

Please complete the following activities each day, where possible

1. **Physical activity**
2. **Phonics**
3. **Maths**
4. **15 minutes reading with your child**
5. **Topic**
6. **Sight Words**

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 <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	h-u-sh w-ai-t s-t-o-p p-l-i-t	king chart slod wink	hush wait stop plit	king chart slod wink	The king is in charge of the kingdom. Added challenge: use the word and

Your child should read these sentences:

- I need to fill the cup at the tap.
- I think the sun is wet.

Ask your child these questions:

- What might you fill the cup with?
- Do you agree? Why/Why not?

Maths

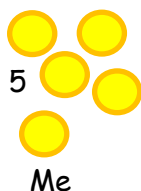
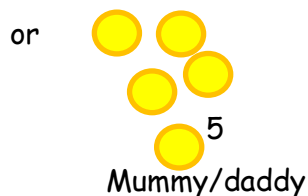
Today we are practicing halving again. Repetition is key in EYFS! Today you can pretend to be pirates. Find 20 coins or make your own by cutting circles out of paper. Grown ups, hide a pile of coins somewhere in the room (2, 4, 6, 8, 10, 12, 14, 16, 18 or 20). They are just going to count the number of coins, they do not need to understand that they have different values yet.

You can now hunt together to find the treasure!

When your child finds the treasure, bring the coins back to your pirate ship to count them! It will not be fair if one pirate keeps all the coins so you need to split them so that you have half each.

Your child can record this in their workbooks by writing a sentence, drawing the coins or even writing a number sentence

e.g. There are 10 coins. Mummy/Daddy has 5 and I have 5.



or $5 + 5 = 10$

Play this game as many times as you wish, with different (even!) numbers of coins each time. Bonus points for dressing up or drawing on eye patches!

MONDAY AFTERNOON

Reading

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

Topic

Literacy - Nonsense stories

Setting						
Good Characters						
Bad Characters						
Prop						

Using the picture prompts above, encourage your child to write 3 sentence using 'Once upon a time'. Remind them that this is a nonsense story (made up) and that they can be as creative as they like.

We don't expect a complete story with a beginning, middle and an end. Just encourage your child to talk about all the possible stories that they can come up with, and have a go at writing a 3-4 sentences. They can be as strange as you like.

E.g Once upon a time there was a mermaid, her name was Elsa. She lived in the forest with her frog. One day as she was heading to the sea, she found an apple! I wonder where this came from.

You might need to prompt them with ideas so that they are not afraid of it sounding silly.

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	d-o-ll c-r-u-sh r-oa-s-t w-i-d	teek still main harp	doll crush roast wid	teek still main harp	Dad is still at the shop. Added challenge: use the word because

Your child should read these sentences:

- The rat went in the sack of corn.
- I can run as fast as a train.

Ask your child these questions:

- Why did the rat go into the sack?
- How fast can you run?

Maths

Today we are learning about repeating patterns. Repeating patterns are patterns that are made by using the same object or colour sequence over and over again.

Have a look at some of the patterns we have found below. Can you make 3 different repeating patterns using objects that you have at home? Draw your 3 patterns in your workbook!



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 - Some animals make good pets and some animals are wild.

Start off by discussing the difference between pets and wild animals.

- **Pets** are animals we keep at home and take care of them.
- **Wild animals** live on their own without any help from people.

Here are some examples you might talk about.

Pets	Wild animals
<p>Dogs</p> <ul style="list-style-type: none"> • It is a pet. • Some are friendly. • Some work on the farm. • There are different types. • It lives in a kennel. <p>Hamster</p> <ul style="list-style-type: none"> • It is a pet. • It is very small. • It is furry. • It lives in a cage. 	<p>Elephant</p> <ul style="list-style-type: none"> • It is a wild animal. • It lives in the jungle. • It is big and grey. • It has big ears. • It has a trunk and tusks <p>Hippo</p> <ul style="list-style-type: none"> • It is a wild animal. • It lives in the jungle. • It is heavy and grey. • It likes to swim. • It can open its mouth very wide

Listen to the story '**A Tiger Who Came to Tea**' on YouTube. The Tiger Who Came to Tea is a short children's story. An unexpected visitor arrives. It's a tiger. Mother invites him inside to drink tea and eat buns, but the tiger eats all the food in the house, and 'all the water from the tap'. He then leaves.

Ask the following question, 'what animal they would like as a wild pet and why?' Have fun with the answers. You could use some of the following to start you off.

