

MATHS

Task: Counting in 10s!

Use this song to practice counting in 10's



<https://www.youtube.com/watch?v=tw9uMTSMevg>

Remember in maths meetings when we bundled straws into 10's to help us count up to 100 for 'Zero the Hero'. It is fun to count speedily. When we count in 10's we can get to 100 very quickly and easily!



These straws are bundled into 10's. Find ten things in your house which you can put into a pile or even bundle. Count them very carefully using your counting fingers, saying each number out loud, to check there is 10 and **write the number 10 on a piece of paper** nearby or you could place it on top. Find 10 more things and do the same. Miss Mason found 10 paper clips and then 10 pieces of pasta. Then she couldn't find any more things, so she ripped some different coloured paper into small pieces and counted groups of 10 out of them. What a good idea Miss Mason!

By the end you will have lots of groups of 10 things. Remember each time you make a group of 10 to **write the number 10 on a piece of paper** nearby or on top to remember there is 10 in it. Once we've counted it we don't need to count it again. Once you have got lots of groups of 10, you can count how many things all together by counting in 10's super speedily! Point to each group as you go.

"I have 5 groups of 10. So, 10, 20, 30, 40, 50. There are 50 things altogether!"

Or

you could use the splat square to practice your 10's counting.

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

Challenge: Can you write repeated addition equations for the groups of 10 found.

For example, **I found 6 groups of 10.**

$$10 + 10 + 10 + 10 + 10 + 10 = 60$$

Parent guidance: There's two parts to the activity today. Counting in 10's and using this knowledge to find out how many altogether. When they are applying their 10's counting to count groups of 10, make sure they have counted the 10 objects out beforehand so they know there are 10 in the group, that's why they don't need to count each time.

LITERACY

Task: **Time to shop!** 📋



Watch and sing this fun vegetable song

<https://www.youtube.com/watch?v=RE5tvaveVak&vl=en>

We all have to go to the shops or order a food delivery to our home. Before we do, it's a good idea to have a look and see what we need first. To help us remember, we can make a shopping list of things we will buy or order.

With your grownup, decide what you need to get from the shops and write your own shopping list!



Use your 'fred fingers' 🐾 to help you once you've said the word. Write the words under each other. The list can be as long or short as you like. Once you have finished, read your list out to someone. Make sure to include lots of healthy food to help your body stay happy and healthy.

Take your list to the shops with you so you don't forget what you need! You can read the items out to your grownup to help them. Sound out the words to help you if you get stuck!

Extension: Once you get back from the shops or your delivery has arrived, put some of the items out so you can see them and write a sentence about what you see. I can be as silly or sensible as you like. For example,

'I see a round and red tomato with a green stalk.'

or

'The evil honey loops have jumped out of the box and are about to eat me all up!'

Parent guidance:

The focus of this task is to practice using their phonics. They shouldn't need much help with this one apart from to support and encourage them to use their sounds and red words they know. If they are struggling with red words, pick two to focus on and practise once the list has been written. They can go back and edit them once they are more confident. Do not fix all the mistakes, as long as the words are phonetically plausible. In terms of the extension, the focus is to use a mixture of their senses and imagination to write their sentences. Ask the question, **what do you see?** and have a discussion first.

TOPIC

Task: **Rocking rhythms** 

Rhythm means a pattern of sound or movement that happens again and again.

Music has rhythm and your breath is a rhythm.

