This Thursday is World Book Day, so this week we have lots of fun activities planned all around reading and enjoying books. One of your teachers will be reading one of their favourite stories each day, and the link can be found under Theme.

Today, Mrs Muir would like to share her favourite story:  
<https://youtu.be/R1Pt79xwulk>

We are setting you a **challenge** this week – to catch your child reading somewhere unusual! Take a photo and send it to your class inbox, and we shall share these at Celebration Assembly on Friday. We look forward to seeing the most imaginative, weird and wonderful place your child decided to enjoy a book! Watch out for some inspiration from your Teachers 😊

### Activity 1

To begin the week, ask your child to gather together a selection of their favourite books. Have a look at the [Monday - Theme](#) resource, and complete the scavenger hunt together! The idea is to spot as many of the things on the list as possible. There are two versions of the scavenger hunt saved, you can choose the most appropriate for your child.

### Activity 2

Make a book mark together that your child can use this week, and beyond, for their favourite stories! You can choose which media your child wants to use to do this, but we suggest using card so that it lasts. They could draw their favourite book character/s or just decorate it with patterns. Ask them to write their name neatly on one side of the book mark.

**Maths:** *Resources Needed: pencil, paper, (or you could use a whiteboard and pen if you have one)*

**Groups 1 & 2:** [Monday – Maths 1](#); possibly [Monday – Maths 2](#)

**Group 3:** – [Monday – Maths 3](#); possibly [Monday – Maths 1](#)

### Groups 1 & 2

**Recap:** Watch: [Adding to Ten- Ways to Make Ten with My Doggie 10! - YouTube](#)

**Activity:** Watch the video presented by Miss Andrews about Number Bonds to 10. You will need your pencil and paper (or whiteboard and

pen) to write your answers down for this (Grown-ups, please check your child is forming the numbers correctly, ask them to do it again correctly if they don't, following the patten previously sent):

<https://youtu.be/-Hr9QK8XO4I>

Complete the sheet **Monday – Maths 1** (Robot Number Bonds to 10). Please copy the numbers from the sheet if you are unable to print.

If your child is confident working with number bonds to 10, try completing the activities for Number Bonds to 20! You will need **Monday – Maths 2** for this.

### **Group 3**

**Recap:** Watch: [Number Bonds to 5 | Number Pairs to 5 | Superhero Math - YouTube](#)

**Activity:** Watch the video presented by Miss Andrews about Number Bonds to 5. You will need your pencil and paper (or whiteboard and pen) to write your answers down for this (Grown-ups, please check your child is forming the numbers correctly, asking them to do it again correctly if they don't, following the patten previously sent):

<https://youtu.be/bTnKUPEBmu0>

Complete the sheet **Monday – Maths 3** (Robot Number Bonds to 5).

If your child is confident working with Number Bonds to 5, try completing the activities for Number Bonds to 10!

**(Monday – Maths 1)**

Tuesday

**Phonics:** *Resources Needed: pencil and paper; Groups 1 & 2: Tuesday – Phonics 1; Tuesday – Phonics 2; Tuesday - Phonics 3 (printed if possible); Group 3: Tuesday - Phonics 4 (printed if possible and cut out); a shallow tray or container; flour*

### **Groups 1 & 2**

Sing songs up to the phoneme 'oi':

<https://www.dailymotion.com/video/x2wpdvv> Stop after 'oi'.

Watch the Alphablocks learning about 'oi', 'ur' and 'or'. While you watch ask your child to point out when they see any 'oi' words

<https://www.youtube.com/watch?v=9f4KYUD0LMk>

Look at the resource **Tuesday – Phonics 1**. Please only use the first 2 pages. Ask your child to read the sentences and match them to the correct pictures.

Now we are going to play a game! It is the Yes/No game. You will watch a video, the aim of the game will be to read the questions as

they appear on the screen and decide if the answer is yes or no. Set this up like a quiz game and play against your child, or if your child has older siblings they could play along too. You could make paddles or signs that say 'yes' and 'no' to hold up to show the answer or have to make a sound effect such as a 'ding' for yes or a 'buzz' for no. Have the screen in front of you all and score points to see who can answer the questions the quickest – the first person to answer correctly gets a point! Here is the link: [https://youtu.be/xBeHxQdre\\_4](https://youtu.be/xBeHxQdre_4)

Look at the resources **Tuesday - Phonics 2** and **Tuesday - Phonics 3**. If you are unable to print the resource Tuesday - Phonics 3 then copy the board on a large piece of paper, you could include fewer words. Use a real coin to play the game; you could use counters such as small toys, small coins or pieces of pasta etc. Encourage your child to identify the oi sound in each word and read the words by segmenting the sounds and blending them together each time.

