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## MATHS

### **It's all about the money, money, money!**

We're going to start looking at money this week. We had begun to learn the names of the coins in maths meeting. Do you remember?

'It's all about the money, money, money.'

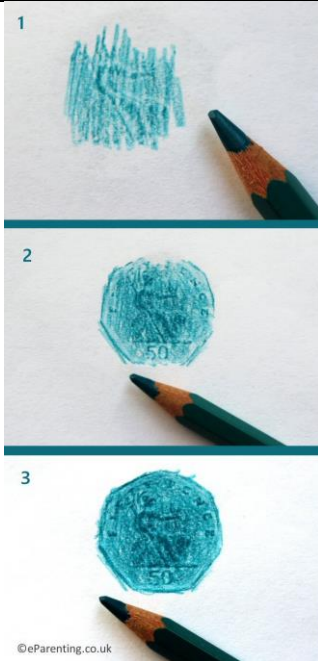
You could watch this song to get you started.

<https://www.youtube.com/watch?v=dFzAU3u06Ps>



Name each of the coins. If you have them look at real coins.

You could make a rubbing of each coin by putting them under a piece of paper and rubbing over them with a pencil.



Look carefully at each coin. What colour are they? What shape are they? What size are they? Try grouping them in different ways. You could put all the small coins and all the big coins together.

You could also play this game to practice recognising the coins.

<https://www.topmarks.co.uk/money/coins-game>



Challenge: You could set up a shop selling toys, or fruit, or anything you want. Make some price labels to show how much each item in the shop costs. You could make it harder by having prices that there is no coin for like 7p. Now you

could play shops and pretend to buy and sell the items in your shop.

Parent guidance:

The aim of this activity is to be able to quickly name each coin and know which amounts have a coin and which don't. Lots of talking about what each coin looks like and how we can tell the difference between them. Children love playing with real money so if you have change for them to explore that is a great activity in itself! The more familiar they are with them the better. If you decide to set up the shop, make sure they take it turns to be shopkeeper and the customer.

**LITERACY**

Task: **My favourite monster**

Some of you have been teaching a monster to read with a fun game! Thank you for being so kind and helpful 😊

Here are some different friendly monsters from the game:



Choose one of the monsters in your head but don't tell your adult which one you are thinking of!

Now describe it to them and see if they can guess it!

For example: **'My monster has two little horns and two big ears like a rabbit. It has one round yellow eye and two little black hooves. It has a big smile and a blue wiggly pattern on its clothes.'**

Now your adult can have a turn!

Can you guess which monster they are talking about?

Today you are going to write some super sentences to describe your favourite monster.

Which monster is your **favourite**? What does it look like?

Practice your sentence 3 times before you write it.

Use your fred talk and finger spaces.

Here is Miss Finch's super sentences:

**My favourite monster has purple stripy clothes. It has beautiful brown skin. It has a very big happy smile and cute little fingers and toes. It likes looking at birds because it has three big eyes. It can read three books at the same time with each eye!**

When you have finished writing read your super sentences to your adult.

Challenge: Call your friend in Reception and take it in turns to read your super sentences. Can they find your monster? Listen carefully to their super sentences. Can you guess their favourite? Is it the same as yours or different?

Parent guidance: The first part of this activity is a chance to discuss the different monsters and build vocabulary. You can read them the description or make up your own, see if they can point to the right one!

The second part of this activity is about practicing their writing skills. Take it one sentence at a time. You can use the sentence starter 'It/she/he has.....'. You can repeat this

activity for any of the monsters, and having a 'guess my monster' element can help motivate their writing.

The challenge is a great opportunity for them to read their own writing aloud and support their listening and turn taking skills. You can practice this with them first and encourage their independent self-correcting if they have missed any sounds.

You may want to help them access the teach your monster to read website or app to boost their phonics skills.

<https://www.teachyourmonstertoread.com/>

### **TOPIC**

#### **Task: Colour hunt challenge!**

What is your favourite colour?



