

Weekly Maths Tasks

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	Monday	Tuesday	Wednesday	Thursday	Friday
<p>This week, the planning is based around some interactive games on Top Marks and some activities you can do in your home.</p> <p>Any links you need are within the planning.</p>	<p>Starter: Count forwards and backwards to 20.</p>	<p>Starter: Number flashcards</p>	<p>Starter: One more/one less using number flashcards</p>	<p>Starter: Count forwards and backwards to 20. Can you do it on your own?</p>	<p>Starter: Number hunt. Hide the flashcards around the room and ask the children to find them.</p>
	<p><b>Lesson 1: Counting</b></p> <p>Follow the link below to play the Ladybird Spots number game. There are different options to use different skills. (1-10 only)</p> <p><a href="https://www.topmarks.co.uk/learning-to-count/ladybird-spots">https://www.topmarks.co.uk/learning-to-count/ladybird-spots</a></p>	<p><b>Lesson 2: Shapes</b></p> <p>Using things you have in your house, draw some 2D shapes. (You could use paper and pencil, chalk on the ground outside, paint and paintbrushes, water and paintbrushes, etc.)</p> <p>How many sides have they got? How many corners?</p> <p>Use the shapes: square, rectangle, circle, triangle, oval, <b>pentagon</b>, and <b>hexagon</b>.</p> <p><b>*Children may need more help with these 2</b></p>	<p><b>Lesson 3: Counting out</b></p> <p>Follow the link below to play Teddy Numbers. Count out the correct amount of cupcakes to give to Teddy. (1-15 only)</p> <p><a href="https://www.topmarks.co.uk/learning-to-count/teddy-numbers">https://www.topmarks.co.uk/learning-to-count/teddy-numbers</a></p>	<p><b>Lesson 4: Measurement</b></p> <p>Using objects in your house, explore and compare their length. Start with 3 objects, which is the shortest? Which is the longest? Can you order them from shortest to longest? Change the 3 objects used and repeat for children to keep practising.</p> <p><b>Extension:</b> If they find 3 objects a little easy, try 4 or 5 objects.</p> <p>*You could use different length crayons, strands of spaghetti in different lengths, or collection of different objects.</p>	<p><b>Lesson 5: Addition within 10</b></p> <p>Follow the link and use this game to practise addition within 10.</p> <p>*Adult to read the calculation at the top of the page. Read it again but this time when you say the number point to the group of animals that corresponds to the number. This helps the children link the objects to the calculation. Ask your child how they can find out how many altogether?</p> <p><a href="https://www.topmarks.co.uk/addition/addition-to-10">https://www.topmarks.co.uk/addition/addition-to-10</a></p>

Weekly English Tasks

**This week's spellings**

**was, you.** Practise spelling these on paper - perhaps you could write the letters on small pieces of paper and have a go at putting the letters in the right order (do one word at a time). You could write them out lots of times using different coloured crayons/pens or you could use the method 'look, cover, write and check' - look at the word, say the sounds, cover it up with something then try writing it and then check to see if you have the right letters to spell the tricky word. If your child is finding this difficult, practise reading the tricky words instead. If your child is spelling these easily, encourage them to apply it within a sentence.

**Reading task**

Access the e-book 'Toad's in the Road' from 'Oxford Owl' (link to this at the bottom or can be accessed via the padlet) - Select age 4-5 and 'letters and sounds - phase 3' to locate. Encourage your child to read the book to you, support your child as needed. Where you see speech bubbles - try using different voices for the characters or different tones e.g. firmly say "toads, turn back" whilst holding out your arm or in a panicked voice "Quick, toads are on the road!!!!!"

In the story, Dad is riding his bike - what has Dad done to make sure he is safe whilst on his bike? Further on in the story, Dad and Wilma's Mum are wearing bright yellow jackets and holding up signs - why do you think they are doing that? Talk about safety measures such as helmets or hard hats/ high vis jackets/barriers and signs etc. Why are these important? What might happen if we didn't have them? How do you stay safe when you are out and about?

Can you make a poster about being safe around where you live? Maybe you could draw yourself or your family doing something safely such as wearing a helmet whilst on your bike or scooter or crossing the road safely with a grown up, wearing a high vis vest when it isn't light or staying behind a workman barrier? (Let's hope there are no toads on your road!)

What is the main problem in this story? What would YOU do if you saw so many toads on the road? How do you think you would feel?

How did the problem get solved in the end?

