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|  | **Literacy/Phonics** | **Teaching Instructions** | **Numeracy** | **Teaching Instructions** |
| **Monday** | **Phonics:** Introduce new sound: “ l “ .  Colour in the objects that start with ‘l’. Practice writing the l sound on the line below. | Use Geraldine the giraffe to introduce new sound ”l”  <https://www.youtube.com/watch?v=sq-q2jzM78c>  Discuss what Geraldine found – can they find anything? Show what the sound looks like in lower and uppercase. | Introduce number 10 – use link.  Decorate the number 10 (eg stick on 10 buttons/pom poms or draw 10 objects on eg draw 10 ducks) | Follow this link to find “Numbertime, number 10” <https://www.youtube.com/watch?v=G5seJA_G_ME>  \*if link doesn’t work, type “numbertime number 10” into youtube search engine.  Complete activity. |
| **Tuesday** | Literacy: “Rosie’s Walk”, by Pat Hutchins.  Cut & Stick the 4 pictures to sequence the story correctly. | Watch/Listen to the story.  <https://www.youtube.com/watch?v=aynZh1-fsBg>  Ask ques to check understanding – where did Rosie go first? Is there a character Rosie doesn’t notice on her walk? | Sequencing numbers to 10 activity (cut & stick)  \*can be modified by using a smaller range of numbers if necessary | Follow this link to the “Counting to 10” song.  <https://www.youtube.com/watch?v=diMJIlv-4N0>  Discuss number before/after/between, which is a smaller/bigger no etc |
| **Wednesday** | **Phonics:** Introduce new sound: “b“ .  Colour in the objects that start with b’. Practice writing the b sound on the line below. | Use Geraldine the giraffe to introduce new sound ”b”  <https://www.youtube.com/watch?v=ztsfsOl9l9Q>  \*children can find it hard to differentiate ‘b’ and ‘d’ & often make reversals – this is usually overcome with time & practice. | Make a set of 8 sheep and  Make a set of 10 hens.  Cut & stick pictures to make the correct sets. | Adapt and support as necessary. Most children will count to 10 confidently, but if your child is finding touch counting 8/10 to make the sets too difficult, modify activity by reducing size of no eg. Sets of 4 and 5. |
| **Thursday** | Re-read/show “Rosie’s Walk”.  Write sentences using the wordmat. | Recap key events. Use the wordmat to write simple sentences and existing words. Eg. I see the hen. Rosie is a hen \*see note on sentences | Number formation on number 10 activity sheet.  On the back, practice writing lots of ‘10’s” using different colours! | Model how to write the number 10. Explain that 0 comes first in the number line, but number 10 has zero at the end. |
| **Friday** | WAU: Matching farm animals. Cut & stick to match babies to their mothers. Colour in 😊 | Discuss each animal and introduce new words for the babies eg. Calf, kid, foal, duckling etc. | Interactive game to practice counting to 10/making sets within 10.  <https://www.topmarks.co.uk/learning-to-count/gingerbread-man-game> | After following the link to the ‘Gingerbread Man’ game, select ‘Counting’. Children can then count sets within 5/10, and make sets within 5/10. They should be encouraged to ‘touch count’ when counting/making sets. |