

As we approach the end of this half term topic, we will be asking you to complete a range of short assessments this week to mirror what we would have done in school. Please can these be recorded in short videos and sent to us via Evidence Me. If this is not possible you can complete them and send us notes on how your child found each task.

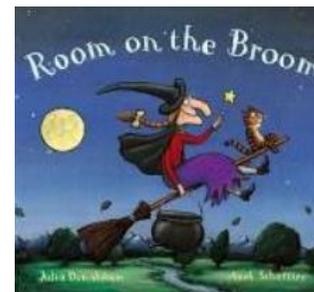
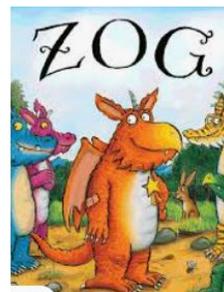
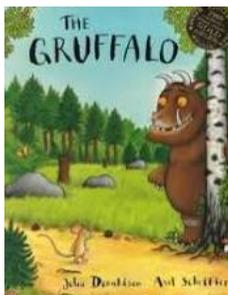
These are highly beneficial for us in seeing where children are currently at, the skills they have retained, and to support in groupings and next steps.

Thank you for your on-going support with this! 😊

***Please check task 3 for Friday as to complete this task you will need to get some items ready.**

Reading

This week we have added some short-animated versions of some of the children's favourite books that we read in school.



Links for the short stories are listed below:

[BBC iPlayer - The Gruffalo](#)

[BBC iPlayer - Stick Man](#)

[BBC iPlayer - Zog](#)

[BBC iPlayer - Room on the Broom](#)

❖ You can also use the phonics site below to engage with some online games that link to the sounds your child currently knows.

[PhonicsPlay](#) Username: jan21 Password: home

❖ Below are a few links for you to access for reading Phase 2/ 3/ 4 books.

<https://phonicsplaycomics.co.uk/comics.html>

Or go to Collins Connect and click on the Teacher portal and enter:

Username: parents@harpercollins.co.uk

Password: Parents!21

Not all of these books are not fully decodable but the pink levels are appropriate.

Let us know if/ when you need more as we are always continuing to look into access whilst at home.

- ❖ Please continue to pick a favourite book to read every day (this might be part of your bedtime routine). You may also choose to listen to a pre-recorded story which again can be found on the links document or join the daily live story session at 2pm -Routemaster class and 2:30pm-Clipper class.
- ❖ Whilst learning at home, we will continue to use the Reading app 'Teach your Monsters to Read.' Please let your children know that their monsters will send them letters and certificates the more they play.

The link for this is: <https://www.teachyourmonstertoread.com/>

- ❖ Number blocks is an educational maths programme that the children watch in school during their snack time and could be used at home during snack times or in-between tasks. All the episodes are available on BBC iPlayer, the link for this is below:
[BBC iPlayer - Numberblocks](#)

A range of maths games linked to number blocks are available for your child to play on CBeebies. The link for this is:
[Numberblocks - CBeebies - BBC](#)

These suggested learning activities can be completed in any order.

Phonics videos for all groups are listed on the links page.

Day 1- Monday
Task 1-
Please complete task one- flashcard recognition on your assessment sheet for your phonics session. (Assessment sheets for all phonics groups are attached to the observation sent with the plan on Evidence Me) Please watch the available video to support you further.



Day 2- Tuesday
Task 1-
Please complete task two- blending on your phonics assessment sheet. Please watch the available video to support you further.



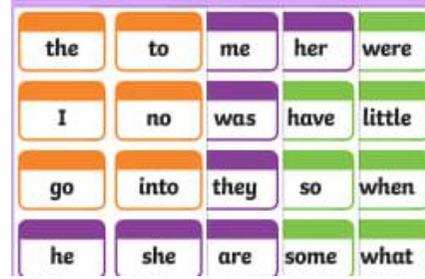
Once you have completed this task please remember to complete your child's 'quick write'. Pick 6 different sounds from yesterday and ask your child to write them down. Please send any videos or photos of the

Day 3- Wednesday
Task 1-
Please complete task three- segmenting on your assessment sheet for your phonics session. Please watch the available video to support you further.



Once you have completed this please remember to choose 6 new sounds and ask

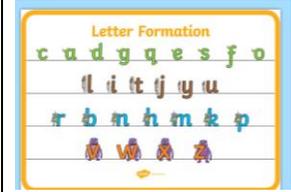
Day 4- Thursday
Task 1-
Please complete task four- tricky words on your assessment sheet for your phonics session. Please watch the video to support you further.



