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|  | Monday 27th April | Tuesday 28th April  | Wednesday 29th April  | Thursday 30th April  | Friday 1st May  |
|  | Daily ChallengeHow many months are there in a year? Can you name them? .  |  | Daily Challenge Can you draw something that is symmetrical? What do you need to remember?  |  | Daily ChallengeHow many ways can you make 14p? |
| 15 Minutes | Daily Exercise CBeebies – Happy Tent TalesThe Beetle and The RatSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Beetle and The RatSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Beetle and The RatSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Beetle and The RatSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Beetle and The RatSee Link Below |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 20 Minutes | PhonicsPhonics PlayFlash Card Speed TrialIntroduce a New SoundWord Hunt - Sentence | PhonicsAlphabet SongWrite a list | PhonicsPhonics Play Tricky Words TrucksIntroduce New SoundHangman | PhonicsPairs | PhonicsIntroduce New SoundPhonics PlayMake a Match |
| 60 Minutes | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 60 Minutes  | LiteracyPobble 365 – Mind MapReading for pleasure | PE with Joe Wickes 30 Minutes | LiteracyWriting Sentences using your Mind Map from Monday | PE with Joe Wickes 30 Minutes | LiteracyWrite a ListI went to the shop and I bought… |
|  | LUNCH |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 20 Minutes | MathDoubling Ladybird | MathMoney – Role Play Shop | MathPirate Doubles | MathValue of a coin | MathDoubling Space Race |
|  | TopicPeople Who Help Us | TopicPeople Who Help Us | TopicPeople Who Help Us | TopicPeople Who Help Us | TopicPeople Who Help Us |
|  |  | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure |
|  | Diary Entry |  | Diary Entry |  |  |

VAN GOGH HOME LEARNING TASKS WEEK BEGINNING 27th APRIL 2020

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| **DAILY CHALLENGE:** At school the children are set a daily challenge, this they can choose to do whenever they want but it must be completed by the end of the day. |
| **Monday** | How many months are there in a year? Can you name them? Extension Task: Which months have 30/31 days? How many days are there is February? |
| **Wednesday** | Can you draw something that is symmetrical? What do you need to remember? |
| **Friday** | How many ways can you make 14p? |

**Please remember that this timetable is a rough guideline and you can move activities around to suit your work and home situations. Also, the timings are may vary according to the activity. Activities can be split over two days if required.**

**DAILY EXERCISE**: This storytelling through Yoga, I’ve timetabled it in for the whole week so that it gives the children practice and become confident with the moves.

 <https://www.bbc.co.uk/iplayer/episode/p064kjbp/happy-tent-tales-2beetle-and-the-rat>

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| **DAILY PHONICS**Children should work on their phonic sounds daily. Their target sounds are in their reading records, together with all the other Phase 3 sounds they could be working on. |
| **Monday** | *Flash Card Speed Trial (Phonics Play)* – It is important that the children are recapping previous sounds as well as learning new sounds. **Introduce a new sound.** Write words on post-it notes using that sound and hide them around the house for the children to find (you could do a little treasure map for them to follow). Every time they find a word, get them to read it, ensuring they are using the diagraph or trigraph correctly e.g. rain = r - ai - n **NOT** r-a-i-n**.** Ask your child to **independently** write the sentence using one of the words, encourage them to think about cursive writing, how many words there are, using finger spaces, sounds and tricky words.  |
| **Tuesday** | Sing the alphabet song. Then choose 10 random sounds in the alphabet and get the child to give you the name of the sound e.g. My sound is **b** and my name is **B.** My sound is **w** and my name is **W.** Re-visit yesterdays sound by asking your child to write down the words they had found during the hunt. Reinforce that they should think carefully about the sounds, diagraphs or trigraphs when spelling the words. Get the children to read back the words making sure that they are using the sounds.  |
| **Wednesday** | *Tricky Word Trucks (Phonics Play) –* When we play this at school, we always try to beat out previous time. Please encourage the children to sight read the sounds. **Introduce a new sound,** play hangman using sentences or just words with that sound in them e.g. **igh –** The l**igh**t was so br**igh**t. You would use sound buttons rather than just lines for each sound e.g. \_. .\_\_. ... .. ..\_\_. (the dots and dashes are known as sound buttons). Hope that makes sense, this way the children now where the diagraph or trigraph are.  |
| **Thursday** | Play ‘Pairs’ - Make a set of sound that your child has been working on (you can use post-its or paper cut into squares). Make another set of cards with words using those sounds. Mix them all up and put them face down on the table. Take turns in turning over two cards does the word match the sound, if so, they keep the cards if not the cards go back. Every time they pick a word ensure that they are sounding it out correctly.  |
| **Friday** | **Introduce a new sound.** Play*Make a Match (Phonics Play) –* Choose the one that has the new sound and previous sounds that your child has learnt.  |

