
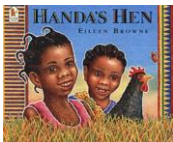







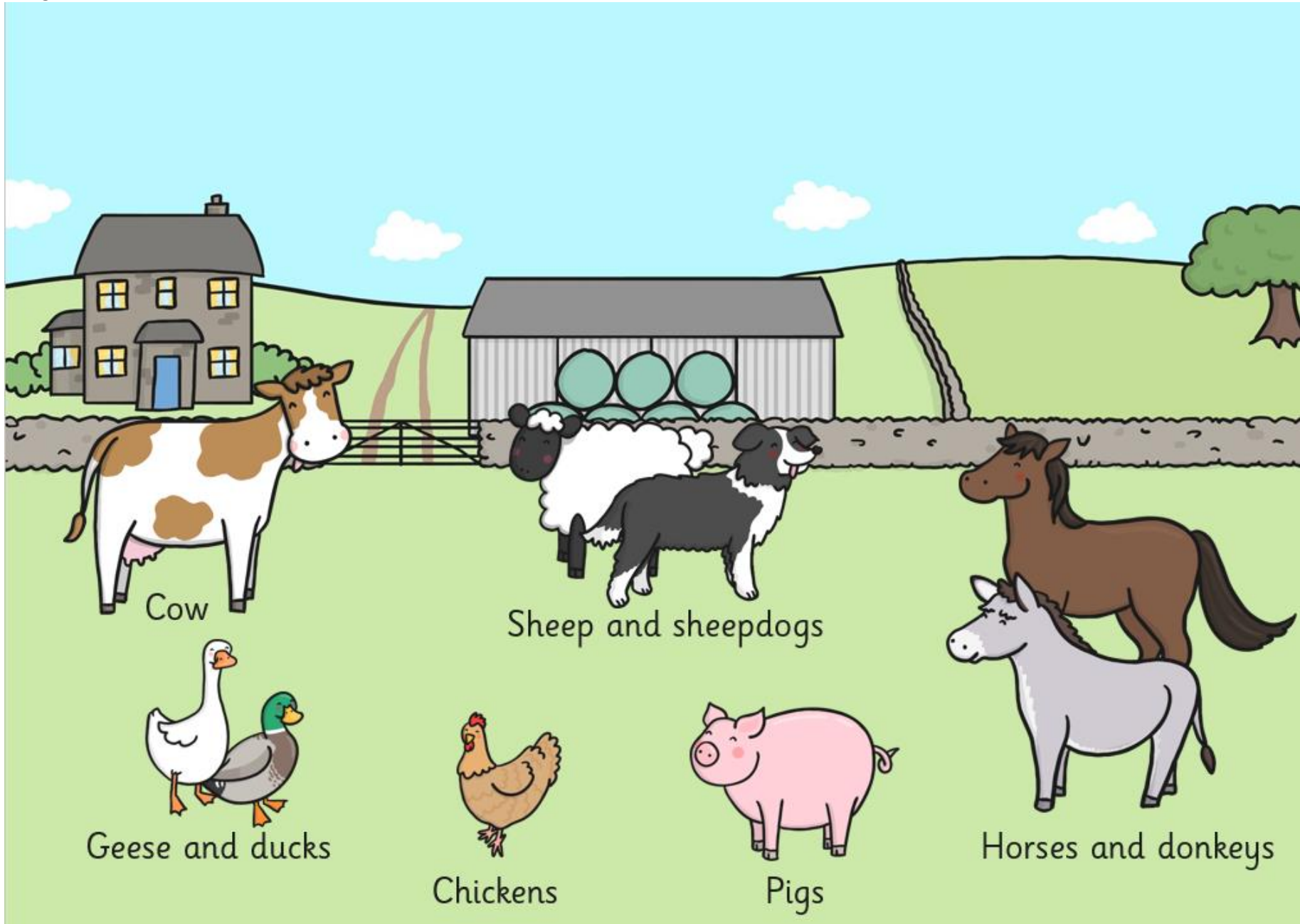


This week in school we will be learning about a range of topics. Please find this list below, with links for worksheets, websites and additional assistance. Please do not hesitate to contact the school if you have any queries. We would like to thank you for your continued support and assistance during this difficult time.

Don't forget, you can upload any learning you do at home on Tapestry! We check this system regularly and are able to provide support and guidance on there. Please contact the school office if you do not have access to this system.

