

Monday 18.1.21

Phonics <https://www.youtube.com/watch?app=desktop&v=gCaXHnaKhHQ&feature=youtu.be>


(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
LO: Can I say the number that is one more/less than a given number?	LO: Can I show an understanding of characters and events in traditional stories?	LO: Can I get active?
<p>Call out a number between 0-5. Chn must respond by telling you 1 more each time.</p> <p>Give each child a tower of 5 cubes/ toys/ counters (whatever you have). Call out a number, child has to count out objects one more than that each time, as quickly as possible.</p> <p>Extend to using numeral cards instead of saying the number aloud. Show a number, can they write the number one more in their book?</p> <p>Repeat for one less. This will be harder. Discuss that one less is the number before when you count in order.</p> <p>Worksheet- Monday One more or less.</p> <p><u>Optional Extra-</u> Busy Things- Rollercoaster more or less (In Favourites)</p>	<p>Goldilocks and the Three Bears. Discuss the story. Have chn heard it before? Read if you have the book or download the story from class page or watch</p> <p>https://www.youtube.com/watch?v=0oUP2PFfeOi8</p> <p>with an adult, try to join in with the parts of the story that you know. Encourage chn to join in with the repeated phrases and patterned language - 'Who's been eating my...? Who's been sitting in my...?' etc</p> <p>When you have finished the story talk to your grown up.</p> <p>Did Goldilocks did the right thing? If not-what?</p> <p>What would you say to Goldilocks?</p> <p>In your book, on lined paper or on the sheet draw a picture of Goldilocks and write a sentence of what you would say to Goldilocks.</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!</p> <p>https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ</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!</p> <p>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>

Tuesday 19.1.21

Phonics <https://www.youtube.com/watch?app=desktop&v=mwQeuoOnMFI&feature=youtu.be>


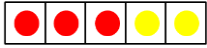
(Child will need paper and pencil) On these videos they use printed script but we use printed to read and cursive to write

Maths	Literacy	Science
LO: Can I understand that numbers are made up of smaller parts?	LO: Can I label a picture?	LO: Can investigate the best materials to make a bed?
 <p>Play 'bunny ears' - (A short clip of how this game is used for addition later can be seen on https://www.youtube.com/watch?v=vPPvNAbYCsY but we are not there yet!)</p> <p>Adult will call out a number e.g. 5,</p> <p>Child needs to use 5 fingers to make 'bunny ears' (this could be 3 and 2, or 4 and 1). Discuss different ways of making the number. E.g. Look you have made 5 using 4 fingers on one hand and 1 on the other.</p> <p>Can you make 5 a different way? Try a new number.</p> <p>In your books- draw around their hands to show different ways to make 5. Pupil to write the number represented in each hand. These different 'parts' make up the whole number 5</p> <p>*We use the language of 'parts' and 'whole' a lot in addition and subtraction throughout the school.</p>	<p>Look at a picture of the 3 Bears Cottage.</p> <p>In their book or on paper. Children to draw and label the cottage?</p> <p>Then draw the chairs, table, beds, bowls (or use the cut-out sheet) and label them.</p> <p>Draw a line for your child to write the words on 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>You will need:</p> <ul style="list-style-type: none">• a selection of materials for building beds e.g. blankets, sheets, sleep mats, pillows or pieces of material/cushions etc to represent comfortable• a selection of materials which would not make good beds e.g. wood, tinfoil, building blocks, lego, cornflakes etc• or anything else you may have or wish to use <p>Ask some questions about baby bears bed e.g. What makes a good bed? How do you know if a bed is good or not?</p> <p>Agree on what makes a 'good' bed, using words like comfortable, soft etc, and what makes a bad bed e.g. uncomfortable, hard, lumpy</p> <p>Ask children to make some beds and test them out. Exploring the materials and feedback what they found out. Encourage the use of language about how things felt. Encourage and model the use of language using complete full sentences.</p>

Wednesday 20.1.21

Phonics <https://www.youtube.com/watch?app=desktop&v=QCkoHFnQf4c&feature=youtu.be>

