

Home Learning Activities- Term 6 Week 5

Day	Learning Activity Suggested time 9.00-9.30	Phonics Suggested time 11.30-12.00	Maths Suggested time 1.00-1.20
Day One	<p>Jake's First Day. Share the ebook with your child and ask them the following questions at the end?</p> <p>How was Jake feeling before he went to school? (nervous, scared, worried, not sure) Teach your child our word of the week- 'apprehensive' explain it means all of the above- can they say it. "Jake felt a bit apprehensive about going to school."</p> <p>What did Jake do on his first day?</p> <p>How did he feel at home time?</p> <p>Draw a picture of you on your first day and a picture of how you will feel at home time. See if you can write a sentence to go with it.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Number cards 1-20. A set of toys (cars, dolls etc.)</p> <p>Explain that this week, we are going to recap our number skills including 1 more/1 less, numbers to 20 and adding and taking away small amounts.</p> <p>Flash through the number cards 1-20 and then ask your child to put them in to order. Leave them out to assist with the next activity.</p> <p>Show your child a selection of toys. Ask them to count them carefully. Ask them to estimate if we add '1 more' how many will we have? Add another toy and reiterate the group has got bigger. Get them to count them to make sure. Ask them to say the sentence- one more than Is Pointing to the number line they have created by ordering the number cards to 20.</p> <p>Continue with more groups for your child to estimate and recount.</p> <p>Next ask your child what happens if you take one away? The group gets smaller.</p>

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			Repeat the above activity but ask them to estimate one less. They may find this more challenging than one more. Continue to use the number line to support them.
Day Two	<p>All About Me- See the template called All about me Day 2.</p> <p>And explain to your child they are going to create an All About Me fact file to let their new teacher know all about them.</p> <p>Talk through the sections with your child and then let them fill them in, this could be using the template or your own version.</p> <p>Send a photo using class dojo and we can share them with your new teacher.</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Number cards 1-20</p> <p>Flash through the number cards- If there were any numbers they found particularly difficult yesterday- really focus on looking at these.</p> <p>Then ask your child to put them in to order</p> <p>Recap that when we talk about 1 'more' the number is getting bigger! Model this by showing them on the number line they have created.</p> <p>Try a few more, then, as your child's confidence grows simply point to the number. Get your child to say the statement 'one more than...is....' Really try to focus on those 'teen' numbers. Now try with one less.</p>
Day Three	<p>Ask your child to tell you about some of the things they really liked about being in their class this year or in Early years.</p> <p>Refer to the template called My School Year and discuss the questions.</p> <p>Can they complete the template or your own version?</p>	<p>See additional information on class pages for:</p> <p>Mr Rapley's group Mrs Jarmola's group Miss Powell's group</p>	<p>Resources: Number cards 1-20. A set of toys (cars, teddies etc.)</p> <p>Flash through number cards 1-20 and ask your child to place into order.</p> <p>Today we are going to look at adding and taking away larger numbers than 1.</p>

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			<p>With a selection of items ask the children to count how many they have? Ask them to add a small amount 2/3/4 more? Can they recount to find out how many? Continue with this activity. As an extension- ask your child to put the number of items in their head and then using their fingers count on. For example for $14+3$, the child would tap their head and say 14, hold up 3 fingers, then using their fingers count on, 15,16,17. Or you could also use the number line of cards your child created earlier and find 14 and jump along 3 more spaces.</p> <p>Taking away tends to be trickier. At first use a selection of items and ask the children to count how many and then ask them to take some away. How many do you have now?</p> <p>In both activities try to get your child to say the number sentence once they have completed it eg: $14 + 3 = 17$ or $12 - 2 = 10$. There is no expectation for your child to write them however if they wanted to this would be great practice for year 1.</p>
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