

Dear Parents,

Below is the weekly timetable of home learning activities for you to complete with your child over the next week. Our topic this term is 'Plant Growth'. Please take photos or videos of the completed work and submit it to us daily via the student profile on Class Dojo. Any questions relating to your child please private message us via class Dojo. Good luck and we hope you enjoy the learning together.

Mrs Hewitt, Miss Maddaford & Mrs Glover.

Weekly Timetable for Home Learning - Zebra and Meerkat Bubble

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: qu</p> <p>* Say the letter sound: Share all previously learnt letters and ask your child to say the sound for each letter. Then you say a letter sound and ask your child to write the grapheme.</p> <p>* Focus sound qu: Watch Espresso video for pronunciation of the sound and discussion around words that start with the focus sound. Letter formation practice on a piece of paper.</p> <p>* Reading using the focus sound: Use Fred Talk to read: quick, quip, quill</p> <p>* Reading a sentence using the focus sound: Ask your child to use their Fred Talk to help them read the following sentence. Once they have read the sentence using FT ask them to reread it back to you without using Fred Talk. Make sure they point to each word.</p> <p>Sentence to read: Sam is quick.</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: qu</p> <p>* Say the letter sound: Share all previously learn letters and ask your child to say the sound for each letter. Then you say a letter sound and ask your child to write the grapheme.</p> <p>* Focus sound qu: Watch the video: http://www.viewpure.com/VHB_R2L0jMPU?start=0&end=0</p> <p>* Reading using the focus sound: Use Fred Talk to read: quit, quack, quip</p> <p>* Writing using the focus sound: Use Fred talk to write: quit, quack, quip</p> <p>* Writing a sentence using the focus sound: Ask your child if they can remember what a sentence needs (finger spaces between the words and use your Fred Talk to sound out each word). Say the sentence out and your child to repeat the sentence back to you (make sure they can remember</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: ch</p> <p>* Say the letter sound: Share all previously learnt letters and ask your child to say the sound for each letter. Then you say a letter sound and ask your child to write the grapheme.</p> <p>* Focus sound ch: Watch Espresso video for pronunciation of the sound and discussion around words that start with the focus sound. Letter formation practice on a piece of paper.</p> <p>* Reading using the focus sound: Use Fred Talk to read: chop, chap, chat, check</p> <p>* Reading a sentence using the focus sound: Ask your child to use their Fred Talk to help them read the following sentence. Once they have read the sentence using FT ask them to reread it back to you without using Fred Talk. Make sure they point to each word.</p> <p>Sentence to read: chop a chip</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: ch</p> <p>* Say the letter sound: Share all previously learnt letters and ask your child to say the sound for each letter. Then you say a letter sound and ask your child to write the grapheme.</p> <p>* Focus sound ch: Watch video: http://www.viewpure.com/4JzOKexF3hE?start=0&end=0</p> <p>* Reading using the focus sound: Use Fred Talk to read: chop, chap, chat, check</p> <p>* Writing using the focus sound: Use Fred talk to write: chip, chap, check</p> <p>* Writing a sentence using the focus sound: Ask your child if they can remember what a sentence needs (finger spaces between the words and use your Fred Talk to sound out each word). Say the sentence out and your child to repeat the sentence back to you (make sure they can remember</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: Blending & segmenting (use the picture and word cards sent out in the week 8.2.21)</p> <p>* Warm up: Say & write all the letter sounds: s a t p i n m d g o c k c k e u r b h f l j v w x y z qu ch</p> <p>* Reading: Spread out the pictures on the table. Give your child 1 of the words. Ask them to use their Fred talk to read the word and find the matching picture. Repeat for 6 words.</p> <p>* Writing: Choose 6 different pictures and ask your child to write the word to match the picture using their Fred talk. Check by finding the word card.</p>

