

**Phonics Plan**

w/b: 16.11.2020

This week we will be:

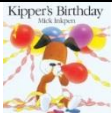

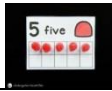
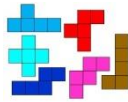
- Learning and practising letters / sounds **sh, th** (voiced and unvoiced) and **ch**.
- Pointing to the letters in the alphabet while singing the alphabet song.
- Practising reading and writing captions and sentences.
- Finding the corresponding capital letter to any letter learned so far.
- Reading high frequency words **this, that, then, them, with, they**.

<b>Monday</b>	<ul style="list-style-type: none"> <li>• Practise GPCs <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, x y z zz qu</b> Play Flashcards. Sing the alphabet song and point to each letter as you sing.</li> <li>• Teach the new digraph <b>sh</b> with actions. <a href="https://www.youtube.com/watch?v=futQOvUnHV8">https://www.youtube.com/watch?v=futQOvUnHV8</a></li> <li>• Play <b>Buried Treasure</b>. Words: <b>ship, shop, shell, fish, cash, bash, hush, rush</b> Hold up captions on card or write them on a whiteboard. Encourage your child to blend to read these captions. <b>I am in a rush to get to the shop. The cash is in the shop. I got a shell and a fish.</b></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, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x y z zz qu sh</b> (Write the graphemes on a piece of paper and show them to your child).</li> <li>• Teach the new digraph <b>ch</b> with actions. <a href="https://www.youtube.com/watch?v=-s-lsxzjPX8">https://www.youtube.com/watch?v=-s-lsxzjPX8</a></li> <li>• Play Soundbuttons. Words: <b>chip, rich, chill, much, shop, fish, chim, nich, chig, fich, lish</b>.</li> <li>• Hold up a caption on card or use the whiteboard. Read together modeling blending. <b>Is it fish and a bag of chips? The rich man had a big chin. The chicken got a chill.</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, ck, e, u, r, h, b, f, f, l, ll, ss, j, v, w, x y z zz qu sh ch</b> (Write the graphemes on a piece of paper and show them to your child).</li> <li>• We are learning to read the tricky words <b>we me</b> and <b>be</b>.</li> <li>• Teach the children how to read the tricky words: <b>we me</b> and <b>be</b> – Play a matching game with them, explaining that the tricky part of the word is the last part. Words: <b>we, me, be</b> and, <b>the, no, go</b></li> <li>• Hold up sentence on card or whiteboard. Read together and model blending tricky words. <b>We can be rich. She is in a rush to get it to me. He had a big shock.</b></li> </ul>
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Practise GPCs <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, x, y, z zz. qu sh ch</b>. Sing the alphabet song – children point to letters as you sing. Flashcards: Speed Trial, Flashcards: Time Challenge.</li> <li>• Introduce the digraph <b>th</b> with actions – <a href="https://www.youtube.com/watch?v=-s-lsxzjPX8">https://www.youtube.com/watch?v=-s-lsxzjPX8</a></li> <li>• Play phoneme frames. Words: <b>them, then, that, this, with, thin, thick, chop, such, shock, bash</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. <b>Can a fish quack? Is a shell a pet? Can a hen shop? Can a chicken buzz? Can a chip be as big as a fish? Can a chip be thick?</b></li> </ul>
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Practise GPCs <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, x, y, z, zz, qu sh ch th</b> Play Flashcards. Sing the alphabet song – children point to letters as you sing. Play Flashcards</li> <li>• Introduce the digraph <b>ng</b> with actions – <a href="https://www.youtube.com/watch?v=-s-lsxzjPX8">https://www.youtube.com/watch?v=-s-lsxzjPX8</a></li> <li>• Model writing <b>sing, ring</b> and <b>ping-pong</b> and add sound buttons.</li> <li>• Continue making I can... books (or create new ones) Add pages with the above words. <b>I can sing, I can ring, I can ping-pong, I can sing a song. I can be a king.</b></li> </ul>

**Maths Plan**

w/b: 16.11.2020

This week we will be: exploring the number 5.

<b>Monday</b>	<ul style="list-style-type: none"> <li>• Read Kipper's Birthday. How old is Kipper? How do you know?</li> <li>• Let's count the candles on his cake.</li> <li>• Can you make a birthday card for Kipper and draw a cake with 5 candles on for him?</li> </ul>	
<b>Tuesday</b>	<ul style="list-style-type: none"> <li>• Put some items into a bag.(up to 5 things)</li> <li>• Let your child feel the bag. How many items do they think are in the bag?</li> <li>• Count them out together. Repeat with different amounts.</li> <li>• Ask your child to predict how many cubes you can hold in one handful.</li> <li>• Grab a handful and lay them down one by one, so your child can see how many there are.</li> <li>• Ask your child to do the same. Can they hold the same as you? Try again. Do you get the same amount every time?</li> </ul>	
<b>Weds</b>	<ul style="list-style-type: none"> <li>• Give your child a 5 frame. Ask them to fill it with a variety of objects.</li> <li>• How many do you have? How do you know without counting?</li> <li>• If you have 2 less. How many would you have then? Show me.</li> </ul>	
<b>Thursday</b>	<ul style="list-style-type: none"> <li>• Watch Number Blocks series I Episode II Stampolines.</li> <li>• Give your child 5 cubes or similar.</li> <li>• Ask them to put the 5 blocks into a shape.</li> <li>• See how many different shapes they can make with 5 cubes / blocks.</li> </ul>	
<b>Friday</b>	<ul style="list-style-type: none"> <li>• Play 'Hidden Objects'</li> <li>• Ask your child to help you to count 5 items into a bag.</li> <li>• Confirm how many there are in the bag.</li> <li>• Put in 1 more or take 1 out. How many are in the bag now?</li> <li>• Once your child is confident in predicting one more and less, this can be extended to adding 2 more or 3 more.</li> <li>• Encourage your child to use their fingers or 5 frames to represent the missing numbers.</li> </ul>	