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|  | **Literacy/Phonics** | **Teaching Instructions** | **Numeracy** | **Teaching Instructions** |
| **Monday** | **Phonics:** Introduce new sound: “w “ .  Colour in the objects that start with “w”. Practice writing the sound on the line below. Children can find formation tricky initially – try and remind them to keep lines straight : ‘W’ as opposed to ‘UU’. | Use Geraldine the giraffe to introduce new sound “w”:  <https://www.youtube.com/watch?v=5HfNo7Mtd7U>  Discuss what Geraldine found – can they find anything around the house? | Practical Addition: Revision of addition skills learned last week.  Play addition game online again.  Use the circle templates from last week to add household objects with answers within 10. | Follow the link again and play this game to reinforce the concept: <https://www.topmarks.co.uk/addition/addition-to-10>.  Make a set, make another set and add together. Remember to point out the ‘+’ adding symbol and the ‘=’ sign to show that the answer will come at the end in the blue circle. |
| **Tuesday** | Literacy: Read ebook “Exploring My World: Sand, Waves and Ice-Cream”. Answer questions about the story to develop comprehension. | Read the story to your child.  Using the attached questions, you should discuss the story together. The comprehension questions are just for discussion, no writing is needed. You could also make up your own questions and answers. | Adding pictures worksheet ‘At the Bakery’.  Extension: ‘Counting Frogs’. | Encourage your child to touch count the pictures to find how many of each type of food there is.  Extension: this may be completed if you wish to complete further addition work today. |
| **Wednesday** | **Phonics:** Introduce new sound: “z“ .  Colour in the objects that start with ‘z’. Practice writing the sound on the line. | Use Geraldine the giraffe to introduce new sound “z”.  <https://www.youtube.com/watch?v=O6jgGvZ-3zQ>  Highlight difference between saying ‘s and ‘z’ by really enunciating the z! | Adding pictures worksheets: ‘Flowers’ and ‘Sheep’. | Complete using the method practised yesterday. Remember to encourage touch counting. |
| **Thursday** | Literacy: Read “Sand, Waves and Ice-Cream”.  Write sentences based on the story using the word mat and high frequency words. | Use the wordmat to write simple sentences and remember to use existing familiar words not on the wordmat eg: “I can see the train/Mum is on the sand/ It is an ice-cream/ we have suncream”.  Remember to leave finger spaces between words, and demonstrate where the next word should go if you run out of room. | Adding pictures worksheet: ‘Fruit’ | Touch count the fruit to find the answers. Draw your child’s attention to the ‘+’ and ‘=’ symbols.  At the bottom of the page are sums without pictures. You could use household objects to build these sums and find the answers. Perhaps use different fruits to link in with the theme of the activity. |
| **Friday** | WAU: Label the seaside picture using initial sounds. Linked to this week’s story. | Cut & stick to correctly label each item. The sea is being referred to as “water” to recap on “w” sound from earlier in the week, and the “sandcastle” has been shortened to “castle”. You could add you own labels like “mum” if you wish! | Adding pictures worksheet: ‘Hot Cross Buns’ | Touch count the hot cross buns and record answers.  Again, at the bottom of the page there are sums without pictures. You could use household objects to build the sums practically. Perhaps for a Friday treat you may like to use some sweets! |