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MATHS

Task: 2D Shape hunt

Can you name all the 2D shapes you know? Remember we used to talk about them every day in maths meetings. Sing along to the shapes song to remind you.

<https://www.youtube.com/watch?v=WTegUejf3D0>

Star words: ☆ side, edge, vertex, vertices, curved, straight, sort, square, circle, triangle, rectangle ☆



circle



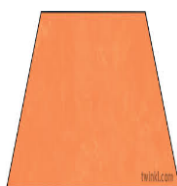
rectangle



triangle



square



trapezium



pentagon



hexagon



oval

Go on a 2d shape hunt around your house. How many shapes can you find? Which one did you find the most of?

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Challenge: Which 3d shapes can you make from a square or a circle? How do you know?

Parent guidance: Some of the shapes will be harder to find so you can discuss why this is. Encourage the children to discuss the shapes and describe them using the star words.

LITERACY

Task: **Kitchen Disco!** 🍌 🍷 🍕

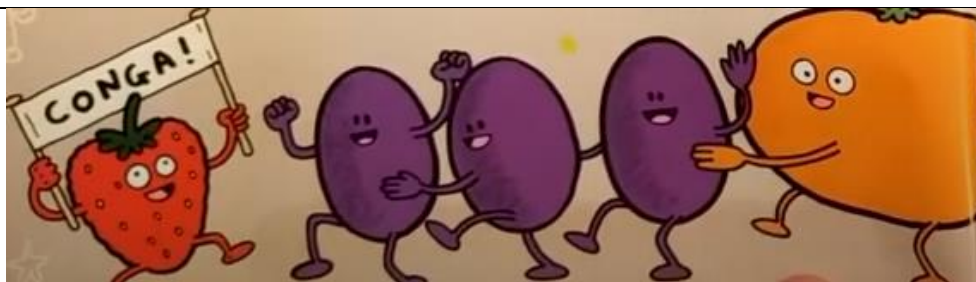
Today we are going to have a kitchen disco! Listen to the story and join in - [https://www.youtube.com/watch?v= tm5QFdd-Zo](https://www.youtube.com/watch?v=tm5QFdd-Zo)

What food do you have in your home? Have a look.

Choose 5 types of food to join your kitchen disco party.

How do you think they would move and dance?





We are going to write our own kitchen disco story.

Write how they move and dance.

Write at least 1 super sentence for each food. For example:

Onion jumps. Onion slides. Onion leaps up high!

Tomato hops up and down to the beat.

Rice runs around the room shouting 'zoom!'.

Pepper shakes and swings on the tap.

**Potato spins on the table and twirls on the chair.
Then Potato dives into the sink and makes a huge splash.**

When you have finished, read out your super sentence and move the food, one at a time!

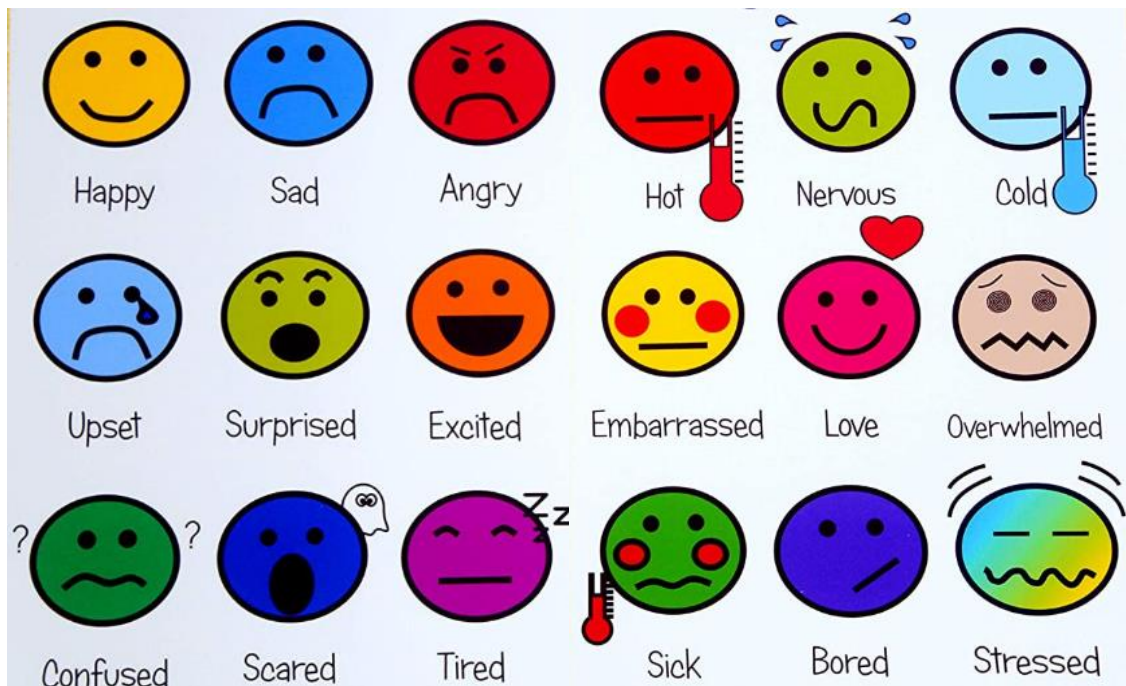
Challenge: What happens next in your story? Write the rest of the story and read it to an adult or friend.

