

## Phonics Plan

w/b: 02.11.2020

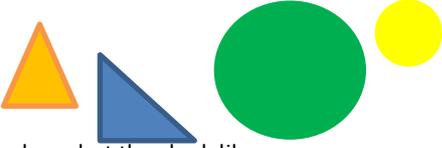
- Learn and practise letters / sounds j, v, w, x.
- Practise blending for reading.
- Practise reading high frequency words learned so far and all letters / sounds learned so far.
- Practise reading the HFW's he, we, me, be.

<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 g o c k ck e u h b r f f l l ss</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>• Learn an alphabet song and sing it together.</li> <li>• Play Sound Buttons with the words: <b>mess, fat, bun, boss, back, hop, cuff, dull, sell</b>.</li> <li>• Hold up captions on card or on a whiteboard. Encourage your child to blend to read these captions. <i>I got a hug and a kiss. The dog bed is in a mess. A cat can hiss.</i></li> </ul>
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, ff, l, ll, ss. Sing the alphabet song together.</li> <li>• Today we are learning a new phoneme <b>j</b> and how to read it</li> <li>• Introduce the phoneme <b>j</b> with actions.</li> <li>• Play Soundbuttons with words: <b>jam, jet, jog, Jill, Jack</b>.</li> <li>• Hold up a caption on a card or write on the whiteboard. Read together and model reading tricky words. Jack and Jill jog up the hill. Jog to get the jam. I can jog to get fit.</li> </ul>
<b>Weds</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, f, l, ll, ss + j Sing the alphabet song</li> <li>• We are learning a new phoneme <b>v</b> and how to read it</li> <li>• Introduce the phoneme <b>v</b> with actions.</li> <li>• Play Countdown. Put a timer on and see how quickly your child can read the words: <b>jam, jet, jog, van, vet, visit, back, sun, hot, pen</b>.</li> <li>• Hold up a sentence on card or write on the whiteboard. Read together and model reading tricky words. <i>Did I put the jam in the van? Did the cat get to the vet? Can I visit a pet on a jet?</i></li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j + v Sing the alphabet song.</li> <li>• We are learning a new phoneme <b>w</b> and how to read it</li> <li>• Introduce the phoneme <b>w</b> with actions.</li> <li>• Play sound buttons. Words: will, win, wag, web, wig, wax, jam, jog, van, vet.</li> <li>• Play Yes/No questions- get your child to use thumbs up and thumbs down to show whether the answer is yes or no when they have read the caption. <i>Is the sun wet? Can men jog to get fit? Has a pot of jam got a lid? Can a van go up a hill? Has a cat got a web? Will a pig put on a wig?</i></li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Play <b>Flashcards</b> s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, f, l, ll, ss, j, v + w Sing the alphabet song.</li> <li>• We are learning a new phoneme <b>x</b> and how to read it.</li> <li>• Introduce the phoneme <b>x</b> with actions.</li> <li>• Practise reading high-frequency words see. Words: <b>no, go, I, the, to</b></li> <li>• Play Yes/No questions - get your child to use thumbs up and thumbs down to show whether the answer is yes or no when they have read the caption <i>Can wax get hot? Has a fox got six legs? Can a vet fix a jet? Will a rat visit a fox? Can a taxi hop? Will a dog sit in a box?</i></li> </ul>

## Maths Plan

w/b: 02.11.2020

**This week we will be:** learning about positional language / circles & triangles.

<b>Monday</b>	<ul style="list-style-type: none"> <li>• Sing 'In and Out the Dusty Bluebells' together.</li> <li>• Focus on the language 'in' and 'out'</li> <li>• Sing other action songs which reference positional language</li> <li>• Show the Powerpoint and discuss where the puppy is. Alternatively you could place a teddy in different places – under a cushion, behind the TV etc.</li> </ul> <p><a href="https://www.twinkl.co.uk/resource/where-is-the-puppy-positional-language-powerpoint-t-tp-7706">https://www.twinkl.co.uk/resource/where-is-the-puppy-positional-language-powerpoint-t-tp-7706</a></p>	
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Watch the story about a mouse called Albert who is looking for somewhere to hide.</li> </ul> <p><a href="https://www.youtube.com/results?sp=mAEB&amp;search-query=the+right+place+for+albert">https://www.youtube.com/results?sp=mAEB&amp;search-query=the+right+place+for+albert</a></p> <ul style="list-style-type: none"> <li>• Invite your child to place a teddy in different places. For example. "Put teddy <u>in</u> the box." "Put teddy <u>under</u> the blanket" "Put teddy <u>in between</u> * and *"</li> </ul>	
<b>Weds</b>	<ul style="list-style-type: none"> <li>• Play 'Make my match.' (Barrier Game)</li> <li>• Give your child a set of identical cubes (or buttons or counters) (3 colours)</li> <li>• Hide your cubes and describe how you have arranged your set. For example, "Put the green cube under the red cube. Now check. Is it the same as mine?"</li> <li>• Extend the use of language to include next to, beside, between, above, below.</li> <li>• This can be extended by adding 1 or 2 more cubes.</li> </ul>	
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Show your child a variety of circles and triangles in different sizes and orientations. (cut some from paper if you don't have any)</li> <li>• Choose one of the shapes. Ask your child to tell you what they notice.</li> <li>• Are the sides straight or curved?</li> <li>• Can they see another shape like this?</li> <li>• What if we turn it around, is it still the same shape?</li> <li>• Can you find a different shape? Why is it different?</li> <li>• Teach the children a song about a circle and a triangle to help them to remember what they look like.</li> </ul>	
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Look at shapes in Kadinsky's concentric Circles or Stained in Triangle. Ask the children to talk about the images.</li> <li>• How many shapes can you see?</li> <li>• What shapes can you see?</li> <li>• Talk about what makes a circle a circle and a triangle a triangle with.</li> <li>• Use circular tubes and lids to make patterns with paint during continuous provision.</li> </ul>	

