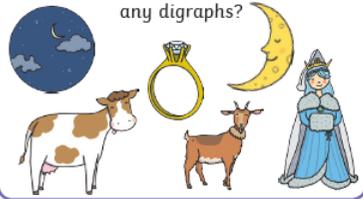


Week	Phonics	Writing	Reading	Fine motor/gross motor skills	Maths
1	<ul style="list-style-type: none"> Recap phase 2 and phase 3 phonics (busythings games will help) Also use your child's sound mat to help focus on those they need help with 	<ul style="list-style-type: none"> Choose a story book from your selection/from online. Ask your child to write a sentence about the picture saying who is in the picture and what are they doing. 	<ul style="list-style-type: none"> Share books with your child. Encourage them to find tricky words and use their sounds to read simple words. Look on Busythings for reading games along with www.twinkl.co.uk 	<ul style="list-style-type: none"> Playdough – kneading, twisting, rolling, squeezing, pinching – both double and single handed Use lego to create – children to break up themselves afterwards Peeling fruit independently 	<ul style="list-style-type: none"> Part, part whole model of all numbers up to 7 – use real objects to show Begin to record using own ideas (not just 1+1=) Pattern – can the children show an abb/aab pattern
2	<ul style="list-style-type: none"> Create rhyming strings using cvc words eg dog, hen, bug, pin, dig, cat, bun, man, bed, sock 	<ul style="list-style-type: none"> Write a sentence to describe your block model (maths) Can you create some instructions to help other people build the same model as you? Write a poem that uses rhyming eg. I had a little dog That jumped on a log I think he saw a toad Sitting in the road 	<ul style="list-style-type: none"> Choose a new book to read. Stop reading in the middle of the story. Can you guess what will happen at the end? Were you right? 	<ul style="list-style-type: none"> Wall Warm-Up Find a wall. How many arm pushes can you do in a minute? Animal Antics Use your body to pretend to be different animals: Snake: slither across the floor Butterfly: flutter around the room Elephant: stomp with both feet Kangaroo: bounce around Frog: hop like a frog Flamingo: stand still on one leg 	<ul style="list-style-type: none"> Choose 20 blocks and build a model. Can you use the same blocks to build a different model? Set up a small shop with toys or snacks. Give each item a price label of up to 5p. How much does an item cost? How much change will they get? What if you have a sale and discount an item by 1p?
3	<p>Can you spell out any of the pictures? Do all the words have the same number of sounds? Can you underline any digraphs?</p> 	<ul style="list-style-type: none"> SATPIN Read, Race and Write game. How many times can your child include these sounds in a sentence? 	<ul style="list-style-type: none"> Look through a book. Can you find any words with more than seven letters? What is the longest word you can find? 	<ul style="list-style-type: none"> Just dance – youtube Using tweezers or a peg, can your child separate a pile of (for example) pasta and peas? How long can they hold each piece in their tweezers before they place them in separate piles? 	<ul style="list-style-type: none"> 10 grid number bonds Set up some skittles or empty plastic bottles. How many skittles do you have? Roll a ball and count how many you have knocked down. How many do you have left? Can you use the words; 'morning',

					<p>'afternoon', 'evening' and 'night' to describe your day to someone else in your house?</p>
4	<ul style="list-style-type: none"> Phase 2/3 or tricky word bingo. Child chooses 6 sounds/tricky words and writes on paper/whiteboard. Adult calls random sounds/tricky words, 1st to cross out all wins 	<ul style="list-style-type: none"> Choose a story book from your selection/from online. Ask your child to write a sentence about the picture saying who is in the picture, what are they doing and where. Ask your child to draw a square. Now tell them to turn it into a window. Can they draw what they can see outside the window? Ask them to write a sentence to describe what they can see. 	<ul style="list-style-type: none"> Read a story with your child. Once you have finished, see how much they can recall. Ask them to draw a picture of their favourite part of the story and to describe/write what they have drawn. 	<ul style="list-style-type: none"> See how many buttons your child can do up in 1 minute. Can they undo them in the same time? Cosmic kids - youtube 	<ul style="list-style-type: none"> Write out the numbers 0-20 on some paper or card, cut them up and then ask a grown-up to mix the numbers up – don't peek! Then, see how quickly you can put them into the correct order. You could ask someone to time you and then see if you can get faster when you try again. Count out objects to match the digit shown. As a bonus challenge, can you show how many more or fewer you would need to make 10. Laurel's favourite season is when it is cold – sometimes it is snowy too. Laurel likes to build snowmen, wear her woolly scarves and gloves and drink hot chocolate. What is Laurel's favourite season? Can you think of any other seasons? Which one is your

