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| **Phonics – 15-20 minutes per session (plus at least 5-10 minutes of reading aloud per day)** |
| **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-z-zz-qu**-**ch-sh-th-ng-ai-ee-igh-oa-oo (long and short). Next, read tricky words on sight – I, to, go, no, the, into, he, she, we, me, be.  **Monday:** Reinforce vowel digraphs by playing this game on Phonics Play (currently free using the username jan21 and password home). <https://www.phonicsplay.co.uk/resources/phase/3/grab-a-giggling-grapheme> If this link does not work, log in to Phonics Play, Phase 3, Giggling Graphemes. Alternatively use your letter cards and say the sound that you would like your child to find.  Next, play a word-level game using all known letters and sounds either by using the following link to some online games or by using word cards (see resources - <https://www.phonicsplay.co.uk/teachers/printable-resources> ) that you have made or printed. Take turns to fish for a word. Using the sound buttons, segment and blend to read the word. If you read it correctly you get to keep the card, if you misread it, you have to put it on the ‘word wall’ (this can just be a ‘wall’ made on floor using the word cards) to try again later.  **Tuesday:** Practise blending using all known letters, sounds and some tricky/ common words using the ‘Reading Robot’ game on Phonics Play <https://www.phonicsplay.co.uk/resources/phase/3/reading-robot> (choose Phase 2 if your child is not yet confident with vowel digraphs). Next, practise segmenting and blending for writing using the Space Race game (Phonics Play, Phase 3, Space Race) [**https://www.phonicsplay.co.uk/resources/phase/3/space-race**](https://www.phonicsplay.co.uk/resources/phase/3/space-race)Alternatively, use the flash cards as a checklist of words that you can dictate to your child for them to make using letter cards/ magnetic letters, type, or write using their segmenting and blending skills for word formation. <https://www.phonicsplay.co.uk/teachers/printable-resources>  **Wednesday:** Building on the work this week, focus today on reading captions or sentences. Using the caption and sentence printable resources (see zip file – choose only the captions and sentences with the letters taught – not ‘air’ etc…) or using ones that you have copied and made, encourage your child to segment and blend each word (or read it on sight if a tricky, common or familiar/ known word) and then read back to whole caption/ sentence. Remember to give lots of praise and model as needed.  **Thursday:** Dictation of captions for your child to make using word/ letter cards or ideally to write. Remember to encourage the ‘hear, say three times using fingers, write’ and include finger spaces. Captions to write – *cat on a mat*; *six rats on a sack; fish and chips on a dish; snail in the rain; zoom to the moon.*  **Friday:** Dictation of sentences using same format as yesterday. Sentences to write – *I can see the moon at night. The goat has a red coat. The rain is falling. I put my boots on the mat. I can look at a book.*  Remember to read together for at least 5-10 minutes a day and enjoy lots of stories together! |
| **Maths – 15 minutes per session** |
| **Day 1 (Tuesday after introducing the Noah’s Ark story) –** Count forwards and backwards up to or down from 20. Make a number line using cards or number stencils to 20. 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. At this stage they do not need to be in pairs. Repeat for other quantities, reinforcing number recognition and 1:1 counting up to at least 10.  **Day 2 –** Make the number line again. This time, take out the odd numbers (this does not need explaining at this stage). Which numbers have I left? 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. Look again at the numbers that are left. Count from 2 to 10 and then to 20 (if confident) in twos. If you have two of each animal (at least 5 pairs) you can use toys for the next part, or you can print the resource in the zip file.  Put two animals on 2. Put another 2 on 4 and so on… How many animals have we got so far? Encourage and support counting them in twos. How many pairs do we have?  **Day 3 –** Practice counting in 2s up to 10 or 20. Cut and stick activity (Noah’s Ark). Count how many animals we have managed to fit onto Noah’s Ark. Do this in 2s to reinforce counting in 2s – it helps to point to the pairs of animals using two fingers instead of just one as we would usually do when counting 1:1. You could write the numbers or the total if you are feeling like a bit more of a challenge!  **Day 4 –** Practice counting in 2s to 10 or 20 using objects in pairs. You could use Numicon or number cards to make a number line and bounce along it with a toy or yourself, or you could write the numbers that you say when counting in 2s. Using number cards (even only), pick a card and then count out that many objects in 2s. |