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## MATHS

### Task: Money £££



Star words: ☆ 1p, 2p, 5p, 10p, 20p, 50p, £1, coins, more, less, money, pence, penny, pennies ☆

Listen to the 'Money song for children':

<https://www.youtube.com/watch?v=dFzAU3u06Ps&t=2s>

Once you have finished the song, click on the link below to play three different coin games.

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

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Challenge - Ask your adult to lend you some different coins. Put them in order and say their value.

‘This coin is \_\_\_\_p. ‘

‘It is the same as \_\_ one pennies.’

‘. \_\_\_\_pence is equal to \_\_ pennies. ‘

### Parent guidance:

The game has three different modes:

1 - The first activity: Sorting, helps children to recognise the different coins and their properties.

2- The second: Ordering, involves arranging the coins from lowest to highest values.

3- The third: Counting, has eight different ability levels counting the amounts of money in a piggy bank.

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 the coins, the better. Let them compare two or three coins at a time.

You can ask questions like:

Is it silver or copper?

Is it round or does it have straight sides?

Is it worth more than five pence?

What is the same? What is different?

I have two coins in my hand. What is the total value if I add them together?

## **LITERACY**

### **Task: Red word targets**

You can play this game by yourself or against others!

Practice the red words you are learning with your flashcards. You can make more of any new words you are learning.

Spread out your red word flash cards you made across the floor.

Find something soft to throw on top of the cards (A teddy, a pair of socks, a hat).

Gently throw your item onto a red word card.

If it lands on top, read it out loud and keep the card for one point! If it does not land on top you can try again next time.

Take it in turns with the other players, or keep challenging yourself. Keep playing until you have picked up every card.

**Challenge:** Play again but this time say a super sentence for your card using the red word on your card.

**Parent guidance:**

This activity focuses on their speedy recognition of red words and writing them without looking at them. They should keep practicing their red words little and often to help remember them.

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	

## **TOPIC**

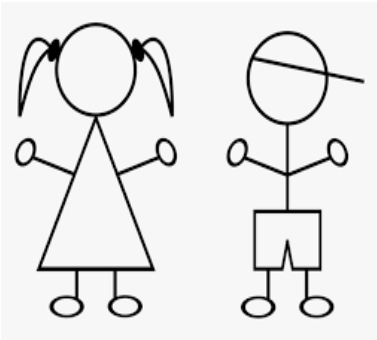
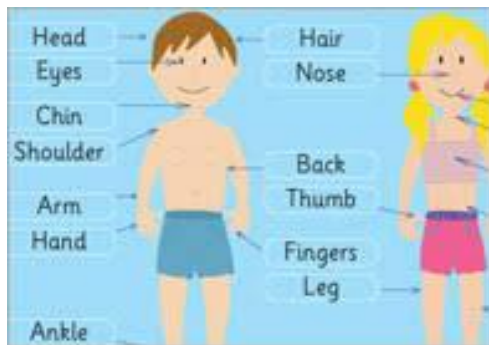
**Task: I have a body; a very busy body and it goes everywhere with me! 🦋**



Join in with the actions for the 'head, shoulders, knees and toes' song:

<https://www.youtube.com/watch?v=h4eueDYPTIg&vl=en>

For today's activity you will need a pencil and a paper. Draw yourself and label all the parts you know. If you have post-it at home, you could write the body parts on them and stick them on yourself!



Challenge: How do you keep your body healthy?

Talk about the healthy choices you make with an adult.

Parent guidance:

Talk to the children about different body parts: head, neck, arms, elbows, legs, knees, ankles, face, nose, eyes, hair, mouth, teeth. You may want to discuss the five senses they have been learning about. For the challenge, you can discuss the importance of exercising the body and eating the right amounts of food to stay healthy.

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## **MATHS**

Task: **Maths meeting!**

🎵 We're going to the maths meeting, maths meeting, maths meeting. We're going to the maths meeting 3,2,1! 🎵

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January	July
February	August
March	September
April	October
May	November
June	December



These are the months of the year. 🎵

What month is it? Look where the arrow is pointing.

🎵 Days of the week, 7 days! There's **Monday** and there's **Tuesday**, there's **Wednesday** and there's **Thursday**, there's **Friday** and there's **Saturday**, and then there's **Sunday** too.  
Days of the week, 7 days! 🎵

What day is it today?

What day was yesterday?

What day will it be tomorrow?

Give yourself a popcorn cheer!

How many people are at home today? 🧑

Give yourself a whoosh!

🎵 What's the weather, what's the weather, what's the weather like today? Look outside.

What colour is the sky? ☀️ 🌈 🌧️ ☁️

The weather today is \_\_\_\_\_!

Give yourself a mashed potato cheer!

