

Home Learning for Ash Class, WC: 25 .01. 21 Term 3 Week 4

Please choose activities appropriate for your child to carry out over the week

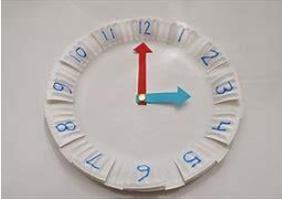
Please find attached supportive resources and activities to complete.

Please ensure pupils engage with reading or listening to a story each day and mark making or writing activities.

		<u>Activities</u>	<u>Evaluation</u>
<b>Monday</b>	<b>Morning Activities.</b>	<p>Registration: Sing the good morning songs using signs encouraging them to join in; Sing hello song and then look at days of the week and how the weather. Follow on with 'Wake and shake' exercise program. (shake your sillies out on you tube)</p> <p><b>LO: To explore day and night.</b></p> <p>Refer back to story Peace at last, re read or watch story and think about when the bears went to bed and Mrs Bear woke up? in the day time or night time? Talk about things that pupils may do in the day or at night time.</p> <p><b>Activity 1</b> Pupils to use day and night posters and image cards to sort what they do in the day and night time. Exploring concept of day and night. Pupils who are able to do this can extend by introducing morning and afternoon. Pupils can write down key words or develop a simple sentence to add to each poster of what they may do.</p> <p><b>Activity 2</b> Pupils to explore peace at last story again use story images to think about each sound in the house and where it is? Can pupils pick out correct image if were to ask for example, where did Mr bear hear the tick tock sound? Can pupils remember the sounds and make the sounds for themselves? Encourage pupils to then put the story pictures in order recalling events of the story.</p>	<b>Please take photos of pupils learning and give feedback of engagement and interaction</b>
<b>Monday</b>	<b>Afternoon Activities</b>	<p><b>LO: To develop fine motor skills.</b> Pupils to continue to develop fine motor activities. Use fine motor activity cards from last week, in week 3 resources. These can be carried out as short activities throughout the week.</p>	

		Pupils can also engage in cutting skills and pencil control activities	
<b>Tuesday</b>	<b>Morning Activities</b>	<p>Registration: Sing the good morning songs using signs encouraging them to join in; Sing hello song and then look at days of the week and how the weather. Follow on with 'Wake and shake' exercise program. (shake your sillies out on you tube)</p> <p><b>Topic</b>  <b>LO: To explore animal sounds.</b></p> <p>Pupils to continue to think about sound and this week we will continue to explore what sounds animals might make. Use animal sounds song on you tube. Encourage making different animal sounds.</p> <p><b>Activity 1</b>  Pupils can use toy animals if they have any at home or the farm animal flash cards to pick an animal and try and make the sound. If Pupils aren't able to make the sound for themselves make the sound for them and encourage them to choose the correct animal from a selection or a choice of two.</p> <p><b>Activity 2</b>  Pupils can play the what's in the box animal game from week 1 to try and guess what animal it might be from the clues on each card. Pupils can also think about how they would describe the animals themselves.</p> <p><b>Activity 3</b>  Pupils can explore the voice sound cards; can pupils recognise these different sounds?</p>	
<b>Tuesday</b>	<b>Afternoon Activities.</b>	<p>PE Enrichment</p> <p>Pupils to engage in cosmic kids' yoga on You tube.</p>	
<b>Wednesday</b>	<b>Morning Activities</b>	<p>Registration: Sing the good morning songs using signs encouraging them to join in; Sing hello song and then look at days of the week and how's the weather. Follow on with 'Wake and shake' exercise program.</p> <p><b><u>Writing and Reading</u></b></p> <p>Pupils can continue using some of the phonics activities visited and practise forming their letters, CVC words or a simple sentence. Pupils can trace letters and words if needed. Pupils can also practise writing their name.</p> <p>Pupils can engage in practising their reading and books skills. To engage in a</p>	

