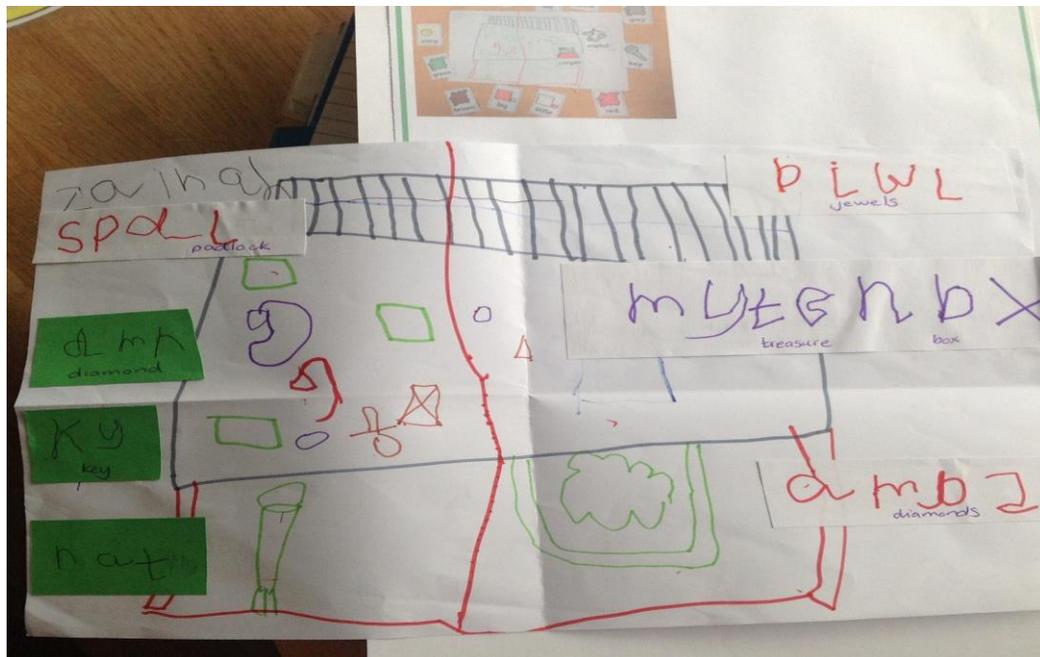
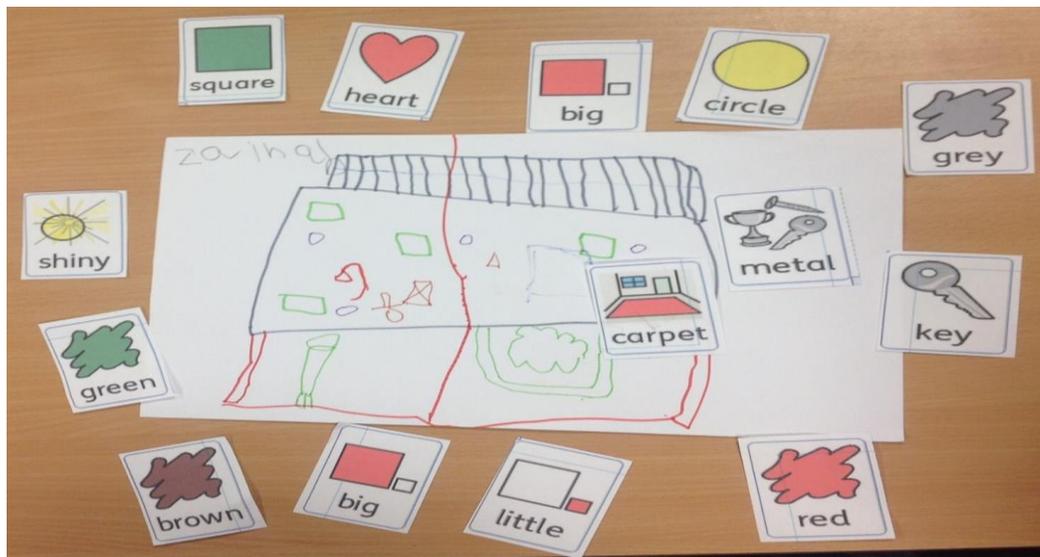




boy	girl	umbrella	weather	happy	sad	miserable	angry
awake	asleep	night	day	excited	frightened	scared	
cloud	sun	rain	wind	hot	cold	wet	dry
thunder	lightning	storm	snow	magic			