You are going on a colour hunt for things in your house which are your favourite colour.

You can do this challenge with an adult or a sibling, ask them 'What is your favourite colour?'.

How many do you think you will find? 

For our hunt we need to make a list of all of the things that we find. Bring some paper and a pencil. Write your colour at the top of your paper using your fred talk.

When you find something that is your favourite colour, write down what you have found underneath, for example:

green

a green umbrella  
a green book  
lots of green peas  
2 green socks  
Green broccoli



Keep hunting and writing down what you find!

When you have finished you can read someone your list to show how many things you found of your favourite colour.

If you played with someone else, who found the most? Who found the least? How do you know? Did you think you would find more or less?

Challenge – Which colour do you think you have the most of in your house? How about the least? How do you know? Could you make a list for that colour?

		<p><u>Parent guidance:</u></p> <p>They can complete this activity independently or it might motivate them more as a competition against you/a sibling. You can use a timer or choose just one room, it is up to you how you manage their hunting to keep them safe and aware of hazards in the home. Encourage them to use their Fred talk and read it back to check their sounds. This activity also allows for good discussion on more, less, most, least and allows them to observe their environment and notice patterns, differences and similarities.</p>
T u e s d a y		<p><u><b>MATHS</b></u></p> <p><b>Perfect Pairs.</b></p> <p>Use this song to practice counting in 2's</p> <p><a href="https://www.youtube.com/watch?v=JyCr0lgbYcl">https://www.youtube.com/watch?v=JyCr0lgbYcl</a></p> <p>Remember when we thought about how many pairs of socks different animals would need. A pair is 2 of anything, so if you have 2 feet you need 1 pair of socks. What do we have pairs of? Shoes, socks, gloves. Can you find all the pairs in this picture?</p>





Here's a link to a lesson all about pairs. Do you recognise the animals!

<https://www.thenational.academy/reception/maths/pairs-of-legs-exploring-counting-in-pairs-reception-wk2-3>

Now you could go on a pairs hunt around your house. How many kinds of pairs can you find? Can you count how many of each thing you have by counting in 2's.



'I have 4 pairs of socks, 2, 4, 6, 8 I have 8 socks altogether'

Or you could use the splat square to practice your 2's counting.

<https://www.primarygames.co.uk/pg2/splat/splatsq100.html>

Challenge: Can you write repeated addition equations for the sets of pairs you found.

Eg I found 4 pairs of socks



$$2 + 2 + 2 + 2 = 8$$

Parent guidance: There's two parts to the activity today. Counting in 2's and using this knowledge to find out how many. When they are applying their 2's counting to count pairs make sure they count 2 objects each time they say a number from the 2's count.

### LITERACY

Task: I read with expression!

Listen to this boy's song about learning how to be a great reader like you 😊

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

It would be boring if everyone read stories like a robot.

We all love stories when people read with **expression**. That means when someone uses their voice and face and body to make the story more interesting.



In school you love watching Michael Rosen read with **expression**. He doesn't need pictures to make it exciting!

Here is our favourite poem of his – Chocolate cake 🍰

<https://www.youtube.com/watch?v=7BxQLITdOOc>

Tell your adult your favourite part.

Do you think it would be good if he did not move at all?

Do you think it would be good if he used a boring robot voice?

Now it is your turn to write about the food you like. Say your super sentence 3 times and use fred talk.

For example:

**I like spaghetti. It is long. I can slurp it all up. I spin it around and around and around my fork.**

Now have a go at reading your sentence out loud like a boring robot – don't move your face or body and keep your voice the same.

Now read it again with **expression**, use your face and body and voice to make it exciting!

Which way did your adult like best? Robot voice or expression?

Challenge: Write an exciting story about anything you want! Can you read it out loud with **expression**?

