

Week Fifteen

Phonics

For additional Phonics resources or just for a change, please access Discovery Education Espresso, click the Foundation tab and scroll down and click on 'Phonics'. Here there are a wealth of activities, learn screens and games!

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!

Daily Challenges

Talk about something that you want to do over the summer holidays.

How many shapes can you draw?

Design an outfit for your favourite cuddly toy or doll.

Count how many windows and doors you have in your house. Are there more doors or windows?

Design your own sea creature, e.g. a colourful fish.

Superheroes Project

Over the next three weeks, resources and ideas will be provided in order to learn more about 'superheroes'! This week, we will be looking at '**superhero you!**' Please find below a selection of activities and links to support learning around 'superhero you!'

Weblinks:

<https://www.bbc.co.uk/iplayer/episode/b01rh7t7/whats-the-big-idea-8-what-is-a-hero> - a 'What's the big idea?' clip discussing what a hero is

Books:

<https://www.youtube.com/watch?v=QIaMeNmTG6c> – Supertato

<https://www.youtube.com/watch?v=SUHP25Gug-A> Superbat

Learning Opportunities:

-Listen to and discuss the story 'Supertato'.

- Draw a face on a potato to make your own Supertato! Take Supertato around your house to help out with some of the jobs, such as tidying your bedroom and putting away the dishes. What

other helpful things can he do?

- Use building bricks to make a home for your Supertato. Think about how tall and wide it needs to be to fit Supertato inside.
- When making or eating a meal, discuss which parts of the meal are vegetables and which are healthy for your body. You could also make a healthy snack such as fruit salad or a fruit smoothie.
- Make jelly and add in fruit such as blueberries. Does your jelly taste like peas, like the one in the story? What does your jelly taste like?
- Talk about what your name would be if you were a superhero and what special powers you would have. You could draw a picture and bring it into school.
- Find out what special powers the people in your family would like to have if they were superheroes.
- Make a vehicle for a superhero out of junk modelling materials. Remember to give it some special features.
- Design a superhero costume for a new superhero.
- Superhero Physical Challenge: How many star jumps can you do in a minute?
- Make a wanted poster for a villain. It can be a villain you have read about in a book or comic or one that you have made up.

Activities:

- create your own superhero mask (see resources)
- Complete Superhero Missing Numbers sheet (see resources)
- Build a superhero city out of junk modelling or lego. Use superhero stick puppets to use in Small World play (see resources)
- Create superhero cuffs, jet pack, city, or handprint crafts (see resources)
- Colour and write 'All About Me Writing' sheet or 'Super Me' sheet (see resources)

