|  |
| --- |
| **Phonics – 10 minutes per session (plus at least 5-10 minutes of reading aloud per day)** |
| **Warm Up (daily) – choose one of the following each day for 2 minutes**: A listening moment or a listening walk (listen for 2 minutes and then talk about the sounds that you could hear and where they might have come from); Body percussion (use different parts of your body to make sounds – clap, tap, stamp, click your fingers, click your tongue, drum on your tummy etc…); Rhyming tennis/ rhyming pairs (take turns to choose pictures that match or say words that rhyme in a rhyming string - ham, Sam, Pam, bam, lamb…/ cat, hat, mat, rat, bat… etc)**Monday & Tuesday:** Introduce ‘s’ using either/ both: Mr Thorne and Geraldine Giraffe ‘s’ - <https://www.youtube.com/watch?v=vMEvxTGvi4c> and a tray or basket of at least 6-8 objects beginning with ‘s’ (sock, spoon, sticker, Satsuma, snake… etc). Using a letter card ‘s’ (RWI ideally, but any will do) look at the shape of the letter and repeat it’s sound (ssss-ssss-ssss). Go on a search around your house or garden to look for things beginning with ‘s’. If you have magnetic letters, find as many ‘s’ letter shapes as you can from a selection of other letters. If your child is keen to write the letter, start big with something like chalk or a chunky crayon on a large sheet of paper and follow the procedure of *say the sound – sssss; say the formation rhyme “lead in, come back and slither down the snake”* in order to form the letter using our pre-cursive writing style (we know that this is really tricky so model this and if they still print the letter, don’t worry, just keep encouraging them to do the ‘lead in’ part). If you have achieved this in one day, come back to the letter and choose a different way (such as making a collage of things beginning with ‘s’ cut from magazines or using the resource in the zip file) or repeat the process for reinforcement of ‘s’.**Wednesday & Thursday:** Introduce ‘a’ using the same format as when teaching ‘s’ but with the video and resources adapted accordingly. <https://www.youtube.com/watch?v=H6fxDt4nV64> The sound for ‘a’ is very short: a-a-a and the formation rhyme is ‘lead in, come back around the apple and down the leaf’ again to suit pre-cursive handwriting. **Friday:** Practice both letters taught this week and have some fun playing I spy!Remember to read together for at least 5-10 minutes a day and enjoy lots of stories together! |
| **Maths – 10-15 minutes per session** |
|  **Day 1 (Tuesday after introducing the Noah’s Ark story) –** Count forwards and backwards up to or down from 10. Make a number line using cards or number stencils to 10. Using toy animals and a cardboard box, or a toy boat/ toy Noah’s Ark, pick a number card and count out that number of animals. Repeat for other quantities, reinforcing number recognition and 1:1 counting up to at least 10.**Day 2 –** Make a number line again. Sing the song/ watch the video ‘the animals went in two by two’. <https://www.youtube.com/watch?v=0mrbhsusOGM> Talk about how the animals went into Noah’s Ark in twos or pairs. Using socks or animals, put 1 pair into the ‘boat’. How many socks/ animals do we have? Reinforce by saying, ‘yes, we have 1 pair. There are 2 socks/ animals in 1 pair’. Repeat for 2 and 3 pairs respectively but do not worry about counting in 2s at this stage – we are just getting used to the language of ‘pairs’ and matching animals or socks so talk lots about what they look like, how they are pair etc… **Day 3 –** Cut and stick activity for Noah’s ark. Ask your child to put 1 pair, 2 pairs, 3 pairs etc… of animals into the ark. If you would prefer to do this with a toy then that is fine too! Encourage careful counting and reinforce language of ‘pair’ whilst counting how many animals altogether. You can model counting in twos but don’t worry – at this stage we are looking for 1:1 counting but having fun with pairing too.**Day 4 –** Have fun with pairing! You could pair socks, objects around the house, shoes, gloves etc… Encourage use of the word ‘pair’ and reinforce that there are two in a pair. One pair is two objects. You can model counting in 2s or encourage your child to do so, or they can count in ones – follow their lead and level. |