|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Monday 4th May | Tuesday 5th May  | Wednesday 6th May  | Thursday 7th May  | Friday 8th May  |
|  | Daily ChallengeOn a Bus.  |  | Daily Challenge 1 less – 1 more |  | Daily ChallengeWrite numbers to 20 |
| 15 Minutes | Daily Exercise CBeebies – Happy Tent TalesThe Three Billy Goats GruffSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Three Billy Goats GruffSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Three Billy Goats GruffSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Three Billy Goats GruffSee Link Below | Daily Exercise CBeebies – Happy Tent TalesThe Three Billy Goats GruffSee Link Below |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 20 Minutes | PhonicsPhonics PlayGrab a Giggling GraphemeIntroduce a New SoundMake a Match | PhonicsAlphabet SongWrite a list | PhonicsIntroduce New SoundWrite a sentence | PhonicsTricky Words | PhonicsPhonics PlayDragon’s Den |
| 60 Minutes | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring | Choosing & Exploring |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 45 Minutes  | LiteracyStory | PE with Joe Wickes 30 Minutes | LiteracyCharacter Description | PE with Joe Wickes 30 Minutes | LiteracyPoemReading for pleasure |
|  | LUNCH |
| 5 Minutes | Brain Break | Brain Break | Brain Break | Brain Break | Brain Break |
| 30 Minutes | MathDoubling Cards | MathWorkbook Pg. 6 | MathHalving Shapes | MathSolving Halving Problems | MathWorkbook Pg. 9 |
|  | TopicGrowing  | TopicGrowing | TopicGrowing | TopicGrowing | TopicGrowing |
|  | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure | Reading for pleasure |
|  | Diary Entry |  | Diary Entry |  |  |

VAN GOGH HOME LEARNING TASKS WEEK BEGINNING 4th May 2020

|  |
| --- |
| **DAILY CHALLENGE:** At school the children are set a daily challenge, this they can choose to do whenever they want but it must be completed by the end of the day. |
| **Monday** | On a Bus – There are 5 girls, 7 boys, a lady with her cat and a man with his dog. How many passengers are there altogether? Can you double the number of passengers? How many girls are there? How many pets are there?  |
| **Wednesday** | Stand opposite your child. Throw a ball and say, ‘one less than 5’. The child gives the answer and throws the ball back. Repeat ‘one more than 8’ and so on. Depending on your child’s ability you can continue with one less/more or challenge them with bigger numbers or say 2 less/more.  |
| **Friday** | Write numbers to 20. Think about your formation.  |

**Please remember that this timetable is a rough guideline and you can move activities around to suit your work and home situations. Also, the timings are may vary according to the activity. Activities can be split over two days if required.**

**DAILY EXERCISE**: This storytelling through Yoga, I’ve timetabled it in for the whole week so that it gives the children practice and become confident with the moves.

 <https://www.bbc.co.uk/iplayer/episode/p064kjkd/happy-tent-tales-3three-billy-goats-gruff>

|  |
| --- |
| **DAILY PHONICS**Children should work on their phonic sounds daily. Their target sounds are in their reading records, together with all the other Phase 3 sounds they could be working on. |
| **Monday** | *Grab a giggling grapheme (Phonics Play)* – It is important that the children are recapping previous sounds as well as learning new sounds. **Introduce a new sound,** remember to talk about the rhyme and letter formation. Play *Make a Match (Phonics Play) with the new sound and sounds learnt to date. = Encourage the children to sound out the words using the correct sounds e.g. goat + g-oat-t NOT g-o-a-t. Make a note of the words using the new sound for tomorrow’s lesson.*  |
| **Tuesday** | Sing the alphabet song. Then choose 10 random sounds in the alphabet and get the child to give you the name of the sound e.g. My sound is **b** and my name is **B.** My sound is **w** and my name is **W.** Re-visit yesterday’s sound by asking your child to write down the words from yesterday’s lesson. Reinforce that they are writing a list and to think about the sounds, diagraphs or trigraphs when spelling the words. Get the children to read back the words making sure that they are using the correct sounds.  |
| **Wednesday** | **Introduce a new sound,** work together to think of words using that sound. Ask the children to write sentences using some of the words (how many will depend on the child’s ability). Reinforce number of words, finger spaces, capital letter at the beginning and full stop at the end. EXT: Use adjectives to write more complex sentences.  |
| **Thursday** | *Tricky Word Trucks (Phonics Play) –* When we play this at school, we always try to beat out previous time. Please encourage the children to sight read the words. EXT: Spelling test using random words from the lists in their reading records. |
| **Friday** | *Dragon’s Den (Phonics Play) –* As you go through talk about each word and ask the children if they think it is a real or alien word. Ask them to say the sounds before reading the word. Reinforce diagraphs and trigraphs learnt to date.  |

