

Please complete the following activities each day, where possible. If you can't do them all, just have a go at some of them. We have put them as morning and afternoon but this is up to you to choose what you do and when.

### 1. **Physical activity**

This is very important for your child's health and motor skills.

As well as playing football in the garden, going for a walk, or a bike ride, there are a wide range of online resources for children's physical development.

- Joe Wicks on Youtube
- Andy's Wild Workouts on cBeebies
- Cosmic Yoga on Youtube
- 5 a day fitness on Youtube
- Just Dance kids on Youtube
- Misha and Monkey Kids Outdoor Fitness on Youtube

We recommend that you start each day with a physical activity, but we are going to leave the choice of activity up to you. We understand that every household is different and not everyone has a garden, or sports equipment or internet access.

### 2. **Phonics**

This is almost the same as last week. We have added 2 sentences for your child to read and 2 questions to ask, to check your child's understanding. You can show your child the sentences on a screen or write them out on paper. When your child gives an answer, encourage them to speak in full sentences e.g. Instead of "the park", your child should say "They were going to the park".

### 3. **Maths**

### 4. **15 minutes reading with your child**

It is good for your child to talk about the story as it encourages children to remember what they are reading. Lots of children get so focussed on sounding out the individual words, they forget about the sentence! Ask lots of questions such as "what do you think will happen next?" or "how is X feeling?" or "why do you think she did that?"

There may also be a reading related game to play.

Please read any books that your child has at home or you find on line. There are many suitable sites like the one on the link below. <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

### 5. **Topic**

This covers the 7 areas of learning in F2.

### 6. **Sight Words**

Your child has sets of sight words in their book bags, please use these for the activities involving sight words in this planning. If you think that your child confidently knows all of the sight words on their cards you can have a look at the next set of words which are included in the separate document.

**MONDAY 4<sup>th</sup> MORNING****Physical Education** - Activity of your choice**Phonics**

| Recapping<br><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<br><i>Say this sentence 5 times with your child before you ask them to write it</i> |
|---|---------------------------------------|------------------------------------|---|----------------------------------|---|
| Say each sound on the sound mat                                   | r-e-d<br>h-ar-p<br>m-u-ch<br>c-oa-s-t | sock<br>chill<br>peek<br>sorting   | red (r-e-d)<br>harp (h-ar-p)<br>much (m-u-ch)<br>coast (c-oa-s-t) | sock<br>chill<br>peek<br>sorting | I lost my sock.<br><br>Added challenge: use the word AND  |





Your child should read these sentences:





- The cat is sleeping on a rug.
- The rug is dark red with big pink spots.




Ask your child these questions:

- What is the cat doing?
- What colour is the rug

**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?

**MONDAY 4<sup>th</sup> AFTERNOON****Reading**

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

**Topic****Weekend News**

To start off with, discuss what you did during the weekend. Remind them that the weekend consists of two days, Saturday and Sunday. Talk about all the things you got up to. Some things they might have done may include; reading, baking, talking to family via Facetime, played with their toys and watched TV.

In their work book write 2-3 sentences about their weekend. They must remember to use:

- Capital letter - The first letter of a sentence should be a capital letter.
- Finger spaces - Leave a space between each word.
- Full stop - There should be a full stop at the end of each sentence.
- Sounds/words must be sitting on the line, not flying away

e.g At the weekend, I watched TV with my brother.

Encourage sentence starters - First, Next, Then, Finally

e.g At the weekend I watched TV with my brother. First I watched Paw Patrol. Next my brother watched Numberblocks. Then we went into the garden. Finally I had an ice-cream. It was yummy!

**TUESDAY 5<sup>th</sup> MORNING****Physical Education** - Activity of your choice**Phonics**

|   |                                      |                                    |                              |                                 |   |
|---|--------------------------------------|------------------------------------|------------------------------|---------------------------------|---|
| Recapping<br><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<br><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-ar-t<br>w-i-sh<br>s-or-t<br>m-a-sh | got<br>snail<br>doll<br>feeling    | Dart<br>wish<br>sort<br>mash | got<br>snail<br>doll<br>feeling | My doll is the best.<br><br>Added challenge: use the word BECAUSE                                       |

Your child should read these sentences:

- He went to the shop to get some sweets.
- Sharks have lots of big teeth!