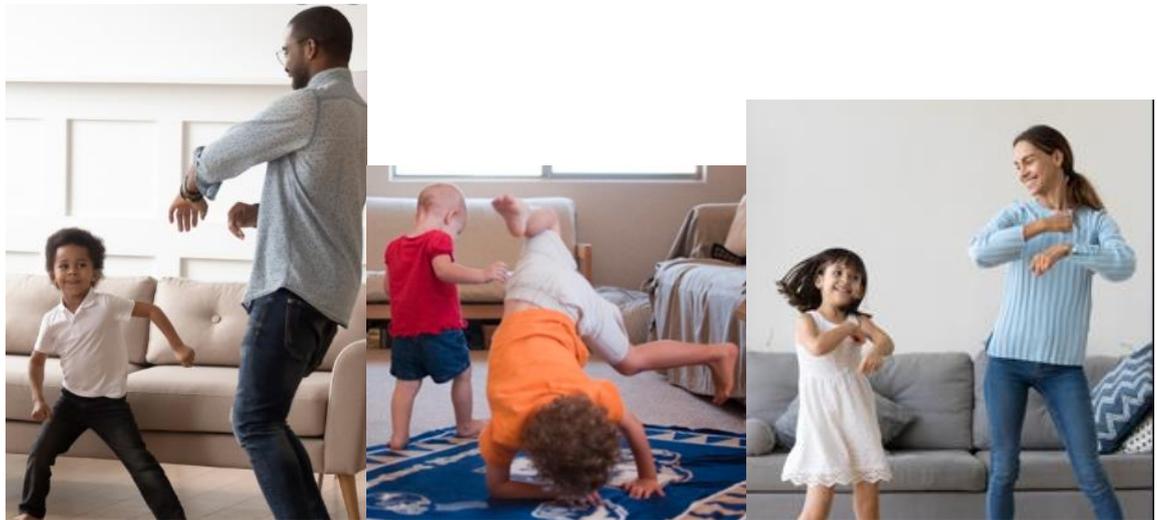
Join in with a family dance workshop about **rhythm**.

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

What kind of rhythm do you like?

Fast or slow? Quiet or loud?

Listen to your favourite music and dance along to the rhythm.



Ask your adult to show their favourite music and dance along with the rhythm.

Challenge – Make a dance party with different rhythm songs! You can listen to the Opposites song, what happens to the rhythm at the end?

<https://www.youtube.com/watch?v=HGeuA4iJ8vI>

Parent guidance:

This is a chance to get moving and share your favourite music! You can follow the dance video and they can do this independently, but they will love you to join in too! Maybe you can teach them some moves. 😊

