

### Phonics Plan

w/b: 12.10.2020





- This week we will be learning letters / sounds **h, b, f**. We will also practise letters & sounds learned so far.
- We will be learning **ff**, including the rule and practise reading words ending in **ff**.
- We will be learning to read the high frequency words **if, off, big, had, his, him, but, back**.
- We will be blending for reading and segmenting for spelling.
- We will be supporting children in reading and spelling captions using sounds learned so far and high frequency words **no, go, to, and, the**.

<b>Monday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> with the letters <b>s a t p i n m d o c k c k e u</b>. (Write the graphemes on a piece of paper and show them to your child. Can they tell you the sound and how you do the action?)</li> <li>• Today we are learning about the graphemes 'h' and 'b'. Watch this clip <a href="https://www.youtube.com/watch?v=4TmOJh3W90w">https://www.youtube.com/watch?v=4TmOJh3W90w</a> and copy the actions and sounds that the graphemes 'h' and 'b' makes.</li> <li>• Play <b>Buried Treasure</b> with the words: <b>hat, hug, big, bag, bed, bat, hap, huck, bip, bem, bup, hin</b>. (Read the words and put the 'real' words in the treasure chest and the 'fake' words in the bin)</li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> with the letters <b>s a t p i n m d g o c k c k e u h b</b> (Write the graphemes on a piece of paper and show them to your child).</li> <li>• Today we are learning about the letter 'f'. Watch this clip <a href="https://www.youtube.com/watch?v=4TmOJh3W90w">https://www.youtube.com/watch?v=4TmOJh3W90w</a> and copy the action and sound that the letter 'f' makes. Show that there are two ways of writing this sound. We can write it as <b>f</b> but sometimes at the end of a word it is spelt <b>ff</b> (remind children that the sound is still the same. Model using soundtalking to read <b>fun</b> and <b>puff</b>).</li> <li>• Hold up a sentence on card or whiteboard. Read together and model blending tricky words. Where there is a double letter draw a line underneath both letters to show that it is one sound only. <b>I can huff and puff. Get off the bus. It is fun to sit back to back.</b></li> </ul>
<b>Weds</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> with the letters <b>s a t p i n m d g o c k c k e u h b f f</b> (Write the graphemes on a piece of paper and show them to your child).</li> <li>• Introduce the phoneme 'l' with actions. Watch this clip <a href="https://www.youtube.com/watch?v=4TmOJh3W90w">https://www.youtube.com/watch?v=4TmOJh3W90w</a>. Show that there are two ways of writing this sound. We can write it as <b>l</b> but sometimes at the end of a word it is spelt <b>ll</b> (remind children that the sound is still the same). Model using sound talking to read 'lick' and 'bell'</li> <li>• Play Sound Buttons using words: <b>hum, bug, back, fan, huff, leg, fill, full</b>  <div style="text-align: center;">. . . . .</div> </li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> with the letters <b>s a t p i n m d g o c k c k e u h b f f</b> (Write the letters on a piece of paper and show them to your child. Can they tell you the sound and how you do the action?)</li> <li>• Recap the phoneme 's'. Ask children to show you the actions and pick the letter that makes that sound from some magnetic letters. Explain that 'ss' can also make the same sound. Remind children that double letters often come at the end of words.</li> <li>• Play Buried Treasure. Words: <b>less, hiss, fuss, kiss, mess, niss, dess, tass, goss</b>.</li> <li>• Read captions together. Mum got a hug and a kiss. The dog bed is in a mess. A cat can hiss.</li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> with the letters <b>s a t p i n m d g o c k c k e u h b f f s s</b> (Write the letters on a piece of paper and show them to your child. Can they tell you the sound and how you do the action?)</li> <li>• Write these tricky words <b>I go no</b>. Help your child to recognise them by playing matching games and snap.</li> <li>• Play Phoneme Frames using the words <b>mess, fat, bun, boss, back, hop, cuff, dull, sell</b></li> </ul>

### Maths Plan

w/b: 12.10.2020

**This week we will be:** exploring patterns and making comparisons.

<b>Monday</b>	<ul style="list-style-type: none"> <li>• Prepare a set of dot plates or cards which have 1, 2 or 3 dots in different arrangements.</li> <li>• Give your child numeral cards 1, 2 and 3. Hold up the plates and ask your child how many dots there are.</li> <li>• Encourage your child to create their own collections of 1, 2 and 3 objects.</li> </ul>	
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Make some picture cards representing 1, 2 and 3.</li> <li>• Ask your child to match and sort the cards.</li> <li>• For example, collect all the cards which show 2. Which card does not show 2?</li> <li>• Can your child make your own cards to show 1, 2 and 3?</li> </ul>	
<b>Weds</b>	<ul style="list-style-type: none"> <li>• Sing number songs such as '5 Little Ducks' or '5 Currant Buns in a Bakers Shop' which count on and back to introduce the one more and one less patterns.</li> <li>• Ask your child to represent the patterns using counters or similar to support understanding that each number is one more / less than the number before.</li> <li>• Using a range of real objects in different contexts ask your child to compare the sets.</li> <li>• Which set has more? fewer?</li> <li>• Can you find two sets with the same amount?</li> </ul>	
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Play a game together, such as 'Snakes and Ladders'.</li> <li>• Encourage your child to count on and back as needed to play the game.</li> </ul>	
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Read 'Goldilocks and the 3 Bear's.' Explain that we need to set the table ready for breakfast.</li> <li>• Find some plate, cups, spoons etc. Do we have enough plates, cups and spoons for all the bears?</li> <li>• Provide small, medium and large cups, bowls and spoon to compare and match to the bears.</li> </ul>	