

Suggested Butterfly and Ladybird Timetable

Spring 1 Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>Have you washed, dressed yourself, brushed your hair, made your bed and brushed your teeth today?</p> <p>We always start our day with our prayers. Have a lovely day. We are thinking about each and every one of you. xx</p>				
Approximately 15 - 30 mins	<p>Well Being</p> <p>Wake up Shake Up!</p> <p>https://www.youtube.com/watch?v=1gUbdNbu6ak</p>	<p>Well Being</p> <p>Go for a brisk walk – open the window in your front room, take 5 deep breaths. Now walk quickly for 5 mins or you could go outside</p>	<p>Well Being</p> <p>Joe Wicks - 8 mins</p> <p>Wickshttps://www.youtube.com/watch?v=Ext2jLRlaf8</p>	<p>Well Being</p> <p>Wake up Shake Up!</p> <p>https://www.youtube.com/watch?v=1gUbdNbu6ak</p>	<p>Well Being</p> <p>Find a moment today to go out for a walk around the block, to a park, on your balcony. Hold you adult's hand. Talk about all the things you can see and hear. We are blessed.</p>
	<p>Phonics – Please Read Parent Tips</p> <p>We learn 4 new sounds per week. This week the sounds are all digraphs. The children should be able to tell you that digraphs have two letters that make one sound. Friday is a revision day where children choose to write at least one word, using a sound they have learnt this week. They have a go putting that word into a sentence, eg: 'I can see a shark.' Or in a silly sentence: 'The shark is in the boot.'</p> <p>Our daily power points include:</p> <ol style="list-style-type: none"> 1. a bank of High Frequency (words that are found in most reading books at this stage) and tricky words. We read through these quickly in class and the same words are repeated every day so children become familiar with them – please help your child to sound out the words in black. You cannot sound out the red words, so they will need your help saying them. 2. the new sound, 3. we practise writing the sound – so you will need a piece of lined paper. 4. Writing - say the word aloud by segmenting (pull the sounds apart – eg: c-a-t) and blend (put the sounds back together, eg: cat) 5. Segment and blending for reading they choose a picture and have a go at writing one word to match. <p>Only complete what you can. We don't complete all these activities in 15 minutes. We dip in and out throughout the day.</p> <p>Remember phonics is fun! Encourage your child to use their Freddie fingers to segment and blend. The sound mats use are in Week 1</p>				
Approximately 15 - 20 mins	<p>Phonics</p> <p>Say each phonic sound with Sylvie https://www.youtube.com/watch?v=yln6PpV1G1I</p> <p>The Day 1 sound is: <i>oo</i> (ppt on school website)</p> <p>Watch video - short oo https://www.youtube.com/watch?v=WVb_DurpNLQ</p> <p>Watch video - long oo Phonics oo Sound Song - A fun phonics song for kids! - YouTube</p> <p>Don't forget to use your Freddie fingers & your sound mat</p>	<p>Phonics</p> <p>Say each phonic sound with Sylvie https://www.youtube.com/watch?v=yln6PpV1G1I</p> <p>The Day 2 sound is: <i>ar</i> (ppt on school website)</p> <p>Watch video Geraldine the Giraffe learns the /ar/ - YouTube</p> <p>Don't forget to use your Freddie fingers & your sound mat</p>	<p>Phonics</p> <p>Say each phonic sound with Sylvie https://www.youtube.com/watch?v=yln6PpV1G1I</p> <p>The Day 3 sound is: <i>or</i> (ppt on school website)</p> <p>Watch video Geraldine the Giraffe learns /or/ sound - YouTube</p> <p>Don't forget to use your Freddie fingers & your sound mat</p>	<p>Phonics</p> <p>Say each phonic sound with Sylvie https://www.youtube.com/watch?v=yln6PpV1G1I</p> <p>The Day 4 sound is: <i>ur</i> (ppt on school website)</p> <p>Watch video Geraldine the Giraffe learns /ur/ - YouTube</p> <p>Don't forget to use your Freddie fingers & your sound mat</p>	<p>Phonics</p> <p>Say each phonic sound with Sylvie https://www.youtube.com/watch?v=yln6PpV1G1I</p> <p>Revision Day - no ppt</p> <p>Have a go at writing a sentence using at least one word you have written this week. What tricky words will you use?</p> <p>Don't forget to use your Freddie fingers & your sound mat</p>
	<p>Have a well-deserved Break – we always have a fruit or vegetable and a glass of milk</p> <p>Have you told your adult about the jobs the Helping Hands do? Let them know you pour your own milk and put your cups in the sink when you have finish. Ask your adult how you can help them.</p>				

Religious Education

LO: to discover what a celebration is, the elements of a celebration and how people celebrate.

Our RE topic this term is all about 'celebrating'. We always start off a new topic by talking to our children about the things they know.

Key Questions to ask your child: 'What does the word 'celebration' mean? What is your favourite celebration? Why is that your favourite celebration?

- We always encourage the children to talk about their idea and do not mention if it is not quite right. These opportunities allow children to talk freely in full sentences and help them to make sense of their world by connecting ideas to their personal experiences.
- We know some children have a birthday celebration around this time, they may have gone to a wedding, Baptism and of course we have recently celebrated Jesus' birth.
- Remind your child of the times we have celebrated in class; Love and Friendship day, Diwali, Christmas (Father Christmas came to our classroom door!)
- There might be special times you celebrate at home.
- Most celebrations around the world allow people to dress up in their best clothes, share food, dance and decorate their home or venue.

Plan a simple celebration at home: you might have a disco in your kitchen, make some cakes, or simply put a few biscuits and fruit on a plate. Make this a happy time for you and your child. There is no need for your child to write about this. The adult could tell us in an email and include a photo of your special celebration, if possible. Please send your email on Wednesday or Thursday, so we have time to reply.

Literacy

Approximately 15 - 20 mins	Writing Use the Forming Cursive Letters ppt from Week 1 Handwriting practise: σ	Reading Read a book from the Oxford Owl / or Reading Eggs website	Reading Read a book you have at home with your adult. <i>Look out for the digraphs we have learnt this week!</i>	Reading Flash through your previously learned Phase words	Reading Complete an Education City Task
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Maths - Week 1 Alive in 5

Parent tip: you do not have to print the pages, just use the ideas and adapt by using the toys you have at home

LO: Introducing Zero. Comparison **Resources:** soft toys or similar objects to throw, a target such as a hoop, chalk circle or bucket, pen and paper

Approximately 15 - 20 mins	Maths Alive in 5 Week 1 watch session 1 video https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Maths task Session 1 (on the school website)	Maths Alive in 5 Week 1 watch session 2 video https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Maths task Session 2 (on the school website)	Maths Alive in 5 Week 1 watch session 3 video https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Maths task Session 3 (on the school website)	Maths Alive in 5 Week 1 watch session 4 video https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Maths task Session 4 (on the school website)	Maths Alive in 5 Week 1 watch session 5 video https://whiterosemaths.com/homelearning/early-years/alive-in-5-week-1/ Maths task Session 5 (on the school website)
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Extension: You do not have to do this

Encourage your child to draw the number sentence cross out one current but bun each time eg:



They could write a number sentence to match, eg: $5 - 1 = 4$

Sing 10 current buns or 10 green bottles and make a 10's frame to match

Remember that you are always helpful in class and tidy up after yourselves, please continue to do this at home. You are very independent.

Time to play – avoid devices and go outside, if you can or Ask if you can help to prepare lunch. Don't forget to wash your hands

We wonder what you will do this afternoon. What will you choose?

Have a lovely week and make lots of time to be creative, laugh and to play!