					favourite? Can you describe your day to a grown-up?
5	<ul style="list-style-type: none"> Use robot talking in your speech eg. "L-E-T-S have a S-N-A-CK". See if they can spot the tricky words when you speak. As an added challenge, ask your child to use robot talking for some of the words in the sentences they say to you! 	<ul style="list-style-type: none"> Make a list of the different types of technology you can see around your home environment. Think about the technology that is used at school and make another list. Are your lists the same? Can your child design (and create) their own technology? Ask them to write a list of what they need and why we need their new invention – what problem will it solve? Who might buy it? 	<ul style="list-style-type: none"> Have a look at the punctuation in a book. Where do they find capital letters? Why might they find some in the middle of a sentence and not just at the beginning? How might different types of punctuation change the way we say a sentence we are reading? Can your child find different types of punctuation on a laptop? What about on a phone? 	<ul style="list-style-type: none"> Ask your child to fill a piece of paper with their fingerprints. Can they use all their fingers to do this? Ask your child to place your hands together (once they have washed any paint off!), make sure they keep their elbows out and their forearms horizontal. Ask them to push their hands together as hard as they can and to hold for five seconds. Then repeat five times. 	<ul style="list-style-type: none"> Estimate which room in your house has the most technology in it. Go on a technology hunt and see whether you were right. See if your child can record this. Decide on a start point and an end point. Take it in turns with your child to direct each other from the start to finish points. Eg. 5 steps forward. 6 jumps to the left. Will your child need the same amount of steps as you to finish the course? What if you use different actions?
6	<ul style="list-style-type: none"> Write down some of the sounds and place them around a room in your house. Ask your child to go to the different sounds, using different ways of travelling eg. "Hop to ch", "skip to igh". Call out different sounds and take it in turns to write them in sand, flour or rice. When it's your turn, try 	<ul style="list-style-type: none"> Describe what a tree in spring looks like. Think about: the colours; the sounds; the textures. Check for capital letters and full stops; that every sentence makes sense; that you have used some interesting adjectives (describing words) How would the tree look different in autumn? Or winter? 	<ul style="list-style-type: none"> After reading a book, ask your child to come up with five questions they could ask someone to check if they were listening! Can your child think of five words they could use instead of said? Try using some of them in the book you are reading. 	<ul style="list-style-type: none"> How many paperclips can your child link together? Can they undo them (without breaking them!) too? Give your child some padlocks, can they find the right key or code to open them? 	<ul style="list-style-type: none"> Play 'Guess the Shape' with a friend or family member. Describe a shape, remembering to say how many sides and corners it has and to be specific, e.g. "It has 4 sides. It has 4 corners. It has 4 equal sides." See who can guess the

	<p>making a mistake and asking your child to help!</p>				<p>most shapes correctly.</p> <ul style="list-style-type: none"> • Collect some sticks, pebbles and leaves. See what 2D shapes you can make using them. Which shapes are easiest to make using the sticks? Which objects are best for making a circle?
<p>7</p>	<ul style="list-style-type: none"> • Ask your child how many sounds they remember. Make it into a competition and see if you know as many as your child! • Choose a sound and take it in turns with your child to think of words with that sound. See how many you can think of (maybe your child could keep a tally!) – to make it extra hard, set a time limit. 	<ul style="list-style-type: none"> • Create a leaflet encouraging people to recycle. Why is this important? • Ask your child what other ways we can help the planet. 	<ul style="list-style-type: none"> • Ask your child to draw a picture of their favourite character from a story. Ask them to describe them and what they have learnt about the character using their inference skills. • Encourage your child to think about how they may feel as different characters in the book. Can they act out some of these emotions? 	<ul style="list-style-type: none"> • Check your recycling for some square paper (or cut some into a square). Fold this into the smallest piece possible, only using your thumb and a finger to make the creases. You can also make paper fans. • With both arms outstretched and index fingers pointing forward, make a large figure of 8 with both arms moving in the same direction at the same time. Repeat several times and also with eyes closed. 	<ul style="list-style-type: none"> • Part, part whole model of all numbers up to 8 – use real objects to show • Begin to record using own ideas (not just 1+1=) How many different ways can you find? • Cut some different shapes out of paper and attach some sticky tack to the back of the shapes. See how many different things you can build with the shapes. You can move the shapes around to makes lots of different pictures if you use sticky tack.

