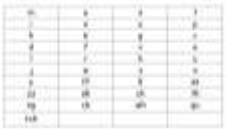

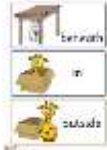







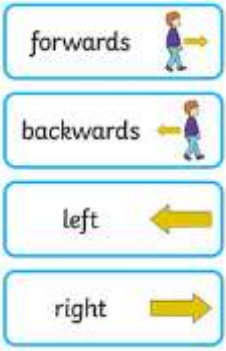





M	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Morning physical activity - http://jumpstartjonny.co.uk/</p>	<p>Phonics – Symbol search</p> <p>Learning challenge –to be able to recognise identify and write sounds independently.</p> <p>Have a look at 'WKS Monday Phonics' powerpoint. Ask your grown up to say a sound, you have to find the found and write the sound. Can you have a go at focusing on the diagraphs (two letters that make one sound)?</p>  <p>Remember:</p> <ul style="list-style-type: none"> Say the sounds clearly. To hold your pencil correctly. To form your letters correctly. To make sure you write the diagraphs the correct way round when writing. <p>Challenge: Can you write 3 words that include these sounds?</p>	<p>English –</p> <p>Learning challenge – to understand how the Orang-Utan is feeling.</p> <p>Please watch the video below of the story 'There's a Rang-Tan in my bedroom – by James Sellick'. https://www.youtube.com/watch?v=4DLRMu_3Gug Please only watch up until the little girl says "go away".</p> <p>What is happening in the story? Why is there an Orang-Utan in her bedroom? Why does it want to get rid of all of her things?</p> <p>Have a look at the pictures of the Orang-Utan – T6, WKS, Monday Literacy Pictures and begin to think about how the Orang-Utan is feeling?</p>  <p>Remember:</p> <ul style="list-style-type: none"> To look at the pictures and think about how the Orang-Utan is feeling. Write some key words to describe his feelings. Put those words into short sentences – He is feeling sad. He is feeling cross. 	<p>Maths – position</p> <p>Learning challenge – to place an object in different positions.</p> <p>Today we are going to be having a think about describing the position of objects and following instructions to put an objects in a specific place.</p> <p>Have a look at the following words and see if you know what they mean: Sideways, behind, in front in between, on top, underneath outside, inside.</p> <p>If there are any words that you are not sure about have a talk with somebody about what they might mean.</p> <p>Next choose a toy or object from your house and ask someone to tell you where to put the object using the words from the list above.</p> <p>e.g. put the car next to the table. Put the car inside the box</p>  <p>Remember:</p> <ul style="list-style-type: none"> Listen carefully to the words that are being used Think about where you need to put your object first. 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Computing</p> <p>Learning challenge – to be able to use purple mash to draw your own Orngutan.</p> <p>Log into purple mash and select the activity under the 2dos section to draw an Orngutan from the story.</p> <p>Think about the colours you might need to use and what else you might need to include for the background of your picture.</p>  <p>Remember:</p> <ul style="list-style-type: none"> Always tell a grown up what you are doing when using the internet. Think about the colours you are using and what Orngutans like doing in the rainforest. 	<p>PE –</p> <p>Learning challenge – continue Thembu Walks the Tightrope.</p> <p>Create a large space where you can move around quickly. You will need something you can use as a 'line' and you will need more than one.</p> <p>Task: Lay down the 'lines' around the room and begin to move around. Ask your grown up to shout "line out" randomly and then you have to run to the closest line and balance with your heels raised.</p> <p>Story Time</p> <p>Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories and choose a story you have not heard before.</p>
---	--	---	--	---	---	---	---