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| **WRITING TASKS (See individual targets on their reports to be included in any writing your child does)**Remember these tasks should be FUN not a chore! |
| **Monday** | Get the children to pick a Pobble 365 picture. Get a large piece of paper and divide it into… What can I see? How do I feel? What can I hear? What can I smell? What will happen if I touch something from the picture? Hold your child’s hand and pretend to step into the picture. As you explore inside the picture, discuss the questions. Take turns writing down key words, remember they are going to use these later in the week to write sentences. Build up a word bank ready for Wednesday. The writing can be done after you have explored and talked about what is happening around you or as you go along.  |
| **Wednesday** | Re-visit the Mind Map and Picture from Monday. Explain that they are going to write a sentence about how they felt, what they saw, what they heard and smelt. Encourage them to use an interesting story beginning… Once upon a time…. One Day…. It was the middle of the night… This will depend on the picture you have chosen. Working with the children, model writing a sentence reinforcing number of words, finger spaces whilst getting them to help you sound out the words. Encourage the children to write their own sentences. Before they start to write please give them a sound mat, make sure the mind map can be seen, remind them about cursive writing, finger spaces and applying their phonic sounds and tricky words. . Remember they need to work on the sentences independently.  |
| **Friday** | Write a list… remember a list is NOT a sentence! Write of the top of a page… I went to the shop and I bought… Then underneath the children start to write their list. Encourage the children to think outside the box and use exciting adjectives… they could buy Wobbly Green Alien, A slug and snail pie etc. Before children start to write please give them a sound mat and remind them about cursive writing, finger spaces and applying their phonic sounds and tricky words. You can extend the children’s learning by using alliteration e.g. **S**limy, **s**lithering **s**lug. **B**eautiful, **b**right, **b**lue **b**utterfly.  |

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| **MATH:** **(Please work on individual targets on their reports as well)**Re-visit what ‘doubling’ means. I have attached a workbook and will highlight over the next few weeks which tasks you need to do. If you are not able to print off the pages, please use apparatus to re-create the number sentences.  |
| **Monday** | Workbook Doubling and Halving: Page 1 Ladybird Doubles – Complete the sheet. Draw your own ladybirds and use bigger numbers. Don’t forget to count correctly.  |
| **Tuesday** | Role Play - Set up a shop where you can buy ingredients for your lunch. Price up the ingredients (think about your child’s ability stretch them but do not set them up for failure). Take turns in being the customer and the shopkeeper. Reinforce the different coins… talk about value, size, colour etc.  |
| **Wednesday** | Workbook Doubling and Halving: Page 3 Pirate Doubles – Can you use real coins to put into the treasure chest and work out the doubles. Extension Task: How many different coins can you use to make the amounts. E.g. Double 9p – 1p 1p 1p 1p 1p 1p 1p 1p 1p + 1p 1p 1p 1p 1p 1p 1p 1p 1p**OR** Double 9p - 5p 2p 1p 1p + 5p 2p 1p 1p  **OR** Double 9p – 2p 2p 2p 2p 1p + 2p 2p 2p 2p 1p  |
| **Thursday** | Money: Children often find money tricky especially adding different amounts. To overcome this fear, it is important that you constantly reinforce that it is just like adding numbers. Show the children a 2p coin… a 2p is the same as 1p + 1p (reinforce it is the same as 1 + 1 = 2) Repeat using other coins e.g. 5p 10p Extension: 20p – 50p |
| **Friday** | Workbook Doubling and Halving: Page 7 Doubling Space Race – You can play this in different ways… if your child is confident with counting then you can encourage to time themselves. As there are double digit numbers you can use NUMICON or they can count out objects but should be encouraged to lay them out so it’s easy for them to count. E.g. Double 14 – This would help them see TENS and ONES/UNITS and make it easier to count or just count by touching each object. X X X X X X X X X X X + X X X X X X X X X X X  X X X X X X X X  |