|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday | Tuesday | Wednesday | Thursday | Friday |
| **9am: You tube – Joe Wicks, Body Coach PE lesson** |
| Phonics (15-20 mins) | SPEED SOUNDS: Go through all sounds on both sound mats at random. Do not go over the rhymes. At the end say “SUPER SPEEDY SOUNDS!”Go over all RED words (you could cut up the sheet with them in boxes and use as flash cards) – children are just to read the word.Play ‘Rocket Rescue’ on ‘phonics play’ (phase 2/3/4) | SPEED SOUNDS: Go through all sounds on both sound mats at random. Do not go over the rhymes. At the end say “SUPER SPEEDY SOUNDS!”Go over all RED words (you could cut up the sheet with them in boxes and use as flash cards) – children are just to read the word.Continue to complete 4 or 5 more of the phoneme frames from your pack. | SPEED SOUNDS: Go through all sounds on both sound mats at random. Do not go over the rhymes. At the end say “SUPER SPEEDY SOUNDS!”Go over all RED words (you could cut up the sheet with them in boxes and use as flash cards) – children are just to read the word.Write some of the words from the RWI green words PDF onto paper or card and cut them up. Have them in front of your child, you say the word, they have to find the correct word by sounding them out, when they find the correct one, they give it to you. Throw in some red herrings too!  | SPEED SOUNDS: Go through all sounds on both sound mats at random. Do not go over the rhymes. At the end say “SUPER SPEEDY SOUNDS!”Go over all RED words (you could cut up the sheet with them in boxes and use as flash cards) – children are just to read the word.Quick write: Say a word – your child writes it down as quickly and accurately as they can. See attached sheet for starting ideas. Remember if you make your own words up, ensure the words only contain the sounds we have learnt. | SPEED SOUNDS: Go through all sounds on both sound mats at random. Do not go over the rhymes. At the end say “SUPER SPEEDY SOUNDS!”Go over all RED words (you could cut up the sheet with them in boxes and use as flash cards) – children are just to read the word.Play silly soup – have a large bowl. Put some objects in that your child can sound out e.g. spoon, toy, fork, book etc. You can extend with longer words (helicopter/handwash/ rocket) If you don’t have the objects you could have pictures. You sound out the object (s-p-oo-n) They find it and write it down in their exercise book. |
| Literacy (15-20 mins) | Now that you have changed some of the original Jack and the beanstalk story map it’s now time to make up your own story!Go through the story map again, making sure you know the sequence (this is important). Go through that a story has a beginning, then a problem or challenge, then the problem gets fixed at the end.*For Jack and the Beanstalk:**Beginning: introducing the characters and their circumstances.**Problem: He meets the giant.**Resolution: Jack chops down the beanstalk.* Use this sequencing for their own story. They need to first draw their story into a map. It only needs 3 or 4 parts to it. Keep it simple e.g.*Once upon a time, there is a mum. She is hungry so she goes to the shop to buy food. When she gets home, she cooks the food and eats. The end.*The simpler the better for this activity. Otherwise your child will get bored and tired. After drawing the map your child **could** write a brief caption or short sentence to explain the parts of the map. **You don’t need to force this part.** If you do write as well, **REMEMBER! Your child will sound it out, DO NOT give them the correct spellings.** | A grown up calls you (you can pretend) They need some shopping. You need your child to help with the list. Could they write some of the items into a list? E.g.Bread - bredMilk - milkChocolate - choclitToilet rolls - toylit rowls**REMEMBER! Your child will sound it out, DO NOT give them the correct spellings.** | Look around your garden, out of your window or pictures on the internet. Look for signs of spring.Discuss what we might see and find daffodils/lambs/chicks/etc).Find the ‘Things I find in Spring’ Sheet in your pack.Encourage your child to draw a picture and write about what they found out. **REMEMBER! Your child will sound it out, DO NOT give them the correct spellings.**Remind them of starting with a capital letter, finger spaces between words and ending with a full stop. | Discuss what is important around this difficult time such as, washing our hands, not touching our faces, staying indoors as much as possible, etc.Make some signs with your child to display around your home. E.g ‘Wash your hands!’ ‘Stay inside!’ draw pictures to accompany the captions make them clear and bright.**REMEMBER! Your child will sound it out, DO NOT give them the correct spellings.** | Ask your child to tell you a story. Tell them “it’s a helicopter story.”When they tell you their story, scribe it. Do not interrupt them, or ask what is next. Stay silent and wait for them to finish. Afterwards, have fun allocating the parts out and acting it out! Encourage everyone in the house to join in!  |
| Maths (15-20 mins) | Count forward to 20 from 0 and back from 20 to zero (throw up your hands on 0 like a rocket!) Do this 2 or 3 times.How many feet are in your home? How many shoes? How many hands? How many eyes? Do you have anything else in your home that are in pairs? Practise counting the different objects in 2s. You can use this hundred square to help your child if the objects amount to a large number! <https://www.topmarks.co.uk/learning-to-count/paint-the-squares>  | Play fast fingers. You say a number 0-10, your child shows you the corresponding fingers as quickly as possible. Repeat for all numbers 0-10 at random.What shapes can you see around your home or garden? Can you identify a square/ circle/triangleRectangle/ Hexagon/ pentagon. Draw and label the objects in your exercise book.  | Play ping pong (ball up a sock). Throw it to each other and count. The adult can say ping then the child responds pong. Counting starts again. Count only up to 20.Yesterday we looked for 2D or FLAT shapes. Today we’re going to hunt for 3D shapes. Can you see any cuboids/cubes/ spheres or cones? What objects are they? Draw and label them in your book. | <https://www.topmarks.co.uk/ordering-and-sequencing/caterpillar-ordering>Start with playing the ordering game with numbers 1-5. If you feel your child copes well with this, move them on to 1-10. If your child is progressing well then they can do 1-20 or even 1-100! | Help a grown up with some cooking. Explore vocabulary with measuring, capacity and counting out ingredients.Set the table – how many forks and knives do we need? You could count them in 2s! Do we have enough plates? Do we have too many? Not enough? How many more? Share the food equally... How many carrots each? Etc. Enjoy your meal! |
| Reading | Read as usual. Take the time to read a book over a couple of days. Do not rush through the texts, as your child needs time to digest new vocabulary and develop their comprehension. If it takes 3 days…that’s ok! You can read schemed reading books (like at school) or e-books (Bug Club/Oxford Owl, usernames and passwords for both have been provided). |
| Creative/Investigation/Physical  | These can be done as and when you like through the week. These are ideas and should not need you helping. * Provide your child with some boxes, containers, tubes etc. What creation can they make? You can provide tape and scissors, or they can stack them in different ways to then reuse the boxes at a later time.
* Fill a large box or the bath tub with water – let your child play with the water with some pots, pans, spoons, funnels, bottles etc.
* Play some of their favourite music – let them dance!
* If you have an Alexa – ask it to ‘open Gruffalo moves’ follow the instructions.
* Play in the garden.
* Role play – let your child pretend to be a doctor/vet/chef/etc
* Sing songs – nursery rhymes, pop songs, anything you like!
* Make some playdough (only if you spare flour!) Include them in the making, then let them play!
* Paint – either from your imagination or paint a still life of some fruit
* Chalk writing
* If you have a large box, let them climb inside, give them some colouring pens/pencils or crayons and let them draw and write!
 |

Please take the time to look over the various websites that have been provided. Some of which will be incorporated into any forthcoming planning and others are good if you have spare time or need some time to yourself.

More than anything, have fun with your child. Enjoy this time together and develop their independence and resilience. We hope to see you all again soon.