

Class: 1	Teacher:	Date: 21.03.20
English:	<p>Phonics: A short phonics set needs to be done each day. Print off the sound cards for phase 2 and phase 3 if possible if not show them on the computer. At the start of each session show the children the sound cards of sounds covered so far and get them to tell you the sounds. (All of phase 2)</p> <p>Introduce sh, and ch over the week. (This will be a recap for some)</p> <p>Then have a 5 -10 minute practise reading or writing words and then sentences with that sound in. Vary the writing with chalk, pens, pencils, and ICT games (see attached website list.)</p> <p>Suggested words and sentences: Fish, ship, shin, mash, flashing, smashing, crashing, shift, chip, chop, chin, lunch, ranch, chimp. I had fish and chips. The ship was crashing on the rock. I chip my lunch up.</p> <p>Reading:</p> <p>Help your child read every day. This could be a mixture of reading level appropriate books, shared reading a story or playing phonic sentence games. (See website suggestions.)</p> <p>Communication and Language: Build a den-sized castle/ Lego castle/ box castle and, using yourselves, toys or the puppets provided, retell the story using the storytelling patterns. If possible, take photos or a short film clip to email in. You could always draw your castle and describe it in your workbook. (Writing is optional for this activity).</p> <p>Writing (complete after the communication activity):</p> <p>1. Draw a picture of a giant in their work book. Think of phrases the giant might say (Fee, fi, fo, fum! Look out Jack here I come! Stop that boy! That is my harp! Come back here! Etc.)</p> <p>Discuss with them whilst stomping around like a giant. Model writing a sentence first. Hide it away and then it is the turn of your child. Write the phrase under the giant. Ideally 2-3 sentences but work to the stamina of your child.</p>	
Writing - 30 mins ish. You can always come back to it another day.		
Maths: 20-30mins Per activity	<p>1. Paint some beans to make them magic beans (or use pom-poms, marbles, counters etc. as your magic beans). Make some number cards 1-10. Choose a number and count out the number of beans. Look at adding 1 more. How many now? Two more? Three more? Model the language 1 more than 4 is five (e.g.) Please write a generalised comment on how the children coped with the activity in their workbook.</p> <p>2. Hide paper (or real!) leaves around a room. On the leaves write some addition sums (first to 10 and then to 20). Use the addition mat and your magic beans from the first activity to work out the answer. Model the language 2 add three is equal to five. (e.g.) Write the answer on the leaves and stick them in to make a beanstalk picture in their workbook.</p> <p>3. Practise number formation 1-10. Write 3 sets in your workbook.</p> <p>4. I spy and count. (see attached sheet) Extend if desired by adding some items together to find the total. Please stick in workbook.</p> <p>5. Crack the code addition to 10 (see attached sheet) Please stick in workbook.</p> <p>PLEASE TICK CORRECT ANSWERS FOR YOUR CHILD'S WORK. THANKYOU.</p>	
Topic:	<p>Our Topic is: Jack and the Beanstalk, growing and plants.</p> <p>1. Complete the flower stem experiment in your work book</p> <p>2. Play adult and baby pairs using the cards given/ make your own. Stick the pairs in your workbook and write a sentence for 3 pairs based on this sentence model: A pig has a baby piglet. A sheep has a lamb. (e.g.)</p>	
Extra Challenges/Learning suggestions:		Websites you can use:
<ul style="list-style-type: none"> ▪ Cooking – Beanstalk biscuits (e.g) ▪ Art – flower picture/collage ▪ Research project – parts of a flower ▪ Science activity – growing seeds in light/dark places. ▪ Plant seeds from fruit and veg to see if any will grow. 		<p>Some suggestions:</p> <p>http://www.letters-and-sounds.com/phase-3-games.html</p> <p>https://www.bbc.co.uk/cbeebies/stories</p> <p>PHONICS FOR ADULTS:</p> <p>https://www.bbc.co.uk/cbeebies/grownups/the-alphablocks-guide-to-phonics</p> <p>https://www.youtube.com/watch?v=-ksblMiliA8</p>

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