

Cherry Class – Week beginning May 4<sup>th</sup> 2020

Maths	Monday	<p><b>Game 1.</b> Pass a teddy between you, counting to 100, the person holding the teddy says the next number. Whenever anyone says a multiple of 10, they hold the teddy in the air, encouraging children to begin to recognise 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.</p> <p>Continue passing the teddy between you but this time counting backwards from 20. (Ext: To challenge your child further, can they count backwards from 30/40/50?)</p> <p><b>Game 2.</b> Hang numbers 1 to 20 on a washing line/lay them on the floor/blue tack them to a wall. Point to 1, whispering the number, point to 2, shouting the number. Continue pointing to each number, whispering odd numbers, and shouting even numbers. Ask your child to join in when they spot the pattern. Count in 2s together, missing out the odd numbers, point to the even numbers as you do so. Turn around the even numbered cards and repeat this.</p>
	Tuesday	<p><b>Game 1.</b> You say a number, or give your child a number card, then they need to work out what double that number is using their fingers. Ext: To make this a bit trickier, go beyond 5, and children can use different objects around your house to find the answer.</p> <p><b>Game 2.</b> Find some 2p coins.. Point to the first saying 1, 2 (tapping it twice) and to the second saying 3, 4 <i>that's 4p altogether</i>. Point to 3<sup>rd</sup>, saying 5, 6 <i>that's 6p</i>, and so on. Count in 2s, pointing to each coin as you do so. Repeat asking your child to join in. Drop five, 2p coins into a tin, one at a time, encouraging your child to count in 2s as you do so. Tip out coins to confirm there is 10p, if necessary tapping each coin twice as you count. Repeat dropping other no.s of 2p coins and counting in 2s to find the total in the tin.</p>
	Wednesday	<p><b>Game 1.</b> Make some number cards between 0-10 and lay them down on the floor in a pile shuffled up. Play some music, and then when the music stops, get your child to run to pick up 2 numbers. They then need to work out the number sentence, e.g if they pick up a 5 and a 2, they need to write <math>5+2=</math> and then use objects around your home to work out the answer.</p> <p><b>Game 2.</b> Lay 10 pairs of socks/shoes on the floor. Practise clever counting by whispering 1, and saying 2 out loud, to begin the process of counting up in 2's. Can your child begin to say what will be 2 more without having to clever count? Carry on counting on 2 more until 20.</p>
	Thursday	<p><b>Game 1.</b> Cut out some 2D shapes using paper/card. Get a book, and slowly push up one of the shapes, so a part of it is showing from behind the book. Can your child guess what shape it is? Why do they think that? Encourage them to talk about sides and corners.</p> <p><b>Game 2.</b> Put 2 hoops down with labels odd and even inside/above them. Have numbers 1-20 on card/pieces of paper as number cards available in a pile. Randomly pick one up and go and find this number of objects. Lego pieces of bricks will be best for this (something small and easy to separate and count)</p> <p>Each time your child picks a number, they need to see if they can share that amount of objects evenly between you and them (e.g if they pick number 8, they should see that if they share 8 objects between you both, you will both have 4, which is fair) Do this a number of times then discuss how sometimes they were able to do it fairly but other times we couldn't, why was this? What number of objects couldn't be shared evenly and why?</p> <p>Work together with your child to put the numbers that could be shared fairly into the 'even' hoop, and the numbers that couldn't into the 'odd' hoop.</p>