Literacy learning (Speaking and listening) – week beginning – 4/1/2021

Monday	<p>During Literacy the children will be looking at different pobble 365 pictures related to the topic. Please talk to your child about these pictures, describe what they see and ask and answer questions to gain more information. This week the picture is</p> <p>https://www.pobble365.com/controlling-the-weather/ https://www.pobble365.com/weather-tree/</p> <p>What do you notice? Parents – please take turns with your child to say what you notice in the picture</p> <p><i>Resources – Pobble picture</i></p>
Tuesday	<p>What can you see? What is the girl holding? Say “I can see _____” using the CIP words</p> <p><i>Resources – Pobble picture, I can see bubble and Concept in Print pictures (CIP) (to extend the language from yesterday)</i></p>
Wednesday	<p>What causes the weather to change in the story? What about in reality? Can you think of different types of weather and match them up with different feelings that Emily experiences? For example, it is sunny when she is happy. What is your favourite type of weather and why? Do Emily’s powers work without the umbrella? Do Emily’s parents have similar powers do you think? What problems/benefits are there to Emily’s powers?</p> <p><i>Resources – Pobble picture</i></p>
Thursday	<p>Can you draw what weather you would look like? What will it look like? How will it make you feel?</p> <p><i>Resources – Pictures of different weather</i></p>
Friday	<p>Describe your drawing of your weather “I have drawn my favourite weather” “It is me in the sunshine” “I feel happy”</p> <p><i>Resources – Pictures of different weather and feelings, CIP words</i></p>



Literacy learning (Reading and Writing) – week beginning – 4/1/2021

Using the drawing of your weather picture that you have created and described, look at the CIP words and write on your picture to describe it – sun, yellow, hot

Resources – CIP words to write the words to describe their weather

Write sentences to describe your weather

- "my favourite weather is the sun"
- " I like it because it is hot"
- " It makes me feel happy"

Resources – CIP words to support ideas

boy	girl	umbrella	weather	happy	sad	miserable	angry
awake	asleep	night	day	excited	frightened	scared	
cloud	sun	rain	wind	hot	cold	wet	dry
thunder	lightning	storm	snow	magic			

Teach Handwriting

Five areas to support the body with handwriting are covered in the warm up activities:



Shoulder stability and strength

When we talk about the shoulder, we are actually referring to the shoulder girdle a number of bones, ligaments, muscles and tendons that work together to support arm strength and give the full range of arm movements.



Crossing the mid-line

To make handwriting comfortable the writing arm has to be able to cross the vertical central line of the body (crossing the mid-line). It is a key skill that enables us to write comfortably with the paper positioned appropriately and to sit at a desk correctly.



Wrist strength and flexibility

Having the full, pain free, range of wrist movements and the strength to hold the correct, slightly extended, position for handwriting is important. In this position the tendons, which run over the wrist bones, can work the finger muscles more easily giving better finger control for handwriting.



Thumb and finger strength and dexterity

Thumb and finger strength are important for the coordinated movements and strengths required to hold and maintain an efficient pencil grip as well as to move the pencil effectively for handwriting and drawing.



Whole hand strength and dexterity

Whole hand dexterity and strength is important for in-hand manipulation, grip and grip release skills as well as being able to judge the appropriate amount of pressure required to hold and release items safely, all required for handwriting.

Handwriting – week beginning – 4/1/2021

PLEASE open the website –

<https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html>
<https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

Select 1 activity from each of the 5 sections to support writing development.

Do exercises daily – there is a video to show each activity

Handwriting warm up games - Shoulder stability activities

Hand Pushes

Place your palms together, with elbows out and forearms held horizontally.
Now push your hands together as hard as you can and hold for 5 seconds - you should feel all the muscles around your shoulder girdle contract.

Repeat a few times.



