



<p>Thursday</p>	<p>Fine motor activity</p> 	<p>Lay out some bowls, and get out some cereal. Lay out number cards with each bowl. Find something at home like tongs or tweezers or a peg that your child can use to move the cereal into the different bowls.</p>
	<p>Maths</p> <p><u>Resources needed:</u></p> <ul style="list-style-type: none"> <li>• Number cards 1-10</li> <li>• A dice</li> <li>• Some cushions/ placemats/ chairs</li> <li>• Soft toys</li> </ul>	<p><b>Starter:</b> Roll a dice and ask your child to hold up the number that is one more than the number on the dice using number cards. Repeat this a number of times. Challenge: Can you now do this, but showing 1 less than the number shown on the dice.</p> <p><b>Activity:</b> <u>The aim this week is that children understand the different between 1 more than and 1 less than, understanding that 1 more than will go up the number line and be a bigger number, and 1 less than is down the number line and will be a smaller number.</u> Lay number cards 1-10 out in front of you. Make a bus using either cushions/chairs/place mats and soft toys can be the people getting on the bus. Put 1 soft toy on the bus. Ask your child how many are on the bus? Can they show you using fingers? Ask them how many there will be if one more teddy gets on the bus? Try and write this together as a number sentence. If you feel your child is ready, can they write this independently as a number sentence e.g <math>1+1=2</math>. Continue this, each time adding one more until you get to 10. Now can you repeat this, but writing subtraction number sentences for 1 less than. Ask your child to hold up 10 fingers to show the 10 soft toys that are 'on the bus'. Explain 1 toy is going to get off the bus. Ask your child to take 1 of their fingers away, and count how many fingers are left. Now write this together as a number sentence, <math>10-1=9</math>. Continue to practice this together back down to 0. <b>Challenge: If your child is confident with 1 less than, can they try working out 2 less than or 2 more than?</b></p>
		<p>Break</p>
	<p>Phonics</p> <p><u>Resources needed:</u></p> <ul style="list-style-type: none"> <li>• Paper or a whiteboard</li> <li>• An ipad/tablet or computer/laptop</li> </ul>	<ol style="list-style-type: none"> <li>1. 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.oxfordowl.co.uk/for-home/find-a-book/library-page/">https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/</a></li> <li>2. Watch the video from 5 minutes 27 seconds (from the letter sound 'j') and sing and do actions for all the letter sounds up to 'oa'. Today is the sound 'oa' so introduce the song and show children the action. <a href="https://www.youtube.com/watch?v=s-1sxzjPX8">https://www.youtube.com/watch?v=s-1sxzjPX8</a></li> <li>3. Watch the 'Mr. Thorne Does Phonics' video all about the sound 'oa' <a href="https://www.youtube.com/watch?v=tbLTgyrC3eg">https://www.youtube.com/watch?v=tbLTgyrC3eg</a> <a href="https://www.youtube.com/watch?v=KCJyHNOIFE8">https://www.youtube.com/watch?v=KCJyHNOIFE8</a> Can you look around your house for anything with the 'oa' sound in. Ext: Can you write the words of the objects you find with the 'oa' digraph in.</li> <li>4. Practice on a whiteboard/a piece of paper writing the letter sound 'oa'. Challenge: Once you have practiced writing 'oa' and have got the formation right, can you challenge yourself to sound out and write 'road' then a sentence with the word 'road' in.</li> </ol>