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MATHS

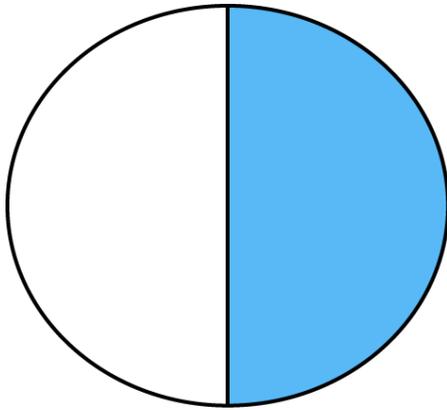
Task: Let's half this

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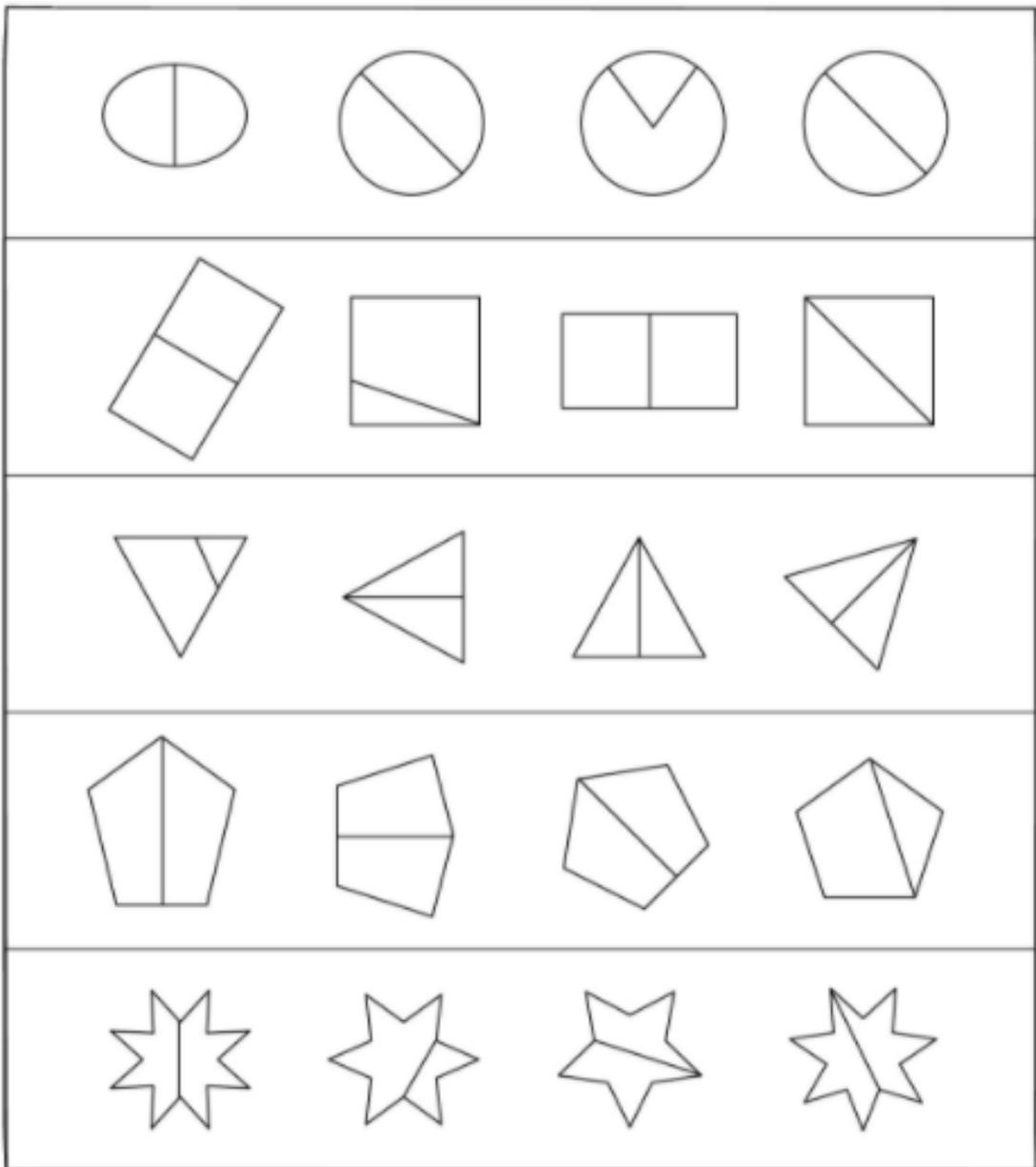
Watch this video about halves

<https://www.youtube.com/watch?v=no79jMi8-w8>

Halving is the same as splitting into two equal parts. The parts will be the same size because equal means the same!



Draw some simple shapes onto paper by drawing around objects in your home, a book for a rectangle and plate or bowl for a circle. You could ask your grownup to draw some simple shapes for you. A triangle is also a good one. Then split the shape in half by drawing a line down the middle. Then shade one of the halves to show the different halves. You could make a page of shapes or just do one or do. Look at the image below. Can you point out which ones show half to your grownup??

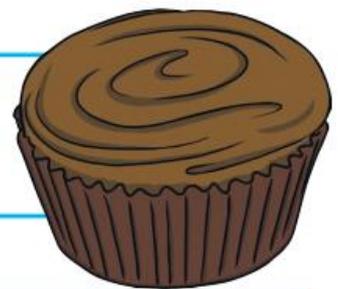


Or play this half or not game

<http://www.snappymaths.com/counting/fractions/interactive/halfornotimm/halfornotimm.htm>

Challenge:

April made 6 cupcakes and ate half of them. How many did she eat? How many did she have left? Can you draw a picture of the cupcakes April had left?



Parent guidance:

This activity is about the children's understanding of half and knowing that it means splitting into two **equal** parts. If splitting objects, splitting into two **equal groups**. Ensure children are always making **equal** parts when halving and encourage them to say "**because equal means the same**" every time. If children are struggling to half shapes, stick to simple shapes such as a triangle or a square. If they need more challenge, try more complex shapes like a star or an arrow.

