

Early Years Home Learning 23.03.20

## MONDAY 23<sup>rd</sup> MARCH

### PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'qu'. This digraph never comes at the end of English words. It may sound like cw or kw, but words never start with these spellings. In your books write the words (parents dictate): - **quit, quick, quack, quid**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - The duck went quack. Give reminders for correct punctuation. Support by leaving out letter tiles ck and qu.

Draw a picture to match your sentence. Make a speech bubble for the duck to say 'quack'.

### SPELLING/KEY WORDS FOR READING

Practice reading and spelling the tricky words: ~ I, no, go, the, and, to. If you need to use look, cover, write, check as a method to learn the spellings or build using letter tiles.

### READING

Using [www.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk) read the on-line comic Buzz. ASK; ~Why couldn't Buzz quack? Why might Obb not be able to fix Buzz? Later share one of your own story books. It is important that children hear stories being read to them **every day**.

### MATHS

Count to 20. If secure with this, count backwards from 20 to 0.

Count to 20 using the pattern of whispering the odd numbers and shouting the even numbers.

Cut up some paper to make number cards 0-20. Make sure that your numbers are the correct way around. After you have made them put them in order. Check by counting.

### PROJECT

Go outside to find different objects to match the number line that you made earlier e.g. 1 stick, 2 daisies, 3 stones, 4 leaves, 5 blades of grass etc up to 10. When you have finished make a picture or a pattern with the objects you found.

If you have time, choose an activity from playing a board game, listening to story CDs, making a model (junk or construction equipment), putting on a play or a puppet show of a favourite story.

## TUESDAY 24<sup>th</sup> MARCH

### PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'sh'. In your books write the words (parents dictate): - **shop, ship, fish, shed, wish**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. DO NOT RUB OUT any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - I am in a rush to get to the shops. Give reminders for correct punctuation. Support by leaving out letter tiles sh.

Draw a picture to match the sentence. Make a speech bubble with you saying 'quick'.

### SPELLING/KEY WORDS FOR READING

Practice **reading** the tricky words: ~ are, you, me, my

### READING

Using [www.oxfordowls.co.uk](http://www.oxfordowls.co.uk) read the ebook Mix, Mix, Mix. Do the pre-read by looking at the sounds covered on the back of the book and reading the words 'says' with your child. You will read this book again tomorrow for fluency. Later share one of your own story books. It is important that children hear stories being read to them **every day**.

### MATHS

Count to 20. If secure with this, count backwards from 20 to 0. Order your number cards 0-20.

Count to 20 using the pattern of whispering the odd numbers and shouting the even numbers.

Use Top marks website. Play Teddy Numbers with numbers up to 15.

### PROJECT

Play a game outside where you can keep score e.g. a throwing target game, how many times you can catch a ball, a game of skittles.

If you have time, choose an activity from playing a board game, playing a game outside, listening to story CDs, making a model (junk or construction equipment), putting on a play or a puppet show of a favourite story.

## WEDNESDAY 25<sup>th</sup> MARCH

### PHONICS

Use your letter tiles as flashcards to practise all sounds.

Revisit 'ch'. In your books write the words (parents dictate): - **chip, chick, chug, much, such**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. DO NOT RUB OUT any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - A man is rich if he has lots of cash. Give reminders for correct punctuation. Support by leaving out letter tiles sh, ch.

Draw a picture to match your sentence with a speech bubble 'I am rich'.

### SPELLING/KEY WORDS FOR READING

Practice **reading** the tricky words: ~ are, you, me, my. Practise **writing** the tricky words me and my. Use look, cover, write, check as a method to learn the spellings or build using your letter tiles.

### READING

Using [www.oxfordowls.co.uk](http://www.oxfordowls.co.uk) read the ebook Mix, Mix, Mix again for fluency. Ask your child the questions at the end of the book. Later share one of your own story books. It is important that children hear stories being read to them **every day**.

### MATHS

Count to 20. If secure with this, count backwards from 20 to 0. Order your number cards 0-20. How quickly can you do this?

