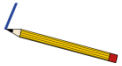
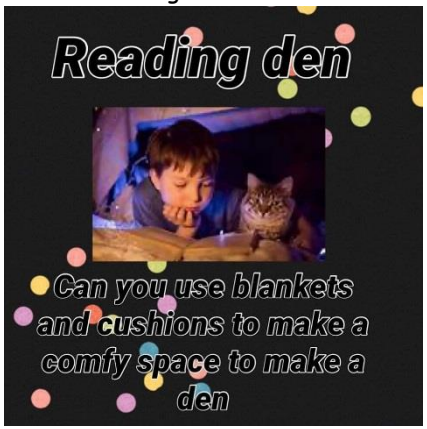
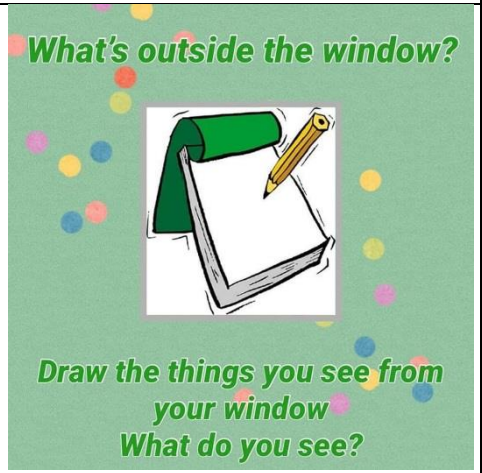
Wk 5	Monday	Tuesday	Wednesday	Thursday	Friday
Task 1	**Watch** our Phonics video introduce the sound 'ee'	Practise writing letter formations. Work on those that were tricky!	**Watch** our Phonics video to recap and consolidate the sounds learnt so far	Read the sentences on the **pdfs**. Practice decoding the words to read and then re-reading the sentence to build fluency.	**Watch** our Phonics video introduce the sound 'igh'
	https://www.bbc.co.uk/teach/class-clips-video/english-ks1-little-red-riding-hood-index/zmnrqp3 The story of Little Red Riding Hood told over the course of **seven fun videos**. In this classic tale, Red Riding Hood bakes a cake for her Grandma who lives in a little cottage in the woods. But when her mother injures her ankle Red Riding Hood must take the cake to her grandma on her own...and there have been rumours of a wolf on the prowl in the woods. Enjoy watching the clips over the course of the week.				
Task 2	**Watch** and join in with me reading the story of the Little Red Riding Hood. Talk about the story language of traditional tales; 'once upon a time' beginnings and 'lived happily ever after' endings. Draw your own picture map to sequence and retell the story.	Write a shopping list for Grandma. What items might she like? What does would you like to buy her? Why do we write lists? What does a list look like?	Think about the story setting. Where does the story take place? Is it the same or different setting the tale of The Three Little Pigs? Can you think of any other stories set in the forest? Draw the setting / make the scene. Can you describe the setting using adjective words? Use finger puppets to retell the story in your scene. There are an assortment of finger puppets you could use on the reception website page.	Discuss the Big Bad Wolf. Talk about why the wolf is bad. He is bad in both stories. Can wolves be good? Make / design a trap to catch the wolf before he is bad again. You could draw a design of your trap or make your trap using anything you have around the home (lego, duplo, junk modelling). Don't forget a video explaining how it would work!	Using the story language of a tradition tale, can you tell your own 'Once upon a time' story? Once you have thought about your characters and your setting, think about what might happen in the story. Where they might go and what might happen to them. **Watch** Miss Sharp telling her own traditional tale story. You could record yourself telling your story, you could draw your story, your adult at home could scribe your story or you could have a go at writing your own story.

Task 3	**Watch**-Lay cards with numbers on in a line 1 to 20. Ask your child to turn around or else blindfold them! Remove one number but rearrange the rest so no gap is to be seen. Ask the child to count along the line and to tell you when they think a number is missing. Can they identify the place it should go? Ask them to place a finger between the two numbers where they think the missing number belongs. Show the number you stole! Are they correct? Repeat, taking a different number. <u>Challenge:</u> Lay the cards so the line counts backwards from 20 to 1. This makes it harder!	Watch Number Zoo here **https://www.youtube.com/watch?v=snUGqgAmz-c** – This can bring up third party adverts **Watch**-Make your own number zoo using your toys. Match the toys to the number cards to 20 You can mix animals as you go up! Challenge- Complete this to 30	**Watch-** You need some coins, 1ps, 2ps and 5ps. About 10 coins in all, if possible. You need a pen and paper to draw round your hand. Place your child's hand, fingers together, and thumb as close to the rest of the hand as possible flat on a clean page. Draw round their hand using a fat felt-tip pen. Ask the child to take coins and place these to fill the outline of their hand with coins, all laid flat and side by side – not overlapping! Now we are going to work out how much their hand is! Take the coins, one by one, from their drawn hand. With each coin, ask your child to tap it to show the value. E.g. for a 2p coin, they tap twice. For a 5p coin, they tap five times. A 1p coin is just one tap. As they take each coin and tap it, you draw strokes to match the taps.  // ///// // / So the child sees that the 2p is 2 taps, 2 marks. The 5p is 5 taps, 5 marks. And you are counting the value of each coin in turn. Finally, you can together count the total number of marks. This is the number of pence your hand is worth! Extension- If	**Watch**-A teddy says a number from 0-20 and your child needs to find that number card - do this 5 times Use number cards to 20 Hold up a card and your child has to collect that number using toys/object from a group of toys already collected Complete this 6 times Challenge- Complete this upto 30	Take turns to count. This is harder than you think! One person says 'one'. The second person says 'two'. The first person says 'three''. Continue like this, taking turns, until you reach 20. Repeat but this time, speed up! Repeat but this time the other person starts – so you are saying different numbers. Repeat but count backwards from 20 to blast-off! Extension-Try this with three people – that's really hard, especially if you go fast **Watch-**Maths task 2: How many in a shoe/box? See last 2 pages below for task details

			time, measure how much the grown-up's hand is worth Watch this https://www.youtube.com/watch?v=dFzAU3u06Ps and learn about our coins. Now explore the feel of real coins.		
Task 4	PE with Joe Wicks Cosmic Kids Yoga	Make a picnic for lunch – just like one you would take to grandma if you were Red Riding Hood. Think about healthy and unhealthy foods. Enjoy your picnic for lunch.	Make a reading den 		PE with Joe Wicks (Fancy dress Friday!) Cosmic Kids Yoga

How many in a shoe/box? Activity for Friday

You need small objects, e.g. Lego™ bricks, buttons, conkers, shells, very small toys, vehicles, figures or animals – fat felt-tips and paper

What to do

- Choose a child's shoe or slipper/box.
- Choose some very small toys, bricks, shells or other counting objects.

- Discuss how many we think will fit in the shoe. We shall fill it, but not over-fill it. So, it won't be piled up, just nicely full.



  - Once the shoe is full, look at it together.
  - Each of you must estimate how many things are in the shoe.
- Write down your guesses next to your names.



  - Now you take out the things one by one.
  - Count them as you do this.
  - How many are there?
  - How close were your guesses?
  - Who was closest?
  - Write the number in figures.

- Repeat this as many times as you can using different items to fill the shoe. You should get better at estimating!

Virginia Sharp

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