Parent guidance: They loved joining in with this story, have fun with your own kitchen disco. Discuss different ways the food can move to support their vocabulary. When they write, get them to repeat one sentence at least 3 times before writing, and get them to read it aloud to check and fix it. If it isn't spelled correctly, it's ok if they are using their phonics and make a plausible attempt. They can also write parts of the story they know. You can always repeat this

activity another time, choosing different foods if they enjoyed it.

TOPIC

Task: How do you feel today?



Shut your eyes and ask yourself “How am I feeling now?” Maybe you feel like one of the pictures above or maybe you feel a different emotion. Think about how your body feels and what your face is doing. Are you scrunching up your eyes and eyebrows?

Watch these videos of different emotions. Make sure once you know how you feel you talk to your grownup about it. **A collection of clips presented by Dr Radha Moghil that**

	<p>explore a whole range of feelings and emotions, as well as providing talking points and tools to feel better.</p> <p>https://www.bbc.co.uk/teach/class-clips-video/pshe-early-years-foundation-stage-ks1-feeling-better/zm2st39</p> <p>Draw pictures of yourself expressing different feelings and label them. 😊 😓 😐</p> <p>Challenge – Draw a picture of how the other people/toys in your home are feeling and label it.</p> <p><u>Parent guidance:</u></p> <p>Model how you label and manage your own feelings, e.g. ‘I’m feeling a bit angry and I need to calm down, so I’m going to...’. Ask children for their ideas on what might make people feel better when they are sad or cross. Show your own concern and respect for others, living things and the environment. You can check out the government website for advice on supporting children’s wellbeing during this time.</p> <p>https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak</p>
T u e s d	<p><u>MATHS</u></p> <p><u>Task:</u> Addition ➕</p> <p>Listen to the addition song:</p> <p>https://www.youtube.com/watch?v=k5wC5krH8xo</p>

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Pick a selection of objects in your home to count and put in groups. Make 4 groups of different objects.

Miss Mason made 4 groups of objects: 4 pencils, 3 leaves, 5 tins of tomatoes and 12 pieces of curly pasta.

Count out loud as you touch the objects one by one. Now you know how many there are in each group, it is time to add them together.

Choose two groups of objects, count how many in each group and then count how many there are **altogether**.



Now write your number equation. Here is Miss Mason's:

$$4 + 3 = 7$$

Now choose 2 different groups and try again.

Challenge: You are good at adding 2 groups together, give yourself a hulk clap! 🖊️ Now add 3 groups of objects together. Do you think it will be more or less? Why?

Parent guidance: When they make their groups of objects, get them to make less than 10 in each group to begin with. Remind children they can use strategies we have taught to

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. If they find the challenge easy, you can ask them to add all of the groups together, adding one more group at a time. They can also make groups of more than 10 for an additional challenge.

LITERACY

Task: Observing insects

Look at this picture of an **insect**, **an insect is any creature with 6 legs!** Can you remember what it is called? That's right, it is a ladybird! You might see one if you look outside.

Write some super sentences to describe it. What colour is it? What body parts does it have? What size is it? What would it sound like? What is it doing?

Or draw a picture of a ladybird and label its different body parts.

Challenge: Write a story about the ladybird coming to visit your home or our outside area at school.



Parent guidance: Before they write, get them to repeat the sentence at least 3 times. When they have finished, get them to read it aloud with a friend to check and 'fix it'. If the word is not spelled correctly, it's ok if they are using the phonics sounds they have learned and making a plausible attempt, e.g. ladeeburd.