Did you notice any rhyming words in the story - which words rhymed with toad? (Words which rhyme sound the same as one another e.g. cat/hat/bat)

Phonics	Monday	Tuesday	Wednesday	Thursday	Friday
	<p>1. Follow the link at the bottom to phonics daily sessions.</p> <p>Today will focus on the short /oo/ phoneme like 'look'.</p> <p>If you would like to access the sessions from last week (ai/ee/igh/oa/oo) simply select the phoneme from the web page.</p>	<p>1. Follow the link at the bottom to phonics daily sessions.</p> <p>Today will focus on the short /ar/ phoneme like 'shark'.</p>	<p>1. Follow the link at the bottom to phonics daily sessions.</p> <p>Today will focus on the short /or/ phoneme like 'fork'.</p>	<p>1. Follow the link at the bottom to phonics daily sessions.</p> <p>Today will focus on the short /ur/ phoneme like 'turn'.</p>	<p>1. Follow the link at the bottom to phonics daily sessions.</p> <p>Today will focus on the short /ow/ phoneme like 'shark'.</p>

**Online resources/links:**

- <https://padlet.com/WorlabYAcademy/uuwl511rjah0> (WorlabY Padlet)
- <https://www.youtube.com/watch?v=R087lYrRpgY> (Tricky word song)
- [https://www.oxfordowl.co.uk/api/digital\\_books/1361.html](https://www.oxfordowl.co.uk/api/digital_books/1361.html) (Oxford Owl - will need to sign in)
- <https://wandleenglishhub.org.uk/lettersandsounds/reception> (Phonics daily sessions)
- <https://new.phonicsplay.co.uk/resources/phase/2/buried-treasure> (buried treasure)
- <https://www.topmarks.co.uk/> (TopMarks Maths games)

**Share your learning with us:**

<https://info@worlabYacademy.org.uk>

Teachers will be celebrating pupils' achievements in the newsletter over the coming weeks.

## EYFS: Home-School Learning Menu 4.5.2020

**Topic Project Menu:** These activities should be completed over a number of weeks and should be used to support your child's learning in other areas aside from Maths and English. We would love to see photographs of this completed work or examples of work of quotes about this work through our school email address: [info@worlabyacademy.org.uk](mailto:info@worlabyacademy.org.uk)

	I like to explore	I like Maths	I like English	I like being creative	I like being kind and helpful	Time to get physical!
Strengthen your learning	Colour hunt. What colours do you know? How many can you name? How many can you see in the room?	Learning about capacity can be very practical which helps the children understand it better. For this activity you will need some different shaped containers and something to fill them with. Rice, sand, water, etc. Let your children explore filling and emptying the containers.	Read the e-book 'Kipper's Diary' from the Oxford Owl website - follow link at the bottom of the page.	Create (with whatever materials you like) a representation of a spring flower e.g. tulip/daffodil/other; could be 2D (paint/chalk/crayons/ on computer etc.) or 3D (boxes/paper/wool etc.)	Grown-ups at home do a lot for us. Don't forget you use your manners and say please when you ask for something, and thank you when you get something. It's polite but it also makes people happy too!	Fine motor - practise writing your <b>curly caterpillar letters</b> - look at your home pack for a reminder. Gross motor - go onto cosmic yoga on YouTube and try out the different themes.
Deepen your learning	Choose a colour. Ask an adult or older sibling to time you for 1 minute. How many objects can you find in your chosen colour? Count them up to see how many you get.	Introduce some vocabulary as they play. Empty, full, half empty, half full, almost full, almost empty. Show them a container which represents each word so they can begin to understand capacity. Ask your child to fill a container to show empty, full, etc.	What did Kipper do on each day of the week? What have you done this week? Can you remember which day you did it and say it as a sentence e.g. 'On Monday I played in the garden' Teach your grown up(s) the days of the week song. Start with Sunday.	Can you help to make a healthy lunch in the shape of a picture (anything you choose) - what could you use for different parts e.g. a face made from a sandwich with cucumber ears and eyes and hair made from crisps. Google 'food art for children' for ideas.	People always like to hear nice things. Can you say something nice to someone in your house? Maybe you like their clothes today, or the picture they have drawn, or the yummy food they have made.	Fine motor - practise your <b>one armed robot letters</b> . Make sure you go 'up down and up' before forming the rest of the letter. Make/use some play dough and practise dough disco using your favourite song to keep those hands nice and strong.
Take the challenge!	Once you've counted your objects, can you remember where you got them from? Can you put them all back? You could even time yourself again!	Can they compare 2 containers filled with different amounts? How are they different? Are they the same? Which has more/less?	Write a diary for the week - try to include 1 or more sentences per day. Keep it simple.	Create your own garden in a shoebox - (or any box available) - look around your own garden for ideas. Use whatever you like!	Can you be a happy helper for the day? Help your grown-ups with the jobs that need doing. Can you help them fold clothes, make dinner, tidy up, or even do some cleaning?	Fine motor - start your letters on the line and try to sit them on the line. Gross motor - tell the story of Kipper's Diary in Yoga moves!