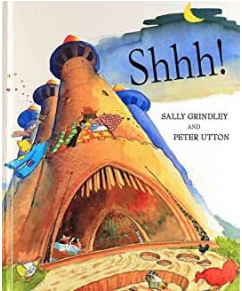
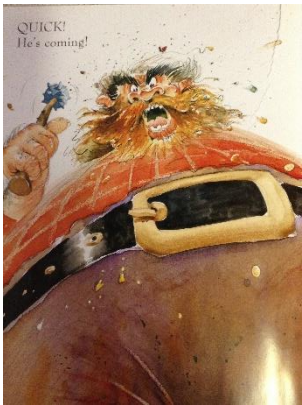
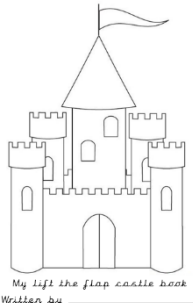
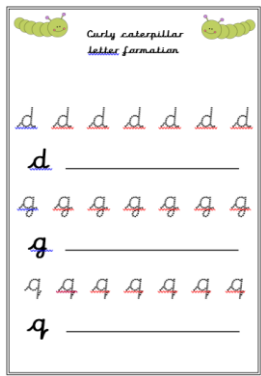




	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Input</b> <b>1</b>	<p><u><b>Literacy</b></u></p> <p>Read/listen to the story 'Shhh!' by Sally Grindley and Peter Utton.  <a href="https://www.youtube.com/watch?v=AfmGKd2UhTk">https://www.youtube.com/watch?v=AfmGKd2UhTk</a></p>  <p>Talk about the story. Where did the story take place? Who are the characters in the story? How did the story make you feel? Can you describe the giant? What did he look like? Why do you think he closed the book so quickly at the end?</p>	<p><u><b>Literacy</b></u></p> <p>Can you draw a picture of the giant from the story 'Shhh!'? Remember he is very tall with big hands and big feet!</p> <p>Write your own sentence about the giant e.g. He is big, He has big hands.</p> 	<p><u><b>Literacy</b></u></p> <p>The story 'Shhh!' is a lift the flap book. Look around your house to see if you have any lift the flap books. Maybe you have 'Dear Zoo' or a 'Spot' book.</p> <p>Watch the video on Evidence Me of Mrs Francis sharing different types of lift the flap books. Maybe you could have a go at making your own.</p> <p><u>Please share this activity on Evidence me</u></p>  <p>My lift the flap castle book Written by _____</p>	<p><u><b>Handwriting</b></u></p> <p>Watch the video on Evidence Me to help form the next 3 curly caterpillar letters d, g and q.</p> <p>You can print out the curly caterpillar sheets from the website to help you form your letters. Always try and remember to start each letter on the line with a whoosh!</p> 	<p><u><b>Come and see</b></u></p> <p>Our topic is Celebrating. Ask the children if there is anything they wonder about</p> <ul style="list-style-type: none"> <li>celebrating</li> <li>celebrating together</li> </ul> <p>Provide the opportunity, possibly by one of the means above, for the children to remember</p> <ul style="list-style-type: none"> <li>What a celebration is.</li> <li>Different elements of celebration.</li> <li>Different ways of celebrating.</li> <li>Who the church/parish family are.</li> <li>Some of the celebrations of the church/parish family.</li> <li>The Presentation story</li> </ul>

### Phonics

We know how hard you are working with your phonics at home. This week we would like to recap and consolidate your learning.

Recap on phase 2 tricky words, **I, no, go, into, the, to**. Remember we cannot sound out tricky words. Watch the clip;  
<https://www.youtube.com/watch?v=TxMyssfAUx0&list=PLCLKSfIkRDSRP6OCf-lm0wAr2s7YlLfKQ>

Print out the tricky word bingo game from the website or make your own using paper and play with a member of your family.

Can you read these sentences?

Get to the top.  
A pup in the mud.  
Go to the log hut.

