

## Home\_Learning\_Wednesday\_13<sup>th</sup>\_January\_2021

### **\*PHONICS\***

- **Objectives:**

- To say the sound
- To recognise the sound
- To write the sound
- Challenge: to write the sound in a word

- **Activities:**

- Revise the sound 'th' learnt yesterday: read these words: Beth, that, thick
- To revise the sounds: 'ch' Phonics with Mr Mc (Phonics lesson 14: phase 3 recap ch) <https://www.youtube.com/watch?v=Gvqw7zdoEp8>
- Write the following words for your child to read: bench, lunch, church
- Ask your child to write the following words: chick, chips, munch
- Adult to draw a plate of fish and chips and chicken and chips.
- Write the following caption: I munch fish and chips. Can your child read the caption and match it to the correct drawing?
- Be a Phonics Detective: Can you find something in your house that begins with the sound 'ch'?

### **\*MATHS\***

- **Objectives:**

- In practical activities and discussions, begin to use the vocabulary involved in adding

- **Activities:**

- Cut out number cards 1-11 (see resources) and leave in a pile upside down. Turn over 2 number cards and choose that many objects eg beads (choose anything interesting) to count.
- The adult could model adding by writing the number sentence on a whiteboard/piece of paper eg  $3 + 2 =$
- Using language such as:
  - Three add two equals?
  - Three plus two equals?
  - How many are there altogether?

## **\*DRAWING CLUB - ENGLISH\***

- **Objectives:**

- Use some of their print and letter knowledge in their early writing.
- Draw with increasing complexity and detail, such as representing a face with a circle and including details.

We will be encouraging the children to think about finger spaces when writing their sentences. Please start by watching the following video;

<https://m.youtube.com/watch?v=Rma2CK0zfEU>

On the drawing club resources you will find a 'spaceman' that can be cut out and used as a 'finger space' when writing.

For the rest of the week, we are going on an adventure with the story. Make this as wild and adventurous as fitting for your child. This means that we are going to make some changes to the story to make it our own.

You may want to choose **one** of the following each day, or you may think of your own ideas:

- \*What different character could need to make new houses? Maybe a monkey, or a mouse, or a jellyfish, or a little blue alien.
- \*Can you change the character that tries to knock the houses down? This could be a lion, or a cat or even a shark?
- \*if you were one of the 3 little pigs (or your new character), what would you make your house out of? e.g. a house of sweets/ sand/ spaghetti/ cardboard
- \*Maybe the wolf (or the creature of your creation) wanted to visit the pigs for a different reason: what could that be? Maybe he had a cold and wanted to borrow some tissues, maybe his water had stopped working and he wanted a shower, maybe he had received a big hamper for Christmas and wanted to share with the pigs!

Model a quick drawing of what we could do to change the story, thinking of extending your child's vocabulary by using words they might not already be familiar with.

Then ask your child to think about how they would like to change the story. They will first need to draw a picture, then ask your child to add labels as appropriate using letters and sometimes symbols- **See 'drawing club examples' in resources.**

## **\*COOKING\***

In school we would usually be cooking regularly, however due to Coronavirus we are unable to do this. Each week we will suggest an activity. This week you could make cheese and tomato tarts. If you wish to make something else, please feel free to do so and share a photo of your cooking.

- **Objectives:**

- To follow the recipe "Sam and Poppy's muffins" (Picture- Resources)

- To read words/sentences
- To recognise numbers
- To count spoons
- To stir the mixture

- **Activities:**

- Make muffins following the recipe.