

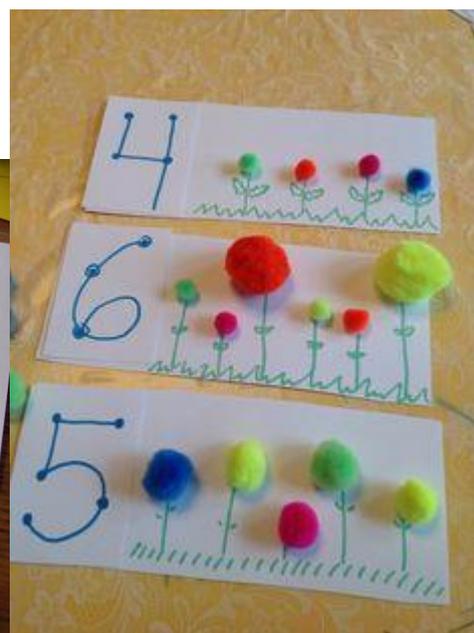
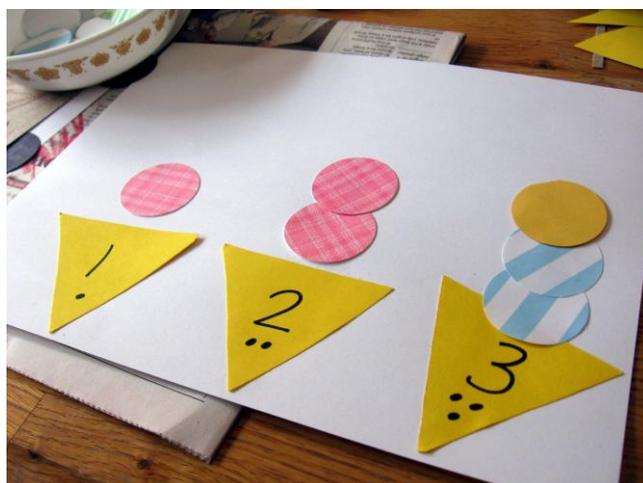
MATHS

Task: Numbers, numbers, numbers

Watch this video about numbers to 20

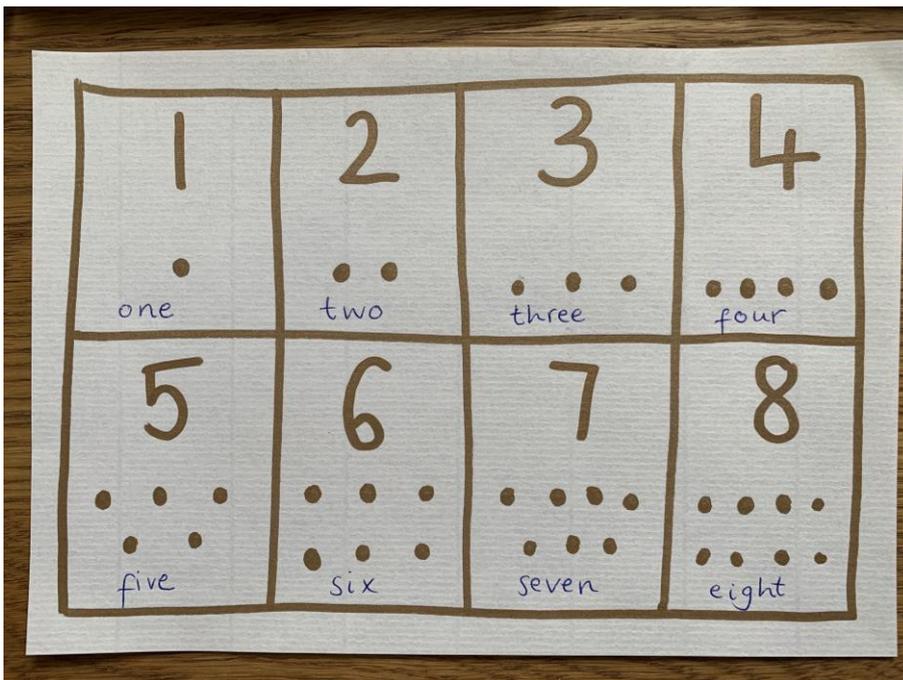
<https://www.youtube.com/watch?v=By2hmo323xM>

We have helpful number cards at school with dots to count to help us if we get stuck remembering or recognising a number. Today you're going to make your own ones or some pictures that will help you if you need to remember a number at home! Maybe some big teen numbers which can be tricky! Have a look at these ideas below. In the last one, the boy has made a number grid and used sticky dots. The card should have a number and the same amount of dots somewhere near it.