Once you have completed this please remember to choose 6 new sounds and ask your child to complete a 'quick write'.

Task 2

Day 5- Friday
Task 1-
Please complete your phonics and letter formation session for today using the links page.



Task 2
Technology – Using a programme. For this task we would like to see whether your child is confident at using technology. Please

Once you have completed the flashcard recognition please ensure you do a 'quick write' with your child. You choose any 6 sounds from your child's assessment and ask your child to write them down. Do not show your child the sound as the assessment is to show whether your child can remember the corresponding letters for the sound.

Task 2

Communication language-questioning.

Play a game of headbands with your child. Watch the video below to get an example –

<https://vimeo.com/504787164/ff37e6c281>

Make your own cards which may be a selection of animals, objects or foods.



Take it in turns so your child has the opportunity to both ask the questions and also to answer questions you ask.

assessment to us via Evidence Me.

Task 2-

Addition assessment -

<https://vimeo.com/504518796/6e947cf359>

Please watch the video above for a short example of ways in which you can complete an addition assessment with your child. We are looking to see that children can count out amounts such as getting 4 balls and then getting an additional 3 balls. That they understand the concept that adding is putting the two groups together and that they can find the answer either through counting on in their head or by counting the objects altogether. You do not need balls you can use a range of items you may have in your house e.g. toys, pasta, coins etc. Please adapt the numbers you use to suit your child however please remember that a strong understanding of the concept of addition, as well as the skills listed above, is more important than using larger numbers. The assessment only needs to contain 5 addition questions and should be played like a fun activity that your child will enjoy taking part in.

your child to complete a 'quick write'.

Task 2

One more/ one less assessment-

<https://vimeo.com/504781388/34ecbf105c>

<https://vimeo.com/504785440/c0e38c3cb1>

Please ensure you watch both short example videos above as this will support your child to complete this task. We are assessing whether your child is able to identify one more and one less than any given number to 20 (if your child is not yet confident to 20 please adapt this to 10 and if your child is very confident to 20 please adapt this to 30)

Your child can have a number line in front of them to support them if needed. Some children may be able to complete this task by counting on or back in their heads please watch the videos for

Shape, space and measure – 2D and 3D shapes.

Please watch the video below – <https://vimeo.com/504980025/1355ffafa2>

Support your child to make their own model using 2D and 3D shapes. Please send us a video or picture of your child's model and let us know which 2D and 3D shapes your child was able to name and whether they understood the difference between 2D and 3D shapes. Any your child found tricky we will be able to continue to work on.

Task 3-

Imagination- mask making

Talk to your child about who they would like to pretend to be this afternoon. It could be a pirate, a ballerina, a superhero, a princess/prince etc. They can choose. Support your child to make their own mask, they could think about how they will decorate it e.g. paint, crayons, colouring pens and what they could cut and stick to their mask.



choose one of the games below and let your child play independently. Let us know whether your child is confident at using an age appropriate programme or whether you feel they need some more support with this.

Online drawing – [Paint Online - A free draw, art and creativity game for kids - Kidmons.com](https://www.kidmons.com)

CBeebies art games – [Mess free creative play for kids - CBeebies - BBC](https://www.bbc.com/childrens/bbc-childrens-art-games)

Task 3

Cooking

As part of golden time today we would like you to follow the instructions on the 'Marshmallow moon pops' sheet that has been sent to make your own treat. * You will need cocktail sticks, marshmallows, chocolate (that can be melted down) and

Go first in order to model to your child some of the questions they may need to ask.

Task 3

Weekend recount writing

Support your child to orally rehearse a sentence about their weekend that they will then be writing independently. Ensure your child has their sound mats for support. Remember to practise saying the sentence out loud before trying to write it down. Ask your child to count how many words are in the sentence, then remind your child that they will need to chop the words up and write the sounds they can hear. If you feel your child is becoming very confident at writing a sentence, ask your child to use the word 'and' within their sentence to extend their work. Once you have done this please leave your child to write their sentence independently. Once this is complete write underneath your child's work the sentence in order to support us to read it and send a picture of your child's

Task 3

Subtraction assessment -
<https://vimeo.com/504516100/639e24a97a>

Please watch the video above for a short example of a way in which you could complete a subtraction assessment. This is aiming to show your child is able to correctly count out an amount, has an understanding that subtraction means they take an amount away from the group of objects they have, and that they can find an answer by counting what is left. Again, please adapt the numbers you chose based on how confident your child is and complete 5 subtraction questions.

