


	Phonics	English (please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)	Maths (please access separate resource documents as indicated)	Topic	Daily Challenge You are most welcome to add any of your work to Tapestry. We would love to see it.
Monday	Please see the online phonics lessons letter for instructions of how to access daily phonics lessons for your child (the link to the website is found on this letter). Information of which lesson to select for your child will be sent out on Tapestry. New lessons will be uploaded daily and introductory videos can be found under the 'Videos' tab. There is also a handy guide on pronouncing phonemes correctly when working with your child!	Read a poem Share and read together to enjoy <i>I really want to be a cat</i> (see poems resource). Pause to discuss it as you read. Read it again, thinking about all the reasons that it would be so cool to be a cat!	Counting practice <ul style="list-style-type: none"> ○ Lay cards with numbers on in a line 1 to 20 ○ Ask your child to turn around or else blindfold them! ○ Swap two numbers, e.g. the 4 and the 14. ○ Ask the child to count along the line and to tell you when they reach a number which is in the wrong place. ○ Then they continue counting until they reach another mis-placed number. ○ Can they then say which two numbers have been swapped? ○ Repeat this, three times. They can do it for you too. Extension <ul style="list-style-type: none"> ○ Time them! How quickly can they identify the mis-placed numbers? 	Using Discovery Education Espresso login details that have been sent out via ParentMail, click the 'Foundation' tab >>> Understanding the World >>> New Life. Explore the module using the menu on the left hand side where you will find video clips, online activities and printable resources around 'New Life'.	Draw five fruits you can peel.

Tuesday		<p>Write your own poem</p> <ul style="list-style-type: none"> o Talk about being a dog. Would it be fun to be a dog? Brainstorm ideas about what you could get up to if you were a dog. o I could run faster than any person! o I could jump over fences or walls. o Now look at the poem sheet <i>I really want to be a dog (see poems resource)</i>, and discuss which things we might write to create our poem. o Together, with your child writing some parts and you writing other parts from their dictation, write a poem about being a dog. 	<p>Play 'Teddy Numbers', Numbers up to 15</p> <p>https://www.topmarks.co.uk/learning-to-count/teddy-numbers</p>	<p>Habitats for Animals</p> <p>What you need This can be Lego, Duplo, Magnifico, Meccano, junk modelling materials or any other construction equipment you have.</p> <p>What to do</p> <ul style="list-style-type: none"> o Set up the construction equipment. o Explain the task clearly. They are to build a home for an animal of their choice. Discuss which animal this might be? o Talk about what its home looks like. o Give an incentive for your child to persevere and make something really special. E.g. take a photo and send to a grandparent or other favourite relation. <p>Questions to ask How many pieces have you used – more than 20 or fewer than 20? What shape are the most useful pieces? Why is this home good for this animal? Tell me about the animal.</p>	<p>Name three people who help us and what their job is. Draw one of them.</p>
Wednesday		<p>Access Education City Activity: Wheelie Wednesday (How and Why questions)</p>	<p>Working together</p> <ul style="list-style-type: none"> o Play <i>On and Off the Bus</i> – see resource o You need some tiny soft toys or small plastic animals/people. In all it 	<p>Making an animal rescue centre</p> 	<p>Count the number of things in the room that begin with the letter 'T'.</p>

			<p>would be good to have about 12.</p> <ul style="list-style-type: none"> ○ You need to create a 'bus' out of an old box. The bus can be as detailed or basic as you like. But it must fit up to 12 passengers! 	<p>What you need Soft toys, cushions or folded towels for beds Bandages perhaps cut out of an old unwanted tea towel, T-shirt or rag Plasters, pretend medicine and spoon</p> <p>What to do</p> <ul style="list-style-type: none"> ○ Set up the role play activity with pens beds for them, placing some animals in pens/ houses, and leaving others in a box or perhaps in a large toy lorry. ○ Have little bowls for the animals. ○ Make sure you have some bandages and pretend medicines. ○ Allow children to explore the activity, before introducing question prompts. <p>Extension Have a register with the names of the animals and a tick list. Register each animal as it comes in. Be sure to write what is wrong with it.</p> <p>Questions to ask How many animals are there altogether? What is wrong with the bear?</p>	
Thursday		Access Education City Activity: Jump On! (vocabulary for places)	<p>Play Mental Maths Train, select the subtraction operation and begin with 'Up to 10 – One Less'. Extend by selecting different categories up to 20.</p> <p>https://www.topmarks.co.uk/maths-games/mental-maths-train</p>	<p>Using Discovery Education Espresso login details that have been sent out via ParentMail, click the 'Foundation' tab >>> Understanding the World >>> New Life. Explore the module using the menu on the left hand side where you will find video clips, online activities and printable resources around 'New Life'.</p>	Think of five things that make you happy. Can you draw them or write them down?

