

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 <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 | B-ar-k m-oo-n v-u-sh r-i-ch | Chain Loot s-w-ai-f start | Bark Moon Vush Rich | Chain Loot Swaif start | The loot was in the chest. Added challenge: use the word AND |

Your child should read these sentences:

- My nan is chatting to my mum.
- I see a little boat with a sail.

Ask your child these questions:

- Who is mum chatting to?
- Where do you think the person is?

Maths<https://www.youtube.com/watch?v=OVLxWIHRD4E> - counting to 20 song.

Today we are going to be practicing **ONE LESS**. When we find one less than a number it gets smaller. We have to take 1 away to find the answer.

For this activity you will need the numbers 1-20 on pieces of paper and 20 small objects to help with counting.

Mix all of your bits of paper up and place them face down on the table or floor, so that you cannot see which number is on which piece of paper.

Take turns to turn over a number, read it out loud and then find out what is one less. For smaller numbers your child might choose to use their fingers, or even work it out in their head. They can use the objects to help or you could ask them to check their answer.

If you/your child get the correct answer, you keep the card. The person with the most cards at the end is the winner!

KEEP THESE 1-20 CARDS AS THEY WILL BE USEFUL FOR OTHER LEARNING GAMES.

MONDAY AFTERNOON**Reading**

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

Topic

Discuss what you did during the weekend. Remind them that Saturday and Sunday are the two days that make up the weekend.

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 - for the first word in the sentence
- Finger spaces - between each word
- 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 went for a walk.

Encourage sentence starters - First, Next, Then, Finally

e.g At the weekend I went for a walk. First I went to the shop because my mum wanted some milk. Then I went past Sparkenhoe School. Finally I went back home. I had lots of fun because the sun was shining.

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 | j-a-zz f-ur l-igh-sh s-t-or-m | Fort Loaf Shed r-ee-t | Jazz Fur Lighsh Storm | Fort Load Shed Reet | My garden shed is broken. Added challenge: use the word BECAUSE |

Your child should read these sentences:

- The pup was running in the mud!
- My dad is rushing to the food shop.

Ask your child these questions:

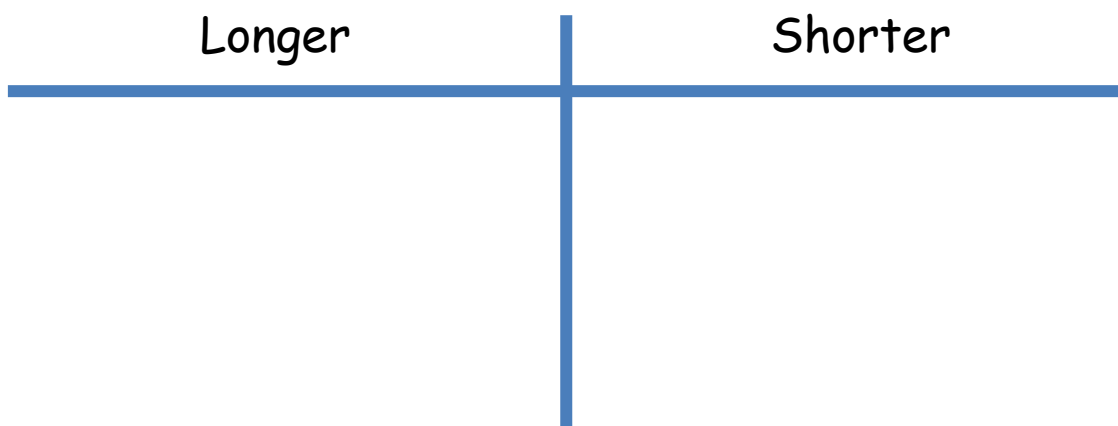
- Is the puppy well behaved?
- Where is dad going?

Maths

Today we are learning about **LENGTH**. Length is a way to measure how long something is. Brainstorm with your child. See if they know any units to measure length e.g. How would you measure Leicester to London (miles) What are the measurements on a ruler called? (centimetres)

For this activity you will need a piece of string or strip of paper/card.

