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| **Phonics – 10 minutes per session (plus at least 5-10 minutes of reading aloud per day)** |
| **Warm Up (daily) – Choose one of the following games each day:** ‘Clapping syllables’ – encourage your child to clap the number of syllables in their own name and the names of their friends and family. ‘I Spy’ – play I Spy by finding things beginning with the sounds ‘s’ and ‘a’. Name recognition and formation in different ways. Alphabet jigsaw/ puzzles.  **Monday & Tuesday:** Introduce ‘t’ using either/ both: Mr Thorne and Geraldine Giraffe ‘t’ - <https://www.youtube.com/watch?v=WTSbzsSfTgs> and a tray or basket of at least 6-8 objects beginning with ‘t’ (tiger, tomato, t-shirt, tape, truck… etc). Using a letter card ‘t’ (RWI ideally, but any will do) look at the shape of the letter and repeat it’s sound (t-t-t). Go on a search around your house or garden to look for things beginning with ‘t’. If you have magnetic letters, find as many ‘t’ 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 – t-t-t; say the formation rhyme “lead in, down the tower across the tower”* 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 ‘t’ cut from magazines or using the resource in the zip file) or repeat the process for reinforcement of ‘t’.  **Wednesday & Thursday:** Introduce ‘p’ using the same format as when teaching ‘p’ but with the video and resources adapted accordingly. <https://www.youtube.com/watch?v=8_NmgZWvWG4> The sound for ‘p’ is very short: p-p-p and the formation rhyme is ‘lead in, down the pirate’s plait, up and round his face’, 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** |
| **Daily –** Sing some number rhymes and songs with props and/ or actions as available: 5 little men in a flying saucer, 5 little ducks, 10 fat sausages/ 10 green bottles, 1, 2, 3, 4, 5… once I caught a fish alive etc…  **Day 1 –** Play a dice game to roll, count and find that number of objects. Once you have 2 or 3 sets of objects, compare them. Which has the most? Which is the biggest number? Which has the fewest/ least? Which is the smallest number? Continue and compare for as long as you wish.  **Day 2 –** Using number cards 1-3, 1-6 or 1-10 (choose based on your child’s ability, level and interest), make a number line. Get a toy to bounce along the number line saying one number for each bounce and matching the spoken number to the printed number on the card. Play ‘can you find...’ by asking your child to put the character/ toy on the number that you say. Can you clap that many times? Repeat for other numbers.  **Day 3 –** Repeat yesterday’s activity but instead of clapping when a number is found, ask your child to count out that number of objects. Count again to check each time, modelling 1:1 counting and careful counting.  **Day 4 –** Missing numbers. Make a number line 1-3, 1-6 or 1-10 as appropriate. Ask your child to close their eyes. Remove a number card from the number line. Which number is missing? If your child cannot see which is missing then work together to bounce up the number line until you reach the missing number, e.g. 1, 2, 3… ooh there is a number missing! Which number comes AFTER 3? Repeat as many times as possible, extending the number line if only using to 3 or 6. |