Parent guidance:

Phonics and Fred Talk is one very important part of your child's reading. The other very important part is comprehension (understanding). Picture books really help their comprehension, as well as discussion of the story and questions like 'how are they feeling?' 'what do you think will happen next?'. You are all brilliant at supporting this when you read to your children with expression. This activity helps them see how important expression is in their own reading. When they write, remember it does not have to be perfectly spelled, as long as they can use their Fred Talk to read it. It would be great if you join in with every part of this activity to help them see how important it is. Enjoy!



## TOPIC

### Task: **Animal acting**

What is your favourite animal?

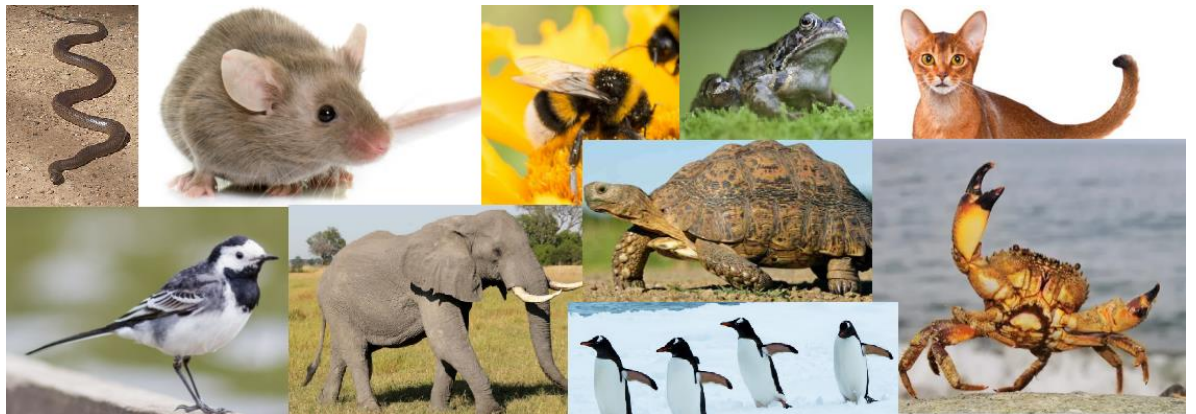
Today you are going to pretend to be different animals and move around your home.

You can warm up with this Animal Boogie story and song:

[https://www.youtube.com/watch?v=25\\_u1GzruQM](https://www.youtube.com/watch?v=25_u1GzruQM)

Now it is your turn to pretend to be an animal!

Think - Which **body parts** do I have? Am I **fast** or **slow**?

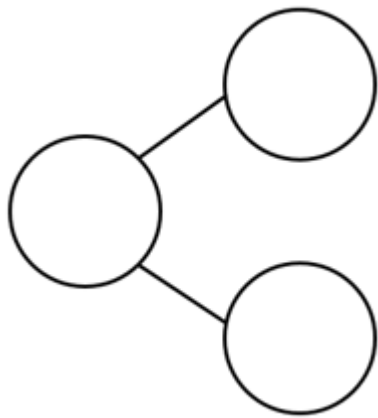


Can you move across the room like a....

- Snake
- Mouse
- Pied wagtail
- Bee
- Elephant
- Tortoise
- Cat
- Frog
- Crab
- Penguin

		<p>Challenge – Take it in turns with your adult/sibling and guess which animal they are! Say ‘<b>I know you are a .....because...</b>’</p> <p>You can act out any animal you like and even make a list!</p> <p><u>Parent guidance:</u></p> <p>This activity helps the development of their gross motor skills by moving in different ways and experimenting with movement and speed. You can use the suggested animals and add your own! This activity works well as a game where you take it in turns and guess which animal each other is acting. This lets them explain their knowledge and think about the similarities and differences between body parts, animals and movements.</p>
	W e d n e s d a y	<p><b><u>MATHS</u></b></p> <p><u>Task:</u> <b>Counting to 20</b></p> <p>Today we’re going to practice counting forwards and backwards to 20. Here’s some songs to help you get started.</p> <p><a href="https://www.youtube.com/watch?v=0VLxWIHRD4E">https://www.youtube.com/watch?v=0VLxWIHRD4E</a></p> <p><a href="https://www.youtube.com/watch?v=srPktd4k_O8">https://www.youtube.com/watch?v=srPktd4k_O8</a></p> <p><a href="https://www.youtube.com/watch?v=azIG0kLllgs">https://www.youtube.com/watch?v=azIG0kLllgs</a></p> <p>Now you can play that you are launching a rocket into space. You could make one out of junk modelling to use if you like! You need to count up to 20 and then back down to 0 to launch the rocket.</p> <p>Challenge:</p>