In your child's work book, draw a table that looks like this:



Go around your house with your child and find things that are longer and shorter than the piece of string/strip of paper.

e.g. the edge of a table, a pencil, the remote control, your arm, your finger,

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

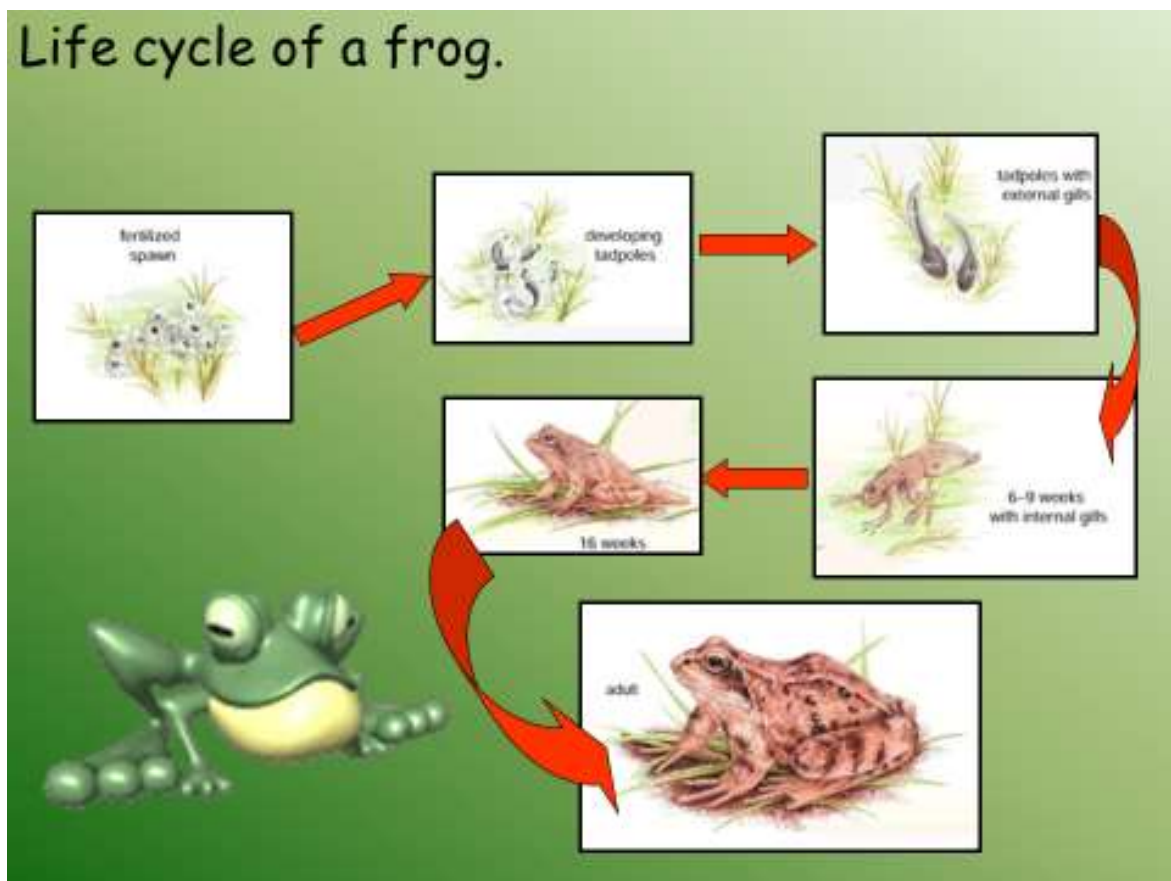
Explore the world we live in!

This week you will continue learning about life cycles. Recap on what is meant by life cycle (refer to last Thursday's session)

Message of the day - A frog lays frogspawn in a pond, tadpoles hatch out of frogspawn (3 weeks later). Tadpoles turn into froglets, froglets turn into frogs.

Watch the following video to help with today's message.