		<p>5. <a href="https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure">https://www.phonicsplay.co.uk/resources/phase/2/buried-treasure</a>  Play this game on the phonics play website.  You can use the <b>username: jan21</b> and <b>password: home</b> to access the resources.  On this game, press 'start' then 'phase 3' then '+oa'  Encourage your child to sound out and blend the words, sorting them into real or fake words.</p> <p>6. Tricky word of the day – <b>was</b>  Practice reading and writing this word. Children need to be able to recognise tricky words in a sentence, as these cannot be sounded out.  Flip through the flashcards you made yesterday of all the tricky words learnt so far.  Do you remember them all without help from your adult?  Maybe your adult could time how long it takes you to say them all?  Can you beat your time?</p>
	Brain breaks	<p>Take a brain break from all this learning!  Join in with this dance.  <a href="https://www.youtube.com/watch?v=BQ9q4U2P3ig">https://www.youtube.com/watch?v=BQ9q4U2P3ig</a></p>
	<p>English</p> <p><i>Resources needed:</i>  If possible, print this booklet off at home. Or read the questions/activities online and complete on paper at home.</p>	<p><a href="https://www.talk4writing.com/wp-content/uploads/2020/04/Reception-Sue.pdf">https://www.talk4writing.com/wp-content/uploads/2020/04/Reception-Sue.pdf</a>  Complete page 12 of the booklet today</p>
		Lunch
	<u>RE</u>	<p><u>The Creation Story</u>  Ask your child some open questions to encourage discussion, rather than yes/no questions.  What do you think happened at the start of the world?  How do you think the world was made?  <b>Now ask your child to draw a picture of what they think happened at the start of the world and how it was made.</b>  Discuss your child's drawing together. I would love to see some of these!</p> <p>Who do you think these people are? (Using the image below of Adam and Eve)  What might they have to do with the start of the world?  How do you think the Earth was made?</p> <p><b>Now read the Creation Story with your child, explaining that some people believe this is the way the world was made. (Creation Story below)</b></p> <p><b>Discuss the story and any questions/ideas your child might have.</b></p>

		<p><u>Activity</u>          Colour in the pictures below to make stick puppets/or draw and colour in your own characters and scenery to retell the Creation Story together.</p> <p>Once you have made your own stick puppets, you can now retell the Creation Story again together, using your stick puppets.</p>
	<p><u>PSHE</u></p>	<p>Make a worry box at home (or use a worry monster if you have one at home)          If you make a worry box, let your child decorate it.          Encourage your child to talk to you about anything they are worried about.          Write this down and put it in the box. Pretend that this worry has now disappeared and they don't need to worry about it anymore now they've shared it.</p>
	<p><u>Mindfulness</u></p>	<div data-bbox="548 507 1209 965"> <p>Lie on your back outside and close your eyes so you can use all of your senses except for sight.</p> <p>Notice the feel of the air, the feel of the ground, the sounds that surround you and any smells that are present.</p>  </div>

## Where's Snowy?

Now look at the pictures of Snowy and the chair. Ask your child to point to one picture and ask, 'Where's Snowy?' Help them to tell you, 'Snowy is on the chair,' etc so that they use all the words listed.

Now play the same game using one of your child's favourite toy animals and help them tell you exactly where the animal is in a sentence. If you want, also write the words on pieces of paper and ask the child to place the words next to the toy when it is in that position.

If you've got one of the *Where's Spot?* books, it's a great way of helping your child use these sorts of words. Your child's teacher probably calls these words *prepositions* because they tell you the position of things.