### Phonics

Recap on all the sounds we have learnt so far. Do you know all the sounds that each letter makes now? Practise the ones you do not recognise.

It's really important in phonics that we continue to practice our blending and segmenting each day. Remember blending is for reading words and segmenting is for sounding out for writing.

Watch the video on Evidence Me to help you.

### Phonics

Recap on all the sounds we have learnt so far. Practise the ones you do not recognise.

Play the 'Pick A Picture' game below. This will help with your blending skills.

<https://www.phonicsplay.co.uk/resources/phase/2/pick-a-picture>

If you have time you could print out and play the picture and caption game from the website..Read the caption and match it to the correct picture. If you don't have a printer you could have a go at making your own.

### Phonics

Recap on all the sounds we have learnt so far. Practise the ones you do not recognise.

Can you practise using your segmenting skills to write some CVC words into a phoneme frame? The video on Evidence Me will help you. You will find a cvc phoneme frame worksheet on the website.

Can you use some of the words to build a sentence?  
e.g. dog  
You may say the sentence The dog is big.

### Phonics

Recap on all the sounds we have learnt so far. Practise the ones you do not recognise.

Play Tricky Word Trucks on Phonics play

<https://www.phonicsplay.co.uk/resources/phase/2/tricky-word-trucks>

Can you practise writing the tricky words. Use the tricky word sheet to help you.

Can you use some of your tricky words in a sentence e.g.

Get to the top.  
A pup in the mud.  
Go to the log hut.

**Input**  
**2**

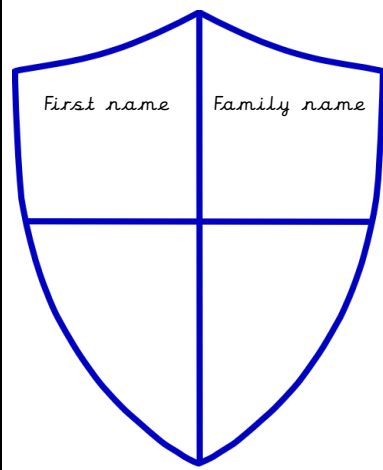
**The World**

Go on a scavenger hunt indoors or outdoors and find the objects on the chart below (There is a printable copy on a page below) You can draw a picture of each object in the box. Can you label the object too?

**Scavenger Hunt**

Something blue	Something that rolls	Something that makes a loud noise
Something light	Something that makes me feel happy	Something smaller than my thumb
Something that smells nice	Something that makes a scratchy noise	Something multi-coloured
Something that makes a quiet noise	Something green	Something bigger than my hand

**Creative**



Make a shield using the template below to defend yourself from dragons and giants! Write your name and family name on your shield. In each of the four areas you could draw a hobby that you enjoy doing such as drawing, playing football or singing!

**PSED**

**Squeaky Clean Germ Invasion**

(Lesson 5) from Oak National Academy

<https://classroom.thenationalacademy/lessons/flush-and-wash-c5j3ec>

**Music**

**BBC school radio EYFS Listening skills-2 Inside Sounds**

Listen to the sounds on this programme. Can you recognise them? You will have heard some of them in your house.

<https://www.bbc.co.uk/teach/school-radio/eyfs-listening-skills>

**Physical Development**

Ask an adult to help you to draw a wavy or zig zag line on a piece of paper. Carefully place buttons beads or any small items along the lines.



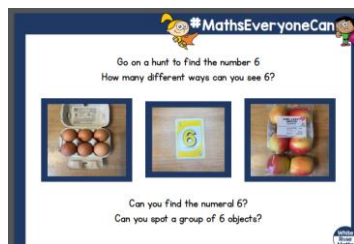
You can also do this outdoors by drawing a chalk line on the ground and using natural materials such as stones and sticks.

