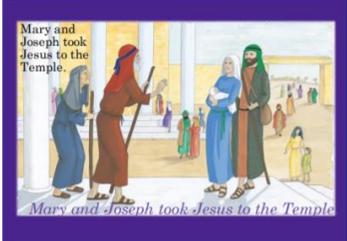




| | <u>Monday</u> | <u>Tuesday</u> | <u>Wednesday</u> | <u>Thursday</u> | <u>Friday</u> |
|-------------------|--|---|--|--|---|
| <u>Input</u> 1 | <p><u>Literacy/phonics</u></p> <p>Listen to the Reception teachers reading 'There Is No Dragon In This Story' by Lou Carter on the school website</p>  <p>Talk about beginning, middle and ending of the story. Together make a list of characters in the story- the gingerbread man, the 3 pigs, Goldilocks, Jack and the Beanstalk.</p> | <p><u>Come & See</u></p> <p>Our Come and See topic is 'Celebrating'.</p> <p>Read the 'Presentation Story' on the page below with a grown up. Re-enact the story together using your Posada dolls or some small world figures.</p>   | <p><u>Literacy/phonics</u></p> <p>Recap story 'There Is No Dragon In This Story' by Lou Carter</p> <p>https://www.youtube.com/watch?v=F5CLYtKEq0c</p> <p>Look at a picture of the dragon in the story. Can you describe him? Talk about what he looks like.</p> <p>Scroll down to read the following sentence below. 'The dragon is big and red.'</p> <p>Draw a picture of the dragon and write the sentence under it.</p> <p>Remember to leave spaces between your words!</p> | <p><u>Literacy/phonics</u></p> <p>Story 'There is no Dragon in this story.'</p> <p>Can you remember these sentences in the story? 'Can I be in your story?' 'There is no dragon in this story.' 'I can be a hero.'</p> <p>If you scroll down below you will find the sentence 'I can be a hero.' Read the sentence then copy it.</p> <p>Cut out the words and mix the sentence up. Can you put the words in the correct order again?</p> | <p><u>Literacy/phonics</u></p> <p>Today we are going to do some handwriting. We will practise writing the letters <i>c</i>, <i>a</i> and <i>o</i>.</p> <p><u>Watch the video of Mrs Ziegler on evidence me to see the handwriting lesson.</u></p> |