🎵 Finish the pattern! Finish the pattern! 🎵



What kind of pattern is it? Is it a shape or a colour pattern?

Finish the pattern.

Give yourself a rainbow cheer! 🌈



**It is time to meet 0 the Hero!**

Let's pretend that we have had 38 maths meetings so far.



Let's check it together 🗨️

Three bundles of 10 and 8 ones.

And then add one more straw for today. ↗️

Let's count together:

10, 20, 30....31, 32, 33, 34, 35, 36, 37, 38 and one more is...  
39!

How many bundles of ten do we have? 3

And how many ones? 9

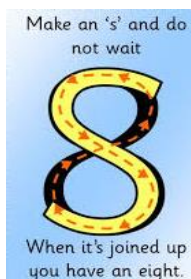
Give yourself a superhero cheer!

♪ Secret number, secret number, what's the number going to be. Secret number, secret number, what's the number going to be? ♪

The number today is..... 8!

Say it out loud.

Write it in the air. Make an S and do not wait, when it's joined up you have an 8!

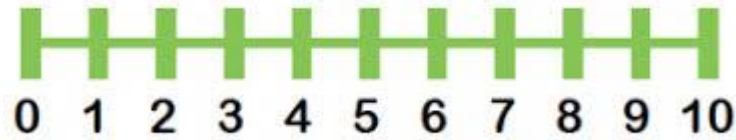


Clap 8 times 🖐️. Touch your toes 8 times. 🦶

Count how many holes. Remember to point and make it match!



🎵 We are going one more and one less! We are going one more and one less! We are going one more, going one more, going one more and one less! 🎵



What is one less than 8?

What is one more than 8?

Give yourself a 1,2,3, well done me!

Challenge – Now you have practiced your maths meeting, you can pretend to be a teacher and teach your teddy or toy.

Parent guidance: In school we have Maths Meetings every morning to remember what we have learned.

## LITERACY

Task: **Imaginative acting** 🗨️

Today you are going to imagine a story and act it out.

It can be any kind of story you like: funny, scary, fairy tale...

All you need is someone to play with and your imagination!

You can play this game anytime and anywhere.

One person says a super sentence while the other person acts it out using their body, face and **speech** (talking).

Like this:



Keep adding one sentence at a time!

When you have finished, see if you can tell your story again, acting it out together.

What was your favourite part of the story? Why?

Challenge: Write your story down. Say each sentence 3 times and read it back when you have finished.

Parent guidance: This story making activity is great for letting them use their imagination and practice linking ideas and sequencing events. The acting supports their understanding and expression. This activity supports their social skills of listening and responding to other's ideas. They can use props or toys to make the story if they like.

The joint effort in the story making should help motivate their writing, and retelling the story together builds

confidence and a sense of pride in their work. For the challenge, you can take it in turns writing the sentences to keep the flow of the story going. They might like to play this game on the phone with someone else as you don't have to be physically together to play, and might be fun for them if they can see someone else acting out their ideas!

### TOPIC -

Task: **Sense of touch.** 🖐️



Can you remember your 5 senses? Sing along to this sense song. [https://m.youtube.com/watch?v=X\\_6Ai8NdkkY](https://m.youtube.com/watch?v=X_6Ai8NdkkY)



When you can feel the warmth of the sun on your face or shiver when cold wind blows, you are using your sense of touch. Your skin is very clever and can tell your brain lots of information.

These are some words to describe things might feel when you use your sense of touch: **rough, flat, warm, fluffy, prickly, dry, damp, silky, smooth, bumpy, cold.** Can you think of other words to add to the list? 💬

You will need a pen and a paper to make some clever notes.  
Go and investigate your sense of touch by touching some objects at your house.

Write what the object is and one word to say how it felt. You can write more than one if you like!

For example:



Jelly – wobbly

Lego – bumpy, hard, small,

Apple – smooth




Water - warm, wet

Things to think about: 

How does it feel?

Can you describe how it feels?

Compare two objects. Do they feel the same or different?

	<p>You can watch this to find out more about your senses:</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h">https://www.bbc.co.uk/bitesize/topics/z9yycdm/articles/zxy987h</a></p> <p><u>Challenge</u> - Write a sentence to describe how it feel to touch 3 objects. For example – ‘I touched the slippery soap.’</p> <p><u>Parent guidance:</u> Try exploring both the built and the natural environment. You can also mention to the children about the changing characteristics of liquids and solids for example, warm water and ice or hard chocolate and melting chocolate, etc. You might want to supervise this activity to make sure they are exploring safe objects.</p>
W e d n e s d a y	<p><b><u>MATHS</u></b></p> <p><u>Task:</u> <b>Counting on from a given number.</b></p> <p>In the Big Blue Sea - Counting Song:</p> <p><a href="https://www.youtube.com/watch?v= jxzZMw89qY">https://www.youtube.com/watch?v= jxzZMw89qY</a></p> <p>Star words: ☆ plus, add, is equal to. ☆</p> <p>Remember when we are counting on, we have to put the number on our head and count <b>on</b> from it. We put the number we are counting on our fingers.</p> <p>My turn: 4 +    =</p>

First, I'll put 4 on my head.



