

CLASS 4 Reception group 1: Weekly timetable – Summer term Week 2 w/c 27/04/20



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 27 th April	Tuesday 28 th April	Wednesday 29 th April	Thursday 30 th April	Friday 1 st May
Phonics Tasks for the day	<p>Focus sound: oi</p> <p>Practise Jolly Phonics: https://www.dailymotion.com/video/xuidg1 Discuss words containing this sound (you may choose to make a list).</p> <p>Examples – foil, boil, soil, coil, coin, boing</p> <p>Activity: Play Sentences – Week 7 - oi: https://www.phonicsplay.co.uk/member-only/Sentences3.html Encourage your child to read each sentence and then answer it. This will support reading comprehension. <input type="checkbox"/></p>	<p>Focus sound: air</p> <p>Watch https://www.youtube.com/watch?v=NcHIX2xK--A Discuss some of the items Geraldine finds, can you think of anymore air words?</p> <p>Examples – fair, hair, chair If children say words like; share, care, bear – explain that this does have the air sound but is not spelt using the 'air' trigraph.</p> <p>Activity: Visit www.phonicsplay.co.uk Phase 3 – Picnic on Pluto – phase 3 - +air <input type="checkbox"/></p>	<p>Focus sound: ear</p> <p>Think of as many words as you can containing the sound 'ear'. Create a list of words with your child. Words -hear, beard, fear, clear, tear</p> <p>Activity: https://www.twinkl.co.uk/resource/t-l-53295-ear-phoneme-spotter-story Pause after each sentence and highlight the 'ear' sounds. As your child reads through the story, encourage them to discuss the events taking place. Your child may identify 'eer' in meerkat as an 'ear' sound – show them that although it makes the same sound, it is written differently. <input type="checkbox"/></p>	<p>Focus sound: ure</p> <p>Watch https://www.youtube.com/watch?v=YwCzf71f1BA Discuss some of the items Geraldine finds, can you think of anymore air words?</p> <p>Activity: Visit https://www.twinkl.co.uk/resource/t-l-526561-ear-air-and-ure-circle-that-word-activity-sheet Read the words and circle the correct spelling. <input type="checkbox"/></p>	<p>Focus sound: er</p> <p>Adult to say words containing the 'er' sound for the children to write independently.</p> <p>Examples – litter, lantern, farmer, longer, hotter, shorter, mermaid</p> <p>Activity: Use the 'Find and write the er words' worksheet (page 1) https://www.twinkl.co.uk/resource/t-l-51826-find-and-write-the-er-words-differentiated-activity-sheets Encourage your child to use their phonics to sound out the word as they write. Once finished, colour in the pictures that have the 'er' sound. <input type="checkbox"/></p>
Literacy Tasks for the day	<p>Sequence of stories</p> <p>Ask your child to choose a book – preferably a shorter story. Read the book together and talk about what is happening, how the characters feel, why are the characters feeling that way? What happens next? What would happen if...</p> <p>Discuss the story and explain that stories have 3 key parts; beginning, middle and end and talk about what happened in these parts of the story you have read.</p> <p>Activity: After reading the book, explain to your child that they are going to be making their own story. Give them time to think of some ideas for their story. <input type="checkbox"/></p>	<p>Writing Stories</p> <p>Visit Purple Mash and select "2 create a story" – choose simple story. Your child is going to create their own story – please aim for a minimum of 3 pages; this will cover the beginning, the middle and the end part of your child's story. If your child finds it difficult to think of their own story, they can use a familiar story.</p> <p>Activity: Please encourage your child to write independently, using phonics to sound out words as they write. You can look at spellings once the work is finished – make this a collaborate, positive experience with your child.</p> <p>Your child can type their story in the text box and use the drawing tools to add illustrations. Please make sure you save this regularly to avoid losing work.</p> <p>Remind your child to use finger spaces, capital letters and full stops – you can use the phonics phoneme mats for support if needed. <input type="checkbox"/></p>			<p>Writing Stories</p> <p>Re-read the story your child has written; can they read their own work? Do they want to add or change anything to their story?</p> <p>Activity: Once the story is finished; your child can add sound effects using the speaker icon in the top right corner. To hear the sound effects, click the green "play" triangle in the centre at the top of the page.</p> <p>I will be logging on to Purple Mash to read your stories on Friday evening. I cannot wait to read them. <input type="checkbox"/></p>
NC	<p>Time</p> <p>Discuss how many seconds are in 1 minute, can your child guess? You could get your child to sit with their eyes closed and raise their hand when they think 1 minute has passed. Explain that there are 60 seconds in 1 minute; you could watch a stopwatch count to 1 minute.</p> <p>Activity: Create a list of actions with your child and estimate how many times they think they can complete each action in 1 minute. Use a timer to see how close the estimate was. Aim to complete a minimum of 5 different actions. <input type="checkbox"/></p>	<p>Time</p> <p>Recap that there are 60 seconds in 1 minute. Look at an analogue clock together. Show the minute hand and explain this moves every minute and repeat with the hour hand and second hand. Watch www.youtube.com/watch?v=RBvmO7NgUp0 and encourage your child to join in with the song.</p> <p>Activity: Make the analogue clock which you will use later in the week (Do not glue the hands down). Discuss with your child where the numbers go – remind them that 12 always goes at the top. https://www.twinkl.co.uk/resource/t-n-5481-make-a-clock-face-activity <input type="checkbox"/></p>	<p>Time</p> <p>Look at digital clocks at home. Discuss with your child where you can find these – maybe on the oven, microwave, computer, phones. (12hour clocks). Watch www.youtube.com/watch?v=ENoyemdWU08</p> <p>Activity: Show your child a time on a digital clock; you could use a real clock or write the numbers down. Ask your child to read the time on the digital clock. They then create this time on the analogue. Focus on o'clock times.</p> <p>Extension – if your child finds this easy, try half past times and explain the position of the hands at this time. <input type="checkbox"/></p>	<p>Time</p> <p>Say a time to the hour for your child to represent on the clocks they have made. Repeat this a few times. Challenge your child to make a half past time if they find this easy.</p> <p>Activity: mathsframe.co.uk/en/resources/resource/116/telling_the_time# Play the game reading the time to the hour.</p> <p>Extension – if your child finds this easy, try half past times and explain the position of the hands at this time and the :30 on a digital clock. <input type="checkbox"/></p>	<p>Time</p> <p>Using a range of digital and analogue clocks, Set the clock to a time for your child to read. Repeat with different times using a mixture of both.</p> <p>Activity: https://www.twinkl.co.uk/resource/t-n-7099-digital-and-analogue-clocks-oclock-and-half-past-activity-sheet The adult reads the written time in the first column for your child to match to the analogue and then the digital clocks. The final page shows the answers. <input type="checkbox"/></p>
Other tasks for the day	Daily reading (10 minutes) <input type="checkbox"/> Daily exercise (30 minutes) <input type="checkbox"/>	Daily reading (10 minutes) <input type="checkbox"/> Daily exercise (30 minutes) <input type="checkbox"/>	Daily reading (10 minutes) <input type="checkbox"/> Daily exercise (30 minutes) <input type="checkbox"/>	Daily reading (10 minutes) <input type="checkbox"/> Daily exercise (30 minutes) <input type="checkbox"/>	Daily reading (10 minutes) <input type="checkbox"/> Daily exercise (30 minutes) <input type="checkbox"/>