TOPIC

Task: **Material hunt** 🔍

You are going on a hunt for different materials in your home. Explore the materials in this room.

<https://www.bbc.co.uk/bitesize/topics/zrsgk7/articles/z9pgcdm>

You are going to think about what material things in your home are made from. Talk about the different materials you know. There are some useful words in orange.



wood



metal



ice



waterproof



soft



hard



magnetic



absorbent



glass



transparent



fabric



leather



plastic



bendy



wool



paper



cotton wool



brick



leaves



stone

Can you find something made from each material?

- Wood
- Metal
- Glass
- Plastic
- Paper
- Fabric (cloth)
- Any other materials you know 😊

Now sit down and look carefully at them all. What is similar? What is different? Use your senses to investigate them; what do they feel like? What sound can they make? What do they look like?

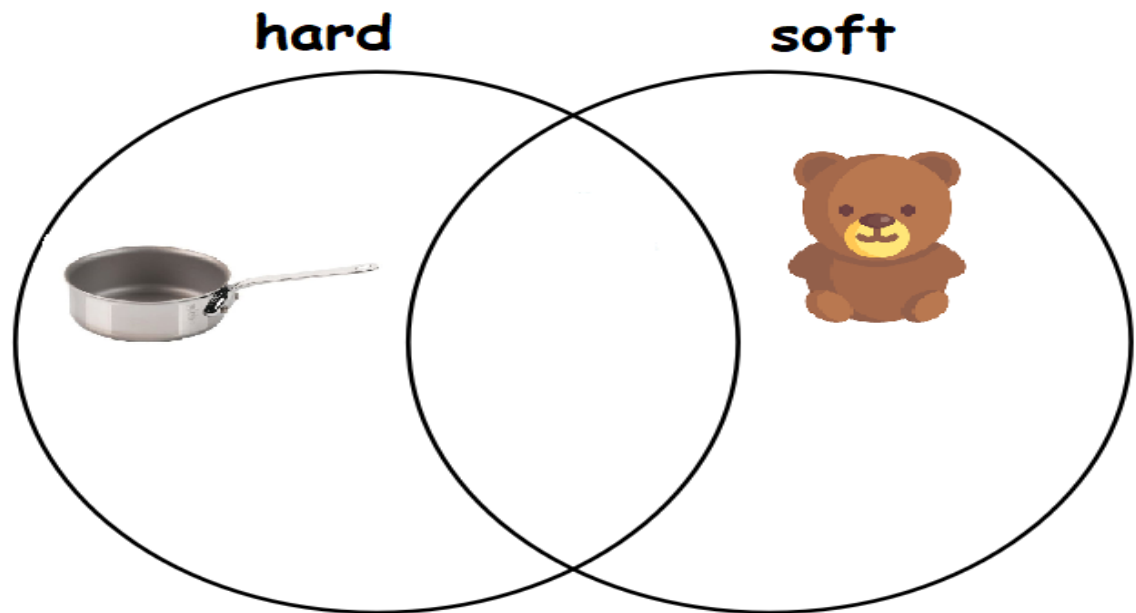
Now you could sort them into different groups. You can use your useful words or think of your own groups.

You could sort them into **hard** things and **soft** things.

You could sort them into **natural** and **artificial** (man made).

How many different ways can you sort them?

Challenge Draw 1 circle and then another that overlaps, like this. This is called a **venn diagram**.



Label the circles with one way you sorted the objects. Now draw the objects in the correct circles and label them. Are there any objects that could go in both groups? You can put them in the middle section.

Parent guidance: You can support them finding the objects of different materials by asking questions. What do you think this material is? How do you know? They can sort them into the example categories, or their own. This activity builds upon their scientific classification skills and helps them to identify different materials. If drawing the venn diagram is challenging, they can draw 2 circles to sort the items into.

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MATHS

Task: **Doubles, doubles.**

Sing along to the double song: ♪♪ ♪♪ ♪♪♪♪

<https://www.youtube.com/watch?v=8jOzhiACB68>

Remember that to **double** something is to have two groups that are the same.

It's game time! Find a partner who knows their numbers up to 20. First, your partner will choose a number up to 10 and show you on their fingers. For example, if they choose 3 they will hold up 3 fingers. Then it is your turn to 'double it' and show the same number on your fingers.