Sing the tricky word song:

<https://www.youtube.com/watch?v=TvMyssfAUx0&list=PLlhLRwvEimbCmlsD-JXwS2PqC0LvvIVTu>

### **Group 3**

Sing songs up to the letter 'l':

<https://www.dailymotion.com/video/x2wpdvv>

Continue to work through the booklet from yesterday **Monday - Phonics 3**.

Watch Mrs Whybro recapping some more sounds

<https://youtu.be/2WPaIP5qxxQ>

*\*Warning: this next activity could be messy; you may want to play outside\*:*

If you **were able** to print **Tuesday - Phonics 4**, cut up the pictures and place them randomly at the bottom of the tray, sprinkle the flour on top of the pictures until they are completely hidden. Ask your child to hunt in the flour to find a picture, each time they find one they must write down what they can see. Once they have written the word, they can have a go at finding another picture.

**If you were unable to print Tuesday - Phonics 4**, look at the pictures on the screen, ask your child to tell you what each of them are. Next ask your child to write down each one on separate pieces of paper or spaced out so you are able to cut them up afterwards. Once all words have been written then lay them at the bottom of the tray and sprinkle flour over the top until all the words are completely hidden. Ask your

child to hunt in the flour to find a word, when they find one, they must read it to you, once they have read it correctly, they can hunt to find another word.

Sing the tricky word song

<https://www.youtube.com/watch?v=TvMyssfAUx0&t=1s>

**Theme:** Today, Miss Andrews would like to share her favourite story:  
<https://youtu.be/gZUkJ8ArGvg>

Watch 'Hide and Seek Pig' by Julia Donaldson together on the World Book Day website:

<https://www.worldbookday.com/share-a-story-corner/>

Encourage your child to read the lines as they see them, you could pause the video to allow them time to sound out and read the words. Encourage them to spot digraphs and tricky words in the text.

### **Groups 1 & 2**

You are going to write an alternative line to the story! Hen is hiding – but where else might she be? 'Let's find Hen. Where can she be?' Ask your child to think of somewhere else Hen could be hiding and write the sentence together. 'Hen is in....' - it can be as imaginative as they like. Ask them to write the sentence, thinking about capital letters, finger spaces and full stops. Read back your sentence and check it makes sense! If your child wants to, they could write more than one sentence.

As a challenge – your child could choose one of their favourite books, and have a go at re-writing a line from that.

### **Group 3**

You are going to write an alternative line to the story! Hen is hiding – but where else might she be? 'Let's find Hen. Where can she be?' Ask your child to think of somewhere else Hen could be hiding and write the sentence together. Write 'Hen is in the...' for your child, and then leave a space for them to write a word. It can be as imaginative as they like. When your child has thought of somewhere, sound the word out together, and encourage them to write it. Read the sentence back together. You might want to think of more than one place that Hen is hiding!

**Maths:** *Resources Needed: pencil; up to 10 items possibly (fingers are better though!); possibly 2 pots; scissors if using the printable sheets. Groups 1&2 – Tuesday – Maths 1*  
*Group 3 – Tuesday – Maths 2*

### **Groups 1 & 2**

**Recap:** Number bonds to 10 – Watch, sing along and use your fingers!: [Let's all do the 10 dance \(number bonds to 10 song\) - YouTube](#)

