

Please complete the following activities each day, where possible

1. **Physical activity** - for more information, see week 5 and 6 planning.
2. **Phonics**
This has changed slightly this week. We have added in some nonsense words! These words are completely made up but still use the children's phonics knowledge to read and write. See if your child can spot the nonsense word when they are working with you.
3. **Maths**- for more information, see week 5 and 6 planning.
4. **15 minutes reading with your child** - for more information, see week 5 and 6 planning.
5. **Topic** - for more information, see week 5 and 6 planning.
6. **Sight Words** - for more information, see week 5 and 6 planning.

Special request!

Parents, we miss seeing your children's work and having the opportunity to engage with their learning. This week, we kindly request that you photograph 1 phonics sentence, 1 maths and 1 topic related activity, and email it to your child's class teacher. You can send 3 separate emails or 1 at the end of the week.

Foxes can email Miss Lad on f2f@sparkenhoe.leicester.sch.uk

Hedgehogs can email Mrs James on f2h@sparkenhoe.leicester.sch.uk

Thank you!

MONDAY MORNING**Physical Education** - Activity of your choice**Phonics**

Recapping See the sound mat at the end of this planning	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence Say this sentence 5 times with your child before you ask them to write it
Say each sound on the sound mat	b-e-g sh-o-ck th-or-n h-ai-p	Goat Boot Torch flum	Beg (b-e-g) Boot (b-oo-t) Thorn (th-or-n) haip	Goat Boot Torch flum	I can see a goat Added challenge: use the word AND

Your child should read these sentences:

- The box is too big to fit in the car boot.
- I lost the lid to the pot of jam.

Ask your child these questions:

- Does the box fit in the car?
- What happened to the jam lid?

Maths**Maths calendar day!**

Today is the first school day of the week, yesterday was the weekend - what day is it today?
(Monday)

What day was it yesterday? (Sunday)

What will tomorrow be? (Tuesday)

Yesterday was day number 17, what day number is it today? (18)

18 is a very big number. Can you show me 18? (You could help your child to collect 18 items, draw 18 spots, jump 18 times, write the number 18, find in somewhere in the house) Can you show me 18 in 4 different ways?

Is 18 odd or even? How can you work it out? (Your child might draw 18 spots in pairs, or pair up the 18 items they found earlier)

What is 18 made of? E.g. 10 and 8, 6 and 6 and 6 and 6, 15 and 3. Your child will probably need 18 objects to work this out.

Can you think of 3 number sentences with the answer 18? You can use add or takeaway!

MONDAY AFTERNOON**Reading**

15 minutes reading with an adult, older brother or sister.

Topic**Let's Talk!**

To start the week off, I would like you to get your child to think about their time at home. For them it may seem like a lifetime! They are away from school, away from their friends and away from their school routine. We would like to put a positive spin on it 😊 Discuss the following questions with your child.

- What do you most like about being at home?
- What's your favourite toy to play with?
- What makes you feel happy?
- What's been your favourite food to eat whilst you've been at home?
- Who have you spoken to over Facetime?
- Who is/are your friend/friends at school?
- What is your favourite thing to do at school?

Whilst asking them these questions, you can keep a record of their answers - this will be something nice to reflect on once this is all over.

Get your child to draw a picture of them at home, or write some sentences about their time at home.

TUESDAY MORNING**Physical Education** - Activity of your choice**Phonics**

Recapping <i>See the sound mat at the end of this planning</i>	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence <i>Say this sentence 5 times with your child before you ask them to write it</i>
Say each sound on the sound mat	n-igh-d qu-i-ck f-ee-l w-ai-t	Tell Sharp prell cobweb	nighd Quick Feel Wait	Tell Sharp prell cobweb	The sharp knife is in the sink. Added challenge: use the word BECAUSE

Your child should read these sentences:

- The moth is fat but its wings are thin.
- The quick black rabbit is running on a big hill.

Ask your child these questions:

- What are the moths wings like?
- What animal is running?