		Encourage your child to then circle the odd numbers in blue pen and the even numbers with red pen. Put these numbers to one side ready for tomorrow.
	Friday	<p><b>Game 1.</b> If you have pipe cleaners at home to hand, then give this activity a try. If using pipe cleaners, you say a number, and your child tries to manipulate the pipe cleaner to make the shape of the number you said. This will help develop the muscles in their hands/fingers and also continue to develop their understanding of number formation. This game can be made more tricky by you saying a sum e.g '2+2' or 'double 3' and your child needs to figure out the answer and then form the number using the pipe cleaner. If you don't have a pipe cleaner to hand, just use a pen/pencil and paper. You say a number and your child tries to write it on their own as quick as they can.</p> <p><b>Game 2.</b> Using the numbers from yesterday, put the number line in the correct order, pegged onto a washing line/on the floor/stuck to the wall. Does your child notice a pattern? Point to each number in turn, and encourage your child to say odd, even, odd, even. We then count along the number line.</p> <p>If you have access to a printer, give this activity a try. Numicon tiles make seeing odd and even numbers very visual, as well as making counting in 2's much easier due to the design of Numicon Tiles.  <a href="https://www.twinkl.co.uk/resource/t-n-5807-odd-and-even-number-shape-sorting-activity">https://www.twinkl.co.uk/resource/t-n-5807-odd-and-even-number-shape-sorting-activity</a>  <a href="https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even">https://www.topmarks.co.uk/learning-to-count/coconut-odd-or-even</a>                      Play this game on a computer or tablet if your child has really enjoyed learning about odd and even numbers.</p>
	Maths challenges:	<ul style="list-style-type: none"> <li>• If you have a Noah's ark at home, then practise putting the animals in 2 by 2. You can carry on practising your clever counting, or count up in 2's without having to whisper the number. If you don't have a Noah's Ark toy at home, you could make your own using junk modelling or paper.</li> <li>• Count out some socks/shoes at home. Can you count how many there are using clever counting in 2s?</li> </ul>
Phonics	Monday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website.  <a href="https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm">https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm</a> play one game from the Phonics Play website in the Phase 3 tab.</p> <p>Cherry class have finished learning all the digraphs and trigraphs in Phase 3, but we need to continue working on these to embed that learning to continue to support your child's reading and writing. If you notice that your child is unsure on some sounds, there are some fantastic videos on BBC bitesize.  <a href="https://www.bbc.co.uk/bitesize/topics/zvq9bdm">https://www.bbc.co.uk/bitesize/topics/zvq9bdm</a>                      Each sound has its own video, and games and activities to follow up.</p>

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		<p>Hoop blending game. Lay down 4 hula hoops (if you have some) onto the floor either inside or outside. Make some cards using pieces of paper with sounds on to make up a word when put together, e.g b e s t onto 4 separate sheets of paper. Put a sound in each hoop and ask your child/children to jump into the hoops, saying the sound as they jump into it. Once they reach the end, they blend the word they just sounded out.</p> <p><b>Word suggestions (a mix of phase 3 and phase 4):</b></p> <p>band hump  belt sink  west camp  went best  felt coast  toast burst</p>
	Tuesday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website.  <a href="https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm">https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm</a> play one game from the Phonics Play website in the Phase 3 tab.</p> <p>Write some words onto separate pieces of paper or print word cards from <a href="http://www.twinkl.co.uk">www.twinkl.co.uk</a>  Give your child some words to sound out and blend, then add sound buttons to. Can they write the word on the card and put it into a sentence?</p>
	Wednesday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website.  <a href="https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm">https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm</a> play one game from the Phonics Play website in the Phase 3 tab.</p> <p>Watch the video about Tricky Words on the BBC Bitesize website.  <a href="https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr728xs">https://www.bbc.co.uk/bitesize/topics/zvq9bdm/articles/zr728xs</a></p> <p>Tricky words. Make some tricky word cards, quite big so that children can see them from a distance if needed. Lay the words down on the floor, scattered around. Children then use either their hand, or a fly swat to hit a word when you say it.</p> <p><b>Tricky word suggestions:</b> (Cherry Class have learnt these tricky words in class)</p> <p>into me  go be  no you  he was  she are  all my  they said  so</p> <p><b><u>New tricky words to learn:</u></b>  have like</p>
	Thursday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website.</p>

