

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	p-r-o-d c-l-i-p m-a-sh k-ee-f	sail song skup track	prod clip mash keef	sail song skup track	The boat has a sail. Added challenge: use the word AND

Your child should read these sentences:

- The little dog is yapping at the black cat.
- The man went to the farm in his fast red car.

Ask your child these questions:

- What colour is the cat?
- Why is he going to the farm?

Maths

Today we are thinking about subtraction, where we take something away and our number gets smaller. Which of these words below mean subtraction? There are 5 words for you to find!

Altogether

take away

subtract

total

minus

less than

less

Can you come up with 5 subtraction questions using the words above? You need to work out the answer as well. Then you can challenge a grown up, or your brothers or sisters to see if they can get the correct answer!

Eg. What is 5 take away 3?

I have 8 toys. My sister has 4 less than me. How many does she have?

MONDAY AFTERNOON

Reading

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

Topic

Discuss what you did during the weekend, here are some examples; reading, baking, talking to family and friends, watching movies etc.

In their workbook write 2-3 sentences about their weekend. This week, encourage them to challenge themselves. If they wrote two sentences the last time you did weekend news, this time write three sentences. 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 made pizza.

Encourage sentence starters - First, Next, Then, Finally

e.g At the weekend I made a pizza. First, I rolled the dough. Next, I added the sauce. Then, I put my favourite ingredients on top. Finally, I put it in the oven until it was ready to eat.

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	ch-i-ll d-r-u-m r-ee-f c-r-igh-t	boats fleet clen brag	chill drum reef cright	boats fleet clen brag	The fleet of ships sailed to America. Added challenge: use the word BECAUSE

Your child should read these sentences:

- The children ran across the grass.
- My doll is in the pram. She is having a nap.

Ask your child these questions:

- Why did they run across the grass?
- Where is the doll?

Maths

Today we are learning about height.

Height tells you how tall or short something is.

Stand next to your brothers and sisters or your grown ups. Who is tallest? Who is shortest?

Can you find 3 things in your house or garden that are taller than you and 3 that are shorter than you? E.g. a door, a table, a plant, a TV.

Draw a table in your workbook and record your findings!

Taller than me	Shorter than me
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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!**

This week you are looking at growing! Start by talking about what things need to grow.

Message of the day - Some plants grow from seeds. Each part of a plant has a name.

Watch the following video on YouTube - **Come Outside - Dandelions**

You will be discussing the different parts of a plant and explaining what each part does. If you have a plant at home, show the children the roots, leaves, stem, and flower.

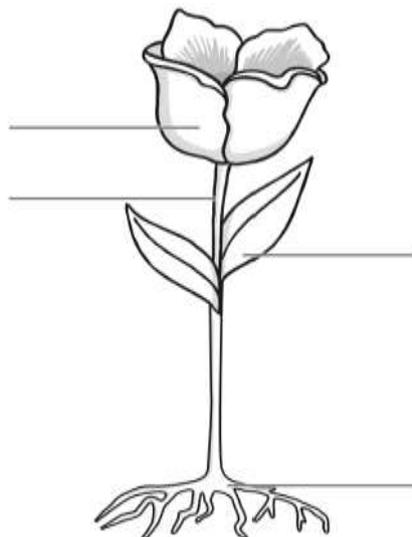
Roots - The roots of a plant anchor the plant in the ground and without roots a plant would fall over. Roots also take in nutrients and water from the soil.

Stem - Stems help support the plant and keep it upright. Water and food are taken up from the roots and transported through the stem.

Leaves - Leaves are very important as they make food for the plants. Leaves are made to catch the sunlight as plants need sunlight to make food. This process is called **photosynthesis**.

Flowers - Flowers look pretty and come in lots of different colours. They can also smell lovely. These colours and smells are important because they attract bees, birds and butterflies which **pollinate** the plant. The plant will then produce seeds or fruit.

Draw the following picture in your book, and label the different parts. As a challenge, write a sentence about each part of the plant.



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-l-o-p s-p-oo-n f-l-i-m-p t-r-ai-n	print block kiss glom	flop spoon flimp train	print block kiss glom	I need lots of blocks to build with. Added challenge: use the word AND

Your child should read these sentences:

- I have ten green pens.
- Can I have a drink of milk in my red cup?

