|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 1 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths | **Counting.**  With an adult sing a number song.  See below for examples.  Try to match your fingers to the numbers you are singing. | **Counting.**  Butter a piece of toast and count how many times you need to spread the butter over the bread.  Help an adult to make a cheese and tomato sandwich.  Count out how many pieces of bread you need and how many slices of tomato are needed to cover the cheese.  Count how many pieces of dried pasta you need for you dinner.  Count how many pieces of cooked pasta you can eat for your dinner. | **Counting and adding.**  If you have stairs in your house, walk up to the top counting each step as you go. How many steps do you have? Can you find this number on a number line (like a ruler) by counting along it?  If you live in a flat, instead of stairs, count how many steps it takes you to walk from your front door to each of the rooms. Next, count along a ruler to find the numbers. | **Counting and adding.**  Look around your home and count how many of the same objects you can find. Discuss with an adult which objects you have more of, they have the highest number. Next, count all of the objects together to work out the total number of objects you have found.  If you have a number line (like a ruler), can you count along to find these numbers?  **E.G.**  Count how many spoons are in your cutlery drawer.  Count how many forks there are.  Which has the highest number?  Now count all of the spoons and forks. How many pieces are there altogether? | **Counting**  Count how many hops you can do.  Can you hop the same number of times on each leg?  Count how many hops you can do in 1 minute.  Count how many star jumps you can do in 1minute.  Can you do more hops or star jumps in 1minute?  Repeat this activity using jumps, and running on the spot. |
| English | **Story**  With an adult choose one of your favourite stories to share together and talk about the different  characters in the story. | **Drawing and writing**  Draw a picture of your favourite character from the story and write down something you like about the character. Is the character funny, brave, happy, strong, kind.  (If you do your mark making, the adult can write down the words you have used to describe your character.) | **Linking sounds to letters**  Think about the story character you have written about.  Which letter sound does it begin with.  If it is Snow White or Superman-can you find some more objects around your house that begin with the same sound? Can you draw them and label them?  s-sink, soap, spaghetti, socks, scarf, star | **Story Telling**  Think about your story character and make up a new story.  Where will your story be set?-(a castle, under the sea, space, a meadow)  Will your character have some special objects-(a magic key, a ball, a gate)  Will your character meet another character?-( a Prince/Princess, a cat, a mouse)  What will they do and what will happen next? | **Writing a story ending**  Can you use your mark making/writing skills to draw and write an exciting ending for your story character? |
| Topic | Choose your favourite dinosaur. Draw it and ask an adult to help you label the parts of its body. Try to work out the phonemes you can hear yourself and then use your own emergent writing to try and write the words. Don’t worry if you use the wrong letters or marks instead of letters, this is your emergent writing. | Draw or paint a picture of your favourite dinosaur in its natural habitat. Talk with an adult about what your dinosaur is doing. | Dinosaurs and other animals are coloured so they can hide away from predators. This is called camouflage. Decide where a teddy would like to be camouflaged. Next use bits of material or paper, to create a camouflage cape for teddy. Place your teddy in the camouflage area and see if it works. | Dinosaur stew. Draw the ingredients you would use to make a stew for your dinosaur. Think whether your dinosaur is a herbivore (plant eater) or a carnivore (meat eater). What type of plants or meat would you use in your stew?  Draw a picture of what you think your stew would look like. | Make a dinosaur mask, or invent your very own dinosaur. Would it have wings, a beak, scales, sharp claws or a club tail? Draw or paint a picture of your dinosaur.  Discuss with an adult how you created it and why. |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Week 2 | Monday | Tuesday | Wednesday | Thursday | Friday |
| Maths | **2D Shapes**  Look around your home and in your bedroom.  Can you find 3 squares, 3 circles, 3 rectangles and 3 triangles?  Discuss with an adult how many corners they each have and how many sides. | **Sorting and Matching**  Look in your sock drawer. Ask an adult to separate the pairs of socks and mix them up.  See if you can match up the correct socks so you have completed pairs. | **Length**  Find 2 pencils and measure them to see which is the shortest, and the longest. Now find a third pencil and place them in order of length from the shortest to the longest.  What other objects can you find to order according to length? | **3D Shapes.**  Look around you home. Can you find any cylinders, cubes or cuboids?  Talk with an adult about how the cubes are different to the cuboids. | **Weight**  Find 2 objects and hold each one in turn in your hand. Which is the heaviest and which is the lightest? Try and use the correct vocabulary of heavy, heaviest, light and lightest. |
| English | Can you draw or paint a picture of your family?  Write down all the names of your family, including your pets. | Discuss with your adult a fun activity you have done with your family.  Maybe you went for a walk, did some baking or some gardening.  Draw a picture of the activity and add some writing by trying to work out the phonemes you can hear yourself and then use your own emergent writing to try and write the words. Don’t worry if you use the wrong letters or marks instead of letters, this is your emergent writing. | Can you use your emergent writing to make a list of the favourite things you enjoy doing with your family?  EG-  -singing  -dancing  -walking  -gardening  -reading books  -building  -painting  -cooking | Think about the phoneme your name begins with and try to find some more things that start with the same phoneme.  Can you take some photographs or cut pictures out of magazines and make a ‘phoneme collage’.  So if you are called Paul you could find picture of pizza, peppa pig, paint, paint bursh, pyjamas, piano, pineapple, pear | Can you make some labels for your phoneme collage?  You can write the single phoneme for each one or try to hear and write some more phonemes in the word by using your emergent writing.  EG.  Write just ‘p’ for paint or if you can hear more phonemes you might write ‘pt’ for paint. |
| Topic | Can you use some of your toys to make a model? (Lego, Duplo, wooden blocks, Megablocks etc)  Talk about your model to your adult and describe:-  What it looks like-what colours or shapes have you used.  What is it used for-to fly , drive, live in, to make things.  How does it work or move?-fast/slow, it goes round, it goes up and down, it can zoom in the sky or dive into the sea.  Can you take a photograph of your model? | Draw or paint a picture of your model.  Can you write some labels on your picture?  Try to work out the phonemes you can hear yourself and then use your own emergent writing to try and write the words. Don’t worry if you use the wrong letters or marks instead of letters, this is your emergent writing. | Talk with your adult about any changes you could make to your model to make it better?  What did you change?  How did it make it better?  Can you take a photograph of the model now you have changed it?  Look at both photographs and talk about the changes you made to your model. | Can you show your adult how to make a model exactly the same as your one?  Give them some clear instructions of where to place the different pieces.  EG - ”The green brick goes on top of the blue brick? “  Your adult will help you to use words and phrases such as:-  next to, above, underneath, behind, opposite, in front of, between. | Play a game  Use your bricks to have a race with your adult.  Set a time (45 seconds)and see who can build the tallest tower.  Count how many bricks you used?  Who was the winner?  Now have another go and see if you can beat your first score. |

**Taken from: Teach your child at home.org.uk**

**One, Two Buckle My Shoe**

One, two buckle my shoe

Three, four knock on the door

Five, six pick up sticks

Nine, ten a big fat hen.

---

**One banana, two banana**

One banana, two bananas,

Three bananas, more

Four bananas, five bananas,

Six bananas, more.

Seven bananas, eight bananas,

Nine bananas, more

Ten yellow bananas!