|  |
| --- |
| **WRITING TASKS (See individual targets on their reports to be included in any writing your child does)**Remember these tasks should be FUN not a chore! |
| **Monday** | What happened next?*Mrs Sahotay sat at her desk gazing out the window. The rain was heavy, and the wind was howling. The clouds had created a grey blanket across the sky and the drive was covered in a carpet of autumn leaves. Suddenly…*This is something we do often in class, I give them a start to a story, and they must continue it and write sentences. We usually have a discussion and get some ideas down before they start writing. Working with the children, model writing a sentence reinforcing number of words, finger spaces whilst getting them to help you sound out the words. Then encourage the children to write their own sentences. Before they start to write please give them a sound mat and tricky word list from their reading record. Remember they need to work on the sentences independently.  |
| **Wednesday** | Pretend that you are an author and illustrator. Pick a character you would like to have in your story and draw a picture of them. Remember to make them interesting. You can then add captions to your drawing telling me about your character. Who they are? Where do they come from? What do they look like? What do they eat? Do they have special powers? What sort of a person are they? Do you think I would like them to be my friend? |
| **Friday** | Write an acrostic poem (the first letter in each line spells out a word) about SCHOOL? E.g. S = Super special, C = Caring place to learn etc. Encourage the children to come up with their own ideas and feeling about school.  |
|  | **Over the next few weeks complete a Bean Diary.** |

|  |
| --- |
| **MATH:** **(Please work on individual targets on their reports as well)**I have attached a workbook and will highlight over the next few weeks which tasks you need to do. If you are not able to print off the pages, please use apparatus to re-create the number sentences.  |
| **Monday** | You will need: A set of cards 1 -10 shuffled. Piece of paper to record your answers. The child picks a card and doubles it and you pick a card and double it. You both record your answers as you go along. Remember that the children can use apparatus to work out the answers. When you have gone through all the cards add up your total scores (this part they may need help but always try to encourage them to have a go). The person with the highest score wins.EXT: Can you use numbers to 15/20? |
| **Tuesday** | Workbook Doubling and Halving: Page 6 Double Dominoes to 20. Work through the sheet, remember you do not have to print the sheet, you can be creative and use things around the house to recreate the domino e.g. Lego, grapes, raisins etc.  |
| **Wednesday** | Introduction to Halving: *What does half mean? How many pieces would I have if I cut something in half?* Most children at this age will say you have two pieces. Model cut/fold a piece of paper ‘in half’ making sure that the pieces are not the same size. *Is this half? Ask the children to explain why?* Both sides must be the same. Model folding another piece of paper showing the children how the corners need to meet. *Is this half?* Explain that both sides need to be the same. Resource – Shape Sheet: Children cut out the shapes and fold/cut them in half. *Have you cut/folding them in half? How can we check they you have cut/folded them in half?*  |
| **Thursday** | Solving Halving Problems: Re-visit yesterdays learning. Take four objects explain that you are going to give them half, model placing the objects in two piles. One you them and one for you. *Do we both have half? How do we know?* Repeat but this time give the children 8 objects, ask them to give you half. *How will they know when you both have half each?* Reinforce ‘half’ means both sides need to be the same. Complete tasks on the **Solving Problem Halving Sheet.** Remember it is important that they can visualise what half looks like, so encourage them to use objects or draw things out.  |
| **Friday** | Workbook Doubling and Halving: Page 9 Bees in the Garden. Work through the sheet, remember you do not have to print the sheet, you can be creative and use things around the house to recreate the hives and bees. What do they notice about halving? Prompt, if required that it is like doubling. |

|  |
| --- |
| **TOPIC:** SHOEBOX PLANT |
| **All Week** | We are starting a new topic all about ‘Growing’. *What can they tell you about growing?* *Can you think of things that grow?* Explain that we are going to do an ‘experiment’. *What is an experiment?* Our experiment is called ‘Shoebox Plant’ *What do you think we are going to be doing?* Share Part 1 encouraging the children fill in the missing words. Work through Part 2 over the week. Keeping a Bean Diary will give the children to an insight into the different stages, as they see things happening and start to measure the plant… whose is going to be the tallest?  |