Find 20 things you can count, like buttons, pasta shapes or pieces of lego. Investigate the different ways you can make 20 by splitting them into 2 groups. For example 15 pieces of lego and 5 pieces of lego makes 20 pieces of lego. You could use a part, part, whole model to help you. You could record what you've done with drawings or equations.



Parent guidance:

This one is a good thing to practice every day. The more fluent their counting is the easier lots of future maths will be. If you have a go at the challenge you could draw a part, part, whole model for them to move their objects around on. They would start with all the things in the whole, then split them into two groups and move them into the parts.

**LITERACY**

Task: Get started by joining in with this song.

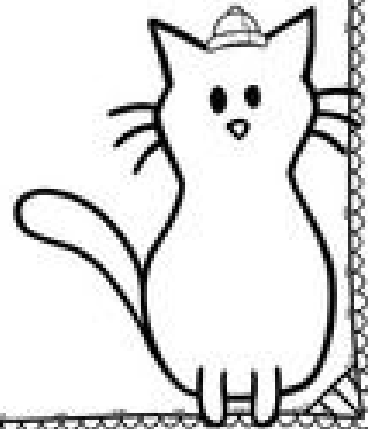
<https://www.youtube.com/watch?v=cSPmGPlyyU>

Read this poem. You might need help with some of the tricky words. Talk to your grownup about which words rhyme.

# The Fat Cat

I had a cat  
who was so fat.  
He could not even  
sit on his mat.

He had a hat  
that did not fit.  
He put it on  
and then it split!



Rhymes are fun especially when they are a bit silly! Here's someone reading one of our favourite rhyming books 'Oi Frog' by Kes Grey and Jim Field.

<https://www.youtube.com/watch?v=ItLi6xx4YEY>





Make up some silly sentences for what these animals would sit on...

bats dogs hens bears

Use your Fred talk to write your sentences. You could draw a picture to illustrate your sentence.

Here's a rhyming game you could play.

[http://www.literactive.com/Download/live.asp?swf=story\\_files/washing\\_line\\_rhyme\\_US.swf](http://www.literactive.com/Download/live.asp?swf=story_files/washing_line_rhyme_US.swf)

Challenge: Choose an animal to write a poem about, like 'Fat Cat'. Here's one I started...

I had a fox

Who always wore socks.

He ...

You could carry on mine if you like!

Parent guidance:

We did some rhyming activities a few weeks ago so this can build on that work. If your child is struggling to think of a rhyming word you could give them three to choose from, for example 'would the bat sit on the wall, the egg or the hat?'

## TOPIC

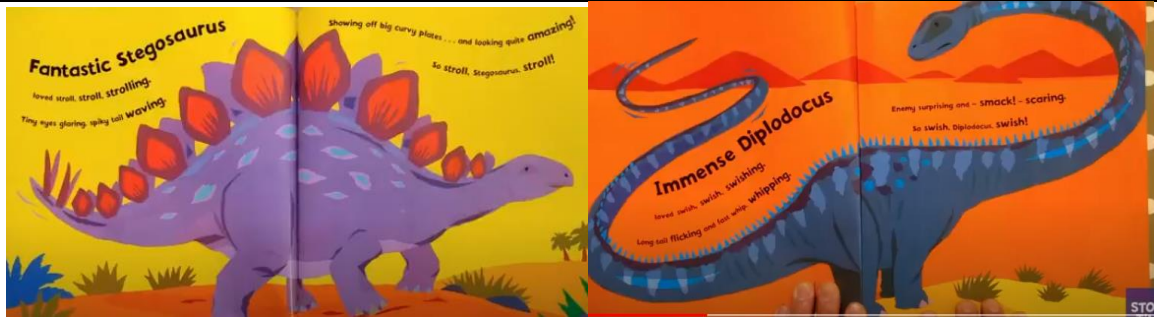
### Task: **Dinosaur design**

Today you get to design your very own dinosaur!

