

Week Seven					
	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) <i>IMPORTANT Parent or Carer – Please check that you are happy with any weblinks or use of the internet.</i>		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!	See resources for 'Dear Postman' book pdf. 1. Listen to a story Share and read Dear Postman as a storybook, enjoying the pictures and predicting what each animal in the picture will ask for, before reading the words which go with the picture. Discuss the meaning of the phrase, ' <i>it is in the post</i> '. 2. Respond to the story -Talk about the pattern of the story. Each animal asks for a different thing and then the postman/woman brings it. Talk about what Sam asked for. Why do you think the postman could not bring a tiger? What did he bring instead? -Look back at each wrapped parcel illustration. Talk about what your child would ask the postman to bring them and why. Help your child to draw an outline of what they would ask for and then 'wrap' it by drawing wrapping paper and a bow. They can label their parcel with their name. Write the address together. Try these extras:	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! ○ Remove one number but rearrange the rest so no gap is to be seen. ○ Ask the child to count along the line and to tell you when they think a number is missing. Can they identify the place it should go? ○ Ask them to place a finger between the two numbers where they think the missing number belongs. ○ Show the number you stole! Are they correct? ○ Repeat, taking a different number. 	During spring, lots of animals have their babies. Find out the names of these baby animals: duck, pig, sheep, cow and horse. Can you draw a picture of these animals with their babies and try to label them? Use the link below to see if you can learn some of the Makaton signs for some baby animals! https://www.bbc.co.uk/iplayer/episode/b09sz8dh/something-special-were-all-friends-series-11-14-spring How much do you know about Spring animals? Test what you know with this quiz: https://www.bbc.co.uk/cbbc/quizzes/quiz-spring-animals-2	Count how many orange things you can see in the room.

		<ul style="list-style-type: none"> • Play a descriptive guessing game: <i>I've got a present for you. It is smooth and round and bounces if I drop it. Etc.</i> • Visit a virtual zoo: https://www.zsl.org/videos/behind-the-scenes/keeper-diary-jessica-courtney-jones-animal-activities and listen to a keeper speaking about their work 	<p>Extension</p> <ul style="list-style-type: none"> ○ Lay the cards so the line counts backwards from 20 to 1. This makes it harder! <p>Working together</p> <ul style="list-style-type: none"> ○ Play <i>Higher / Lower</i> ○ You need number cards 1 to 12 or 1 to 20 depending on how good your child is at recognising numbers above 10. ○ Play the game outlined on Higher / Lower resource. <p>Try these extras</p> <ul style="list-style-type: none"> • Watch Number Zoo here https://www.youtube.com/watch?v=snUGqgAmz-c – you have to skip the ads sometimes. • Make your own number zoo using your toys. 		
Tuesday		<p>1. Read a story Share and read together Dear Postman enjoying the joke at the end. Notice the question marks in the letters. How do we say a sentence which ends in a question mark? Say some questions together using a <i>questioning voice</i>.</p> <p>2. Respond to the story</p>	<p>1. Counting practice</p> <ul style="list-style-type: none"> ○ Each person takes a handful of dried beans/Lego™ bricks/counters/beads. ○ They hold their fist tightly closed! ○ Each person estimates how many they have. 	<p>Getting messy!</p> <p>-Make some delicious Sunny Carrot Cakes!</p> <p>https://www.bbc.co.uk/food/recipes/sunny_carrot_cake_34344</p> <p>-Make footprint carrots using resource for guidance</p>	<p>What makes you feel calm?</p>

- What do you notice about each animal's wish? They all wanted something to *eat*. What food would you ask for? What sort of food can come by post? What foods would not be a good idea to send in a parcel?!
- Today we will remember the events in the story.
- Look at the letters to the postman.
- With each letter, read it together and help your child to record what the animal asked for. They can record their answer as a word or a sentence or even a picture next to the animal image.