Now add the groups together by counting how many fingers there are altogether. Say: "Double three is equal to six".

$$3 + 3 = 6$$



Keep taking it in turns to show different numbers on your fingers and double them with your partner's fingers.

Challenge: Write number equations of your doubles.

Parent guidance:


You could also use the number cards to 10 your child may have made before. Encourage the children to use full sentences while playing the game. 'Double _ is equal to _.'

LITERACY

Task: **Red word race!**  

Today you are going to have a race to write as many red words as you can!

First, practice looking at and saying your red words. You can use your red word flashcards you made before or read the red words below. Sing along to the red words song to practice them: <https://www.youtube.com/watch?v=TvMyssfAUx0&app=desktop>

1. Get a pencil and paper to get ready to write.
2. Hide your red words, no peeking! 
3. Now you need to set a timer for 1 minute. Your adult can help you.
4. Start the timer and write as many red words as you remember!

How many did you remember? Check them to tick it or fix it. Now have another go, try to beat your score! You can have a look at the red words or the song before you start the timer again. Ready....Steady.....Go!

the	a	do	to	today
of	said	says	are	were
was	is	his	has	I
you	your	they	be	he
me	she	we	no	go
so	by	my	here	there
where	love	come	some	one
once	ask	friend	school	put
push	pull	full	house	our
then	them	her	all	like
into	when	have	their	out
little	two	what	came	

Challenge: Say then write super sentences using the red words you wrote in your race. Read them out loud.

Parent guidance: They should keep practicing their red words little and often to help remember them, and practice writing and recognising them. With this activity, give them some time to look over the ones they are practicing first, you can use the red word cards they have made in previous weeks, or the words on the screen, or the song. This game supports their sense of pride in what they have learned. If 1 minute is too short, feel free to choose a longer amount of time. They could even use a stopwatch so they can start the stopwatch and stop it when they can't think of any more to write.

TOPIC

Task: **Around the world** 🌍

Listen to the 7 continents song:

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

Today we are going to make a map of the whole world!

Which continents do you know?



Draw the outline of the continents carefully. Think about the size and shape. Your map does not have to be exactly the same, be resilient! 😊



	<p><u>Challenge:</u> Which continent do you want to visit? Why? Write super sentences about where you want to go. What will you see? Hear? Smell? Taste? Touch?</p> <p>I want to go to Antarctica because.....</p> <p>I will see hundreds of Macaroni penguins!</p> <p>I will touch freezing cold ice so I need to bring thick gloves and a warm winter coat.</p> <p><u>Parent guidance:</u> This task supports fine motor skills, pencil control and observation. Support their growing resilience by reminding them it does not have to look exactly the same as the drawing, we just try our best. Praise the effort involved in this task, like good observation, careful line drawing etc. The challenge gets them to talk positively about future plans and hopes. It allows them to imagine different sensations and new experiences.</p>
Thursday	<p><u>MATHS</u></p> <p><u>Task:</u> Count down 🚀</p> <p>Join in with the song and count down from 20!</p> <p>https://www.youtube.com/watch?v=srPktd4k_O8</p> <p>Let's pretend you are on a special mission to space with your favourite astronaut. Your job is very important: The count down! Star words: ☆ decreasing, smaller, less, ☆</p>

Get a partner and take in turns to count down (backwards along the number line) one number at a time, starting from 20. Count down to 0 and blast off! 🚀



Then choose another number to start counting down from, for example 13, or 18.

You can use a number line to help you with the task.



Challenge: Now that you are really good at counting down from 20, you can count down in 2s, 5s and 10s from 20. Which way was the quickest?

Parent guidance: The children are encouraged to refer to their class number line whenever completing any number task as a reference and to reinforce their number

knowledge, even if they know an answer without it. You might have a number line they made in week 3, if not it would be good to make their own number line nearby which they can refer to. A large number line is better, I would recommend 2 pieces of paper, about 60cm. Please remind them that it is ok to refer to it whenever they like. Resource-rich learning in maths lessons is applied throughout MRA, so it would be good to recreate some helpful simple resources at home too.

LITERACY

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: Write the names of the people in your house. You can write the names of your toys too. Write them carefully so they are your best writing. Then you can show them your beautiful handwriting!

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, and if they have finished the book and you can there are some they need to work on then keep practicing those sounds before the others.



