

Please upload all of your work to Tapestry and don't forget to do...
Daily reading, sound book and Teddy word practise.

Maths

Session 1 - Monday 6 th	Session 2 - Tuesday 30th	Session 3 - Weds 1st	Session 4 - Thursday 2nd	Session 5 - Friday 3rd
<p>Sing the counting-to-10 song, '1, 2, 3, 4, 5'.</p> <p>1, 2, 3, 4, 5... [Sing/say the rhyme slowly as you 'grow' the fingers on your right hand in time with the words.]</p> <p>Once I caught a fish alive... [Wiggle your 5 fingers.]</p> <p>6, 7, 8, 9, 10... [Starting with your thumb, 'grow' the fingers on your left hand as you slowly sing/say this line.]</p> <p>Then I let it go again. [Wiggle your 10 fingers.]</p> <p>Now we're going to play a game called '1, 2, 3, 4, 5'.</p> <p>I'll show you a picture and you need to hold up an equal number of fingers. Show 1 of the flashcards (see resources)</p> <p>Can anyone show me an equal number of fingers?</p> <p>Why is it an equal number of fingers? [Allow time for a discussion of what</p>	<p>Use the flashcards from Session 1 (see resources and ask the children to show you an equal number of fingers.</p> <p><i>Let's look at this picture carefully.</i> [Choose the flashcard showing 2 dots.] <i>What do you notice? What else do you notice?</i></p> <p>Draw attention to the numeral, e.g. <i>This is a number. It represents 2.</i> Use a puppet or soft toy to introduce the activity.</p> <p><i>[Teddy] is going to help me play a different game with the cards and some objects that I have in this basket.</i></p> <p>Place all of the flashcards face down. Then shuffle them around. The puppet/soft toy or an adult should turn over a card and then collect an equal number of items from the basket.</p>	<p><i>We're going to play '1, 2, 3, 4, 5' with our fingers again.</i></p> <p>Prepare the flashcards from Sessions 1 and 2 (see resources). Explain that you are going to show the children some pictures and they need to represent the quantity shown in the quickest way they can, using only the fingers on 1 hand. As you turn over each card, draw attention to the numeral, e.g. <i>This number represents 4.</i> Repeat this activity as necessary before moving on to the second activity.</p> <p><i>Can you remember the game that we played with [Teddy] yesterday?</i></p> <p><i>Oh no! I've forgotten my basket of things to count!</i></p> <p><i>I know! If I turn over a card, can you show me and [Teddy] an equal number of claps?</i></p> <p>Show a flashcard and model clapping that number of times, as you count the number sequence out loud.</p>	<p><i>Let's play a different counting game today!</i></p> <p><i>I'm going to build a tower with these [blocks/cubes]. Count with me as I build it.</i></p> <p>Build a tower of soft, large blocks or cubes [using between 6 and 10 objects in total], counting as you build. Gently, knock the tower over.</p> <p><i>Is it still the same number of blocks now they have been knocked over? How do you know?</i></p> <p><i>How can we check that it's still the same number?</i></p> <p>Count together to check, emphasising the 'stopping' number. Draw attention to the fact that the blocks look different now they've been knocked over, but there is still the same quantity. Repeat the activity, choosing a different number between 6 and 10.</p>	<p>Comparing Weight: BEFORE STARTING YOU WILL NEED TO:</p> <p>Find between 3-5 bags (gift bags would be great but any bags will do). Fill them with objects (toys, wooden bricks etc) so they weigh different amounts when you pick them up with your hands. If you can, make a big bag light and a small bag heavy as big being heavy and light being small is a common misconception.</p> <p>Ask your child to pick up the bags one or two at a time. Using their hands as scales, can they show you which one is the heaviest? Can they find the lightest bag? Can they help Santa put all the bags in order from lightest to heaviest so that when he packs his sleigh he doesn't break any presents?</p>

<p>we mean by an equal number.]</p> <p>Allow the children to explore making numbers in different ways, but then encourage them to use the fingers on just 1 hand and to try to find the quickest way to make each number.</p> <p><i>There are 5 fingers on my hand.</i></p>	<p><i>Well done, [Teddy]! What did you notice [Teddy] do?</i></p> <p><i>Watch again... can you help [Teddy] to find an equal amount? How many does [Teddy] need to collect?</i></p> <p>Make the puppet/soft toy turn over another card, but this time ensure they make a mistake and keep on counting out more objects than is needed, forgetting the 'stopping' number.</p> <p><i>What mistake is [Teddy] making? Can anybody help [Teddy] to collect the correct number of objects? [Ask 1 of the children to count out the objects, then make the puppet/soft toy count out the objects again.]</i></p> <p><i>Is [Teddy] right? Is this an equal amount to [the first child's] way? How do you know?</i></p> <hr/> <p>Play the game again.</p>	<p>To reinforce the cardinal aspect, ensure that the puppet/soft toy or another adult makes the deliberate mistake of forgetting to stop at the 'stopping number'.</p> <p><i>What mistake is [Teddy] making? Can anybody help [Teddy] to clap an equal number of times? What does [Teddy] need to remember to do?</i></p> <p>Repeat with a different action (e.g. stamping feet, jumping, patting their heads, etc).</p> <p>Work through some of the other flashcards with the children, asking them to clap [or e.g. stamp, jump, etc.] an equal number of times to represent the quantity shown on each card.</p>		
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Literacy - This week a special elf has arrived!