Try these Fun-Time Extras

- Find out more about pets with Cbeebies: <https://www.bbc.co.uk/cbeebies/topics/pets>
- Make a zoo ticket with pictures, words and an entry price.
- Feed a real pet together, talking about what they eat or 'feed' a cuddly toy, thinking about what food they might like.

- Now count each other's, matching each brick to the spoken number.
- How many did you guess? How many were there?
- Have another turn. Were your guesses better?

Extension

- Estimate and then count how many in the two handfuls together.

2. Working together

- How many spoons fill a cone?
- You need some small cups, sand or rice or small, dry pasta pieces; also a piece of A4 paper, not too thin, and sticky tape.
- Complete the activity *How many spoons fill a cone?* See resource.

Try these Fun-Time Extras

- How many mugs of water would fill a bowl or bucket?
- Stand outside or somewhere where water spillage doesn't matter. Try filling a large bowl or small bucket with water using a mug. Guess how many, then fill and count as you go. How close was your guess?

-Make handprint butterflies using resources for guidance

Wednesday		<p>1. Discuss a letter from a story Look at and discuss together the letter shown below from <i>Dear Postman</i> (read the story to your child first, if you have not shared it already).</p> <p>2. Write a thank you letter</p> <ul style="list-style-type: none"> ○ Talk about the ticket. Why does the Postman deliver it? Can you imagine how Sam felt when he got the letter and ticket? ○ How does it feel when someone is kind? Explain that saying thank you is very important and that a letter to say thank you can be a lovely way to show appreciation for help, kindness or a gift. ○ Today you will write a thank you letter together, with your child writing some parts and you writing other parts with them dictating what to say. <ul style="list-style-type: none"> a. Write a thank you letter from Sam to Postman, imagining that you are Sam and explaining why you are saying thank you, <i>or</i> b. Write a real thank you letter to someone in your life who deserves a special letter thanking them. 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Whisper – Shout counting! ○ Count up to 20 by whispering the odd numbers and shouting (not too loudly!) the even numbers. ○ One (whisper), two (shout), three (whisper), four (shout), five (whisper), six (shout), etc. ○ How far can you get? ○ Now ask your child whether they think ‘six’ will be shouted or whispered. What about ‘nine’? <i>Predicting whether a number will be shouted or whispered is quite hard.</i> <p>Extension</p> <ul style="list-style-type: none"> ○ Count on from 20 in the same way. <p>Working together</p> <ul style="list-style-type: none"> ○ Find out how many books will fit along your length. ○ You need 8 or 10 picture books, fat felt-tips and paper ○ Complete the activity <i>How many in books long?</i> See resource. 	<p>Make a weather chart to show what the spring weather is like each day. You could cut out the symbols from the resource sheet to stick on your chart, or you could draw a picture of the weather each day. Talk about how the weather feels different as the seasons change – how might the weather be different from now in August? How did it feel in December? Discuss how the children have changed as time has passed. What can they do now that they couldn't in September? Have they grown? How else have they changed? Is there anything they have improved at?</p>	<p>Imagine you are in the woods. What sounds might you hear?</p>