behind

under

upon

beneath

before

near

on

beside

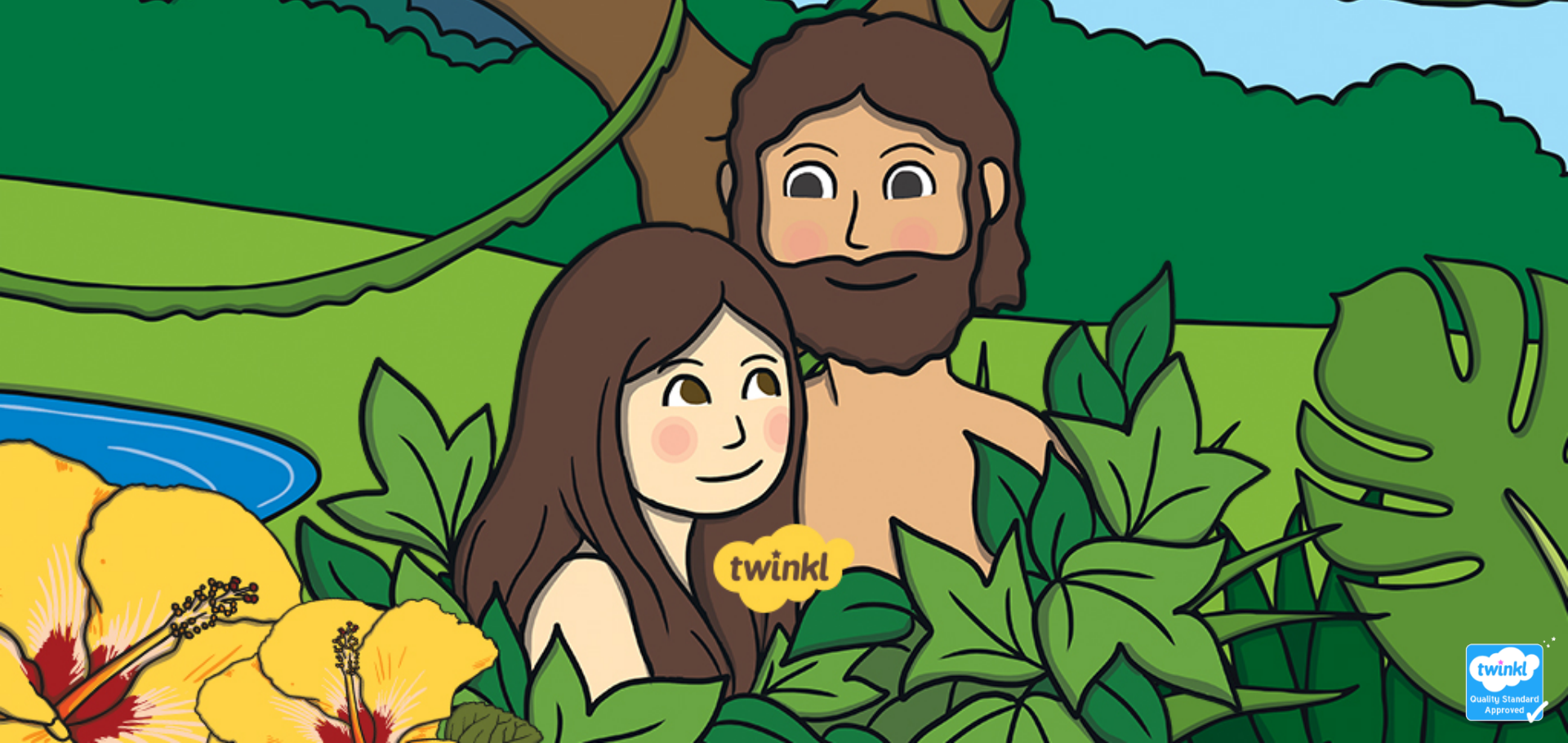
in front of

in