TOPIC -

Task: Movement to music 🐼 🐼

Today we will be moving and dancing to different music.

Ask your grown up to play the first song. Listen to it carefully and think about how it makes you feel. Does it make you feel calm and relaxed or energetic and bouncy? Now think about the movements you want to do with the song. Do you stamp your feet, skip, wave your arms, spin around?

Nutcracker: Waltz of the Flowers (Royal Ballet)

<https://www.youtube.com/watch?v= NWdj8PCdYE>

Now listen to the next song. Is it the same or different? Is it calm or energetic? Move your body and dance to this song.

Blue Suede Shoes (Instrumental Version)

<https://www.youtube.com/watch?v=p9BFGslw0Z4>



Challenge: Which song did you prefer to move and dance to? Why was it your favourite? Are there any other songs you know like that? How do you move to those songs?

Parent guidance: The main aim of this activity is to have fun and be active. It is a chance to listen and respond and think about different movement in time to music. It is a good opportunity to introduce them to different styles of music, you can show them music that you like or they might enjoy.

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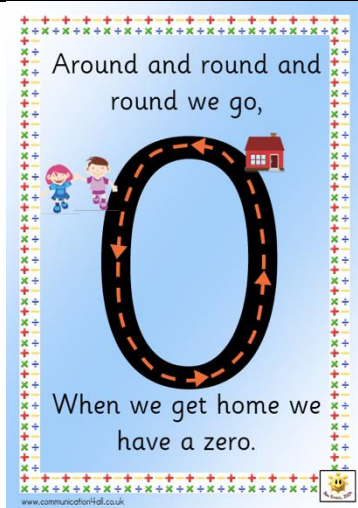
MATHS

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: **Sock puppet show** 🐱

Today we are reading the gingerbread man story using sock puppets. You need one sock to be the gingerbread man and one sock to be the other animals.

Put your hands in the socks and practice opening and closing your hands so it looks like they are talking.

Listen to the story and join in with the gingerbread man by moving your sock puppet's mouth and talking. Your other hand can join in with the other animals in the story.

Remember, just one puppet can speak at a time.

<https://www.youtube.com/watch?v=U89dkGrsYZY>



When you have finished reading along, you could perform it to someone else, like an adult or a sibling.

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 a rainbow clap. 🌈👏

You can listen to some more traditional stories

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

Parent guidance: They loved making and using paper puppets to act out the Three Billy Goats story. Using sock puppets involves them more with the speech in the story. They could have one sock for the gingerbread man and

another for the animals, or if this is challenging you could join in with a sock to act out the other animals.

This activity provides its own challenge depending on how long a story they write and how much detail they use. Encourage accurate spelling of red words they know, adding describing words about size or colour and using fred talk.

TOPIC

Task: Making mosaic art

What is a mosaic? It is when an artist uses tiny little pieces of things to create art.

You will need:

- Pencil
- Paper
- Mosaic items (dry kidney beans, rice, pasta, shoes, leaves, coloured paper, etc)

Make a mosaic:

- Use a pencil and draw an outline on the paper.
- Now it is time to decorate by adding some of the items you have chosen on top.

Share your art with somebody in your home.



Parent guidance: This activity is about experimenting with materials and textures and making patterns and representations of things from their experience. They can also make mosaics using shapes with this website:

<https://apps.mathlearningcenter.org/pattern-shapes/>

Challenge

Useful Links

Extension activity with each activity
For more challenge have a look at the home learning section of the school website.

<http://www.mra.mossbourne.org/home-learning/>

Here are Mr Daly and Ms Taylor doing phonics lessons on the school website

<http://www.mra.mossbourne.org/home-learning/english/rwi-set-1/>

<http://www.mra.mossbourne.org/home-learning/english/rwi-set-2/>

Story Time at Mossbourne Riverside – your teachers reading you stories, keep checking each week for new videos

		<p>http://www.mra.mossbourne.org/home-learning/story-time/</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>https://m.youtube.com/channel/UCo7fbLgY2oA_cFCIlg9GdxtQ</p> <p>BBC are running daily lessons in Maths and English and regular science, history and geography lessons.</p> <p>https://www.bbc.co.uk/bitesize/dailylessons</p> <p>Support their reading with free ebooks and Read Write Inc Phonics guidance -</p> <p>https://home.oxfordowl.co.uk/reading/</p> <p>RWI ebooks -</p> <p>https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&series=Read+Write+Inc.</p>
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