Maths

Today we are learning about sharing. Begin by watching the Number Blocks! Search on Google for **BBC iplayer numberblocks The lair of share series 4 ep 18** and it is the first link.

For today's activity you will need 2 bowls and a bag of crisps, sweets, beads, chickpeas, something small and easily shared into bowls.

Get 10 of your objects and place them in front of your child. Explain that you want to share them between you. Then put all of them in your bowl and say none for you, 10 for me! Your child will hopefully tell you that you are not sharing properly / fairly. Ask them why is that not sharing fairly? See if your child can come up with some rules e.g. both bowls need the same number, it needs to be fair /equal, one person can't have more than the other.

Then "share" again. This time pick a big handful up for your bowl, and a small amount for your child's bowl. Ask now is it shared properly / equally? Your child can count the items in each bowl to check. They will not be the same so will not be shared equally. Ask your child how you can give out the items to make sure you get the same in each bowl. If they cannot think of a way, remind them of the numberblocks video where they tried "one for you, one for me". Put all 10 items in the middle and get your child to share them equally. Count how many are in each bowl, check that they have the same number.

Repeat this with different numbers of items e.g. 10, then 20, then 8, then 14.

If your child finds this easy, you could add in a third person to share between. Just make sure the number of items can share into 3!

TUESDAY AFTERNOON**Reading**

15 minutes reading with an adult, older brother or sister. Choose a story book and using pieces of paper or sticky notes, select 5 sight words from your child's set words. As you read the book, see if you come across any of the chosen sight words.

Topic

Explore the world we live in!

Message of the day - Bees make honey!

Recap on vocabulary from last week - Head, Antennae, Eyes, Mouth, Thorax, Abdomen

Today investigate the wonderful world of bees. Start off by talking about the different types of bees. There are some slides below to help you.

<p style="text-align: center;">Wasps</p> <ul style="list-style-type: none"> Wasps are not bees. They do not collect pollen, instead they eat other insects and spiders. Wasps make their nests in hollow trees, on the ground, or even in house roofs. Their nests are made of paper or wood. 	<p style="text-align: center;">Bumblebee</p> <ul style="list-style-type: none"> Bumblebees are big hairy oval shaped bees that are yellow and black. They have pollen baskets on their legs to collect and carry pollen back to their hives. 
<p style="text-align: center;">And finally.....the honey bee!</p> <ul style="list-style-type: none"> Honey bees are brownish orange and black. They have pollen baskets on their legs to collect and carry pollen from flowers back to their hives. Honey bees live in large groups. Inside their hives are lots of hexagon shaped cells to make honey. Honey bees very rarely sting for if they do they die straight after. 	<p style="text-align: center;">Amazing bee facts</p> <ul style="list-style-type: none"> Honey bees do a little dance when they have found flowers to tell the other bees where the flowers are. Bees have 5 eyes, 6 legs and 4 wings. They do not have any ears, nose, mouth or hands. Bees cannot see the colour red. Bees love anything that is very sweet. Bees make honey from the nectar they collect from flowers. They make it back in their hive.

There is a great video to support today's daily message. It explains how honey bees have 2 stomachs, one is called a honey stomach. There are a series of videos that you can watch if you like.

YouTube - How do Bees make Honey? | Beekeeping with Maddie #13

Using this information, get the children to write 5 interesting facts about honey bees. You can present it however you like. You might want to write the facts in a book, you might want to make a beehive out of hexagons and write an interesting fact on each, or you might even want to cut a bee shape out onto yellow card and write on there. It's entirely up to you.

WEDNESDAY MORNING**Physical Education** - Activity of your choice**Phonics**

Recapping <i>See the sound mat at the end of this planning</i>	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence <i>Say this sentence 5 times with your child before you ask them to write it</i>
Say each sound on the sound mat	f-ee-t t-ur-n s-t-i-d b-r-i-ng	Exit bloof Coach waiting	Feet Turn Bring Stid	Exit Coach bloof waiting	I am waiting for my turn. Added challenge: use the word AND

Your child should read these sentences:

- The robin was pecking the seeds.
- The fox has a bad leg and needs to go to the vet.

