

## 😊 Happy Home Learning 😊

Below are the recommended activities to be completed each day of w.c. 29<sup>th</sup> June. As always **none of the activities are mandatory**, however many are the sorts of things we are doing with the children in school. Highlighted in yellow are the names of any of the resources needed for each activity that are available on the school website for you to download. Feel free to do work on paper or in a book rather than printing everything out. Please continue to upload work to Tapestry as we love to see what you have been doing. Unfortunately, as we are now in school teaching, we may not be able to respond as quickly or as often as before.

<b>MONDAY</b>				
<b>Phonics</b>	<b>Literacy</b>	<b>Maths</b>	<b>Mindfulness</b>	<b>Topic</b>
<p><b>Reading focus</b></p> <p><b>Intro:</b> Phoneme Power Point Fastest Finger first</p> <p><b>Main:</b></p> <p>Year 1 Caption to Picture match</p> <p>Reception Caption to Picture Match</p> <p><b>Plenary:</b> Phonics tracker website (games)</p>	<p>Watch/ read the story of Zog and the flying doctors <a href="https://www.youtube.com/watch?v=BIVtqfQCGsY">https://www.youtube.com/watch?v=BIVtqfQCGsY</a></p> <p>Discuss the rhyming words that can be found throughout the story.</p> <p>Pearl would like you to think of some words that rhyme with a selection she has come up with for you.</p> <p>(Monday – Reception and Year 1 – Rhyming words)</p>	<p><b>Odds or evens- grouping</b></p> <p>Gather some sets of objects e.g. 5 apples, 8 teddy bears, 11 sweets. Discuss with the children whether each group can be shared equally between 2 people. Would it be possible for us each to have the same amount? Explain that if we can share it equally then the number is even, but if we can't then it is odd.</p> <p>Using the Number Track to 20, colour all of the even numbers in one colour, and all of the odds in another- using resources and dividing them into 2 groups to help you work it out.</p>	<p>Complete the Castle Mindfulness colouring</p>	<p style="text-align: center;"><b>Handwriting</b></p> <p>Our focus this week are the ladder letters (l, i, t, u, j and y) - see examples sheet.</p> <p>Complete the worksheet on the ladder letters.</p> <p style="text-align: center;"><b>Spellings</b> Tricky Words</p> <p style="text-align: center;"><b>Reception spellings:</b> my, said, have, like, so (Can you put these into sentences?)</p> <p style="text-align: center;"><b>Year 1 spellings:</b> your, once, asked, push, where (Can you put these into sentences?)</p>

**TUESDAY**

<b>Phonics</b>	<b>Literacy</b>	<b>Maths</b>	<b>Mindfulness</b>	<b>Topic</b>
<p><b>Reading Focus</b></p> <p><b>Intro:</b> Phoneme Power Point Fastest Finger first</p> <p><b>Main:</b></p> <p><b>Easier:</b> Real/Alien Phase 2/3</p> <p><b>Harder:</b> Real Alien (Year 1 phonemes)</p> <p><b>Plenary:</b> Phonics Play (games)</p>	<p>Watch/ read the story of Zog and the flying doctors <a href="https://www.youtube.com/watch?v=BIVtqfQCGsY">https://www.youtube.com/watch?v=BIVtqfQCGsY</a></p> <p>Discuss what happened to Pearl and how might she be feeling. If you were locked in a room on your own like Pearl, you might be feeling lonely. What could you do to cheer yourself up?</p> <p>Pretend you are Pearl and you are writing a letter to Zog and Gadabout. What types of things would you say? Would you ask them any questions? How would you be feeling? Can you remember from the story what she had spent many hours making, maybe she would tell them that?</p> <p>Have a go at writing a letter to Zog and Sir Gadabout using one of the templates.</p> <p>Tuesday – Reception and Year 1 - Letter</p>	<p><b><u>Odds or evens- grouping</u></b></p> <p>Find some things around the house that would normally come in pairs, e.g. socks, shoes, gloves</p> <p>Have you got an even number? Recap the work from yesterday.</p> <p>If you have 6 pairs of socks, is the total number of socks (12) even? Explain that yes it is because you could make 2 groups of 6, but you can also have 6 groups of the same size (2 in each). What happens if you take away 1 sock from 1 of the pairs? Is the total number still even? Why not?</p> <p>Complete the <b>Odd or Even? worksheet</b></p>	<p>Cosmic Kids Yoga: Cracker the Dragon of Wonder: <a href="https://www.youtube.com/watch?v=7NWzS2xziI4">https://www.youtube.com/watch?v=7NWzS2xziI4</a></p>	<p><b><u>PSHE</u></b></p> <p>Ask your child what feelings they know – happy, sad, angry, shy, worried and discuss that all these feelings are natural and normal.</p> <p>Ask children to look in a mirror and show a range of different feelings and emotions (afraid, happy, excited, tired and sleepy)</p> <p><b>Chn to complete emotion faces sheet</b></p>