	<p><b>Activity:</b> Watch the video presented by Miss Andrews. Partway through the video, your child will need to complete the sheets - begin completing them with me first: <a href="#">Tuesday – Maths 1</a>. If you can print them off, great, your child may like to cut out the fish and place them in the buckets. If not, please copy the sentences and table for them to complete on another piece of paper and give them 2 pots and 10 small resources. Please allow your child to complete the first page of <a href="#">Tuesday – Maths 1</a> as randomly as they like – don't worry if they repeat a combination as this will be addressed in the second part of the video when they will complete the second page: <a href="https://youtu.be/TldrgqDPu4I">https://youtu.be/TldrgqDPu4I</a></p> <p><b>Group 3</b></p> <p><b>Recap:</b> Number bonds to 5 – Watch, sing along and use your fingers!: <a href="#">I Know My Number Bonds 5   Number Bonds to 5   Addition Song for Kids   Jack Hartmann - YouTube</a></p> <p><b>Activity:</b> Watch the video presented by Miss Andrews. Partway through the video, your child will need to complete the sheets - begin completing them with me first: <a href="#">Tuesday – Maths 2</a>. If you can print them off, great, your child may like to cut out the fish and place them in the buckets. If not, please copy the sentences and table for them to complete on another piece of paper and give them 2 pots and 5 small resources. Please allow your child to complete the first page of <a href="#">Tuesday – Maths 2</a> as randomly as they like – don't worry if they repeat a combination as this will be addressed in the second part of the video when they will complete the second page: <a href="https://youtu.be/O-8xZ7tTBvM">https://youtu.be/O-8xZ7tTBvM</a></p>
Wednesd ay	<p><b>Phonics:</b> <i>Resources Needed: pencil and paper; tricky words written or printed (see explanation below); a spatula or fly swat or similar.</i></p> <p><b>Groups 1 &amp; 2:</b> <a href="#">Wednesday – Phonics 1 and Wednesday - Phonics 2</a>.</p> <p><b>Group 3:</b> <a href="#">Wednesday - Phonics 3</a>.</p> <p><b>Groups 1&amp;2</b></p> <p>Sing songs up to the phoneme. 'oi': <a href="https://www.dailymotion.com/video/x2wpdvv">https://www.dailymotion.com/video/x2wpdvv</a> Stop after 'oi' and introduce 'ear' (as in <u>near</u>). Explain that we will learn another trigraph today. Can your child tell you what a trigraph is and remind you of the other trigraph we know? (igh). There isn't a Jolly Phonics song for 'ear' so we sing the song 'Do Your Ears Hang Low'. Watch the video for it and just enjoy it first of all: <a href="#">do your ears hang low lyrics - YouTube</a> For the action to this song, ask your child to put their hands up with their thumbs against the side of their head, when you sing the line 'Do your ears hang low', turn your hands downwards. Watch the video again joining in with the singing and do the action. Tell your child the 'ear' trigraph is made up of the letters e, a and r (say the letter names; not the sounds) – ask your child to write the grapheme for the phoneme.</p>

Watch this video and follow the Phonics lesson for 'ear'. Encourage your child to write down the words and join in with the lesson. Pause the video to allow your child time to read the words on the screen and write them down. [Lesson 7 - ear near - YouTube](#)

Look at the resource [Wednesday – Phonics 1](#), ask your child to write down each of the 'ear' words that match the pictures. Next, ask them to write a sentence about one of the pictures. Before they begin remind them to remember the capital letters and finger spaces. Refer back to the '[Super Sentences](#)' poster before they begin writing.

Next look at the resource [Wednesday - Phonics 2](#). Ask your child to read the story and identify any 'ear' graphemes by either pointing on the screen or by colouring the 'ear' grapheme in using a coloured pencil. When you have read the whole story, choose one of the sections of the story and ask your child to draw a short line at each finger space in the sentence.

Tricky Word Splat game: write down (or use any you have printed) the tricky words listed in the table below, on separate pieces of paper. Use 10 of the orange and green words. Next, decide what to 'splat' with – a spatula is great or a fly swat or you can just use your hands! Lay all the tricky words on the floor at random, face up. Call out a word, your child must find the word and SPLAT it! You can take turns or play with siblings too!

### **Group 3**

Sing songs up to the letter 'l':

<https://www.dailymotion.com/video/x2wpdvv>

Watch Mrs Whybro recapping some more sounds

<https://youtu.be/UGnsMXvsquA>

This week we are recapping what we have learnt so far. Please take a look at the resource [Wednesday - Phonics 3](#) and work through the booklet with your child over [the next couple of days](#). Encourage them to complete it independently and gently correct any mistakes by showing them the correct way to write/read the letters.

