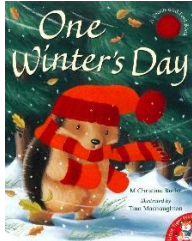




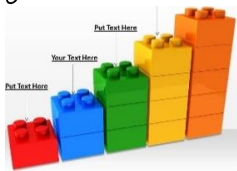
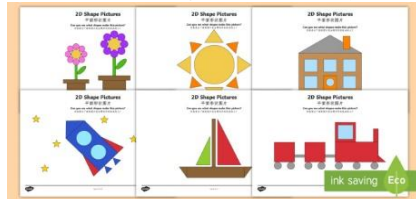
	English	Maths	Topic Activities
Useful websites and activities.	<p>To support Phonics lessons - https://lettersandsounds.org.uk/home/reception Letters and sounds lessons year 1 https://www.bbc.co.uk/bitesize/topics/zf2yf4j</p> <p>Recap Phase 2 and previous phase 3 sounds. Sing alphabet song and point to the letters. Read through the high frequency words. https://www.google.com/search?q=phonics+oa+sound&rlz=ICIGCEU_enGB866GB867&oq=phonics+oa+sound&aqs=chrome..69i57j0l2j0i22i30l5.2896j0j4&sourceid=chrome&ie=UTF-8</p>	<p>Useful websites to support Maths https://www.youtube.com/watch?v=dk9YtIPqQi https://www.youtube.com/watch?v=jackhartmancountto100 https://www.bbc.co.uk/iplayer/numberblocks</p> <p>Books to support learning None the number - Oliver Jeffers Zero is the leaves on the tree - Betsy Franco A squash and a squeeze - Julia Donaldson Room on a broom - Julia Donaldson</p> <p>Prompts for learning Useful websites White Rose at home maths for Reception and Year 1. https://whiterosemaths.com/homelearning/</p> <p>This week the children are continuing to develop their understanding that all numbers are made up of smaller numbers.</p>	<p>Blossom and Bloom This week we will continue talking about the changing seasons. Recap on our 4 seasons of the year? We will talk about the season we are in now and focus on 'Winter.' We will look at and discuss different animals hibernating and read the story. 'One Winters Day,' - By M Christina Butler https://www.youtube.com/watch?v=YBKfbo6Qj1I</p>  <p>Also log on to your purple mash for lots of fun activities about the seasons.</p>

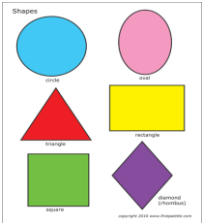

Phonics

	Phase 3	Phase 4	Phase 5
Daily Starter	<p>Sing the alphabet song. Letter names.</p> <p>Recap phase 2 and previous phase 3 sounds.</p> <p>See sound mat.</p>	<p>Sing the alphabet song. Letter names.</p> <p>Recap all of phase 2 and phase 3 sounds.</p> <p>See sound mats.</p>	<p>Sing the alphabet song. Letter names.</p> <p>Recap all of sounds learnt so far.</p> <p>See sound mats.</p>
Monday	<p>Teach the digraph 'oo' as in 'oo' <i>book, look, took</i> and also 'oo' as in <i>moon, soon, boom</i></p> <p>Practise writing the letter in the air</p> <p>Segmenting for spelling - stretch out your word</p> <p><i>b-o-ok, l-oo-k, c-oo-k, g-oo-d</i></p> <p>Can you write a sentence for each word above.</p> <p><i>'I can have a look at a book.'</i></p> <p>Reading caption</p> <p><i>'I can cook good food'</i></p>	<p>Reading and spelling CVC words :- <i>jog, jam, win, web, wax</i></p> <p>Teach reading CVCC words by extending CVC words.</p> <p>Write ten. Segment and blend. Add t. Segment and blend.</p> <p>Repeat with <i>-ben -bent; dam -damp; pan -pant</i> etc...</p> <p>Play games with words:</p> <p>tent, damp, lump, bend, mend, fump, hent, yend</p> <p>- say them, sound them out!</p> <p>Write these sentences.</p> <p>Use a puppet/teddy to read the sentences</p> <p><i>It can be fun to camp in a tent.</i></p> <p><i>I like jam said the man.</i></p>	<p>Teach reading high-frequency word 'old' and tricky words 'oh' 'their'</p> <p>Teach 'ay' and talk about the difference between this 'ai' and that 'ay' usually comes at the end of the word.</p> <p>Blending for activity: <i>day, play, may, spray, stray, delay</i></p> <p>Segmenting for spelling,</p> <p><i>stay, tray, clay, pray, play</i></p> <p>Reading Sentence</p> <p><i>Can I stay and play?</i></p> <p><i>Can I spray the paint?</i></p> <p><i>May I stay at home today?</i></p>

Tuesday	<p>Teach 'ar'</p> <p>Show formation - Children write in the air.</p> <p>Segmenting for spelling - bar, park, card, jar</p> <p>Sound buttons blend - market, car, cart, hard</p> <p>Write together</p> <p>'Mark and Carl got wet in the rain.'</p>	<p>. Reading and spelling CVC words :- van, vet, jet, jack</p> <p>Teach spelling CVCC words by extending CVC words- pin -pink; sin -sink;</p> <p>Play games with words: pink, pant, bent, mend, gump, yent, yenk sound out</p> <p>Have children write the sentence.</p> <p>It is damp in the pink tent.</p> <p>Milk is good for teeth and gums.</p>	<p>Teach 'ou' and compare 'ow'.</p> <p>Explain that 'ou' rarely comes at the end of the word.</p> <p>Blending for reading activity: out, cloud, proud, about, scout</p> <p>Segmenting for spelling</p> <p>sound, found, mountain, sprout, loud, loudest</p> <p>Writing Sentences</p> <p>'The sound is loud. I go down now.'</p>
Wednesday	<p>Sing alphabet song and point to the letters.</p> <p>Teach 'or'</p> <p>Segmenting for spelling for, fork, cord, cork</p> <p>Sound buttons lord, born, torn, sort</p> <p>Reading captions</p> <p>'The farm has a big tree.'</p>	<p>Reading and spelling CVC words:- fox, tax, mix, vex, zip, zag</p> <p>Teach reading CCVC words by adding initial sounds to CVC words.</p> <p>Write rip. Segment and blend. Add t at the front. Segment and blend. Repeat with -- t-rip, s-can, s-pin, s-top, l-and, s-ink</p> <p>Buried treasure. Give each chn two coins with CVCC words /nonsense words on them. Chn work in pairs to read their coins. Ask chn to sort their words into 'chest' or 'bin'. Go though each with w/reading & checking words.</p> <p>Have children help puppet to read the sentences</p> <p>It was dark when the lamp went out.</p> <p>Can I plan a trip to the moon?</p>	<p>Teach spelling tricky words said, so</p> <p>Teach 'ie' and compare to 'i' is a word on it's own 'ie' makes the sound in other words- usually at the end.</p> <p>Blending for reading: tie, pie, lie, die, cried, fried</p> <p>Segmenting for spelling</p> <p>tried, pie, spied, denied, tie, lie</p> <p>Reading Sentences</p> <p>'I cook a pie.'</p>

