

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?"

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 11<sup>th</sup> 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	c-o-t s-a-n-d l-o-s-t sh-r-i-n-k	tin trees curl lightning	cot sand lost shrink	tin trees curl lightning	Put the tin on the bench. Added challenge: use the word AND






Your child should read these sentences:








- My pet is a black dog.
- I can see a red car on the main road.






Ask your child these questions:

- What colour is the dog?
- Where is the car?

**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  $5+2=7$

Can you make some 10 frames of your own?

What numbers can you make?

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

Once you've discussed this, get your child to write a sentence about their favourite character/book.

Here are some characters/stories they might choose from the picture:

- The Owl Babies - Sarah, Percy and Bill
- The Gruffalo
- Elmer
- We're going on a bear hunt
- The Rainbow Fish

**TUESDAY 12<sup>th</sup> 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	sh-oo-t n-igh-t t-u-s-k f-r-o-g	Bad glass wind stain	shoot (sh-oo-t) night (n-igh-t) tusk (t-u-s-k) frog (f-r-o-g)	bad glass wind stain	I like the wind.  Added challenge: use the word AND

Your child should read these sentences:

- My pet rabbit can jump high!
- I put my socks in a green box.

Ask your child these questions:

- What pet can jump high?
- Where did you put the socks?

**Maths**

Missing numbers! For this activity, you need the numbers 1-20 on pieces of paper.

- 1) Can you put the numbers in order?
- 2) Close your eyes, your grown up will take away 1 of the numbers
- 3) Can you work out which number is missing? How do you know? E.g. I know 5 is missing because the number before it is 4 and 1 more than 4 is 5, or I know 10 is missing because the next number is 11 and one less than 11 is 10.
- 4) Once you have got the answer, your grown up covers their eyes and YOU can hide a number!
- 5) If it is too easy, try hiding 2 or 3 or even 4 numbers!

### **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!**

During this time, we would like you to talk to your child about someone who is very special to them. It's difficult to see our loved ones at the moment, but we're lucky enough to have technology to stay in touch with our family and friends.

We would like your child to think of someone that they would like to interview. Make a list of questions to ask over the telephone/facetime/whatsapp. This will allow your child to practice their listening skills, communication skills, and also asking questions in order to receive a response.

You may have family members who are key workers or you may have family who are abroad.

Questions may include:

- What is your job?
- What is your favourite thing to do whilst you're at home?
- What will you do when we don't have to stay at home?
- You may need to prompt them to create a list of questions?

Although they may speak to their loved ones on a regular basis, this gives them a different purpose. You may even get the children to record responses.

**WEDNESDAY 13<sup>th</sup> 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-ai-n-t m-o-th s-t-ee-l w-i-n-k	roof turn sight sheets	faint (f-ai-n-t) moth (m-o-th) steel (s-t-ee-l) wink (w-i-n-k)	roof turn sight sheets	Stop, it is my turn!  Added challenge: use the word AND

Your child should read these sentences:

- She fell down and hurt her arm.
- I can run fast, like my dad.