Tricky word splat game: write down (or use any you have printed) the tricky words listed in the table below, on separate pieces of paper. Use 10 of the purple and orange words. Next, decide what to 'splat' with – a spatula is great or a fly swat or you can just use your hands! Lay all the tricky words on the floor at random, face up. Call out a word, your child must find the word and SPLAT it! You can take it in turns or play with siblings too!

I	he	you	said
no	she	they	have
go	we	all	like
to	me	are	so
the	be	my	do
	was	her	some
			come

**Theme:** Please note: The usual Zoom meetings will not be taking place today. The whole year group will be coming together at 2:00pm to perform our version of 'We're Going on a Bear Hunt' using their own ideas! The link for this meeting can be found at the end of today's planning. We're looking forward to hearing your ideas then!

Resources Needed: pens; paper; **Wednesday – Theme 1**; **Wednesday – Theme 2**

Today we are going on a bear hunt!

Watch and enjoy Michael Rosen tell this wonderful story: [🐻 We're Going On a Bear Hunt 🐻 | BOOK | Kids' Poems and Stories With Michael Rosen - YouTube](#)

Now watch it again, but this time ask your child to identify all the things the family had to go through and the words that describe it and what it's like to go through it. Write what they say on a mind-map – refer to **Wednesday – Theme 1** for what your mind-map could look like.

Next, discuss with your child what else the family could go through ... there are no wrong answers! Accept all their ideas even if you think it's inappropriate – we accept every idea when we're free-thinking. Add their ideas to the mind-map encouraging them to think of words to describe it and what it's like to go through it. Try to have 2 or 3 different options – we always say to the children that the first idea may not be the best.

Read their ideas on the mind-map out loud for your child to choose their best one. Using the format on **Wednesday – Theme 2**, encourage them to write at least one verse using their ideas from the mind-map. Remember to also transfer their idea to the second page where they have to go back through their chosen place describing what it is like.

Read your story adding actions to the descriptions of what you've said the family will go through – if your name is chosen out of the lolly sticks

during the Zoom meeting, we will all copy your ideas.

Extension: Your child might like to choose something different to hunt for other than a bear! Ask them to think of what they would like to hunt for. Think of 3 ideas to describe it. Complete the final verse. **NB: If your child completes this extension work, please advise us via the class email before 12:00pm – one person will be picked out of the 'hat' to read their alternative verse.**

Here are the details you will need to join the Zoom meeting to share ideas and perform our own version of 'We're Going on a Bear Hunt'. We will be choosing children to share one verse by picking their names out of the 'hat' as time constraints may not allow everybody to give their idea. We're looking forward to seeing you all!

Class 2 is inviting you (Class 1 & Class 2) to a scheduled Zoom meeting.

Topic: We're Going on a Bear Hunt  
Time: Mar 3, 2021 02:00 PM London

Join Zoom Meeting

<https://zoom.us/j/96404685299?pwd=WklxbWVTbVNzSk1VMHc0SVcx dS9JQT09>

Meeting ID: 964 0468 5299  
Passcode: vH0k5Y

### **Cosmic Kids Yoga**

You could also go on this Bear Hunt themed yoga adventure with your child at some point today!

[We're Going on a Bear Hunt | A Cosmic Kids Yoga Adventure! - Bing video](#)

**Maths:** Resources Needed: paper and pencils; **Wednesday – Maths 1**; use virtual dice: [Online Virtual Dice: 2 dice \(virtuworld.net\)](#); a different coloured pen/pencil for each player

**Groups 1 & 2:** **Wednesday – Maths 2** (printed or copied); **change 'Number of sides' to 5 on the virtual dice**

**Group 3:** **Wednesday – Maths 3** (printed or copied); **change 'Number of sides' to 3 on the virtual dice**;

### **Groups 1 & 2**

**Recap:** Tell your child that they've got to guess the number you are thinking of, it will be a number from 1 to 10. Give them clues, ie, my number is even (**Wednesday – Maths 1** will help with this clue as the children know that a flat top Numicon plate is even and a plate with a chimney is odd); it is more than 5; it is one less than 9. What is my number? Repeat with a few other numbers and clues – you could even

include clues such as: a pentagon has this many sides (if the number you are thinking of is 5). To extend them, you could ask after every clue: What could my number be? To extend further, you could also go up to the number 20.