And here's Miss Davey's one below. She has written in the numbers in each one too!



Challenge: Why not use your sounds to have a go at writing the numbers. Or see how many objects you can find to represent numbers.



OR

Play this teddy bear counting game

<https://www.topmarks.co.uk/learning-to-count/teddy-numbers>

Parent guidance:

Let the children lead on this activity. They have made number dot cards in school a few times and we use them to help us with tasks, so they should be familiar with them. The main focus is for them to match number to the correct quantity, i.e drawing the right amount of dots independently. It is also about number formation and recognising numbers. They can use a number line to help them if they get stuck. Count from 0 out loud pointing to the numbers until they point to the one they say. Try bigger numbers for more challenge.

LITERACY

Task:

Today you are going on a special hunt for things in your home which start with the same sound as your name.

For example, Fred  would look for things that start with the sound **f**.

Here is a video of a friendly monster on a sound hunt -
<https://www.youtube.com/watch?v=Ry-SJeKZnII>

You can do this challenge with an adult or a sibling, ask them 'What is the first sound in your name?'

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 the first sound in your name at the top of your paper.

When you find something that starts with the same sound, write it down with Fred talk, for example:

 C

cooker

carpet

cup

crisps

curtain

container



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 with your sound.

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 – Find something in your house for each sound or letter in your name. Like this:

Fred's list 😊

floor

raincoat

eggs

door

Parent guidance:

They can complete this activity independently or it might motivate them more as a competition against you/a sibling. This is more challenging than the colour hunt and it might help them to say what they can see aloud until they hear the sound. If this is too difficult, they could write words which have the sound in any place in the word.

You can use a timer and 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. With the challenge, you can talk about how some letters make different sounds in different words.

TOPIC

Task: **Mission to Mars**

Last week some of you visited the planets in our solar system. Sing along to the Solar System song. 🌍🎵

<https://www.youtube.com/watch?v=F2prtmPEjOc>

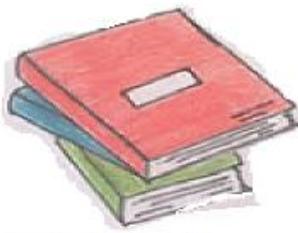
Today **astronauts**, we have a special mission. We are going to Mars! What do you already know about Mars? This astronaut is reading you a story from space about what our mission to Mars will be like. <https://www.youtube.com/watch?v=7dtzMJjpiuA>

The astronaut told us it might take 6 months to get to Mars which is a long time, half a year! You have already been

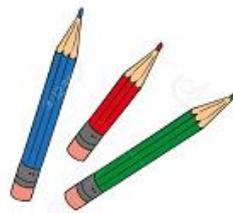
staying inside at home for a long time, 2 months. You know we need lots of fun activities to keep us busy!

What would you bring in your spaceship to keep you busy and have fun?

Draw a picture and add labels.

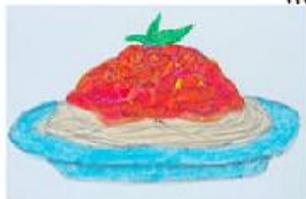


books to read



pencils to write and make art

my favourite teddy



lots of my favourite food
spaghetti with cheese

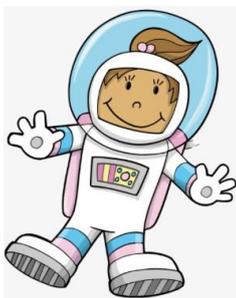


a phone to say hello to my
friends and family

a ball so I can play
football with
no gravity!