Thursday	<p>Sing alphabet song and point to the letters. Teach 'ur'</p> <p>Show formation.</p> <p>Children write in the air.</p> <p>Teach 'ur'</p> <p>Show formation.</p> <p>Children write in the air.</p>	<p>Reading and spelling CVC words:- yap, yes, yet, yell, six, box, buzz, zip</p> <p>Teach writing CCVC words by segmenting the initial sounds - h-and, g-rip, s-pan, t-rap, s-cot, f-lip</p> <p>Repeat yesterday's activity using different words on coins.</p> <p>Have children write the sentence on WB</p> <p>Ben and Sam jump over the pond.</p> <p>Fred and Brett spent a week in Spain.</p>	<p>Teach 'ea' and compare to 'ee'</p> <p>Blending for reading sentence substitution</p> <p>Paul eats peas with his.....</p> <p>meat/beans/reads/cooks/Phil.</p> <p>Segmenting for spelling</p> <p>treat, meat, stream, sea, read, repeat, heap,</p> <p>least</p> <p>Writing Sentences</p> <p>'He reads under a tree'</p>
Friday	<p>Cats whiskers. Segmenting for spelling</p> <p>book, soon, cart, fork, turn</p> <p>In pairs/ in a circle</p> <p>Write made up words on the white boards.</p> <p>Say a sound change 1 letter to make a new sound.</p> <p>book- look, soon- poon.</p> <p>Can include lots of alien words but keep the sound the same changing just one letter.</p> <p>Doon, foob, goot</p>	<p>Reading and spelling CVC words:- quit, quiz, tax, mix, jog</p> <p>Teach reading tricky words said, so</p> <p>Teach spelling tricky words the, he, she, we, me, be</p> <p>Play tricky word bingo. Chn pick 4 tricky words. Copy and write from a list of tricky words & HFW's. Chn cross off words when read out. <i>Who can finish first?</i> Check words.</p> <p>Have children help puppet to read the sentence</p> <p>He said he went red when she kissed me.</p> <p>She was cross with the children.</p>	<p>Teach spelling tricky words</p> <p>the, them, this, that, they</p> <p>Phoneme Spotter</p> <p>ay, ai, ou, ow, ea, ee</p> <p>Sound Games</p> <p>Identifying all the sounds of the week.</p>

		Maths	
	<u>Mental Maths Starter</u>	<u>Number - Comparing Number</u>	<u>Shape, space and measures</u> <u>2D Shapes</u>
Monday	<ul style="list-style-type: none"> Count back from 10/ 20 to 0 without objects. Sing number songs/ rhymes. E.g. 5 little men in a flying saucer, 5 little ducks. 5 little speckled frogs, 5 little monkeys. 	<p>Provide a set of dot plates with different arrangements of 0-5 dots.</p> <p>Can you find a plate with 4 dots? With more/fewer than 4 dots? Can you put the plates in order? (See sheet 1)</p> <p>https://www.youtube.com/watch?v=pZw9veQ76fo&list=PLKrQomGICg53Gx_JjpJTofFsLczNQCIuw</p>	 <p>Can you go on a 2D shape hunt around the house?</p> <p>Can you find a circle,, triangle, a square, a rectangle, a diamond, a heart and other shapes.</p> <p>I found a tin that has a circle on the top and a Lego block that is a rectangle. (Sheet 2b)</p>
Tuesday	<ul style="list-style-type: none"> Collect 2 piles of objects. (Counters, cars etc)- No more than 6. Compare which on the biggest/smallest. Then compare the most, the least and the same. 	<p>Explore the different compositions of 4 and 5.</p> <p>Use Lego blocks or counters.</p>  <p>For example, 5 can be composed of 1 and 4, 3 and 2, 5 and 0.</p>	<p>Can you make a picture using as many different shapes as possible?</p> <p>Here are a few examples.</p>  <p>(See sheet 2a.)</p>

Wednesday	<ul style="list-style-type: none"> • Can you order numbers to 10. • Challenge - Can you order numbers to 20 • Order 3, 5 or 7 numbers between 0-10 	<p>Set up a log and pool and provide 5 speckled frogs for the children to re-enact the song.</p> <p>Encourage the children to sing the song as they play and to count how many frogs are on the log and in the pool at the end of each verse.</p> <p>(See sheet 3)</p>	<p>Can you describe each shape?</p> <p>How many sides, corners does your shape have? Can you count them?</p> 
Thursday	<ul style="list-style-type: none"> • Say numbers to 20 out-loud. E.g. sing number songs - see websites • Hello 1, hello 2, hello 3... to 9 (progressing to counting to 30). 	<p>Playing the same game as yesterday.</p> <p>Can you write down the number sentences for each verse.</p> <p>1 less than 5 is 4 1 less than 4 is 3 1 less than 3 is 2 1 less than 2 is 1 1 less than 1 is 0 (See sheet 4)</p>	<p>Can you make a bag of shapes.</p> <p>Put your hand in and describe the shape to your grown up before you show them.</p> <p>Did they get it right?</p>
Friday	<ul style="list-style-type: none"> • Share objects fairly, count to see how many each person has., can I share between 2 people? 	<p>Can you complete the one less one more sheet? (Sheet 5)</p> <p>Throw a dice and fill in the number.</p>  <p>Can you write the number that is 1 less.</p> <p>Can you write the number that is 1 more.</p>	<p>Can you write the correct name for each shape and talk about it?</p> <p>See worksheet (2c)</p>

English EYFS / Year 1

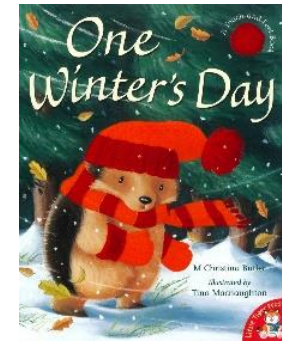
Communication and Language / Writing

Monday

Listen to the story 'One Winters Day.' - By M Christina Butler

<https://www.youtube.com/watch?v=YBKfbo6QjI>

The blurb says 'This is a sweet tale of kindness and community through hardship.'
Can you write your own blurb about the story?



Tuesday

Listen to the story again.

Can you write a list of adjectives describing the weather in the story - write about the wind and the snow.

You can use words like: blew, howled, or whistled for the wind.

 floated, swirled, sparkled and glistened for the snow.

Talk about what these words mean.

Can you use them during the day?

Wednesday

Can you draw and write about some of the animals that the little hedgehog was kind to.

What did he do to be kind to them?

What did the animals do to thank him?



Thursday

Thursday and Friday's writing task - Kindness

We are all helping at the moment in different ways and kindness is very important.

Whether it is helping your family/neighbours or playing with your brother/ sister whilst grown-ups are working hard at home or in lots of other ways.

Can you think about how you have been kind?

Who has been kind to you?

Talk about what they did to be kind and how it made you feel.

Friday

Thursday and Friday's writing task - Kindness

Can you write a thank you letter to someone that has been kind to you. It could be to someone at school or a family member or friend at home.

Remember to set out your letter carefully.

Remember to write in sentences and include full stops and capital letters.

You could also use connectives to make more detailed sentences.

