



CLASS 4 Reception group 2: 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 classtwo@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 the 'oi' sound (you may choose to make a list).</p> <p>Examples – foil, boil, soil, coil, coin, boing</p> <p>Activity: Play Dragons Den – Phase 3 - +oi: https://www.phonicsplay.co.uk/member-only/DragonsDen.html Encourage your child to sound out the words independently. <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</p> <p>Activity: Visit www.phonicsplay.co.uk Phase 3 – Picnic on Pluto – phase 3 - +air Encourage your child to sound out the words independently. <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 (encourage them to do the writing but this is not essential) Words -hear, beard, fear, clear, tear</p> <p>Activity: Visit https://www.phonicsplay.co.uk/member-only/BuriedTreasure2.html Phase 3 – Buried Treasure – Phase 3 – +ear Encourage your child to sound out the words independently. <input type="checkbox"/></p>	<p>Focus sound: ure</p> <p>Watch https://www.youtube.com/watch?v=YwCzf71fIBA Discuss some of the items Geraldine finds, can you think of anymore air words?</p> <p>Activity: Play Dragons Den – Phase 3 - +ure: https://www.phonicsplay.co.uk/member-only/DragonsDen.html Encourage your child to sound out the words independently. <input type="checkbox"/></p>	<p>Focus sound: er</p> <p>Visit https://www.phonicsplay.co.uk/member-only/Flashcards.html Practise all Phase 3 sounds.</p> <p>Activity: Visit www.phonicsplay.co.uk Phase 3 – Picnic on Pluto – phase 3 - +er Encourage your child to sound out the words independently. <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>
MATHS Tasks for the day	<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. <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: Use the PowerPoint to recap what the hands on the clock represent. Work through the PowerPoint with your child reading the times to the hour. <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/roi2-m-338-analogue-and-digital-time-differentiated-matching-cards</p> <p>Cut out the cards and leave them in 3 shuffled piles – analogue time, digital time and the written time. The adult starts by reading the written time. Your child then looks for the matching analogue and digital times. <input type="checkbox"/></p>
Other tasks for the day	<p>Daily reading (10 minutes) <input type="checkbox"/></p> <p>Daily exercise (30 minutes) <input type="checkbox"/></p> <p>Daily writing – write own name and family members' names (5 minutes)</p>	<p>Daily reading (10 minutes) <input type="checkbox"/></p> <p>Daily exercise (30 minutes) <input type="checkbox"/></p> <p>Daily writing – write own name and family members' names (5 minutes)</p>	<p>Daily reading (10 minutes) <input type="checkbox"/></p> <p>Daily exercise (30 minutes) <input type="checkbox"/></p> <p>Daily writing – write own name and family members' names (5 minutes)</p>	<p>Daily reading (10 minutes) <input type="checkbox"/></p> <p>Daily exercise (30 minutes) <input type="checkbox"/></p> <p>Daily writing – write own name and family members' names (5 minutes)</p>	<p>Daily reading (10 minutes) <input type="checkbox"/></p> <p>Daily exercise (30 minutes) <input type="checkbox"/></p> <p>Daily writing – write own name and family members' names (5 minutes)</p>