**Session 1 -
Monday 29th**

A special Christmas Elf has arrived in our class!

Can you guess his name?
Children to draw a picture of an elf and write your guess or guesses for his name. We will find out tomorrow!

**Session 2 -
Tuesday 30th
The cheeky elf is hiding.**

Can you write where I am hiding?

We are using very simple words and hiding places for this activity that can be sounded out by the children (see below for simple ideas) Write down one or two hiding places.

For example:

in a cup/bin/pot/sock

OR

He is in the/on the ..

Choose the phrase that matches your child's writing confidence.

Hide your own elf for this, or a teddy/character toy if you don't have one.

**Session 3 -
Wednesday 1st**

Watch the story of the first Christmas:
https://www.youtube.com/watch?v=FrTFAZPQxpE&ab_channel=BBCTeach

Draw a stable and add some of the characters from the story, using the cut and stick pictures.

**Session 4 -
Thursday 2nd**

Read or watch the story:
Dear Santa
<https://www.youtube.com/watch?v=qu0F6aWQuPw>

Can you use your sounds to write 3 things you would like Santa to bring you?
Draw a picture or cut one out of a toy magazine to match your writing.

**Session 5 -
Friday 3rd**

This week we are focusing on writing our names using correct letter formation.

How many times can you write your name? Can you write it in different colours? Can you write it in flour with your finger or paint it with a brush?

If your child can confidently write their name in correct formation, try practicing some letters of the alphabet that don't feature in their name.

Phonics - This week we are learning the sounds/digraphs y, z, zz, qu

<p align="center">Today we are learning y</p> <p>Watch Geraldine the Giraffe learning our sound of the day:</p> <p>https://www.youtube.com/watch?v=k8y4VsZInY&ab_channel=MrT%27sPhonics</p>	<p align="center">Today we are learning z</p> <p>Watch Geraldine the Giraffe learning our sound of the day:</p> <p>https://www.youtube.com/watch?v=O6jgGvZ-3zQ&ab_channel=MrT%27sPhonics</p>	<p align="center">Today we are learning zz</p> <p>Watch Mr Thorne Does Phonics learning our sound of the day:</p> <p>https://www.youtube.com/watch?v=O36uprV52rE&ab_channel=MrT%27sPhonics</p>	<p align="center">Today we are learning qu</p> <p>Watch Geraldine the Giraffe learning our sound of the day:</p> <p>https://www.youtube.com/watch?v=mYGGkOMH_xQ&ab_channel=MrT%27sPhonics</p>	<p>Today we are practising blending sounds to make words. Have a go at sounding out the word and blending it together as you read it.</p> <p>https://www.youtube.com/watch?v=skKpz1Xi1iw</p>
<p align="center">Practise your sound cards.</p> <p align="center">Play 'Sound Sunshine' game</p> <p>You will need a counter to slide along the rays (a bottle top works well) and the sunshine sheet.</p> <p>Adult call out a sound, child slide counter to matching sound. If correct, score a point (collect objects or draw smiley faces). Then swap over. Child calls a sound to adult. Are they right? Who can get 8 points first?</p>	<p align="center">Practise your sound cards.</p> <p align="center">Now play an online phonics game from the selection below to consolidate your sounds.</p> <p align="center">Fishy Phonics:</p> <p align="center">https://www.phonicsbloom.com/uk/game/fishy-phonics?phase=2</p> <p align="center">OR</p> <p align="center">Match Cards:</p> <p align="center">https://www.phonicsbloom.com/uk/game/match-cards?phase=2</p> <p align="center">Please support your child with blending the sounds as needed.</p>	<p align="center">Play 'Phonics Spin the Bottle'</p> <p>Choose 6 sounds from your sound card booklet. Take them off and lay them in a circle. Pop a bottle into the middle of your circle.</p> <p>Take turns to spin the bottle. What sound did it land on? Can you run and find something beginning with that sound? Make a collection of objects by the sound cards. Repeat as many times as you like!</p> <p>When you've finished - choose a piece of music you like. Can you tidy up all the things you found before the music finishes?</p>	<p align="center">Practise your sound cards.</p> <p align="center">Play 'Object I Spy'</p> <p>Lay a selection of objects on a tray/plate/floor.</p> <p>Please make sure they begin with sounds we have learnt so far Check sound book if unsure.</p> <p>Say 'I spy with my little eye something beginning with ...' Can you find the right object? Take turns so your child has to also say the beginning sound too.</p> <p>Win the object if you get it right.</p> <p>When the objects are all gone - who has the most?</p>	<p align="center">Practise your sound cards.</p> <p>Now play an online phonics game from the selection below to consolidate your sounds.</p> <p align="center">Pick A Picture:</p> <p align="center">https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture</p> <p align="center">OR</p> <p align="center">Buried Treasure:</p> <p align="center">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</p>