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|  | **Literacy/Phonics** | **Teaching Instructions** | **Numeracy** | **Teaching Instructions** |
| **Monday** | **Phonics:** Introduce new sound: “qu “.  Colour in the objects that start with “qu”. Practice writing the sound on the line below, with the tail of ‘q’ falling underneath. | Use Geraldine the giraffe to introduce new sound “qu”: <https://www.youtube.com/watch?v=mYGGk0MH_xQ>  This sound often appears as “qu” eg queen, question. if these sounds appear together in a word, they should be treated as one unit of sound (digraph). | Introduction to o’clock times: Use the power point to explain what o’clock times are and practice reading the times shown.    Practice reading simple analogue o’clock times around the house. | This is a new concept, building on children’s knowledge of times of the day. Discuss key times (time we get up, time we have lunch, time we go to bed etc). It is best to avoid discussing half past times, digital displays etc to avoid confusion.  Look around your home for easily read analogue clocks, and draw attention to o’clock times when they occur. In place of a teaching clock, you could make o’clock times by moving hour hand on a standard clock and ask your child to read the time you make. |
| **Tuesday** | Literacy: Revisit ebook “Exploring My World: Sand, Waves and Ice-Cream”.  Sequence the events in the story. | Re-read the story to your child, recapping the key events and discussing what happens at the beginning, middle and end of the story. What happens at the beginning AND end? (there is an ambiguous picture that could come first or last, both would be correct).  Cut and stick the pictures to put them in the correct order or label the events 1-5, putting your numbers in the boxes. | Introduction to o’ clock times: Make own clock cut & stick activity.  Carefully – hold your minute hand at 12 and practice making some o’clock times on your own clock by moving the hour hand! | This activity is beneficial for familiarising children with the layout of an analogue clock. The activity can be adapted from a cut and stick by writing on the numbers instead. If you do not have a split pin, you can make ‘hands’ by using a pipe-cleaner or by bending paperclips to make a longer minute hand and a shorter hour hand, and changing their position on the surface of the clock face. It is helpful to use 2 different colours if making the hands this way. |
| **Wednesday** | **Phonics:** CVC words  Use your sounds to sound out each word carefully. Draw a line to match the cvc word to the correct picture. Colour to complete. | As we have covered all sounds individually, we will be building on how to segment, blend and read cvc words. Help your child sound out each word, one sound at a time.  sat = s a t.  Match to the picture. There are 2 sheets for lots of practice! | Follow the link and move the hour hand forward/backward to make times for your child to read. Swap over, taking turns to show and tell the different o’clock times.  Complete worksheet to read and write the o’clock times. | <https://www.topmarks.co.uk/time/teaching-clock>  Using a yellow or pale coloured crayon to highlight the answer, help your child read and fill in the o’clock times. |
| **Thursday** | Literacy: Follow the link to watch the short story of Kipper the Dog going to the Seaside.  Write a short list (using your wordmat) of things you would bring to the beach. | <https://www.youtube.com/watch?v=7dCdT6tN3WY>  Discuss- why Tiger drifted out to sea, why we should stay with adults at the beach and when playing in the water. Lead on to asking what your child would pack for going to the beach.  Write a simple list using the list writing template and the wordmat to help with spelling. You may need to model what a list looks like – often children will be familiar with shopping lists. Explain how writing a list is different from writing a sentence and why lists can be useful. Discuss why it would be important to bring suncream etc. | Complete worksheet 1 to read and fill in o’clock times as before.  Complete worksheet 2 to practice making o’clock times. | Continue to use a yellow or pale coloured crayon to highlight the answer and help your child read and fill in the o’clock times.  Use a writing pencil to make the times shown.  Extension: Practice making and reading times on your own clock from Tuesday or play the game from yesterday again if you wish. |
| **Friday** | WAU: Use the sounds at the bottom of the page to complete the seaside words. | Identify the picture and help your child recognise the missing sound. Locate it below and use to fill in the answer.  It can be helpful to cross out a used sound to help the children realise the options left for any remaining words. \*children may find d/b tricky to distinguish between. | Follow the link and sing the song. Recap on what we have learned this week.  Complete worksheet to make more o’clock times. | <https://www.youtube.com/watch?v=HGgsklW-mtg>  Complete worksheet.  Remember to try and spot o’clock times around the house and at the weekend 😊 |