Input  
3

Maths

White Rose Maths  
Growing 6, 7, 8  
Week 1 session 1

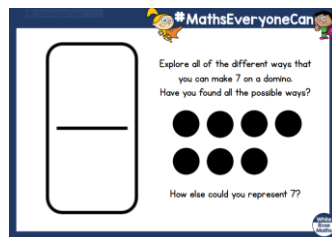
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>  
Watch video clip and complete task



Maths

White Rose Maths  
Growing 6, 7, 8  
Week 1 session 2

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>  
Watch video clip and complete task

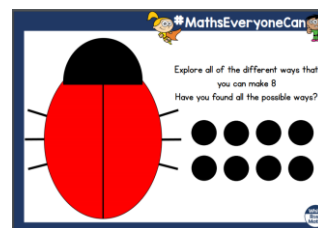


Please share this activity on Evidence me

Maths

White Rose Maths  
Growing 6, 7, 8  
Week 1 session 3

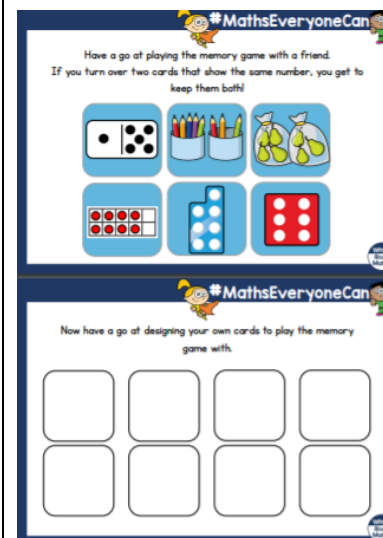
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Watch video clip and complete task



Maths

White Rose Maths  
Growing 6, 7, 8  
Week 1 session 4

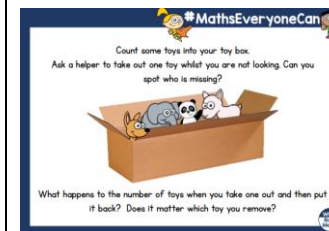
<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>  
Watch video clip and complete task



Maths

White Rose Maths  
Growing 6, 7, 8  
Week 1 session 5

<https://whiterosemaths.com/homelearning/early-years/growing-6-7-8/>  
Watch video clip and complete task



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	

## Digging Deeper



### Key Questions

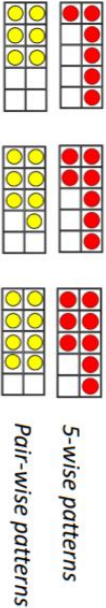
- How do you 6 here?
- How do you see 6 now?
- What do you notice when you try to make pairs with 7?
- How many are hidden now? How do you know?
- Can you draw a picture to show me?
- Can you show me with these cubes?

### Dot Plates

Show the children 6, 7 and 8 on a ten frame or in a 10-hole egg box. Can they see how many without needing to count in ones?

Encourage the children to build 6, 7 and 8 onto the 10 frames in pairs – what do they notice?

Compare the 5-wise and pair-wise patterns for each number. What's the same and what's different?



### How Many Now?

Count out 6 cubes with the children and then cover them so they can't be seen.

Add one or two more cubes. How many are there now?

What if we took one or two cubes away?

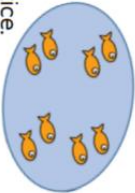
Encourage the children to make jottings or to use their fingers to help them solve the problem.

### Composition of 6,7,8

Provide each child with a blue 'pool' and 8 fish. Ask them to arrange their fish into pairs.