**Activity:** Watch the video presented by Miss Andrews:  
<https://youtu.be/sfZy3Sq9RWA>

For this activity, **Wednesday – Maths 2** is required. This game can be played just by your child – they would have to keep rolling the dice until all the 'part, part, whole' models are complete, or with more players – have a different coloured pen for each player. Roll the 2 dice. Player one adds up the total of the 2 dice. They can choose to either put the total of the dice at the top of the corresponding 'part, part, whole' model or put the numbers of the two dice in the two parts at the bottom. If a model is complete and the dice add up to that number again, the person misses a go. The winner is the person who has the most completed models at the end of the game.

### **Group 3**

**Recap:** Tell your child that they've got to guess the number you are thinking of, it will be a number from 1 to 5. Give them clues, ie, my number is even (**Wednesday – Maths 1** will help with this clue as the children know that a flat top Numicon plate is even and a plate with a chimney is odd); it is more than 2; it is one less than 5; a square has this many side. What is my number? Repeat with a few other numbers and clues. To extend them, you could ask after every clue, What could my number be? You could also go up to the number 10 or even 20 if you think your child can manage it.

**Activity:** Watch the video presented by Miss Andrews:  
<https://youtu.be/sfZy3Sq9RWA>

For this activity, **Wednesday – Maths 3** is required. This game can be played just by your child – they would have to keep rolling the dice until all the 'part, part, whole' models are complete, or with more players – have a different coloured pen for each player. Roll the 2 dice. Player one adds up the total of the 2 dice. They can choose to either put the total of the dice at the top of the corresponding 'part, part, whole' model or put the numbers of the two dice in the two parts at the bottom. If a model is complete and the dice add up to that number again, the person misses a go. The winner is the person who has the most completed models at the end of the game.

Thursday

**Phonics:** *Resources Needed: pencil and paper; a ball;* **Groups 1 & 2:** **Thursday – Phonics 1; Thursday - Phonics 2; Thursday - Phonics 3 (optional);** **Group 3:** **Thursday - Phonics 4; Thursday Phonics 2 (optional)**

### **Groups 1 & 2**

Sing songs up to 'oi' and the 'ear' song:

<https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#)

Watch this video of Mrs Whybro talking you through the new sound 'ear', you will need something to write with.

[https://youtu.be/qj\\_HAxxXFvs](https://youtu.be/qj_HAxxXFvs)

Use your ears to hear game: Read through the instructions of the game **Thursday – Phonics 1**. If you are unable to print the pictures then simply write down the sounds on separate pieces of paper (and maybe have a go at drawing the pictures!). You can spread the pictures out around the room or even the whole house – you could play this game in the garden if the weather is nice enough! Call out the words listed in the box on the first page of the resource and your child must find the matching grapheme as quickly as they can! You could even mix this game up a bit by adding in your own words that contain the sounds around the room or by segmenting the words for your child to blend first (d-ow-n).

Tricky word hunt: Look at the resource **Thursday - Phonics 2**. Write each of these words on separate pieces of paper and hide them around the house or garden. Then either print off the resource or copy it onto a piece of paper for your child. Explain that they must hunt around to find all the hidden tricky words, once they find one, they must read it and tick it off of their list! If you have a magnifying glass or similar it would be fun for your child to pretend to be a detective! \*If your child can easily read all these words then please do the same as above with the resource **Thursday - Phonics 3** instead.

### **Group 3**

Sing songs up to the letter 'l':

<https://www.dailymotion.com/video/x2wpdvv>

Continue to work through the work book from yesterday:

**Wednesday - Phonics 3**

Watch Mrs Whybro recapping some more sounds

<https://youtu.be/LcrKlcb42gw>

Follow this link to play the game

<https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>

Choose 'Phase 2 set 1-5'.

Tricky word hunt: Look at the resource **Thursday - Phonics 4**. Write

each of these words down on separate pieces of paper and hide them around the house or garden. Then either print off the resource or copy it onto a piece of paper for your child. Explain that they must hunt around to find all the hidden tricky words, once they find one, they must read it and tick it off of their list! If you have a magnifying glass or similar it would be fun for your child to pretend to be a detective! \*If your child can easily read all these words then please do the same as above with the resource [Thursday - Phonics 2](#) instead.