			<p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> • How many things can you fit in a tablespoon? Try using really small items? What is the most you can manage? • Watch how many things you can get in a matchbox https://www.youtube.com/watch?v=cKB0aHue42I 		
Thursday		<p>See resources for ‘Spring for the Birds’ book pdf.</p> <p>1. Read an information book. Share and read together Spring for the Birds. This is a non-fiction (or information) book. You can find out information about what birds do in spring by reading it.</p> <p>2. Respond to the information.</p> <ul style="list-style-type: none"> ○ Discuss the question: <i>What do birds do in springtime?</i> Does this book tell us? Yes. They build nests and raise their young. ○ Discuss the different birds in the book. Read each bird name together. Spot the ‘wr’ to make a ‘r’ sound in wren. Do you know any other types of bird? ○ Compare the different foods that the baby birds are fed. Find and read each word that tells you what they ate. ○ Talk about the different places that the birds built their nests. <i>Why do they choose high or hidden places?</i> ○ Talk about how nesting birds are protected by law. Disturbing a nest can frighten the parent birds and scare them 	<p>Counting practice</p> <ul style="list-style-type: none"> ○ Take a tea-towel and some coins. These must be identical but it doesn’t matter what denomination they are. You need ten. ○ Lay out the coins on a table. ○ Ask your child to sit facing away from you and the coins. ○ Cover some of the coins with the tea towel. ○ The child turns round and counts the coins they can see. ○ Their aim is to tell you how many are under the tea towel. ○ Repeat several times. Can they be correct three times in a row? <p>Make it easier or harder...</p>	<p>Spring art – use the Blossom Tree Craft or Fingerprint Flowers resource to recreate some Spring scenery through Art! Don’t forget to take some pictures to share your work on Tapestry!</p>	<p>Design a sandwich for a teddy bears’ picnic.</p>

		<p>away. This is very dangerous for their babies.</p> <ul style="list-style-type: none"> ○ Help your child design a poster explaining why we should careful around nests on <i>Birds in Springtime</i> below. They can use pictures and/or words to share their message. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> ○ Read together about nests built in unusual places: https://www.bbc.co.uk/newsround/52190125 ○ Read more about UK birds with the Woodland Trust: https://www.woodlandtrust.org.uk/trees-woods-and-wildlife/animals/birds/ 	<ul style="list-style-type: none"> ○ Use only six coins to make this easier. ○ Spread the coins out to make it harder! <p>Working together</p> <ul style="list-style-type: none"> ○ Play <i>Race to the Start</i> ○ You need counters, small bricks, dried pasta pieces or anything else you can count! Also, two coins (different) to use as your counters, and one coin to flip. Print out the game board below. ○ Follow the instructions on <i>Race to the Start</i> see resource. <p>Try these Fun-Time Extras</p> <ul style="list-style-type: none"> • Play this fantastic game of snakes and ladders online. You can play against a robot, or play against each other! • https://www.cbc.ca/kidscbc2/games/snakes-and-ladders 		
Friday		<p>1. Discuss the type of information in a book</p> <p>Read or re-read <i>Spring for the Birds</i>. This book has lots of information. What things can we find out by reading this book? <i>Types of bird, where they build their nests, what they feed their young, etc.</i></p> <p>2. Write captions.</p>	<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, 	<p>Go for a walk with a grown-up and look out for any signs of spring. You could take the tube from some kitchen roll and use it as a telescope or put two together to make binoculars! Can you find any petals from blossom trees or other flowers to collect from the ground? Use the dried petal pictures resource to create a picture (you</p>	<p>Draw a colourful flower.</p>

- Explain that in information books, the pictures sometimes have **captions**: special sentences which explain what the pictures are showing. *For example, page two's caption could be 'The blackbird sings to talk to other birds.'*
 - Explain that **Spring for the Birds** does not have any captions.
 - Look at the pictures from the book on **Captions** (see resource) and work together to say some captions which could go with the pictures to explain what they are showing.
 - Choose one or more pictures to write a caption for. (If your child has big writing, you can cut out the individual pictures and stick them on a new piece of paper for more room.)

e.g. Padma 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.
- Play several times. Do you get good at not saying one number?

Extension

- Repeat the same activity but count from 30 to 50 not saying 'six', or from 70 to 90 not saying 'five', etc.

Working together

- Make a *Do this number of actions!* 'fortune teller' as outlined in resource.
- You need a square piece of paper and fat felt-tip pens. A thin pen would be good as well.
- You need follow the instructions on *How to make a fortune teller* see resource.
- Use this to *count* different actions, matching these to the spoken numbers.

don't have to wait for the petals to dry) *or* draw some pictures to show people what you've seen on your walk!