Ask your child these questions:

- What did he get from the shop?
- What do you know about shark teeth?

**Maths**

Can you find the answers to these addition sums. You can use objects from home for counters, you can draw pictures, use your fingers or put numbers in your head and count on to find your answer. Once you have found the answer with one method, try another way! E.g. if you are very good at using your fingers, try drawing your answer. If you can count on easily, try using pictures to help you find your answer.

**5 + 2 =**

**3 + 3 =**

**5 + 6 =**

**14 + 3 =**

**2 + 4 =**

**7 + 2 + 1 =**

If your child needs a challenge, you can make up your own addition sums to give them.

### **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**

#### **Let's Talk!**

We would like you to get a little bit creative and have a go at making your very own DIY telephone. This is a simple way to get your child engaged for hours and develop their communication and listening skills.

You will need:

- 2 plastic cups (yoghurt pots or small empty containers will also work)
- Piece of string

Using the cups, poke a small hole in each of them and thread string through the bottom. You could paint the cups if you prefer. You can decide how long you want the piece of string to be. This could also be turned into an experiment, you could cut different lengths of string and decide which was the easiest/trickiest to hear with.

When you have made your DIY telephone, use it to have a conversation with someone in your family.

1. One person holds each cup.
2. Make sure that you hold them so that the string between them is tight.
3. One person talks into their cup while the other person puts their cup to their ear and listens.

Can you hear each other? Remember to keep the string between the cups pulled straight and tight.

**WEDNESDAY 6<sup>th</sup> MORNING****Physical Education** - Activity of your choice**Phonics**

| Recapping<br><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<br><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-r-o-p<br>ch-i-n<br>sh-o-ck<br>t-w-i-s-t | Pit<br>sent<br>rob<br>chicken      | drop (d-r-o-p)<br>chin (ch-i-n)<br>shock (sh-o-ck)<br>twist (t-w-i-s-t) | pit<br>sent<br>rob<br>chicken | I had chicken for lunch.<br>Added challenge: use the word AND   |

Your child should read these sentences:

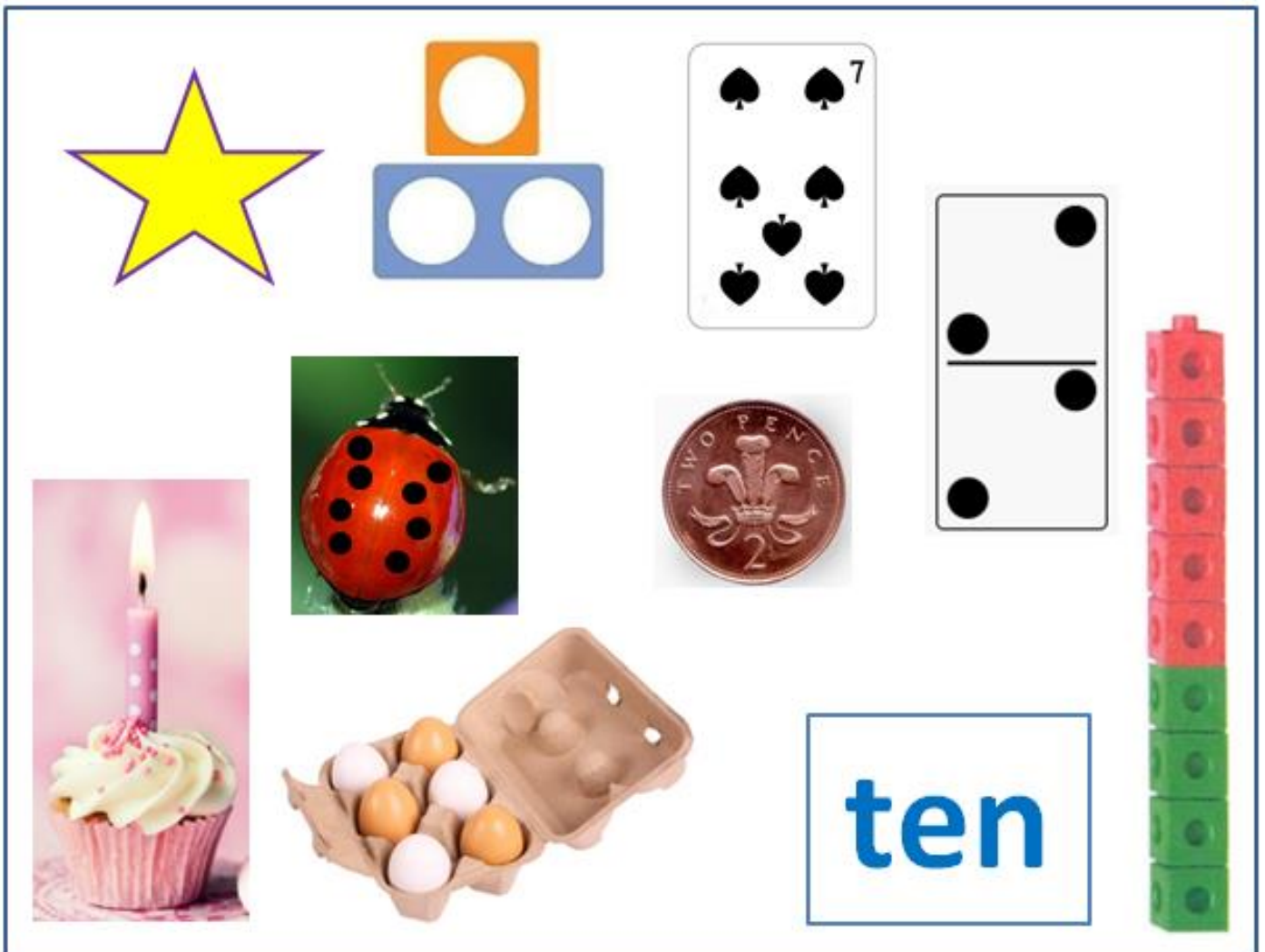
- My coat is hanging on the light green peg.
- She went to the park with her dad.

Ask your child these questions:

- What is hanging on the peg?
- Where did she go with her dad?

**Maths**

Can you find the numbers 1-10 in the pictures below?



**WEDNESDAY 6<sup>th</sup> 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**

**Explore the world we live in!**

**Message of the day** - What are minibeasts? e.g talk about ladybirds, caterpillars, bees, ants, woodlouse, spiders.

This week we will be looking at 'minibeasts'. Hopefully some of you may have created a minibeast hotel over the Easter holidays, if not, don't worry.

Discuss different types of minibeasts to start off with, create a list together of different minibeasts (you might want to include pictures/drawings of different minibeasts). You may want to go into the garden (if you have access) and hunt for minibeasts.

Questions to ask;

What is your favourite minibeast?

Why is it your favourite minibeast?

Create a list of how we should take care of minibeasts and make up a set of rules to follow when caring for minibeast. Here are some rules that you may want to discuss with your child.

- We take care of minibeasts
- We do not pick up minibeasts
- We are quiet around minibeasts

Take some pictures and talk about the importance of taking care of living creatures.

Additional Learning - On YouTube search '**Minibeast Adventures with Jess**'. There will be numerous videos to support this topic.

**THURSDAY 7<sup>th</sup> MORNING****Physical Education** - Activity of your choice**Phonics**

| Recapping<br><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<br><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-t-o-p<br>l-u-m-p<br>ch-u-n-k<br>f-l-a-sh | collect<br>flag<br>seen<br>lunch   | stop (s-t-o-p)<br>lump (l-u-m-p)<br>chunk (ch-u-n-k)<br>flash (f-l-a-sh) | collect<br>flag<br>seen<br>lunch | I need to collect my bag.<br>Added challenge: use the word BECAUSE                                      |

Your child should read these sentences:

- It is raining so much! I am getting very wet!  
I need an umbrella!

Ask your child these questions:

- Why do they need an umbrella?

