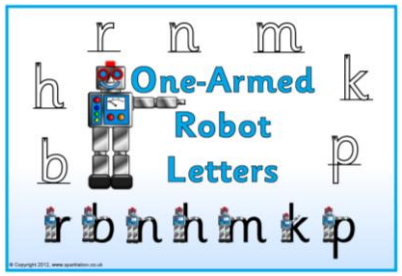
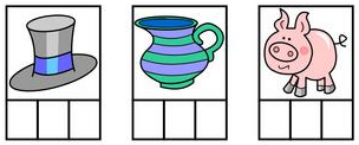
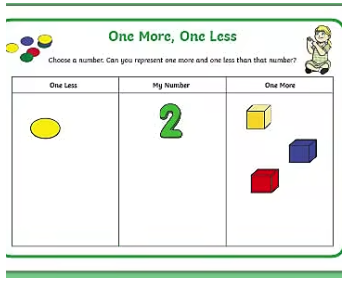
Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
Task 1	Practice/recap writing curly caterpillar letters – Handwriting and letter formation work. 	Can you use your phonics to write the word that matches the picture? 	Number writing practice. Use the number rhyme to assist formation (these are available on our web page)	Can you use your phonics to write the word that matches the picture? 	Practise writing the tricky words; The, was, and, I

Virginia Sharp

Task 2	Use the picture of children playing in the winter snow, as a talking point. Discuss what each child is doing. How they may feel. What can they see in the background of the picture. Take one of the child's observations and model saying it as a sentence. Then take that sentence and use it for the writing task. Say the sentence a few times. Count the words in the sentence as you say them. Talk about the importance of finger spaces between each word. Support your child to record that sentence, one word at a time, assisting them to spell unfamiliar or longer words and encouraging the use of phonics to sound out words. Example sentence starter; "I can see…" "It is …" "The boy/ the girl …"	Read/listen to the Gruffalos Child and discuss rhyme words within the text. Can you make a rhyming words word bank.	Winter scavenger hunt. Wrap up warm and see if you can complete the winter scavenger hunt (resource available on our website)	Let's explore Frost! What is frost? Frost isn't a person, but in the story 'Jack Frost' frost has been given personification / Frost has been brought to life as a character. Read/watch us read the story Jack Frost. **https://www.youtube.com/watch?v=yYJvW6uwYvM** Draw a picture of Jack Frost – he is a fictional character so children can be imaginative. Can you label the drawing with some words to describe frost and the cold? Teaching point – 'adjective' is the vocabulary used to describe something.	Ask what is ice? Discuss the change of state from water to ice. Place a bowl or pot of water into the freezer and check back later today to make observations on its progress to becoming ice. If you have a thermometer at home you can show your child how it is used to measure temperature and explain that at 0'c is the temperature which ice is formed.
Task 3	Ask your child to find 10 toys/objects and bring them to you. Ask them to check by	Use number cards 1-20 (template is on website or create your own) Ask your child to put them in	Using the number cards from yesterday - Place the number cards (1-10)in order, making one mistake (e.g.	Using the cards from yesterday- Shuffle the 1-20 cards. Your child takes one and you take	Sing a song which counts back from 10 to 0, such as Ten Green Bottles or Ten Fat Sausages. Children use

Task 3 Virginia Sharp	pointing to each toy/object when they are counting. If they find this ok, then ask them to find 20. Challenge- Count up to 30 Play- **https://www.topmarks.co.uk/learning-to-count/teddy-numbers** Try - numbers upto 10 Then – numbers upto 15 Extra challenge- practise counting to 100	order (If your child is finding 1-20 challenging then try 1-10) Play- **https://www.topmarks.co.uk/learning-to-count/helicopter-rescue** Have a go at - Direct numbers to 10 If confident, then please try- Direct numbers to 20 <u>Challenge task-</u> Direct numbers to 30 <u>Extra challenge-</u> Practise writing the numbers to 20 in order without cards	6, 8, 7). Count through these with your child and see if they can identify the mistake. Next, order cards in the following way : 1, 2, 3, 4, 5, 6, 7, 9, 8, 10, 11, 12, 14, 13, 15, 16, 17, 18, 19, 20. Show children a puppet/toy. The toy is learning to order numbers. He put these on the line this morning. He's almost got it right. Ask them to tell you what is wrong. Take them off, and repeat, each time swapping two or more numbers. Make sure your child has their eyes closed. Do this 5x times Challenge- Complete above task using numbers upto 30 Extra challenge- Complete above task using numbers upto 30 Taking 4/5 cards out and ask them to show you how they worked out their answer	one. *Who has the biggest number?* Each child makes a tower of interlocking cubes/Lego/same objects to go with their card. Who has the tallest tower? /Who has more? Whoever wins gets a counter (or similar). Take in the cards & repeat. Play until someone wins 3 counters. <u>Challenge task-</u> Shuffle a set of 10-20 cards. Your child takes one and you take one. *Who has the biggest number?* Each child makes a tower of interlocking cubes/Lego/ same objects to go with their card. Who has the tallest tower? /Who has more? Whoever wins gets a counter (or similar). Take in the cards & repeat. Play until someone wins 3 counters. <u>Extra challenge-</u> Repeat the above with a set of 10-30 number cards.	fingers to show how many bottles or sausages there are as they sing the song. Using One More, One Less activity mat (on website) give your child a random number upto 10 Ask them to tell you what number is 1 more and 1 less Use objects to show the amounts on the chart Complete this task 5 times Children are to write the sums for each question on a piece of paper e.g 1 more 2 + 1 = 3 1 less 2 – 1 = 1  **https://www.topmarks.co.uk/learning-to-count/chopper-squad** 1-30 Children are to write the sums for each question on a piece of paper

Task 4	Join Joe Wicks on his youtube channel to join in with a live PE session	Read and share a story book. Discuss the events and characters in the story.	Join Joe Wicks on his youtube channel to join in with a live PE session	Read and share a story book. Discuss the events and characters in the story.	Join Joe Wicks on his youtube channel to join in with a live PE session