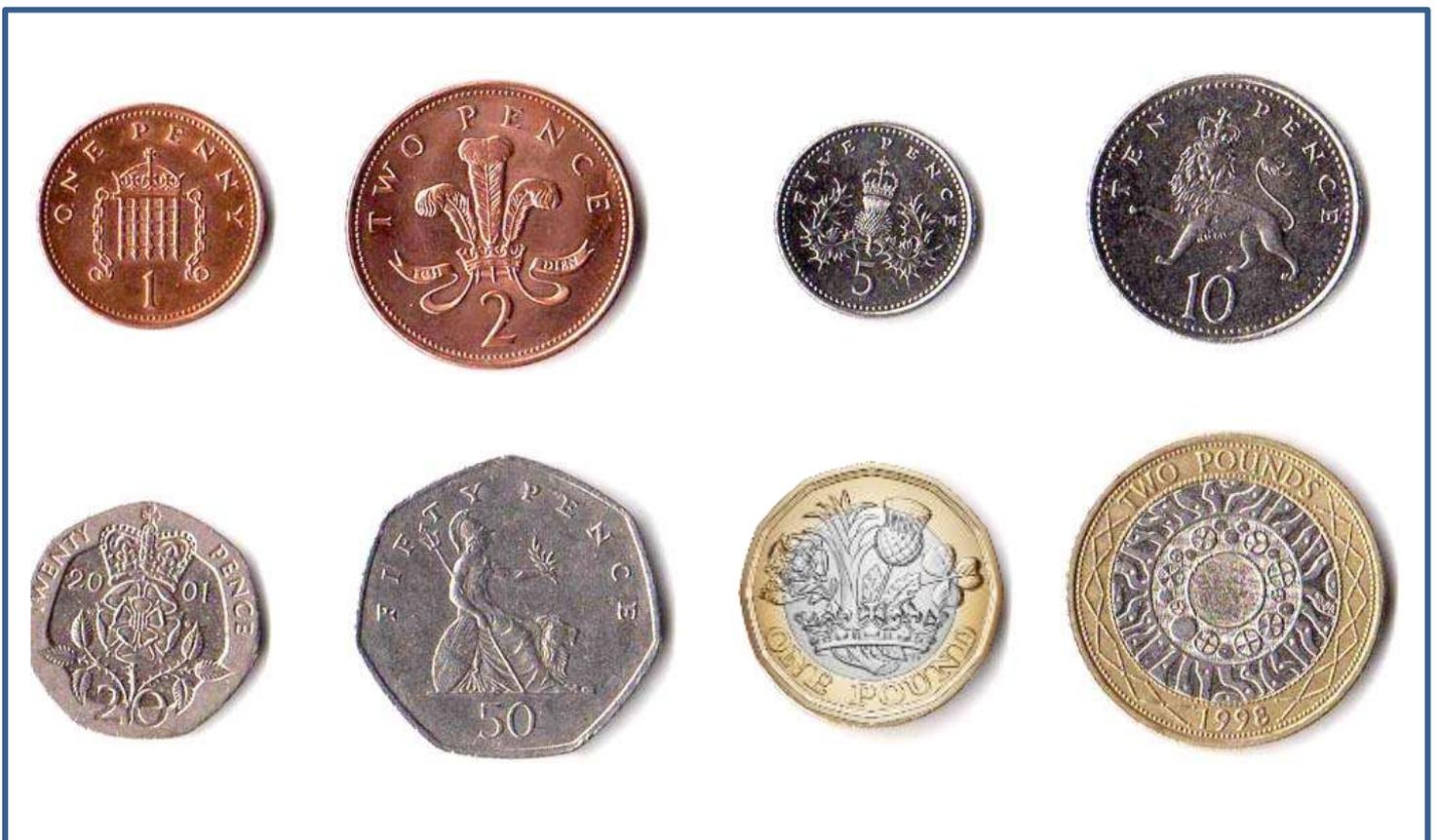
Ask your child these questions:

- What was the robin doing?
- What is wrong with the fox?