# The Story of Adam and Eve



twinkl

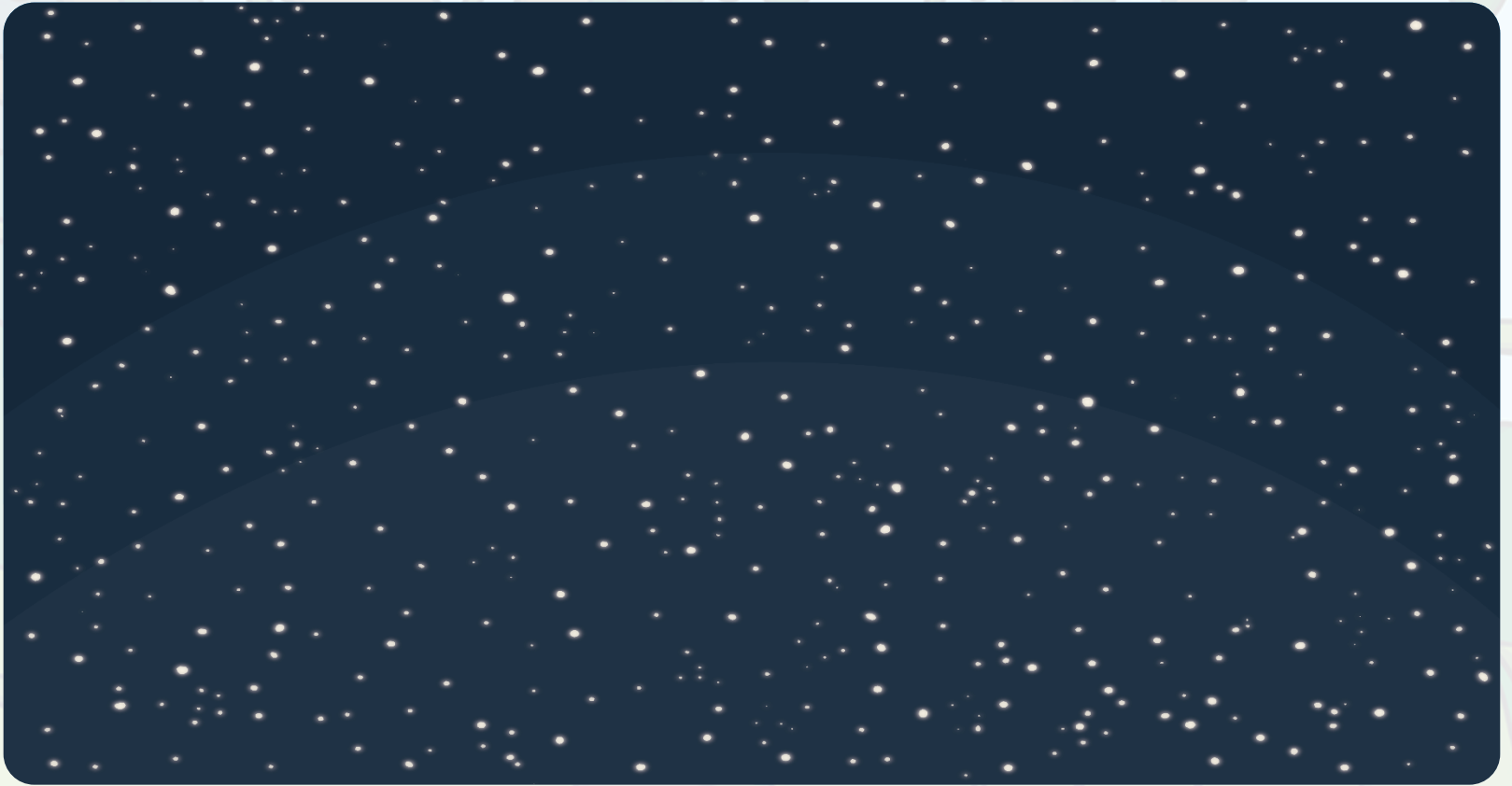


God said: "Let there be light!"



God said: "It is good!"





