













Monday 01.02.21

Phonics <https://www.youtube.com/watch?v=tuzFWRkKh8A> (ch) chew the cherries children

(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	Maths/KUW																		
<p>LO: Can I represent numbers in different ways?</p> <p>You will need : numbers 1 to 6 written on paper / dice/ counters/ toys/ fingers/ toes/ things you can count...</p> <p>Show numeral cards 1-6 (or 1-10), without saying the numbers aloud. Can they say the number? Can they show you the correct number of <u>spots</u> on their dice to correspond to each numeral (not past 6!)? Repeat, this time asking them to show you the correct amount of <u>fingers</u> when show a numeral card. Repeat, this time asking them to show you the correct amount of counters.</p> <p>Continue without using numerals in order.</p> <p>Worksheet Monday representing numbers - Represent numbers in different forms.</p> <p>Extra- Cinderella Adding</p> <p><u>OR</u></p> <p>Busy Things - Numerical order objects (In favourites)</p>	<p>LO: Can I show an understanding of characters and events in traditional stories?</p> <p>Cinderella. Discuss the story. Have chn heard it before? Read if you have the book or download the story from class page or watch with an adult, try to join in with the parts of the story that you know. https://www.youtube.com/watch?v=sFe2eY5Fk8s&list=PL5hbpwc66yGGyhrMvMWYgBB-3GiVh6YEK&index=12</p> <p>When you have finished the story talk to your grown up.</p> <p>Can you retell the story?</p> <p>Look at the characters sheet. Chn to write the name of the character on the label. Can they describethe characters?</p> <p>Suggested vocabulary they may use- royal, gentle, lovely, nasty. Ugly, cinders, handsome, unkind,beautiful, magical, crown, enchanted, kind, wand, good, wings, scary, old, cruel, wicked etc</p> <p>If they find it difficult to use descriptive language. Say a word and expand on its meaning. Can they suggest a character that it may describe?</p> <p>Adult to write the descriptive words on the sheet around the character for the child. Child watches you model the writing helping you to sound out as you write the words. This is called 'helicopter writing' as it takes pressure away from the child and allows them to demonstrate their knowledge of relevent vocabulary' It also shows the adult as a role model writing for meaning.</p>	<p>LO: Can I use everyday language related to time and distance?</p> <p>Draw a simple chart or use sheet to display the 5 days of the school week. Split the bottom section into morning and afternoon.</p> <p>Discuss what the weather is like today.</p> <p>Show the different weather symbols along the bottom and 'read' the matching words. Which symbol represents this morning? Will it be the same this afternoon?</p> <p>If you have time, show them the weather forecast on your phone. Discuss why it's useful for us to know what the weather will be like.</p> <p>Draw symbols to record weather am and pm each day. Add to it together throughout the week and count how many sunny/windy/rainy mornings/afternoons there have been.</p> <table border="1" data-bbox="1155 708 1536 842"><thead><tr><th></th><th>Monday</th><th>Tuesday</th><th>Wednesday</th><th>Thursday</th><th>Friday</th></tr></thead><tbody><tr><th>Morning</th><td></td><td></td><td></td><td></td><td></td></tr><tr><th>Afternoon</th><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> <p>Make a rain gauge using an empty plastic bottle</p> <p>Can you guess how much rain fell in the last rainstorm? Does more rain fall in a short downpour or in drizzle that lasts all day long?</p> <p>Materials needed: Empty two-litre plastic bottle with straight sides, Scissors, Tape Ruler, Paper and pencil</p> <p>To build a rain gauge with your children, simply follow the steps below.</p> <ol style="list-style-type: none">1. Cut around the plastic bottle about 10 cm from the top.2. Take off the lid and turn the top part of the bottle upside down, like a funnel. Place it inside the bottom part and fix it in place with tape.3. Using a piece of tape, make a scale in cm (use your ruler to help you) and fix it to the side of the bottle.4. Place your rain gauge outside, away from trees.5. Bury your rain gauge so the top 5 cm is sticking up out of the ground. This stops it from blowing away.6. Check your rain gauge at the same time every day, measure the amount of rain collected.7. Record on sheet or draw your own chart.		Monday	Tuesday	Wednesday	Thursday	Friday	Morning						Afternoon					
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Tuesday 02.02.21

Phonics <https://www.youtube.com/watch?v=7fE27v8n7Vw&feature=youtu.be> (sh) share the shells