A template for a thank you letter. It features a decorative border with a scalloped edge. Inside the border, the text "Dear _____" is at the top, followed by "Thank you for _____". Below these are several horizontal lines for writing. At the bottom, the text "From _____" is present. The entire template is enclosed in a light blue rectangular frame.

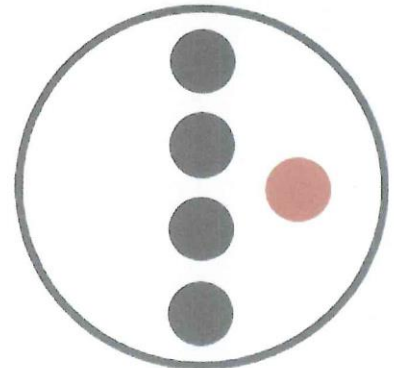
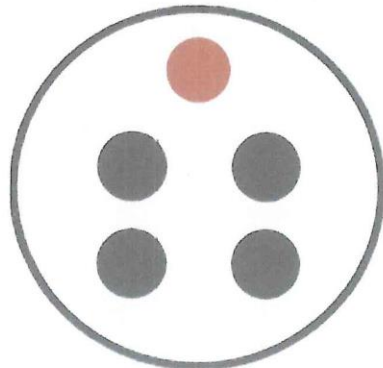
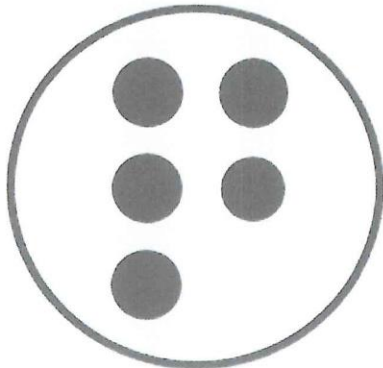
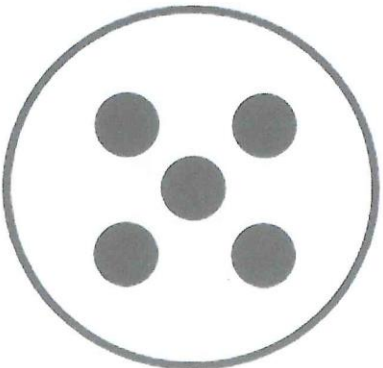
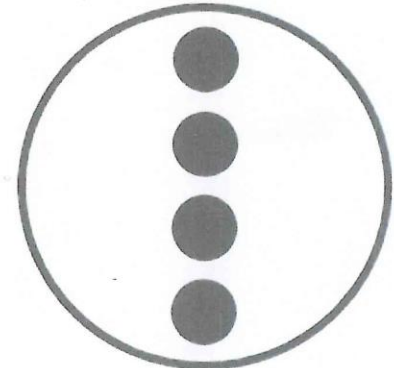
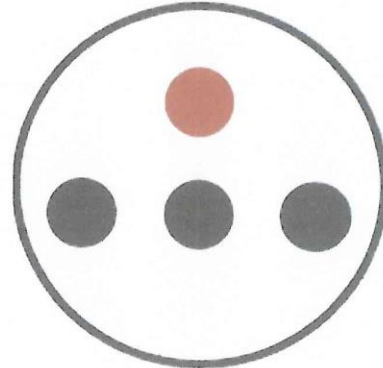
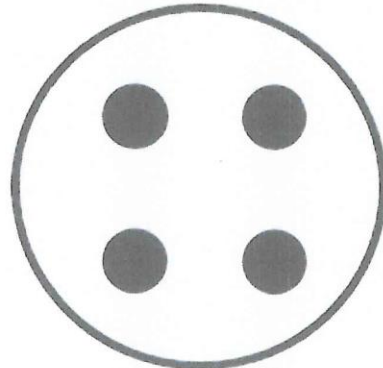
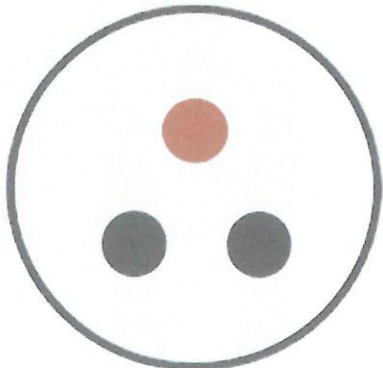
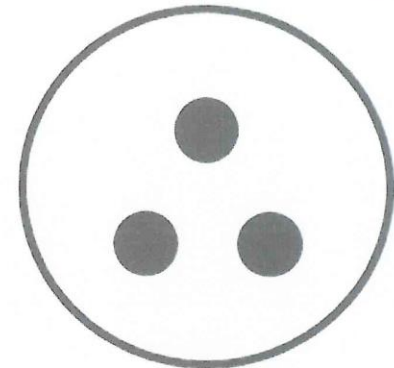
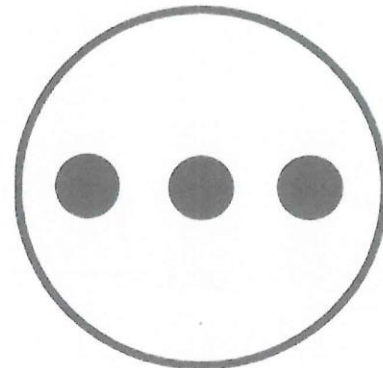
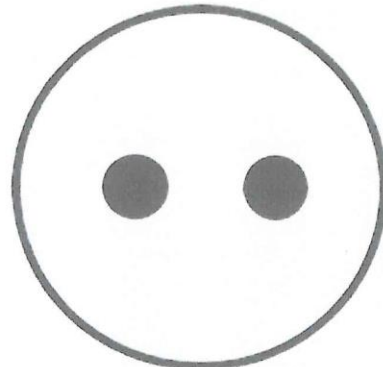
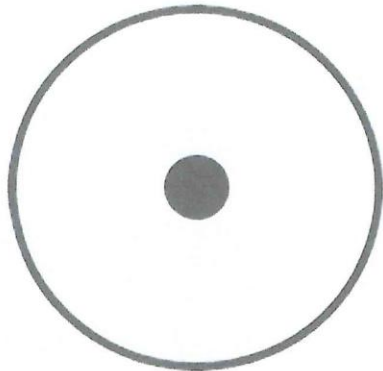
<p>Reading and comprehension</p>	<p>Practise your reading and high frequency words daily. Practise reading the sounds in the middle of your reading diary. Talk through as many different stories, fiction and non-fiction books as possible. Discuss the endings of the story and suggest your own ending. Can you write a book review to encourage your friends to read your book..</p>
<p>Physical Development/ Health and self care</p>	<p>Can you practise getting yourself dressed and undressed as quickly as possible. You could even time yourself each morning. Can you improve the time each day? <u>Balancing</u> Can you balance in as many different ways as possible. On 1 leg, 1 leg 1 arm Can you hop around the room, can you leap like a frog around the room? Can you catch a large ball? If you are really good catching a big ball can you also catch a smaller ball?</p>
<p>Personal and social activities</p>	<p><u>Friday fun games afternoon !-</u> Can you play a game? Snakes and ladders Guess who? Pop up pirates! Jenga Remember follow the rules and take it in turns, no cheating! Don't worry if you don't always win- it's the fun of playing.</p>