## WEDNESDAY

Phonics	Literacy	Maths	Mindfulness	Topic
<p><b>Writing Focus</b></p> <p><b>Intro:</b> Phoneme Power Point</p> <p><b>Main:</b> <b>Easier:</b> CVC/CVCC/CCVCC read and write (word write)</p> <p><b>Harder:</b> Alternative spellings (words)</p> <p><b>Plenary:</b> Phonics website</p>	<p>Watch/ read the story of Zog and the flying doctors <a href="https://www.youtube.com/watch?v=BIVtqfQCGsY">https://www.youtube.com/watch?v=BIVtqfQCGsY</a></p> <p>What did Gadabout have to collect to make the medicine for orange fever? We have a problem which we need to solve. We have had a phone call and 2 little dogs need our help. They have turned bluey green and need some special medicine to fix them.</p> <p>Create a list of ingredients that you would use in your medicine to fix the bluey green dogs.</p> <p>Wednesday – Reception and Year 1 – Medicine for blue dogs</p>	<p><u>Sharing into equal groups</u></p> <p>Set up a teddy bears’ picnic with 2 teddies. Have 12 of something e.g. biscuits, sweets etc.</p> <p>If I want to share my food out equally between the 2 teddies, can I do this? What does this tell us about the number 12 - is it odd or even?</p> <p>Add another teddy to the picnic. Can the food still be shared out equally? What has happened to the amount each teddy has (more or less)?</p> <p>Add another teddy, making 4. Can the food still be shared out equally? How many does each teddy have now?</p> <p>Add another teddy, making 5. Can the food still be shared out equally? How many are left over?</p> <p>Add another teddy, making 6. Can the food be shared out equally? How many does each teddy have now?</p> <p>Complete the <u>Equal Sharing worksheet</u></p>	<p><u>Create a glitter bottle:</u></p> <p>Fill a bottle or jar with water, leaving 2-3cm of space at the top. Add a generous amount of glitter and PVA glue. Seal the bottle well and shake.</p> <p>Point to discuss: You can imagine that the glitter is like your thoughts. Shake the bottle as hard as you can, to represent when you’re stressed or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset because you’re not thinking clearly. Now let’s see what happens when you’re still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? When you’re calm for a little while, your thoughts start</p>	<p><b>PE</b></p> <p>Create a movement line: Explain that when you hold up a <u>movement card</u> that is how they have to move along the line. Get your child to think of different ways, other than the ones shown on the cards, that they could move. Can they create a movement line, using some of today’s movements, which gets them from one end of the garden to the other? e.g walk, hop, roll, run, jump..</p>

			to settle and you start to see things much more clearly.	
--	--	--	--	--

THURSDAY				
Phonics	Literacy	Maths	Mindfulness	Topic
<p><b>Intro:</b> Phoneme Power Point</p> <p><b>Main:</b> Easier: Write sentences using words from Wed</p> <p><b>Harder:</b></p>	<p>Re-Read the story of Zog and the flying doctors. Today we are going to be thinking about what the characters may be saying in different situations. Look at some of the pictures in the book and discuss what they may be thinking or saying at that moment.</p> <p>Using sound mats and tricky word mats, complete the speech bubbles for</p>	<p><b>Weight</b></p> <p>Use a set of balance scales if you have them, or otherwise any kind of weighing scale.</p> <p>Choose 2 items from around the house- can your child predict which will be heavier? Test this out on the scales.</p>	<p>Go on a nature walk- in the garden or around the local area. What sounds can you hear?</p> <p>Search for beautiful natural objects to explore: – What does it look</p>	<p><b>Making a paper plate dragon:</b> Go through the How to Make a Paper Plate Dragon Powerpoint- 1 slide at a time, and read through the instructions. Give the children the opportunity to read any simple words that they can. Follow the instructions with the</p>