Maths

Today we are looking at money. If it is difficult to do this on a screen, you could use real coins! Talk to your child about the coins they can see. How much is each coin worth? What shapes are the coins? Which coins are big, which are small? What colours are the coins?

Play *Guess My Coin* - describe a coin with your child and see if they can guess which one you are thinking of. E.g. I am thinking of a coin that is smaller than a 10p. It is silver. What is my coin?



WEDNESDAY AFTERNOON

Reading

15 minutes reading with an adult, older brother or sister.

Sight word challenge: choose 8 sight words from the set in your book bag and write them on pieces of paper. Ask your grown up to hide them around the room. Look around, when you find one, read the word (remember to **see it, say it**) and then you can move on to the next one. See how quickly you can find them all!

Topic

I wonder...

This activity is all about exploring with textures and getting the children to use their imagination. Using a carrier bag, create your own 'feely bag'. Please ensure it's not see through as this won't work for the activity. Fill the bag with different objects that you may find around the house/in the garden. You might include: cotton wool, a stone, a wooden peg, a scouring pad, ribbon, scrunched up paper etc (think about different textures). Before you put the items in the bag, discuss what each object feels like. Here are some examples of some words you might use during this activity



This activity will develop language skills as they are going to discussing different textures, but it also allows them to explore using their sense of touch. As a challenge, add in some objects that they haven't seen and get them to guess what it might be based on what it feels like.

THURSDAY MORNING**Physical Education** - Activity of your choice**Phonics**

Recapping See the sound mat at the end of this planning	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence Say this sentence 5 times with your child before you ask them to write it
Say each sound on the sound mat	c-a-sh n-or-th p-r-oa-ck l-o-n-g	Hoot Rocks Rain g-r-ee-l	Cash North Proack Long	Hoot Rocks Rain greel	I like the rain. Added challenge: use the word BECAUSE

Your child should read these sentences:

- The ship hit the rock with a crash!
- The man will jog in the park to get fit.

Ask your child these questions:

- Why was there a crash sound?
- Why does the man want to jog?

Maths

Today we are thinking about **WEIGHT**. For this activity you need **3 heavy items** (e.g. a bag of flour, a large book, a jug full of water) **3 middle weight items** (e.g. some forks and spoons held together with an elastic band, a shoe, your child's book bag) and **3 light items** (e.g. empty yoghurt pot, lolly stick, cotton bud) Put them on the floor together - not in separate piles.

Talk to them about the words **HEAVY** and **LIGHT**. What does your child think the words mean? If something is heavy, is it easy to pick up? What about something light? Make predictions - which items on the floor do you think will be heavy or light?

Now talk about **HEAVIER** and **LIGHTER**. Choose one of the middle weight items from your selection. Ask your child to find something which is **HEAVIER** than your item. Then find something which is **LIGHTER**. Continue to explore the different objects, picking them up, comparing them, talking about whether they are heavy or light.

Give your child 3 items (one heavy, middle and light) and see if they can order them from **HEAVIEST** to **LIGHTEST**.

You could even try to record this, by drawing the items in order, or writing sentences such as The book is heavier than the feather.

THURSDAY AFTERNOON**Reading**

Digraph Detectives - Encourage children to practice their phonics knowledge by searching for words with digraphs. Using your child's story book or a story book you have at home, get your child to find 10 words that are made up of digraphs (2 letters, one sound)

Here's a list of digraphs

ss, ll, ff, ck, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur

e.g using the word 'Chip' children should be able to read it as Ch-i-p, rather than C-h-i-p

