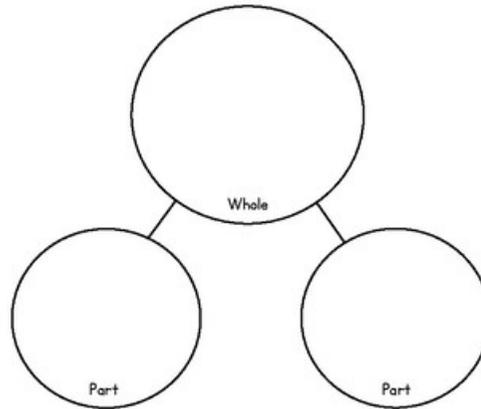


EYU - term 5 Week 1

	Phonics Daily		Maths Daily		Reading Daily	
M O N D A Y	<p>https://www.twinkl.co.uk/resource/t-l-3922-letters-and-sounds-phase-3-powerpoint Use the link above to look at the sounds.</p> <p>Can you write some sentences about what you can see: use the sentence opener "I can see..."</p>		<p>Counting</p> <p>Make a number line 1-20. Ask them to show you a range of different numbers.</p> <p>Challenge 1 "can you point to the number...?"</p> <p>Challenge 2 "can you point to the number 1 more than...?"</p> <p>Challenge 3 "can you point to the number 3 more than...?"</p> <p>If they struggle with a question, encourage them to use the number line to count on from e.g. 2 more than 4. Get them to start on 4 and jump on two numbers.</p> <p>Keep the number line for another activity.</p>		<p>Read a book daily. If you haven't got access to books of your child's level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	
T U E S D A Y	<p>Rhyming</p> <p>Explain to your child that they are going to go and find / touch things that rhyme with the word you say.</p> <p>Model how this works first, e.g. if you said "hair" they may touch the "chair."</p> <p>You don't have to use real words to make things rhyme.</p>		<p>Adding</p> <p>Use your part part whole sheet from the previous week and your number line. You are going to use these to solve these equations.</p> <p>$3+2=$ $4+2=$ $6+4=$ $5+3=$ $6+5=$</p> <p>Put 3 in one circle and 2 in the other. Push them together and count them to find the total.</p>		<p>Read a book daily. If you haven't got access to books of your child's level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	

Challenge: Use your number line to solve the equations. E.g start on 3 and jump on 2 to find the total. You can check you are correct by using the part part whole sheet to see if you get the same answer.



Challenge

$7+5=$ $8+7=$ $9+6=$

Doubling.

When we add the same number to itself.

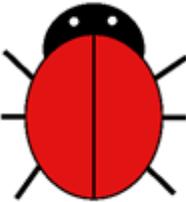
Draw a ladybird (pictured below). Use objects to find the doubles of different numbers. E.g. put 3 objects on one side of the ladybird and get them to put 3 more objects on the other side. Count all the objects together to find the total. Get them to say the sentence 'double 3 is 6, because 3 add 3 equals 6'. Model the sentence to them a couple of times before getting them to say the sentences independently.

Read a book daily. If you haven't got access to books of your child's level, then write some sentences to read.

If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.

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W Using the letter flash cards, can you make any words?
E
D
N Using robot arms, sound out a word and see if your child can make the word you say.
E
S
D Extend this by saying a word and see if your child can put it into a sentence.
A
Y

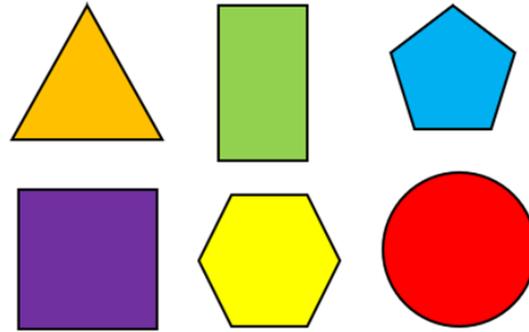
		<p>Prompt questions</p> <p>How many objects do we need to find to add to...?</p> <p>Are there the same amount here as there are here?</p> <p>Challenge What is double 12?</p> 		
T H U R S D A Y	<p>Get a book and ask the children to choose a sound to find.</p> <p>For example “ on this page can you find me all of the /sh/ sounds.</p> <p>Also look for tricky words within the text.</p> <p>the , no, I, Go, No, Into, She, be, we, me, her, are, all, you</p>	<p>Counting Backwards</p> <p>Using your number line count backwards from 20. Discuss which way you move on the number line to find a number less than another number.</p> <p>Challenge 1 “can you point to the number 1 less than...?”</p> <p>Challenge 2 “can you point to the number 3 less than...?”</p> <p>Challenge 3 “can you point to the number that is 1 more than 3 and 1 less than 5?”</p> <p>Try a few of each challenge and move on to the next when they are confident with the challenge they are on.</p>	<p>Read a book daily. If you haven’t got access to books of your child’s level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacysshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	
F R I D A Y	<p>Can you copy out a page from your favourite book. From your writing can you see any sounds that you know, what are they.</p> <p>By doing this, even if the words are hard, the children are looking for sounds they already know. Have the sound card with you to help.</p>	<p>Sharing</p> <p>You will need 2 plates and 10 objects. Place a group of objects, e.g 4, in the middle. Explain that we need to share the object equally between the plates. Model putting an object on one plate and another on the other plate.</p>	<p>Read a book daily. If you haven’t got access to books of your child’s level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p>	

