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| **Phonics – 15-20 minutes per session** | | |
| **Warm Up (daily)**: Using flashcards/ letter cards, quick-say each letter sound in and out of order: s-a-t-p-i-n-m-d-g-o-c-k-ck-e-u-r-h-b-f-l-ff-ll-ss-j-v-w-x-qu**-**ch-sh-th-ng (add a sound a day as introduced). Try mixing this part of the session up by hiding the letters around the room or asking your child to write them as you say the sound. You could also try arranging the letter cards in a rainbow/ alphabet arc and then finding the letters as you say the sound. Next, read tricky words on sight – I, to, go, no, the, into or write these words from memory.  Whichever way you choose this part of the session should be quite short and ‘snappy’!  **Daily format:** We are going to learn one sound a day. Two ‘friendly letters’ make these sounds - two letters but one sound. On Monday to Thursday, follow the format below:   1. Watch the specified video for the sound. 2. Find things in your own house beginning or ending with the focus sound. 3. Draw what you find, use magazines/ papers to cut out things with those sounds, or write words featuring the focus sound. 4. Read words featuring the focus sound (you can hand write the words or print them) – encourage your child to add sound buttons and dashes (a line underneath the two letters making one sound or a dot under individual letter sounds made by one letter). 5. Have a try at the focus sound booklet if suitable.   **Monday:** Watch ‘Mr Thorne does ‘ch’ phonics’ using this link <https://www.youtube.com/watch?v=SEoednLrsMY>  **Tuesday:** Watch ‘Mr Thorne does ‘sh’ phonics’ using this link <https://www.youtube.com/watch?v=RCRqtFBQ_2k>  **Wednesday:** Watch ‘Geraldine Girafffe learns ‘th’ video using this link <https://www.youtube.com/watch?v=6U354eD-hgQ>  **Thursday:** Watch the ‘Geraldine Giraffe learns ‘ng’ video using this link <https://www.youtube.com/watch?v=vQshNmncnBs>  **Friday:** Practice recognising and writing all of the new sounds. | | |
| **Literacy – 15-20 minutes per session** | | |
| This week we are starting on our theme of ‘Superheroes’ using the book, ‘I Could be a Superhero’. We are going to use this book to do some Talk for Writing (talk about the book, steal the words ‘I could be a’, and think and say a sentence of our own) and to write some sentences of our own. If you do not have the book you can watch the video of it being read by Mrs Boucetla!  When writing sentences we always follow these steps:   1. Think a sentence 2. Say the sentence 3 times (counting each word on your fingers) 3. Segment and blend each word in turn as you write it 4. Leave a finger space between each word 5. Pop a full stop at the end 6. Read back the sentence to check that it makes sense   **Day 1:** Read or watch the story, ‘I Could be a Superhero’ by Chris Hornsey. Talk to your child about what they could be by following the same idea as Murphy the dog, for example, your child might say, ‘I could be a zookeeper’, ‘and you could respond, ‘You do love animals’. Choose your favourite idea and ask your child to say the sentence 3 times. How many words are in the sentence? Count o fingers as you say the sentence. Write the sentence together by segmenting and blending each sound to write each word (or recall tricky word ‘I’). Read back the sentence to check that it makes sense. Encourage your child to draw a picture to go with the sentence.  **Day 2:** Talk about the story, ‘I Could be a Superhero’ or watch/ read it again as needed. Look back at your child’s work from yesterday. Talk about what your child is like – courageous, playful, kind, clever etc… Can they think of something that they could be using their own qualities? For example, ‘I could be a scientist because I am clever’. Encourage your child to think of their own qualities and to think, say and write their own sentence using ‘I could be a … because’.  **Day 3:** Remind your child about what they wrote yesterday. This time they need to think about a skill or quality that they wish they had. Ask them to think of a sentence using the structure, ‘I could be a superhero if I could…’ or ‘I could be a superhero if I was…’ They can have any ideas they like! Ask your child to draw him or herself as a superhero to match their sentence. | | |
| **Maths – 15 minutes per session** | | |