	<p>English</p> <p>(please access separate resource documents as indicated including a guide to writing with your child, letter formation and information on pencil grip)</p>	<p>Maths</p> <p>(please access separate resource documents as indicated)</p> <p style="text-align: center;"><i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i></p>
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<p>Day 1</p>	<p>Listen to a rhyming story book</p> <p>Listen to Hairy Maclary from Donaldson's Dairy by Lynley Dodd, in this book-sharing video: https://www.youtube.com/watch?v=-BQH1l5ahm8.</p> <p>2. Respond to the story</p> <ul style="list-style-type: none"> o Talk about this story. How many dogs were there? 6. Can you remember any of their funny names? <i>Hairy Maclary, Hercules Morse, Bottomley Potts, Muffin McClay, Bitzer Maloney, and Schnitzel von Krumm</i>. What scared them? <i>Scarface Claw the cat</i>. What did they do when they saw the cat? <i>Ran away</i>. Did this surprise your child? What would we usually expect to happen? o Talk about the language of the story. <i>What did you notice about the words in the story? There was lots of rhyming</i>. Rhyme is when words have the same end sound. Talk about the different characters and how 	<p>1. Counting practice</p> <ul style="list-style-type: none"> o Take a cup and some coins. These must be identical but it doesn't matter what denomination they are. You need about ten. o Ask your child to sit facing away from you and the cup. o One at a time, drop coins into the cup. o The child has to listen and count. o When you stop, they must tell you how many coins are in the cup. (This is harder than it sounds!) o Repeat several times. Can they be correct three times in a row? <p>Extension</p> <ul style="list-style-type: none"> o Drop coins into the cup as they count, eyes shut! Then, without showing them how many in the cup, show them that you are taking one out. o How many now?
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	<p>each has a rhyming description, e.g. <i>Hairy Maclary from Donaldson's Dairy</i> or <i>Bottomley Potts all covered in spots</i>.</p> <ul style="list-style-type: none"> ○ Introduce the Matching Game (see resources), reading each word together. ○ Give your child 6 coins or counters. As you <u>say</u> the green words below, they listen and place a coin/counter on a word which rhymes on the grid: dairy, pots, Morse, crumb, may, door. 	<p>2. Working together</p> <ul style="list-style-type: none"> ○ Play <i>Throw to ten</i> and get really good at saying the complement to ten. <ul style="list-style-type: none"> ○ You need a dice, a counter each, a pile of real or cardboard 10p coins (see below for some to print) and this board. ○ Follow the instructions in <i>Throw to ten</i> (see resources)
Day 2	<p>1. Read a rhyming book</p> <p>Look at the cover of Animal Rhymes. What different animals can you see? Read the book together, taking time to enjoy the pictures and read the words.</p> <p>2. Respond to the book</p> <ul style="list-style-type: none"> ○ Talk about the book. <i>What patterns did you notice?</i> The book is written in pairs of rhyming sentences. Read some of the sentence pairs and look for the words which rhyme. Read them together. Can you hear the rhyme? Are the rhyming sounds spelt the same way? <i>Sometimes</i>. ○ Talk about another pattern in the book – there are lots of questions and answers. Find a question and read it together. How do we change our voice when we say a question? What punctuation mark helps us spot the questions? ○ Discuss the question <i>Which pet would you invite to tea?</i> <ul style="list-style-type: none"> ○ Talk about which pet your child would choose, encouraging them to explain their answer. ○ Together, write a sentence about the pet and/or draw a picture of them enjoying their visit. <i>The emphasis is on talking about ideas and explaining thoughts, so it is fine to write for your child if they find this hard.</i> 	<p>1. 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. Ahmed tells Dad he can't say 'six'... ○ Dad says, 'one, two, three, four, five, <i>uh-oh</i>, seven, eight, nine, ten, eleven, twelve, thirteen, fourteen, fifteen, <i>uh-oh</i>, seventeen...', etc. ○ Now Dad tells Ahmed that he can't say four. ○ 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. <p>2. Working together</p> <ul style="list-style-type: none"> ○ Play <i>Chuck the coins</i> as outlined in resources <ul style="list-style-type: none"> ○ You need ten coins – preferably all the same type, and the board below and also a counter each. ○ Take turns to play, and see who can be the first to get their counter to TEN.
Day 3	<p>1. Discuss a book with questions.</p> <p>Read Animal Rhymes together, noticing the questions and answers. What words do the questions begin with? 'who' 'why' 'when' 'where' etc. How do the questions end? <i>With a question mark</i>.</p>	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ Write numbers 1 to 10 on large scraps of paper. Place them around the floor. ○ Your child chooses a number to stand on. ○ They must do actions to match that number.

2. Write questions about a book.

- Look at the page in [Animal Rhymes](#) where the cat is gripping the shelf. Discuss questions you could ask about this picture, e.g. *Why did the cat slip? What did the cat want on the shelf? How will the cat get down?* etc. Make this as fun as you can, saying questions in full sentences.
- Now show the [Ask some Questions](#) sheet (see resources) and ask your child to ask some questions based on the pictures.
 - Build questions verbally together, drawing a question mark in the air at the end of each question.
 - Choose one or more to write on [Ask some Questions](#) using a capital letter to begin the question and a question mark at the end.

- E.g. if they stood on 6, they may do six wing flaps!
- If they stood on 8, they might do eight bunny hops.
- Now they choose a different number to stand on.
- Then you have a turn.
- Keep taking turns and matching actions to numbers. Here are some good actions: wing flaps, bunny hops, thumbs up, star jumps, claps

Extension

- They have to do one less action than the number they choose!

2. Working together

- Play [Hands behind your back](#) (see resources)
 - You need twenty counters or raisins or Lego™ bricks or beads or shells, etc.
 - Place the counters in a pile in the middle of the table.
 - Follow the instructions below