Listen to this dinosaur story about different dinosaurs:

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





Which is your favourite dinosaur in the story? Why?

Now it is time to do some 'junk-modelling' to make your favourite dinosaur!

Is your dinosaur big, small, long, short, thin, thick or even enormous?

What materials can you use for each body part?

What shapes do you need to make sharp teeth and claws?



Challenge – Write super sentences about your dinosaur. Remember to say your sentence 3 times before you write it down! Use your fred talk and read it to your adult when you have finished. For example:



**My dinosaur has a long thin neck. My dinosaur has four strong legs. It is a massive Brachiosaurus! It rips green leaves from the top of tall trees.**

Parent guidance:

The children love 'junk-modelling' and learning about recycling in school. You can use your recycling or any other materials such as cardboard, food and drink packaging. This activity helps fine motor skills needed for writing and builds stamina and resilience. This activity is more about the process than the end result, keep praising their growing resilience and independence! 😊 With the writing challenge, get them to practice their sentence 3 times and write it down using their free talk. Ask them to read it to you so they can correct their own sounds if they need to.

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**MATHS**

Task: We are going to look at the coins again today. We are going to think about how many 1 pennies each coin is worth. You will be able to use what you know about counting in 2's, 5's and 10's. Listen to this song to practice different kinds of counting.

<https://www.youtube.com/watch?v=p2NYeVU-Me4>

The name of each coin tells us how many pennies its worth.





Draw each coin and then draw the number of pennies it is worth.



Challenge: Can you find different ways of making 5p and 10p using a mixture of coins? You can record your answers using pictures or equations.

$$5p+5p=10p$$

How many ways can you find to make each amount? If your enjoying this, you could investigate making any amount between 2p and 10p.

Parent guidance:

Children can find the idea of each coin being worth a different amount quite challenging. One thing to look out for is that they don't think the size of the coin shows us how much it's worth! If you have lots of pennies playing an exchange game can be fun where you swap a coin for the number of pennies its worth. If you don't have pennies you could cut out circles of paper to represent them or do rubbings of a penny and cut them out. If you try the challenge remind them that not every amount has a coin so they can't use  $3p+2p=5p$ ! Lots of playing with coins will help

them become familiar with what they look like and how much they are worth.

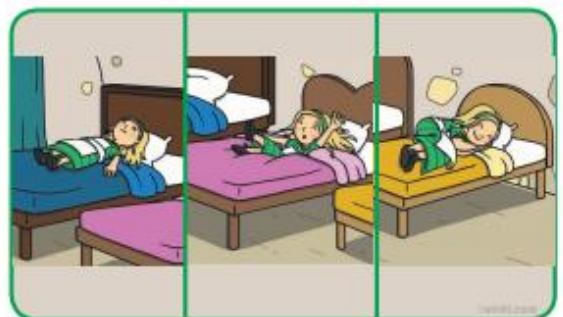
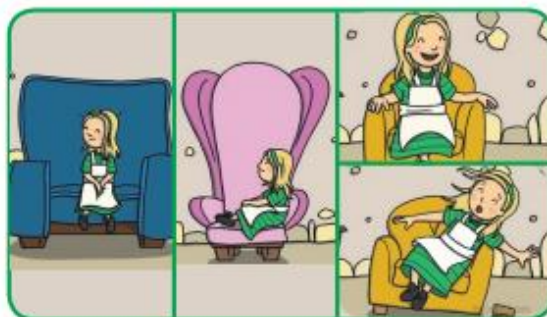
## **LITERACY**

### **Task:**

Do you remember when we read lots of traditional stories? We loved the Gingerbread Man and The Three Billy Goats Gruff. Traditional stories have been told for a long time.