| Daily: Count forwards and backwards to 10 and then 20. You can also arrange numbers in a number line, hunt for numbers in the right order from 1-10/20 or play a number game as long as the children are recognising numbers in and out of order and saying number names to match written numbers.  Day 1: Roll a dice (this can be a spotty dice or a numbered dice). How many spots are there/ what number have you rolled? Can you count out that many objects (pasta shapes, buttons, pencils, cars – anything you have!). Let’s roll the dice again. How many/ what number this time? Can you get that many objects? Add the two groups together. How many do you have altogether? Count again to check. Can you find the number to match to this quantity/ amount? Repeat for other quantities.  Day 2: Remind your child of how we added two groups together to make one big group yesterday. Practice this again for 3 different amounts. Show your child that if we want 1, then we can just get 1 object and that makes 1. If we have 0, we need 1 and if we have 1, we need 0! Tell your child that now you want 2 objects. How can we make 2? Focus on the idea of getting one object and then another – 1 add 1 makes 2. Show your child this as a number sentence or using the objects to make a number sentence. (This is not important for your child to fully delve into at this stage but it is making them aware of the addition and equals symbols.) Show them that they could also have 2 and 0 more or 0 and 2 more. Repeat for 3 - how can we make 3 by using two numbers/ two groups of objects? This time, show your child that it can be 1+2 or 2+3. Repeat for 4 and encourage your child to help you to find all of the different ways. Record/ show in different ways.  Day 3: Reinforce number bonds for 1, 2, 3, 4. Continue finding number bonds using target numbers of 5, 6, 7.  Day 4: Reinforce number bonds for 1-7. Continue finding number bonds using target numbers of 8, 9, 10.  Day 5: Play some maths games related to addition or number bonds. This can be a board game, a puzzle, electronic maths games on any of the recommended websites or apps on an iPad. Encourage your child to practice their number recognition and addition skills in different ways. ‘Topmarks’ is a good website for interactive number games aimed at EYFS and has good number recognition, addition and number bond activities for free - <https://www.topmarks.co.uk/Search.aspx?Subject=16&AgeGroup=1> | | |
| **Expressive Art and Design** | **PE/ Health and Wellbeing** | **Topic** |
| You might want to do the ‘science’ experiment before trying this activity!  Design a superhero costume! Imagine that you are a superhero. What powers do you have? What kind of costume might you like to have? If you have fire power, you might need a really strong costume that will not easily catch fire (so no capes)! If you have freezing powers, you might need a warm outfit to keep your skin warm when you use your freeze rays!  Can you draw your costume design and if you are feeling up for a challenge you can label the parts of it or write a list of what features your costume has, for example, ‘it is fireproof’. We are looking forward to seeing your designs on your EYFS360 profiles! | **Mindfulness** – Can you be a listening superhero? Listen each day until you have heard 5 different things. This might take a short amount of time some days but other days, it might take longer. What is the quietest sound you can hear? What is the loudest sound you can hear? What is making each sound/ where is each sound coming from?  **Cosmic Kids Superhero Yoga –** You can sign up to ‘Cosmic Kids Yoga’ for a free 2 week trial or you can use YouTube. You might even have your own yoga books or DVDs/ streams to follow. Can you do 10 minutes of yoga every day? How do you feel before and after each yoga session? | **Science (Adult supervision required!) –** Imagine that you are trying to find out which material to use to make a costume for a superhero. Your superhero customers are:  - ‘Ice Man’ – he can freeze ANYTHING!  - ‘Blaze’ – she can heat things up to be really hot and has fire power  - ‘Tornado’ – she has super strength air and wind power  - Magnet Max’ – he has magnetic powers  You will need:  \* ice cubes or a freezer if you have time to leave the experiment for a few hours  \* a source of heat or fire such as hot hairdryer or a match (always under adult control)  \* a hair dryer on a cool setting, or a fan  \* a magnet  \* 4 pieces of some different materials that you will no longer need (such as wool, cotton, metal such as an aluminium can, wood, chicken wire, paper, marshmallow)  Your job is to find which material is best for which superhero! Test each material against freezing, fire, wind and magnets. Recommend a material for each superhero after your tests. Record this in any way you like and have fun (safely, please)! |