①

Dot Patterns

Rabbits EYFS

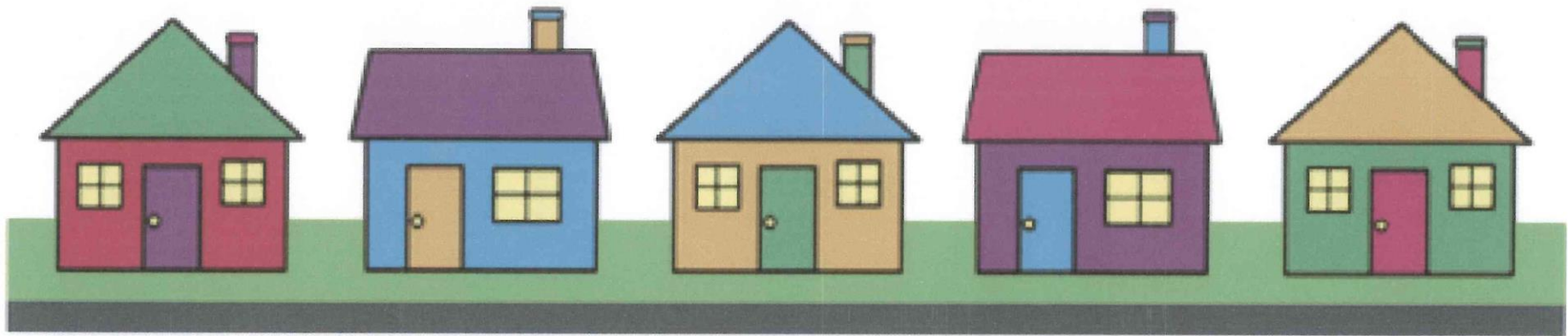
Sheet 1



2a

Rabbits EYFS
Sheet 2a

2D Shapes



Rectangle



Triangle

Circle




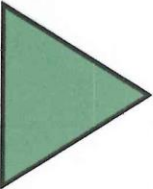
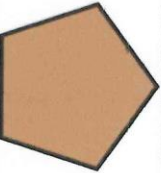




Rectangle



Shapes Around Us Survey

Use tally marks to record the shapes you see.

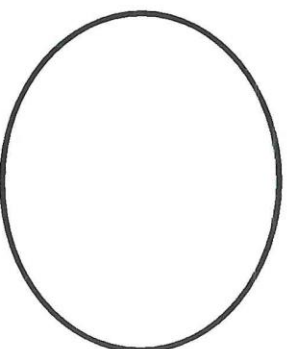
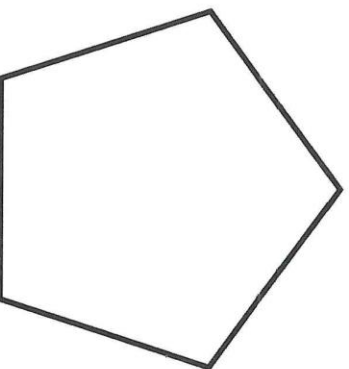
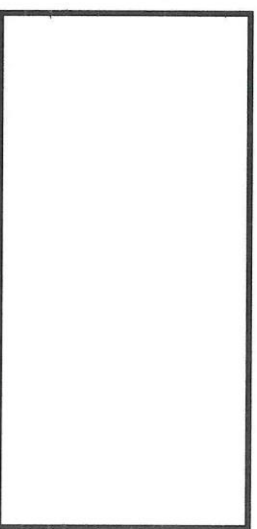
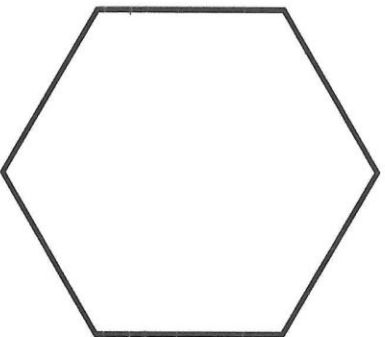
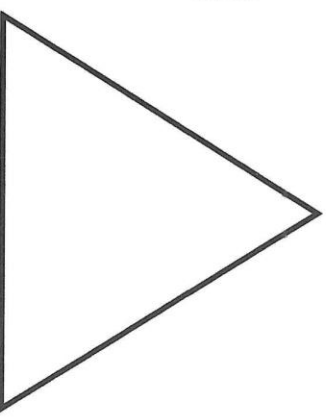
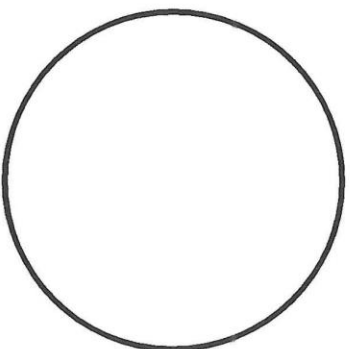
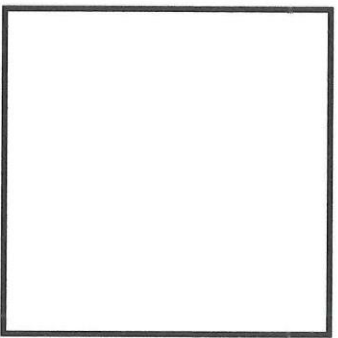
Which shape did you find most of?
Which shape did you find least of?

Shapes Hunt

Sheet

Colour the shapes as you find them.