Ask your child these questions:

- What colour are the pens?
- What drink does he want?

Maths

There are lots of pairs of numbers in the picture below, but one number is all by itself! Find the odd one out!

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!**

Begin the session by watching Jack and the Beanstalk.

YouTube - Jack and the Beanstalk (Best Children's Stories)

Once you have watched the story, discuss the story by asking the following questions:

- Why mum was cross?
- How the beanstalk grow?
- What they would do if they had a beanstalk?
- How would you feel if you saw the giant?
- Should Jack have taken the hen?

Play 'What's in the Box? On small pieces of paper draw a selection of items/pictures from the story (such as bean, hen, cow, egg, and giant). Hide one of the pictures inside the box and ask them which picture is missing? Play this as many times as you like. You can add more pictures as a challenge/have less pictures to make it easier.

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	p-l-u-m-p b-r-igh-t s-w-ar-f f-or-m	stamp porch church b-ai-d	plump bright swarf form	stamp porch church baid	She is waiting in the porch. Added challenge: use the word BECAUSE

Your child should read these sentences:

- The cat is stuck in the tree.
- My pet goldfish is not feeling well. He is sick.

Ask your child these questions:

- Where is the cat?
- What type of pet is feeling sick?

Maths

We are going to be thinking more about height today. Earlier in the week, you found things that were taller and shorter than your body. Today, we are going to be putting household objects in height order.

With help from your grown ups, find 5 objects of different heights in your house. You might choose a cup, a lamp, a fizzy drink bottle, a plant, a jam jar, a photo frame, a salt shaker etc.

Can you line them up from tallest to shortest? Draw them in your book.

For a challenge, you could write some sentences about your objects, e.g. the lamp is taller than the ketchup. The cola is shorter than the plant. The Lego brick is the shortest object. The plant is the tallest object.



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

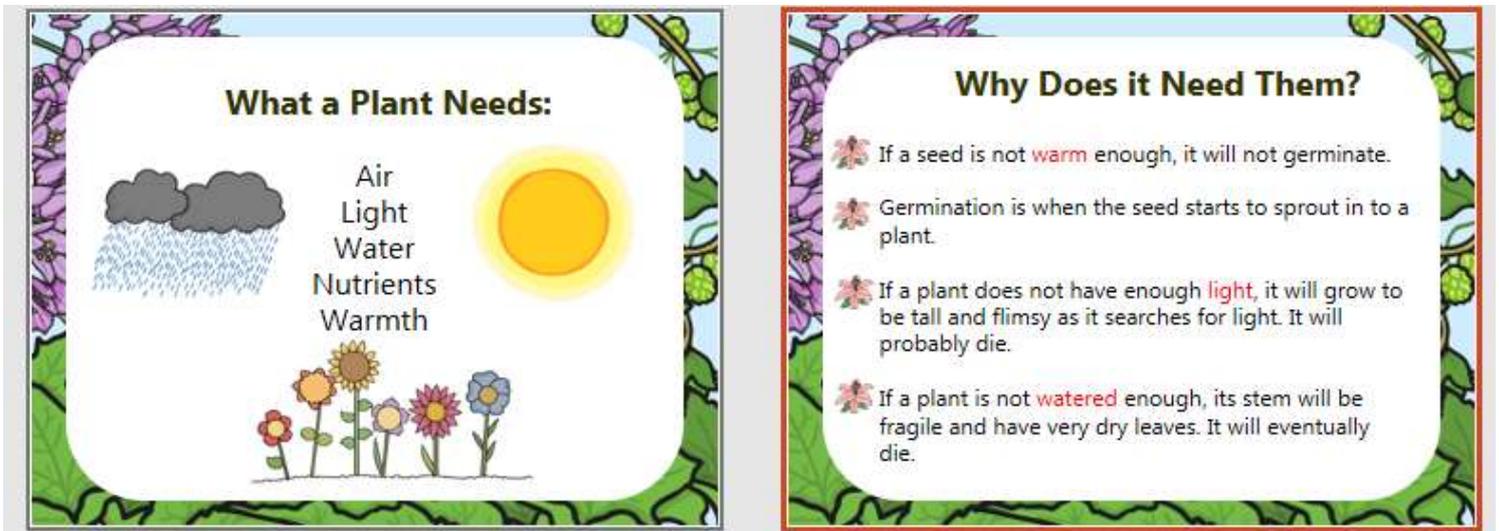
ss, ll, ff, ck, ch, sh, th, ng, ai, ee, oa, oo, ar, or, ur

Topic

Explore the world we live in!