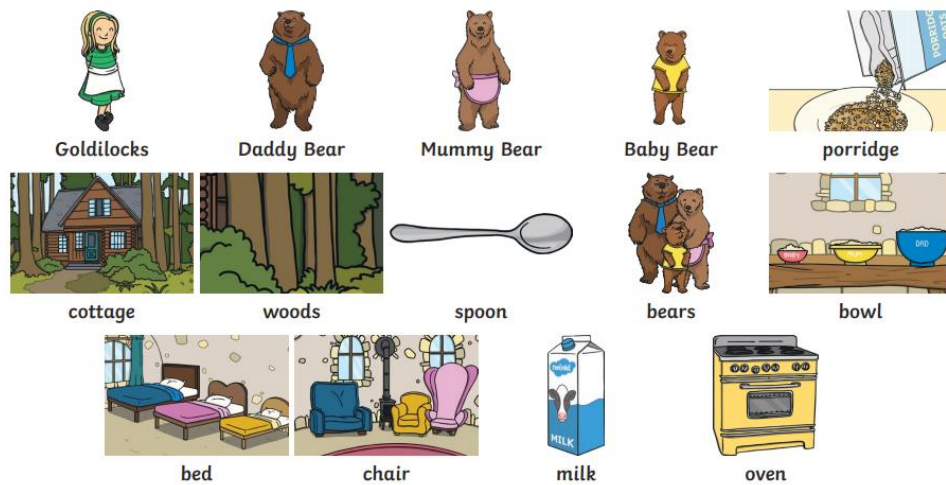
Here are some for you to watch.

<https://www.youtube.com/watch?v=ZE2tBnXu6vA>



## Useful words

### Goldilocks and the Three Bears



Act out the story of Goldilocks and the Three Bears, you could use some of your toys to help you! Practice it a few times then you could perform it to someone else.

Now write your own version of the story. You could start with 'Once Upon a Time...' Remember to think of one sentence at a time. Say the sentence to yourself 3 times before you write it. Reread your writing as you go along. Use your Fred talk on tricky words. Well done for writing a story give yourself your favourite cheer, how about a popcorn cheer?



You could listen to some more traditional stories

<https://home.oxfordowl.co.uk/storyteller-videos/storyteller-videos-traditional-tales/>

Parent guidance:

This activity provides its own challenge depending on how long a story they write and how much detail they use. Some things to encourage is accurate spelling of red words they know, adding describing words about size or colour and using story language.

## **TOPIC**

### **Task: Do you like.....?**

Find a big bag or box you can put some things inside.

Today we are thinking about what we **like** and **don't like**.

You can think about food, toys, animals and places.

Now you and your adult put 2 things that you like inside.



Then put 2 things that you don't like inside. You can draw a picture if it is not in your home.



Take it in turns to take one thing out of the bag. Adults first!



They will say '**Do you like this?**' when they hold it up.

You can say **yes** or **no** and explain **why**, '**because....**'

Useful words – happy, sad, funny, scary, feel, smell, taste.

Your turn! Hold up the same thing and ask them if they like it, '**Do you like this?**' '**Why?**'

Do you have the same answer or a different answer?

Keep taking it in turns to choose something out of the bag.

Do all people like the same things?

Challenge – Pretend you are your adult. What did they like from the bag? Why did they like it? Do you feel the same or different?

Parent guidance: Part of your child's personal, social and emotional development is understanding and respecting that we are all different. We might like the same things, or different things. This activity's purpose is to share your feelings, likes and dislikes and respect. Let them choose/draw their items without questioning them yet. Choose/draw 2 things you like and dislike too. Any other adults and siblings can join in.

