



Week Commencing: 13.04.2020

	Monday	Tuesday	Wednesday	Thursday	Friday
<p>This week our planning will focus on the story of 'The Stick Man' – the animation can be found on YouTube and it would be helpful if children could watch this at the beginning of the week to familiarise themselves with the text. I have added a link to the home learning page, just above this planning document.</p> <p>Of course, if you have the book at home it would be great to share this as well.</p>					
Phonics 20 mins	<p>Please access the Read, Write Ink Phonics lessons on YouTube. A link to the YouTube channel can be found under the phonics tab on the school website.</p> <p>Timings Set 1 – 9:30am Set 2 - 10:00am Set 3 – 10:30am</p> <p>It would be useful to follow the online phonics sessions with some handwriting practice. We usually do 'speedy write' where we see how many times we can write today's sound within 1 min (and try and improve each day), followed by 'tick OR fix'. Hopefully your child should be able to explain how we play, but if not then a description is at the end of the planning.</p>				
Reading 15 mins	<p>Watching the story/sharing the book 'Stick Man'</p> <p>Can you spot any of your sounds/tricky words in the story.</p>	<p>Shared reading Oxford Owls or home reading book to practice reading skills.</p>	<p>Search YouTube for the tricky word song (Phase 2-5) We have learnt these songs in the past although not practiced them in a while – They are very catchy and may become stuck in your head – Sorry!</p>	<p>Shared reading Oxford Owls or home reading book to practice reading skills.</p>	<p>Complete an activity from the comprehension book that was sent home with the home learning pack</p>
English	<p>Find a stick from the garden and create your own stickman characters – use to retell the story in sequence.</p>	<p>Create a story map of Stickman – draw/paint/create.</p> <p>EYFS – Label the characters. Y1 – Simple sentences at key points of the story. Attempt to write the repeated refrains from the story. Challenge- Can you add some adjectives to describe the</p>	<p>Think about Stickman when he was lost. How did he feel? Y1 - Write a few sentences to describe how Stickman felt at different parts of the story – add your own illustrations. EYFS – Label the feelings around a picture.</p>	<p>Make your own postcard Pretend you are Stickman and write a postcard to your family telling them about one of your adventures. Make sure your picture matches the adventure you are telling them about.</p>	<p>Add another character to the story. Draw a further family member (granny/grandad, baby)/friend. EYFS – Label the character. Could you use adjectives to describe them? Have a go at writing a simple</p>

		different characters of the story.			<p>sentence.</p> <p>Y1 – Write a simple character description, exploring what the new character looks like as well as thinking about their personality.</p>
Maths	Throughout the week children could practice counting in 2s at different opportunities – washing hands/brushing teeth...				
<p>EYFS – count up to 20 in 2's. Y1 – Count up to 100 in 2's</p> <p>Additional challenge activity on page.</p>	<p>Collect sticks from the garden and group in 2's – how many do you have? Can you count them in 2's?</p>	<p>Help sort the socks!</p> <p>How many socks are in the washing? How many pairs of socks? Practice counting in 2's.</p>	<p>Print a copy OR make your own</p> <ul style="list-style-type: none"> • EYFS- Number line • Y1 Number Square <p>Colour in, counting in 2's. Encourage children to look at the patterns (especially on the 100 square) and begin to think about even numbers.</p>	<p>Watch BBC Bitesize Counting in Pairs. (link at the bottom this page)</p> <p>How many pairs of items can you find around your house? Y1 Extend to ask questions like in the video such as “how many (socks) are in 5 pairs”?</p>	<p>Draw and play hopscotch on your path in the garden. Can you chalk the numbers in twos?</p> <p>Or you could complete the dot-to-dot, joining up the even numbers and then the odd numbers in order.</p>
Topic -	Collect leaves from your garden – use them to create different animals.				
					

	Alternatively, you could print with the leaves you collect and create a printed animal/picture.
History/PSED	<p>Create your own family tree</p> <p>We encourage children to think about their family and talk about the different members and the roles that they play. It is always interesting for children to think about how the different members of their family fit together. It might be an idea to get photos and explore how they are all related, moving the photos to show relationships.</p> <p>A template has been provided for you to use, but we encourage you to be creative in your approach to this mini-project.</p>
Physical	<p>Fine Motor</p> <p>Use sticks to create your own weaving frame. (could use sticks from the garden, lollypop sticks, chopsticks, or pencils), instead of wool you could use string/ribbon or ripped up paper.</p>  <p>Gross Motor</p> <p>Continue to join in with Jo Wicks daily PE lessons</p> <p>Oti Mabuse is holding dace classes online aimed at children.</p>

BBC Bitesize Counting in Pairs web link <https://www.bbc.co.uk/bitesize/clips/zw6n34j>

Tick OR Fix

Say a word aloud (from the phonics video) and encourage children to repeat – take it in turns to say the word. Ask children to show the word using ‘Fred Fingers’, they will break the word down into the individual phonemes holding up one finger for each sound (d-o-g – 3 fingers, n-igh-t – 3 fingers), pinch each finger as they say the phoneme. Then write it down. Adult write the word also and then use this to check the child’s work. If they have correct recorded each sound (grapheme) they can tick each one, if they have made a mistake they fix it.