Phonics recognition - Grapheme/ phoneme

a	b	c	d	e
f	g	h	i	j
k	l	m	n	o
p	q	r	s	t
u	v	w	x	y
z	sh	ck	th	ch
qu	ng	nk		

- 1/. Look at each letter. Say it's sound.
- 2/. Can you find /a/ etc

Literacy learning (Phonics) – week beginning – 4/1/2021

<u>Monday</u>	<p>Please use the phoneme mat provided to recap the sounds that your child recognises.</p> <p>Take turns with your child to say and find different sounds.</p> <p><i>Touch the letter Aa and say "a".</i></p> <p><i>Resources – Phoneme mat (alphabet)</i></p>
<u>Tuesday</u>	<p>Look at the individual letters, say the sound selected and find/match to the phoneme mat.</p> <p>Say the sound</p> <p><i>Resources – Phoneme mat (alphabet) / individual letters</i></p>
<u>Wednesday</u>	<p>Using the individual letters, play find the ____ game. Place some of the letters out and say "find me the ____", child collects the selected sound</p> <p><i>Resources – Individual letters</i></p>
<u>Thursday</u>	<p>Use the sounds m / a / s / d / t / i / n / p / g / o / c / k / u / b / f / e / l / h / sh / r / j / v / y / w /</p> <p>Sound out / m / a / p / map. Child to make / m / a / p / map</p> <p><i>Resources – words –</i></p> <p>- red/ run/ rat/ jog/ jet/ jam/ vet/ yap/ yes/ yum/ web/ win/ wish/ wet/ sock/ jug/ key/ well/ ship/ shop/ fish/ rag/ rip/ job/ van/ yak/ yet/ wig/ yosh/ vib/ hesh/ shib/ rof/ ren/ losh/ stosh/ rin/ rog/ jop/ jof/ vop/ vaf/ yup/ yuf/ wom/ wib/</p>
<u>Friday</u>	<p>Say the words for your child to make</p> <p>Map, sat, pin, got, mit, mop,</p> <p>Child will listen, say the sounds in order and make the word</p> <p><i>Resources – words, individual letters</i></p>

--	--	--	--



Literacy learning (Phonics) – week beginning – 4/1/2021

Word time 1 - Sound cards - m/a/s/d/t -

m/a/t/ mat, mad, dad, sad, sat, sam

Word time 2 - Sound cards - m/a/s/d/t/i/n/p/g/o -

- in/ on/ it/ an/ and/ pin/ got/ dog/ sit/ tip/ pan/ gap/ dig/ top/ nap/ pop/ pat/ pig/ not/ gap/ ip/ op/ sop/ gip/ pog/

Word time 3 - Sound cards - m/a/s/d/t/i/n/p/g/o/c/k/u/b

- bin/ cat/ cot/ can/ kit/ mud/ up/ cup/ bad/ back/ kick/ lock/ cut/ tug/ sack/ cap/ tog, bon, pim, bup/ dut/ tup/ cos/ cam/

Word time 4 - Sound cards - m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/ sh/ck

- met/ set/ fan/ fun/ fat/ lip/ log/ let/ had/ hit/ hen/ ship/ shop/ fish/ sack/ get/ pen/ fit/ fab/ fib/ bed/ lob/ pod/ dob/ sell/ bell/ hop/ hat/ hand/ hod/ shed/ shin/ gof/ shup/ hib/ fot/ gock/ neb/ guf/ fub/ hof/ losh/ stosh/

Word time 5 - Sound cards - m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/sh/ck/r/

j/v/y/w

- red/ run/ rat/ jog/ jet/ jam/ vet/ yap/ yes/ yum/ web/ win/ wish/ wet/ sock/ jug/ key/ well/ ship/ shop/ fish/ rag/ rip/ job/ van/ yak/ yet/ wig/ yosh/ vib/ hesh/ shib/ rof/ ren/ losh/ stosh/ rin/ rog/ jop/ jof/ vop/ vaf/ yup/ yuf/ wom/ wib/