If you made an astronaut picture of you last week, you could cut out your drawings and play with them. You can find Mars if you made a drawing of the solar system last week.



Challenge – Astronauts write diaries about what they see on planets they explore. Write your own astronaut diary about

your journey to Mars. What do you know about that planet?
What did you see?

When I went to Mars I ...

Parent guidance: This activity can be done independently, but is a nice chance to link a long journey on a spaceship to their current situation e.g. not going to school, speaking to friends and family members with phone/video calls etc. This drawing activity allows them to share their favourite things and activities, and is a good way to discuss this time in a positive way. They love learning about the solar system so they can tell you what they know about Mars.

The challenge activity is up to them, it can be simple 'I can see' sentences, or a made up story about their mission to Mars. Encourage them to practice each sentence 3 times.

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MATHS

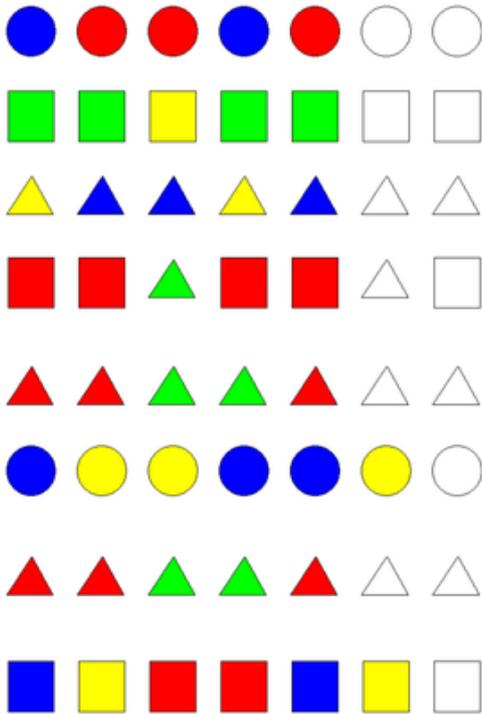
Task: **Finish the pattern** 

Practice makes perfect! It's time to practice your **repeating** patterns again 😊

You can make colour, shape, size, number or length patterns.. There are so many possibilities! Before you start, you can watch the pattern song and sing along, saying the next parts of the

pattern. <https://www.youtube.com/watch?v=MBjixSx45-Q>

Complete the patterns 3



Either draw out and **finish the patterns** above, get your grown up to draw a pattern for you to finish (or the other way around!) or create a repeating shape and/ or colour pattern by yourself on paper with pencil, colouring pencils and/ or paint. You could even find objects in different colours to make a pattern with like this one below!



Make sure once you've completed or drawn it, you describe it from start to end including any shapes or colours you've used. **"The pattern has a blue circle, red square, yellow triangle, blue circle, red square, yellow triangle etc."**

Challenge:

Try creating a repeating number pattern! They can be as simple or tricky as you like! For example:

1, 2, 1, 2, 1, 2, 1, 2, 1

10, 9, 8, 7, 6, 5, 4, 3, 2

1, 2, 3, 1, 2, 3, 1, 2, 3, 1

5, 5, 5, 6, 6, 5, 5, 5, 6, 6

OR

Play a finish the pattern game

<https://www.topmarks.co.uk/ordering-and-sequencing/shape-patterns>

Parent guidance:

Remind children that a repeating pattern means it starts again at least once. The pattern can be as simple or complex as they can manage. Encourage children to use a variety of different 2d shapes they know and remember, numbers or coloured objects. You can use this task to practise naming 2d shapes with them. If they need a support, you could draw out a track with empty squares for them to colour.

LITERACY

Task: **Brush, brush, brush!**

Sing along to this song about brushing your teeth.

https://www.youtube.com/watch?v=wCio_xVlgQ0

When do we need to brush our teeth?

Why do we need to brush our teeth?

What do we do First? Then? Next? Finally?

Say what you do out loud in super sentences.

