

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](mailto:f2f@sparkenhoe.leicester.sch.uk)

Hedgehogs can email Mrs James on [f2h@sparkenhoe.leicester.sch.uk](mailto: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	s-k-i-p f-l-i-ck w-ai-t sh-o-m	heef port black thank	skip flick wait shom	heef port black thank	We are going to the port to get on a boat. Added challenge: use the word <b>and</b>

Your child should read these sentences:

- I like to drink a glass of milk in the morning.
- The bin is full of rubbish and it smells!

Ask your child these questions:

- What drink do you like?
- Why is the bin smelly?

**Maths****Ordering numbers**

Using the 1-20 cards that you made before, do some number ordering practice.

Can you order all of the numbers from biggest to smallest?

Can you order all of the numbers from smallest to biggest?

Choose 5 of the 20 numbers and put those in order of smallest to biggest. You may have e.g. 7, 13, 15, 19, 20.

Try with 10 numbers. You may have e.g. 1, 2, 5, 7, 10, 11, 12, 16, 17, 18.

You could choose a sequence of 5 numbers e.g. 5,6,7,8,9 to put in order, or 13,14,15, 16, 17.

You could play missing number where you order the numbers, and then hide one. See if your child can work out which number is missing.

**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. They have done this activity before, so they should be able to come up with 2-3 sentences. Remember, we don't expect a complete story with a beginning, middle and an end. If they want to, then that's brilliant!

**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	s-p-e-n-d c-l-a-ss p-or-f t-ee-th	burnt pest socks cruff	spend class porf teeth	burnt pest socks cruff	I burnt the toast!  Added challenge: use the word <b>because</b>

Your child should read these sentences:

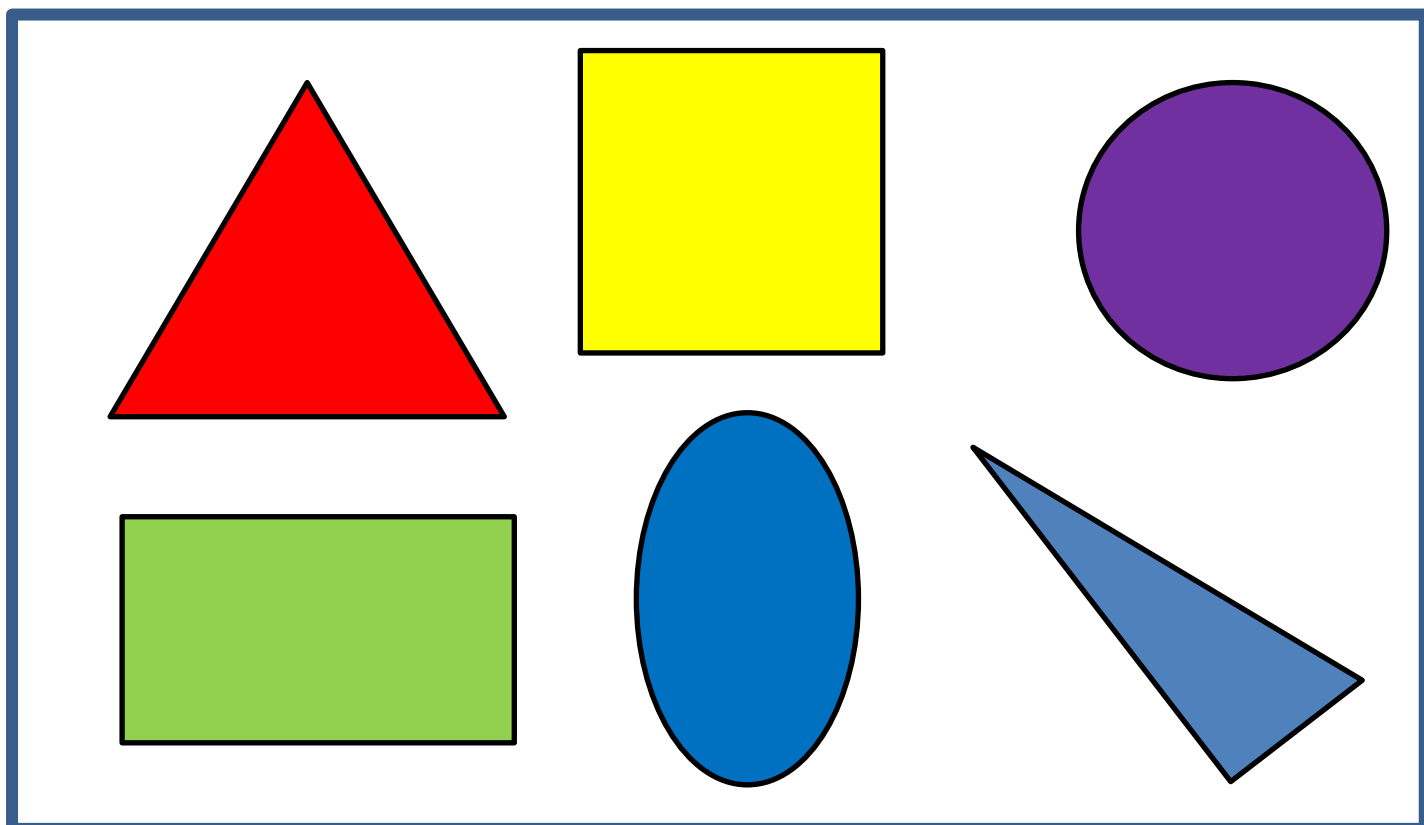
- I went to the zoo at the weekend.
- Can I have a turn on the tablet?