Word time 6 - Sound cards - m/a/s/d/t/i/n/p/g/o/c/k/u/b/f/e/l/h/sh/ck/r/

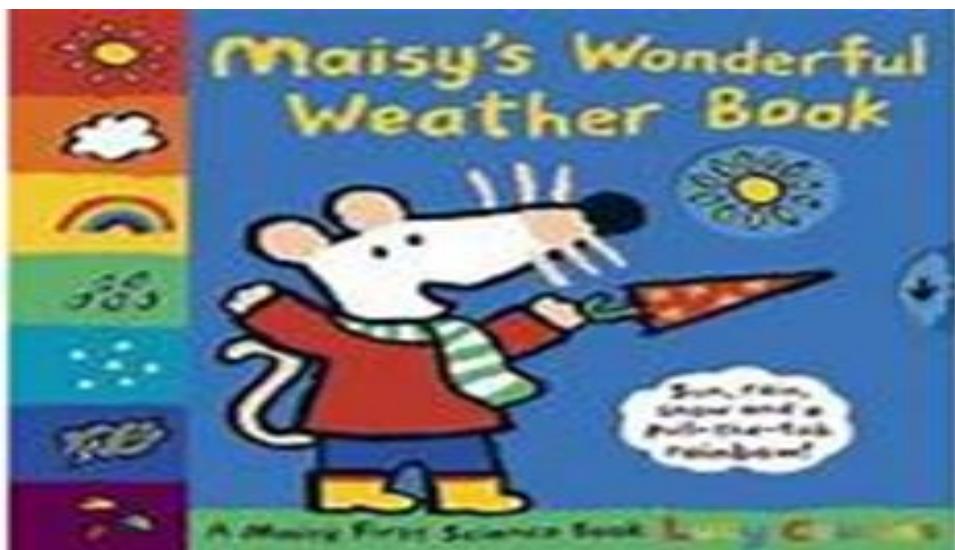
j/v/y/w/ th/z/ch/qu/ x/ ng/ nk

- thin/ thick/ this/ zap/ chin/ chop/ chat/ quiz/ quit/ fox/ box/ fix/ six/ sing/ bang/ thing/ wing/ thumb/ three/ zip/ zoo/ choc/ queen/ quit/ quick/ quib/ sing/ king/ bring/ think/ sink/ wink/ link/ stink/ zig/ zag/ thing/ chonk/ vink/ bing/ quof/ shep/ thif/ thop/ zup/ taz/ chon/ chib/ mox/ hox/ kang/ wong/ bink/ yonk/ quig/

Maths learning – week beginning – 4/1/2021

Monday	<p>When you are walking around your house and garden COUNT the things you see</p> <p>How many birds can you see in your garden?</p> <p>How many trees can you see in people's gardens?</p> <p>Draw what you can see – "I can see 4 birds and 5 trees"</p> <p>Add the items together – "I have 9 altogether"</p> <p><i>Resources – counting objects in the environment</i></p>
Tuesday	<p>Look at the number line 1-10 and 1-20. Say the numbers in order whilst tracking them.</p> <p>Practice recognising numbers.</p> <p>Show any numeral for your child to say and find on their number line.</p> <p>What is one more than and 1 less than that number found?</p> <p><i>Resources – Individual numerals and 1-20 number line</i></p>
Wednesday	<p>Order the numbers 1-10.</p> <p>Remove a number and find the missing number.</p> <p>Find 1 more than and 1 less than. Use numbers 1-20 when confident with 1-10</p> <p><i>Resources – individual numeral and number lines</i></p>
Thursday	<p>Practice writing numerals to 10 and numerals 1-20</p> <p>Say a number, child finds on the number line and writes and says the numeral</p> <p><i>Resources – number lines</i></p>
Friday	<p>Please continue to practically count out amounts of objects.</p> <p>Look at the numerals 1-20 and count out the correct amount of objects.</p> <p>Extend by adding and subtracting numbers up to 10 – I have 10 sweets and give 5 to my mum, I have 5 left.</p> <p><i>Resources – Number lines, individual numerals, objects</i></p>





Topic learning – week beginning – 4/1/2021

Music	The music service have added lessons online. Go to https://www.GMmusiconline.co.uk/yumu Enter your username and password in the boxes on the screen. Your username is: p1351527 Your password is: symphony Click on the different tabs to listen to the songs that your children take part in
Topic	This half term the children will be learning about 'different weather conditions. TALK about as many different weather conditions that you know.. https://www.bing.com/videos/search?q=maisys+wonderful+weather+book&&view=detail&mid=CE168EB9C031EC10115BCE168EB9C031EC10115B&&FORM=VRDGAR&ru=%2Fvideos%2Fsearch%3Fq%3Dmaisys%2527s%2Bwonderful%2Bweather%2Bbook%26FORM%3DHDRSC4 – video of the 'Maisy's wonderful weather' book. DRAW a picture of what weather you would like if you could control the weather.
Topic	The children will look at pictures, videos, books and stories about different weather conditions. Please research these with your child. What did you find out?
Topic	The children will be talking about what type of weather conditions there are. The on-going topic this half term will be to create a collage of themselves in their dream weather. What would you need to use in your favourite weather? How would you feel?
Sensory Playdough	Follow the guidance on Dough disco - https://www.youtube.com/watch?v=3K-CQrjI0uY
Meditation Peaceout	Follow the peaceout video - https://www.youtube.com/watch?v=2TFuFd4iFOY Follow the link - https://vimeo.com/showcase/7488612 Password: schoolbugs321* For a yoga session