

VAN GOGH HOME LEARNING TASKS WEEK BEGINNING 20th APRIL 2020

	Monday 20 th April	Tuesday 21 st April	Wednesday 22 nd April	Thursday 23 rd April	Friday 24 th April
	Daily Challenge Name and write the days of the week.		Daily Challenge Can you find five things and order them from the lightest to the heaviest?		Daily Challenge Number Bonds 5/10 How many ways can you make 5 and 10?
15 Minutes	Daily Exercise CBeebies – Happy Tent Tales The Jackal and The Drum See Link Below	Daily Exercise CBeebies – Happy Tent Tales The Jackal and The Drum See Link Below	Daily Exercise CBeebies – Happy Tent Tales The Jackal and The Drum See Link Below	Daily Exercise CBeebies – Happy Tent Tales The Jackal and The Drum See Link Below	Daily Exercise CBeebies – Happy Tent Tales The Jackal and The Drum See Link Below
5 Minutes	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
20 Minutes	Phonics Phonics Play Flash Card Speed Trial Introduce New Sound	Phonics Phonics Play Read and write a sentence	Phonics Phonics Play Tricky Words Trucks Introduce New Sound	Phonics Phonics Play Introduce New Sound Picnic on Pluto	Phonics Re-visit three sounds learnt. Write 2 simple sentences
60 Minutes	Choosing & Exploring	Choosing & Exploring	Choosing & Exploring	Choosing & Exploring	Choosing & Exploring
5 Minutes	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
60 Minutes	Literacy Write Mrs Sahotay A Postcard – Sheet Attached Reading for pleasure	PE with Joe Wickes 30 Minutes	Literacy Write a Menu for Lunch Sheet Attached Help Prepare Lunch	PE with Joe Wickes 30 Minutes	Literacy Write Your Diary Entry Reading for pleasure
	LUNCH				
5 Minutes	Brain Break	Brain Break	Brain Break	Brain Break	Brain Break
15 Minutes	Math Doubling Challenge Sheet	Math Doubling Challenge Sheet	Math Doubling Challenge Sheet	Math Doubling Challenge Sheet	Math Doubling Challenge Sheet
	Topic People Who Help Us	Topic People Who Help Us	Topic People Who Help Us	Topic People Who Help Us	Topic People Who Help Us
		Reading for pleasure	Reading for pleasure	Reading for pleasure	
	Diary Entry		Diary Entry		

Please remember that this timetable is a rough guideline and you can move activities around to suit your work and home situations.

DAILY CHALLENGE: At school the children are set a daily challenge, this they can choose to do whenever they want but it must be completed by the end of the day.	
Monday	Children name and attempt to write using their phonics mats the days of the week. You can ask them to sing the 'Days of the Week' song to remind them.
Wednesday	Can you find five things and order them from the lightest to the heaviest? How did they work out the weight of each item? How could they check, what could they use?
Friday	Number Bonds 5/10. How many ways can you make 5/10? Encourage the children to use apparatus and lay them out in sets e.g. 2 and 3 = 5 4 and 1 = 5 What if I had 1 and 4, would that equal 5 and why?

DAILY EXERCISE: This storytelling through Yoga, I've timetabled it in for the whole week so that it gives the children practice and become confident with the moves.

<https://www.bbc.co.uk/iplayer/episode/p064khwp/happy-tent-tales-1the-jackal-and-the-drum>

DAILY PHONICS	
Children should work on their phonic sounds daily. Their target sounds are in their reading records, together with all the other Phase 3 sounds they could be working on.	
Monday	<i>Flash Card Speed Trial (Phonics Play)</i> – It is important that the children are recapping previous sounds as well as learning new sounds. Pick a sound that your child is working on e.g. oa show the children words written on a board or paper with that sound and highlight how the word is sounded out by using sound buttons coat – boat – throat – goal etc. Ask children to read the words pressing the sound buttons, reinforce how the OA make one sound. Go to <i>Phase 2/3 Sentences (phonics play)</i> pick the sound that you are working on and get your child to read one of the sentences, reinforcing the oa sound.
Tuesday	Sing the alphabet song.... Then choose 10 sounds and get the child to give you the name of the sound e.g. My sound is b and my name is B . My sound is w and my name is W . Re-visit sound from yesterday oa , go to <i>Phase 2/3 Sentences (phonics play)</i> re -visit the sentence from yesterday. Ask your child to independently write the sentence, encourage them to think about cursive writing, how many words there are, using finger spaces sounds and tricky words.
Wednesday	<i>Tricky Word Trucks (Phonics Play)</i> – When we play this at school, we always try to beat out previous time. Please encourage the children to sight read the sounds. Introduce a new sound . Can they hear the sound in a word? Say some words with and without the sounds, ask the children to listen carefully. If they hear the oa sound in the word they wiggle their bum, if they can't hear the sound, they stand still like a statue e.g. float, night, cow, coach, sweet, soak, boil, rain, cockroach, look, soap and toast.
Thursday	Using flashcards re-visit all sounds learnt to date. Introduce a new sound . Play <i>Picnic on Pluto</i> , children to sound out the word, say the word and then decide if it's a real word or an alien word. Continue to reinforce the sounds.
Friday	Re-visit sound learnt this week. Choose pictures/objects of things with the sounds learnt on Wednesday and Thursday. Ask the children to think of a sentence e.g. soap ... The soap is wet and slippery. E.g. feet ... Dad has smelly feet. Remind the children to think about the sounds in every word, using finger spaces, capital at the start of a sentence and a full stop at the end. Remember this should be independent writing and the children should be applying all sounds and tricky words learnt to date.