Friday		<ul style="list-style-type: none"> Read the poem <i>Can you walk on tip-toe (see poems resource)?</i> Try out all the ways of moving, practising descriptive language. Help your child by introducing new descriptive vocabulary to extend. 	<ul style="list-style-type: none"> Watch this https://www.youtube.com/watch?v=8ii202RoEd8 and learn to draw your numbers. Use lots of different colours as they have and create your own numbers poster – be as imaginative as you like and make it your own! 	<p>Andy Goldsworthy Art</p> <p>What you need -Images of Andy Goldsworthy art and inspired art –</p> <p>https://www.google.com/search?q=andy+goldsworthy&tbm=isch&safe=strict&hips=q:andy+goldsworthy,g_1:artwork:unw-QVNJ_Ls%3D&rlz=1C1CHBF_enGB878GB878&safe=strict&hl=en&ved=2ahUKEwjauJCzt8zoAhUU_xoKHcDuD9sQ4lYoAHOECAEQFQ&biw=1519&bih=722</p> <p>-Natural objects such as twigs, leaves, pinecones, petals, pebbles, shells, feathers</p> <p>What to do</p> <ul style="list-style-type: none"> Collect the items on a walk or over several walks Look at some of the images of art by or inspired by Andy Goldsworthy Create a picture together by arranging the items – this can be inside or outside – on the ground, paper or on a table etc. Resist fixing with glue or tape. Photograph it and explain that you can reuse the things to make as many different pictures as you wish. Send images the pictures as gifts or greetings. <p>Questions to ask</p> <p>What colours/shapes/textures can you see? What sort of pattern can you make? Who are you making your picture for? How does your picture make you feel?</p>	Design an outfit to wear in the summer.
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Week Six					
	Phonics	English	Maths	Topic	Daily Challenge
		(please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)	(please access separate resource documents as indicated)		You are most welcome to add any of your work to Tapestry. We would love to see it.
Monday	Please see the online phonics lessons letter for instructions of how to access daily phonics lessons for your child (the link to the website is found on this letter). Information of which lesson to select for your child will be sent out on Tapestry. New lessons will be uploaded daily and introductory videos can be found under the 'Videos' tab. There is also a handy guide on pronouncing phonemes correctly when working with your child!	<p>Discuss a picture</p> <p>Look at and discuss together the picture shown below in <i>A Big Mess (see resource)</i>. What can we see that has gone wrong? What is in a mess? What do you think was happening just before the scene in picture? Who do you think is asking the question? What do we think might happen next?</p> <ul style="list-style-type: none"> ○ Look at some recipe books/online recipes and discuss the dishes they are for. ○ Make a cake or another recipe together. Will it 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Take a cup and some coins. These must be identical but it doesn't matter what denomination they are. You need about ten. ○ Ask your child to sit facing away from you and the cup. ○ One at a time, drop coins into the cup. ○ The child has to listen and count. ○ When you stop, they must tell you how many coins are in the cup. (This is harder than it sounds!) ○ Repeat several times. Can they be correct three times in a row? <p>Extension</p> <ul style="list-style-type: none"> ○ Drop coins into the cup as they count, eyes shut! Then, 	<p>Making a Bug Hotel</p> <p>What you need Something to provide the shell of the hotel: a card tube/kitchen roll insert, cut down milk carton, card coffee cup or plant pot Thin twigs, sticks, dry leaves, pinecones, moss, bark, dead hollow stems String or thread to suspend the finished hotel from</p>  <p>What to do</p> <ul style="list-style-type: none"> ○ Explain the task clearly. Insects like to hide in small, dry sheltered places from the weather and predators. This can be gaps in walls, holes in trees, piles of dry 	Describe what you look like.