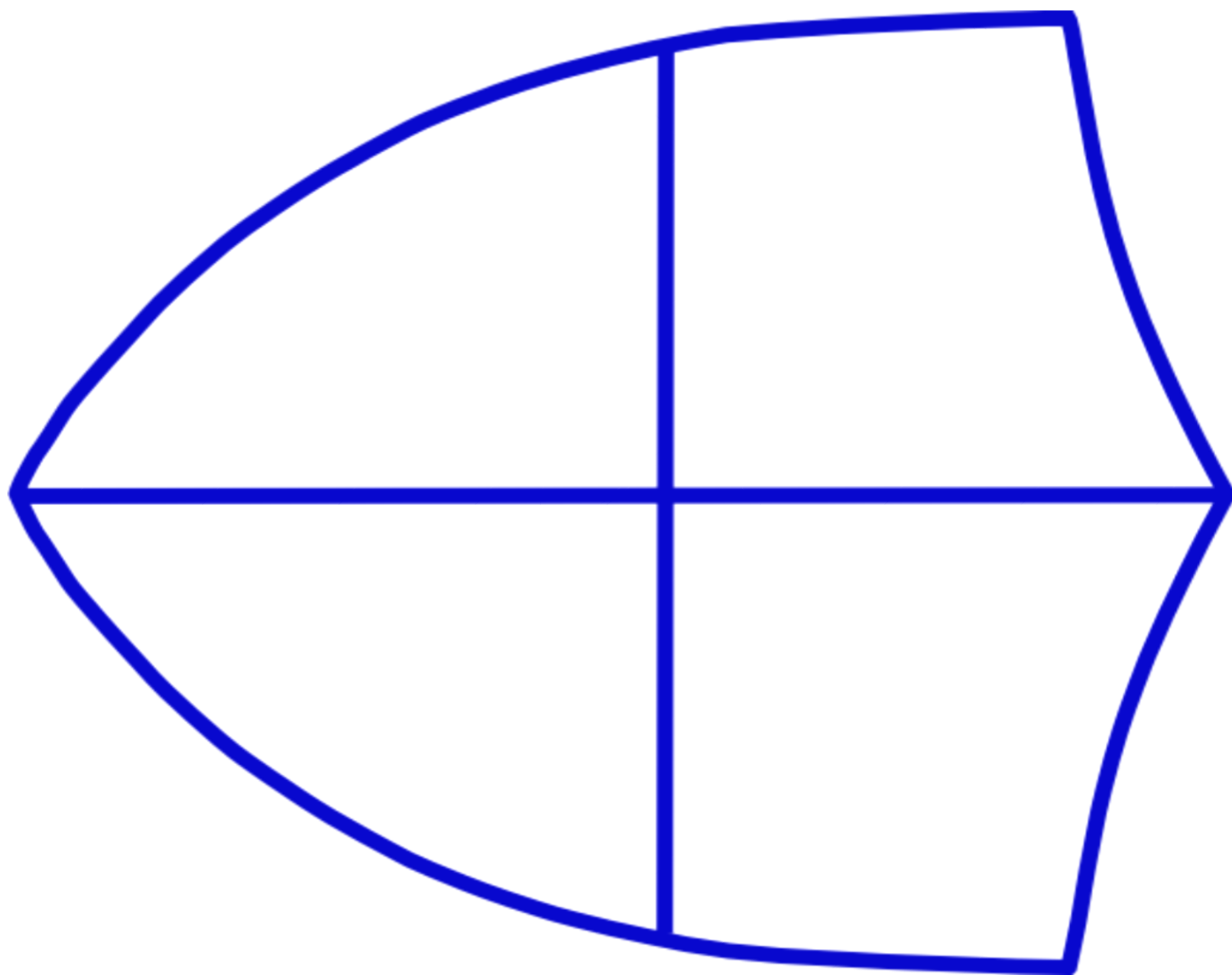
Ask the children what they notice.

Ask the children to arrange their fish in a different way and to discuss the different compositions of 8 that they notice.



Encourage them to explore the composition of 6 and 7 in a similar way.

You can vary the contexts. For example, cars in a car park, horses in a field, ladybirds on a log.