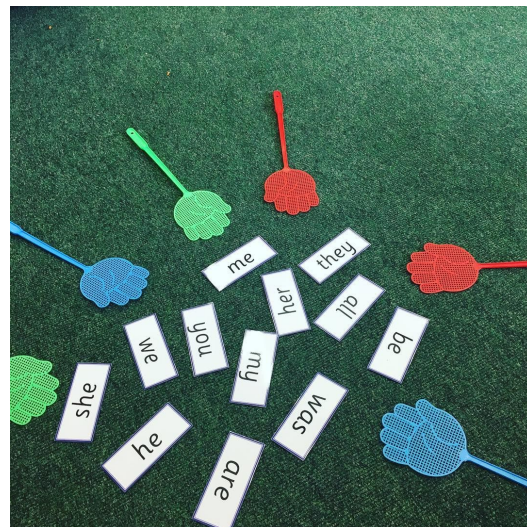
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		<p><a href="https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm">https://www.phonicsplay.co.uk/member-only/Phase3Menu.htm</a> play one game from the Phonics Play website in the Phase 3 tab.</p> <p>Big Talk: Provided is an image to stimulate a conversation from your child. Ask them to look at it for a couple of minutes in silence to take in what they can see (They are used to this activity in class)</p> <p>After a couple of minutes, have a conversation about the picture.</p> <p>Start with What? (What can you see? And just name what you can see in the picture)</p> <p>Then begin to ask some more questions. Why? Who? When? How? What next?</p> <p>Ask your child to write sentences about the picture.</p> <p>This could be sentences about what they can see. It could be a story. They could write what they think happens next.</p> <p>Make sure your child understands there are no right or wrongs, we make this clear in class too. This is all about encouraging them to use their imaginations, speaking and listening skills, and writing skills.</p> <p><a href="https://www.pobble365.com/animal-town">https://www.pobble365.com/animal-town</a></p>
	Friday	<p>Read a book every day. Can be one of your school books/a book from home/a book from Oxford Owls website.</p> <p>On a Friday in school, we play 'musical whiteboards'</p> <p>We put on a variety of music, and dance around, sometimes with each other and sometimes on our own. Sometimes we dance to fast, upbeat music. Other times we might have to think about how to change how we move to slower, softer music. Then, when the teacher stops the music, the children go to find a whiteboard, sit down with it and then listen for the sound/word or sentence that the adult says.</p> <p>You can try this at home! Put on some music, find a whiteboard/pen or a pencil and paper, then get dancing!</p> <p><b><u>This week's words:</u></b></p> <p>hang ramp lamp bend pant milk rant mask past hand said so</p>
English		<p><a href="https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Reception-Unit.pdf">https://www.talk4writing.co.uk/wp-content/uploads/2020/04/Reception-Unit.pdf</a></p> <p>Read the story then complete the activities (pages 8 and 9)</p>
Topic/ Understanding The World	Topic	<p><b><u>Around the World: Week 3</u></b></p> <p>This week the focus is on Africa!</p>
	Understanding The World	<ul style="list-style-type: none"> <li>Read Handa's Surprise. Can your child predict what will happen? Talk about the characters, and sequence the story together. Make stick puppets of the characters.</li> <li>Research different fruit from the story. If possible, try and get hold of the different fruits. Play a blindfold tasting game. Your child wears a blindfold and guesses what each fruit is. Do they like it? Have they</li> </ul>