8	<ul style="list-style-type: none"> • Look at things around the room and say the sound they begin with. Can you hear the sound they end with too? Try writing some of them down. • Next time, try a different room. • Sound match – write sounds on individual pieces of paper or card, make sure you write each sound twice. Mix all the sounds up and put them face down. Take it in turns to try and match a pair. Make sure you say each sound you turn over and if you make a match, see how many words you can think of using that sound! 	<ul style="list-style-type: none"> • Imagine you've found an old suitcase. Describe what is inside. Think about: How old are the objects? What do the objects look like? Who do you think the suitcase may have belonged to? Remember to check capital letters and full stops are in the right place; that every sentence makes sense. 	<ul style="list-style-type: none"> • Ask your child to design a poster for a book they have read that will persuade others to read it. Why did they like it? Who else might like to read it? • Can your child think of three titles that may be more appropriate for the book? 	<ul style="list-style-type: none"> • Pass a ball from your left hand to the right hand around the body. Repeat this several times, then change the direction from right hand to left hand. Repeat this activity but with eyes closed. • Use different sized beads or pasta to thread. See if you can make a pattern while doing so. 	<ul style="list-style-type: none"> • Look for how numbers are displayed around the house. What objects do you find numbers on? • As an added challenge, can your child record the numbers they found on different objects in their own way. • Part, part whole model of all numbers up to 9 – use real objects to show • Begin to record using own ideas (not just 1+1=) How many different ways can you find?
9	<ul style="list-style-type: none"> • Say a sound to your child. Can they write the sound down? They could use different colours to show graphemes, digraphs and trigraphs. • Choose some words. Give your child the initial sound but leave out either the middle or end sound. Show your child a picture or say the word. See if they can fill in the gap. For an extra challenge, leave out the initial sound too! 	<ul style="list-style-type: none"> • If your toys were to come to life while you were asleep, what sort of things would they get up to? Think about: the things they would say; the feelings they would have; the things they would do and places they would go. • Some of your toys might get hungry during the night. Write a recipe that they could follow to make sure they are well fed. 	<ul style="list-style-type: none"> • Choose some sentences with adjectives from a book you have read with your child. Can they think of other describing words that you could use instead? Does the new describing word change the meaning of the sentence? 	<ul style="list-style-type: none"> • From a standing position, back straight, walk forwards whilst passing a ball or beanbag around the body from the left hand to the right hand. Without turning around, walk backwards to where you started from whilst passing the ball or beanbag around the body but change the direction of the ball/beanbag. 	<ul style="list-style-type: none"> • Look at some empty packages and boxes. What shape are they? Can you find a cube, a cylinder and a cuboid shape? • Use some playdough or salt dough to make 3D shapes. Can you make a sphere, a cube, a cuboid • Find out what you can use to measure a minute. Ask an adult to time a minute and

					see if you can guess when it's up.
10	<ul style="list-style-type: none"> • How many other digraphs or trigraphs can you remember without looking? • Write down as many as you can and try to think of a word for each one. Can you think of words where the sound is in the middle or at the end? • Check your sound mat to see which sounds you missed 	<ul style="list-style-type: none"> • Show your child a picture (no words!) from a book or the internet. Ask them to describe who is in the picture and what is happening. Encourage your child to use their senses to help them describe the picture – if they were there, what might they be able to hear, see, feel, taste, touch. 	<ul style="list-style-type: none"> • Choose a book with your child. Make a list of the words and phrases in the story that create an atmosphere. What is the atmosphere of the book? Is it relaxing, scary, light-hearted or something else? • Once you have finished the book, challenge your child to think about what might happen next. 	<ul style="list-style-type: none"> • Touch the left ear with the left index finger and the tip of the nose with the right index finger. Then cross over, with the right index finger touching the left ear and the left index finger touching the tip of the nose. Repeat several times and also with eyes closed. • Touch the right ear with the right index finger and the tip of the nose with the left index finger. Then cross over, with the left index finger touching the right ear and the right index finger touching the tip of the nose. Repeat several times and also with eyes closed. 	<ul style="list-style-type: none"> • Part, part whole model of all numbers up to 10– use real objects to show • Begin to record using own ideas (not just 1+1=) How many different ways can you find? • Make a simple calendar. You could make it for a week or for a month. You will need to write the days of the week and could write the month too. Use your calendar to write down special events and activities. Can you use the words; day, week, month, tomorrow, yesterday and next week?

Use the listen, learn and take a turn leaflets to help with phonics, writing, maths and reading activities and ideas

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