(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	Art/DT
<p>LO: Can I understand that numbers are made up of smaller parts?</p> <p>Make 6 counters. YOU ONLY NEED 5 TODAY BUT 1 IS FOR TOMORROW!</p> <p>They could be out of a cereal box. (The two sides will need to look different, so the cereal box writing will help or colour in one side)</p> <p>Ask them to shake them in their hands, then tip them out. Sort them into a grid like this:</p>   <p>What different ways of making 5 can we get?</p> <p>e.g. "We have 3 reds and 2 yellow but still have 5 counters."</p> <p>Repeat, did you get the same?</p> <p>Model language of 2 parts making a whole number.</p> <p>Start to use the word 'add' as a maths word for 'and'.</p> <p>*If they are confident introduce the sign + as a 'maths word' for 'and'.</p> <p>They could write $3 + 2$ or $5 + 0$ under their grid.</p> <p><i>Vocabulary: part/whole. When we put the two parts together, they make the whole number!</i></p> <p>add</p>	<p>LO: Can I write an apology letter?</p> <p>Talk about what Goldilocks did. You could use the Goldilocks sorry letter story. On lined paper or the sorry sheet encourage the children to write a letter from Goldilocks to the bears saying - I am sorry for:</p> <p>Some ideas-</p> <ul style="list-style-type: none">• for eating porridge,• breaking baby bears chair,• sleeping in baby bears bed.• going in the house without being asked• or another reason <p>As yesterday and every time they write: Use lined paper or draw a line for your child to write the words on 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 use my imagination?</p> <p>Baby Bear loves to sleep in bed with his favourite teddy bear. Do you have a favourite bear?</p> <p>Draw, paint, use resources or creative materials of choice to recreate a representation of your bear.</p> <p>or</p> <p>Have a range of junk modelling available for children to make a new chair for Baby Bear.</p> <p>or</p> <p>Use the illustrations from the story to encourage the children to paint story themed paintings.</p>

Thursday 21.1.21

Phonics <https://www.youtube.com/watch?app=desktop&v=-EzLoCHBC3I&feature=youtu.be>

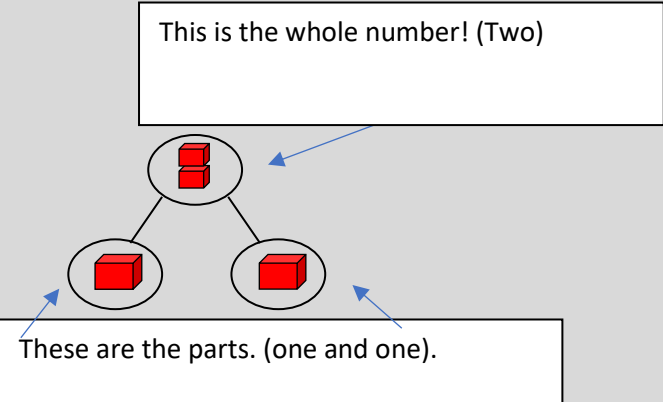
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Maths	Literacy	DT
<p>L.O. Can I understand that numbers are made up of smaller parts?</p>	<p>LO: Can I follow instructions?</p>	<p>LO: Can I create a den?</p>
<p>Get out 6 counters you made yesterday. Place them all the same way up in a line. Now 'chop' them down the middle so that they are in 2 sides. How many are in each? Turn one side upside down so they look different.</p> <p>Return to a 'whole' and 'chop' them in a different place. How many are in each part this time?</p> <p>Look at worksheet Thursday blocks</p> <p>(Use counters if needed) Colour in parts to show different ways of making 6 .</p> <p>Model language of 2 parts making a whole number/total</p> <p>Reinforce the word 'add' as a maths word for 'and'.</p>	<p>Make some porridge together using whichever way and method that you are able. If this is not possible make something that you think the three bears may like to eat.</p> <p>Read/Recap the text 'Goldilocks and the three bears' Ask the children if they have tasted porridge before and if they have, ask them what they can say about porridge. Talk to the children about the importance of good hygiene when preparing food then wash hands. Look at the porridge oats and provide each child with a small amount of oats (or ?) that they can touch. Ask the children what they can tell you about them/it.</p> <p>Make the porridge (or ?) helping the children to read the instructions using their phonic knowledge. Take the opportunity to encourage the children to segment and blend the simple cv and cvc words. Also encourage them to identify familiar words from their sight vocabulary. (Reading for a purpose/meaning)</p> <p>The adult/children then make the porridge (or ?) and leaves until cool enough for the children to taste. The children taste the porridge (or ?) and share their thoughts on how it has changed and why. Ask the children whether they liked the porridge and how people's opinions differ.</p> <p>Adult to record what the children say/find out/do etc to provide some feedback</p>	<p>I am hoping it's going to be a little warmer this week! If it is get out into your garden and create a den! If not you can still do this one indoors! Get some old bedsheets that you are allowed to use and make a den - can you eat your lunch in your den?!</p> <p>You could make it into the cottage to role play the Goldilocks story.</p> <p>Don't forget to start 'Once upon a time'</p> <p>What about changing the ending? How would you like it to finish?</p> <p>You could download the role play masks (or draw your own) to use and other objects that your adult says you can use.</p> <p>There are also some labels you may wish to read and use.</p> <p>We would love you to send us a photograph.</p>