Useful words: first, then, next, tap, on, off, water, rinse, toothbrush, toothpaste, up, down, round, left, right, spit, morning, night, clean, healthy



When you have finished, write some instructions to help someone else learn how to brush their teeth. You can use the useful words. Try to 'Fred talk' them. Remember we can make a list of instructions with numbers. For example,

1. Put some toothpaste on your toothbrush.

1. _____

2. _____

3. _____

4. _____

5. _____

Parent guidance:

This activity is about using sequencing language and ordering events so lots of discussion will support this. Ask questions like what comes first, then, next? What do we need to do first? Brushing their teeth supports development of fine motor skills and increases independence in self-care and hygiene. You can discuss other ways they keep their body healthy.

TOPIC

Task: Mystery box!

Listen to the mystery box song. What do you think is inside?

<https://www.youtube.com/watch?v=4pfuapihZhl>

Now it is your turn to make a mystery box or mystery bag (you can even use a pillow case).

		<p>Challenge – Choose some items that feel similar or are made from the same material, like clothes or pencils. Take it in turns to put them in the mystery box/bag. Can you guess which one it is?</p> <p><u>Parent guidance:</u> This is a fun sensory activity and anyone in the house can play. You might want to make sure the items are safe to play with (e.g. nothing sharp/that might leak). Let them explore the items with touch before choosing any to put inside. Have plenty of discussion about the different textures and materials and use the questions to encourage reasoning, vocabulary and full sentences, ‘I know because it is smooth and cold.’ Have fun! 😊</p>
	W e d n	<p><u>MATHS</u></p> <p><u>Task:</u> Count, count, count!</p>

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I wonder how many different household objects you can count? Perhaps you could count them in 2s? Or 5s or 10s!?

You could practise the 'counting by' songs we sing in school

2s <https://www.youtube.com/watch?v=JyCr0lgbYcl>

5s <https://www.youtube.com/watch?v=cJ4jV14Oz5I>

10s

https://www.youtube.com/watch?v=Ftati8iGQcs&list=PLM95cb_Szq3am4n6jJw127QbBIDivZglc&index=1

Here are some examples of household objects you could use:

- pasta
- pencils
- toys
- pretend food

- tins from the kitchen
- spoons
- cups
- socks
- counting the steps on the staircase

Pick a selection of objects in your home to count and put them in a group together. See how many you can find! Miss Davey found 35! Use your counting fingers carefully to count them out, whilst you say the numbers out loud as you go. Can you think of a good way to help you count them? You've practised some at school. You could move them one by one into another group or put them in a line and count them from the start to the end. You could use your number line and put an object at each number if they are small enough. Make sure to **count out loud** as you touch/ point to the objects one by one.

Challenge: Create addition and subtraction maths stories or equations.

ADD- Make two groups of objects, count each group and then count them altogether.

SUBTRACT- Make one big group and take another group away. Count the rest to find the answer.

Saying a first, then, now maths story is a great way to explain addition and subtraction. **"First there were 5 grapes, then I added 3 more, now there are 8 grapes."**

OR

Play an underwater counting game

<https://www.topmarks.co.uk/learning-to-count/underwater-counting>

Parent guidance:

Remind children they can use helpful techniques to help them count the objects. For example, putting the objects in a line and counting from end to end, touching each object as they say the number. Or moving the objects from a group one by one as they count. Remind children to always **count out loud** and start from the beginning if they lose count.

LITERACY

Task: **Animals around the world**

Today we are going on an adventure around the world!

Sing along to the 7 continents song:

<https://www.youtube.com/watch?v=K6DSMZ8b3LE>

What are the names of the continents? Talk about what you might see in each continent. You can explore google Earth:

<https://earth.google.com/web/>

Which continent are these animals from?





Write about which animal you can see in each continent, for example:

In Asia I can see Bengal tigers. They have black and orange stripes and sharp claws. They can swim underwater and have big long teeth.

