

Monday	Tuesday	Wednesday	Thursday	Friday
Phonics play for 20 minutes per day.				
Spag.com set test / Spellings				
Children can write the spellings and use the word within a sentence or simply practice writing some of the words.				
<p style="text-align: center;">English</p> <p>Please complete one of the 'creative writing prompt questions' from your pack.</p>	<p style="text-align: center;">English</p> <p>Read the traditional tale Little Red Riding Hood with your child - listed below are a few different versions you might like to read if you do not have a copy of the story.</p> <p style="text-align: center;">https://www.dltk-teach.com/rhymes/littlered/story.htm</p> <p style="text-align: center;">https://images.scholastic.co.uk/assets/a/d3/24/ce-little-red-story-pcp-115014.pdf</p> <p style="text-align: center;">https://www.elthillside.com/sites/default/files/stories/RED%20SUB-RED%20HOOD.pdf</p>	<p style="text-align: center;">English</p> <p>Following on from yesterday's story can children create a story board - 3 or 4 pictures showing the main events that happened during the story. They could write a sentence to explain what each picture is showing.</p>	<p style="text-align: center;">English</p> <p>I would like your child to rewrite their own version of the story. They could change the main character/s of Little Red Riding Hood or the Wolf / they may choose to end the story in a different way / they may choose a different setting for their story / they may choose a different reason for Red Riding Hood being out - she may be a spy or a ninja. You may wish to have one day planning the story and another day writing it.</p>	

	<p>https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/short-stories-little-red-riding-hood-transcript.pdf</p> <p>After reading the story ask your child to retell the story. They could act out different parts of the story.</p>				
<p>Numbots play for 20 minutes per day / practice some of the number bonds - you can find these in the packs sent home</p>					
<p>Maths Doubles - Please start at the level you feel your child is ready for. Doubling numbers to 5. One way to support this can be using your fingers on each hand. Doubling numbers to 10. One way to support this can be using toys/objects and</p>	<p>Maths Making equal groups (grouping). A good way to introduce this activity is with socks. Lay out 3 pairs of socks / shoes (but as 6 separate items) get your child to match the socks/shoes into their pairs. Can they write number</p>	<p>Maths Making equal groups (sharing). To introduce this activity you could share a number of sweets / toys between 2 children physically. It may be useful to share them between 2 bowls or plates or you could draw 2 circles (the plates) and</p>	<p>Maths Finding a half. Begin by asking children to show you half of an object / shape. This can be done using pictures and they can draw lines to show a half or they can show you by covering half of an object with their hand. You can also</p>	<p>Maths Challenge / Problem Solving Please see the 'White Rose' Challenge for Home Learning Week 1 in the link in the email I sent you for this week's learning. Please concentrate on challenge 1. Can you child create a problem</p>	

<p>grouping them then finding the total. Doubling numbers to 20. One way to support this could be using the facts from previous doubles (e.g 12 - double 10 then double 2). You can compare the doubles to a number sentence to reinforce the understanding - double 5 matches 5+5.</p>	<p>sentences to show this. There are __ socks altogether. There are __ socks in each pair. There are __ pairs of socks. This can be done in the same way with larger numbers - 2/5/10 would be the best place to start.</p>	<p>children can draw the sweets. It is important to remind children to use the method one for you, one for me to ensure they each get the same number. Then ask them to check their answers by counting the amount on each plate. You can move to sharing larger numbers between more children when you feel your child is ready. Please remember to choose numbers that can be shared equally.</p>	<p>provide some shapes cut in half with a line (in different way - vertically/horizontally or diagonally) and ask children to colour in half of the shape. Can they show you how to 'cut a shape' in different ways by drawing a line.</p>	<p>of their own using a similar style? If you feel this is too difficult then you can either continue work on an aspect your child has found difficult this week or simplify the problems to suit your child - by changing the symbols to numbers but having one number missing, can they find the missing number?</p>
<p>Purple Mash - 2 do task paint a picture. Create a friend for your monster from</p>	<p>DT Sensational Salads - discuss what foods go into a salad / fruit</p>	<p>DT Sensational Salads - Design your own salad / fruit salad. Draw and</p>	<p>DT Sensational Salads - Make your own salad / fruit salad. Encourage</p>	<p>DT Sensational Salads - Evaluate your salad /fruit salad. What was</p>

<p>last week. He is lonely now he has had to go back home!</p>	<p>salad. If you are able to try some of these foods. Discuss where the food comes from and how it grows - underground / on trees etc.</p>	<p>label what you would like to put into it.</p>	<p>your child to cut the food under supervision.</p>	<p>good / what did you like / not like about it. What would you do differently? If you are unable to create a salad / fruit salad. Can you create something else at home? Can children help you make tea one night?</p>
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Spelling word list - ou/ow

now	crown	vowel
how	brown	flower
owl	frown	shower
out	clown	allow
loud	about	ground
sour	mouth	sprout
	sound	amount
	proud	mountain