| | | | | | |
|---|--|--|---|--|---|
| <p><u>Phase 3 Phonics</u> <u>Please share this activity on Evidence me</u></p> <p><u>Watch the phonics lesson about the digraph 'ch' given by Mrs Dalley on Evidence me.</u></p> <p>Focus on digraph ch. (a digraph is when two letters make one sound) Learn jolly phonics song and action. https://youtu.be/gLHpZyIu7ps</p> <p>Encourage your child to sound out and read the following words; chip, chin, chat, chop, chill, chick. Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. The chick is rich. Encourage children to read and write the sentence. Talk about capital letters, finger spaces and full stops.</p> | <p><u>Phase 3 Phonics</u> Revisit and revise previously learnt sounds (Phase 2) https://www.youtube.com/watch?v=DIpcabxNSU4 Revise ch, Focus on digraph sh Learn jolly phonics song and action. https://youtu.be/3uyqR3u4jtq</p> <p>Watch bbc bitesize clip about the digraph sh https://www.bbc.co.uk/bitesize/topics/zjrhmf/articles/z4jtjs g</p> <p>Encourage your child to sound out and read the following words; ship, shell, shop, shut, shed, fish, dish Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. A fish in</p> | <p><u>Phase 3 Phonics</u> Revisit and revise previously learnt sounds (Phase 2) https://www.youtube.com/watch?v=DIpcabxNSU4</p> <p>Revise ch, sh Focus on digraph th (soft sound) Learn jolly phonics song and action. https://www.youtube.com/watch?v=TQYDbZ8qqaw</p> <p>Watch bbc bitesize clip about the digraph th https://www.bbc.co.uk/bitesize/topics/zjrhmf/articles/zycjcm n</p> <p>Encourage your child to sound out and read the following words; Thick, thin thank think thud three thunder thing</p> | <p><u>Phase 3 Phonics</u> Revisit and revise previously learnt sounds (Phase 2) https://www.youtube.com/watch?v=DIpcabxNSU4</p> <p>Revise ch, sh, th Focus on digraph th (hard sound) https://www.youtube.com/watch?v=TQYDbZ8qqaw</p> <p>Encourage your child to sound out and read the following words; this, then, them that the,</p> <p>Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. That is the thunder. Encourage children to read and write the sentence. Talk about capital</p> | <p><u>Phase 3 Phonics</u> <u>Phonics</u> Revisit and revise previously learnt sounds (Phase 2) https://www.youtube.com/watch?v=DIpcabxNSU4</p> <p>Revise ch, sh, th Focus on digraph th (hard sound) https://www.youtube.com/watch?v=TQYDbZ8qqaw</p> <p>Encourage your child to sound out and read the following words; this, then, them that the,</p> <p>Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. That is the thunder. Encourage children to read and write the sentence. Talk about capital</p> | <p><u>Phase 3 Phonics</u> <u>Phonics-</u></p> <p>Revisit and revise previously learnt sounds (Phase 2) https://www.youtube.com/watch?v=DIpcabxNSU4</p> <p>Focus on digraph ng Learn jolly phonics song and action. https://www.youtube.com/watch?v=VOYJb5uzSAk</p> <p>Watch bbc bitesize clip about the digraph ng https://www.bbc.co.uk/bitesize/topics/zjrhmf/articles/zxfcf82</p> <p>Encourage your child to sound out and read the following words; ring, bang, sing, song, king, long</p> |
|---|--|--|---|--|---|

| | | | | | |
|--|--|--|---|---|--|
| | | <p><i>a shop.</i> Encourage children to read and write the sentence. Talk about capital letters, finger spaces and full stops.</p> | <p>Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. Thick and thin. Encourage children to read and write the sentence. Talk about capital letters, finger spaces and full stops.</p> | <p>letters, finger spaces and full stops.</p> | <p>Can your child write the words or use magnetic letters to build the word?</p> <p>Show your child the sentence. The king can sing. Encourage children to read and write the sentence. Talk about capital letters, finger spaces and full stops.</p> |
|--|--|--|---|---|--|

Input
2

The World

Winter: Hot/Cold

(Lesson 3) from Oak National Academy

<https://classroom.thenationalacademy/lessons/to-name-things-that-you-can-see-outside-in-winter-c4t3ec>

Creative

Draw around your hand or use paint to make a handprint castle or dragon or both! Decorate them with cut out pieces of paper and use pens to draw flags and features on your dragon.



PSED

Squeaky Clean

(Lesson 4) from Oak National Academy

Brush your teeth

<https://classroom.thenationalacademy/lessons/brush-your-teeth-65j66d>

Music
Habitats

(Lesson 6 from 6) from Oak National Academy

The Rainforest (Part 3)

<https://classroom.thenationalacademy/lessons/the-rainforest-part-3-cqr3ae>

Physical
Development

Ask an adult to tie a knot in a piece of ribbon, a strip of fabric or even a sock. Don't let them tie it too tight! Can you untie each knot yourself? Keep practising and then maybe you could tie some knots for them to untie too.



TIE & UNTIE A KNOT
fine motor practice



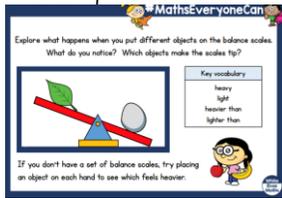
Input
3

Maths

White Rose Maths
Alive in 5!

Week 3 Session 1
<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

Watch video clip and complete task

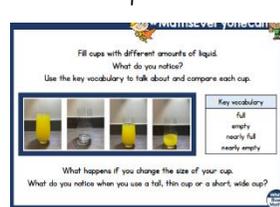


Maths

White Rose Maths
Alive in 5!