<p>* Writing using the focus sound: Use Fred talk to write: quick, quip, quill</p>	<p>the sentence). Children then have a go at writing the sentence one word at a time. Sentence to write: the duck can quack.</p>	<p>* Writing using the focus sound: Use Fred talk to write: chip, chap, check</p>	<p>the sentence). Children then have a go at writing the sentence one word at a time. Sentence to write: a big fat chip.</p>	
<p>Have a break and a healthy snack</p>	<p>Have a break and a healthy snack</p>	<p>Have a break and a healthy snack</p>	<p>Have a break and a healthy snack</p>	<p>Have a break and a healthy snack</p>
<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count to 20 using fingers to help. 1) Fingers: Show different amounts on your fingers. 2) Ordering numbers 1 - 20 3) Missing number 1 - 20 4) Mixed up numbers 1 - 20 5) Counting on from a different number up to 20: Choose a different number to start counting from (not one). For example: 5, 6, 10 or 7,8,.....10. Repeat with lots of numbers. 6) Counting backwards 20-0: Count backwards from 20 to 0. Use your fingers and number line to help you. 7) Write the numbers: Practice writing numbers 0 – 10. Make sure the numbers are the right way round and correctly formed.</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 20 using your fingers to help you. Capacity: Introduce the problem of needing to find a container to water the garden /park grass as it starts to grow. Explain that you need to find the container in the house that holds the most water to make the job of watering as easy as possible. Get out 4 different containers that hold varying amounts of water, for example, a bowl, mug, large bottle like a washing liquid bottle. Talk about how to find out how much water each one holds. Use a small cup or beaker and use this to fill the container to the top. Count how many cups it takes to fill it. Repeat this for all the other containers, using the same small cup to fill each time. Record the number of cups for</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 20 using your fingers to help you. Capacity: Recap on the problem of needing to find a container to water the garden /park grass as it starts to grow. Get out 4 new containers that hold varying amounts of water, Recap on how to find out how much water each one holds. Use the same small cup or beaker from yesterday and use this to fill the new containers to the top. Record the number of cups for each container. Find out which of the 4 holds the most water. Compare to yesterday's container winner and find a new winner.</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 20 using your fingers to help you. Capacity: Recap on the problem of needing to find a container to water the garden /park grass as it starts to grow. Get out 4 new containers that hold varying amounts of water, Recap on how to find out how much water each one holds. Use the same small cup or beaker from yesterday and use this to fill the new containers to the top. Record the number of cups for each container. Find out which of the 4 holds the most water. Compare all the containers measured so far and find out which one will be the best to solve the original problem.</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 20 using your fingers to help you. Recap on 10s Frames: Play How many? Build and Fill On the following 10s frames game. https://www.nctm.org/Classroom-Resources/Illuminations/Interactives/Five-Frame/ Please do not play the Add game.</p>

	each container. Find out which of the 4 holds the most water.			
Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
<p>Between 1.00-2.00 do 20/30 minutes of: Understanding the World: Plant Growth Talk about what your child knows about plants and how they grow. Do they know the names of any plants? What do they think that a plant needs to grow? Record ideas using the children's drawing and add any words or phrases they use (adults can write any ideas discussed).</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Understanding the World: Plant Growth What are the parts of a plant called? Look at a picture of a simple flowering plant. Look at the information sheet Parts of a Plant which explains the main parts and what they do.</p> <p>We post Parts of a Plant on Class story.</p> <p>Talk about each part and then draw and label a simple picture.</p> <ul style="list-style-type: none"> stem leaf roots flower 	<p>Between 1.00-2.00 do 20/30 minutes of: Handwriting: Curly caterpillar letters</p> <p>We post a sheet for this activity on Class story.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Literacy & Understanding the World: Read and watch the traditional tale "Jack and the Beanstalk".</p> <p>http://www.viewpure.com/rKB1_wBueFM?start=0&end=0</p> <p>Retell the story together using the video to help if you get stuck.</p> <p>Draw your favourite character from the story.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Physical development & Personal, Social & Emotional – Tai Chi & Dancing Dancing: Agadoo: http://www.viewpure.com/VtEcBIn8kRo?start=0&end=0 Bada Bop: https://www.youtube.com/watch?v=DDaWbAPm5bU Gummy Bear: http://www.viewpure.com/mYLhX6aJ32o?start=0&end=0 Beautiful: http://www.viewpure.com/UQr79y06poU?start=0&end=0 I gotta feeling: http://www.viewpure.com/m3402DZvbVU?start=0&end=0 Tai Chi: http://www.viewpure.com/iR5pGYU8khc?start=0&end=0</p>