Ask your child these questions:

- What animals do you think they saw?
- What does the child want to play with?

**Maths**

Maths talk - can you compare the shapes to see what is the same and what is different about them. For example, the blue triangle and the square are different because the blue triangle has 3 sides and the square has 4 sides. They are the same because they both have straight sides. The red triangle and square are the same because the sides are all the same length on both shapes.



**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** - There are lots of animals on a farm and farmers have lots of different jobs.

**YouTube** - [Down on the Farm - Cbeebies](#)

**Stories for this topic** - Three little pigs, Squash and a squeeze, Mrs Wishy Washy, Farmer Duck, Barnaby on the Farm, Farmer Duck and What the Ladybird heard

Start off by discussing what animals you might see on a farm. Ask them what their favourite animal is and why?

Ask them who looks after the animals?

A Farmer is someone who owns a farm or manages it as their job.

Draw a picture of a Farmer, and list all the jobs he/she has to do. Here is an example to help.



**WEDNESDAY MORNING****Physical Education** - Activity of your choice**Phonics**

Recapping See the sound mat at the end of this planning	Parent robots, child blends	Parent says the word, child robots	Read these words	Write these words	Write this sentence Say this sentence 5 times with your child before you ask them to write it
Say each sound on the sound mat	p-l-u-m f-l-igh-t s-t-or-p m-oa-t	paint weep sand bloosh	plum flight storp moat	paint weep sand bloosh	Will you paint my bedroom green? Added challenge: use the word <b>and</b>

Your child should read these sentences:

- The best pet is a dog, not a cat.
- I am cold. I need a blanket?

Ask your child these questions:

- Which pet do they think is best?
- Why do you think she is cold?

**Maths****Calendar**

Can you put the months of the year in order?

Can you think of something special or something you celebrate in each month of the year e.g. Halloween, New Years Day, Eid, your birthday, the school Summer Holiday.

Can you name the 4 seasons and put them in order? (Spring, Summer, Autumn, Winter)

Draw the clothes that you would wear in each season.

**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. Remember to 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-a-th-s s-w-ee-t m-i-g c-oo-t	Cars Silk Bolt grib	maths sweet mig coat	cars silk bolt grib	The cars go fast.  Added challenge: use the word <b>because</b>

Your child should read these sentences:

- The clock is ticking.
- I will put the jar back on the shelf.