<p>Write sentences using words from Wed</p> <p><b>Plenary:</b> Phonics websites</p>	<p>the three characters. Can you use any of the rhyming words you came up with on Monday?</p> <p>Thursday – Reception and Year 1 – Speech bubbles</p>	<p>Model putting this into a sentence e.g. The orange is heavier than the grape.</p> <p>Repeat again- this time with 4 objects, Can you put them in order of their weights? Test this on the scales. Use words like lightest, heaviest, lighter and heavier.</p> <p>Give the children an object of your choice and challenge them to find something else that is lighter and something else that is heavier than it. Repeat until they are confident at predicting and using scales to test.</p>	<p>like?</p> <ul style="list-style-type: none"> <li>– What colour is it?</li> <li>– What does it smell like?</li> <li>– Can I touch it?</li> <li>– What does it feel like?</li> </ul> <p>Take photos or draw pictures of anything beautiful that you find.</p>	<p>children, supporting them where necessary.</p>
---	---	--	--	---

## FRIDAY

Phonics	Literacy	Maths	Mindfulness	Topic
<p style="text-align: center;"><b>Tricky words</b></p> <p style="text-align: center;"><b>Intro:</b></p> <p style="text-align: center;">Tricky Word Power Point</p> <p style="text-align: center;">Tricky word quick write</p> <p style="text-align: center;"><b>Main:</b></p> <p style="text-align: center;"><b>Easier:</b></p> <p style="text-align: center;">WORD MAT (the/is)</p> <p>Write 2 sentences using your tricky word.</p> <p style="text-align: center;"><b>Harder:</b></p> <p style="text-align: center;">WORD MAT (our/are)</p> <p>Write 2 sentences using your tricky word.</p> <p style="text-align: center;"><b>Plenary:</b></p> <p>Phonics tricky word game (phonics tracker)</p>	<p>Watch this video of Zog up to 2 minutes 30 seconds <a href="https://www.youtube.com/watch?v=R5kKDdvlBfg">https://www.youtube.com/watch?v=R5kKDdvlBfg</a> –</p> <p>Think about how Zog was feeling when he breathed out snow instead of fire. Let's make him feel happy again by writing a list of all of the benefits to breathing out snow rather than fire. (E.g. nothing will be too hot to touch, he won't burn anybody, he can build snowmen etc)</p> <p style="text-align: center;">Friday – Reception and Year 1 - Breathing Snow</p>	<p style="text-align: center;"><b>Capacity</b></p> <p>Show the children 2 different containers, e.g. an eggcup and a measuring jug. Which of these will hold the most water? Then test this out by filling up one of the containers and pouring from one to the other. Repeat this with as many different combinations of containers as you can. Children often have a misconception that tall containers always hold the most, even if they are very narrow, can you disprove this by showing a short, wide container that can hold more than a taller one?</p> <p style="text-align: center;">Introduce the children to the word capacity and explain it means how much liquid can fit inside a container.</p> <p>Keep experimenting- getting the children to order containers from biggest capacity to smallest.</p> <p>Look at the <b>capacity word cards</b>- can children fill different containers appropriately to demonstrate what is written on each card?</p>	<p style="text-align: center;"><b>Senses countdown:</b></p> <p>Think of/write down:</p> <ul style="list-style-type: none"> <li>• 5 things you like to see</li> <li>• 4 things you like to touch</li> <li>• 3 things you like to hear</li> <li>• 2 things you like to smell</li> <li>• 1 thing you like to taste</li> </ul>	<p style="text-align: center;">Zog's Melting experiment</p> <p><b>Introduction</b> – Read the story of Zog and the flying doctor. Ask your child “In the story, what did the Zog use his breath for?” (To light the logs to make a fire.) “What happened when he breathed on the logs?” “Is his breath hot or cold?” “What do you think would happen if I had a bowl of ice and Zog breathed on it?” .</p> <p><b>Main</b> – Explain to the children that today Zog wants them to complete an experiment. Show the 4 objects (chocolate, wax crayon, marshmallow, key) explain that Zog did a test and the heat that comes out of his mouth is the same as the heat that comes out of a hair dryer. So today we are going to use the hair dryer to see if Zog's breath would melt these objects but before we do that we need to make some predictions. Explain that a prediction is when he guess what we think might happen using things that we already know to help us.</p> <p style="text-align: center;"><b>Complete the prediction sheet</b></p> <p><b>Plenary</b> – Which items melted and which items didn't melt? Why do you think that they didn't melt? What would we need to do to get them to melt next time? Were your predictions correct?</p>