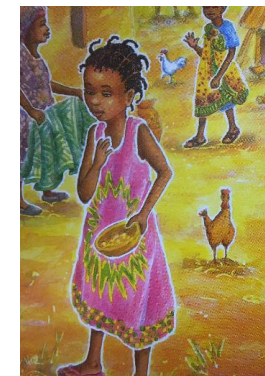
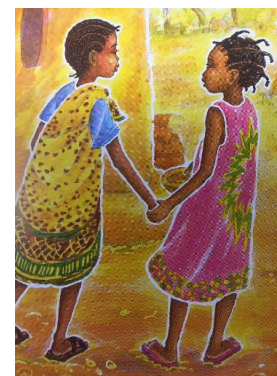
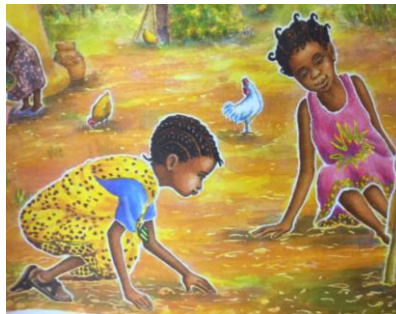


Area of learning	Activities:
<p><b>Literacy / Communication &amp; Language</b></p> 	<ul style="list-style-type: none"> <li>Read your reading book and any others you have at home.</li> <li>Continue to practise writing your name.</li> </ul> <p><b>Phonics – Focus on oral segmenting and blending</b></p> <ul style="list-style-type: none"> <li>Use the attached farm picture to talk about what you can see. Use sound talk to identify the animals and see if they can work out which animal you are talking about e.g. “I can see a d-o-g/sh-ee-p/h-e-n/h-or-se.”</li> <li>Incorporate oral segmenting and blending into your every day conversations. Here are some examples: “Can you pass me the f-or-k?” “Put on your s-o-ck” “Would you like some juice (j-oo-s)?”</li> <li>Have a go at clapping out the syllables in your name. For example, the name ‘Ben’ has one syllable, but ‘Jessica’ has three (Jess-i-ca)</li> <li>Put some objects in a box. Talk about what is in your box using sound talk and see if they can work out what it is. For example, “inside the box is a h-a-t”</li> <li>Play ‘I Spy...’ using sound talk. For example, “I spy with my little eye, a c-u-p”</li> </ul> <p> <b>Focus story – Handa's Hen by Eileen Browne</b></p> <ul style="list-style-type: none"> <li>Read the story, Handa's Hen – if you do not have a copy, search for it on YouTube as there are various videos of people telling the story alongside the illustrations.</li> <li>Have a go at acting out the key events from the story using actions and props.</li> <li>Using the attached sheet, cut out the pictures and put them in the correct order to retell the story. Focus on the key vocabulary: <i>beginning, middle, end.</i></li> </ul>
<p><b>Mathematics</b></p> 	<p>Practise counting aloud forwards and backwards up to 10.</p> <p><b>Introducing Number 4</b></p> <ul style="list-style-type: none"> <li>On Cbeebies iPlayer, watch Numberblocks Series 1, Episode 6: Four. (<a href="https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four">https://www.bbc.co.uk/iplayer/episode/b08d61cv/numberblocks-series-1-four</a>) After watching it, have a go at representing four in different ways, e.g. show 4 fingers, count out 4 objects.</li> <li>Complete the ‘Is it 4?’ activity attached.</li> <li>Have a go at forming the number 4. You could use chalk, glitter, paint – be as creative as you like!</li> <li>Search for number 4 in your house or outside – see where you can find it!</li> <li>Can you think of any shapes that have 4 sides? What are they called? Talk about squares and rectangles, note their differences (squares have sides that are all the same length but rectangles have 2 short sides and 2 long sides) Share the shape song on YouTube and see if you can spot them - <a href="https://www.youtube.com/watch?v=WTeqUeif3D0">https://www.youtube.com/watch?v=WTeqUeif3D0</a></li> </ul> <p><b>Introducing Number 5</b></p> <ul style="list-style-type: none"> <li>Watch Numberblocks Series 1, Episode 7: Five. (<a href="https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five">https://www.bbc.co.uk/iplayer/episode/b08d630h/numberblocks-series-1-five</a>) After watching it, talk about how Five was made (Four changed shape and One jumped on his shoulders). What things did Five see and count?</li> <li>Practise counting out 5 objects.</li> <li>How many different ways can you make 5? We know that 4+1=5, but are there any other ways? Use your 5 objects to explore this.</li> <li>It is Geraldine's birthday this week and she is going to be 5! Can you make her a birthday card? Think about what you might include, such as writing the number 5 and drawing 5 objects such as 5 balloons, 5 birthday cakes...</li> <li>If you have any building blocks at home (lego, duplo, etc), count out 5. See how many different models you can make with just 5 pieces!</li> <li>Practise writing the number 5 in a variety of creative ways.</li> <li>Go on a number 5 hunt in your house or outside.</li> </ul>
<p><b>PSED</b></p> 	<p>This week we are going to continue our work on ‘feelings’. What does it mean to be ‘happy’? How do you know if someone is happy? What makes you feel ‘happy’? Share the story, ‘Hippo is Happy’ (<a href="https://www.youtube.com/watch?v=VT7JkCzhQmk">https://www.youtube.com/watch?v=VT7JkCzhQmk</a>) and talk about what made Hippo feel happy.</p>
<p><b>Physical Development</b></p> 	<p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>If you have some playdough at home, you could do dough disco to your favourite song. If you can't remember the moves, refresh your memory using this video: <a href="https://www.youtube.com/watch?v=i-lfzeG1aC4">https://www.youtube.com/watch?v=i-lfzeG1aC4</a></li> <li>Complete some of the fine motor skills suggested on the chart attached.</li> </ul> <p><b>Gross motor skills</b></p> <p>We are going to be continuing to explore different ways of moving in PE. Can you practise this at home? Try skipping, hopping, jogging, running, jumping, shuffling, walking backwards, and any other ways you can think of! You could also have a go at moving like different animals. Think about how animals such as frogs, elephants and kangaroos move! We will also be working on basic skills such as throwing and catching a large ball.</p>
<p><b>Understanding the World</b></p> 	<p><b>R.E</b></p> <p>Harvest - Do some research about your favourite fruit or vegetable. <i>Where does it come from? How does it grow?</i></p>
<p><b>Expressive Arts and Design</b></p> 	<p><i>Make a picture or model of Handa's pet hen.</i></p>

















