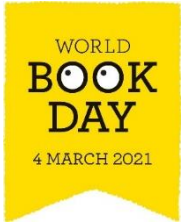


	Monday	Tuesday	Wednesday	Thursday	Friday
<p align="center">FOR YOUR INFORMATION</p> <p>On Monday 01/03/21 and Friday 05/03/21 I will be at school. I will endeavour to answer your questions and feedback on children's learning but there may be a short delay.</p> <p>Tuesday 02/03/21, Wednesday 03/03/21 and Thursday 04/03/21</p> <p>Optional Parent Learning Support Sessions at 11:30am on Microsoft Teams (questions and queries should be sent to me on Seesaw before 11:00am)</p> <p>LIVE STORYTIME (Will also record for you to access @ a time that suits you and your family)</p> <p>Tuesday 02/03/21, Wednesday 03/03/21 and Thursday 04/03/21</p> <p>Please come and join me at 1:00pm for a story with your friends.</p> <p>Wellbeing group sessions (approx. 15 mins long by appointment)</p> <p>Tuesday 02/03/21, Wednesday 03/03/21 and Thursday 04/03/21</p> <p>Children will receive an invitation to a group chat on Microsoft Teams so that they can keep in touch with their peers and class teacher during the lockdown period.</p>					
Phonics	<u>Set Two</u> ou- shout it out	<u>Set Two</u> oy- toy for a boy	<u>Set Two</u> ay- May I play?	<u>Set Two</u> ee- What can you see?	<u>Set Two</u> igh- Fly high
	<u>Set Three</u> ea- cup of tea	<u>Set Three</u> oi- spoil the boy	<u>Set Three</u> a-e - make a cake	<u>Set Three</u> i-e- nice smile	<u>Set Three</u> o-e – phone home
	Green words video	Green words video	Green words video	Green words video	Green words video
	Red Words Video	Red Words Video	Red Words Video	Red Words Video	Red Words Video

	<p>Practice speed sounds in the set 2 and 3 book sent home (online version: https://www.oxfordowl.co.uk/api/interactives/29317.html)</p> <p>Basic Phonic lesson</p> <ol style="list-style-type: none"> 1.Say the focus sound - draw attention to mouth movements 2.Listen the sound - say the words listed on the picture side of the card for your child to segment into it's individual sounds 3. Read words containing the sound - share how the words you just listed to look and spot the special friends (sounds that have 1 sound but more than one letter) 4.Practice reading other words using the phonic reading books sent home 5. Use the online game Obb and Bob to practice spotting real and nonsense words using phonics. https://www.phonicsplay.co.uk/resources/phase/2/picnic-on-pluto 6.Practice Red words. <p><u>Alternatively Read Write Inc have again made their online lessons free each day for 24 hours. I have updated the phonics above so it runs in the same schedule as these free lessons.</u></p> <p><u>https://www.youtube.com/channel/UCo7fbLgY2oA_cFCIg9GdxtQ</u></p> <p><u>The above lessons are for set 2 sounds. They are also providing set 1 and set 3 lessons. Most children will require set 2 sounds. Some who find reading a little trickier would benefit from set 1 and those wishing to extend learning should access set 3. If you are unsure please contact me for guidance.</u></p>				
Further Reading	<p>Please read with your child as much as normally expected at home. Additional reading books are available from the foyer. Please use reading eggs regularly. If you don't want to access the books from the foyer please feel free to use your books from home and explore the library on reading eggs which has a read out loud function to develop independence and a quiz for each book to develop comprehension.</p>				
Literacy	<p>Sequence some pictures of your favourite story book.</p> <p>Draw and cut out your pictures, telling the story as you go.</p>	<p>Write a short description of your favourite fictional character.</p> <p>Draw a picture to go with your description.</p>	<p>Explore a Non- Fiction (factual) book.</p> <p>Write down one fact you have I learned.</p>	<p>Record yourself giving a book review of your favourite book.</p> <p>Tell us about the main characters and what happens in the story.</p> <p>I will collate these to share with others!</p>	<p>Build a reading den to celebrate reading books together.</p> <p>You could have a go at reading a book by yourself!</p>