2c

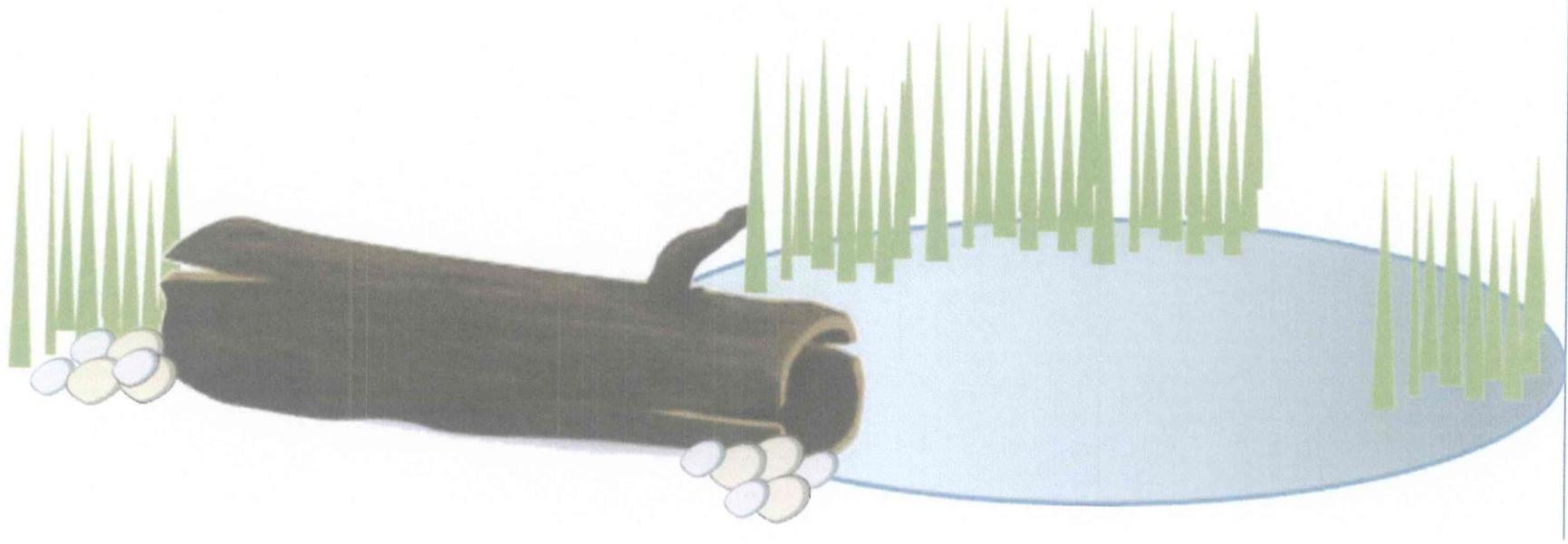


Which shape did you find most of?

3

Rabbits EYFS

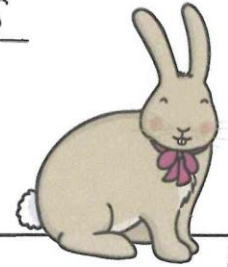
Sheet 3








4


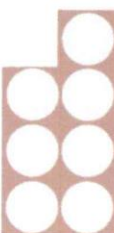
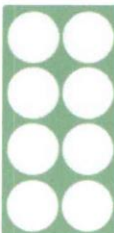
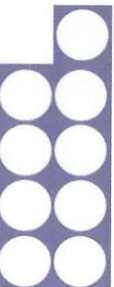

One More or One Less

Rabbits EYFS
Sheet 4



Can you write one more and one less than the number shapes?

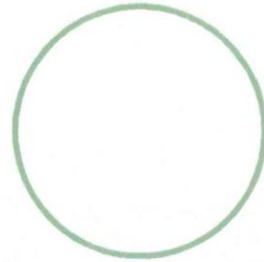
				

5

Number of the Day

Rabbits EYFS

Sheet 5



One Less		One More

6

Five Frames

Rabbits EYFS
Sheet 6



--	--	--	--	--

●				
---	--	--	--	--

●	●			
---	---	--	--	--

●	●	●		
---	---	---	--	--

●	●	●	●	
---	---	---	---	--

●	●	●	●	●
---	---	---	---	---

7

Rabbits EYFS
Sheet 7



Five Frames - Compare

--	--	--	--	--

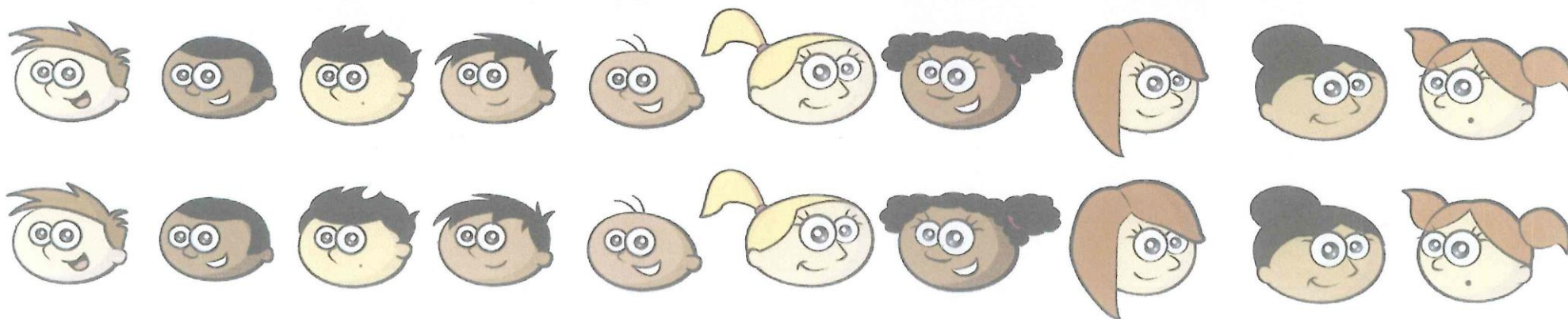
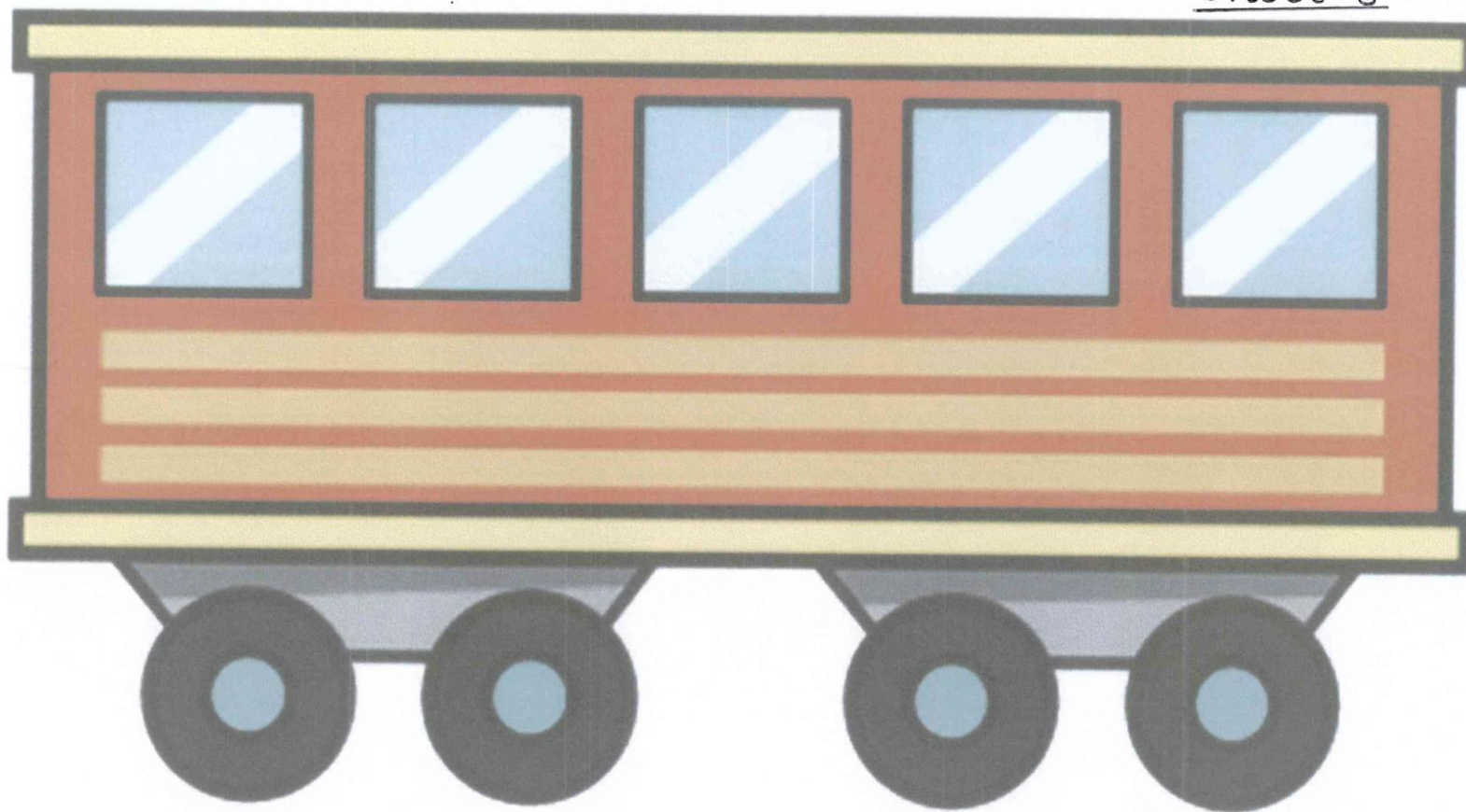
--	--	--	--	--

