

Subject	Session 1	Session 2	Session 3	Session 4	Session 5
English	<p>Reading:</p> <p>Use this opportunity for your children to choose a book to read.</p> <p>Why did you choose this book? Is it your favourite book? Why is it your favourite book? If not, what book is your favourite book?</p> <p>Read the book</p> <p>Who are the characters? What happened in the story? Could you change the ending? Rewrite the story?</p>	<p>How Many legs: https://www.youtube.com/watch?v=gmUY5bXkVKQ Watch the story.</p> <p>Focus on rhyming words.</p> <p>Talk about what rhyming words are: A word that ends with the same or almost the same sound as another word. ("Skip" and "trip" are rhymes for "slip.")</p> <p>Can they identify any within the story?</p>	<p>Continuing the learning around rhyming:</p> <p>Using the matching pair sentences:</p> <ol style="list-style-type: none"> 1. Let the child independently try and match them up. (Speaking them out loud if reading is a barrier) 2. Discuss how they have paired them up. Read the sentences aloud. Do they sound the same? 3. Match them up correctly – talk about why they go together and which words rhyme. 	<p>Creating your own silly rhyming sentences:</p> <ol style="list-style-type: none"> 1. Think of some keywords, e.g. dog, stick, house, door, or use the picture cards to help, 2. Think of some words that rhyme with your chosen key words. E.g. fog, pick, mouse, more 3. Can you make some silly sentences or a silly soup with your chosen words? 4. Could you draw a picture to match your silly soup or sentence? 	<p>Stop telling Fibs rhyming activity (Sheet on website) Complete the sheet given either writing or cutting and sticking the rhyming words under the correct rhyming animal.</p> <p>Reflecting on the week</p> <p>What have you learned about this week across all subjects? What did you enjoy the most? What would you like to get better at?</p> <p>Draw a picture of what you have enjoyed doing this week?</p>
Maths	<p>Number warm ups</p> <p>Easier: Get an amount of objects. This could be anything from Lego pieces to animals. Write numbers on paper (like flash cards) show a flash card; can your child match an amount to the card? This could be done for any number to challenge your child's thinking.</p> <p>Trickier: Have a blank hundred square (print out on the website) Set a timer for 5 minutes – see how far your child can get writing their numbers. If they need a second hundred square have one ready in case they get into their 100's!</p> <ul style="list-style-type: none"> - When the timer has finished reflect back onto the work they have done. - Are the numbers formatted properly? - Are they in the correct columns? 	<p>How Many legs: https://www.youtube.com/watch?v=gmUY5bXkVKQ Watch the story.</p> <p>With the children look at how many Legs each character has. (Could use plastic models of animals if you have them) Show the children how to record this as a picture or tally chart? Which characters have the same number of legs? Which have different? Which have more/less?</p> <p>Task: Can children match pictures of the characters to pictures / models of the animals? Using playdough mats and playdough, can the children put the right number of legs on each animal?</p>	<p>Counting correctly 1 to 1</p> <p>Using the characters from the book children choose 2 characters and count the total number of legs. How many legs have they got? Can they record as a picture or tally? Show the children pictures of legs and say how many you think there are. Are you right? How do they know? Can they show you?</p> <p>Task: Children to make their own farmyard in a shoe box. How many animals have they got on their farm? How many legs have they got?</p>	<p>Counting up to 10 objects</p> <p>Children to look at the pictures of the characters or models of animals from the book. Compare the number of legs. Choose a number – How many ways can children make the number? Look at the tally charts from session 1 and 2.</p> <p>Task: I'm going to give you 2/3/4 digits. What's the biggest number you can make with the digits? And what's the smallest number you can make with the digits? How many different numbers can you make? Can you put the numbers that you make into order?</p>	<p>Adding 2 quantities by counting the total. Look at the tally charts from the last 3 sessions. Can they see any numbers that are the same? Use this to make up verbal number sentences e.g. a chicken and a duck have the same number of legs as a horse? A horse and chicken have the same number of legs as a chicken and 2 ducks. Repeat yesterday's activity of choosing 3 animals and counting legs. How many are there? Can they find another way of making the same number?</p> <p>Task: https://nrich.maths.org/136 How many legs did Noah See?</p>