T	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Morning physical activity - http://jumpstartionny.co.uk/</p> <p>Phonics – reading and spelling.</p> <p>Learning challenge – to be able to read the word and then write it independently.</p> <p>Ask you grown up to write a word without you looking. Now have a look at the word and see if you can sound it out in your head and then say the word aloud. Once you have read the word, ask your grown up to hide the word again and write the word down.</p> <p>Words to read and spell: dash, chin, witch (you can tell your child the ‘tch’ at the end of this word), with, clock, whisk, quick.</p> <p>Once you have written the word, remember to always read the word to check you have included all the sounds in your writing.</p> <p>Remember:</p> <ul style="list-style-type: none"> • Hold your pencil correctly to help form your letters correctly. • To say the sounds aloud when writing the word. • To read the word after you have written the word. • Remember words might include diagraphs – these are two letters that make one sound. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p> <p>English –</p> <p>Learning challenge – to begin to think about what is happening in the Rainforest.</p> <p>Please watch the video below again of the story ‘There’s a Rang-Tan in my bedroom – by James Sellick’. https://www.youtube.com/watch?v=4DLRMu_3Gug Please only watch up to ‘they are burning it for palm oil’.</p> <p>From reading the story, do you know what is happening in the Rain Forest? Why are the humans there? What are they doing?</p> <p>Can you write down some of your ideas about what the humans are doing in the forest? You can use the PowerPoint ‘T6, Wk5, Tuesday Literacy – In the Forest’ to help you</p>  <p>remember the pictures from the story.</p> <p>Remember:</p> <ul style="list-style-type: none"> • To think about your idea first. • To write each sentence, one word at a time, thinking about the sounds that you need. • To add some pictures to your writing to show your ideas in other ways. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p> <p>Maths – position</p> <p>Learning challenge – to find an object using positional language</p> <p>Today we are going to carry on having a go at using our positional language from yesterday.</p> <p>Get someone to put an object somewhere in your house and then describe to you where it is, can you find where the object is?</p> <p>Next swap round and have a go at putting an object somewhere in your house. Describe where you have put it to someone and see if they can find it. Make sure that you are using your positional language to help them find the object!</p>  <p>Remember:</p> <ul style="list-style-type: none"> • Make sure that you listen carefully to where the object is • Remember to use your positional language when describing where you have put your object. 	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Break</p> <p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Lunch break</p> <p>Understanding of the word.</p> <p>Learning challenges – to begin to find out all about deforestation.</p> <p>Have a look at the Chester Zoo website – What is deforestation? https://www.chesterzoo.org/schools/resources/what-is-deforestation/</p> <p>Listen to the video that explains what deforestation is. Watch it once and listen to the facts. Watch it again and tell a grown up all the facts you have learnt about deforestation.</p>  <p>Remember:</p> <ul style="list-style-type: none"> • To always tell a grown up what you are doing when using the internet. • To listen carefully to the facts about deforestation. 	<p>PE –</p> <p>Learning challenge – continuing Thembi Walks the Tightrope.</p> <p>Task: Continuing on from yesterday, find a large space and use your ‘lines’ again.</p> <p>Can you remember the different jumps from last week? T jump – tuck your legs in as you jump high. Long jump – can you jump past the line. Hi-Yah! – Karate kick as you jump over the line.</p> <p>This time, ask your grown up to randomly shout “line out” and perform one of the jumps / kicks before balancing on your heels on the line.</p> <p>Story Time</p> <p>Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories and choose a story you have not heard before.</p>
---	---	--	---	--	---	--

