

Daily Learning Overview – A Plan for Parents & Carers

Daily Activities

- Daily Reading: Share a book together. Can the children retell the story? Can they recognise any sounds? Are they able to blend simple words independently e.g. c-a-t, cat? Please record your child's reading in their reading record as usual.
- Practise writing their full name in isolation and also on the things they create
- Practice of letter and number formation
- Phonics- video and activity
- Maths- video and activity
- Topic – video and activity
- Explore Purple Mash activities (Mini Mash)

Topic Session

You will need: Christmas card template, images, word cards (from the website)

Video Summary: In this video we will be writing a Christmas card to somebody special to us. We talk about who we might give our card to, the message inside a card and who a card is from. Your child may need support to spell the names of loved ones – please write these down on paper for them to copy. We think about who a card is from and we write our names. Your child may need support with this too. If they need support to write their name, write it clearly for them on a piece of paper and encourage them to copy it onto their Christmas card. Finally, we discuss to decorate the front of a Christmas card.

Activity: To complete a Christmas card and to upload a picture of it onto Tapestry or emailed to school.

Challenge: To make a Christmas craft decoration to hand on your Christmas tree.

Maths Video

You will need: A part-part- whole model (one is available on the website, if you cannot print it, you could copy this onto some paper). 5 objects for counting- cubes, Duplo, animals (anything you have at home), paper and pen/pencil.

Video Summary: In this video we will be using a part-part-whole model to break up the 'whole number' which will be 5 into smaller parts. The children have used a part-part-whole model before, but it is a mathematical concept that we are still becoming familiar with. I will demonstrate to the children how to use the part-part-whole model to partition 5, before asking them to have a go on their own. I will also model how we could record what we have found. For example, I could draw this with picture representations (2 apples and 3 apples, or I might have a go at writing a number sentence ($2+3=5$)). It is not an expectation that our children will write a number sentence, but we model this so the children have exposure to it and in time, might want to write the number sentence themselves.

Activity: Maths magician- To partition the number 5 into as many ways that you can, using your part-part-whole model.

Challenge: To watch the challenge video- working out the missing element in the part-part-whole model.

Phonics Video: Mrs Davis' & Mrs Westmorelands's Groups

You will need: Something to write with, something to write on. Ideally sitting on a chair at a table where your child's feet can reach the floor, this will promote a good writing position.

Video Summary: This video needs lots of participation from your child, encourage and praise them when you hear them join in with the sounds. The video begins with a review of the Set 1 sounds that your children should be familiar with – encourage them to call out the sounds as they see them. Speed write- children should write the sound as soon as they know it. Some children will need more support with the formation so feel free to pause the video to concentrate on correct formation. We then move on to reading words. I model reading a word using 'Fred-Talk' then saying the word. This is modelled a few times before the children have a turn at reading. Again, use lots of praise and encouragement and pause the video when needed to give your child the time they need to read each word.

Finally, we write some words. We write the word hot together, using our 'Fred fingers' to pinch each sound in the word before forming each letter in that word. The children then write the word 'not' using the same prompts. We then notice the two words rhyme. I model writing a sentence counting the words on my fingers to help me remember my sentence when writing.

Activity: Can you write some more words that rhyme with hot and not. These can be nonsense words as well! (the children really enjoy reading nonsense words on phonics play 'buried treasure' game for extra practise)

Challenge: Can you use one of the words to make a sentence?

Phonics Video: Mrs Hocker's, Miss Bolton's & Mrs Harrison's/Miss Harden's Groups

You will need: Something to write with and something to write on. You could further practise writing the sounds in other ways such as: in a tray of sand, salt, glitter or shaving foam. Or in a sealed zip-lock bag with paint or hair-gel.

Video Summary: This video needs lots of participation from your child, encourage and praise them when you hear them join in with the sounds. The video begins with a review of the Set 1 sounds that your children should be familiar with – encourage them to call out the sounds as they see them. Speed write- children should write the sound as soon as they know it. Some children will need more support with the formation so feel free to pause the video to concentrate on correct formation. Fred talk- children try to blend Fred's fred talk and call out the word Fred is trying to say. Praise children for saying the word before I do! Fred talk for writing- We write the word kit together, using our 'Fred fingers' to pinch each sound in the word before forming each letter in that word. Children attempt to write the word 'lit' on their own. (This will be tricky for lots of the children, you may just want to focus on them hearing the sounds and not writing them) Speed sound cards again, this time quicker. Praise them for saying the sound before me!

Activity: go on a sound hunt looking for objects beginning with **k, o,** and **l- draw pictures of what you have found.**

Challenge: Can you have a go at writing the words for the objects you have found?