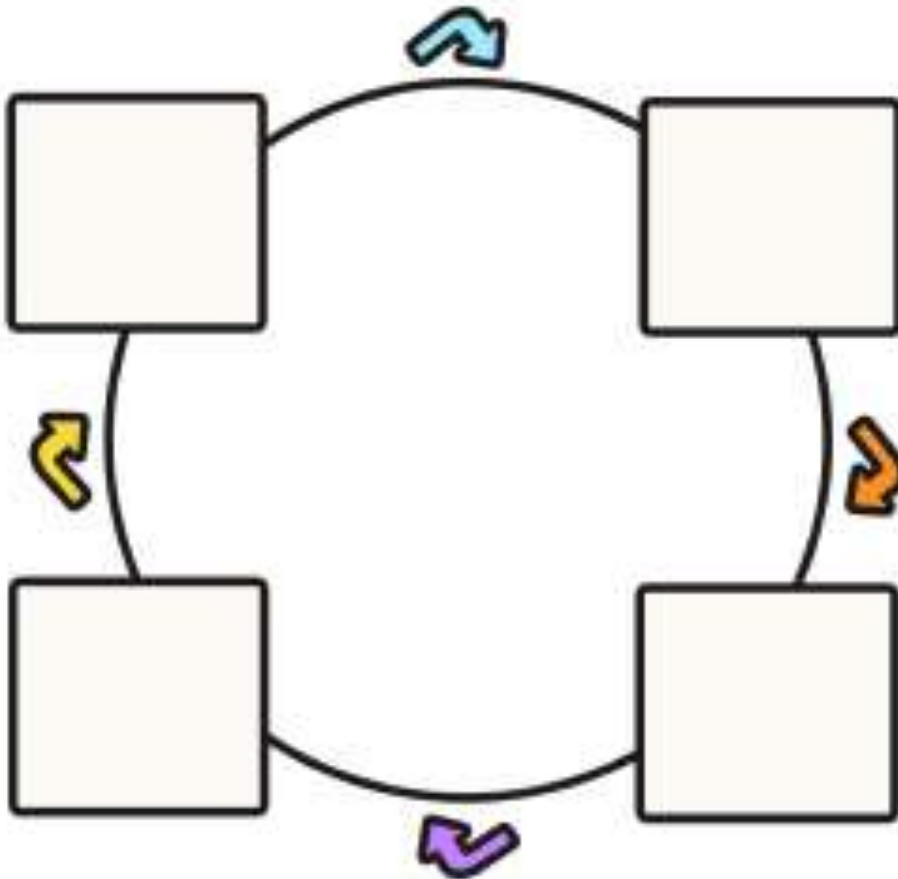
YouTube - Come Outside - Frogs



Use the sheet below to order the pictures accordingly. If you can't print the sheet out you can draw the life cycle into your book. Write a simple sentence for each stage of the life cycle.

FROG LIFE CYCLE

Can you put the pictures in the correct order?



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 | p-ar-k m-ar-ch r-oo-p-s l-igh-t | tail quack cheep c-r-o-ff | Park March Roops Light | Tail Quack Cheep croff | The duck went quack quack! Added challenge: use the word AND |

Your child should read these sentences:

- I will go to the top of the hill for a picnic.
- The wax is hot and might burn your hand.

Ask your child these questions:

- Where are you going for a picnic?
- Should you touch hot wax? Why?

Maths

Halving - for this activity you will need the 1-20 cards that you made earlier in the week, a timer, 2 plates and 2 "counters" which could be any small item in your home.

We have already learned a bit about halving so this is more practice.

Take the even cards (2, 4, 6, 8, 10, 12, 14, 16, 18, 20) from the pack and hide them around your house/living room/garden. Leave the 20 counters and 2 plates on a table.

Set the timer for 1 minute.

Your child has 1 minute to find a card and bring it back to the table. They can then use the plates and counters to find what HALF of the number is e.g. If they found the number 12, they would take 12 counters, share them equally onto the 2 plates, count the objects on 1 of the plates and tell you that HALF OF 12 IS 6, to score a point.

Then it is your turn to find a card and work out half of the number on it. Your child needs to check that you got the correct answer!

If your child gets the answer wrong, work it out with them, then re-hide the card so that they can have another turn.

The person with the most points at the end is the winner!

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**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. Please also allow them to use their phonics sounds to write their sentence. For example, **the butterfly is black and wight**. Don't worry about spelling words correctly, we want them to tackle tricky words for themselves.

Reminder of the writing mantra - Say the word, finger the word and write the word.

Write 3 sentences using this picture as a prompt.



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 | m-ee-t t-igh-s w-or-n r-oo-f-t-o-p | surf Qu-o-p soap yelling | Meet Tighs Worn Rooftop | Surf Quop Soap Yelling | The soap fell in the sink. Added challenge: use the word BECAUSE |

Your child should read these sentences:

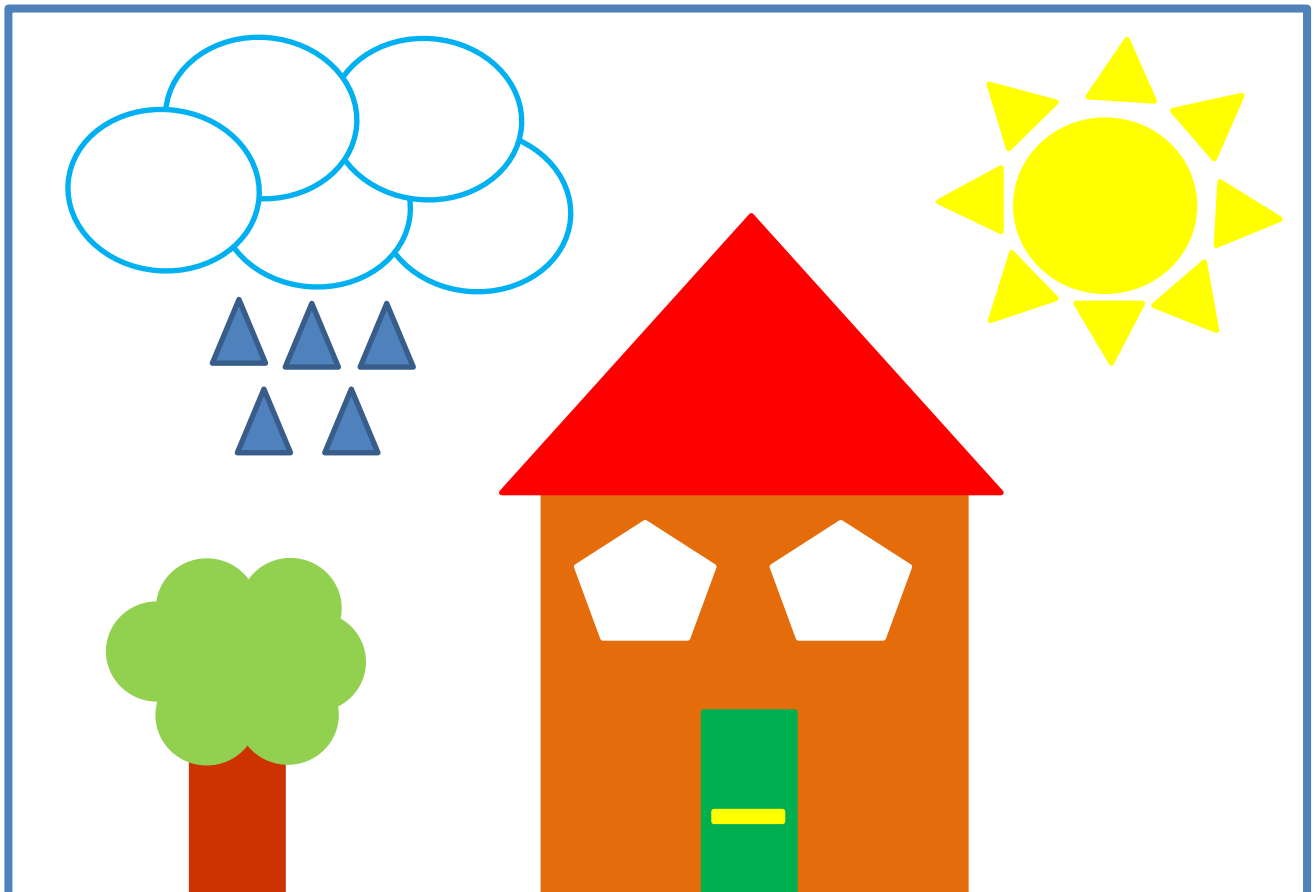
- I like to go on the swings at the park.
- I can see the light of the torch in my bedroom.

Ask your child these questions:

- Is the person a child or a grown up?
- What can they see in their bedroom?

Maths

Which 2d shapes can you see in my picture? Can you describe them? E.g. I can see a triangle. It has 3 sides.



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 contain some 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