W	<p>Phonics – sound swap for nonsense words.</p> <p>Learning challenge – to be able to recognise a sound that needs to be swapped or removed to make a non-sense word.</p> <p>Non-sense words are words that are made up – they are ‘not real/fake’ words.</p> <p>Using letter cards or writing sounds on individual paper – have a go at building the first word, then use this word to either swap or remove a sound to make a new word.</p> <p>e.g. I want to change the word cat > mat (I would need to change the ‘c’ sound into a ‘m’ sound).</p> <p>Words for sound swap: trosh > prosh > plosh > plish > plash > prash > trash > brash</p> <p>Remember: Say the word slowly to listen to the sounds in order to identify which sound needs to be swapped or removed to make a new word.</p>	<p>English –</p> <p>Learning challenge – to begin to think about what is happening in the Rainforest.</p> <p>The things that we have read about in the story, are in fact happening in real life. This must be why the animals wanted to leave the Rainforest.</p> <p>Have a look at the pictures on the PowerPoint ‘T6, Wk5, Wednesday Literacy Deforestation’.</p> <p>Using the last page of the PowerPoint – can you write a list of all the things you can see ‘before’ and all of the things you can see ‘after’.</p>  <p>What is different? Why is it different?</p> <p>Remember:</p> <ul style="list-style-type: none"> To look at the pictures one at a time. Think about what you can see in each one. To notice if anything is the same or if anything is different? To make a list of the different things you can see for both pictures. 	<p>Maths – direction</p> <p>Learning challenge – to use the language to direct people or place objects.</p> <p>Today we are going to be having a go at using some directions.</p> <p>Have a look at the words below and see if you know what they mean:</p> <p>Forwards, backwards, sideways, turn</p> <p>With somebody in your house choose a space that you are going to start in. Next choose somewhere that you would like to go and get someone to give you instructions helping you to get there.</p> <p>e.g take 3 steps forwards and 1 step sideways.</p>  <p>Remember:</p> <ul style="list-style-type: none"> Make sure the instructions are clear so that you know exactly what way to go 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Art – create your own Orangutan mask.</p> <p>Learning challenge – to use materials you have available to create your own Orangutan.</p> <p>If you are able to print out the Wednesday art resource available ‘T6 WK5 Wednesday Art’.</p> <p>Use materials you have available in your house to decorate your Orangutan mask. Think about the colours you may need and which materials you might want to use.</p>  <p>Remember:</p> <ul style="list-style-type: none"> Be careful when using the scissors with control. Think carefully about the colours you want to use. <p>Challenge: Why not retell the ‘There’s an orang-utan in my bedroom’ using your mask.</p>	<p>PE –</p> <p>Learning challenge – continuing Thembi Walks the Tightrope.</p> <p>Today, we are going to be exploring movement and balance.</p> <p>Task: Can you create a long line – standing on the line, make sure your knees are bent and can you stand carefully balanced on the line for 10 seconds.</p>  <p>Can you stand on one leg and balance carefully for 10 seconds? Can you stand on the other leg and balance carefully for 10 seconds? Can you do it for longer?</p> <p>Story Time Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories and choose a story you have not heard before.</p>
---	---	--	---	---	--	--







Morning physical activity - <http://jumpstartjonny.co.uk/>






Break

Break

Break

Lunch break

TH	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Morning physical activity - http://jumpstartjonny.co.uk/</p> <p>Phonics – dictation</p> <p>Learning challenge – to be able to independently write the words and sentences.</p> <p>Have a look at the powerpoint 'WKS Thursday Phonics-dictation'. Click on the audio button to hear the word or the sentence and have a go at independently writing the sentence.</p> <p>Remember:</p> <ul style="list-style-type: none"> To hold your pencil correctly and form your letters correctly. To listen carefully to hear all the sounds. Remember to say the words slowly to hear all the sounds. Read back your writing to check you have included all the sounds. 	<p>English –</p> <p>Learning challenge – to imagine you are one of the animals, what might you be thinking?</p> <p>Imagine you are an animal living in the Rainforest, and all of a sudden someone or something is trying to destroy where you live! What might they be thinking?</p> <p>Can you have a go at creating a thought bubble as if you were one of the animals.</p> <p style="text-align: center;">Break</p>  <p>Remember:</p> <ul style="list-style-type: none"> It is different to a speech bubble – this is not what the animal is saying, but what the animal might be thinking. Break your sentence down and try to write one word at a time, using the sounds that you can hear. To think about your common word spellings if you need to use them. 	<p>Maths – direction</p> <p>Learning challenge – to give directions to someone to get them to a place</p> <p>Today you are going to have a go at being the person that gives the instructions. Choose a starting place for someone that you are working with or an object and think about where you would like to direct them too.</p> <p>Using the language we looked at yesterday have a go at directing someone to your chosen place.</p> <p>e.g. take 3 steps forwards and 5 steps sideways. Turn and then take 3 more steps forwards.</p> <p style="text-align: center;">Break</p>  <p>Remember:</p> <ul style="list-style-type: none"> Make sure that your instructions are very clear so that you know exactly where to go. 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p style="text-align: center;">Bug Club</p> <p style="text-align: center;">Click here for Bug Club Login</p> <p style="text-align: center;">Break</p>	<p>Understanding of the World / Spoken Language</p> <p>Learning challenge – to be able to add explanation to your ideas and thoughts.</p> <p>Question of the day: How would you feel if someone destroyed the environment you live in?</p>  <p style="text-align: center;">Lunch break</p>	<p>PE –</p> <p>Learning challenge – beginning Thembi Walks the Tightrope.</p> <p>Task: Can you find something that you can stand on carefully? This could be a stool, chair, or a step. Standing on the object that is raised, can you make sure your knees are bent and can you stand carefully balanced on it for 10 seconds.</p>   <p>Can you do it for longer?</p> <p>Story Time</p> <p>Please share one of your favourite books with an adult, or visit https://www.bbc.co.uk/iplayer/episodes/b00jdlm2/cbeebies-bedtime-stories and choose a story you have not heard before.</p>
----	---	--	---	--	---	---