(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	KUW
LO: Can I represent the number 6?	LO: Can I sequence a traditional story?	LO: Can you identify obvious similarities and differences when exploring and observing?
<p>Watch Six Dinner Sid : https://www.youtube.com/watch?v=kYw9EaqX9fY Look out for all the 6's in the story. How many times do you spot the reader saying 6?</p> <p>Can you create a picture/ collage of six houses for Sid? Number each door 1 to 6. Give each house 6 windows. Add 6 trees on the road. What else could you add that there are 6 of?</p> <p>Maybe you can design 6 dinner plates for Sid?</p>	<p>Recap the Cinderella Story. Discuss the features of the story.</p> <p>Sequence the story either using the sequencing sheet or you could write/draw your own story map using the four key points and times to help you retell the story? Remember to think about what happens at the beginning, the middle and at the end. Label your sheet or work.</p> <p>Discuss the times in the day that the key points in the story happen. Discuss telling the time using a clock. Use a clock making o'clock times for the children to recognise and identify. Do they do things at these times of the day?</p> <p>They could make their own clock to use with support.</p> <p>If you need another workbook for your child to do their work in you can collect one from the school office in the mornings.</p>	<p>Show the picture of Cinderella's kitchen - look at 'antique/old' things and compare them with todays...</p> <p>eg old fashioned/modern iron; kitchen range or fire/cooker; old kettle/electric kettle etc.</p> <p>Talk about how these are different from the objects we have now. Chn to label the pictures of these objects to Cinders (past) and now (present) on the sheet</p> <p>Chd to label the pictures of these objects to past and present.</p>

Wednesday 03.02.21

Phonics https://www.youtube.com/watch?v=kLBtb1PFV_g&feature=youtu.be (th) thumbs up we're having fun

(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	PE
<p>LO: Can I represent the number 6?</p> <p>Did you know that all insects have 6 legs? What insects can you name? Today we are going to look at ladybirds. We are going to give each ladybird 6 spots. Can you put them on in different ways? If 6 is the whole, what are the parts?</p>  <p>Can you write the number sentence? e.g. $4 + 2 = 6$</p> <p>Wednesday ladybird worksheet</p> <p>Extra - Busy Things - Islands- How many (In favourites)</p>	<p>LO: Can I write phonetically plausible sentences?</p> <p>Think about the story. Ask the children what they would like from a fairy godmother. Would they want clothes to wear? A type of transport? A palace to live in? Or something else? Encourage the children to talk about what they would like and why?</p> <p>The children could draw what they would like in their book or on paper and write a sentence using some descriptive words. They could also write why they would like it.</p> <p>Every time they write: Use lined paper or draw a line for your child to write the words on</p> <p>Encourage children to use their phonetic awareness to sound out words. (Support them to hear the initial sound and other sounds within the words) When the children write words at this stage, they do not necessarily have to be spelt correctly but be phonetically plausible. It is more important for them to have a go. Adults can always annotate the writing afterwards. Using the phonic mats maybe useful to support. Check correct letter formation-letters start from the line.</p>	<p>LO: Can I get active?</p> <p>Get Active with Joe Wicks! -Joe is back! He will be back online on a Monday, Wednesday and Friday with a workout especially designed for children! https://www.youtube.com/channel/UCAxW1XTOiEJo0TYIRfn6rYQ</p> <p>or</p> <p>Cosmic Yoga! -You complete yoga moves to a well known story - it is really good fun! Click onto the following link and find a story that interests you and enjoy! https://www.youtube.com/user/CosmicKidsYoga</p> <p>or</p> <p>Go on a walk with an adult in your family.</p> <p>or</p> <p>Create your own exercise workout with diagrams, be the PE teacher and get other members of your family to join in.</p> <p>You could have an exercise programme over the week to stay healthy and active</p> <p>Why not have ballroom dancing music on? Can you create your own dance?</p>

Thursday 04.02.21

Phonics <https://www.youtube.com/watch?v=DgD6yCIO3pw&feature=youtu.be> (ng) bling on a ring

(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths

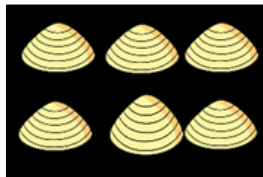
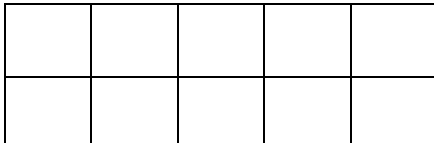
L.O. Can I understand that numbers are made up of smaller parts?

Provide a selection of loose objects/parts (buttons, shells etc.) and ask your child to choose 6. Children arrange their set of 6 in front of them. Call 'Switch!' and ask them to choose 6 more and find a different way to arrange their items. *What do you notice?* Encourage chn to look at the different **arrays**.

An array in maths is an arrangement of objects, numbers or pictures in columns or rows.



Next, draw your child a 10 frame:



Say the number sentence out loud

e.g. "3 + 3 = 6"

Repeat activity. *Is this the only way to put 6 items on your frame?* Notice how they have arranged their objects differently, and draw the arrays in their book.