Then I will hold up three fingers.



Now I **count on** starting with the number on my head, then my fingers.

4... 5,6,7.

Now I'll write my number equation:  $4 + 3 = 7$  ✓

Now it is your turn.

$$7 + \text{soccer ball} =$$

$$4 + \text{four balloons} =$$

$$9 + \text{four hearts} =$$

$$5 + \text{five flowers} =$$

$$9 + \text{three ladybugs} =$$

$$8 + \text{four guitars} =$$

$$12 + \text{three suns} =$$

$$19 + \text{grinning face} =$$

$$13 + \text{🍇} \text{🍌} \text{🍌} \text{🍌} \text{🍌} =$$

$$16 + \text{🐏} \text{🐏} \text{🐏} =$$

Challenge - Make your own maths story about the equations using: **First, then** and **now**. For example - 'First Mr Daly had 7 footballs on the pitch, then Miss Mason passed him one more. Now he has 8 footballs altogether.

Parent guidance: Encourage your child to say the big number first and then count on from there using the pictures. They can put the number they are adding on their fingers or can touch the items one at a time.

### LITERACY

Task: **It's summertime!** ☀️ ☀️ ☀️ ☀️

The **season** is summer now. Talk to your grownup about all the things that happen in summer. You could talk about the other seasons too or watch the seasons video we like to watch in school. Remember 'fall' is another way to say 'autumn'. <https://www.youtube.com/watch?v=8Zjpl6fgYSY>

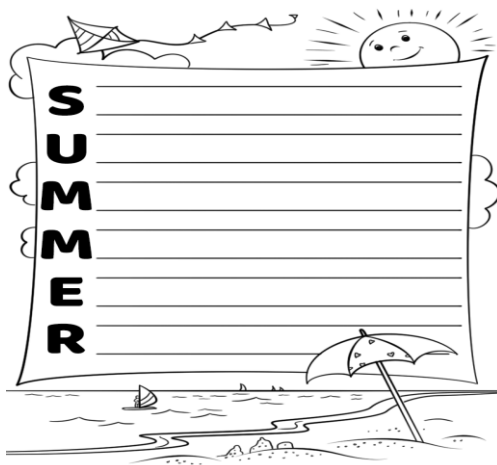


Which image above do you think shows summer? Why? Remember summer in summer the weather is warmer, and the trees have lovely green leaves. The days are also lighter for longer!

Today you are going to look out the window or go and explore an outdoors area to write a summer poem.

You can write your own poem or an acrostic poem:

Think of some things that remind you of summer, (the beach, the sea, ice-cream!) then see if you can write a sentence that starts with each sound, s, u, m, m, e, r.



Challenge: Write a rhyming poem; this is where the last word in one sentence sounds like the last word in the next sentence. E.g.

Summer is here it's time for fun,

There is lots of ice-cream for everyone!

Fun and everyone sound the same.

Parent guidance:

The first part of this activity is a chance to discuss the season of summer and build vocabulary. The YouTube video has lots of good vocabulary, but it could be that you simply discuss the things they associate with summer.

The second part of this activity is about practice their writing skills and using their imagination. They can write full sentences or just one word for the acrostic poem. Make sure they say what they want to write first and then use their 'Fred fingers' to sound out the words before they write them. 😊

## TOPIC

Task: **Junk modelling** – vehicles



Listen to the vehicle song:

[https://www.youtube.com/watch?v=Ks\\_Hkx9oxil](https://www.youtube.com/watch?v=Ks_Hkx9oxil)

Which is your favourite vehicle in the song? Why?

Let's pretend that you have been hired by TFL (Transport for London) to design a new vehicle for the city.

Is your vehicle big, small, long, short, or even enormous?

What materials can you use for each part?

What shapes do you need to make the wheels or the windows?



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:



My bus is a double decker. My bus is electric. My bus has four strong wheels. People get on and off at different stops.

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.

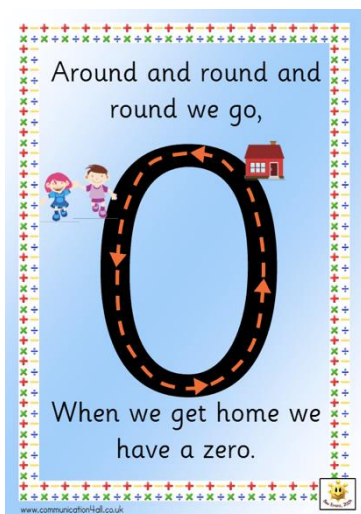
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## **MATHS**

### **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

(14 would be one ten and 4 ones)

This numbers in the teens song to support understanding:

<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: How to make a sandwich!**

Today you are going to write instructions on how to make your favourite sandwich.