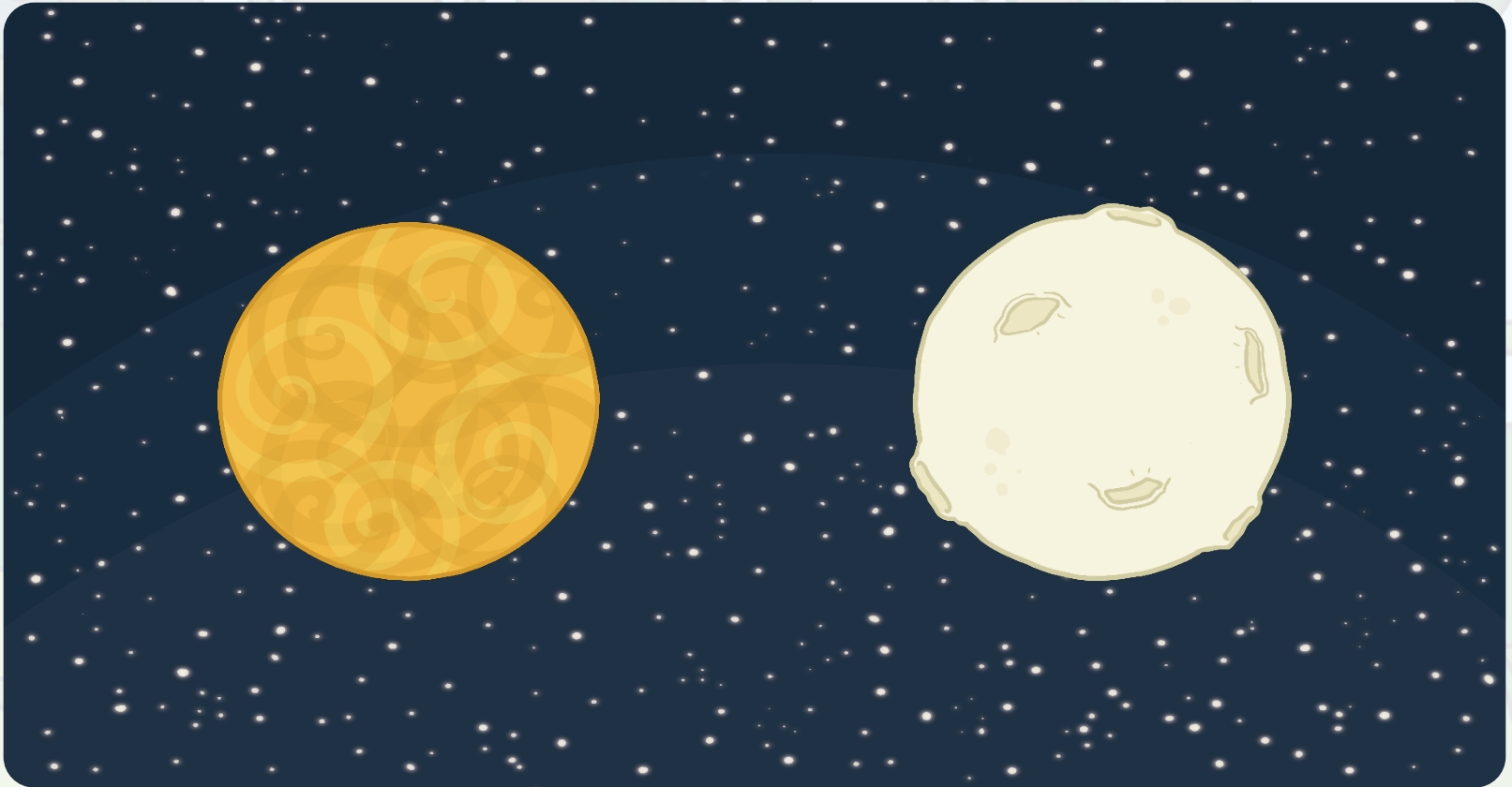
God separated the light from the darkness. He called the light “day” and the darkness “night”.



On the second day, God made the Earth and the sky.