Maths	<p>See planning and detailed resources below attached to each day</p> <p>Each Monday Miss Shelton will provide a video overview for parents</p>	
<p>TUESDAY 2nd MARCH MISS SHELTON</p> <p>Incredible Illustrator</p> <p>Choose your favourite book and re design the front cover to make it even better</p>	<p>Learn about your favourite Author</p> <p>Find three key facts about the writer of your favourite book. This could include their name, where they live or the books they have-* written.</p>	<p>THURSDAY 4th MARCH MRS MARPLES</p> <p>To celebrate World Book day on Thursday 4th March, Mrs Marples would like you to create your own, 'Book Nook' where you can snuggle up and read your favourite book. 📖😌🌳</p> <p>https://youtu.be/sG6LWBDjmQc</p> <p>Have fun everyone and enjoy reading in the fresh air.</p>
<p>Amazing Author</p> <p>Have a go at writing the next part of your favourite book. Imagine you are the author, where will you take your character next?</p>	<p>This week marks 'World Book Day'</p> <p>Afternoon activities this week focus around the wonderful world of books!</p> <p>Please complete as many of these tasks over the week as you can</p> 	<p>Re create you favourite part of a chosen book.</p> <p>Take a picture or video of you acting out your favourite part of your favourite book. You might like to dress up, add props and get your family involved.</p>
<p>Outstanding Obstacle Course!</p> <p>One of our favourites... make an obstacle course featuring your favourite book characters</p>	<p>Draw, paint or make your favourite book character.</p> <p>Remember to include all of their unique features. For example, Little Red Riding Hoods cape, the Gruffalo's purple spikes or Paddington's suitcase.</p>	<p>Look the part!</p> <p>Dress up as your favourite character. You may have a costume already, or you may like to make one of your own!</p>

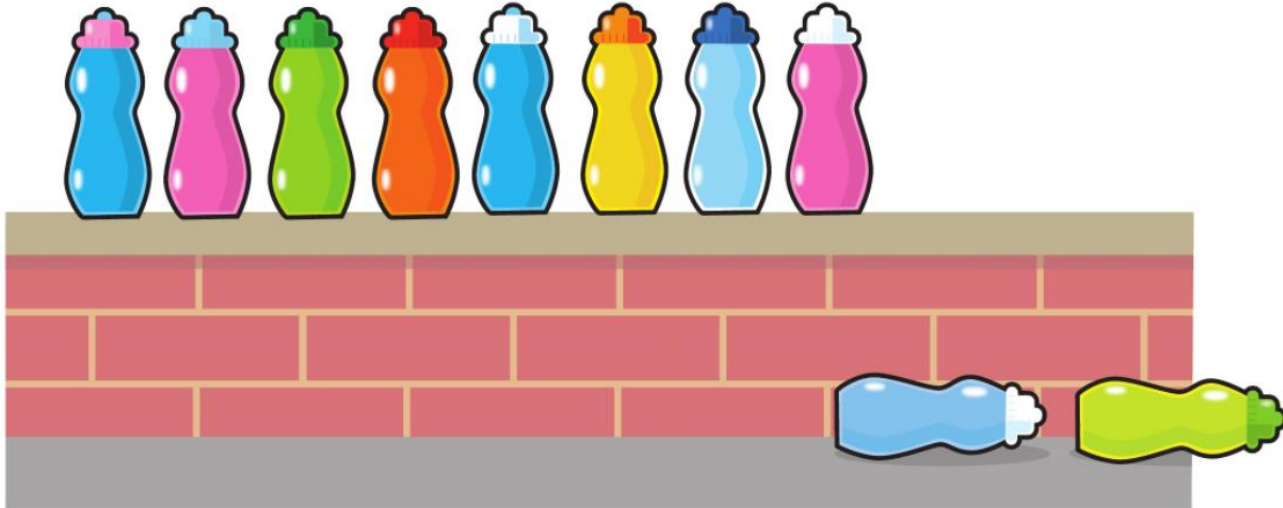
Monday



IN FOCUS The focus of Discover is to show children a clear representation of 10 using concrete objects in a familiar context. Building on knowledge of combining two parts to make a whole from Unit 9, children can see that there are 10 bottles altogether, even though some have fallen over.