- I would choose a monkey as my wild pet, because I can go and swing in the trees with him.
- I would choose a giraffe, so that I can be as tall as the buildings.
- I would choose a pet crocodile because it will keep me safe

Draw a picture of their chosen wild pet and write 2-3 sentences about it. They might even give it a name

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-oo-d c-ur-b p-o-ck l-i-qu-i-d	fuss cork wiss nest	food curb pock liquid	fuss cork wiss nest	The cork is floating. Added challenge: use the word and

Your child should read these sentences:

- There are green, red and pink sweets in the box.
- The king and queen have lots of gold.

Ask your child these questions:

- What colour are the sweets?
- Who has lots of gold?

Maths

Word problems - today we are going to practice solving problems with our maths knowledge. You can use anything to help you - counters, drawing, fingers. Some of these might be tricky!

- 1) I had 3 sweets and my friend gave me 6 more. How many do I have now?
- 2) I had £10 in my purse. I spend £2 on a drink. How much money do I have left?
- 3) There are 10 cars in a car park. 4 more arrive. How many are there now?
- 4) My cousin has 4 lollies and is going to give me half of them! How many does she give me?
- 5) Some birds have made a nest in my tree! I can see 8 eggs. 2 eggs hatch. How many eggs are left?
- 6) I am 5 years old. My big brother is double my age. How old is he?
- 7) There are 12 cakes and 2 plates. I am going to share them fairly. How many cakes should go on each plate?
- 8) I was looking out of my bedroom window. I saw 5 red cars, 2 blue cars and 1 green car. How many cars did I see altogether?

For an added challenge, you could try putting these word problems into a number sentence e.g. I had 5 bananas and ate 1. How many are left? You could write this as $5 - 1 = 4$

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**Let's Talk!**

Using the picture ask the following question, 'How did this giraffe get on the moon?'

They might even remember lots of interesting facts about the moon as we covered it during our space topic.

They make come up with one answer, prompt more open ended questions;

- How long do you think the giraffe has been on the moon?
- What would you do if you went to the moon?
- What did Baby Bear (from the story 'Whatever Next') do when he went to the moon?



THURSDAY 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	s-k-i-p s-w-oo-g sh-ee-t f-ai-th	pant bath tights gart	skip swaig sheet faith	plant path tights gart	The plant has three green leaves. Added challenge: use the word and

Your child should read these sentences:

- Mum will have a long soak in a hot bath.
- I had a shock as the branch went SNAP.

Ask your child these questions:

- What is Mum going to do today?
- Why did the person get a shock?