When you take the first object out and ask if they like it, support them thinking about and explaining why using 'because'. It can help to describe feelings or physical sensations, e.g. 'I don't like the big bad wolf **because** he makes me feel scared/ he wanted to eat little red riding

hood.’/I like spaghetti **because** it is fun to eat/ it is warm and tasty.’ Explain your reasons too using because.

Enjoy the discussions and don’t forget to praise their sharing, listening and turn-taking.

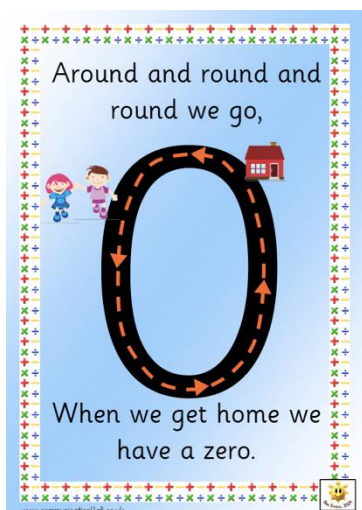
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## MATHS

### Task: Number formation

Spend some time practising writing your numbers!

Remember practice makes perfect 😊 Start with numbers within 20. Work up from 0 if it helps.



Use your number rhymes to help you! Use your ‘magic pencils’ in the sky first to practise before you write.

0- around and round and round we go, when we get home we have a zero

1- start at the top and down we run, that’s the way we make a one

2- around and back on a railroad track- two, two, two

3- around the tree and around the tree that’s the way we make a three

4- down and over and down some more, that's the way we make a four

5- down and around then a flag on high, that's the way we make a five

6- down we go and make a loop, number six makes a hoop

7- across the sky and down from heaven, that's the way we make a seven

8- make a 's' and do not wait, when it's joined up you have an 8

9- make a loop and then a line, that's the way we make a nine

Numbers from 10 - \_\_ group of ten and \_\_ ones

This numbers in the teens song may help

<https://www.youtube.com/watch?v=uedvwH6Ay18>

Challenge:

Try making your own coins using your best number formation to write the amount on each coin. You could look carefully at each coin and draw the picture you can see as well.



Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. Only practise writing numbers within 20 if these can be written. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them.

## **LITERACY**

### **Task:**

#### **Handwriting**

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly.

#### **Extension:**

Write a letter to someone it could be someone you miss seeing, or a thankyou letter to someone who is helping you with your schoolwork. Use your best handwriting to make it look beautiful. You could ask a grownup to help you if you need to post it.

Parent guidance: Your children should be very familiar with the handwriting rhymes for each letter, if you still have the little green book, we sent home at the end of the autumn term they are also in there. Encourage the children to take their time and form each letter correctly.



## TOPIC

### Task: Beautiful butterflies

Join in reading the very hungry caterpillar story.

<https://www.youtube.com/watch?v=75NQK-Sm1YY>

What happens at the end?

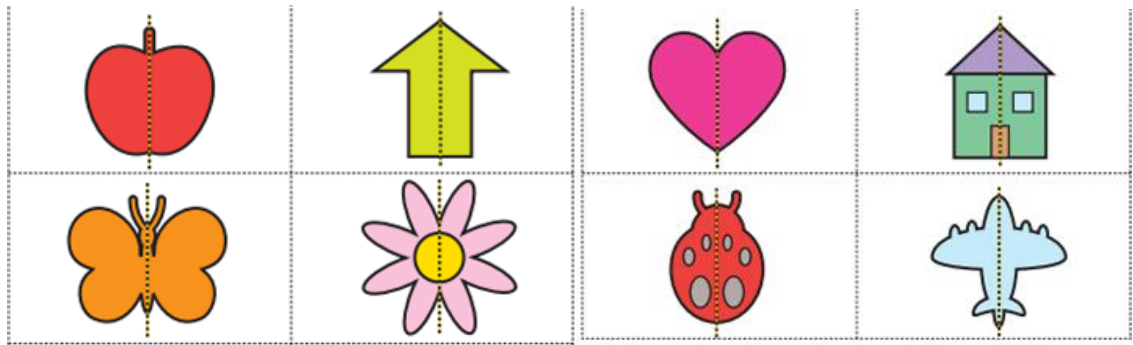


Today you are drawing your own beautiful butterfly!