LITERACY

Task: Animal Boogie! 🐘 🐨 🐵 🦋 🐘



You can watch and sing the song

https://www.youtube.com/watch?v=25_u1GzruQM to remember some jungle animals and how they move or just have a chat with your grownup about the animals you know.

Pick a jungle animal and think about how it moves. Put your imagination hats on and pretend to be that animal! Move

around your home like it or outside. You can make sounds too. Pick another animal and do the same thing. You may just want to do it whilst you watch the video above and join in. You could get your grownup or someone in your family to video you doing it. Maybe you could dress up like the animal! Once you've acted like some different animals, think up sentences which start with 'I can' about each of them.

For example,

I can slither like a snake

I can jump like a tiger

I can swing like a monkey

Use your 'fred fingers' to help you write it. Make sure to say each word out loud as you go before you sound it out on your fingers and write it down. If you know there is a red word, write it out using your memory. We know you've been practising them! 😊 Check each sentence once you've finished to make sure it sounds right and fix any red words if you need to.

Extension: Add a 'where' part to your sentence. Where do you move like that?? Say your whole super sentence before you write it to check it makes sense.

I can slither like a snake through the long grass.

I can jump like a tiger over the big rock.

I can swing like a monkey through the tall trees.

Parent guidance:

When they are checking their writing, they can re-check any red words. When writing the sentences, they need to say each word, and write the sounds they hear. Remember, they do not need to be perfectly spelt, as long as the sentences are phonetically plausible. It is important to praise giving it a go! They will feel confident and motivated to attack more exciting sentences as they become better writers. If they are finding writing full sentences too difficult, they could write a list of adverbs to describe the movement. For example, **slither, jump, swing, thump, slide.**

TOPIC

Task: **We're the superhumans!**

We know that none of us are exactly the same. We are all different and special in our own way. We can each do different things and we like different things too.

Watch this video we loved in school of lots of different people each doing lots of different things they love.

<https://www.youtube.com/watch?v=locLkk3aYlk>

What are all the different things they can do?

Which thing would you like to do most?

Today you are going to pretend you are in the video and talk about and show all of the things you like to do that make you special!

What makes you special?

What makes your adult special?

If you want you can draw a picture instead.



Challenge – What would you like to learn to do next? Maybe it is something you saw in the video like playing the trumpet, learning a new sport, tapdancing, driving a racecar. Tell an adult or sibling. Draw a picture of you doing it! You can even write a super sentence. **I want to.....**

Parent guidance:

This activity is about celebrating differences and what makes us each special. Lots of discussion will help this and modelling of positive self talk e.g. **I am good at... I like to... I can...** and reminding them what they are good at, like and can do. It is important for them to understand and respect how other people are different and have different interests. So lots of talk about other people you know and what makes them special will help. The challenge is a way to talk positively about the future, hopes, wants, dreams etc. You might like to join in with this too to model it for them.

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MATHS     

Task: What's the weather, what's the weather everyone?

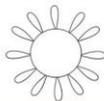
You could watch this video about the weather

<https://www.youtube.com/watch?v=tfAB4BXSHOA>

In our maths meetings at school we ask ourselves, '**What's the weather today?**' Then, we look out the window to find out.

Now you know how to tally, draw a simple chart like the one below with the different weathers. Have a chat with your grownup about all the types of weather you know and how you might draw little pictures to help you remember them. You may want to colour in the pictures, a bright orange sun or a grey rain cloud.

Weather Tally

Sunny		
Cloudy		
Rainy		
Windy		
Snowy		

Make sure you are able to see outside! Sing the weather song:

column. If the children are confident, this activity is an opportunity to develop understanding of **more**. Once the tally chart has some days recorded you could ask questions such as,

How many more rainy days than cloudy days have we had?

How many more cloudy days than sunny days have we had?