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		<p>discovered a new fruit they like? Ext: Draw/print pictures of different foods. Can your child draw a smiley face for foods they like, and draw sad faces for foods they aren't keen on and explain why?</p> <ul style="list-style-type: none"> <li>• Explore fruits further using juicers. Can you juice some lemons, oranges or limes? (not only good to explore different parts of the fruit, but also good to build up muscles in their hands to help support with writing)</li> <li>• Have a look at a map of the world and find the continent Africa.</li> <li>• Make an animal that you might see on a safari in Africa. You can make it by drawing it/painting it/drawing it on a paint programme on a computer/ipad/make one out of playdough.</li> <li>• <a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/znxp92p">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/znxp92p</a> Watch this video all about Nigeria in Africa.</li> </ul>
PE	Activity 1	<p>Joe Wicks workout at 9am Monday – Friday on youtube <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</a></p>
	Activity 2	<p>Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a></p>
	Activity 3	<p>Real PE The website address is: <a href="https://home.jasmineactive.com">home.jasmineactive.com</a> Parent email: <a href="mailto:parent@lyngcofepr-1.com">parent@lyngcofepr-1.com</a> Password: lyngcofepr</p>
Art/Crafts	Activity 1	Use junk modelling materials to make an African drum!* See examples below.
	Activity 2	Use a paper plate to make an African Collar Necklace. What patterns will you use to make yours? * See below for ideas.

\*Phonics – ideas





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\*Big talk image –



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\*Arts and crafts-

African Drums:



African Collar Necklace:





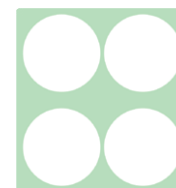
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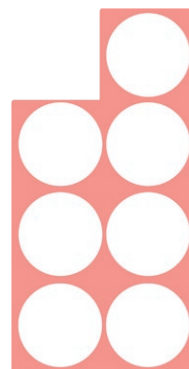
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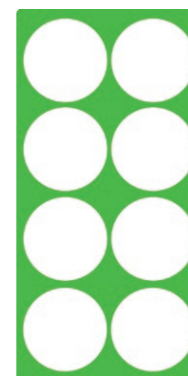
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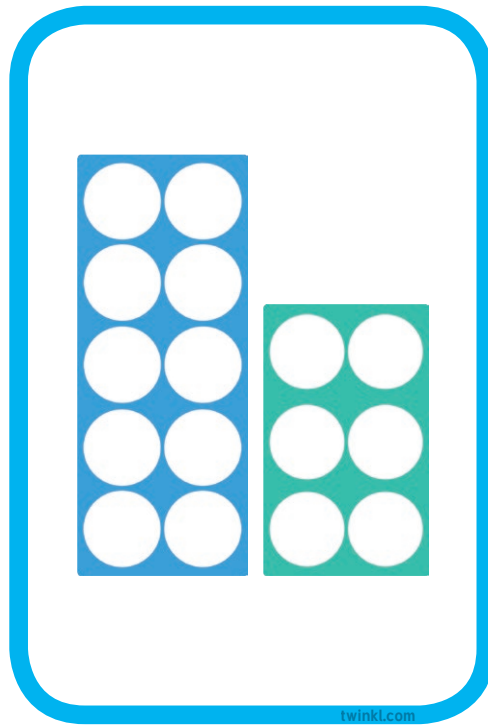