Task 4

Hand eye co-ordination challenge. Please choose one or two of the activities below to complete with your child this afternoon. These activities are aimed at supporting your child to work on their hand-eye coordination.

- Throwing and catching
- Football
- Threading a necklace (This could be made with string and cheerios/pasta

examples and allow your child to use the method that they are confident with.

Please record this if possible and send a short video to us via Evidence Me.

Task 3-

Reading challenges

Please use the sentence cards provided and ask your child to read them to you. Use your phonic skills to segment the words and blend them together. Re-read your sentence afterwards. Does it make sense? Can you tell your adult what it said?

You can read these on the screen or hand write them out if you would rather.

We would also love to see your child reading any reading books- links for e-books are available above too. Equally- reading for pleasure is a very important skill.



Task 4-

Imagination- acting in role. Get into role with your child becoming what they have chosen. You may both be pirates hunting for treasure around the house, dinosaurs looking for some food, or aliens who have just landed on earth.

Can your child stay in character? Can they build upon things you say in role?

You may want to make some new props e.g. a treasure map or use things around your house. Have fun and support your child to use their imagination!

some sprinkles to decorate.



Please ensure whilst completing this task you discuss with your child about the importance of being safe in the kitchen e.g. discuss about what things may get hot etc. If you are unable to get the items listed above, then please feel free to decide on your own treat you would like to do together.

Task 4

Number recognition and ordering –
<https://vimeo.com/504513811/967fe43845>

Please watch the short video above for an example of how you could complete this activity.

sentence to us via Evidence Me.

Task4- sequencing

In school we use a daily timetable to look at what is happening during our day and in what order.

Can you sequence what you did over your weekend or a day that you have recently had. This is a communication and language task and your child only needs to talk you through what they did. You might want to think about your day yesterday- What did you do first?

Can you use a range of language to order and describe what you did?

(next, after, later, then)

What will you do tomorrow? You could create a drawing of these things to sequence your day and create a timetable for tomorrow.

-A game of skittles (You could make your own by filling empty bottles with water and using a ball or bean bag to throw at them)

-Skipping rope
- A cutting and sticking activity (You could draw shapes on paper and ask your child to cut them out and stick them together to make a new picture)



The pig fell into the mud.

Task 4-

Family game- PSED
Please choose a game you have at home; this could be a board game or a puzzle and take turns to complete it. We would like you to focus on turn taking. You could play a game with the whole family such as Simon Says or duck, duck, goose.

(use numbers that your child is currently working on- e.g.to 15/20 or extend to 30)

Challenge- what number is missing? Use the missing number sheet as a challenge.



Learning outcomes children will be working towards throughout the week by

PSED- 'Self confidence + Self- Awareness'- Children will choose the resources they need for their chosen activities. They say when they do or don't need help.

PSED- 'Making Relationships' – Children play co-operatively, taking turns with others. They take account of other's ideas about how to organise their activity.

completing various activities.	<p>C+L- 'Speaking'- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>C+L- 'Listening and Attention'- They give their attention to what others say and respond appropriately, while engaged in another activity. Children can follow instructions involving several ideas or actions.</p> <p>PD- 'Moving and Handling'- They handle equipment and tools effectively, including pencils for writing. They show good control and co-ordination in large and small movements.</p> <p>PD- 'Health and self-care'- Children are able to talk about ways to keep safe.</p> <p>Literacy- 'Reading'- Use phonic knowledge to decode regular words and read them aloud accurately. Children can read and understand simple sentences.</p> <p>Literacy- 'Writing'- Children write simple sentences that can be read by themselves and others.</p> <p>Maths- 'Number'- Children count reliably with numbers from 0-20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two digit numbers and count on or back to find the answer.</p> <p>Maths- 'Shape'- Children are beginning to use mathematical names for 'solid' 3D shapes and flat '2D' shapes, and mathematical terms to describe shapes.</p> <p>Understanding the World- 'Technology'- Children select and use technology for particular purposes.</p> <p>Expressive Art and Design- 'Being Imaginative'- Children introduce a storyline or narrative into their play and play alongside others to act out or build upon a narrative.</p>
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