

Phonics Plan

w/b: 02.11.2020

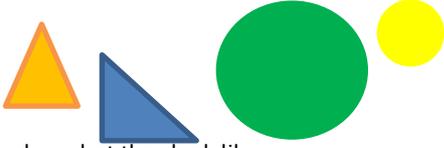
- Learn and practise letters / sounds j, v, w, x.
- Practise blending for reading.
- Practise reading high frequency words learned so far and all letters / sounds learned so far.
- Practise reading the HFW's he, we, me ,be.

Monday	<ul style="list-style-type: none"> • Play Flashcards with the letters s a t p i n m d g o c k ck e u h b r f f l l ss. (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?) • Learn an alphabet song and sing it together. • Play Sound Buttons with the words: mess, fat, bun, boss, back, hop, cuff, dull, sell. • 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>
Tuesday	<ul style="list-style-type: none"> • Play Flashcards 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. • Today we are learning a new phoneme j and how to read it • Introduce the phoneme j with actions. • Play Soundbuttons with words: jam, jet, jog, Jill, Jack. • 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.
Weds	<ul style="list-style-type: none"> • Play Flashcards 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 • We are learning a new phoneme v and how to read it • Introduce the phoneme v with actions. • Play Countdown. Put a timer on and see how quickly your child can read the words: jam, jet, jog, van, vet, visit, back, sun, hot, pen. • 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>
Thursday	<ul style="list-style-type: none"> • Play Flashcards 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. • We are learning a new phoneme w and how to read it • Introduce the phoneme w with actions. • Play sound buttons. Words: will, win, wag, web, wig, wax, jam, jog, van, vet. • 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>
Friday	<ul style="list-style-type: none"> • Play Flashcards 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. • We are learning a new phoneme x and how to read it. • Introduce the phoneme x with actions. • Practise reading high-frequency words see. Words: no, go, I, the, to • 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>

Maths Plan

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

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