Parent guidance:

Have a discussion about the different continents and the different animals they might know that live there. This writing exercise can be adapted, they can write about just one animal using simple sentences, or can write at least one sentence for each animal. They could also draw and label an animal they like. We have been learning about habitats, so it might be a good way of discussing why animals might like different habitats and how they suit their environment. With their writing, get them to practice each sentence 3 times

before writing and encourage Fred to talk when writing and reading it back to check they have all of the sounds.

TOPIC

Task: Mirror, mirror!

Last week some of you had lots of fun acting different moods and going on a mood walk. 😄 🤔 😞 😡 😱 😊

Today we are copying each other's moods and movements.

Stand with an adult or sibling looking in a **mirror**.

Whenever you move, your **reflection** shows the same thing.

Take it in turns to make a different face and see if they can copy you! You can do it in a mirror or facing each other.



Then find somewhere to stand with enough space for both of you to move your body.

Move your body and get them to copy you like in a mirror.

Can they move their body the same way?

Take it in turns to copy each other.



Challenge – Make up 5 movements to do at the same time together. Practice them together. How does it look? You could try 10!

Parent guidance: You can do this activity with or without a mirror. When making expressions, talk about the different parts of your face you are using. With body movements, take it in turns to make different movements or balances. Encourage them to move their bodies in different ways.

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MATHS

Task: **Days of the week, 7 days!**

Sing along with this days of the week song.

https://www.youtube.com/watch?v=zJLiJlf8c_c

Practise putting the days of the week on your fingers like we do at school. Start with Monday on your left thumb, to

a
y Friday on your little finger, then Saturday and Sunday on two fingers on your other hand.

Just like your picture diary last week, draw a picture diary of what you do on each day of the week starting with Monday. You can add a new entry (box) every day you complete.

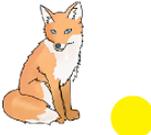
Write the days of the week at the top of each.

What did I do today? It is Monday? Draw a picture,

What did I do today? It is Tuesday? Draw a picture...

Remember to use your song and fingers to help you if you get stuck!

Remember Miss Finch's yesterday, today tomorrow diary from last week, it can look like hers but with seven days/ boxes not three!

Monday	Tuesday	Wednesday
 <p>Yesterday I went for a run in Hackney marshes and saw a teddy bear picnic!</p>	 <p>Today I did some yoga and made different shapes with my body. This is a triangle.</p>	 <p>Tomorrow I am going to write a story about a fox and a boy and a ball and read it to my sister.</p>

Or

you could watch the video and play this days of the week game

<https://www.bbc.co.uk/bitesize/topics/zrqqtfr/articles/ztjg39g>

Challenge: Write a super sentence for each day or make a days of the week wheel. You could add in today, yesterday, tomorrow like the one below.



Parent guidance:

Make sure to sing the days of the week song each time an entry is made. The children have a class days of the week song they know by heart. Encourage the children to use the song and their fingers to work out the day for themselves, you could give them a clue instead of telling them what day it is.

If it was Tuesday yesterday, what day is it today?

If it will be Saturday tomorrow, what day is it today?

The day before Saturday is..?

The focus of this task is knowing the days, and which order they come in. Asking them what they did on this day will deepen their understanding of past, present future concepts and the notion of time.

LITERACY

Task: Make some more flash cards of 5 new tricky words from the list we sent home. Cut up some scrap paper into 10 pieces and write each word twice, so you have 10 cards in all. If you have already made them, choose the trickiest ones to play with!



Now play snap with someone to practice reading the words. Shuffle them up, have half the words each, both put a card down next to each other and read the words if they are the same quickly say 'snap!' and put your hand on top. Keep going till one of you has all the cards.

You can practice reading tricky words here:

<https://www.ictgames.com/mobilePage/hfwBingo/index.html>

Parent guidance:

You may have played this game a few weeks ago and it is important to keep practicing red words. Little and often works best. Use the same method as we do for homework to write the words on scraps of paper. Choose 5 new words that your child is learning. If they have practiced all of them

and you still have the cards, you could spread them out around the room and call out red words for them to find one at a time. This helps with speedy recognition and confidence.