Here is a video of some butterflies you might see outside soon: <https://www.youtube.com/watch?v=1nOrX7AKJjE>

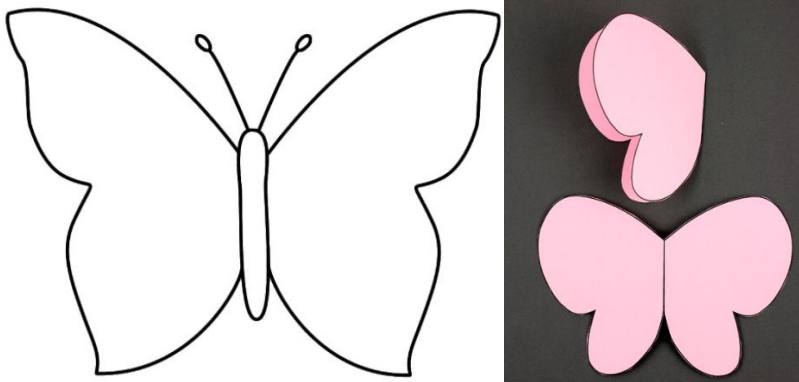
Butterflies are **symmetrical**. Symmetrical means two parts of the whole are exactly the **same**. If you draw a line down the middle, both sides look the same.

Here are some symmetrical things:



Today we are going to be doing some symmetrical drawing.

Ask your parent for help to make a butterfly outline.



Now you can draw and colour your own butterfly.

Try your best to make it symmetrical! This can be tricky so be resilient! 😊



Challenge – write super sentences to describe your butterfly.  
For example:

**My butterfly has big wings. My butterfly flaps her wings. She has 6 different colours, with red at the top and blue at the bottom.**

	<p><u>Parent guidance:</u></p> <p>This activity is great for close observation, noticing similarities, differences and pattern and also resilience! You may want to create a butterfly template for them by folding paper in half and drawing one side of the butterfly with the body and antenna on the folded side. Then you or your child could cut this out so the butterfly is symmetrical. With this activity, the process of closely observing and the fine motor skills are the focus. Keep praising their resilience!</p>		
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Challenge	Useful Links		
	<table> <tr> <td data-bbox="188 976 855 2024"> <p>Extension activity with each activity</p> <p>For more challenge have a look at the home learning section of the school website.</p> </td><td data-bbox="855 976 1513 2024"> <p>All links with activities.</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00</p> <p><a href="https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ">https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</a></p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance - <a href="https://home.oxfordowl.co.uk/reading/">https://home.oxfordowl.co.uk/reading/</a></p> <p>RWI ebooks - <a href="https://www.oxfordowl.co.uk/home/reading-">https://www.oxfordowl.co.uk/home/reading-</a></p> </td></tr> </table>	<p>Extension activity with each activity</p> <p>For more challenge have a look at the home learning section of the school website.</p>	<p>All links with activities.</p> <p>RWI are running daily speed sound lessons on their YouTube channel</p> <p>Set 1 sounds- single sounds a-z and sh, ch, th, qu, ng and nk. 9.30</p> <p>Set 2 sounds- long vowel sounds eg. ay, ee, these will be new to some of the children. 10.00</p> <p><a href="https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ">https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</a></p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p><a href="https://www.bbc.co.uk/bitesize/dailylessons">https://www.bbc.co.uk/bitesize/dailylessons</a></p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance - <a href="https://home.oxfordowl.co.uk/reading/">https://home.oxfordowl.co.uk/reading/</a></p> <p>RWI ebooks - <a href="https://www.oxfordowl.co.uk/home/reading-">https://www.oxfordowl.co.uk/home/reading-</a></p>
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Appendices...