		<p>end in a big mess?</p>	<p>without showing them how many in the cup, show them that you are taking one out.</p> <ul style="list-style-type: none"> ○ How many now? 	<p>leaves. These places are becoming less common so we can help by making a bug hotel.</p> <ul style="list-style-type: none"> ○ Collect the materials – natural materials can be collected during a walk in the park ○ Talk about ways to fill the container to make small nooks and crannies for insects to shelter in ○ Explore packing the container with the found materials. ○ Place or hang up your hotel in an outdoor space ready for the first guests to arrive <p>Questions to ask</p> <p>How will you stop the parts from falling out?</p> <p>What will make the hotel waterproof?</p> <p>Where could we put it? What would be a good place?</p> <p>How can we keep it light enough to sit on our hedge/stop it blowing away?</p> <p>How can we design it so it will hang on our fence?</p>	
Tuesday		<p>Use imagination to write speech (<i>Use A Big Mess resource</i>)</p> <ul style="list-style-type: none"> ○ Talk about the situation. What do we think the children are thinking? How do they think the children might answer the question? Try saying them 	<p>Working together</p> <ul style="list-style-type: none"> ○ Play <i>Finger Sums</i> ○ You need three number cards: 6, 7 and 8 ○ Make these numbers using fingers on both hands as shown on <i>Finger Sums</i> resource. 	<p>Different types of animals</p> <p>Use the different links to clips and activities about different animals:</p> <p>https://www.bbc.co.uk/bitesize/subject/z6svr82</p> <p>Discuss which why the different animals might belong in each group e.g. what does a bird usually have? Where do fish usually live?</p>	<p>Move like an elephant.</p>

		<p>together to sound like the children (with appropriate expression).</p> <ul style="list-style-type: none"> ○ Oh no! The bowl tipped over! ○ There is a big mess in the kitchen. ○ We are fine. The cooking is going well. ○ Now look at the sheet <i>What are they saying?</i>, and discuss which things we might write in the bubbles. ○ Together, with your child writing some parts and you writing other parts from their dictation, write inside each speech bubble to show what the children are saying. 			
Wednesday		<p>Listen to a story 'We're Going on a Bear Hunt' written and performed by Michael Rosen</p>	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Play <i>Ten pegs on a Hanger</i> (see resource) ○ You need a coat hanger and ten clothes pegs (see below for suggestions). 	<p>Mark making What you need Fat crayons with sides exposed (peel off paper wrappers) Outside textures to rub – leaves, brick/stone wall, trees and any other bumpy surfaces</p>	<p>Draw three green foods.</p>

<https://www.youtube.com/watch?v=0gyI6ykDwds>

Listen together and join in with the repeating phrases and actions!

Respond to the story

- Which obstacles did the children tackle in the story?
- Make a simple map of the obstacles by drawing them on the line in the order they appear (e.g. *grass, river, etc.*). Draw and/or label them on *Your Map resource*. (There is a sample map below it to give you the idea!)
- Use the map to retell the story. Walk your fingers along the line. What sound did it make when they went through each obstacle?
- What other obstacles could

- Arrange ten pegs on the hanger; follow the instructions as shown.

Paper

What to do

- Choose a bumpy surface and talk about the texture. Encourage your child to run their fingertips over it and describe what they feel.
- Demonstrate how to create a rubbing by holding the paper in place on the bumpy surface and rubbing firmly over it with the side of a crayon. Discuss what happens and explore how a light touch doesn't show on the paper and pressing too hard creates a harsh, uneven effect.
- Explore other potential surfaces to create a rubbing from, allowing your child to explore and experiment.
- Explore different surfaces of the same object, e.g. *sides of a leaf*.