TOPIC

Task: Cool caterpillars

Listen to the baby animals song:

<https://www.youtube.com/watch?v=cJg4YFtvOp8>

We have been thinking about how we change from a baby to a 5 year old to an adult. Are caterpillars the same as us?

Where do they come from? Then what happens?

Tell your adult about how a caterpillar changes from the beginning of its life.

You can listen to the very hungry caterpillar to help you.

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

Here are the main parts of a caterpillar's life. Can you put them in the right order?

Useful words: first, then, next, finally, butterfly, chrysalis, cocoon, egg, leaf, week, crawl, fly





Draw pictures of each part of their life in the right order.
Write what it is under each picture. Fred talk!

Challenge: Write super sentences about what happens,
starting with the egg.

First...

Then...

Parent guidance: The children have been learning about how they have changed since being a baby and have been observing and recording changes in their environment. Practice the sequencing language and discuss changes. They will be familiar with the story. Get them to write the name of each step under their drawing, (egg, caterpillar, chrysalis/cocoon, butterfly). They do not need to spell these as we would, as long as they are making a phonetically plausible attempt by using fred talk and reading it back.

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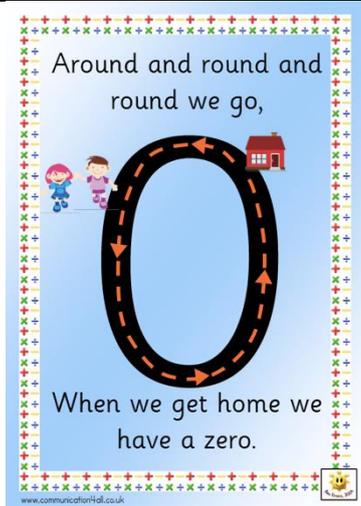
MATHS

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.

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a
y



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>

Parent guidance:

Encourage children to write numbers starting from 0-10 first so you can work out which numbers they still need to practice. You may have spotted some they are writing the wrong way round or struggle within yesterday's activity.. 'Magic pencil' means they hold an imaginary pencil in their hand, writing the formation in the air in front of them. Most importantly, the children are forming numbers, so they are **recognisable**. If they are in mirror image or of irregular proportions this is ok and attempts can be praised. Pick one or two daily to focus on with more precision and detail if this is the case.

LITERACY

Task: Handwriting

Complete a page in your handwriting book, make sure you use the rhymes to form each letter correctly. If you have finished your handwriting book, then you can practice on paper. Draw lines to write on using something with a straight edge. If you are getting really confident you could

try using your best handwriting to write someone a letter or card. If you know their address you could ask your grownup to help you post it to them, if they live nearby your grownup could help you post it through their door or you could write it to someone you live with and hide it under their pillow as a lovely surprise!

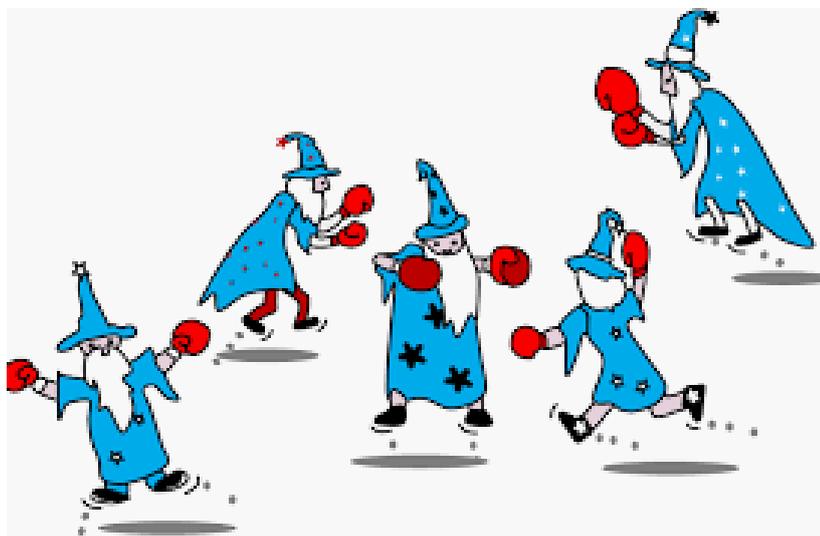
Extension:

Last week some of you tried to write a special sentence that uses all of the letters in the alphabet. Well done! ✨

Here is another special sentence which has every letter!