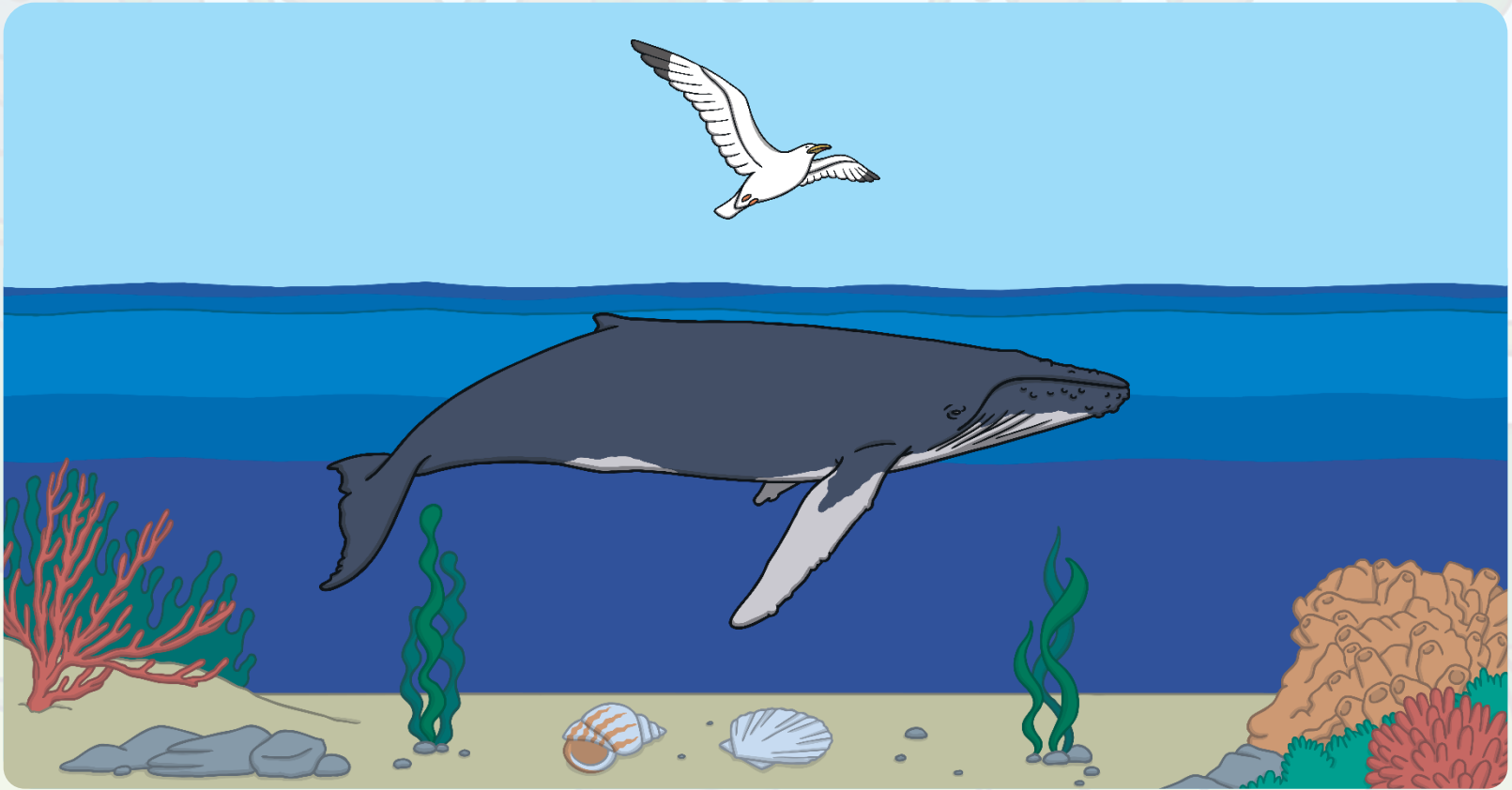


On the third day, God created the land and the seas.  
He also created plants and trees.