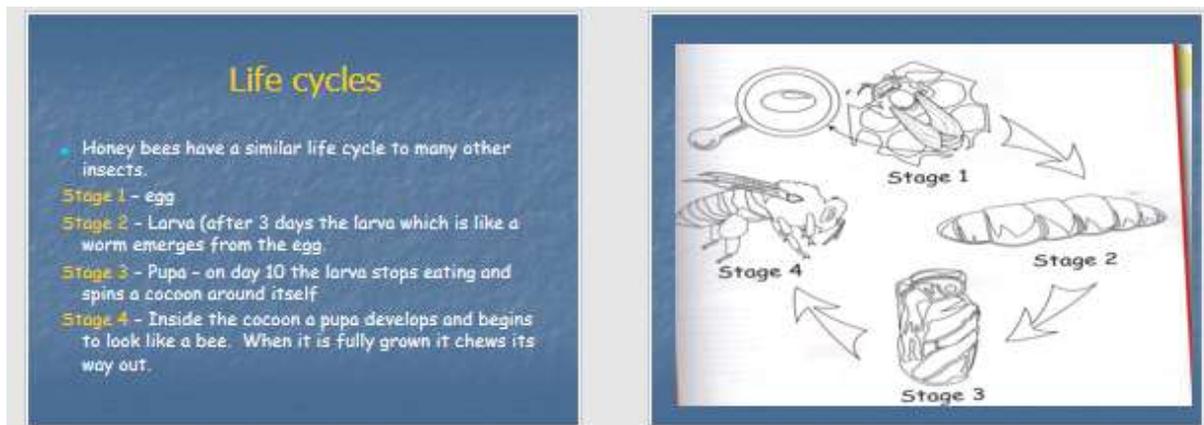
Topic

Explore the world we live in!

Message of the day - Life cycle of a honeybee.

Start off by discussing what a life cycle is. **Life cycle** means the stages a living thing goes through during its **life** (this doesn't need to be in depth, as long as children understand the visual representation of a 'cycle' and that it's continuous).

Talk about the different stages in the life cycle. You can show them the slide below to support today's daily message



Using A4 pieces of paper, label each stage of the life cycle - don't number them.

Mix the pictures up and get your child to place the pictures in the correct order. Get them to talk about each stage of the life cycle and try to reinforce the interesting facts they found out about honey bees from Tuesday's session.

FRIDAY MORNING

Physical Education - Activity of your choice

Phonics

Recapping <i>See the sound mat at the end of this planning</i>	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence <i>Say this sentence 5 times with your child before you ask them to write it</i>
Say each sound on the sound mat	t-oo-d w-ee-s-k r-oo-f m-igh-t	Zebra Hard Tuck bloop	Toad Weesk Roof might	Zebra Hard Tuck bloop	I might see a zebra at the zoo. Added challenge: use the word AND

Your child should read these sentences:

- The zip on my coat is stuck!
- I will zoom to the moon in a red rocket.

Ask your child these questions:

- What is wrong with the zip?
- How will you go to the moon?

Maths

QUESTIONS TO ASK

What numbers can you see?
How do you know?

How many stars are at the top?
How many at the bottom?

How many empty spaces?
How many more needed to make 10?

Can you make a number sentence? E.g. 5 on the top and 2 on the bottom is $5+3=8$

Can you make some 10 frames of your own?

What numbers can you make?

FRIDAY AFTERNOON**Reading**

15 minutes reading with an adult, older brother or sister.

Sight word challenge: Play pairs with a grown up or older sibling!

Choose 10 sightwords and write them out on pieces of paper. Write each word on 2 pieces, so you have 20 pieces of paper altogether.

Put them face down on the floor, and turn them over 2 at a time. If you turn 2 of the same word, read the word and you keep the pair!

If you turn over 2 different words, don't worry. Turn them back over and your turn is finished. Try to remember the words you turned over though!

Then it is the other person's turn. The person with the most pairs at the end is the winner!

Topic

Try some for yourselves!

This week has been topic heavy, so to end the week we would like you to have a tasting session! If you have bread at home, toast it and get your child to spread some honey all over it.

If you can't get your hands on honey, don't worry. Instead you can have a go at some craft. You can make your own honey bee using a paper plate and sticking/colouring black stripes onto it. Here are some examples. Again, don't worry if you haven't any craft materials, they can draw a picture of a honey bee. There are lots of ideas on Pinterest, search for 'simple honeybee craft ideas' and hopefully you will get some inspiration.

