

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 'Cold'. 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: W</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 w: 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: wet, wag, wed</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. Sentence to read: the dog is wet</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: W</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 w: Watch the video: http://www.viewpure.com/-v3SSq1pG4E?start=0&end=0</p> <p>* Reading using the focus sound: Use Fred Talk to read: web, wig, win</p> <p>* Writing using the focus sound: Use Fred talk to write: wet, wag, wed</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 the sentence). Children then</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: X</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 x: 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: fix, box, Max</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. Sentence to read:</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: X</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 x: Watch the video: http://www.viewpure.com/MJVJK02Pv-0?start=0&end=0</p> <p>* Reading using the focus sound: Use Fred Talk to read: fox, mix, six</p> <p>* Writing using the focus sound: Use Fred talk to write: fix, box, Max</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 the sentence). Children then</p>	<p>Between 9.00-10.00 do 20 minutes of:</p> <p>Phonics: Play a variety of games on Phonics Play.</p> <p>https://www.phonicsplay.co.uk/</p> <p>It is free to login:</p> <p>Username: jan21 Password: home</p> <p>Read a book on Bug Club or Oxford Owl.</p> <p>https://www.activelearnprimary.co.uk/login?c=0</p> <p>https://www.oxfordowl.co.uk/login?active-tab=students</p> <p>You will need to create your own account for Oxford Owl.</p>

<p>* Writing using the focus sound: Use Fred talk to write: web, wig, win</p>	<p>have a go at writing the sentence one word at a time. Sentence to write: I can win</p>	<p>* Writing using the focus sound: Use Fred talk to write: fox, mix, six</p>	<p>have a go at writing the sentence one word at a time. Sentence to write: big bad fox</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: Choose several numbers, between 0-10, and ask your child to show you that number on their fingers. Can they quickly show you every number without needing to count? 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, 7, 8 20 or 12, 13, 14.....20. Repeat with lots of numbers. 6) Counting backwards 10-0: Count back wards from 10 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 10 using your fingers to help you. 2D shape Ask your child to tell you the names of any 2D shapes they can remember. The 4 key shapes are: circle, triangle, square and rectangle. They may also remember semi-circle, pentagon, diamond, hexagon and octagon. Draw each of the 4 main shapes on paper and talk about the properties of each one, for example how many sides each shape has and how many corners each shape has. Ask your child to count the sides and corners of each shape. Ask your child to have a go at drawing each shape or find an item that is each shape to draw around. Write down the number of sides and corners on each shape.</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 10 using your fingers to help you. 2D shape Recap on the shapes you talked about and drew yesterday. Go on a shape hunt around your house, garden or the park and find as many examples of the 4 key shapes as you can in real life. Make a list or take photos of the shapes found.</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 10 using your fingers to help you. 2D shape games Kim’s game: Draw the shapes on separate pieces of paper and place in front of child. Cover all the shapes and remove one of them. Uncover the remaining shapes. Can your child work out which shape is missing? Guess the shape: Leave all the shapes in front of your child. Adult to choose a shape and describe it. Child to work out which shape the adult is describing and hold it up. For example – square – “it has 4 corners, all the sides are the same length, it has 4 sides”. Online shape matching games: https://www.topmarks.co.uk/early-years/shape-monsters https://www.twinkl.co.uk/go/resource/2d-shape-aliens-interactive-labelling-activity-tg-84-newlink</p>	<p>Between 10.30-11.30 do 20 minutes of: Mathematics: Warm up: Count forwards to 20 and backwards from 10 using your fingers to help you. 2D shape Look at a colour by shape picture with your child. Talk about how to colour the picture correctly and recap on the shape names, sides and corners identifying each shape in the picture. Choose 1 of the pictures posted on the class story to colour in or draw one of your own.</p>

Lunchtime	Lunchtime	Lunchtime	Lunchtime	Lunchtime
<p>Between 1.00-2.00 do 20/30 minutes of: Literacy & Understanding the World: Pingu Looks After the Egg – a cold story. Watch the episode of Pingu attached where Pingu has to help look after his parent's new egg. http://www.viewpure.com/m6tm2-aN-k?start=0&end=0</p> <p>Talk about the main events in the story and ask your child to retell the story in their own words. You could play 30 seconds of the clip and ask your child to tell you what happened and repeat in small chunks until the end.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Literacy & Understanding the World: Pingu Looks After the Egg – a cold story. Watch the story from yesterday again.</p> <p>Look at a muddled set of pictures from the story. Ask your child to explain the correct order or cut the pictures out and place them in the correct order to retell the story. Retell the story using the pictures to help and adding lots of detail. For example, talk about what the child thinks the characters are saying.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Literacy & Understanding the World: Pingu Looks After the Egg – a cold story. Watch the story from yesterday again.</p> <p>Look at the picture of Pingu and talk about what you can see, the parts of his body such as beak, wings, feathers, feet and colours or shapes and size. Describe Pingu using a range of describing words. Add labels to the picture (draw your own Pingu if you can't print the picture). Ask your child to Fred talk and write the labels themselves using the sounds they know. For example: pointy beak, warm feathers.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Fine motor skills (sheets will be posted on class story of Dojo) 1) Complete the handwriting pattern sheet by asking your child to carefully trace along the lines using a pen or pencil. If you are unable to print create your own pattern sheet and ask your child to trace over it. 2) Cutting skills. Support your child to carefully cut along the lines. Make sure when they are holding the scissors that their thumb is on the top and the scissors are pointing away from their body. Again, if you cannot print, make a simple sheet for your child to cut.</p>	<p>Between 1.00-2.00 do 20/30 minutes of: Physical Development: Pe with Joe Wicks: http://www.viewpure.com/hnOtrnh80hs?start=0&end=0</p>