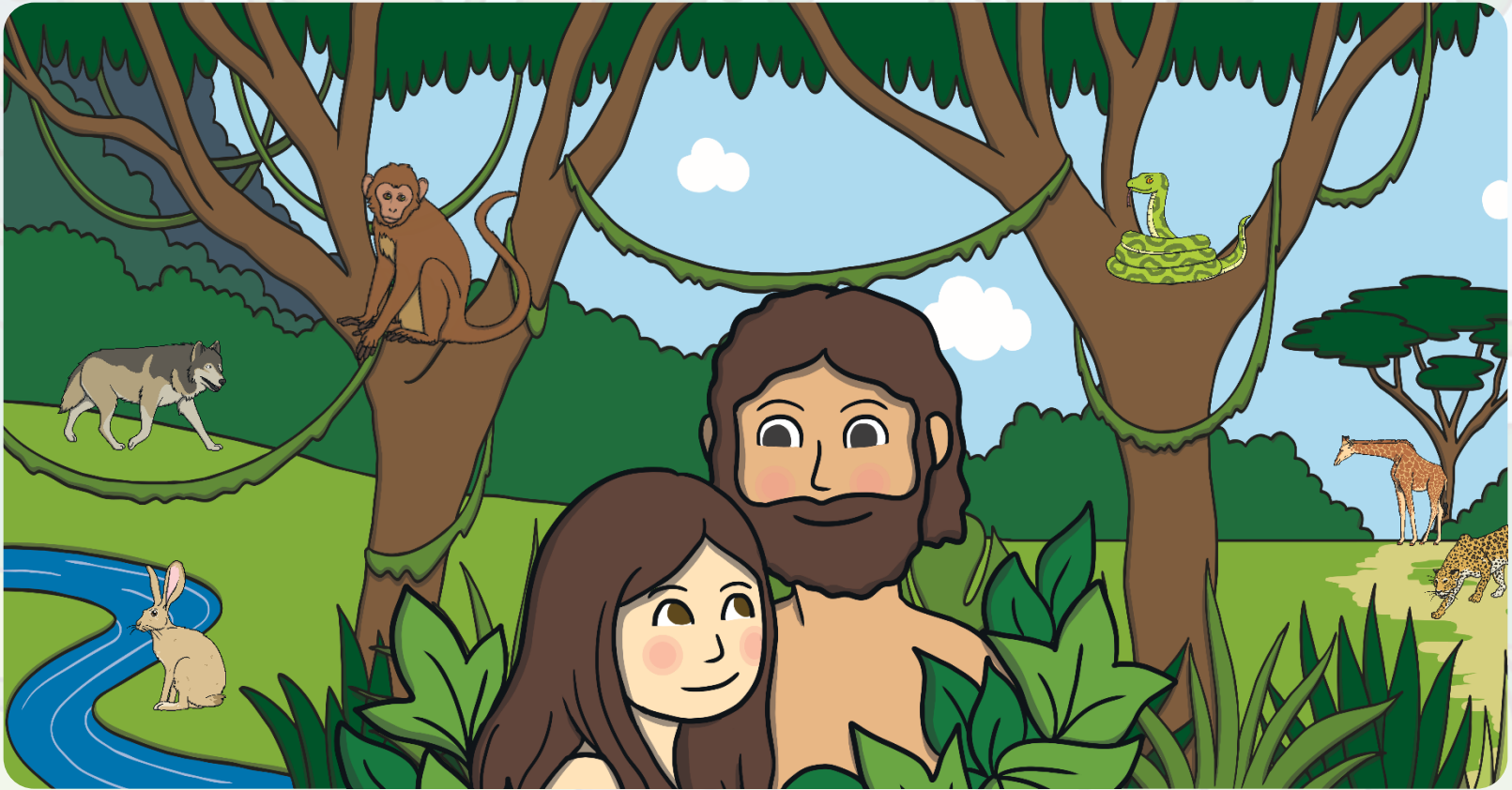


On the fourth day, God created the Sun, the Moon  
and the stars.

