



CLASS 4 - Nursery group 1: Weekly timetable – Summer term 2 Week 5 w/c 29/06/20

Good morning everyone! ☺ Thank you for continuing to support your children's learning at home. I understand that it is difficult to work whilst constantly being pestered. All we can do is try our best as parents to support them.

Please do not feel guilty when things don't go to plan. There will be good days and bad so any time you can give to your children whilst they are completing the set tasks is hugely appreciated.

This week we have given you a bit more help to get organised. Remember to have fun, do lots of exercise and make time to relax and laugh. Please remember that reading should be done daily. Feel free to complete the daily tasks in any order you wish and let the children tick off the activities as they complete them. **DO WHAT YOU CAN BUT DON'T FEEL GUILTY IF YOU DON'T COMPLETE EVERY TASK.**

Remember to email photos of completed work to classfour@stapleford.herts.sch.uk

	Monday 29 th June	Tuesday 30 th June	Wednesday 1 st July	Thursday 2 nd July	Friday 3 rd July
Phonics Tasks for the day	<p align="center">Phase 2</p> Visit www.phonicsplay.co.uk Phase 2 – Flashcards speed trial – Pick individual Graphemes – Phase 2 set 1- set 3. Activity: Recap s,a,t,p,i,n. Find a range of items from around the house with these initial sounds. Ideas – sock, scissors, sandwich, apple, aeroplane, avocado, tin, tiger, tangerine, pen, pot, plate, ink, India (you could draw the flag), note, nest, net. Mix these items up. Take one item at a time and sound-talk it, e.g. s-o-ck. Sort the objects into categories based on their initial sounds. <input type="checkbox"/>	<p align="center">Phase 2</p> Practise Phase 2 Jolly Phonics https://www.youtube.com/watch?v=1Qpn2839Kro&t=45s Activity: Read a word from the list and support your child to sound out the word. Challenge – Can you write the word? Word list – tap, pit, tan, sip, sat, sit, tip, tin, pat, pan <input type="checkbox"/>	<p align="center">Phase 2</p> Visit www.phonicsplay.co.uk Phase 2 – Flashcards speed trial – Pick individual Graphemes – Phase 2 set 1- set 3. Activity: Recap sounds learnt so far – pointing to and identifying these sounds on the Phase 2 sound mat. (s,a,t,p,i,n,m,d,g,o,c,k). Practise writing these letters using the correct letter formation. <input type="checkbox"/>	<p align="center">Phase 2</p> Practise Phase 2 Jolly Phonics https://www.youtube.com/watch?v=1Qpn2839Kro&t=45s Activity: Recap m,d,g,o,c,k. Find a range of items from around the house with these initial sounds. Ideas – mat, marble, dog, dinosaur, grape, orange, cat, cake, kit, kite Mix these items up. Take one item at a time and sound-talk it, e.g. d-o-g. Sort the objects into categories based on their initial sounds. <input type="checkbox"/>	<p align="center">Phase 2</p> Visit www.phonicsplay.co.uk Phase 2 – Flashcards speed trial – Pick individual Graphemes – Phase 2 set 1 - set 3. Activity: Read a word from the list and support your child to sound out the word. Challenge – Can you write the word? Word list – map, dog, dig, got, cot, cat, kit, pig. <input type="checkbox"/>
Maths Tasks for the day	<p align="center">Positional Language</p> Introduce positional language using the 'Where is Teddy?' PowerPoint. Encourage your child to answer the questions, describing where the teddy is. You could discuss that some words mean the same thing, e.g. below and under, next to and beside. Complete the 'What's the position?' worksheet to explain where the objects are. <input type="checkbox"/>	<p align="center">Positional Language</p> Play I spy. Instead of saying the initial letter of an object, describe it in terms of its position. This would be a nice activity to complete whilst you take your daily exercise. Example: "I spy with my little eye, something that is next to the bridge." <input type="checkbox"/>	<p align="center">Positional Language</p> Look at the under the sea themed poster. Read the clue cards and your child needs to use their knowledge of positional language to find the hidden objects. You could switch roles and your child could give you clues using positional language and you find the hidden object. <input type="checkbox"/>	<p align="center">Positional Language</p> Practise positional language using the 'Where is worm?' PowerPoint. Encourage your child to answer the questions, describing where the worm is. You could discuss that some words mean the same thing, e.g. below and under, next to and beside. Adult reads the card and the child decides where to place the corresponding image on the tree picture card. Instead of printing all images, you could draw the pictures or simple point to where it could go. <input type="checkbox"/>	<p align="center">Positional Language</p> Have a go at any of the activities described on the challenge card above. Please send me any pictures to take, I cannot wait to see how creative you can be with this! <input type="checkbox"/>
Other tasks for the day	Daily writing (5 minutes) Letter formation Book – Aim to complete 2 pages a day https://www.twinkl.co.uk/resource/t-l-068-letter-formation-workbook Daily exercise (30 minutes) <input type="checkbox"/>	Daily writing (5 minutes) Make something creative. You could use playdough, junk modelling or choose an activity on Purple Mash. Daily exercise (30 minutes) <input type="checkbox"/>	Daily writing (5 minutes) Letter formation Book – Aim to complete 2 pages a day https://www.twinkl.co.uk/resource/t-l-068-letter-formation-workbook Daily exercise (30 minutes) <input type="checkbox"/>	Daily writing (5 minutes) Enjoy some creative play – dressing up, playing with cars, animals or doll houses etc. Daily exercise (30 minutes) <input type="checkbox"/>	Daily writing (5 minutes) Letter formation Book – Aim to complete 2 pages a day https://www.twinkl.co.uk/resource/t-l-068-letter-formation-workbook Daily exercise (30 minutes) <input type="checkbox"/>