Life Skills	<p>Folding clothes If you have any washing that needs folding up use link to support with simple easy ideas to fold neatly.</p> <p>https://www.youtube.com/watch?v=E-qw-ONiCwc</p>	<p>Laying the Table Ask them to lay the table ready for lunch/dinner.</p> <ol style="list-style-type: none"> 1. Do they know what goes where? 2. Get what they need ready 3. Lay the table 4. Draw a picture of what goes where when laying the table 	<p>Helping to make their lunch Allow your child to get involved with making their lunch.</p> <ol style="list-style-type: none"> 1. Talk about what they are going to make and how they are going to make it. 2. Get all the ingredients ready 3. Make it together talking about all the different steps. 4. Enjoy eating the lunch. 5. Recap – what steps did you take to make lunch? 	<p>Helping at home Your child could help with:</p> <ul style="list-style-type: none"> • Washing up • Drying up • Putting the plates away • Vacuuming • Dusting • Mopping • Tidying toys • Feeding your pet • Loading the washing machine • Writing a shopping list 	<p>Baking together Choose a simple recipe to make together. Find website below where there are some simple recipes you could create!</p> <p>Remember: Take some photos of your creations!</p> <p>https://www.bbcgoodfood.com/recipes/collection/kids-cooking-recipes</p>
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Topic sessions can be chosen to be completed on any day. Pick and choose which activities you think will interest your child.

Topic	<p>PE https://www.nhs.uk/10-minute-shake-up/shake-ups</p> <p>Burn off some energy and have some fun with these great Disney shake-up games</p>	<p>Music Nursery Rhymes Listen to some nursery rhymes. Can your child find one that really interests them and that they enjoy repeating over and over?</p> <p>https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwgdgwx</p>	<p>Science Go on a Materials Scavenger Hunt – see activity sheet.</p>	<p>Geography to look at the area where you live (See activity sheet)</p> <ul style="list-style-type: none"> • What is there? Is there a lake/sea/beach/houses/shops? • What does it look like? Grey/green/sanded/tarmac/fields? • What plants grow there? • What animals might you find where you live? • Do you know what your town is called? What county is it in? What country? • Look at a map of the world. Can you find the United Kingdom on a map or a globe? 	<p>Art Fingerprint Spring Wreath</p> <p>See activity sheet.</p>
	<p>PDL/Play skills Puzzles</p> <p>Get out some puzzles that you have at home. Start with the easier ones and build up the challenge. Could you look to doing a really tricky puzzle to finish?</p> <ul style="list-style-type: none"> - Could you discuss turn-taking. One piece you then one piece me? - Discuss how you rotate pieces to fit in. - How you work as a team discussing where pieces of the puzzle go. <p>Once finished a puzzle reflect back on how successful you were as working as a team.</p>	<p>Outdoor learning Cloud gazing.</p> <p>If you have a garden you could put down a blanket lay down and look up at the clouds. If you don't when on your daily exercise have a look at the clouds.</p> <p>Sheet activity sheet.</p>	<p>Computing Gather a selection of different electrical equipment that use algorithms to work, e.g. camera, tablet, microwave, computer/laptop, etc. Pose the question: How are all these items similar? All these items have Algorithms to work—They need you to press particular buttons for an action to happen.</p> <p>Watch the video: 'What is an algorithm?' - https://www.bbc.co.uk/bitesize/clips/z28qmp3</p> <p>Task: Explore the objects in your home and do/do not use algorithms Today we have looked at some objects that contain algorithms, now We are going to look at sorting objects/equipment. You need to sort them into objects that contain algorithms to work and objects that do not contain algorithms.</p> <p>Task: Sheet looking at cutting and sticking the different objects into which are/are not algorithms. (On the school website)</p>		