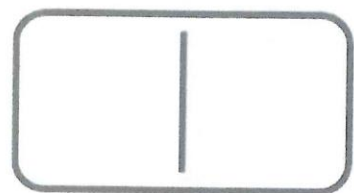
--	--	--	--	--

--	--	--	--	--

8

Rabbits EYES
Sheet 8

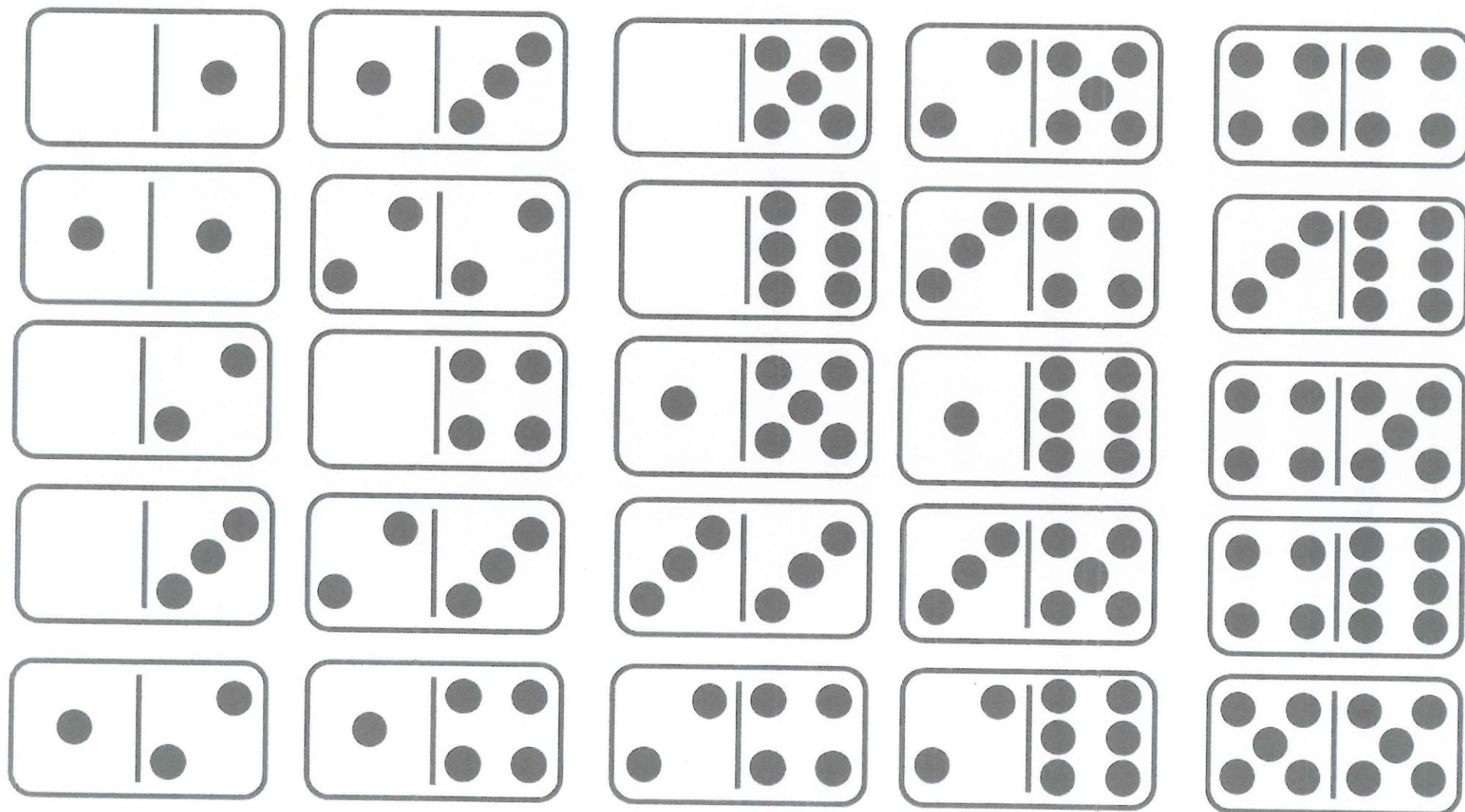




10

Dominoes

Rabbits EYFs
Sheet 10



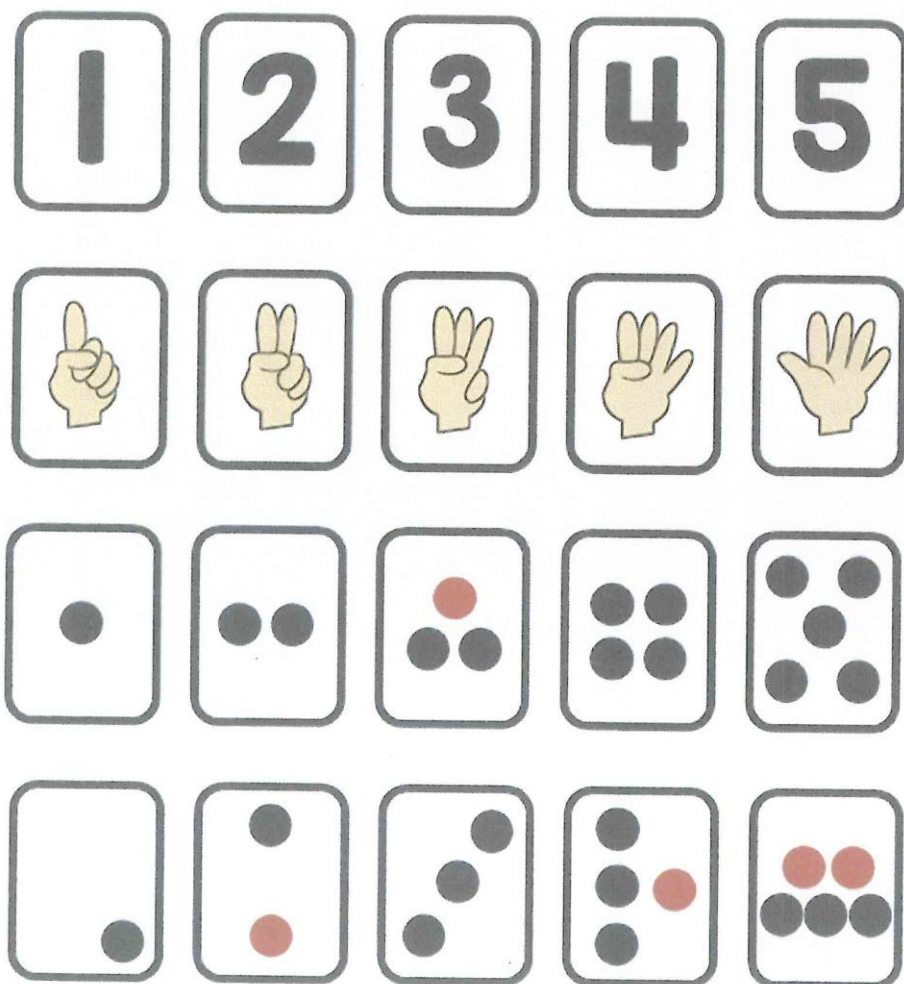
9

Rabbits EYFS
Sheet 9



Games

Concentrate



Equipment:

- 20 playing cards

Instructions:

Shuffle the cards and place face down.

Take it in turns to turn over two cards.