Say a number from 1-10 and ask your child to say what is one more or one less. If they are confident with this try using numbers up to 20.

Collect 10 objects. Use these objects to make different bonds for 10. Put the objects together in a pile then partition into two piles. How many in each pile? How many altogether? Check by counting. Ask your child to write this down as an addition if they can. Put the objects back together and repeat to make a different bond.

### PROJECT

Outdoor play ~ make an obstacle course with some low jumps, areas to jog on the spot, moving in and out of obstacles or putting on items of clothing (hats, scarf, gloves).

Draw, paint, collage a **chick**. Use 2 circles for the head and the body, add some wings, a beak and 2 eyes. Keep it safe, we might use it next week 😊.

## THURSDAY 26<sup>th</sup> MARCH

### PHONICS

Use your letter tiles as flashcards to practise all sounds. Sing the alphabet song and point to the letters on your alphabet board.

Revisit 'th'. Ask your child to explain the two ways to make this sound (voiced as in this and unvoiced as in thin) In your books write the words (parents dictate): - **this, that, then, them, thin**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. DO NOT RUB OUT any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - The pig is in the bath. Give reminders for punctuation. Support by leaving out letter tiles th and b.

Draw a picture to match your sentence.

### SPELLING/KEY WORDS FOR READING

Practice **reading** the tricky words: ~ are, you, me, my. Practise **writing** the tricky words me and my. Use look, cover, write, check as a method to learn the spellings or build using your letter tiles.

### READING

Use [www.phonicsplaycomics.co.uk](http://www.phonicsplaycomics.co.uk) read the e-comic Pet Vet. Ask: - Why is the rabbit ill? What do you think Will did to his tail? Later, share one of your own story books or listen to a story on CBBC or a CD. It is important that children hear stories being read to them **every day**.

### MATHS

Count to 20. If secure with this, count backwards from 20 to 0. Order your number cards 0-20. How quickly can you do this?

Say a number from 1-10 and ask your child to say what is one more or one less. If they are confident with this try using numbers up to 20.

Use Top Mark to play Blast Off. Find a number in between 10 and 20 by listening to the clues.

## PROJECT

Choose an activity from playing a board game, playing a game outside, listening to story CDs, making a model (junk or construction equipment), putting on a play or a puppet show of a favourite story.

## FRIDAY 27<sup>th</sup> MARCH

### PHONICS

Use your letter tiles as flashcards to practise all sounds. Sing the alphabet song and point to the letters on your alphabet board.

Revisit 'th'. In your books write the words (parents dictate): - **with, thick, than, moth**. Use the hand action to sound out the words before and after writing to check that you have spelt the word correctly or use your letter tiles first to build the words, before writing in your books. **DO NOT RUB OUT** any mistakes, cross them out and write again next to your first attempt.

Dictated sentence (write in home learning book): - A moth can be thin. Give reminders for correct punctuation. Support by leaving out letter tiles th, b.

Draw a picture to match your sentence.

### SPELLING/KEY WORDS FOR READING

Practice **reading** the tricky words: ~ are, you, me, my. Practise **writing** the tricky words me and my. Use look, cover, write, check as a method to learn the spellings or build using your letter tiles.

GIVE YOUR CHILD A SPELLING QUIZ OF THE WORDS LEARNT THIS WEEK ~ I, no, go, to, the, and, me, my.

### READING

Using [www.oxfordowls.co.uk](http://www.oxfordowls.co.uk) read the e-book The Big Carrot. Ask your child the questions at the end and ask them to retell the story using the pictures. Do you another story like this one?

Later share one of your own story books. It is important that children hear stories being read to them **every day**.

### MATHS

Count to 20. If secure with this, count backwards from 20 to 0. Order your number cards 0-20. How quickly can you do this?

Say a number from 1-10 and ask your child to say what is one more or one less. If they are confident with this try using numbers up to 20.

Using Top Marks, play ~ Count the Yeti.

## PROJECT

Choose an activity from playing a board game, playing a game outside, listening to story CDs, making a model (junk or construction equipment), putting on a play or a puppet show of a favourite story.