Message of the day - Plants need soil, sun, water, and care to grow.

Using the slides below, discuss the 5 things plants need to grow. Use actions to help them remember e.g to remember the word light, you can point to the sun. Children remember information better when it's simple and fun, actions are great as it gets them actively participating in their learning.



Have a go at growing your own plant. You will need the following; soil, seeds, and a planting pot. Observe the changes that occur and ensure you water your plant daily.

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	b-ar-n l-oa-t ch-a-m-p f-l-u-ff	stick been dress snid	barn loaf champ fluff	stick been dress snid	I like my long red dress. Added challenge: use the word AND

Your child should read these sentences:

- At the weekend, I went camping in the park.
- I need to pack a bag for my trip.

Ask your child these questions:

- What did they do at the weekend?
- Where do you think they are going?

Maths

We are going to finish this week with a game.

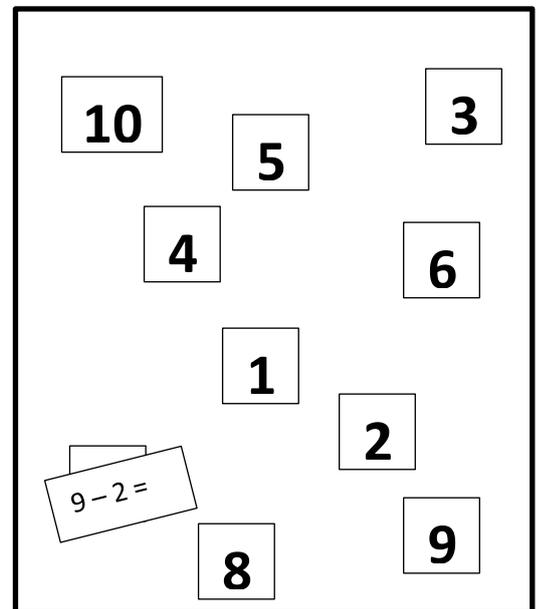
Grown ups - You will need a piece of A4 paper for a gameboard, and another sheet of paper, cut into 15 squares.

On the game board (A4 paper), write the numbers 1-10 in random places.

On the 15 bits of paper, write number sentences with the answers 1-10, but don't write the answer! E.g. $1 + 5 = \underline{\quad}$

There will be 5 left over pieces which can have any answer.

Fold the little bits of paper up and put them in a bowl.



Your child can then take a piece of paper from the bowl, work out the answer and put it on top of the correct number on the game board. They win when they have covered all the numbers from 1-10.

To make it exciting, you can either time your child and see how quickly they can cover all of the numbers, or make 2 sets and take turns choosing numbers from the bowl. The winner is the first person to cover their board.

$1 + 5 =$

$5 + 5 =$

$4 + 6 =$

$8 - 6 =$

$7 - 4 =$

$10 - 1 =$

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 sight words 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!

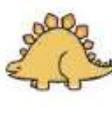
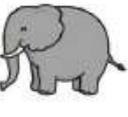
Then it is the other person's turn. The person with the most pairs at the end is the winner!

Topic**Get Creative!**

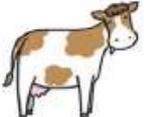
Depending on what resources you can get your hands on, here are a couple of ideas for you to have a go at. If you can't, then your child can create their own Jack and the Beanstalk book, they can draw their favourite character from the story or they can draw a picture of them climbing the beanstalk.

- Listen to some harp music and encourage them to create dances and movements to match the music.
- Explore colour mixing by mixing yellow and blue paint to create green - perfect for painting beanstalk pictures!
- Read a simple script of the story and create movements to match the story events. For example, pretending to climb the beanstalk, creeping around the giant's castle, running away from the giant, and chopping down the beanstalk.
- Use cardboard tubes for your child to paint to look like beanstalks. Add a paper plate on the top and cover with cotton wool for fluffy clouds. They could stick a picture of the giant or the giant's castle on to the plate too.
- Using large cardboard boxes, make a giant's castle outside. This could be painted with the children. Once finished, the children can use it for role-play activities.

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