This is a chance for the children to start being able to read the chart and find an answer. They could say/ write an equation to match. For example, if there are 3 sunny days and 2 rainy days. **"There is one more sunny day than rainy day"** or **$2 + 1 = 3$**

LITERACY

Task: Cut up sentence 

I can slither like a snake

I can jump like a tiger

I can swing like a monkey

Remember those brilliant sentences you wrote yesterday about jungle animals? Well today you're going to cut them up just like in Daily Supported Reading at school! If you didn't write them in one long line, then write them out again making sure they have finger spaces in the middle of each word. Cut around the sentence to make a long rectangle and

then cut carefully between each word. Remember to ask a grownup to help you or say it's ok before using scissors.

For example,

They have got new toys.

becomes:

got

new

have

They

toys.

Once you have cut the sentence up, you need to mix it up into a pile on the table and hand it to another person whilst saying the sentence out loud like the teacher and get them to have a go at arranging it into the right order. Take it in turns! See how many you can each do. Make sure to read each word out loud. Sound out the word if you need to and once in order say it from start to finish as you point under each word until the other person says stop.

Challenge: Get someone to write and cut out a sentence for you that you don't know. They can tell you the sentence or for more reading challenge, try and read it yourself as you rearrange it. You could see how long it takes you. Play it as a game with a timer! Who can rearrange the fastest?

Parent guidance:

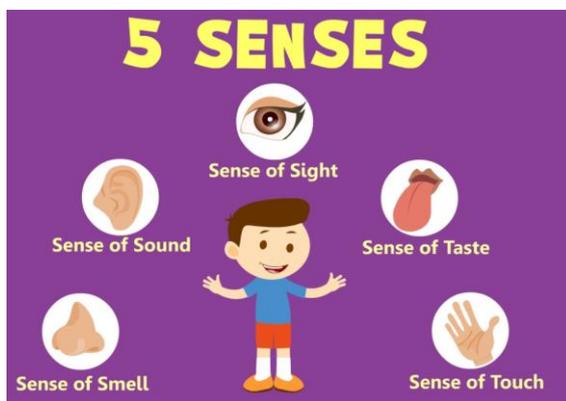
The focus is around reading, not writing in this task. Make sure they are reading either the sentences from yesterday or new ones that an adult writes out today. Remember to use simple sentences or match their reading level if so.

Encourage them to say the sounds or first sounds in red words to help them. Try and let them read and rearrange as

independently as possible. If they start from right to left remind them that we read from left to right and they can fix it. It is helpful to rearrange the sentence into one long line from left to right. Encourage them to go back to the beginning and say each word out loud, pointing under each to see what comes next. They should be familiar with the technique as they have done it in school.

TOPIC

Task: Sense of smell



Can you remember your 5 senses? Sing along to this sense song. https://m.youtube.com/watch?v=X_6Ai8NdkkY

Some of you used your sense of smell to identify food, give yourself an ice cream cheer. 🍦

Let's see what happens if we only use our sense of smell to identify something! You'll need some help from an adult to ask them to choose 5 things for you to smell while wearing a blindfold. Make sure you don't see them before you put your blindfold on. No peeking! Ask the adult to let you smell each thing. Can you work out what it is? How would you describe the smell? Did any surprise you? Did you like them all?

You can watch this to find out more about your senses:

<https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h>

Extension Write a sentence to describe each smell.

Parent guidance: This does need a lot of adult input so you might need to save it for when you have some free time. You'll need to choose 5 things the children can smell (that are safe), such as spices, food and toiletries. Make sure they don't see them, put a blindfold on them and let them smell each one. Discuss each smell. What did they like?

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MATHS

Task: **Biggest and smallest**

Watch this video about big and small

<https://www.youtube.com/watch?v=ho0jqU6L88U>



Big



Small

Have a chat with your grownup about some big things you can think of and some small things. Then think of things in your home. What is the **biggest** thing you can think of? What is the **smallest** thing you

can think of? Now once you've predicted, you are going to go on a hunt for the biggest and smallest things you can find. When you find them, draw pictures of them or write their names down. It could be a **wardrobe** and a **bead**. How do you know they are the biggest and the smallest in your home? How could you check? You may have done some measuring before in the lovely long creatures task.