Friday 22.1.21

Phonics <https://www.youtube.com/watch?app=desktop&v=yhxnA6ZNjvk&feature=youtu.be>

(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
<p>L.O. Can I understand that numbers are made up of smaller parts?</p> <p>This is a part whole model:</p>  <p>Collect 6 pieces of fruit or other items. Place 1 of them in the part/ whole model. (This is on a sheet Friday Part Whole Template or just draw it on paper) Discuss - can I make this 1 piece of fruit into parts without cutting it? I can move it into the legs but there is nothing in the other leg! Now place 2 pieces of fruit in the model at the top. Can I split them into two groups in the "legs."? Yes. I can put 1 in each, or 2 in one and zero in another. Now try with 3 etc. Try to discuss different ways of making the parts. You may not need to go all the way to 6. They will need to become familiar with this model but it is new so it will need repeating.</p> <p>Lots of discussion is needed to say that they were all together as a whole but now they are in parts. How many is in each part? Put them back in to the 'whole'. (Use the language of 'adding' them back together into the whole if you can).</p> <p>Friday Worksheet to record-optional</p>	<p>LO: Can I find out some facts about bears?</p> <p>Use the children's interest in the Goldilocks story as a springboard to finding out more about bears.</p> <p>Non-Fiction Focus</p> <p>There are some lovely photos of different species of bears in the bear photographs and fact cards for the adult to read and discuss with your child.</p> <p>Learn about the habitats of different bears around the world. Learn about forests like the one in the story. What kinds of animals live in the forest? What kind of trees are there? You could do some tree rubbings. Take some photographs and discuss them.</p> <p>This session is about fact finding and developing vocabulary and understanding</p> <p>Optional Draw or cut out a picture of a bear that interests you and either you or your adult writes some interesting facts.</p> <p>Could use books that you have or use the internet to research.</p>	<p>LO: Can I</p> <p>Do you know about Paddington Bear?</p> <p>A story of the bear from Darkest Peru who stowed away on a ship headed for England. He arrived at Paddington Station with nothing but a suitcase, a half-empty jar of marmalade and a label that read, 'Please look after this bear. Thank you.</p> <p>Do you have a book or film about Paddington?</p> <p>What does he like to eat?</p> <p>Auntie Mabel likes marmalade, Watch Come Outside about making marmalade and discuss with your adult.</p> <p>https://www.youtube.com/watch?v=Uv60ErBegIo</p> <p>Perhaps you can make a marmalade sandwich.</p> <p>We enjoy watching Come Outside at school. Have a good weekend</p>

Ongoing activities over the week

- Over the course of the week read some **other versions of the Goldilocks story**. 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 same 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, 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 record a review and explain why you enjoyed the story.
- 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 the lockdown pack. If you are having difficulty finding it please email the reception20
- Keep safe and have fun

