

Cherry Class – Week beginning June 15<sup>th</sup> 2020

Maths - More than, less than, addition and subtraction.	Monday	<p><b>Game 1.</b> Sing 10 fat sausages sizzling in a pan song. Children show fingers to match sausages. <a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-ten-fat-sausages/z6vh7nb</a></p> <p><b>Game 2.</b> Show a plate of 20 biscuits. Count together, and then cover them with a tea towel. Make a puppet give one to a teddy. How many will be left? Point out 20 on number track and 19 as the number before. Remove tea-towel to check there are 19 biscuits left. Repeat this, subtracting one biscuit, until there are none left or teddy is full! When you get to number of biscuits less than 11, children should show the answer on their fingers. Extension: Try teddy eating 2/3/4 biscuits at a time. E.g <math>19-3 =</math> and ask your child to work out how many are left. Reinforce these subtraction sums by writing number sentences to go with them.</p>
	Tuesday	<p><b>Game 1.</b> Shuffle a set of 5-20 cards. Show one. Children count back from this number to zero. Repeat counting back from other numbers.</p> <p><b>Game 2.</b> Make a 'dinosaur cave' by covering a chair with a blanket. Show your child 5 toy dinosaurs and put them in the cave. Your child needs to hold up 5 fingers to match the dinosaurs. Take one dinosaur out. <i>This dinosaur is going hunting. How many are left in the cave?</i> Encourage your child to fold down one finger to show 4. Remove the blanket to check. Record the subtraction <math>5 - 1 = 4</math>. Repeat with other starting numbers of dinosaurs up to at least 10, subtracting 1 each time. Extension: Subtract more than 1 each time to make this a bit more of a challenge.</p>
	Wednesday	<p><b>Game 1.</b> Cover six numbers. on a 1-100 grid. Point to each in turn, encouraging your child to write down the number they think is missing. Reveal to check.</p> <p><b>Game 2.</b> Make a 1-20 floor track by writing numbers onto pieces of paper. Place a teddy on number 9. Explain that Teddy is going to jump to the number that is 1 more than 9 and ask your child what number they think he will land on. Encourage your child to show 9 fingers and 1 more, 10, then show Teddy jumping to 10. Now sit teddy on 8 and explain this time Teddy is going to jump to the number that is 1 less than 8 and encourage your child to show you this using their fingers. Repeat this a number of times.</p>
	Thursday	<p><b>Game 1.</b> Introduce game higher or lower using a pack of playing cards (make your own number cards if no playing cards at home) Hold up a card from a large shuffled pack of cards. Do you think the next card I pick will be more than or less than this number?</p> <p><b>Game 2.</b> Shuffle a set of 1-10 cards. Take one, e.g. 5 and ask your child to use this number of cubes to build a tower and ask them how tall it will be if you take off 2 cubes. Encourage your child to show the 1<sup>st</sup> number with fingers &amp; count back, saying 4, 3, folding down 2 fingers, one at a time. Write <math>5 - 2 = 3</math> on a piece of paper/board and read it together. Subtract 2 cubes to the tower to check the number left. Repeat with different cards.</p>
	Friday	<p><b>Game 1.</b> Count backwards from 30. Clap, shout, stomp, whisper.</p> <p><b>Game 2.</b> Make a floor number track with numbers 1-12 on pieces of paper, large enough for your child to stand on. Ask your child to stand on number 5. If you have a dice at home, stick stickers onto the dice, each side should have 1 or 2 spots. Roll the dice. E.g if it lands on 2, get your child to jump back 2 spaces. Write out the subtraction <math>5-2 =</math> and get your child to tell you the answer. Extension: Can they predict what they will land on in their head, before making the jumps?</p>
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. 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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		Play the Phase 4 Snakes and Ladders Board Game – provided below* Challenge: make your own snakes and ladders game with even trickier words!
	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>Yes or No game</p> <p>Write down this list of questions in large writing onto separate sheets of paper for your child. They need to independently read the sentences, and say if they think the answer is yes or no.            Extension: Can they draw a picture to go with the questions?</p> <p>Can a clock get cross?            Can frogs swim in ponds?            Can crabs clap hands?            Did a shark ever jump up a tree?            Is the moon green?            Can you bang on a big drum?            Have you ever slept in a tent?            Have you seen a trail left by a snail?            Are you afraid of thunderstorms?            Can a spoon grab a fork?            Do chimps come from mars?            Can letters have stamps on them?</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.            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>            Tricky words.</p> <p>Play tricky word bingo! You can play this game a number of ways. If you have more than 1 child, they can have a board each.            You say the word, then they look for it on their board. They can place a counter over it/draw a line through it.            First one to cover all the words shouts BINGO!            Boards provided below*</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</p>