If the two cards represent the same number then the player keeps the pair.

If they do not represent the same number then turn them back over face down.

The game ends when all pairs have been found.

11

Rabbits EYFS
Sheet 11

1		3	4		6	7		9	10
---	--	---	---	--	---	---	--	---	----

	2	3		5	6		8	9	10
--	---	---	--	---	---	--	---	---	----

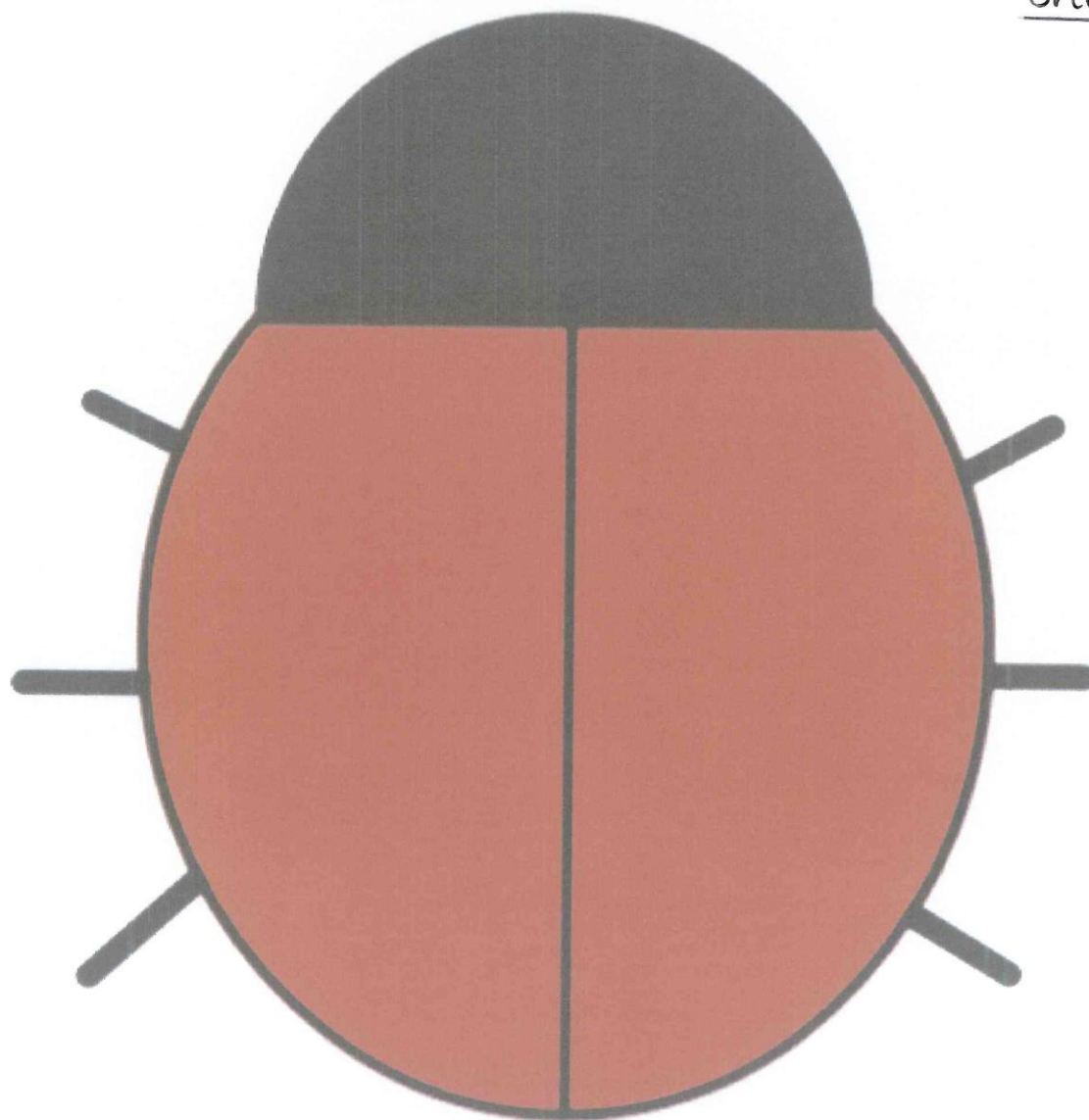
1	2		4	5		7	8		10
---	---	--	---	---	--	---	---	--	----