**Theme:** Today, Mrs Whybro would like to share her favourite story: <https://youtu.be/orXGOtKpQhQ>

Today is World Book Day! So, dress up as your favourite book character 😊 We look forward to seeing your wonderful costumes on the zoom calls today!

### **Groups 1 & 2**

Ask your child to draw a picture of their favourite book character. Fold a piece of A4 paper in half. On one side ask them to draw their picture, on the other half of the sheet, ask them to write about their character. They might want to write about something special about the character, or why they are their favourite. They could describe their character, or talk about a super power they have!

Encourage them to write a sentence or two about their character – remembering what makes a super sentence!

### **Group 3**

Ask your child to draw a picture of their favourite book character. Fold a piece of A4 paper in half. On one side ask them to draw their picture, on the other side of the sheet, they are going to write some words to describe their chosen character. They might like to talk about what their character looks like, what makes them special, or why they are their favourite. Once they have given their ideas, choose some of the words to have a go at writing. Sound them out together, and write them. You might want to do some shared writing together, whereby you write part of a sentence and they complete it. For example, 'He is very \_\_\_\_\_' or 'She is good at \_\_\_\_\_.'

**Maths:** *Resources Needed: pencil and paper; Number line – [Thursday – Maths 1](#) or a ruler; [Thursday – Maths 2](#)*

### **Groups 1 & 2**

**Recap:** Number bonds to 10 <https://www.twinkl.co.uk/go/resource/T-GO-01-number-bonds-1-to-10>

**Activity:** Watch the video of Miss Andrews demonstrating how to add by counting on: <https://youtu.be/BU83OK5v37Q>

Complete [page 2 of Thursday – Maths 2](#). Use the number lines on [Thursday – Maths 1](#) or use a ruler as a number line. Remember to put

the first number in your head and then count on the other dinosaurs from there. Write the full number sentence underneath each one.

Extension – complete [page 3](#) of [Thursday – Maths 2](#).

### **Group 3**

**Recap:** Number bonds to 5 (or 10): Click on the fingers to create different number sentences (click on the hand on the left-hand side to reveal the number sentence): [Funny Fingers \(ictgames.com\)](http://www.ictgames.com/funny-fingers) Is your child able to work in a logical order to make all the number bonds to 5 (or 10 if they wish)?

**Activity:** Watch the video of Miss Andrews demonstrating how to add by counting on: <https://youtu.be/BU83OK5v37Q>  
Complete [page 1](#) of [Thursday – Maths 2](#). Write the number sentence underneath each time.

Extension – complete [page 2](#) of [Thursday – Maths 2](#). Use the number lines on [Thursday – Maths 1](#) or use a ruler as a number line. Remember to put the first number in your head and then count on the other dinosaurs from there. Write the number sentence underneath.

Friday

**Phonics:** *Resources Needed: Pencil and paper; Groups 1 & 2: [Friday – Phonics 1](#); [Friday – Phonics 2](#); [Friday – Phonics 3](#) printed if possible or these words written on separate pieces of paper: zap, pow, turn, ear, row, join, boil, near, beard, hurt, curl, bow, toil, poison, cow, burn. Group 3: these words written on separate pieces of paper: sat, pan, pot, duck, miss, boss, puff, fluff, lid, slid, big.*

### **Groups 1 & 2**

Sing songs up to 'oi' and the 'ear' song:

<https://www.dailymotion.com/video/x2wpdvv> and [do your ears hang low lyrics - YouTube](#)

Follow the link to play the game

<https://www.phonicsplay.co.uk/resources/phase/3/space-race> Choose 'Phase 3'. Rescue Bob and Obb by listening to the words and typing them into the box.

Look at [Friday - Phonics 1](#) Ask your child to read the story to you. Remind them to point out and take notice of any tricky words and digraphs when reading and encourage them to say the sounds in the words and blend them together quietly or in their head and try to read the sentence by just looking at the words to encourage fluent reading.

Now look at [Friday - Phonics 2](#). Ask your child to write a sentence about each picture to create their own version of the story.