		<p>story talk about what happened? Or what think might happen? Identify key items in the text. Encourage pupils to answer questions about the text. Pupils to explore texts looking at pictures, holding correct way and turning pages. Pupils to sit and listen with engagement to a story of choice.</p> <p>Pupils can re visit peace at last.</p>	
<b>Wednesday</b>	<b>Afternoon Activities</b>	<p><b>PE</b> Pupils to engage in attached PE plan.</p> <p>Pupils can also access cosmic kid's yoga on you tube.</p>	
<b>Thursday</b>	<b>Morning Activities</b>	<p>Registration: Sing the good morning songs using signs encouraging them to join in; Sing hello song and then look at days of the week and how's the weather. Follow on with 'Wake and shake' exercise program</p> <p><b>Phonics</b></p> <p>Please pick an appropriate activity. Continue with activities using week 1 resources.</p> <p>Pupils to engage in phonics learning introduce phonics by using the alphabet phonics 2 song on YouTube and use the CVC blending songs.</p> <p><b>Activity 1</b> Sensory based phonics, pupils can practise their letter formation in sensory based materials if you have any in a tray, focusing on S A T, P I N making initial sounds. Use finger paints to mark make and make letter shapes. Pupils can also use phonics play website under resources and phase 1 sound activities. Look at objects linked to each sound, use S A T P I N sorting sounds activity for guidance.</p> <p><b>Activity 2</b> Phase 2 phonics. Use phase 2 flash cards from attached resources to practise phase 2 sounds. Continue forming letters using the handwriting book included in attached resources from week 1 select a few pages continue each week. Use CVC word and picture matching resource. Encourage pupils to blend each word using their initial sound knowledge to read the word and then find matching picture.</p>	

		<p><b>Activity 3</b> Phase 3 phonics. Use phase 3 flash cards to practise phase 3 sounds. Practise forming letters using the handwriting book included in attached resources from week 1 select a few pages continue each week. Look at sounds <b>ch</b> and <b>sh</b> sound card what objects can you find using these sounds, Use the sorting towers resource to attach to bricks and sort sh and ch objects to correct sound. Start with ch and sh.</p> <p><b>Activity 4</b> Phase 5 phonics. Practise Phase 5 phonemes using flash cards. Continue working on real and nonsense words. Pupils to also use the Phase 5 sentence and word matching game. Pupils to develop reading and blending words and using comprehension skills to match sentences to pictures.</p>	
<p><b>Thursday</b></p>	<p><b>Afternoon Activities</b></p>	<p><b>Maths</b> <b>LO: To explore time.</b> This week we will be starting to explore time. Having looked at things we might do in the day time and night time and throughout the day we are now going to think about time starting by introducing o, clock. Pupils are to explore a clock and count round the numbers and look at the big and the small hand. Show pupils how to make o clock times. Use tell the time song on you tube for pupils to engage with.</p> <p><b>Activity 1</b> Pupils to make their own clocks to explore the concept of time and recognition of number, count numbers 1 to 12, put them round in the right order, pupils to write the numbers if they can. Make a little hand and big hand and attach with split pins so are moveable to engage with making different times. Pupils can use the interactive clock face template or make their own from ideas below.</p> <div style="display: flex; justify-content: space-around;">   </div> <p><b>Activity 2</b> Once pupils have made their clock they can explore making different o- clock times. Can pupils recognise the time or make a selected time? Pupils can also use time bingo matching game identifying selected times.</p>	

		<p><b>Activity 3</b> Pupils can try using the analogue time activity sheet to see if pupils can draw on the clock hands and make the correct time. Pupils can also play the bear time game thinking about time of day.</p>	
<b>Friday</b>		<p><b><u>Topic</u></b></p> <p><b>LO: To continue to explore sound</b></p> <p><b>To design and make own instrument</b></p> <p>To carry on with our topic what's that sound, pupils are to explore what sounds instruments make if they have them at home and to create their own.</p> <p>Use making instrument sheet provided for ideas on what materials they can use.</p> <p>If pupils decide to make a drum they can carry out a sound investigation and explore how to make it louder or quieter. Use investigation sheets provided.</p>	