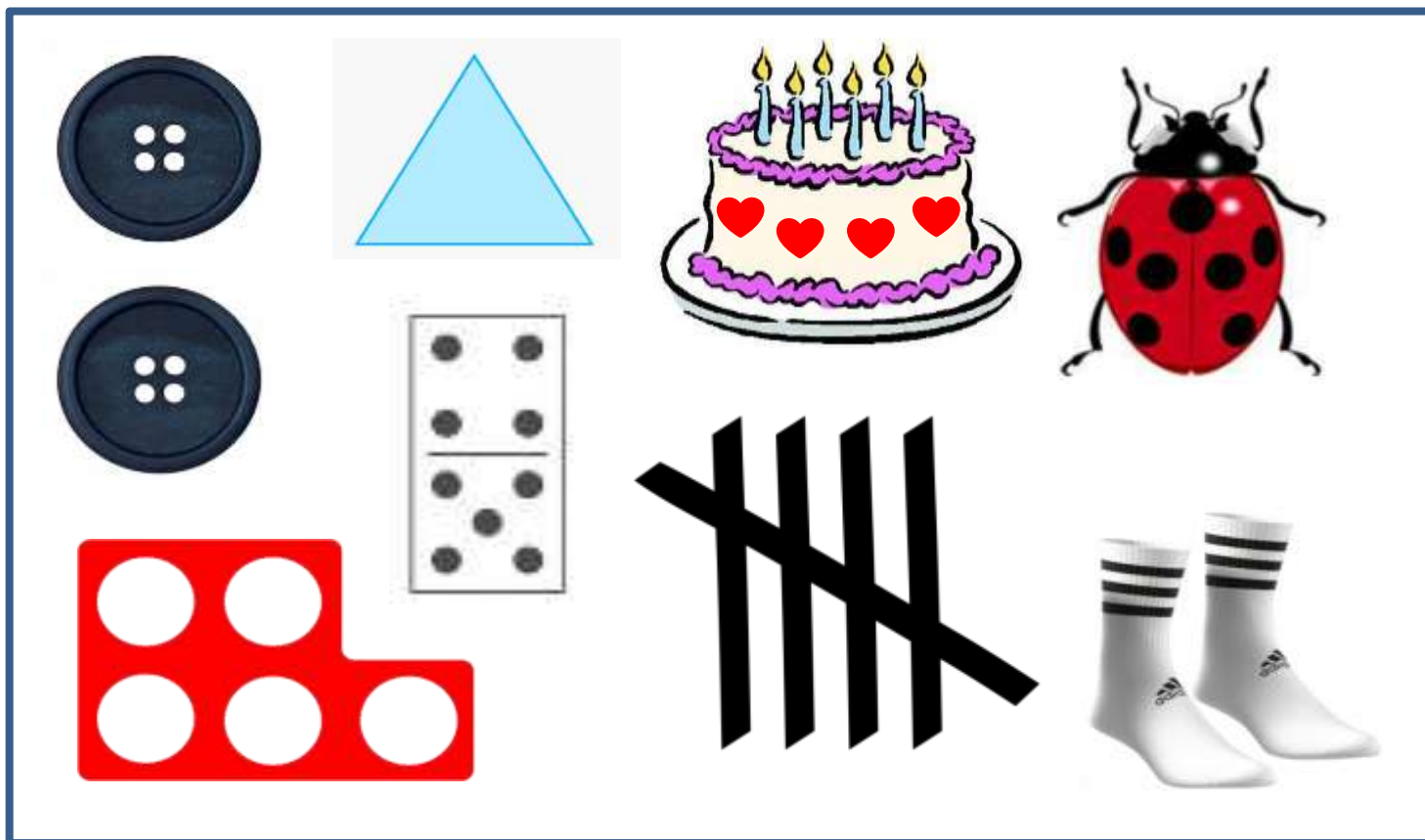
Maths

There are lots of numbers in the pictures below. How many different ways can you make 10?

E.g. there are 7 spots on the ladybird and 3 sides on the triangle. $7+3=10$.

There are 6 stripes on the socks and 4 holes in the button. $6+4=10$.

For a challenge, you can give your child bigger numbers to find.



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 - Animals live in different habitats. Animals have special body parts for their habitat.

Start off by discussing what a habitat is. **A habitat is a place where something lives.**

There are many different types of habitats:

- hot or cold
- big or small
- on land or in water

We (humans) are able to change our environments to make them habitable with technology and buildings. We are able to live in most conditions. Some animals cannot do this and have become extinct as a result.

An animal needs 5 things to survive in its habitat; food, water, shelter, air, a place to raise its young. Discuss the following animals and talk about what they need in order to survive in a habitat.

Frog

- **Food**, such as flies, cockroaches and spiders are caught on the frog's long, sticky tongue. Bigger frogs can eat bigger animals, like mice and birds.
- **Camouflage**, so that they are less visible to predators, such as otters, birds and fish.
- **Water** is needed for drinking and for laying their eggs in.

This means frogs are best suited to living in places where there is water, such as near a pond or lake.

Polar Bear

- **Food**, such as seals, reindeer and fish. They can even use their sense of smell to find seals hiding under the snow.
- **Camouflage**, so that they are harder to spot. Their see-through fur reflects the white of the snow around them and lets them blend in.

- **Sea ice** for hunting on, living on and breeding on.


This means polar bears are best suited to living in the Arctic.

Lion

- **Water** to stay hydrated in hot conditions.
- **Prey**, such as antelopes and zebras, to eat.
- **Camouflage**, such as long grass to hide in whilst they hunt their prey.

This means lions are best suited to living in places where there are plenty of zebras to eat and there is long grass to hide in, such as the plains of Africa.

Using the table below, add some animals in the different categories.

Farm 	Pond 	Arctic 	Jungle 

Physical Education - Activity of your choice

Phonics

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<i>Say each sound on the sound mat</i>	h-oo-t b-o-l-t s-ur-t sh-i-f-t	bark torf night six	hoot bolt surt shift	bark t-or-f night six	<i>The dog has a big, deep bark. Added challenge: use the word AND</i>

Your child should read these sentences:

- I went to the bank with my mum and dad.
- I like having picnics in the park.