Week 3 Session 2
<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

Watch video clip and complete task



Maths

Please share this activity on Evidence me

White Rose Maths
Alive in 5!

Week 3 Session 3
<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

Watch video clip and complete task



Maths

White Rose Maths
Alive in 5!

Week 3 Session 4
<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

Watch video clip and complete task



Maths

White Rose Maths
Alive in 5!

Week 3 Session 5
<https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-3/>

Watch video clip and complete task



Further Maths Challenges from White Rose Maths Digging Deeper

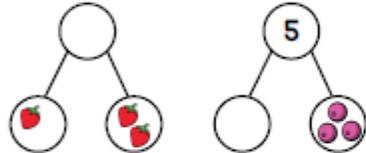
Reception - Addition and subtraction - Numbers to 5



Digging Deeper

What is missing?

Show the children a part-whole model with either one of the parts or the whole missing.



Encourage children to use concrete objects, draw a picture or use their fingers to help them explain how they know what is missing.

Exploring possibilities

Show the children an empty feely bag.
Together, count 4 cubes into the bag.
Take out an unseen amount.
Ask the children to discuss how many **could** be in your hand and how many **could** be left in the bag.

Key questions

What is missing? How do you know?
Can you draw a picture to show me?
Can you show me with these cubes?

How many cubes could I have in my hand?
How many cubes could be left in the bag?
If I have 3 cubes in my hand, how many will be in the bag?
Could I still have 4 cubes left inside the bag?
If there are 4 in the bag, how many will be in my hand?
Could I have 5 cubes in my hand? How do you know?

Hidden bonds



Show the children 2 buckets.
Explain that you have 3 pebbles hidden inside the buckets.
Ask the children how many pebbles **could** be in each bucket.
How many pebbles could I have in this bucket? In this one?
Could this bucket have 0 pebbles?
Could this bucket have 4 pebbles? How do you know?

Come and See (Reveal 2)

Ask a grown up to read the story to you.

The Presentation Story

One day, Mary and Joseph took baby Jesus to the Temple in a town called Jerusalem. Mary and Joseph wanted to present baby Jesus to God. They also wanted to say thank you to God for giving them their precious baby boy.

At the Temple, Mary and Joseph met two people, their names were Simeon and Anna. Simeon and Anna went to the Temple every day to pray. Simeon held baby Jesus in his arms and he also gave thanks to God. He said a prayer for baby Jesus and he blessed Mary and Joseph. Simeon said, 'Jesus is like a light to help people'. Anna was very excited to meet baby Jesus and she also gave thanks to God for him. Mary and Joseph took baby Jesus home to Nazareth.

Using your Mary and Joseph peg dolls from your Posada bag or small world figures, re-enact the story together. You could use lego or blocks to build the Temple.

Phase 2 decodable

| | | | | | | |
|------|-----|-----|-----|-----|-----|-----|
| a | an | as | at | if | in | is |
| it | of | off | on | can | dad | had |
| back | and | get | big | him | his | not |
| got | up | mum | but | put | | |

Phase 2 tricky

| | | | | | | |
|-----|----|---|----|----|------|--|
| the | to | I | no | go | into | |
|-----|----|---|----|----|------|--|

Look on Youtube for the Phase 2 and Phase 3 Tricky word songs

Phase 3

| Sounds | Tricky Words |
|---|--------------|
|         | we me |
|         | all are |
|         | they my |
|    | her was |
| | be you |
| | she he |

 visit [twinkl.com](https://www.twinkl.com)

Literacy

Wednesday

The dragon is big and red.

Literacy

Thursday

| | | | | |
|----------|------------|-----------|----------|--------------|
| <i>I</i> | <i>can</i> | <i>be</i> | <i>a</i> | <i>hero.</i> |
|----------|------------|-----------|----------|--------------|