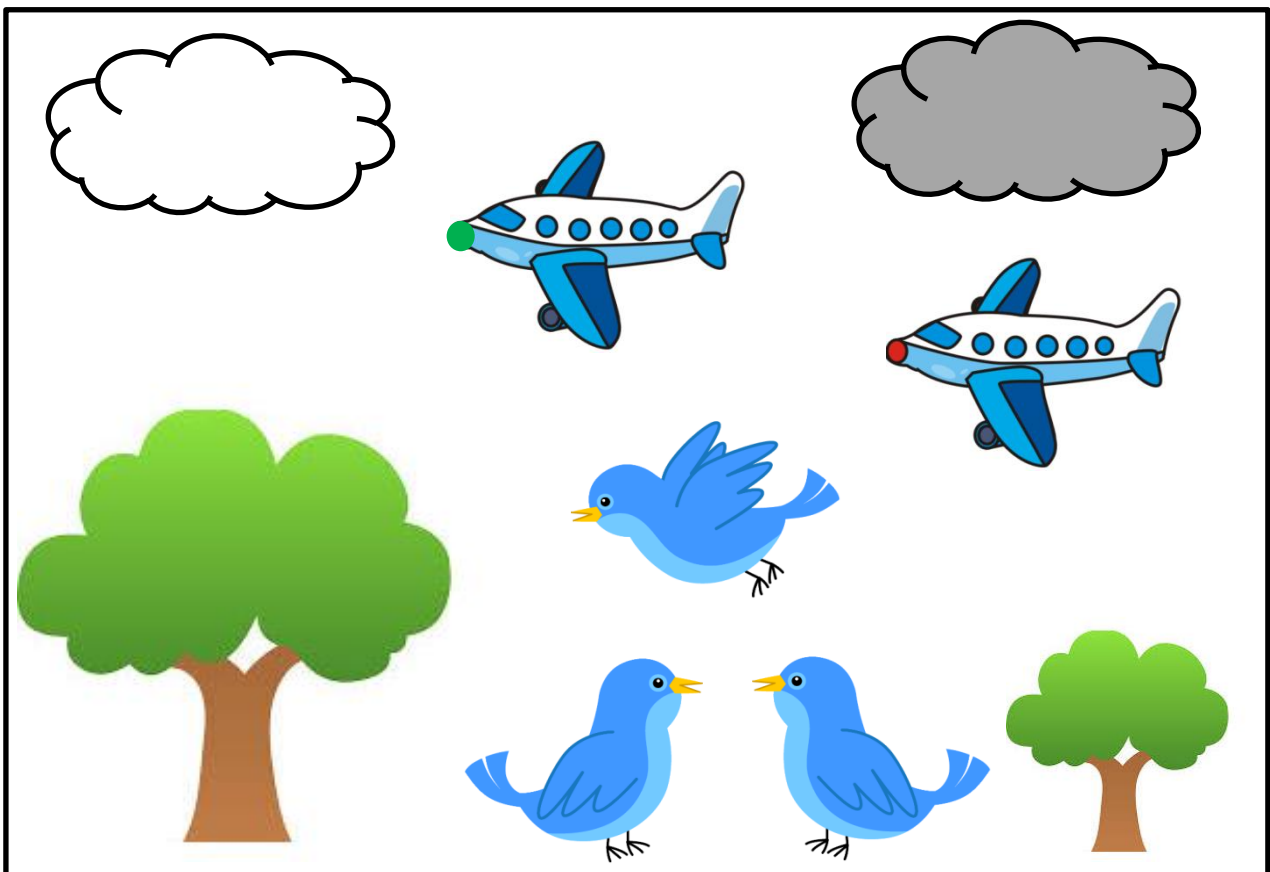
Ask your child these questions:

- How did she hurt her arm?
- Do they run fast or slow?

**Maths**

Look at the poicture below with your child. Find 3 pairs that are the same. Find 3 pairs that are different. Why are they the same? Why are they different?

e.g. The birds are different as they are facing different directions BUT the birds are the same because they are the same size.



## **Reading**

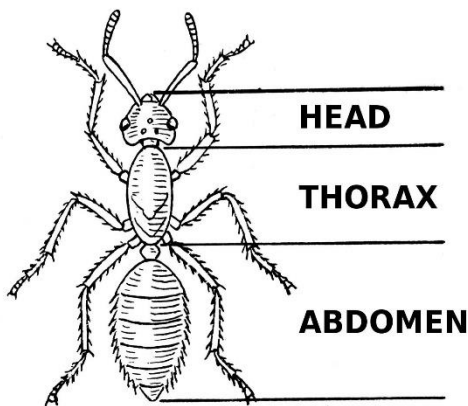
15 minutes reading with an adult, older brother or sister.

Sight word challenge: choose 8 sight words from the set in your book bag and write them on pieces of paper. Choose different words to last week! 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** - Insects have three body parts (head, thorax, abdomen) and six legs.