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		<p>they said so have like some come were there out one do little</p> <p><b><u>New tricky words to learn:</u></b> what when</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. <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. 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) After a couple of minutes, have a conversation about the picture. Start with What? (What can you see? And just name what you can see in the picture) Then begin to ask some more questions. Why? Who? When? How? What next? Ask your child to write sentences about the picture. This could be sentences about what they can see. It could be a story. They could write what they think happens next. 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. <a href="https://www.pobble365.com/lost-and-found/">https://www.pobble365.com/lost-and-found/</a></p> <p><b><u>Questions to think about</u></b> What feelings do you think the divers are experiencing? Where do you think the stone giants came from? Why do you think they are now at the bottom of the sea? Do you think the divers should leave the stone giants where they are, or put them in a museum? What do you think is about to happen in the picture?</p> <p><b>If you are using the link, keep in mind that a lot of the challenges on the page are aimed at Key Stage 2 aged children, but the 'Question time' section is a great prompt for questions to ask your child about the picture and inspire them to talk and write.</b></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. On a Friday in school, we play 'musical whiteboards' 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. 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> thank little crown do</p>

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		<p>flash    afraid sleep    broom</p> <p><b>Extension: Remember, to make it trickier, you could try asking your child to come up with a sentence for the words you choose.</b></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>Complete activities (pages 26-29)</p>
Topic/ Understanding The World		<p><b>By the Seaside – Week 3</b></p> <p>Read the book – The Rainbow Fish. If you don't have this story at home, click the link to hear the story being read aloud. <a href="https://www.youtube.com/watch?v=Nb2msIQo6TI">https://www.youtube.com/watch?v=Nb2msIQo6TI</a> Discuss the story. How does the rainbow fish feel about sharing What do you think he should do? Why? How do the other fish feel about the rainbow fish? Did the rainbow fish make the best choice? Why do you think that? Why is sharing good for everyone? For the giver and the receiver?</p> <p>Complete The Rainbow Fish storyboard, provided below*</p>
PE	Activity 1	Joe Wicks workout at 9am Monday – Friday on youtube <a href="https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ">https://www.youtube.com/channel/UCAxW1XT0iEJo0TYlRfn6rYQ</a>
	Activity 2	Cosmic Kids Yoga <a href="https://www.youtube.com/user/CosmicKidsYoga">https://www.youtube.com/user/CosmicKidsYoga</a>
	Activity 3	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
Art/Crafts	Activity 1	Last week, you made a fish using a paper plate. This week we are going to explore using different media and textures to create a fish! Try and make a Rainbow Fish using an old CD/DVD.
	Activity 2	Try and make your favourite sea creature using play dough. What will you make?

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\*Big talk image –



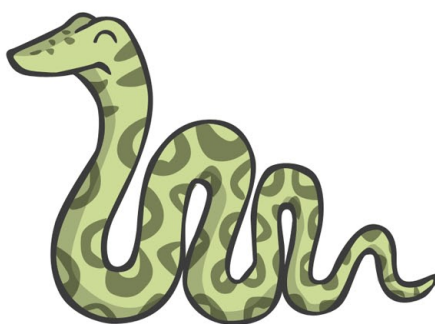







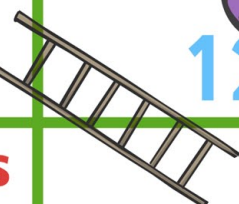
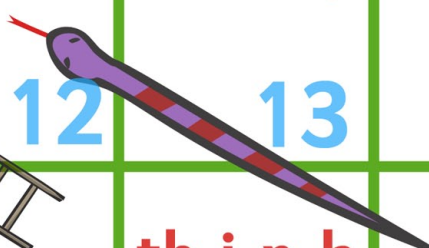