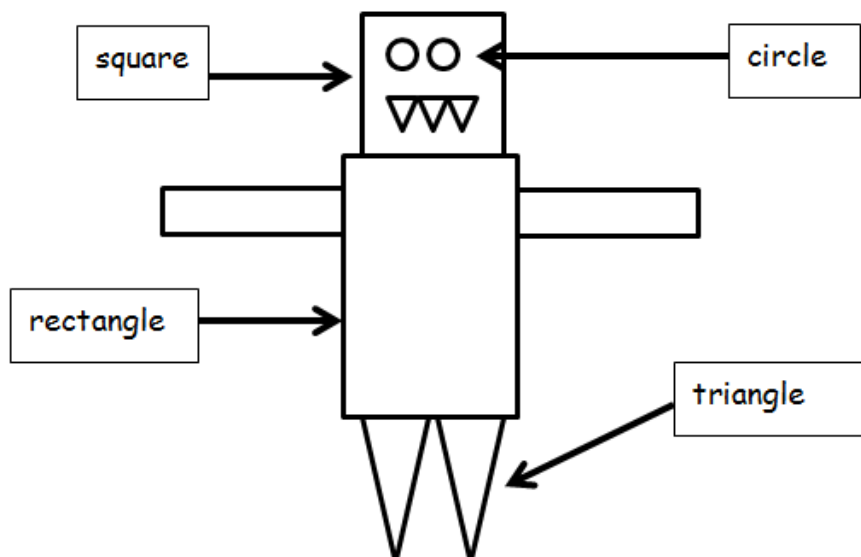
**Maths**

Today you are going on a 2d shape hunt! You need to find:

- 1) A triangle
- 2) A rectangle
- 3) A square
- 4) A circle

HINT: You can find 2d shapes as a face of a 3d shape e.g. the top of a tin of baked beans is a circle. The side of a cereal box is a rectangle.

Once you have found the shapes, can you draw a picture using them? This is a robot picture that I made! I'll be really impressed if you label the shapes you use!