# Scavenger Hunt

Something blue

Something that rolls

Something that  
makes a loud noise

● Rectangular Snip

Something light

Something that  
makes me feel happy

Something smaller  
than my thumb

Something that  
smells nice

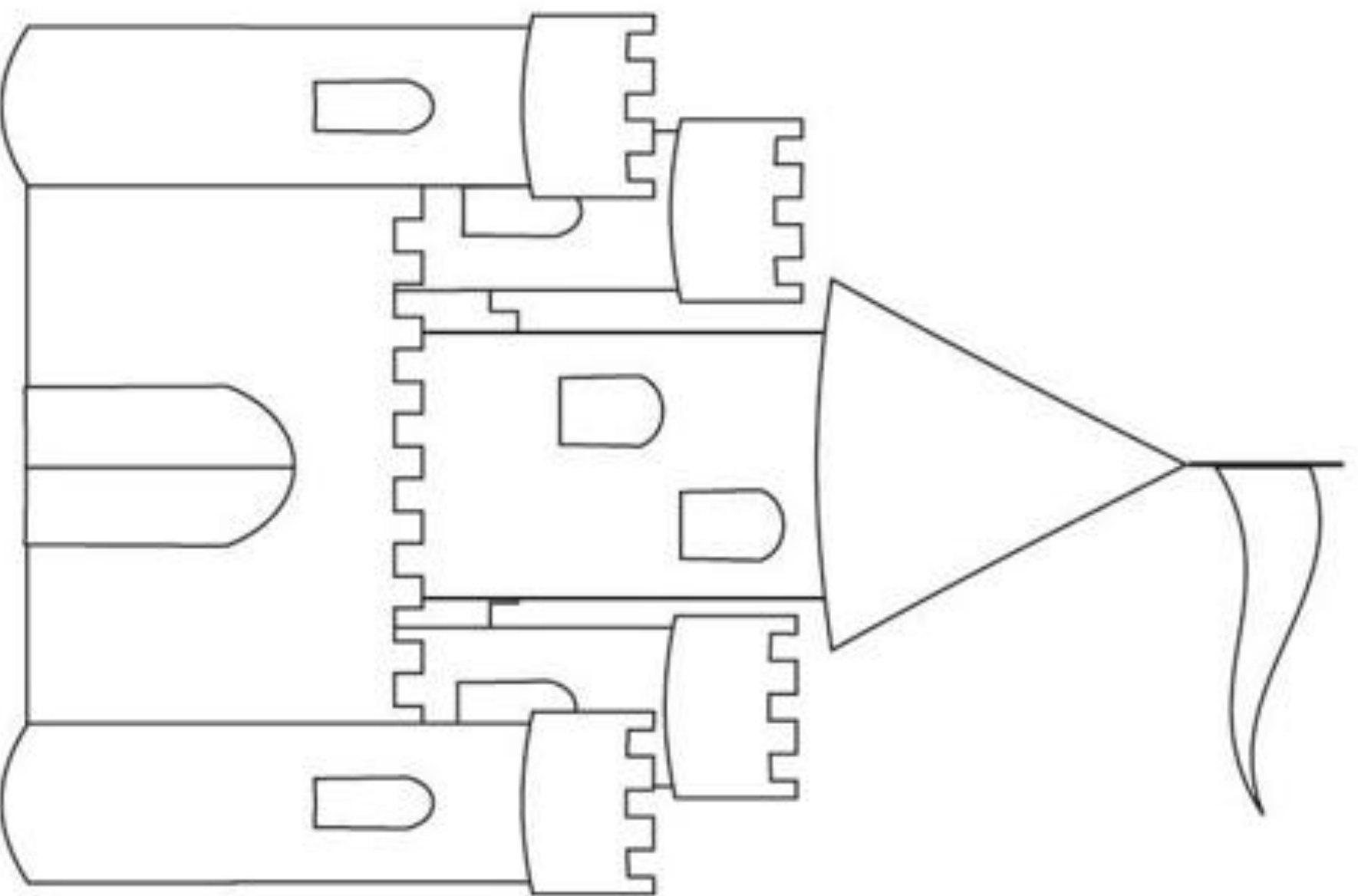
Something that  
makes a scratchy  
noise

Something  
multi-coloured

Something that  
makes a quiet noise

Something green

Something bigger  
than my hand



*My lift the flap castle book*

Written by \_\_\_\_\_