Ask your child these questions:

- What noise is the clock making?
- Where does the jam jar need to go?

**Maths**

Today we are going to practice sorting into 2s, 5s and 10s. You will need 20 counters or small objects (e.g. pasta)

- Begin with 10 counters. How many piles of 2 can you make using the counters? (you should have 5 piles of 2) You can explain to your child that this means there are 5 lots of 2 in the number 10.
- Repeat this with piles of 5, how many piles of 5 do you have? (2 lots of 5)
- Repeat again with piles of 10. How many piles of 10 do you have with 10 counters? (1 lot of 10)
- Repeat this again with 20 counters. Find how many lots of 2, 5 and 10 there are in the number 20.
- You can record this in your work book by drawing the piles or writing sentence or writing a number sentence e.g.  $5+5+5+5 = 20$



**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)

Diagraphs: 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 - What food comes from the farm?**

Use the slides below to discuss today's daily message.

**Eggs**  
Where do eggs come from?  
Eggs come from hens.  
Hens often live on farms or in barns. They lay eggs and farmers collect them. We sometimes eat eggs on their own but we can also mix them into other foods, such as cakes and yorkshire puddings.  
**Fun Fact!** Hens are not the only birds that lay eggs that we can eat. You might find duck or quail eggs in a shop too!

**Milk**  
Where does milk come from?  
Milk comes from cows.  
Cows often live on dairy farms. The farmer milks the cows with a special machine and stores the milk in a big tank. Then, a tanker lorry comes and takes it to a factory to treat it and put it into bottles.  
**Fun Fact!** Milk is used as the main ingredient in other foods we eat too, like butter, yoghurt and cheese.

**Vegetables**  
Where do vegetables come from?  
Vegetables grow on plants and underground.  
Some vegetables grow above ground and others grow underground. Potatoes, beetroots, carrots and turnips all grow underground. Beans, cabbages, lettuces, cauliflower and broccoli all grow above ground.  
**Fun Fact!** Tomatoes and cucumbers are fruits, not vegetables.

**Chips**  
Where do chips come from?  
Chips are made from potatoes.  
Farmers grow potatoes in their fields. Potatoes grow underground. In summer, the farmers dig the potatoes up and store them in big sacks. We can cook potatoes in different ways, such as roast potatoes, jacket potatoes, mashed potatoes and chips!  
**Fun Fact!** Potatoes are one of the vegetables that can be grown in space.

Once you have read over the slides, fill in the table below. Get your child to think about what we get from other animals, and add it into the final column.

Hens	Cows	
Eggs	Milk Meat Leather	

**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	c-ar-d c-l-u-b s-i-x b-r-a-th	shoot button d-ee-t shell	card club six brath	shoot button deet shell	The button fell off my dress. Added challenge: use the word <b>and</b>

Your child should read these sentences:

- Push me high on the swing! I love the park!
- Can I have carrot sticks for a snack?

Ask your child these questions:

- Where are they?
- What do they want to eat?

**Maths**

Today you have some addition and subtraction problems to solve.

$$10 - 6 =$$

$$19 - 8 =$$

$$12 + 5 =$$

$$3 + 5 =$$

$$13 - 4 =$$

$$20 - 10 =$$

$$5 + 11 =$$

$$2 + 8 =$$

$$7 + 7 =$$

$$14 - 14 =$$

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

Ask your family/friends what their favourite animal is. They might choose 2 animals. Use this tally chart to record their answers. You can use the one below, or you can create your own. Record the answers as shown below. Count how many tally marks you have made next to each animal and write the total number at the side.








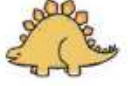





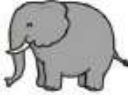









animal	tally marks	number
		5
		1
		1
		4
		2
		3
		1

**Results**

























Which animal had the most tally marks?

Which animal had the least tally marks?

## 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	<b>It's</b>	very	just	about	saw
	make	<b>don't</b>	will	back	from

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