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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.  This week we are really focusing on working with the letters, sounds and words that we already know and on the common words that the children are expected to be able to read and write by the end of Reception.  Please see the ‘100 words’ file in the resources zip and divide the words up to work on a set per day for reading. If your child is able to read any of the words on sight, make a separate pile of them (or list) and use these words for your child to write from memory when you read it aloud.  In addition you can practise reading these words using one of the following games:  <https://www.phonicsplay.co.uk/resources/phase/3/tricky-word-trucks> - you can choose Tricky Word Trucks Phase 2 All HFW or Phase 3 Tricky Words  <https://www.phonicsplay.co.uk/resources/phase/3/space-race> - this game requires you to type in a word (or your child can write or Fred talk it and you can type it in). Choose Phase 2 or Phase 3 but be aware that we have not yet covered all of the letters and sounds in Phase 3 so some might be rather tricky!  **Letter formation practice – 5 minutes per day either before, as part of, or after phonics or any time of the day!** ***See letter formation booklet at home for full RWI formation rhymes!***  **Monday:** a-c-o-d-g-s-q-e-f (all start with ‘lead in, come back…’)  **Tuesday:** t-i-k-l-p-j-u-y (all start with ‘lead in, down…’)  **Wednesday:** n-m-r-h-b (all start with ‘lead in…’ followed by a down and over motion)  **Thursday:** v-w-x-z (all start with ‘lead in…’ followed by a ‘zig zag’ motion either up and down or sideways)  **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 –** Count forwards and backwards in 1s to and from 20. Count forwards in 2s to 10 and if possible to 20. Play a game of ‘higher or lower’ with number cards 0-20 (pick 6 cards to work with ranging between these numbers). The children have played this game before but might need a reminder of how to do it. If you would prefer to use a game online you can use the link below:  <https://www.topmarks.co.uk/Flash.aspx?f=HigherAndLower> (pick Numbers to 10 or 20). Repeat with different numbers or extend to 8 or 10 different numbers at least three or four times.  **Day 2 –** Make a number line to 20 and use it to count forwards and backwards in 1s. Count forwards again in 2s. Play a game of ‘missing numbers’ whereby your child closes their eyes and you hide 1 or 2 numbers. When your child opens their eyes, ask them which two numbers are missing. How do they know? Encourage explanations and reasons such as, “it is 7 because 7 is higher than 6 and lower than 8/ 7 is between 6 and 8 and there is a number missing there”. Repeat for other numbers and extend to removing 3 or 4 numbers. Vary the game by mixing some of the numbers up/ swapping some of the numbers.  **Day 3 –** Make a number line to 20 and use it to count forwards and backwards in 1s. Count forward in 2s.Play a ‘counting on’ game by rolling a dice and starting from that number to count up to 10 or 20. Repeat for other starting numbers and as your child grows more confident, introduce a number to finish at e.g. count from 6 up to 15.  **Day 4 –** Number formation. Practice writing numbers. This can be done in any way as long as the numbers are formed correctly.  Complete the ‘missing numbers’ sheets or make your own number lines with missing numbers to fill in. Extend to counting in 2s (sheet or own number line). |