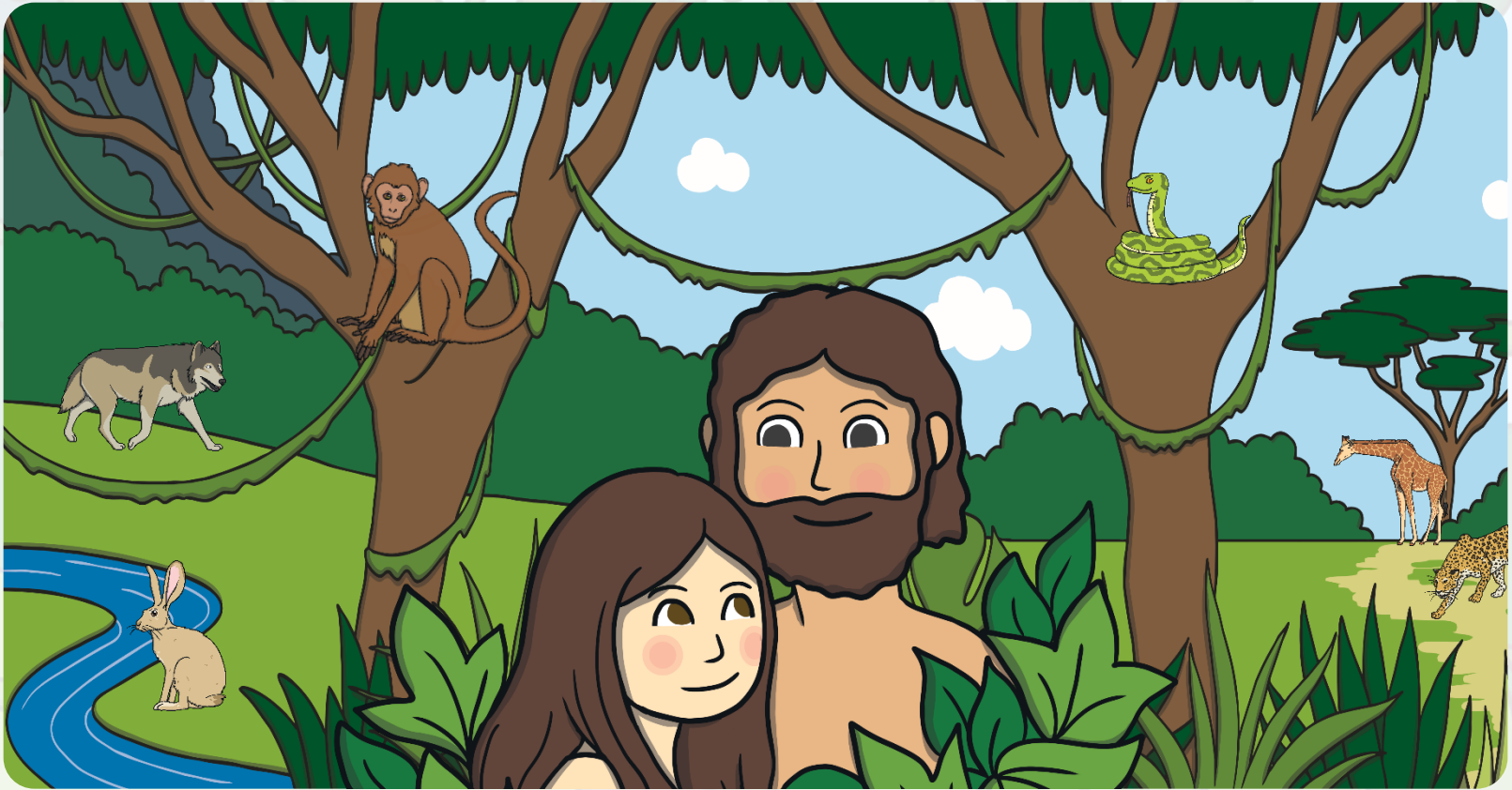




On the fifth day, God created birds and sea creatures.



On the sixth day, God created animals to fill the Earth. God also created humans to enjoy and care for all that He had made.



On the seventh day, God rested. God was happy with all He had made.