<p>F</p>	<p>Phonics – Common words Learning challenge – to be able to read the common words by sight.</p> <p>Write the common words on a post-it note or on square pieces of paper. These are the common words we have learnt so far:</p> <p>a, is, I, the, of, for, are, was, all, come, to, go, me, we, she, he, we, be</p>  <p>Ask a grown up to hide these common words around your house and have a go at finding them. Remember to read the words when you have found them.</p> <p>Remember: Common words can only be read by sight.</p> <p>If you find certain common words tricky to read, play the game again only finding the words you found trickier.</p>	<p>English –</p> <p>Learning challenge – to imagine you are one of the animals, what might you be thinking?</p> <p>Imagine you are Orang-Utan from the story. Think about what has happened so far in the story and think about what might he be thinking?</p> <p>Can you have a go at creating a thought bubble as if you were the Orang-Utan from the story?</p>  <p>Remember:</p> <ul style="list-style-type: none"> • It is different to a speech bubble – this is not what the animal is saying, but what the animal might be thinking. • Break your sentence down and try to write one word at a time, using the sounds that you can hear. • To think about your common word spellings if you need to use them. 	<p>Maths – direction game</p> <p>Learning challenge – use the arrows to direct the pirate to the treasure.</p> <p>Today you are going to use your brilliant skills to help the pirates to find the treasure.</p> <p>Using the map in the corner of the screen have a go at directing the pirate to the right square to find the treasure. You will be given a choice of arrows and you will need to make sure that you are clicking on the correct arrow each time to make the pirate move.</p> <p>https://pbskids.org/peg/games/hungry-pirates</p>  <p>Remember:</p> <ul style="list-style-type: none"> • Check the map in the corner to find out where 'x' marks the spot' • Think carefully about the arrows you are pressing to make sure that the pirate is moving the right way. 	<p>Reading</p> <p>Reading via Bug Club or your allocated reading book(s).</p>  <p>Click here for Bug Club Login</p>	<p>Feel Good Friday and Time to Shine!</p> <p>Spend some time together talking about all of the activities you have done during the week. What did you enjoy the most? What area do you want to get better at next week?</p> <p>TIME TO SHINE – Please share your creations and activities via purple mash.</p>  <p>Please remember that you can follow us at : https://twitter.com/PHInfants You can also follow our Reception Twitter page @PHIARception</p> <p>Once you have done this, think of your own Feel Good Friday activity. This could be:</p> <ul style="list-style-type: none"> - Something creative - Going on a walk - Having a treat (snack) - Watching a film / favourite show <p>If you want to then join us for a story at 2.40, we look forward to seeing you there 😊.</p>
----------	--	--	--	---	--

Morning physical activity - <http://jumpstartjonny.co.uk/>

Break

Break

Break

Lunch break