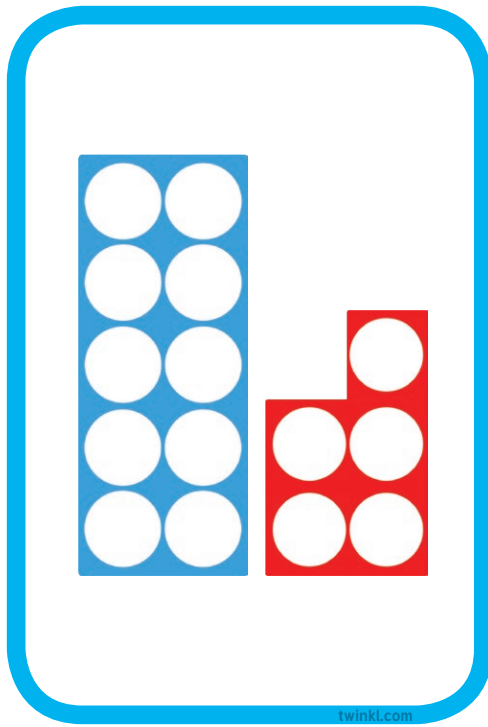
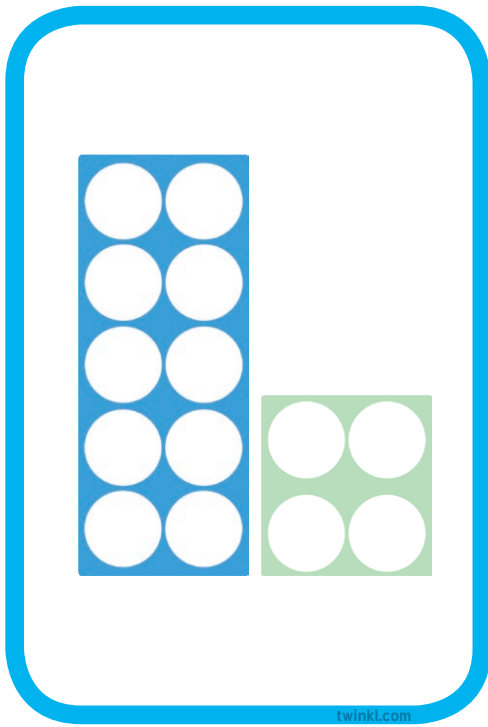
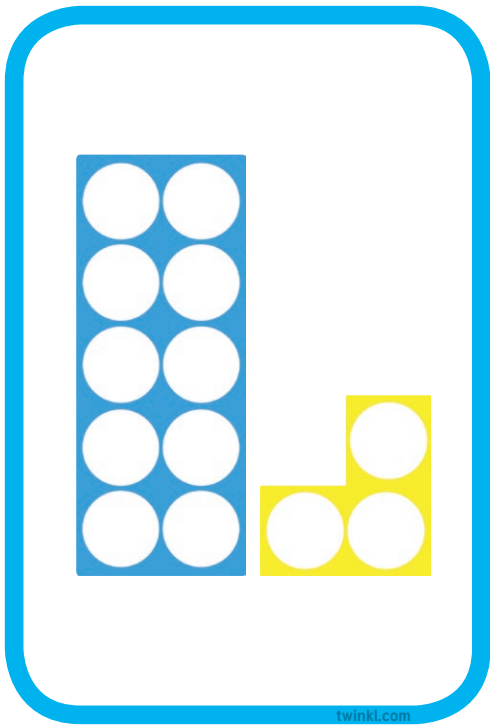
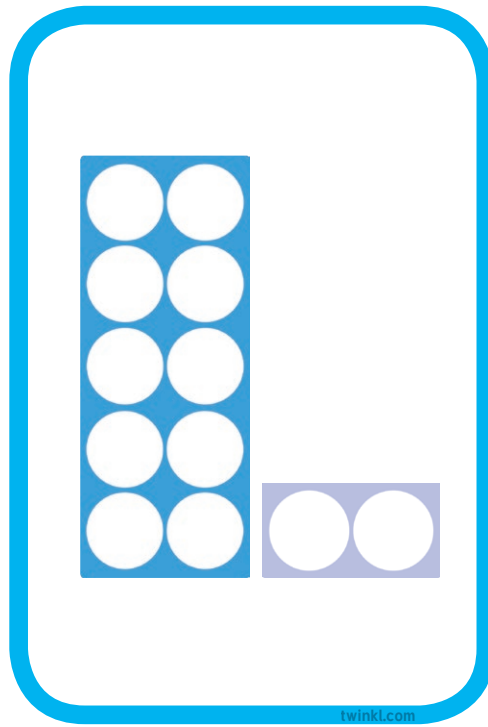
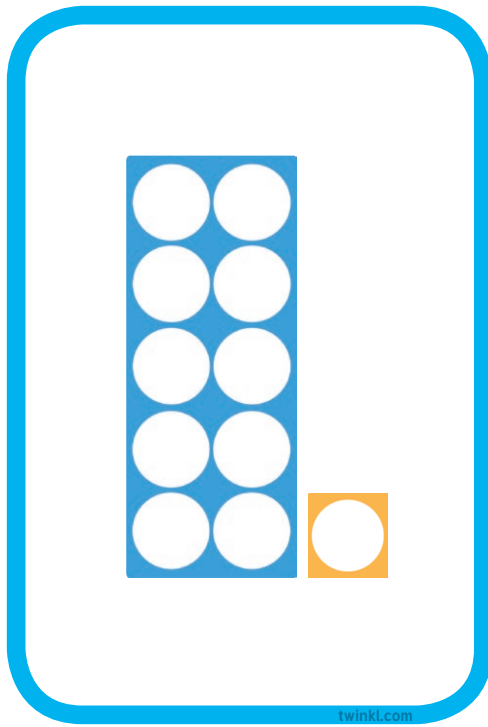
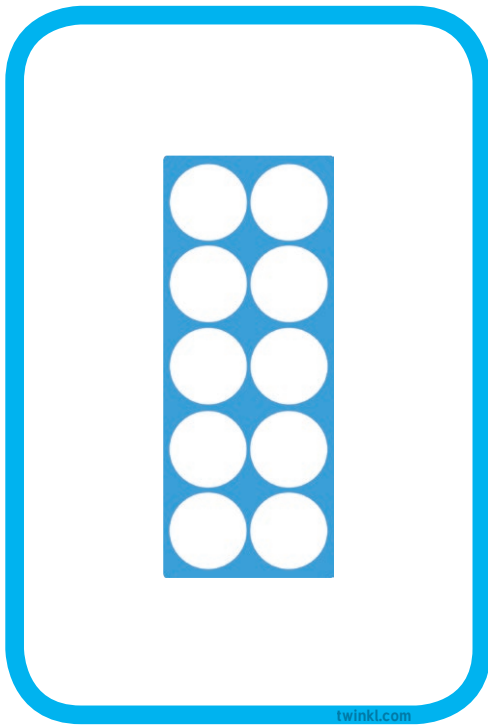
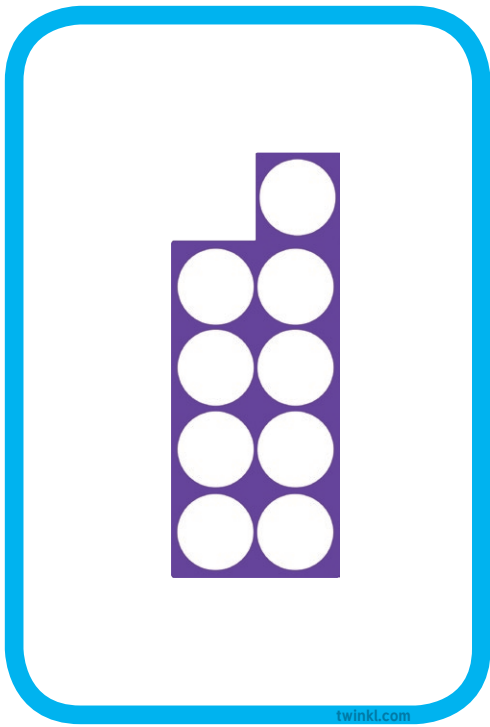


