

	WEEK BEGINNING 3rd May 2021 Topic –Amazing Animals – Woodland Animals
Daily Wake and Shake	Start everyday with this wake and shake https://www.youtube.com/watch?v=9umlwZlPlmg Teddy bears picnic
Understanding the World	Woodland Animals This week we are learning about woodland animals. Ask your child What do you think woodland animals are? Where do they live? Can you name any woodland animals? Follow and watch the Oak Academy video to learn about woodland animals https://classroom.thenational.academy/lessons/to-identify-animals-that-live-in-a-woodland-71j38r Watch the link to learn about Woodland habitat https://www.youtube.com/watch?v=OLBSOKqVNcU- https://www.bbc.co.uk/bitesize/topics/zx882hv/articles/zc42xnb
Reading	Continue to read a variety of books from the oxford owl website and Bug Club. Other book you can read- (find on YouTube-read along) Owl Babies, Stick man, Into the forest. https://home.oxfordowl.co.uk/reading/free-ebooks/ Bug Club - https://www.activelearnprimary.co.uk/login?c=0 Make sure you are reading books and stories every day. Find sight words in the book. Can you draw a picture about the story you have read and write a sentence about it.
Shared Reading	Tuesday - The Gruffalo- Pause the video on each page and read with your child- encourage them to use the strategies below and read the sight words. https://www.youtube.com/watch?v=LshGQmaJc9I Use the reading strategies as you read the book. Look at the letters, make the sounds and blend the sounds together. Or, Look at the first letters, make the sound and cross check with the picture. Before you start reading- . Look at the front cover. What can you see? “I can see....” Read up to the snake. Then ask the following questions Where was the mouse going? Find the sentence Which animal did the mouse see after the fox? Find the word Why did the mouse pretend he was meeting a Gruffalo? Which adjectives were used to describe the Gruffalo? What excuse does the mouse give when he turns down the owl's invitation to tea in his treetop house? Why do the animals run away when the mouse tells them what the Gruffalo is like? Wednesday - recap the story. Who were the characters? Read sight words- said, come, you. Look for sight words in the story. Continue reading till the end. How do you think the little mouse felt when the Gruffalo actually turned up? What does the Gruffalo say is his favourite food? How does the mouse describe himself to stop the Gruffalo from eating him? Who was the Gruffalo afraid of in end? Why? Do you think the woods are a safe place to be if you are a mouse?

Writing	<u>Thursday</u> Remind your child of the writing strategy – say the word, robot the word, write word. Remind them of capital letters, finger spaces and full stop. Today you are going to be describing The Gruffalo. Have a picture of the Gruffalo and ask them to describe it. Then ask them to have a go at writing a sentence. The Gruffalo has..... and Use the alphabet mat provided in the previous learning pack to help your child write their sentence Friday – Shared Write Choose your favourite part from the story and write about it
Handwriting	Friday - Continue to practise forming and writing your phonics sounds s a t p i n m d g o c k c k e u r h b f l l f f s s j v w x y z z z c h s h t h n g a y e e i g h o a o o a r
Phonics	Tuesday- or - Follow the video- or https://www.youtube.com/watch?v=ifyB7HCxqOc Wednesday- or writing Recap all the previous graphemes Then say “How many sounds are there in the word (for, cord, sort, born, worn) Show me using your fingers” Then on a whiteboard- ask them to write 3 of the above words Then ask your child to have a go at writing the sentence - There was a storm last night. Ensure they have capital letters, finger spaces and full stops. Extension: to add an adjective in the sentence <u>Thursday- Follow the video –ur</u> https://www.youtube.com/watch?v=-hNuzPjBMBY <u>Friday- Writing - ur</u> Recap all the previous graphemes Then say “How many sounds are there in the word (curl, hurt, surf, turn, curds) Show me using your fingers” Then on a whiteboard- ask them to write 3 of the above words Then ask your child to have a go at writing the sentence - The fur coat. Ensure they have capital letters, finger spaces and full stops. Extension: to add an adjective in the sentence
Maths	Tuesday Starter – What is double (choose a number 1-10) Main – Watch Numberblock odd and even https://www.youtube.com/watch?v=E3uxBI9npas What did you notice about the odd and even Numberblocks? (The even Numberblocks have smooth even top heads The odd Numberblocks have an odd block on top) <i>Sing and practise the rhyme: 0,2,4, 6, 8 are even numbers at the gate; 1, 3, 5, 7 and 9 are all odd and out of time</i> Then on the 100 square https://www.ictgames.com/mobilePage/hundredSq/index.html

	highlight the odd numbers till 20 or more with your child (remind them of the above rhyme- odd number ends in 1,3,5,7,9) Then highlight the even numbers? What do you notice? They end in 2,4,6,8,0 What have you learnt about odds and even numbers? VOCAB – odd, even, numbers, ending, Wednesday Starter – Ask your child, what is half of..... Main – Tell your child, we are learning to count in 2's. When we count in two's, we say one number loudly and then we say one quietly. Have the 100 square https://www.ictgames.com/mobilePage/hundredSq/index.html Skip number one and highlight 2, skip 3, highlight 4. All the way to 20. Then get your child to chant the numbers. What do you notice when you count in 2's? Think back to yesterday's learning? The numbers are even. Listen to the song to help your child count in 2's https://www.youtube.com/watch?v=GvTcpfSnOMQ VOCAB – counting, even numbers, two, Thursday- Starter- ask your child- can you tell me an odd number? Main- Tell your child, today we are counting in 5's Use the 100 square to count in 5s- colour every time you count in 5 up to 30 What do you notice? (end in 0 or 5) https://www.ictgames.com/mobilePage/hundredSq/index.html Join in with the counting in 5 song https://www.youtube.com/watch?v=EemjeA2Djjw Friday- Starter- counting forwards and backwards to 20 Main- Say a place (school, town, different city, park, shops, farm, beach, library, playground) How you would get to this place? Walk, car, bus, plane, train Why would you use this method? Focus on using the vocabulary near/nearby and far/far away/close, furthest Talk about where things are at home. Is the table near or far? Is the cupboard further away than the table or nearer? How can we find out? Measure in steps how many steps it takes to get to each one. Which is the nearest/furthest. Which one was nearer/further away? Then ask your child- can you name an object which is near? Can you tell me an object which is further away than the X Can you name an object which is nearer than X VOCAB: near/nearby and far/far away/close, furthest, distance
Personal, Social, Emotional Development	Talk about how to manage feelings and what to do and say to resolve a problem in a scenario. Choose a scenario from below - A situation where two children are playing with sand and one accidentally flicks sand on another child. Talk about feelings and how to avoid potential conflict - Two children need the same bit of construction equipment to complete their model, Talk about cooperation 'Why are they feeling cross/unhappy?

Creative & Music	Using shapes –create your own woodland animal from the Gruffalo https://theeducatorsspinonit.com/gruffalo-themed-shape-animals/ 
Physical Activity	Dough Disco- Using playdough, ask your child to follow the moves on “Dough Disco” https://www.youtube.com/watch?v=3K-CQrjI0uY Throwing and catching with a soft ball with your child. Encourage underarm throw by swinging their arm back and then forward and release the ball and throw. - They should be looking at where they are aiming the beanbag. You should have your hands out ready to catch when the ball is thrown to you.
	Don't forget to send the teachers photos or short video clips of your learning and <u>make a short comment on the email to let us know how they found the work and what support you needed to give them.</u> reception@whitehall.leicester.sch.uk