ASK • How many bottles are standing? • How many are on the floor? • How many bottles are there altogether?

STRENGTHEN Replay the Stimulus song from the Starter and encourage children to sing along. Collect 10 empty drinking bottles and encourage children to line up the 10 bottles and lay one down after each verse of the song. What do they notice? Build a wall outside with large play bricks and stand 10 bottles on it to mimic the song. Ask a child to take one bottle off as you sing each verse, laying it on the floor under where it stood, as in the Discover picture. Repeat the bonds shown together, for example: 8 and 2 is 10.

Discover



How many  are there? 

Tuesday

IN FOCUS The focus of Share is to model two steps for answering the Discover question: counting the two groups and representing them with counters, then placing the counters on a ten frame to structure the count.

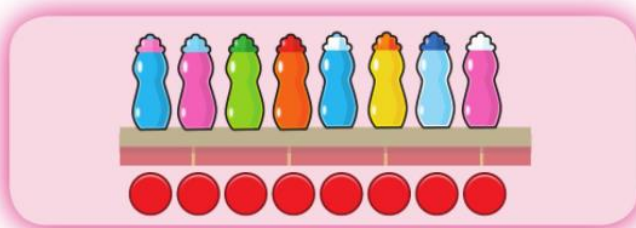
ASK • What has Dexter done to help him count all the bottles? • What do the red counters show? What do the yellow counters show? • What is Flo using to help her count? • Does it matter that the counters are different colours? • Can you see how many counters there are in the ten frame, without counting each one? How many counters are in the top row? How many in the bottom row? How many altogether?

STRENGTHEN Encourage children to play with ten frames and to change the amount of red and yellow counters themselves, while ensuring that the frame is always full, with one counter in each space.

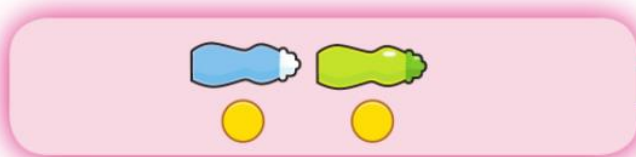
Share



How many  are there?



There are 8  on the wall.

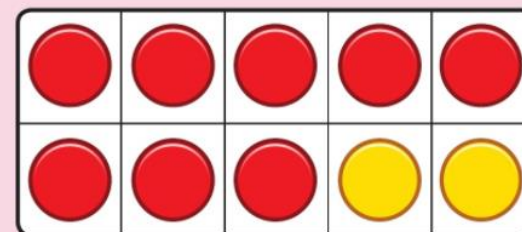
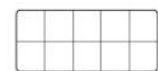


There are 2  on the floor.

I counted each group.



I will use  on a



8 and 2 is 10.

There are 10  altogether.

Wednesday

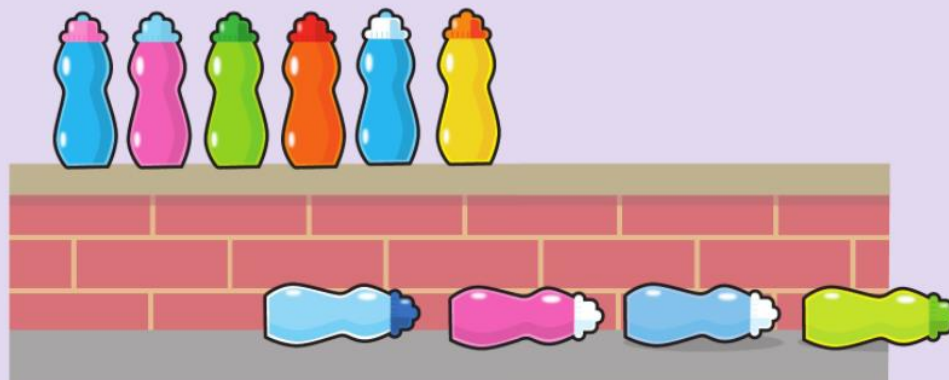
IN FOCUS The focus of Think together is to practise the method of working out how many altogether by first identifying how many bottles are on the wall and then looking at how many are on the floor. Astrid prompts children to represent the two groups with double-sided counters or counters in two colours that can be placed in a ten frame. It is important to spend time mastering these steps to embed and strengthen understanding of the composition of 10. In Question 1, draw out that the bottles on the wall are one group and the bottles on the floor are another group. Ash's question is an important prompt to help children to realise that a full ten frame always holds 10, no matter what the combination of red and yellow counters.


