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| Area of Learning | Monday | Tuesday | Wednesday | Thursday | Friday |
| Phonics | Play a game of read and draw.  Children read the numbered sentence and then draw a picture to match in the box on the grid.  1 - A black jet.  2 - Jack and Jill on a hill.  3 - A red van.  4 - A dog and a cat at the vets.  5 - A big cobweb in a bucket.  6 - Jon has a ticket to win.  7 - She jogs in the sun.  8 - Bill has a big wig.  9 - Ravi the vet has a pet fox. | Flash card sounds previously learnt - qu, ch, sh, th, ng  Read HFW - that / then / them / this / they / with / will  Flashcard tricky words with silly voices - he, she, me, my  Today's sound is Xx. Can you think of a word with ‘x’ in?  Model writing X and x.  Children read the words - box, fox, mix.  Sound talk these words and the children write them - tax, six, exit. Can they use one or more in a sentence? | Flash card sounds previously learnt - qu, ch, sh, th, ng  Read HFW - that / then / them / this / they / with / will  Flashcard tricky words with silly voices - he, she, me, my  Today's sound is Yy. Can you think of a word with ‘y’ in?  Model writing Y and y.  Children read the words - yes, yap, yummy.  Sound talk these words and the children write them - yet / yell / yum - yum. Can they use one or more in a sentence? | Flash card sounds previously learnt - qu, ch, sh, th, ng  Read HFW - that / then / them / this / they / with / will  Flashcard tricky words with silly voices - he, she, me, my  Today's sound is Zz and the digraph zz. Can you think of a word with ‘z’ at the beginning? Can you think of a word with zz at the end?  Model writing Z and z.  Children read the words - zoo, zoom, zag.  Sound talk these words and the children write them - Buzz, zig-zag, zebra, fuzz, fizz. Can they use one or more in a sentence? | Flash card sounds previously learnt - qu, ch, sh, th, ng  Read HFW - that / then / them / this / they / with / will  Flashcard tricky words with silly voices - he, she, me, my  Today's sound is ch. Can you think of a word with ‘ch’ at the beginning? Can you think of a word with ch at the end?  Model writing ch.  Children read the words - chat, chop, chin, much, rich,  Sound talk these words and the children write them - check, such, chip, chill, chicken. Can they use one or more in a sentence? |
| Maths | Today we are following White Rose Maths- Lesson 1  https://whiterosemaths.com/homelearning/early-years/to-20-beyond-week-1/  Activity: Maths lesson 1  See home learning page for uploaded activity sheet | Today we are following White Rose Maths- Lesson 2  https://whiterosemaths.com/homelearning/early-years/to-20-beyond-week-1/  Activity: Maths lesson 2  See home learning page for uploaded activity sheet | Today we are following White Rose Maths- Lesson 3  https://whiterosemaths.com/homelearning/early-years/to-20-beyond-week-1/  Activity: Maths lesson 3  See home learning page for uploaded activity sheet | Today we are following White Rose Maths- Lesson 4  https://whiterosemaths.com/homelearning/early-years/to-20-beyond-week-1/  Activity: Maths lesson 4  See home learning page for uploaded activity sheet | Today we are following White Rose Maths- Lesson 5  https://whiterosemaths.com/homelearning/early-years/to-20-beyond-week-1/  Activity: Maths lesson 5  See home learning page for uploaded activity sheet |
| Reading | Share your reading book together discussing the character, settings and what happens next. | Share your reading book together discussing the character, settings and what happens next. | Share your reading book together discussing the character, settings and what happens next. | Share your reading book together discussing the character, settings and what happens next. | Share your reading book together discussing the character, settings and what happens next. |
| Other | RE - Jesus is with us  Listen: We Believe song <https://www.youtube.com/watch?v=j3Od_rdV2vE> /  Watch:  Jesus appears to the disciples  <https://www.youtube.com/watch?v=lzMo_fysxbI>  Talk:  Why do you think the disciples were worried?  Suddenly, they were amazed. Why?  What did Jesus say to them?  What did they find it hard to believe?  Pray:  Jesus, we believe just like the disciples. Thank you for helping us to believe in your mission. We will always try to treat others with kindness as you have shown us.  Amen | UTW  Go on a spring hunt in your garden or use this video - <https://www.youtube.com/watch?v=vLAnt9__5Mg>  Talk about the signs of Spring with your child:   * Warmer weather. * Flowers blooming. * Blossom appearing on trees. * Insects emerging. * Wildlife coming out of hibernation. * Birds **nesting**. * Baby animals arriving, such as lambs. * Seasonal flowers like **snowdrops** or daffodils.   Children draw a sign of Spring they have seen and label the picture.  Children write about the signs of Spring that they saw, for example.  We have yellow daffodils in our garden. | PE  Jack and the Beanstalk  Tell the story up until Jack goes to market (see sheet) - children think of ways that Jack could go to market (running / jumping gates / pulling the cow / walking slowly) Move around choosing different ones for a warm up.  Making Shapes - children practise the story shapes (see sheet). Then play fast shapes calling one of the names and the children remember and get into that shape.  Add in a balance - one foot / two arms one leg / boat pose on bottom.  Then ask the children to move around the room / garden making a shape, then a balance and moving on. | Literacy - Day 1  Make a Jack and the Beanstalk book (4 pages)  On the first page draw the cover for your story and write the title.  On the second page draw the beginning of the story - Jack gets the magic beans and the beanstalk grows.  Adults - model a sentence to match the picture or encourage the children to think of their own, for example:  Jack got the magic beans but Mum was cross and threw them away. | Literacy - Day 2  Make a Jack and the Beanstalk book (4 pages)  On the third page draw the middle of the story - Jack climbs the beanstalk and takes the hen, the coins and the harp.  Model or encourage independent sentence writing.  On the fourth page draw the end of the story - FEE FI FO FUM and Jack chopping down the beanstalk.  Again model or encourage independent sentence writing. |
| Extra | Cosmic Kids Yoga  <https://www.youtube.com/user/CosmicKidsYoga> | Finger Gym  <https://youtu.be/3VpARNgbb8c> | Boot Camp  <https://www.youtube.com/channel/UC1uISIOKNnnGALw17v9naPg> | Art & Design-  Design a castle for the Giant.  You can draw / paint or make a model. | Music -  Learn the first song for the story:  <https://www.bbc.co.uk/teach/school-radio/music-jack-and-the-beanstalk-song1/z7m67nb> |