## **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)

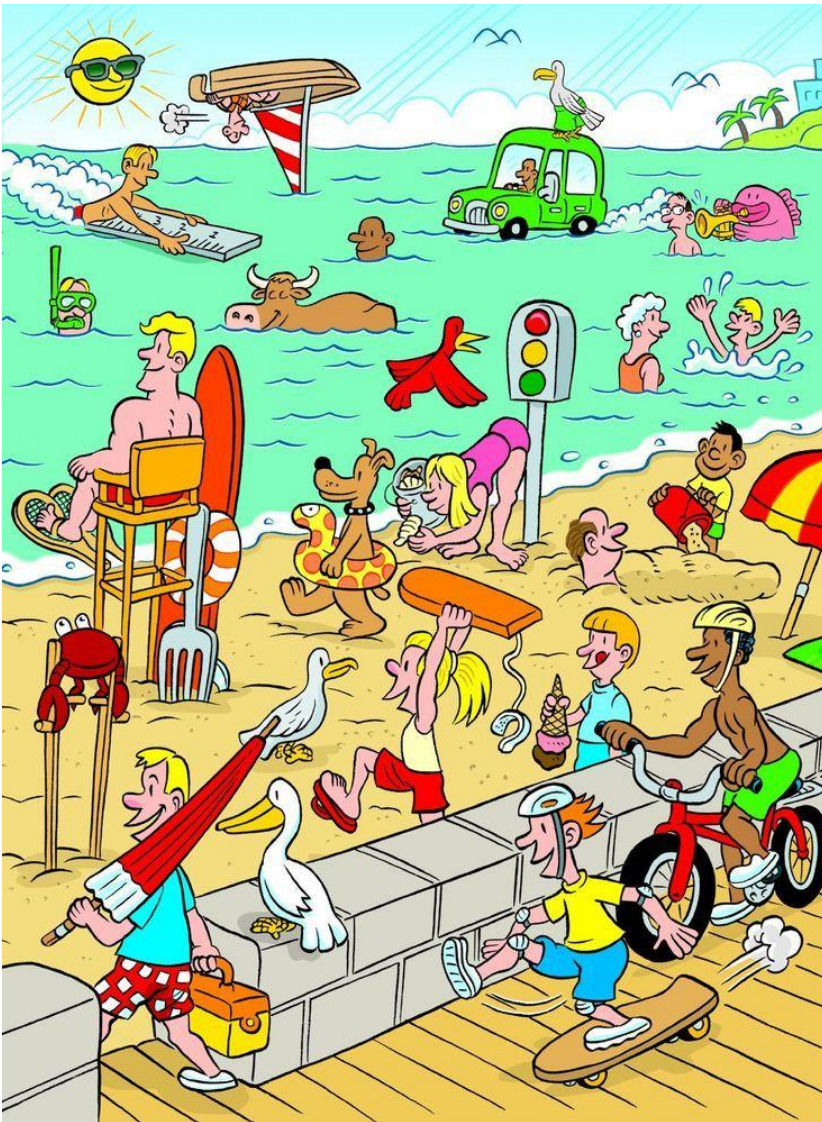
Here's a list of digraphs

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**

**What can you see?**



Using this picture, ask your child what they can see. They most probably say, "I can see the dog, I can see the cow, I can see the sun."

Encourage them to describe what they can see using the objects in the picture. For example, the sun is high in the sky or I like the sun because it makes me happy.

So this exercise will encourage language and imagination.

Write 3 sentences using this picture as a prompt.

**FRIDAY 8<sup>th</sup> MORNING****Physical Education** - Activity of your choice**Phonics**

|   |  |                                    |   |                               |   |
|---|--|------------------------------------|---|-------------------------------|---|
| Recapping<br><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<br><i>Say this sentence 5 times with your child before you ask them to write it</i> |
| Say each sound on the sound mat                                   | c-l-a-p<br>s-w-i-m<br>l-o-ng<br>s-t-u-ck | peel<br>truck<br>bring<br>ham      | clap (c-l-a-p)<br>swim (s-w-i-m)<br>long (l-o-ng)<br>stuck (s-t-u-ck) | peel<br>truck<br>bring<br>ham | The truck is big.<br><br>Added challenge: use the word AND  |

Your child should read these sentences:

- The dog is running after the cat.
- I can see animals at the zoo.

Ask your child these questions:

- What is chasing the cat?
- Where can you see animals?

**Maths****Maths calendar day!**<https://www.youtube.com/watch?v=3tx0rvuXIRg> Sing the days of the week song!

Today is the last school day of the week, tomorrow is the weekend - so what day is it today? (Friday)

What day was it yesterday? (Thursday)

What will tomorrow be? (Saturday)

Yesterday was day number 7, what day number is it today? (8)

Can you show me 8 fingers? Can you make 8 with your fingers a different way? (Your child may show 4 and 4 fingers, 5 and 3, 3 and 5. They might show 3 different ways e.g. using thumb, index and middle finger, using middle finger, ring finger, little finger)

Can you draw 8 spots? Is 8 odd or even? How do you know? (It is even because each spot has a partner)

Can you make a pattern with 8 parts? E.g. fork, spoon, fork, spoon, fork, spoon, fork, spoon.

Can you think of 3 number sentences with the answer 8? You can use add or takeaway!

**FRIDAY 8<sup>th</sup> 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****Let's get messy!**

As you've been working so hard all week, end it on a high! Have a go at making your very own playdough. This will give your child endless hours of fun. Here's what you will need:

- 8 table spoons of plain flour
- 2 table spoons of table salt
- 60ml warm water
- 1 table spoon of vegetable oil
- food colouring (optional)

1) Combine all the ingredients into a mixing bowl, grown ups will have to add the water depending on the temperature. If you are using food colouring, mix the food colouring in the water first and then add it into the dry ingredients.

2) Mix the ingredients all together until you have the consistency of playdough

3) Enjoy!

If you haven't got all the ingredients, simply combine the flour, water and oil measurements to create a dough.

As an extension, you might want to get your child to write a set of instructions. They can give it to friends/family to have a go at making their very own playdough.