They look different but they have the same amount of objects (6).

End: Show chn a numeral card (1-6). Chn put the corresponding number of items on their 10 frame. Repeat for other numbers as appropriate. Can they say an addition out loud using their array/ rows?

Literacy

LO: Can I write a wanted poster?

Make a wanted poster for the owner of the glass slipper. You can either use the sheet or create your own

Write a title 'Wanted' at the top of the paper. Draw the glass slipper on paper. Underneath you will need lines to write on.

Look at a picture of Cinderella in her ball gown. How would you describe her?

E.g. She is tall with long blond hair and blue eyes. Last seen wearing a beautiful long dress and running down the road.

Have a go to write a descriptive sentence.

Art/DT

LO: Can I capture experiences, using a variety of different media, explore colour texture and shape in two and three dimensions.?

Read a different version of the story Cinderella.

Resources: paper, fabric scraps, doilies, lace sequins, gold paint, silver paint, stars, glitter, glue, scissors, foil, silver paper

Show a picture of Cinderella at the ball. Show the chd the design a ball gown sheet or draw your own outline on a sheet of paper. Explain to them that we are going to collage/paint the dress she would be wearing. Talk about how this will be done and how we have to be careful with the glue and scissors. They develop their own ideas.

Or


Design or make a carriage or vehicle for Cinderella to travel in. Use your imagination and choice of materials and resources.

Friday 05.02.21

Phonics https://www.youtube.com/watch?v=bZ5XfHKJS_M&feature=youtu.be (review of the week)

(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Optional extra session- learn to read words https://www.youtube.com/watch?v=cSW5dx7h_CE&feature=youtu.be

Maths	Literacy	Topic
<p>L.O. Can I match representations that mean the same?</p> <p>Use a <u>dice with dots on it or numbers.</u></p> <p>Game- Child roll a dice and record the number on sheet (Part), Adult roll again (another part) and add the 2 numbers together (to make the whole).</p>  <p>Record these. Have a few goes and write the calculations. Friday Dice</p> <p>At the end look at your whole numbers (the total).</p> <p>Discuss: Were there different ways of making that total? What was the greatest number you made? What was the least?</p> <p>Extra- Busy Things - Islands- Island hopping (In favourites)</p>	<p>LO: Can I write an invitation?</p> <p>The Prince has found Cinderella and they are so happy.</p> <p>Imagine that you are either the Prince or Cinderella and you are writing to your friend/s to invite them to your party/wedding banquet.</p> <p>You can either design your own or use the Invitation sheet.</p> <p>You need to include:</p> <ul style="list-style-type: none">• Who it is to?• What they are invited to?• Where is it?• When is it?• What time is it?• Whos it from? <p>Remember to decorate your invitation.</p> <ul style="list-style-type: none">• The children might also like to create their own Party/Banquet Menu	<p>LO: Can I get into character?</p> <p>Chn to help preparing food for a meal or baking a cake or biscuits</p> <p>Chn to wash up in bowls of soapy water. Sweep and clean up just as Cinders had to in the kitchen.</p> <p>Play some ballroom music and encourage the children to dance in this style. You could watch some videos to give the children movement ideas to embrace the ball setting.</p> <p>Have fun</p>

Ongoing activities over the week

- Over the course of the week read some **other versions of Cinderella**. Draw chn's attention to how, although different versions may use slightly different wording, the repetition and pattern of the language remains the same. We have some phrases used at same points in each version of the story.



- **Teach your Monster to Read** is a series of games which helps children to master the key first stages of reading. Your child will benefit from the game if they can play at home. It's free on a computer, and really easy to log in:
- If you haven't already just go to: www.teachyourmonstertoread.com and create an account for your child.

Grab a book and share a book with an adult!

- Reading and listening to stories is really important, so find a book you love and share it with an adult for at least 15 minutes each day. If you read a really good book, you could take a picture of the book and then write a review and explain why you enjoyed the story.
- The booktrust has books to read and stories to listen too. <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>
- During this week you should receive a password to access Big Cat phonics books online. These are the reading books that the children read in school and we will send your child's password to you in an email. (We were hoping to do this last week but there has been a back log of orders at the Collins Big Cat site)
- Log on to **Busy Things** and complete some of the activities
- Click on the **Phonics, Reading and Writing Information Star** and download the **Phonic resources** to print and use.

- Also on the **Phonics, Reading and Writing Information Star** the **cursive writing A-Z letter formation sheets** are on there. Download and print off the letters that your child finds difficult to form correctly. You should already have the password for the animations in. If you are having difficulty finding it please email the reception20
- Keep safe and have fun