			<p>Have all the objects been shared?</p> <p>Keep going until all the objects have been shared.</p> <p>Count the objects on each plate. What do you notice?</p> <p>Repeat this with different even numbers.</p> <p>Challenge: Start with an odd number of objects. What happens? How could you make this fair?</p>		<p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	
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EYU - Term 5 Week 2

	Phonics Daily		Maths Daily		Reading Daily	
M O N D A Y	<p>Have the sound card in front of your child. Say sounds and see if they can find them.</p> <p>Draw out a grid the same format as the sound card. See if the children can recreate the sound card when you say the sounds that they have to write</p>		<p>Ordering Collect 5 different items. Can you put them in order with the smallest item first?</p> <p>Challenge 1: What could you use to check you are correct? Using the same items, can you put them in order with the heaviest item first? Are the orders different?</p> <p>Challenge 2: What could you use to check you are correct? Is the smallest item always the lightest?</p>		<p>Read a book daily. If you haven't got access to books of your child's level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	

T U E S D A Y	<p>Play “cross the river”</p> <p>For cross the river you need to lay a blanket or towel between you and your child. You stand on one side and show a word on paper. Your child has to read the word, if they get it right they get to cross the river and swap sides with you.</p>	<p>Measuring</p> <p>Go around your house and measure these items using items you have around your house, for example paper or pencils;</p> <ul style="list-style-type: none"> · A shoe · A pencil · A toy · A member of your family · TV <p>Record this on a table.</p> <table border="1" data-bbox="936 614 1460 938"> <thead> <tr> <th>Object</th> <th>Length</th> </tr> </thead> <tbody> <tr> <td>Example Scissors</td> <td>6 paperclips</td> </tr> <tr> <td>Shoe</td> <td></td> </tr> <tr> <td>Pencil</td> <td></td> </tr> <tr> <td>Toy</td> <td></td> </tr> <tr> <td>Person</td> <td></td> </tr> <tr> <td>TV</td> <td></td> </tr> </tbody> </table> <p>Challenge: Which item is the longest? How do you know?</p>	Object	Length	Example Scissors	6 paperclips	Shoe		Pencil		Toy		Person		TV		<p>Read a book daily. If you haven’t got access to books of your child’s level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>
Object	Length																
Example Scissors	6 paperclips																
Shoe																	
Pencil																	
Toy																	
Person																	
TV																	
W E D N E S D A Y	<p>Tricky word writing.</p> <p>Select a range of words for your child to read at sight.</p> <p>Write down the word on the side of the paper and ask your child to write it out 5 times next to it.</p>	<p>Shape</p> <p>Look at each shape, where are the edges? Where are the corners?</p> <p>Can you name all of these shapes?</p>	<p>Read a book daily. If you haven’t got access to books of your child’s level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p>														



Challenge 1: Draw out each shape. Can you count the edges and corners on each shape and write the number next to the shape?

Challenge 2: What is the difference between a circle and a triangle?

What is the difference between a rectangle and a triangle?

How do you know the difference between a square and a rectangle?

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**T
H
U
R
S
D
A
Y**

Alphabet writing.

using the PHONIC sound for the letters (so A would be “a” and B would be “b”)

Ask your child to write a word and draw a picture for every sound in the alphabet.

(Just a reminder, the phonic sounds are different to the letters. “ice-cream” for example begins with the letter “i” but cannot be used for phonics for “i” as it makes the “igh” sound at the start of this word.

Shape

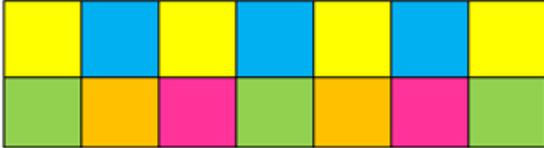
Can you make a shape picture? Try and use as many of the shapes you name yesterday and any other shapes you know. Can you remember all of the names of the shapes in your picture?

When you have finished, can you count how many of each shape you have used and write this at the bottom.

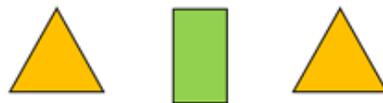
Read a book daily. If you haven’t got access to books of your child’s level, then write some sentences to read.

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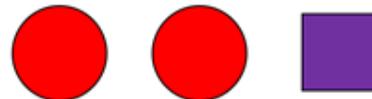
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		<p>Challenge: Can you count all of the corners you have drawn in your picture?</p>		
<p>F R I D A Y</p>	<p>Labelling.</p> <p>Go around the house again labelling different items.</p> <p>You can write the initial sound for items if the whole word is too hard.</p> <p>If the word is easy, then you could write directions for how to get to an item.</p>	<p>Patterns</p> <p>Look at these two repeating patterns, what do you notice?</p> <p>Discuss how the patterns look and how the same 2 or 3 colours are used over and over.</p>  <p>Download and print the 'Repeating pattern sheet' https://www.twinkl.co.uk/resource/t-n-193-repeating-pattern-worksheets-shapes-and-colours</p> <p>If you do not have access to a printer here is a similar pattern to carry on.</p>	<p>Read a book daily. If you haven't got access to books of your child's level, then write some sentences to read.</p> <p>If your child can read sentences well, you need to check they understand what is being read. Use VIPERS to question a text.</p> <p>https://www.literacyshedblog.com/uploads/1/2/5/7/12572836/ks1_reading_vipers.pdf</p>	

1.



2.



3.



4.



5.



Challenge: Could you make your own repeating pattern with objects around your house?