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| 09:00- 09:30 | Joe Wicks Workout |  | Find Joe Wick’s live daily workouts via YouTube. |
| 09:30- 10:00 | **Literacy**-  Adult Led |  | **Log in to** <https://new.phonicsplay.co.uk/> if this link doesn’t work on your device try [https://www.phonicsplay.co.uk/#](https://www.phonicsplay.co.uk/)  username march20 password home  **Flashcards-** Choose the game ‘Flashcards Speed Trial’ and choose ‘phase 3’. If you are unsure how they should be read use the charts below to help.  **Segment and Blend**- Continue to read this funny book only up to the ‘Wednesday’ page <https://new.phonicsplay.co.uk/resources/phase/4/interactive-story-book>  **Write**- Can you write the silly sentence after you click on the crisps? If you find it easier to simplify the sentence to write then do this.   * Draw lines for your child to write onto. Use paper or boards landscape. * Ask your child to remember the things we need to use when writing a sentence. If they don’t remember tell them: **a capital letter at the beginning, finger spaces between words and a full stop or question mark at the end**. * Ask your child to **say the sentence** a couple of times first with help, then independently. They should try and ‘**hold the sentence**’ in their head. * Without looking at the above (if possible), begin to work on the first word. Show them the capital letter chart below to help. They should aim to **sound the word** before or as they are writing it. They can look at the charts below to help as they write. * If they miss out a sound try not to correct them as they write. Let them know once they have completed the whole sentence (focus on just one correction). * If your child finds this tricky, write two words separated by a finger space. |
| 10:00- 11:00 | Inside and Outside Play-  Child Led |  | Resource idea- Use some coloured pens or pencils to make colour blobs on pieces of paper to create ‘colour zones’ a red, blue, green yellow and any other colours you’d like. Can you find some things around your home/ toys with any of these colours in or on and make groups of objects depending which colour they have in them? You may decide to make sub groups too… |
| 11:00- 11:30 | Snack and Chill |  | Snack and chill |
| 11:30- 12:00 | **Maths**-  Adult Led |  | Numbers beyond 20  Watch this <https://www.bbc.co.uk/iplayer/episode/m0007gcv/numberblocks-series-4-24-land-of-the-giants>  You may like to watch for a second time with an adult pausing a few times throughout this time to explain a little further or reiterate what Is being shown.  Can you go on a stick/ leaf hunt you will need at least 50 (or use something you may already have like straws or lolly sticks or pipe cleaners).  Can you group the sticks in to as many groups of ten as you can and secure them with a little bit of tape. You should have lots of groups of 10.  Practice counting in tens with them once you have made them. Practice adding 10 more **but also taking 10 away from an** amount.  Keep these safe for tomorrow.  Alternatively you could use pieces of pasta or cereal in little cups or pots. |
| 12:00- 12:30 | Prepare For Lunch |  | You could help your grown up by setting the table, getting things from the fridge, chopping or pouring the drinks. |
| 12:30 – 13:30 | Lunch and Chill |  | Lunch and chill |
| 13:30- 14:00 | **Explore**-  Adult Led |  | How many of these things can you find on this scavenger hunt?  Can you answer a why question asked by an adult about something you find? |
| 14:00- 15:00 | Inside and Outside Play-  Child Led |  | Refresh the resource from this morning. |
| 15:00- 15:15 | Tidy Up Time |  | Playing a song on may help keep things positive. |
| 15:15- 15:30  **or Bedtime** | Story Time- |  | Share ‘One Hundred Hungry Ants’ with a grown up-  [[https://www.youtube.com/watch?v=yMQ78Krw8Pg](https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/hairy-maclary/)](https://www.youtube.com/watch?v=yMQ78Krw8Pg)  Have you seen an ant before? Next time you go for a walk perhaps you search for an ant’s nest, remember not to get too close though. Notice how they move.  Now it’s your turn to share a story with your grown up. Choose a story from this website, remember to read the same book at least 3 times to improve your comprehension skills.  First you need to register on the website for free here- [**https://www.oxfordowl.co.uk/user/sign\_up.html**](https://www.oxfordowl.co.uk/user/sign_up.html)  Once you are logged in this link will take you to the children's e reading books. Look for a blob of colour on the virtual front cover of the book, you should choose the colour book your child is currently reading- [**https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age\_group=Age+4-5&level=&level\_select=&book\_type=&series=#**](https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/?view=image&query=&type=book&age_group=Age+4-5&level=&level_select=&book_type=&series=) |
| Links for more stories if you’d like a few new ones | | | https://www.freechildrenstories.com/age-3-5  <https://www.freechildrenstories.com/age-5-8-1><https://www.bbc.co.uk/cbeebies/stories>  <https://www.booktrust.org.uk/books-and-reading/have-some-fun/storybooks-and-games/>  <https://www.storyberries.com/category/5-min-stories/> |

**Key Skills**

**These key skills are important in giving children a good foundation for year one.**

These are the key skills covered in today’s timetable. You may like to cover them in a different way to suggested in the timetable or do some further exploration of them in addition to the timetable.

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| Prime Key Skills | Literacy Key Skills | Maths Key Skills |
| Use pencils effectively for writing by forming most letters correctly. | Write words in a way that match children’s spoken sounds. | Create and describe patterns |
| Understand what they have read by talking with others about what they have just read. | Understand the use of a finger space to separate words. Use finger spaces appropriately. |  |
| Respond to stories after listening to them with comments and questions or anticipating what’s coming next | Write a simple sentence. |  |
|  | Use phonic knowledge to decode regular words and read them aloud accurately. |  |
|  | Read simple sentences. |  |