I hope that you have all had a lovely week and are keeping safe and well!

Please find suggestions for this week. Again, please just use whatever is right for you and your child. I have kept a similar routine to support with mirroring some routines we would have in school.

Ifield School Rowan Class Timetable - WC 27.04.2020

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|  | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **8.45 – 9.00** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Days of the week song (choose one that has Monday beginning the week for UK)** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Months of the year song** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - ‘The seasons’ song** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Weather song (Dream English Kids)** | **Day of the week** - What days is it today? What day was it yesterday? What day is it tomorrow?  **Day of the month and month of the year** - What number of the month was it yesterday? What month are we in?  **Weather** - What is the weather like today? What season is it?  **YouTube - Days of the week song** |
| **9.00 – 9.30** | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on YouTube | PE with Joe Wicks  Search ‘The Body Coach TV’ on  YouTube |
| **9.30 - 10.35** | Weekend news  What did we do during the weekend? What did we see/watch/play/cook?  Draw pictures together and encourage them to write key words (support sounding out or write in a yellow pen for the child to copy over). | Maths - Focus on counting and repeating pattern.  ‘Safari animals colouring and counting’  Developing counting 1:1 skills, writing numerals (model if needed for the child to copy and practise) and fine motor skills through colouring.  Challenge: Addition number sentences to add the spots, stripes etc together.  ‘Animals Repeating patterns’  What animal is first? What is next? Ensure the child recognises that it is repeating. Say the pattern together. What would be next? | Phonics Work  YouTube - sounds song <https://www.youtube.com/watch?v=BELlZKpi1Zs>  Practise letter sounds - Use of ‘sound mat’. Could create some flashcards of sounds to hide around the house.  Choose a sound they are unsure of - Twinkl have practise packs on each sound - go on Twinkl and type in the sound such as: ‘sh’. | Read ‘Bringing the rain to Kapiti Plain’ together, asking questions as you read it:  Do you think this is about where we live? (Link to Africa learning.)  What’s that? (Pointing to things like the animals, people, grass and plants.)  What happened?  What might happen next? | ‘Matching pictures to captions’ (see the document)  What sound is first? What sound is next? Model the sounds they have said so that they can hear what they are sounding out, prompting them to read the word.  What does that mean?  What is it?  What does the sentence say?  Where is the word \_\_\_\_\_\_?  Less challenging task: Create letters using fingers, forming them in a tray of salt. |
| **Hat** | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. | Morning Break  Life skills - Children support with cutting items, washing and tidying after themselves. |
| **10.50 – 11.30** | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. | Audio Story  David Walliams - [www.worldofdavidwalliams.com](http://www.worldofdavidwalliams.com)  or read a favourite story together. |
| **11.30 – 12.00** | Maths songs  YouTube - Counting down from 20 <https://www.youtube.com/watch?v=srPktd4k_O8> (ensure correct pronunciation of the teens and 20 - pronouncing the ‘t’ - the video doesn’t demonstrate that properly so we usually talk over it and say about saying the ‘t’). | Maths songs  YouTube - Counting to 100  <https://www.youtube.com/watch?v=0TgLtF3PMOc&t=6s> | Maths songs  YouTube - Money song <https://www.youtube.com/watch?v=dFzAU3u06Ps&t=38s> | Maths songs  YouTube - Counting to 100 <https://www.youtube.com/watch?v=bGetqbqDVaA> | Maths song  YouTube - 2D Shape  <https://www.youtube.com/watch?v=WTeqUejf3D0&t=8s> |
| **12.00 – 1.15** | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play | Lunch/Lunchtime play |
| **1.15 - 2.30** | Creating ‘Who am I?’ game:  Recall learning about Africa from last week - What is it? Do we live in Africa? Recap looking at the world map, identifying where they live and where Africa is.  Look at ‘Safari animals - What’s behind the binoculars?’  Write ‘Who am I?’  Child then prompted through questioning to write/draw clues about the animal (if possible, share with someone for them to guess the animal).  What colour is it?  How many legs does it have?  What is its fur like?  What would it eat? | Begin making a fact book about Africa. You can include your animal facts from last week and your ‘Who am I?’ game.  Create a front cover – picture, title, name.  What could we put on the front cover?  Could we use the internet safely to begin finding some facts (can use ‘Africa Information’ PowerPoint on our class page or reputable sites such as: The BBC. | Use of Phonics Play to practise Common Exception Words (‘tricky’ words)  <https://www.phonicsplay.co.uk/member-only/TrickyWordTrucks.html>  Use of Phonics Play to practise focus sound:  <https://www.phonicsplay.co.uk/member-only/Flashcards.html>  <https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html> | COVID-19 memory book:  See example templates of pages that you could work on to create a fantastic memory keepsake for the future. | Choose suitable activities linked with our African animals theme:  Animal collage – See examples in document.  Animal masks - See template.  What will we need to make it? What do we need to do first/then/next?  If you have play animals you could sort the animals into groups as you play. How many different ways can you sort them? (Colour, size, where they live, how many legs and so on.) |
| **2.30 - 3.00** | Hearing your child read - Asking simple questions about the story. For example: Where is the \_\_\_\_? What colour is the \_\_\_\_? What did they say? What might happen next? | Hearing your child read - Write some key words on pieces of paper/card and hide them around the room for your child to find (look at word lists documents). | Hearing your child read - Asking simple questions about the story. For example: What is the title? Where is the author’s name? Are there page numbers? | Hearing your child read - Write some key words on pieces of paper/card and hide them around the room for your child to find (look at word lists documents). | Hearing your child read - Asking simple questions about the story. For example: Where is the word \_\_\_\_? What tricky word is that? |
| **3.00 - 3.30** | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. | Focus on something to support development of fine motor skills (strength and control of small muscles, for example: fingers)  For example: threading, play dough, pasta necklace, beads on spaghetti, use of pegs, finger painting and so on. |