WRITING TASKS (See individual targets on their reports)

Remember these tasks should be FUN not a chore!

Monday	Write A Postcard to Mrs Sahotay – Use attached template. Explain that a postcard is like a letter. Talk through the layout e.g. address, stamp etc. Discuss what you could write about. Tell me about something you have made. If you've been out for a walk what did you see, hear and smell. How did you feel? Before children start to write please give them a sound mat and remind them about cursive writing, finger spaces and applying their phonic sounds and tricky words. You can use your own template.
Wednesday	Write a Menu for Lunch – Use attached template. Plan a menu for lunch, as you decided to encourage them to write the items e.g. Starter: Salad – lettuce, tomatoes and cucumber. Main: Jam Sandwich – bread, butter and jam. Desert: Vanilla Ice Cream with sprinkles. Drink: Apple Juice. Before children start to write please give them a sound mat and remind them about cursive writing, finger spaces and applying their phonic sounds and tricky words. You can use your own template. Get your child to prepare the food with you, talk about recipes, ingredients, safety in the kitchen, healthy eating etc. Maybe they could set the table for you or layout a picnic.
Friday	Write Your Diary Entry – What has been the most exciting thing you have done this week? Did you need special equipment? What happened? Why was it special? How did it make you feel when you finished? Remember... you can't use the word 'happy'. Encourage the children to write in full sentences. <i>E.g. I baked a chocolate cake. I used a recipe and collected the equipment and ingredients. I enjoyed getting messy and licking the chocolate mixture off the spoon. I was excited because I love chocolate and Mummy cut me an enormous slice.</i> Before children start to write please give them a sound mat and remind them about cursive writing, finger spaces and applying their phonic sounds and tricky words. You can use your own template.

MATH: Over the week work through the Doubling Challenge Sheet. Day 1 you should work with your child using things from around the house and talking about what 'doubling' means. To double means to add the same number of things e.g. A ladybird has 5 spots on one wing, if we doubled them how many spots will it have on the other wing? Model counting the spots and adding another five. Reinforce it is like adding two numbers that are the same $5 + 5 = 10$. Keep the examples as practical and fun as you can. Work through the activity sheet. Encourage your child to make up their own doubling challenges.

People Who Help Us

Over the next two weeks make a list of all the people you know that help us. Remember when we write a list the words are underneath one another. You can add your list every day. How many people did you think of 10, 15, 20 or more than that?

Read the story 'Charlie the Firefighter' on Twinkl Resources.



In the story 'Charlie the Firefighter', the children visit a fire station. Draw some flames on the ground outside using chalk. Then, squirt them with water, using a hose or a squeeze bottle. Can you put the fire out and remove the chalk flames?

In the story, the children think about the jobs that they would like to do when they are grown-ups. What job would you like to do? Can you pretend to do this job? If you have some dressing-up clothes, you could dress up too. Write a sentence explaining why you want to do this job.



Imagine you had to call the fire brigade. Would you know which number to call? Practice calling 999 on a pretend phone and give them your address and other details. Now imagine you are a fireman and you have had a call about a fire, fill in the attached 'Incident Form'.

Create your own emergency vehicle. Think about its key features, sirens, hosepipes, medical equipment etc. You could make your vehicle out of old boxes, bottle lids, tubes and anything else you can find around the house.



People Who Help Us

Do you have a smoke alarm in your home? Talk with a grown-up about how this keeps you safe. Maybe you could ask a grown-up to test the smoke alarm so you could hear the noise that it makes.

There are 8 fires and then 2 more fires start. Charlie the Firefighter is coming to put them out. How many fires are there altogether? You might like to draw a picture to find the answer. In London there were DOUBLE the number of fires. How many fires were there in London?



Create a thank you card to send to someone who has helped you. You could draw, paint or use collage to make your picture. Remember to use your best writing inside to say thank you and to write your name.



If 10 children are waiting to cross the road and the lollipop person takes 4 across? How many children are left? You could draw a picture or use your finger to help you work out the answer.

Can you DOUBLE your answer?

Make your own People Who Help US costume and pretend you are a person who is helping. What would you do? What would you say? If you are a nurse or doctor you can fill in the medical incident form.

Draw a picture of a person who has helped you. Write sentences to describe what they did, how you felt, what equipment did they use?



Can you make a fire painting? Can you paint orange flames? What colours do you need to make orange?

