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|  | Monday 18th May | Tuesday 19th May  | Wednesday 20th May  | Thursday 21st May  | Friday 23rd May  |
|  | Daily ChallengeCapacity |  | Daily Challenge Stopwatch |  | Daily ChallengeSymmetry |
| 15 Minutes | Daily Exercise CBeebies – Happy Tent TalesMice and ElephantsSee Link Below | Daily Exercise CBeebies – Happy Tent TalesMice and ElephantsSee Link Below | Daily Exercise CBeebies – Happy Tent TalesMice and ElephantsSee Link Below | Daily Exercise CBeebies – Happy Tent TalesMice and ElephantsSee Link Below | Daily Exercise CBeebies – Happy Tent TalesMice and ElephantsSee Link Below |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 20 Minutes | PhonicsPhase 2/3 sounds | PhonicsPhase TwoSpellings | PhonicsTricky Word Spellings | PhonicsPhase Three Spellings | PhonicsPhonics PlayPhase 4 Sentence Substitution |
| 60 Minutes | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 45 Minutes  | LiteracyThe Very Hungry Little Caterpillar – AnimationComprehension | PE with Joe Wickes 30 Minutes | LiteracyWrite a List  | PE with Joe Wickes 30 Minutes | LiteracyWriting about a characterReading for pleasure |
|  | LUNCH |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 30 Minutes | MathHungry Caterpillar Maths | MathHungry Caterpillar Maths | MathHungry Caterpillar Maths | MathHungry Caterpillar MathsTelling the Time | MathTelling the Time |
|  | TopicGrowing  | TopicGrowing | TopicGrowing | TopicGrowing | TopicGrowing |
|  | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure |
|  | Diary Entry |  | Diary Entry |  |  |

VAN GOGH HOME LEARNING TASKS WEEK BEGINNING 18th May 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** | Capacity: Find a container and explore the following… FULL, HALF FULL, NEARLY EMPTY, NEARLY FULL.  Find two containers (large and small) – Estimate (guess) how many small containers you would need to fill to fill the large container.  |
| **Wednesday** | Stopwatch: How many star jumps can you do in 1 minute (60 seconds)? Have another go can you do more than before? Challenge yourself by increasing the number of star jumps each time.  |
| **Friday** | Symmetry: Draw or create a symmetry face using 2D shapes or objects found around the house.  |

**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/p064l4xr/happy-tent-tales-5mice-and-elephants>

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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. Working through Phase2/3 sounds – Read a sound out and ask the children to write it.  |
| **Tuesday** | Spelling Test: Phase Two – *sat, pin, mad, got, dip, cap, kick, get, full, hiss, huff, bell.* Remember when reading out the word’s emphasis on the long sounds at the end e.g. bell, huff, kick etc.  |
| **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. Spelling Test… How many of the tricky words can they write… read out the words randomly from the sets your child is working on.  |
| **Thursday** | Spelling Test: Phase Three – Remind the children that there are only two/three sounds in each word, so they need to think of the diagraph and trigraphs.*jam, yak, zoo, fox, wing, queen, chick, shock, think, pain, leek, night, goat, moon, book, card, fork, burn, cow, coin, hear, chair*. Extension Task: I can write two syllable words…*fishing, chicken, rocket, haircut, forget, bandit, button, goblin, signal, trumpet* |
| **Friday** | Phonics Play: Phase 4 – Sentence Substitution  |

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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** | Share the animation film, The Very Hungry Little Caterpillar. First let the children watch the film, then play it again and stop at regular intervals and discuss the story. Complete the comprehension questions, you can do this over a few days if you wish.  |
| **Wednesday** | Imagine you are The Very Hungry Caterpillar; make a list of all the foods you eat over the week… On Monday I ate… Write a sentence about how you felt afterwards.  |
| **Friday** | Imagine that you are a LITTLE BUG and you can change into something else. Draw a picture of what it would be. Write a sentence explaining why you have chosen that animal or insect and describe what it looks like. Remember you can use your imagination and create your own mythical creature.  |
|  | **Over the next few weeks complete a Bean Diary.** |

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| **MATH:** **(Please work on individual targets on their reports as well)**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** | Over the week complete the Maths Questions and Time Sheets  |
| **Tuesday** |
| **Wednesday** |
| **Thursday** |
| **Friday** |

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| **TOPIC:** GARDEN |
| **All Week** | Use your imagination to make your own Hungry Caterpillar and Beautiful Butterfly. You can use re-cycling, things you have found around the house or in the garden. Re-tell the story using props e.g. the pictures or models you have made, leaves, an egg, different fruits etc. take photos and create your own story board.  |