We are going to play a game! You will need a ball (or something small to throw) and the words you wrote down or the printed words from **Friday - Phonics 3**. Lay the words out across the floor or on a table, take it in turns to throw the ball to land on one of the words, if it hits a word and you read it correctly you can keep that word. The winner is the person with the most words at the end of the game!

Sing the tricky word song:

<https://www.youtube.com/watch?v=R087IYrRpgY&list=PLLhLRwvEimbCmlsD-JXwS2PqC0LvvIVTu&index=2>

### **Group 3**

Sing songs up to the letter 'l':

<https://www.dailymotion.com/video/x2wpdvv>

Continue to work through the work book from Wednesday: **Wednesday - Phonics 3**

Practice reading and writing some words with Mrs Whybro

[https://youtu.be/6Gv9pxX\\_pHo](https://youtu.be/6Gv9pxX_pHo)

Follow this link to play the game, choose 'Phase 2 CVC words'. Your child has 90 seconds to read as many words as they can, if they read it correctly then press the green tick for them.

<https://www.ictgames.com/mobilePage/helpAHedgehog/index.html>

We are going to play a game! You will need a ball (or something small to throw) and the words you have written down on separate pieces of paper. Lay the words out across the floor or on a table, take it in turns to throw the ball to land on one of the words, if it hits a word and you read it correctly you can keep that word. The winner is the person with the most words at the end of the game!

Sing the tricky word song:

<https://www.youtube.com/watch?v=e2dx65u59aw>

**Theme:** Today, Miss Bradley would like to share her favourite story:

<https://youtu.be/CIMfBFLiSn0>

Hopefully this week you have had lots of opportunities to share favourite books with your child. Today they are going to have a go at writing a book review! You can either create your own, or use the **Friday - Theme** template (you can choose which one is most suitable for your child).

Discuss why book reviews are important with your child, for example: to let other readers know about the book; what is good about it and why they should read it; to share enthusiasm for reading.

Ask your child to choose which book they would like to review, and why. What was their favourite part? Who were the characters? Why would others enjoy it? They are then going to write a sentence about their favourite part of the story, or draw a picture depicting their favourite part (or both!).

We will encourage them to share their book reviews with the other children in their class.

**Maths:** *Resources Needed: paper; pencil; up to 10 small objects; Friday – Maths; one die or use the virtual die: [Online Virtual Dice \(virtuworld.net\)](http://virtuworld.net)*

### **Groups 1 & 2**

**Recap:** Play the Robot Addition game, Choose up to 10 first of all – [Robot Addition \(topmarks.co.uk\)](http://topmarks.co.uk) Remember to put the first number in your head and then count on, using a number line, objects or your fingers, from there. Keep playing until you have at least 5 correct. (NB: We teach putting the larger number in your head first later – this is just the first introduction to counting on which is why we only go up to 10.)

**Activity:** Throw a die – write this number down in the first box on **Friday – Maths** sheet. Grab some small objects from a pile and put them in a line in the oblong on the sheet. Add the total of what you rolled and the objects by putting the number you rolled on the die in your head and count on by pointing to the objects in the oblong. Write the total in the last box on the number sentence. Count how many objects there are before you remove them to use again. Write the number of objects there were in the long oblong on the sheet. Can you create 8 different number sentences?

Extension – throw 2 dice to generate your first number.

### **Group 3**

**Recap:** Play the Robot Addition game, Choose the robot that says up to 10 – [Robot Addition \(topmarks.co.uk\)](http://topmarks.co.uk) Remember to put the first number in your head and then count on, using a number line, objects or your fingers, from there. Keep playing until you have at least 5 correct.

(NB: We teach putting the larger number in your head first later – this is just the first introduction to counting on.)

**Activity:** Throw a die – write this number down in the first box on **Friday – Maths** sheet. Grab some small objects from the pile and put them in a line in the oblong on the sheet. (Only allow a maximum of 5 objects initially.) Add the total of what you rolled and the objects by putting the number you rolled on the die in your head and count on by

pointing to the objects in the oblong. Write the total in the last box on the number sentence. Count how many objects there are before you remove them to use again. Write the number of objects there were in the long oblong on the sheet. Can you create 5 different number sentences?

Extension – increase the number of small objects.