Insects don't have bones inside their bodies like we do. Instead their skeleton is on the outside of their bodies! They have a head, a 'thorax' (between the neck and the abdomen) with 6 legs and an 'abdomen' where their tummy is.

Discuss the different body parts.

**Head** - The head consists of the eyes, mouth and antennae's.

**Antennae** - Insects use their antennae to smell, hear and feel vibrations. They even use them to find each other

**Eyes** - Insects eyes are not like ours. Some of them have eyes with thousands of lenses which means no one can sneak up behind them!

**Mouth** - Not all insect mouths are the same. Butterflies drink their food while ants and beetles chew their food.

**Thorax** - The thorax is where the insect's legs are. The thorax is also where an insects wings are.

**Abdomen** - This is the part that helps insects breath and digest food. Insects breathe through tiny holes in the sides of their abdomens.

## **Activity**

Talk about the differences and similarities between insects and people.

They can choose their favourite minibeast, and label the different body parts. You can simply do this by drawing the minibeast or you can involve craft to create your minibeast.

**THURSDAY 14<sup>th</sup> 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-ur-f h-oo-t m-igh-t p-i-ck-s	quick week bait flight	surf (s-ur-f) hoot (h-oo-t) might (m-igh-t) picks (p-i-ck-s)	quick week bait flight	The man is quick.  Added challenge: use the word BECAUSE

Your child should read these sentences:

- It is dark at night. I can see the stars.
- The dog is digging in the mud.

Ask your child these questions:

- What can you see at night?
- What is digging in the mud?

**Maths**

Today you are going on a 3D shape hunt! Try and find AT LEAST

- 1) 2 spheres
- 2) 2 cuboids
- 3) 2 cubes
- 4) 2 cylinders

HINT: Kitchen cupboards are a great place to find cylinders and cuboids!

When you have found your shapes, talk to your grown up about them. How many faces does your shape have? What shape are the faces?



### **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. Encourage them to describe what they can see using the objects in the picture. Write 3 sentences using this picture as a prompt. Please refer to Week 5, Thursday Afternoon, if you require further instructions



**FRIDAY 15<sup>th</sup> 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	l-oa-d b-ar-k s-t-i-ng f-or-t-n-igh-t	march pail hurt shorts	load (l-oa-d) bark (b-ar-k) sting (s-t-i-ng) fortnight (f-or-t-n-igh-t)	march pail hurt shorts	My leg hurts.  Added challenge: use the word BECAUSE

Your child should read these sentences:

- We can get the bus to the shop.
- The hen pecks the corn in the yard.

Ask your child these questions:

- How can you get to the shop?
- What does the hen peck?

**Maths****Maths calendar day!**Youtube - Count to 20 and Workout, Jack Hartmann ([https://www.youtube.com/watch?v=\\_MVzXKfr6e8](https://www.youtube.com/watch?v=_MVzXKfr6e8))

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?

What will tomorrow be?

Yesterday was day number 14, what day number is it today? (15)

How can you make 15? Use objects in your home to help you

Can you draw 15 stars?

How many 10 frames would you need for 15 counters?

Is 15 odd or even? How do you know? (It is odd because one spot has no partner)

If you had 15 sweets, could you share them with you and 2 friends? How many sweets would each person get?

Can you make 3 number sentences that have the answer 15? You can use add or take away!

**FRIDAY 15<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****Action!**

To end the week, using your child's favourite traditional tale, have a go at some drama, act out the story. You might want to use stories which we have covered in school, such as; Goldilocks and the Three Bears, Little Red Riding Hood, or the Three Little Pigs.

First of all read the story together, if you haven't got the story at home you can find a simple traditional tale on the internet. You would be surprised at how well children remember traditional tales.

Assign the different roles and props or dress up can be included if you like, It depends on how much you would like to do.

Act out the story and once they have practiced it a couple of times through, they might want to put on a show for the rest of the family (and the teachers too if you record it!)