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\*Arts and crafts-

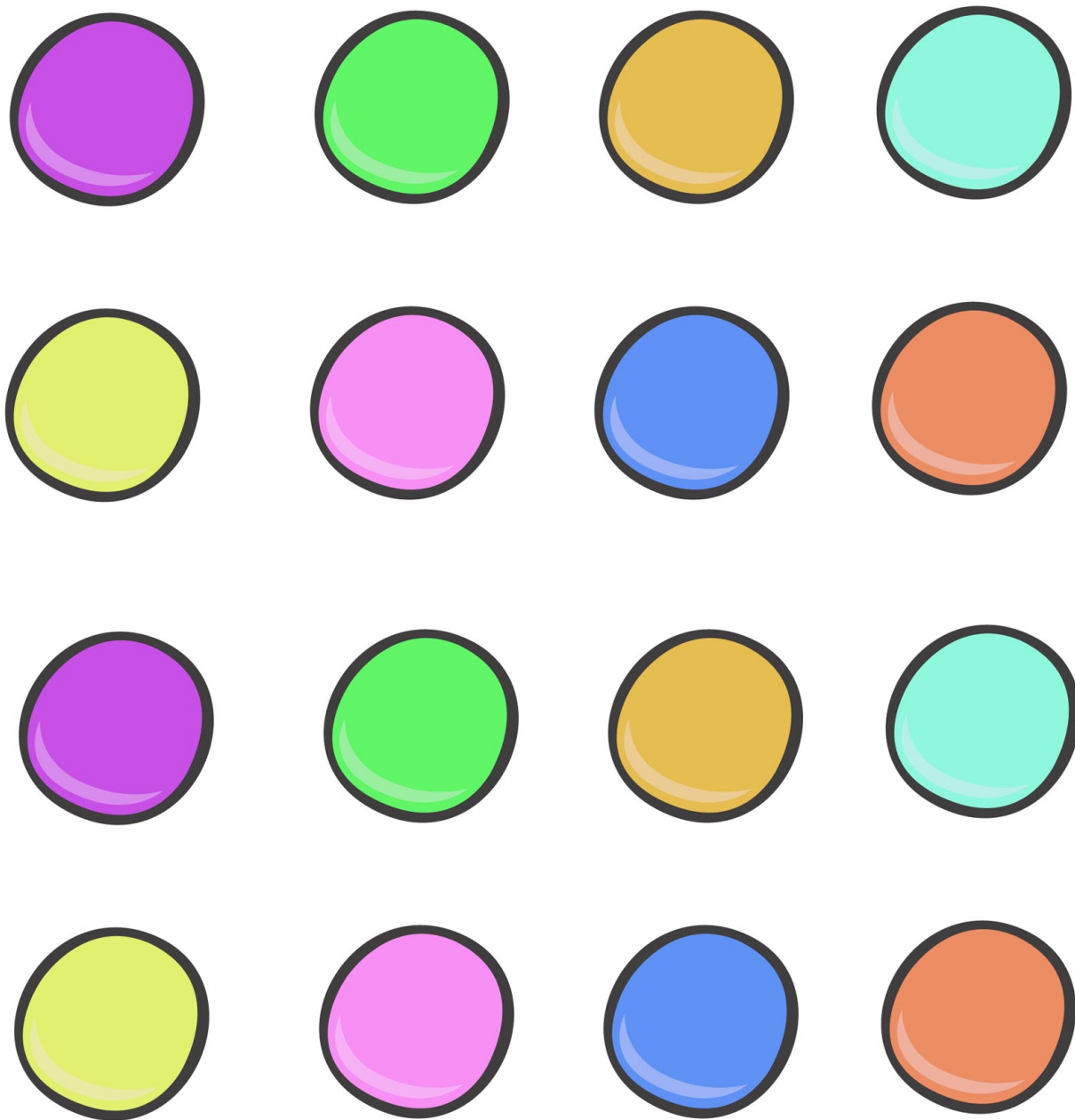


# Phonics Snakes and Ladders Game



<b>s-n-a-ck</b>  <b>20</b>	<b>b-l-i-n-k</b> <b>21</b>	<b>c-l-o-ck</b> <b>22</b>	<b>s-m-e-ll</b> <b>23</b>	 <b>FINISH</b>
<b>th-r-ee</b> <b>19</b>	<b>b-r-ow-n</b> <b>18</b>	 <b>17</b>	 <b>s-m-a-sh</b> <b>16</b>	<b>s-p-oo-n</b> <b>15</b>
<b>m-u-n-ch</b> <b>10</b>	<b>s-m-oo-th</b> <b>11</b>	<b>p-r-i-n-t</b> <b>12</b>	<b>s-t-i-ng</b> <b>13</b>	<b>sh-r-i-m-p</b> <b>14</b>
 <b>d-r-ai-n</b> <b>9</b>	<b>c-r-e-ss</b> <b>8</b>	 <b>th-r-oa-t</b> <b>7</b>	 <b>th-i-n-k</b> <b>6</b>	<b>g-r-a-ss</b> <b>5</b>
 <b>START</b>	<b>t-w-i-g</b> <b>1</b>	<b>th-a-n-k</b> <b>2</b>	 <b>t-r-i-p</b> <b>3</b>	<b>p-l-a-n-t</b> <b>4</b>