Ask your child these questions:

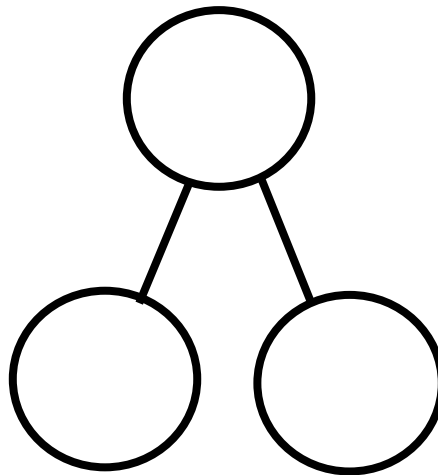
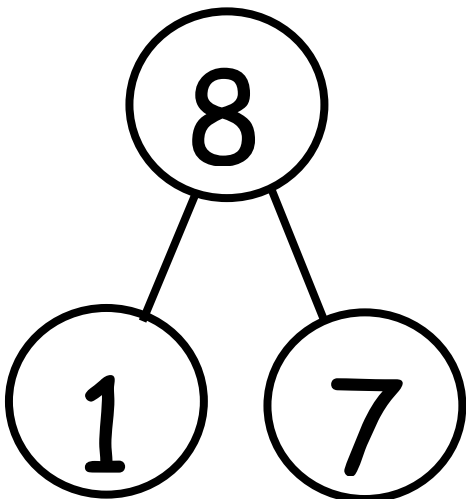
- Why do you think they went to the bank?
- Where do they have picnics?

Maths

Today we are thinking about different ways to separate numbers. For example, 8 can be 4+4, or 5+3 or 6+2 etc. You can record this in a **part-part whole** diagram. You put the whole number at the top and the 2 parts underneath.

You will need to draw some part - part whole diagrams in your workbook.

Can you find **all** the different ways of splitting the numbers 6, 10 and 14? Is there a pattern? Use counters to help you.



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!








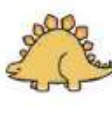





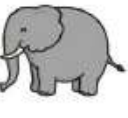









Topic**Get Creative!**

Make a picture of your wild pet - you can use different media to create your wild pet.

























Here are some examples.



Phase 2 Sound Mat

s 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c 	k 	ck 	e 	u 	r 
h 	b 	f 	ff 	l 	ll 	ss 	

Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 

These are all of the sounds that your child has been taught at school

Sight Word List – words

Children need to be able to look at and read common words confidently, we call these sight words. As your child progresses through school they will be able to read more and more of these words quickly, just by looking at them (no sounding them out).

Children learn these words at their own pace, but to be able to learn them they need to see and say the words often. One day they might know a word quickly, the next day they might need some help with the word, lots of continued practice is the key to learning **them. The words should be learnt through fun activities, if they can't remember a word it does not matter, they just need more time and more practice.**

Look at the daily planning to see activities set for your child. Some other ideas that you could do might include:

Write the words out on small pieces of paper (starting with set 1) and read them with your child in a random order.

When your child can read words from one set, add in a few words from the next set. Keep adding new words to your set, encouraging your child to keep practicing words that they already know.

You can make this into a game by putting some of the word cards around a room / around the house. Ask your child to go on a treasure hunt to find the words and read them to you as they find them. Try to make it fun.

Put some of the words out around the home. Every time your child (and you) walk past the word, touch it and say it. If you do this your child will hear the word and will want to show you that they can read the word too.

Your child may have a particular set of words in their book bag, This will give you an idea of which words to start with, but remember, they still need to practice words from previous **sets. Don't try to get your child to read all the sets at once, keep practicing** known words and just add one or two new words at a time.

Remember make this FUN, they will remember more words if it is a game.

If they do not know all of the words now, do not worry, we keep learning them in year 1.

SET 1	the	I	can	my	a
	see	is	look	like	at

SET 2	and	to	said	come	we
	here	it	went	Mum	Dad

SET 3	have	he	she	with	you
	in	me	was	up	go

SET 4	of	they	his	but	all
	are	her	this	some	then

SET 5	do	no	so	into	him
	put	for	on	be	if

SET 6	what	by	as	one	there
	come	big	little	an	that

SET 7	had	out	when	down	not
	were	people	them	Mr	Mrs

SET 8	It's	very	just	about	saw
	make	don't	will	back	from

SET 9	oh	now	your	asked	got
	off	called	day	their	made