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|  | Monday 8th June | Tuesday 9th June  | Wednesday 10th June  | Thursday 11th June  | Friday 12th June  |
|  | Daily ChallengeCounting  |  | Daily Challenge Halving |  | Daily ChallengeSpelling |
| 15 Minutes | Daily Exercise CBeebies – Happy Tent TalesThe Magic CowSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Magic CowSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Magic CowSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Magic CowSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Magic CowSee Link Below |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 20 Minutes | Phonics: Re-visit last weekWrite Sentences  | Phonics: Re-visit last weekDragons Den | Phonics: Re-visit last weekTricky Word Truck | Phonics: Re-visit last weekSpace Games | Phonics: Re-visit last weekWrite Sentences |
| 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  | LiteracyWriting  | PE with Joe Wickes 30 Minutes | LiteracyComprehensionJack and the Beanstalk | PE with Joe Wickes 30 Minutes | LiteracyDiary Entry |
|  | LUNCH |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 30 Minutes | MathTimeline  | MathO’clock | MathTime Challenge | MathLanguage - Time | MathTime Challenge |
|  | TopicWhat Live on Us? | TopicWhat Live on Us? | TopicWhat Live on Us? | TopicWhat Live on Us? | TopicWhat Live on Us? |
|  | 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 8th JUNE 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** | Count backwards and forwards from 10/15/20 |
| **Wednesday** | Draw some 2D shapes and cut them in HALF |
| **Friday** | How many words can you write with these sounds… ch sh th ng nk. For example chop, thin, ink etc.  |

**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 have timetabled it in for the whole week so that it gives the children practice and become confident with the

<https://www.bbc.co.uk/iplayer/episode/p06578r7/happy-tent-tales-7the-magic-cow>

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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** | Using the list of words below write two sentences. You can choose two separate words or combine a few of the words to make a sentence. Remember you can make up more words of your own and you can write silly sentences e.g. *The goat sat on the moon reading his book about goblins.*  |
| **Tuesday** | Please work within the phase in which your child is comfortable Phonics Play Phase 3: Dragons Den Vowel diagraphsPhonics Play Phase 4: Dragons Den CCV and CCVC words |
| **Wednesday** | Please work on the phase in which your child is comfortable Phonics Play Phase 2 – 3 – 4: All High Frequency Words  |
| **Thursday** | Please work within the phase in which your child is comfortable Phonics Play Phase 3: Rocket Rescue Spelling WordsPhonics Play Phase 4: Space Race Spelling Words |
| **Friday** | Using the list of words below write two sentences. You can choose two separate words or combine a few of the words to make a sentence. Remember you can make up more words of your own and you can write silly sentences e.g. *The goat sat on the moon reading his book about goblins.* |
| **Words for sentences** | Phase Two – sat, pin, mad, got, dip, cap, kick, get, full, hiss, huff, bell.Phase 3 - jam, yak, zoo, fox, wing, queen, chick, shock, think, pain, leek, night, goat, moon, book, card, fork, burn, cow, coin, hear, chair, fishing, chicken, rocket, haircut, forget, bandit, button, goblin, signal, trumpet.  |

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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** | Choose a picture from the writing prompt sheets. Discuss with your child what is happening, remember they need to come up with the ideas. Encourage them to use their imagination, there is not a correct answer they can take the story wherever they like. *E.g. After a storm, Rashmi found an old bottle**washed up on the beach. Inside it, there was a note that said…* Questions you could ask: What is a storm? What happens during a storm? How did the bottle get into the water? How long do you think it has been there? Where do you think it came from? What did the note say? Who do they think wrote it? Why did they write it? After the discussion you can use these questions for them to start writing sentences.  |
| **Wednesday** | Jack and the Beanstalk Comprehension (First Level): Explain that you are going to do a comprehension. This is when you read a story and then answer questions on it. Get your child to read the story or share the story with them. Work through the question discussing each question and referring to the text to look for the answers. Encourage the children to write out the answers in sentences.  |
| **Friday** | Think about the sequencing maths activity from Monday. Write a diary entry of your day today. Start from when you get up and write down all the things that you do. You can add times or just write about different parts of the day.   |
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| **TOPIC:** **Hygiene**  |
| **All Week** | Re-visit the experiment from last week and complete a sequence of events sheet showing what you did and what happened go the bread. Draw the pictures in each box and then add captions.  |

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| **MATH:** **(Please work on individual targets on their reports as well)** |
| **Monday** | Draw/write a timeline showing what you do throughout the day e.g. Morning – 8.00: Breakfast 9.00: Phonics etc.  |
| **Tuesday** | Write the correct o’clock time. Encourage the children to think about the analogue clock as a face, talk about the minute hand, hour hand and how they move around the clock e.g. while the minute hand goes all the way around the hour hand moved from one number to another.  |
| **Wednesday** | Complete Home Learning Time Challenge Sheet |
| **Thursday** | Everyday Language About Time (Over two weeks) |
| **Friday** | Complete Home Learning Time Challenge Sheet |