# Counters





## Phase 4 Tricky Words

said

there

have

little

like

one

so

when

do

out

some

what

come

were



have

were

said

do

little

have

so

little

some

what

when

were

were

have

what

there

come

said

said

out

like

what

there

do



# The Rainbow Fish

Name.....



The other fish were sad because

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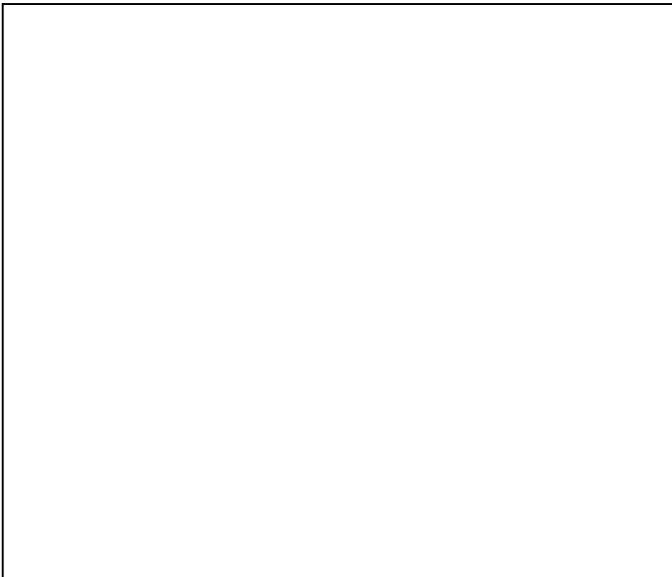


The rainbow fish was sad because

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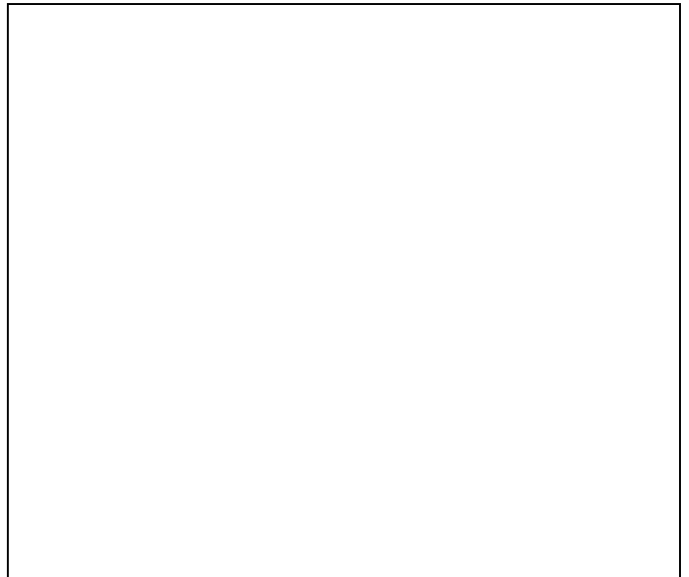


The other fish were happy because

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The rainbow fish was happy because

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