Questions to ask

How could we describe the texture?
How does it feel?
What pattern do you think it will make?
Shall we test it?
What pattern have we got?
What is the best way to hold the crayon?
What happens if we swap colours?
Do you think the wall will make a pattern?
What will happen if we try the other side?

		<p>they have found (<i>nettles, ice, a steep hill, etc.</i>). Choose one and add it to the map. Label it and add words which show the sound it would make (e.g. <i>Slip slide, or heave ho, etc.</i>). Tell the new bit of the story.</p> <ul style="list-style-type: none"> ○ Talk about what sort of animal you would go on a hunt to find and why. 			
Thursday		<p><i>Re-watch</i> https://www.youtube.com/watch?v=0gvl6ykDwds</p> <ul style="list-style-type: none"> ● Go on a bear hunt around your home. Encounter obstacles following the pattern of the story, e.g. "<i>Uh oh, Lego! Sharp, pointy Lego. Can't go over it. Can't go under it. Oh no! We've got to go through it! Careful...Ouch!</i> 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Together, count to 20. ○ Now you are going to take turns to repeat this BUT you give each other a number they mustn't say. E.g. Amit tells Mum she can't say 'six'... ○ Mum says, 'one, two, three, four, five, , uh-oh, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, uh-oh, seventeen...', etc. ○ Now Mum tells Amit he can't say four. 	<p>Using Discovery Education Espresso login details that have been sent out via ParentMail, click the 'Foundation' tab >>> Understanding the World >>> Animals – Resource Box. Explore the tab 'Wild Animals'.</p>	<p>Draw a picture of something you might see on a farm.</p>

		<p><i>Careful Ouch!"</i> etc.</p>	<ul style="list-style-type: none"> ○ Play several times. Do you get good at not saying one number? <p>Extension</p> <ul style="list-style-type: none"> ○ Repeat the same activity but count from 30 to 50 not saying 'six', or from 70 to 90 not saying 'five', etc. 		
Friday		<p>Using Discovery Education Espresso login details that have been sent out via ParentMail, click the 'Foundation' tab >>> Communication and Language >>> Old Bear Stories. Explore the module using the menu on the left hand side where you will find video clips, online activities and printable resources.</p>	<ul style="list-style-type: none"> • Look at a way of matching numbers to fingers really fast! How fast can you get? https://www.youtube.com/watch?v=jLs15gS1IX0 • Count from 20 to 1 and remember to say 'Blast-off'.... Where are you going to go in your rocket? <ul style="list-style-type: none"> • Play https://www.topmarks.co.uk/learning-to-count/helicopter-rescue Count on and back 1 – 10. Extend to 1 – 20. 	<p>Making a sensory bottle</p> <p>What you need A clean, clear plastic bottle with a lid. Dry ingredients: Glitter, beads, sequins, small plastic toys, small bells, small pasta shapes, dried lentils, rice, googly eyes, confetti, buttons etc. Wet ingredients: Water, food colouring, baby/cooking oil, glycerine, glitter glue, liquid soap (You can use just water, or combine with colouring, glue, oil, and/or soap for different effects.)</p> <p>What to do</p> <ul style="list-style-type: none"> ○ Decide whether you are going to have a dry or wet sensory bottle: dry bottles can have a greater range of fillings and can be shaken and tipped to make sounds; wet bottles are generally more appealing to look at and the liquid filling allows more free and mesmerising movement. ○ Fill the bottle together with dry ingredients, discussing and choosing what to put in. ○ Fill with liquid (if creating a wet bottle), premixing liquid in a jug and then pouring into the bottle. 	<p>Count the number of circles or rectangles that you can see in the room.</p>

○ Check that you are happy with the finished result by screwing on the lid and tipping. Then, glue the lid in place using a glue gun or super glue away from your child.

Questions to ask

Why do we need a clear/transparent bottle?

What will happen if we shake a bottle filled with pasta shapes?

What will happen if we put food colouring in the water? What will yellow and blue make?

Will the objects move differently in water and in oil? What if we mix the oil and water?