**Sequencing pictures to retell the story, 'Handa's Hen'**





## Funky Fingers Challenges!

 <p>Who can screw the most nuts onto the bolts in 3 minutes?</p>	 <p>Who can find the most red/blue/green objects using the tweezers in 1 minute?</p>	 <p>Who can make the most knots in a piece of string?</p>	 <p>Hammering golf tees into a melon</p>	 <p>Wrapping wool around a cardboard circle with slits in the edge</p>	 <p>Creating chains according to the number on the card</p>	 <p>Count the beans/pom poms onto the numicon pieces using the tweezers.</p>
 <p>Who can put the most match sticks in the salt shaker in 1 minute?</p>	 <p>Punching holes/patterns in paper</p>	 <p>Weaving pipe cleaners around pine cones</p>	 <p>Who can keep their spinning top going the longest? (Time them)</p>	 <p>Who can save the most chicks from the bird seed in ... minute(s)?</p>	 <p>Who can make the best cup pyramid? (In teams)</p>	 <p>Roll the dice and stack that many small cubes using the tweezers.</p>
 <p>Who can make the best house for the three little pigs?</p>	 <p>Finger football!</p>	 <p>Who can fill the container the fastest using the pipettes?</p>	 <p>Following/creating patterns using spot stickers.</p>	 <p>How many sequins can you pick up (one by one) in 1 minute?</p>	 <p>Threading pipe cleaners on a colander.</p>	 <p>Counting out sequins to the numbers using tweezers.</p>
 <p>Save the animals from the swamp using the tweezers!</p>	 <p>Who can put the most elastic bands on the cup in 1 minute?</p>	 <p>Balancing marbles on golf tees using tweezers.</p>	 <p>Roll a dice, put that amount of cheerios onto your spaghetti - the first one to fill it is the winner.</p>	 <p>Save the insects from the spiders web using the tweezers!</p>	 <p>Scissor Skills with jelly Cutting jelly with scissors</p>	 <p>Making shapes on the geo board using elastic/loom bands.</p>



Is it 4?

4

Not 4