To check which one is the biggest, you could try and measure length or height with something like a shoe or a book and see which one is bigger. To check which is the smallest you could hold them in each hand and compare by looking or put them right next to each other and compare. Make sure you talk to someone about what you think!

☆ Useful words – big, small, bigger, smaller, biggest, smallest. ☆

Or listen to this story about Mr. Small

<http://www.themisternen.co.uk/stuff/games2.html?game=mrsmallstory>

Challenge: Can you find something that is medium sized, bigger than the smallest thing and smaller than the biggest thing? Draw a picture of different things in your home in order of size starting from the smallest to the biggest. You may want to compare by measuring as much as possible.

Parent guidance:

Talking about what they're doing and what they find using maths vocabulary and useful words will really help their understanding. Let them measure and problem solve as much as possible independently, making predictions and checking them for themselves. Guide them through discussion.

How do you know? How can we check? Which one is bigger? Which one is smaller? Do you think..? Why?

LITERACY

Task: What do they say?



These are called speech bubbles. The words and sentences written inside them tell us what characters are saying. Look at the picture below, you may recognise some of the characters! Pick a character and think about what they might be saying...



Maybe Winnie the Pooh is saying **“Mmmm I love honey so much”** or Cinderella is saying, **“I really want to go to the ball”**.

Get your grownup to help you if you get stuck or you can pick your own character you know from a story or in real-life. Think of a word or sentence and say it out loud three times. Then use your ‘Fred fingers’ to help you write each word, going back to the beginning of the sentence each time and reading it out loud as you point under each word. Try and remember your finger spaces and red words! Once you have finished, you can draw a speech bubble around your writing if you want to. You can write speech for as many characters as you like.

Challenge: Write another speech bubble **on your own** and get a grownup or someone in your family to guess who is saying it! You can give them clues if it helps.

Parent guidance: Continue to encourage the children to use their phonics, their fred fingers and write independently.

TOPIC

Task: **Bubbles**

Today you are going to do another science experiment.

You will need:

- A container that can hold water
- water
- Some washing up liquid/shampoo/bubble bath
- A circle or oval shape with nothing inside **O O**

Have a look around your house or in your recycling for the circle or oval (you can see if other shapes work too!).

Here are some ideas...





Experiment with making a bubble mixture. Use your shape to blow bubbles. Did it work? Why do you think?

If it didn't work, be resilient and keep experimenting :)

Parent guidance:

This activity allows them to experiment and adjust and improve their process. You can find a range of things to blow bubbles through, and discuss which worked best? Why? This activity is good for their resilience and problem solving.

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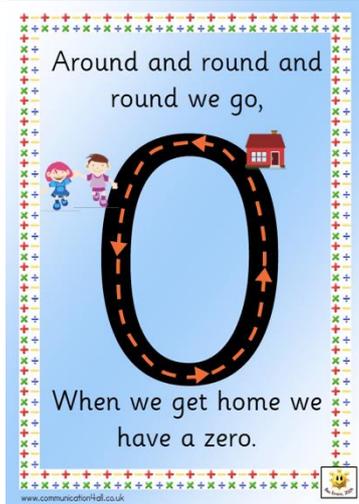
MATHS

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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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! ✨

This week why don't you think of a word that begins with each letter and write a list!

ant

box

cat

dog

Have a go at writing them 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 there are some they need to work on then keep practicing those sounds individually.



TOPIC

Task: 3...2...1...Blast off!

Last week some of you drew and wrote about what you would bring on a mission to Mars. Give yourself a rocket cheer. 🚀

Today you are going to make your own spaceship. Here is a video about a launch to the International Space Station:

<https://www.youtube.com/watch?v=UG3w3boGiS8>

Now it is time to do some 'junk-modelling' to make your own spaceship.

What 3D shapes will you need?

How will it launch?

What noise will it make?



Challenge – Write super sentences about your spaceship launch. 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 space shuttle is huge! It has two powerful rocket boosters and a big fuel tank. It blasts off into space to deliver food to the International Space Station.

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 fred talk. Ask them to read it to you so they can correct their own sounds if they need to.

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