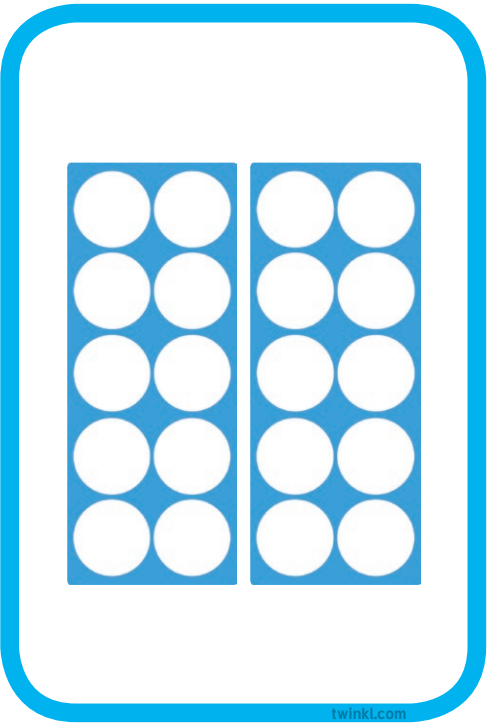
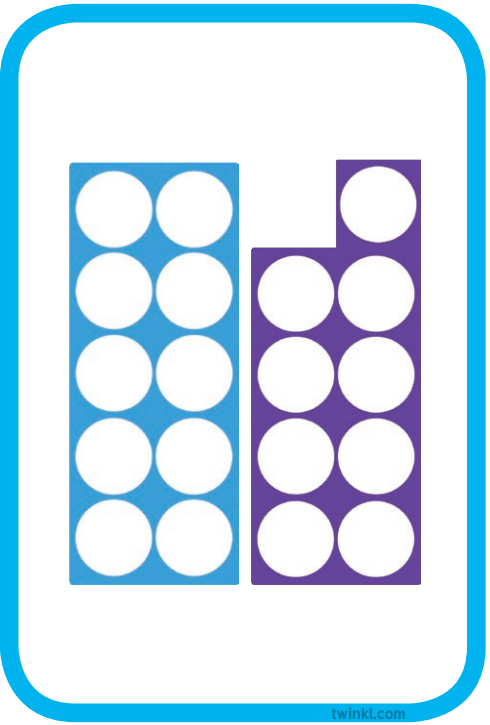
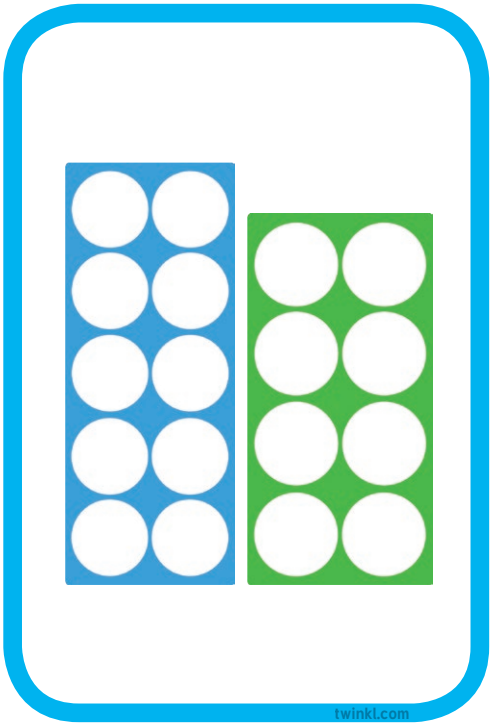
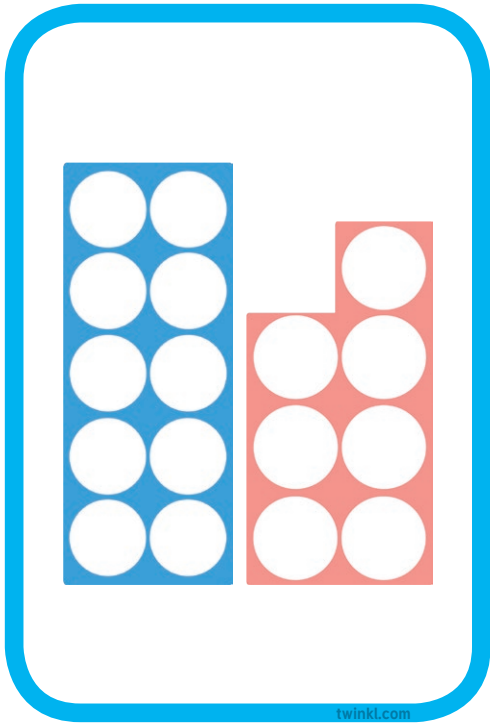
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