1	2		4		6	7	8	9	
---	---	--	---	--	---	---	---	---	--

		3	4	5	6		8	9	10
--	--	---	---	---	---	--	---	---	----

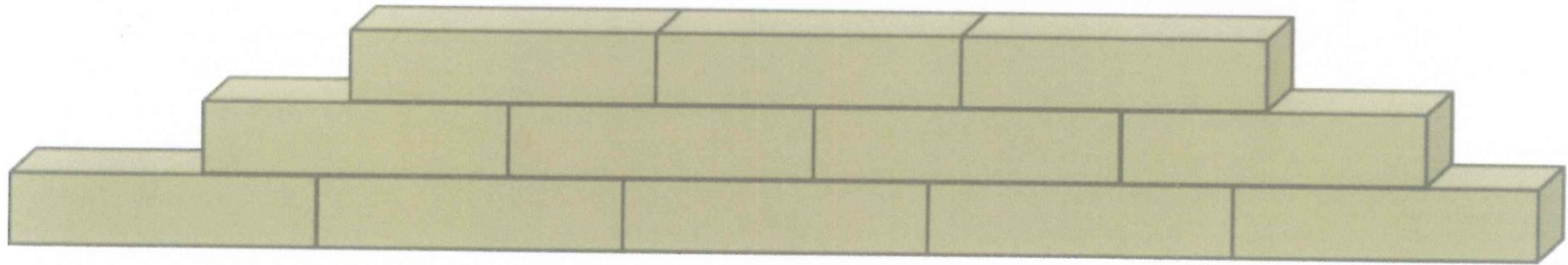
12

Rabbits EYFS
Sheet 12



13

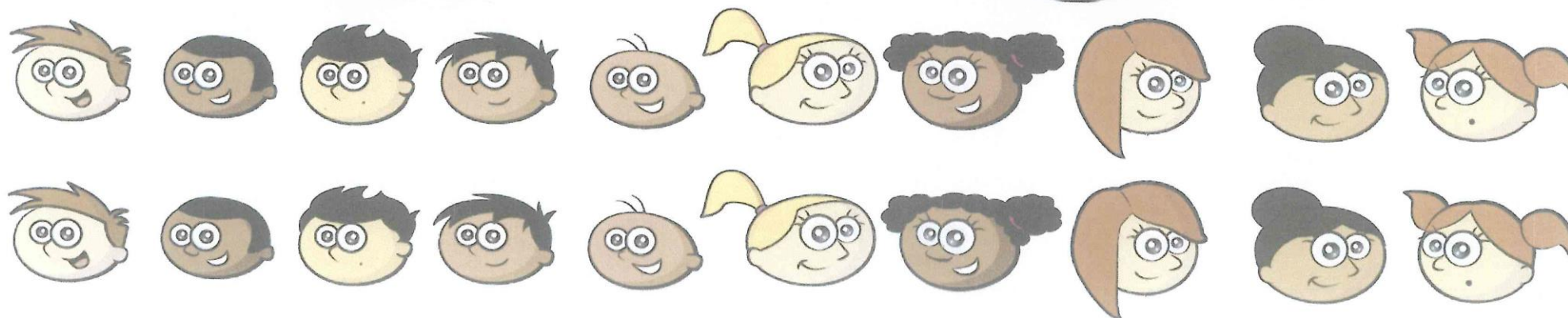
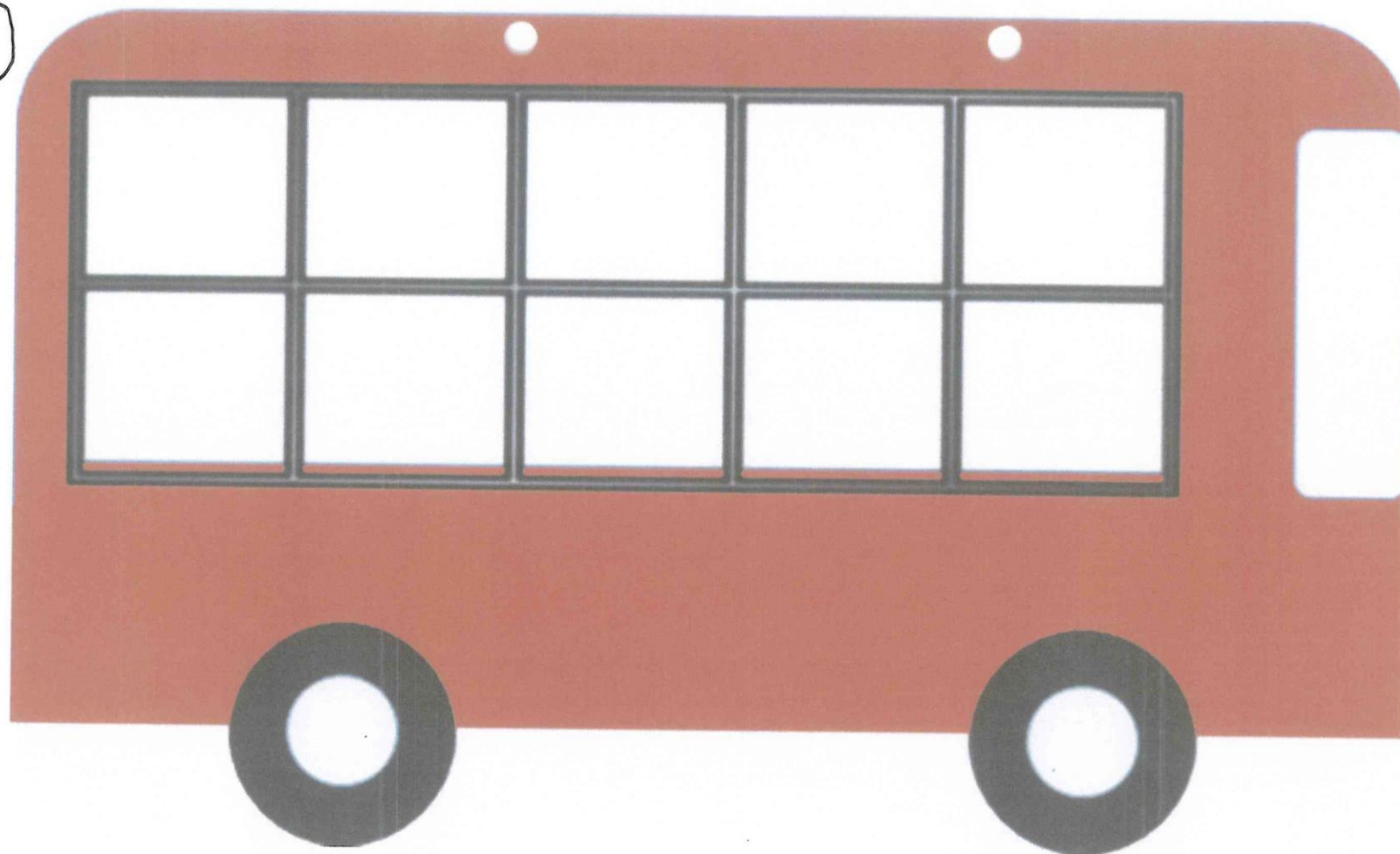
Rabbits EYFS
Sheet 13



14



Rabbits
EYES
Sheet 14



Weekly weather chart

Monday	Tuesday	Wednesday	Thursday	Friday



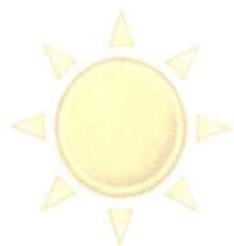
clouds



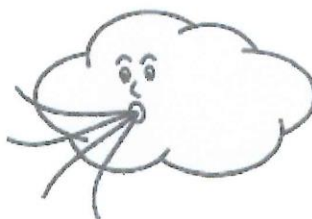
rain



snow



sun



wind



storm

My 0-10 Number Formation

0 1 2 3 4 5 6 7 8 9 10

My 0-10 Number Formation

0 1 2 3 4 5 6 7 8 9 10

My 0-10 Number Formation

0 1 2 3 4 5 6 7 8 9 10

My 0-10 Number Formation

0 1 2 3 4 5 6 7 8 9 10

Phase 2 Sound Mat



s



a



t



p



i



n



m



d



g



o



c



k



ck



e



u



r



h



b



f



ff



l



ll



ss

Phase 3 Sound Mat



j



v



w



x



y



z



zz



qu



ch



sh



th



ng



ai



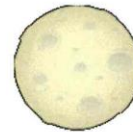
ee



igh



oa



oo



oo



ar



or



ur



ow



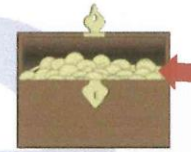
oi



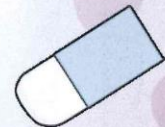
ear



air



ure



er