ASK • Question 1 : What can you see here? How many bottles are on the wall? Can you see another group? [Bottles on the floor.] How could you show how many are in each group? How many bottles are in each group? • Question 2 : What could you use to help you count all of the bottles? Can you show this on a ten frame? Can you see how many altogether? • Question 2 : Refer to Ash's question. If a ten frame is full, will it always show 10?

Think together



- 1 How many  are on the wall? 2 How many  are there altogether?



I will put  on
a

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Does a

always have 10?




Thursday

IN FOCUS The focus of this Practice activity is to reinforce and embed the two-step method laid out in Discover and Share, and practised in Think together, to support children when working out how many altogether, based on number bonds to 10. The composition of 10 is a key learning objective to master in this unit.

How many  are in each group?



How many  are there altogether?

There are _____  altogether.


Friday


IN FOCUS This Challenge activity requires children to find a missing number in the context of bonds to 10. Children will need to use the knowledge they have built up, that a full ten frame always totals 10, and begin to be able to use number bonds to 10 flexibly. If children need a starting point, remind them of the two-step method they have been using with counters and a ten frame.

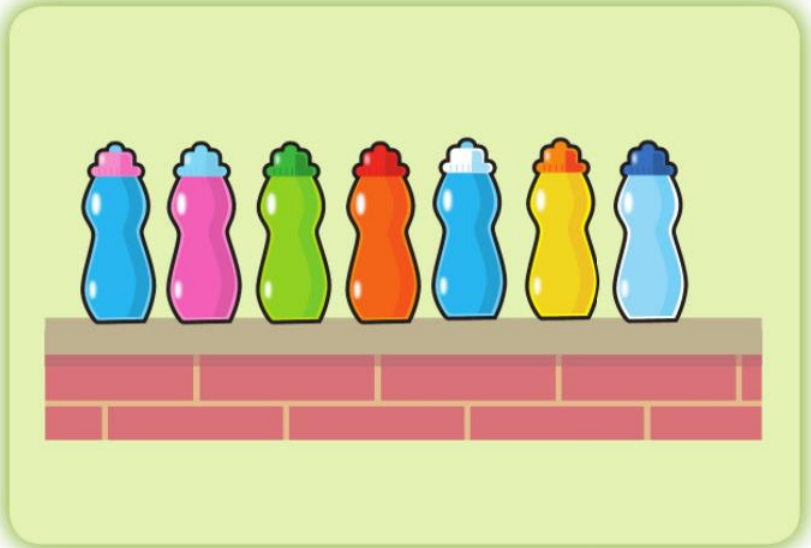
ASK • What can you see in the picture? • What can you use to represent the bottles? [Counters.] • Refer children to what Flo is saying. Do you think a ten frame can help you? How? • Now you can see how many bottles you have, how many more do you need to make 10? How many empty spaces are there in the ten frame?



STRENGTHEN For children who are finding it hard to visualise the concept of missing numbers and 'how many more', use yellow counters in the ten frame to represent what is missing. Showing children a complete ten frame, with 7 red counters representing the bottles in the picture, and 3 yellow counters representing the missing amount, will help children to see what is missing, and therefore 'how many more' are needed to make 10.


CHALLENGE

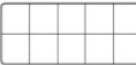
How many more  do you need to make 10?





I will get a  for each  I can see.



I think a  will help.

