



CLASS 4: Weekly timetable – Summer term Week 3 w/c 04/05/20

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 4 th May	Tuesday 5 th May	Wednesday 6 th May	Thursday 7 th May	Friday 8 th May
Phonics Tasks for the day	<u>Oral blending and segmenting</u> Cut out the images. Display them all face up. Adult to choose a card first and slowly sound it out, e.g. 'd-o-g'. ask your child to say the word. Repeat with another image, this time do not let them see the image on the card. Now let your child have a turn – encourage them to choose an image and have a go at sounding out the word. (save these images to use on Friday) <input type="checkbox"/>	<u>Oral blending and segmenting</u> The adult sounds out a word from the word list. Sound out the word slowly, until your child can hear the word. Once they know the word they can just say it or they can draw a picture of the word. Word list – dog, cat, pig, pen, hen <input type="checkbox"/>	<u>Oral blending and segmenting</u> Use the word list. Adult chooses a word from the list and models sounding it out, clapping each phoneme with the children. Then blend the sounds to say the word. Word list: ant, act, Sid, Tim, tip, tap, pad, pan <input type="checkbox"/>	<u>Oral blending and segmenting</u> Gather a range of objects. Practise sounding out the name of objects. You could remove objects whilst your child looks away and sound out the name of the object. An example of this activity can be found here (up to 2 minutes, 50 seconds): https://www.youtube.com/watch?v=141Rj_uHX4 <input type="checkbox"/>	<u>Oral blending and segmenting</u> Use the images from Monday's phonics activity. Lay the images face down. Your child chooses one image at a time and has a go at 'sound talking' – sounding out the word, e.g. if they choose an image of a pig, they say "it's a p-i-g." <input type="checkbox"/>
Maths Tasks for the day	<u>Comparing Quantity</u> Learning to apply the language of quantity – more/less/fewer/most/least. Work through the PowerPoint, answering the questions to compare the quantity of toys. You could then have a go at making your own version of this game using objects from around your house, e.g. do you have more apples or oranges? <input type="checkbox"/>	<u>Comparing Quantity</u> Create 2 enclosures. You can use anything you like from lego to 2 pieces of plain paper. These enclosures will represent 2 houses. You will need a range of small items and a dice. You can use a virtual dice https://www.online-stopwatch.com/chance-games/roll-dice-online/ Roll the dice and place that number of items in the 1 st enclosure. Roll the dice again and place that many items in the 2 nd enclosure. Which enclosure has more/less items in? Repeat a few times. <input type="checkbox"/>	<u>Comparing Quantity</u> https://www.twinkl.co.uk/resource/t-n-6001-more-or-less-colouring-activity Work out which group has more/less and colour in the specified group. You could count how many are in each group and write the numbers. <input type="checkbox"/>	<u>Comparing Quantity</u> https://www.mathworksheets4kids.com/more-less/basket-1.pdf Adult to help by reading the question. Tick the correct answer. Extension – can you guess how many items you think are in each basket? <input type="checkbox"/>	<u>Comparing Quantity</u> https://www.twinkl.co.uk/resource/comparing-numbers-of-ladybirds-picture-cards-t-n-2546663 Count how many ladybirds there are on each leaf. Remember to use 'careful counting' – say 1 number for each ladybird. An adult can write the number on the leaf for you or you could have a go at writing it yourself. Compare the numbers. Which leaf has more/less ladybirds? <input type="checkbox"/>
Other suggested 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"/>