The five boxing wizards jump quickly.

Have a go at writing it slowly and carefully with your best handwriting. If you want to try again you can.



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.

The extension allows them to practice each letter of the alphabet, if you can there are some they need to work on then keep practicing those sounds.



TOPIC

Task: Superheroes to the rescue!

Some of you have made brilliant drawings of what you would look like as a superhero. Give yourself a superhero cheer. ✨

Now it is time to do some 'junk-modelling' to make a superhero vehicle! Listen to the vehicle ABC song:

https://www.youtube.com/watch?v=Ks_Hkx9oxil

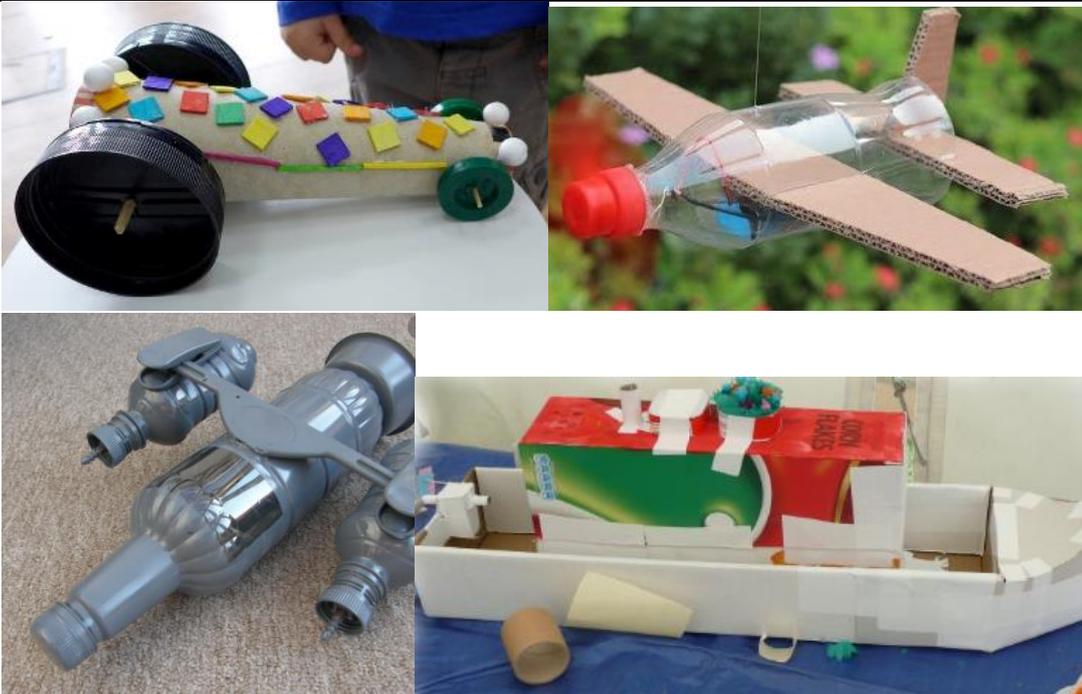
What parts will your vehicle have?

What materials can you use for each part?

What shapes do you need for wheels?

How will it move?

What noise will it make?



Challenge – Write super sentences about your vehicle. 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:

It has 6 wheels. It can zoom at 100 miles per hour! It can fly high in the sky. There are 2 huge wings longer than a big red bus.

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

		<p>down using their fred talk. Ask them to read it to you so they can correct their own sounds if they need to.</p>
	<p>Challenge</p>	<p>Useful Links</p>
	<p>Insert any additional challenge work/ideas in here. If not, direct them to the challenge portion of the website that Neill has set up.</p>	<p>Insert any useful links here, e.g. youtube videos, bitesize pages, etc.</p>

Appendices...