Here is a story about a girl named Carla and her sandwich:

<https://www.youtube.com/watch?v=M-aceEquCtY>

Think about how to make your favourite sandwich.

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

Say your instructions out loud in super sentences.

Useful words: first, then, next, plate, knife, bread, spread, butter.



When you have finished saying your super sentence, write some instructions to help someone else learn how to make your favourite sandwich. You can use the useful words. Try

to 'Fred talk' them. We make a list of instructions with numbers. For example:

1. *Get 2 slices of bread.*

2. *Spread butter on both slices of bread.*

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

### Parent guidance:

This activity is about using sequencing language and ordering events so lots of discussion will support this. They will enjoy talking about their favourite sandwich. Ask questions like what comes first, then, next? What do we need to do first? What do we need to do at the end? Get them to say and repeat one instruction at a time, write it with fred talk and read it back to check.

### TOPIC

#### Task: **Building your community**



A community is where you and some of your friends live. It is your local area. People are part of a community because

they nearby and do a lot of the same things. They also help each other. They might go to the same school. There are many places to visit and see in your local community. Some examples of things that make a community are: Schools, playground, library, houses, post office, park, community centre, shops, hospital and religious places.

Look outside your window, can you see any of these places? Do you know any of your neighbours? Think about when you are going to school. What can you see? 👁👁

Show your community:

For this activity you can make a picture, a map, use wooden blocks, lego, junk modelling, use your imagination!

Think about where you live and what is around your home, you can label what they are on your map.



Parent guidance: Use your knowledge to extend children's experiences of the local area and community. Help children to find out about their community and discuss it.

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## **MATHS**

**Task: Ordering numbers**

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Let's listen to the ants go marching song: 🐜🐜🐜🐜🐜🐜

<https://www.youtube.com/watch?v=Pjw2A3QU8Qg>

Count backwards and forwards to 100 in tens. You can take it in turns with an adult or friend!



Next click on the link below to play this really fun game about ordering numbers. I recommend you start with 'Numbers Up to 20'.

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



Challenge: Order numbers up to 100 in tens in the game.

Parent guidance: This game is a learning through play activity aimed at children to gain confidence in comparing and ordering numbers. As the numbers are not in sequence, it might help them to order them by counting from 0 to 20 and checking if they can see that number on screen.

## **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.

Extension: Write a list of things that you can see around you in the room you are in.

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: Happy memories 😊💭

Talk with your adult about your favourite things you enjoyed when you were in school at Mossbourne Riverside Academy.

What did you like to learn about?

What did you like to play?

Which friends did you like to see?



Draw a picture of a happy memory you have of school. Label it or write about it and share it with your adult or friends.

	<p>Challenge: Ask someone about their favourite memory from school! You can ask your adult, someone else in the family or your friend. What is the same? What is different?</p> <p><u>Parent guidance:</u></p> <p>This is a chance to look back on their positive memories and experiences of school. You can have a good discussion of your own positive school experiences and what is similar and different, such as technology and location.</p>				
	<table> <tr> <th data-bbox="188 707 855 938">Challenge</th><th data-bbox="855 707 1514 938">Useful Links</th></tr> <tr> <td data-bbox="188 938 855 1783"> <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><a href="http://www.mra.mossbourne.org/home-learning/">http://www.mra.mossbourne.org/home-learning/</a></p> </td><td data-bbox="855 938 1514 1783"> <p>Phonicsplay games are free right now and great for practicing blending and red words. Username – march20 Password – home <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories <a href="http://www.mra.mossbourne.org/home-learning/story-time/">http://www.mra.mossbourne.org/home-learning/story-time/</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-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.">https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.</a></p> </td></tr> </table>	Challenge	Useful Links	<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><a href="http://www.mra.mossbourne.org/home-learning/">http://www.mra.mossbourne.org/home-learning/</a></p>	<p>Phonicsplay games are free right now and great for practicing blending and red words. Username – march20 Password – home <a href="https://www.phonicsplay.co.uk/resources">https://www.phonicsplay.co.uk/resources</a></p> <p>Story Time at Mossbourne Riverside – your teachers reading you stories <a href="http://www.mra.mossbourne.org/home-learning/story-time/">http://www.mra.mossbourne.org/home-learning/story-time/</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-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.">https://www.oxfordowl.co.uk/home/reading-site/find-a-book/library-page?view=image&amp;series=Read+Write+Inc.</a></p>
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