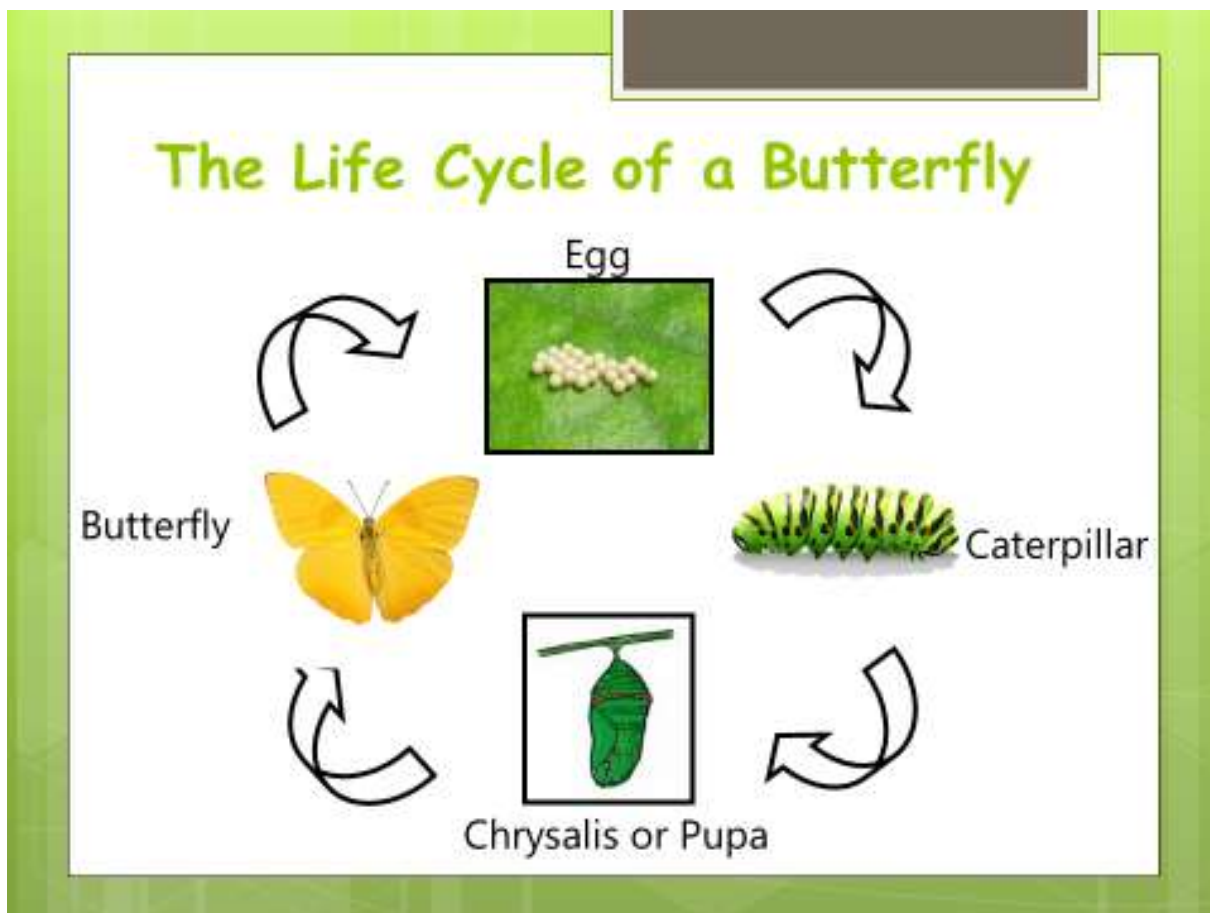
e.g using the word 'Chip' children should be able to read it as Ch-i-p, rather than C-h-i-p

Topic

Explore the world we live in! Message of the day - Butterflies lay eggs on a leaf, a caterpillar pops out of the egg. The caterpillar spins a cocoon, out of the cocoon pops out a butterfly.

YouTube - The Very Hungry Caterpillar - Animate Film

Watch this video, this story has been read to them a number of times at school. It will be a nice story to start off with before the daily message.



Another nice story is called 'Monkey Puzzle' by Julia Donaldson. You may have the book at home or you can listen to it online.

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 | Qu-e-s-t f-ai-l t-oa-b t-igh-t | Week Foam Hoot w-a-ff | Quest Fail Toab Tight | Week Foam Hoot Waff | The week is finished. Added challenge: use the word AND |

Your child should read these sentences:


- The egg was in a red and green egg cup.
- I am brushing my teeth and then I will get my dress on.

Ask your child these questions:

- Where is the egg?
- What time of day is it?

Maths

| | | | | |
|---|---|---|--|--|
|  |  |  | | |
| |  |  | | |

| | | | | |
|---|--|---|---|---|
| | |  |  |  |
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|---|--|---|---|---|
|  | | |  |  |
|  | |  |  |  |

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**Science explorers, get you magnifying glasses out!**
























This is a bit of fun to end your week. This activity teaches children about solubility/whether a substance will dissolve in water.

You'll need several small, transparent water containers (e.g. plastic or glass cups) and a range of substances to test. For example sugar, oil, salt, food colouring, rice, flour.

























Before dropping each substance into a cup make a prediction (just like you did with the floating and sinking activity), ask your child to guess whether it will dissolve or not. Record your result!

| | My prediction | | Results |
|-------|-----------------------|-----------------------|--------------|
| | Yes, it will dissolve | No, it won't dissolve | Was I right? |
| Salt | Yes | | 😊 |
| Sugar | Yes | | 😊 |
| Oil | Yes | | 😞 |

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 |
|--|-----|--------|-----|-------|------|